

Level: 9th Grade

Class Size: 20-25 students

Unit: Spooks of Ages - Debunking/Fact vs. Opinion

Time Needed: 45 minutes

Sequence In Unit: Week 1 - Day 3

Classroom Composition:

The majority of the students are “average” in capability level. Some exceptions and alterations to assignments and course work can be made for those with IEPs.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to distinguish the difference between fact and opinion.
- **Objectives:**
 - The learners will define “fact.”
 - The learners will define “opinion.
 - The learners will demonstrate a constructive process for deciding whether something is fact or opinion.
 - The learners will acknowledge when fact or opinion is a better choice during an argument.
- **Connections to the Maine Learning Results**
 - English Language Arts, Grade 9 - Diploma A3 (Informational Texts)
 - a. “Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.”
 - Social Studies, Grade 9 - Diploma A1 (Applications of Social Studies Processes, Knowledge, and Skills - Researching and Developing Positions on Current Social Studies Issues)
 - g. “Develop a clear, well-supported position.”

b. Essential Questions

- What is fact?
- What is opinion?
- What are the differences between fact and opinion?
- When should you use fact over opinion and vice-versa?

c. Knowledge and Skills

- Students have been introduced to the fact vs. opinion concept at earlier grade levels, in some form.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

- Admit slips will be collected to see what students personally feel a fact is versus an opinion.
- For homework students will be asked to:
 - review advanced organizer
 - continue research for their debate topic/outline

e. Quizzes, Tests, Prompts

- Admit Slip Prompt:
 1. Write a statement that is *fact*.
 2. Write a statement that is an *opinion*.

f. Unprompted Evidence

The teacher will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have a chance to ask questions to check clarification and will also be asked to continue working on their assignment for the debate.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Have students fill out the following admit slip:

1. Write a statement that is *fact*.
2. Write a statement that is an *opinion*.

Roughly 5 minutes.

2. Have a few students come up to the board and copy down one of their two statements. As a class, decide whether each statement is fact or opinion and why. Make sure to mention the following points:

According to the Oxford English Dictionary, “fact” is defined as:

“A thing that is known to be true.”

– If either of these two questions can be answered “yes,” then the statement is a fact.

“Is it true?”

“Can it be proven?”

According to the Oxford English Dictionary, “opinion” is defined as:

“A personal view not necessarily based on fact or knowledge.”

– Opinions can always be debated. Watch for statements that sound like fact, but can not be proven.

Stress once more that, for the debate, students should be relying more on facts than opinion.

3. After discussing the few examples on the board, ask students if they had any questions on the homework. If not, collect the homework and continue on. If there are questions, continue to go over the statements one by one.

*If students do not have questions but an issue arises when correcting the homework, another assignment and mini-lesson may be needed to help with understanding. If this is the case, this can be

done after one of the two debates.

5. Remind students that whoever is debating the next day should be well prepared.

Make sure to collect their outlines! NO OUTLINE = NO
PARTICIPATION.

6. Students that are not debating the next day should continue working on their
outline for homework.

I. Materials and Resources

Teacher Resources

- ▶ Computer word processing capabilities
- ▶ Lesson notes
- ▶ Materials for in-class assignment
- ▶ Wipe-off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper ... materials required for regular attendance