

Area/Skill - Social Studies	Cognitive Skill Level - Analysis/Synthesis	Correlation to Framework - 02.06, 02.10	Lesson Number - 26
<p>Activity Title - Who to Believe?</p> <p>Goal/Objective</p> <p>To interpret meaning from opposing views on the same topic.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Begin the lesson by discussing that there is often so much “spin” and “hidden agendas” in the media, that it is hard to know who to believe.</p> <p>Activity</p> <p>Provide students with copies of articles, editorials, and/or editorial cartoons on the same topic but with opposing viewpoints. The teacher may even wish to use different newspapers as publishers often have different viewpoints as well.</p> <p>Divide the class into small groups. Have each group read the opposing viewpoints in the articles/letters/cartoons. Have them identify the author’s point-of-view, tone, and opinion regarding the topic. Also have students list the facts that are stated in each work.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students share their analysis of the different media pieces with the class. Chart the major ideas on the board. Explain that even news writers often have difficulty in only stating the facts and may often slant the article to their point-of-view. Discuss whether or not there is a right or wrong on the chosen topic. The teacher may wish to conclude the activity with reading the 1st Amendment which protects freedom of speech.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Newspaper articles, editorial, and cartoons about the same topic but from different resources • Paper and pencils • Chart paper and markers or board and chalk
<p>Real-Life Connection</p> <p>Brainstorm real-life situations where different viewpoints come to the forefront of the newspaper. Examples may include elections where political parties state very differing views or court cases where prosecutors and defense attorneys have very different viewpoints.</p>			<p>Extension Activity</p> <p>Have students develop their own editorial comment or cartoon regarding the topic discussed. Post the finished products in the classroom.</p> <p>ESE/ESOL Accommodations</p> <p>Pair students who may need assistance.</p> <p>Provide students with articles at their readability level or have the articles on tape so that students can listen while following along.</p> <p>Select topics of interest to all students, beginning with topics that the student may have personal or background knowledge.</p>

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - Who to Believe?

Introduction

Ask: do you have strong views about a particular subject? An example may be smoking. Should everyone believe what you say as the absolute factual truth? Why or why not? How about news celebrities? Can they be trusted just because they say it? Why or why not?

Main Activity

Say: Today, we will examine opposing views of the same subject. You should look carefully at the truths and at the weak points in each of the articles/letters/cartoons. Writers may have different points of views that may or may not be accurate. Use these versions of the "truth" to see if you can figure out the differences and the similarities. Somewhere in these writings, there may be some truth.

Divide the class into small groups of four to five students. Give each group at least three different writings/cartoons on the same topic. You may wish to use articles from different newspapers, editorial comments or letters, and editorial cartoons. Have the students identify the author's tone and point-of-view. Also have them identify the similarities and differences between the writings/letters/cartoons.

Closure/Conclusion

Ask: Based on your analysis, who do you believe? Why? What led you to your conclusion? Discuss the different things that affect what a person believes and how those beliefs can impact what a person hears or reads.

Say: The GED Tests will require that you analyze and synthesize information from different sources and then apply that understanding to answer specific questions. You will need to critically read and interpret information so that your answer is based on fact, not opinion.

Follow-Up Lessons/Activities

Have students write a paragraph based on their own personal belief about the topic discussed. Make sure that students use some facts upon which to base their opinion. Have the class identify statements of fact versus opinion in the paragraphs.