

Area/Skill - LA, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.02/04.05	Lesson Number - 33
<p>Activity Title - Fact versus Opinion</p> <p>Goal/Objective</p> <p>To distinguish between fact and opinion when reading real-life materials.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Students may read newspapers and appear to believe everything they read as true or factual. They need skills in reading critically to separate facts from opinions.</p> <p>Activity</p> <p>Provide each student with the daily newspaper. Have the students review the front page and as a group select one front-page story to discuss. Have the students write down the facts of the story. Have the students discuss the facts that they found. Write their ideas on chart paper or on the board. Next, have the students review the letters to the editor and select one letter to read. Have the students compare the factual statements in the front-page story with the opinionated ones in the letter. Write the opinions found in the letter on the board next to the facts from the news story.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss the differences between fact and opinion. Facts must be true with some supporting evidence. Opinions are backed by feelings and may or may not be based on any factual information.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Copies of daily newspapers • Paper and pencils • Chart paper and markers or white board and markers
<p>Real-Life Connection</p> <p>Have students analyze the commercials they see on television. Identify the facts versus the opinions in specific commercials. Discuss that commercial companies have many means of persuading consumers to purchase their products. Because of the need to persuade, many times their statements are not factual.</p>			<p>Extension Activity</p> <p>Have students write their own factual article on a topic of their choice. Next have them write a persuasive piece of writing on the same topic. Students may wish to use the “letter to the editor” format. Have the class identify the statements of fact versus opinion in the works.</p> <p>ESE/ESOL Accommodations</p> <p>Have students read aloud the story and letter.</p> <p>Provide students with a list of terms and their definitions. Include examples of each.</p> <p>Provide students with a graphic organizer to assist them in identifying facts versus opinions.</p>

GED 2002 Teachers' Handbook of Lesson Plans

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Activity Title—Facts versus Opinion

Introduction

Say: When we read the newspapers and magazines, we take in a great deal of information. We read about things that are happening in the world around us. Sometimes we read about changes that people want to make in our community. Sometimes we read about state or national affairs that impact us. Some of this information is based entirely on facts. However, some of the things that we read in the newspaper are merely the opinions of others. An important skill on the GED Tests is to be able to distinguish between facts and opinions. This same skill is important in our daily lives as well.

Main Activity

Say: Today, you are going to read different types of articles, commentaries, and letters from the daily newspaper.

Provide each student with a newspaper. *Say:* First, let's select a front page story that looks interesting to read. Once we have selected our story, you will read the story and while you are reading, I want you to write down on paper the different facts that you identify. Remember that facts in a story will probably answer such questions as what, who, where, when, and how.

Allow students time to read the article and write down specific facts. When they have finished, continue to the next part of the lesson. *Say:* In the section of the newspaper called "Letters to the Editor," you will find comments regarding many different topics. Let's select a letter to review. Once you have read the letter, write down the facts that you identify. Remember, letters to the editor are often filled with the writer's opinion.

After the students have completed the letter, have them share their ideas on the different facts from both the newspaper article and the letter to the editor. Write down their ideas on chart paper.

Ask: How are the article and the letter the same? How are they different? Have the students compare and contrast the information.

Closure/Conclusion

Ask: If you were making an important decision, which would you rather read— a newspaper article or a letter to the editor. Why? Do different newspapers have different slants or opinions about a topic, even on the front page? Why or why not?

Follow-Up Lessons/Activities

Have students write their own article about a given topic using only factual information. Next have them write an opinion paper or letter to the editor. Have the class identify the different facts versus opinions in the students' writing examples.