**SUPPLEMENTAL ACTIVITY – DISCUSSION ON BIAS AND CRITICAL ANALYSIS**

To be used at the conclusion of the Calinger Phenology Module:

1. Ask students at the conclusion of the module to form groups of 2.
2. Have each group modify one or more graph that they created to look as though global temperature change does NOT exist.
   1. (For example they can zoom out extremely far so that any differences look nonexistent.) This should be open-ended and allow students to reach their own conclusions. There are many techniques
3. Have students share their graph with the class. If this is being done in a computer lab, the instructor can screen capture each group. Alternatively, they can upload it to a discussion board or share on Google Docs for easy instructor access.
4. Hold a class discussion about different ways entities may present data to convince the reader of their viewpoint. How can students make more informed decisions about the media they consume?
5. Have each student find (and submit for credit) one alternate example of data being presented in a biased manner. Students may use things posted to social media, controversial topics, current events, etc. This can be on any topic. Students should write a brief analysis/summary of the data and the technique to represent it in a biased manner.