

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Evaluation	Correlation to Framework - 02.10	Lesson Number - 06
<p>Activity Title - What's Your Opinion?</p> <p>Goal/Objective</p> <p>To identify facts versus opinion through reading editorials and letters to the editor</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Distinguishing between fact and opinion is an important skill for the GED Tests. Often we read things in the newspaper or in magazines that we accept as true. However, many of these articles include the opinion of the writer. This is particularly true when one reads editorials or letters to the editor.</p> <p>Activity</p> <p>Provide students with letters to the editor from the local newspaper. Discuss with the students that these letters convey the opinion of the writer. There may or may not be factual information included. Divide the students into groups of 4. Give each group a letter to evaluate. Have the students identify facts that are included in the letter and opinions. After the students have completed their assessment, have them read the letter to the class and discuss the facts and opinions that they noted. Students may wish to add their own opinions about the topics in the letter. Have the students identify whether or not they are stating opinions or facts.</p> <p>Debriefing/Evaluation Activity</p> <p>Facts and opinions are important when dealing with everything from historic documents to reports to newspapers to letters. Have the students write a response letter to the editor regarding the topic that they read about. If the topic is a current issue in the community, the students may wish to send their letters for possible publication.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Newspapers • Sample letters to the editor and editorials • Paper, pens, stamps and envelopes
			<p>Extension Activity</p> <p>Have the students search newspapers for letters or editorials on a current issue or event. Students should locate editorials with conflicting viewpoints. Discuss the presence of both facts and opinions in the editorials or letters.</p>
<p>Real-Life Connection</p> <p><i>Ask:</i> Do letters to the editor and editorials in the newspaper impact your personal life? Students may respond that editorials can have a negative impact on such things as communities, businesses, schools, etc. Have students brainstorm how the media can distort the facts or relay opinions which are not shared by the majority.</p> <p><i>Ask:</i> Have you ever written a letter to the editor about something that had occurred in your community? Have the students share their responses.</p>			<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Highlight important information in the letters. • Allow students to complete activities in writing or orally. • Provide conversational cues to help those students who need help to participate in the discussions on fact and opinion. • Provide students with a template for a business letter.

GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Social Studies	Cognitive Skill Level - Evaluation	Correlation to Framework - 02.10	Lesson Number - 06
<p>Activity Title - What's Your Opinion?</p> <p>Introduction</p> <p><i>Ask:</i> What is a fact and what is an opinion? Students should discuss that facts are statements based on truth and that opinions are the way that individuals feel about something. <i>Ask:</i> We know how people get facts, but how do people form opinions? This discussion should bring out that individuals make opinions based on facts, interpretations of those facts and the beliefs that the individual has.</p> <p>Main Activity</p> <p><i>Say:</i> We are going to look at some letters that have been sent to the editor of the local newspaper. Divide yourselves into small groups of 3-4 people. Each of your groups will be given a letter to read. Discuss the letter and identify the facts and the opinions that are stated. Next, discuss how you would answer the letter based on your own opinion and facts that you may know about the topic. Have each group share their letter with the group and discuss their own opinions. After the students have discussed the letter and how to respond to the writer, have them write their own individual response to the editor. If it is a current topic, the students may wish to send their letters and see whether any of them are published.</p> <p>Closure/Conclusion</p> <p><i>Ask:</i> Has reading and listening to the opinion of others changed the way you feel about the topic of the letter? Explain your answer.</p> <p>Follow-Up Lessons/Activities</p> <p>Have the student select an editorial or another letter to the editor from the newspaper and write his/her own response to it. Have the student summarize the editorial for the class and then read his/her response. Identify any other editorials or letters that have either similar or diverse viewpoints.</p>			