

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Comprehension	Correlation to Framework - 02.10, 02.11	Lesson Number -
<p>Activity Title - History - Fact or Opinion?</p> <p>Goal/Objective</p> <p>To distinguish between fact and opinion related to a historical account.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Children all over the United States have been told the story of George Washington and the cherry tree. The story is in history books and biographies. The story is told as a way to present George Washington as an honest and trustworthy person. But did the story really happen. Today, we are told that the story is just that, a story. It never really happened.</p> <p>Activity</p> <p>Present the story of George Washington and the cherry tree. Break the group into small cooperative groups. Each group of students will determine what the facts and what the opinions are in the story. These findings will be brought back to whole group and a list will be compiled.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss the need for the students to become aware that there may be different views of a historical event. Have the students explain why it would be important for them to know the facts from the opinions in events that are being told in an individual writer's view.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Resource materials such as encyclopedias, biographies, history texts, etc. • Chart paper, markers • <i>Anne Frank: The Diary of a Young Girl</i> • Newspapers and news magazines 	
		<p>Extension Activity</p> <p>Look in different newspapers for articles written on the same event. Read the articles. Look for the similarities and differences regarding the even. If you were present at this event, what were the facts as you saw them? Are your facts the same as the articles?</p>	
		<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Allow students additional time to complete an activity. • Have students assist others with reading materials. • Provide reading materials at different levels. • Use visual information to reinforce what is discussed orally. 	
<p>Real-Life Connection</p> <p><i>Ask:</i> Has anyone ever read two different accounts of the same event? Were they the same or different? Did you sometimes wonder if you were at the same event as the writers?</p>			

GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Social Studies	Cognitive Skill Level - Comprehension	Correlation to Framework - 02.10, 02.11	Lesson Number - 09
<p data-bbox="58 224 663 256">Activity Title - History - Fact or Opinion?</p> <p data-bbox="58 289 235 321">Introduction</p> <p data-bbox="58 354 1978 418">Discuss the need for the students to become aware of the fact that there may be different views of a historical event. Have the students explain why it would be important for them to know how to distinguish facts from the opinions in events that are being told in an individual writer's view.</p> <p data-bbox="58 451 243 483">Main Activity</p> <p data-bbox="58 516 2024 652">Tell the following story. When George Washington was a young boy, he had an ax. There was a cherry tree in his backyard. George took his ax and chopped the cherry tree down. His father discovered that the tree was chopped down and asked George if he did it. George being the honest person that he was said, "Father, I cannot tell a lie. I chopped down the tree with my ax." <i>Ask:</i> Have you ever heard this story before? Is this story made up of facts or opinions? Brainstorm with the group what the facts and opinions are in the story. Chart the answers on the board or on chart paper.</p> <p data-bbox="58 685 2028 782"><i>Ask:</i> If the story is not a true one, then why did the story begin? Answers should address that George Washington was seen as an honest man. The story is a way to illustrate his honesty. <i>Say:</i> Sometimes stories have a way of changing throughout the years. Can you think of other historical tales that may not be totally accurate but we accept as true? Answers may include stories about the Wild West or about individuals such as</p> <p data-bbox="58 815 340 847">Closure/Conclusion</p> <p data-bbox="58 880 2032 945"><i>Ask:</i> How will being able to distinguish facts from opinions in a historical account? Discuss with the students different methods to distinguish fact from opinion such as identifying the author, assessing the point of view of the article, relating the article to other known articles of fact, etc.</p> <p data-bbox="58 977 470 1010">Follow-Up Lessons/Activities</p> <p data-bbox="58 1042 2032 1107">Provide students with excerpts from historical texts or biographies, such as <i>Anne Frank: The Diary of a Young Girl</i>. Have the students identify the facts as well as the opinions of the writer in the article. Summarize the reading and present the information to the class.</p>			