

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.05	Lesson Number - 23
<p><b>Activity Title - Objective Versus Subjective</b></p> <p><b>Goal/Objective</b></p> <p>To distinguish between subjective (opinion-laced) and objective (facts only).</p> <p><b>Lesson Outline</b> <b>Introduction</b></p> <p>Students watch television and often hear news that is supposed to be objective, but many times the reports are very subjective. Parents, friends, teachers, workplace and community members, and the news media often flavor their statements subjectively. Students need to recognize when statements are subjective so that they can make more informed personal decisions, instead of relying on someone else's opinion.</p> <p><b>Activity</b></p> <p>Have several objective and subjective statements prepared as examples, such as: "The senator helped pass gun control legislation." versus "The senator helped pass <u>important</u> gun control legislation." Provide students with newspaper articles that have a subjective tone. You may wish to include editorials and critical reviews. Also tape television news as an additional source of subjective/objective reporting. Have the students read the passages and watch the news. After each segment, have the students identify words that are subjective. Discuss how these words or phrases could be changed into an objective format.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Discuss the importance of understanding subjective and objective words and phrases as it applies to the decision-making process. Identify the different areas of the GED Tests where students will have to make decisions based on fact/opinion, inference, etc.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Paper and pencils</li> <li>• Television/VCR</li> <li>• Video of News Reports</li> </ul>
<p><b>Real-Life Connection</b></p> <p>Brainstorm with students the different media that they use to make decisions in their daily lives. The list may include such things as telemarketing, advertisements, consumer reports, personal recommendations by friends or family, newspaper and television reporting, etc. Discuss how lack of objective knowledge can hinder good decision making.</p>			<p><b>Extension Activity</b></p> <p>Have students write advertisements for their favorite food. Instruct them to first write an advertisement based solely on facts. Next have them develop an advertisement to persuade others to buy the food. Discuss the difference in word choice, appearance, etc. of both advertisements.</p> <p><b>ESE/ESOL Accommodations</b></p> <p>Have students read their articles aloud or have the article on audio-tape so that students can listen to it being read.</p> <p>Provide students with a graphic organizer under which to list objective versus subjective words and phrases.</p> <p>Provide written definitions of any new words used in the lesson.</p>

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p data-bbox="58 215 686 245"><b>Activity Title - Objective Versus Subjective</b></p> <p data-bbox="58 280 233 310"><b>Introduction</b></p> <p data-bbox="58 345 2032 443"><i>Say:</i> Almost daily we hear or read news that is supposed to be objective. However, what we hear and read is often subjective. This subjectivity helps sway the reader to the reporter's or writer's viewpoint. What we have to be able to recognize is what is subjective or opinion and what is objective or fact. Being able to identify fact from opinion can help us make better decisions in our daily life.</p> <p data-bbox="58 479 243 508"><b>Main Activity</b></p> <p data-bbox="58 544 1961 609"><i>Say:</i> Today, we are going to read some newspaper articles and listen to some news broadcasts. The first excerpts that you will read and listen to are subjective. As you read the article or listen to the broadcast, write down the words that you see or hear reveal the writer's or reporter's feelings.</p> <p data-bbox="58 644 1982 709">After students have either read an article or listened to a news report, debrief the information. <i>Ask:</i> What word(s) would have to be removed to make this writing or report objective? What words are used in objective reporting or writing?</p> <p data-bbox="58 745 1520 774">Reinforce that students need to research and think for themselves whenever they read or see subjective reporting.</p> <p data-bbox="58 810 338 839"><b>Closure/Conclusion</b></p> <p data-bbox="58 875 2028 972"><i>Say:</i> The GED Tests require that you be a critical thinker. Questions may ask that you compare and contrast or that you make a prediction based on the material read. Questions may also include such items as editorial cartoons and critical reviews. These pieces of writing often use very subjective language and ideas. It is important that you are able to identify fact from opinion or subjective from objective writing.</p> <p data-bbox="58 1008 470 1037"><b>Follow-Up Lessons/Activities</b></p> <p data-bbox="58 1073 1969 1138">Have students select a current event from the local or national news. Have them write both an objective and subjective article or report on the topic. Debrief the activity by comparing and contrasting the two written essays.</p>			