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Instructional Technology

Object Lesson One & Organizer

February 2, 2013

Content area / topic: Social studies; logic and reasoning

Focus group: Seventh grade

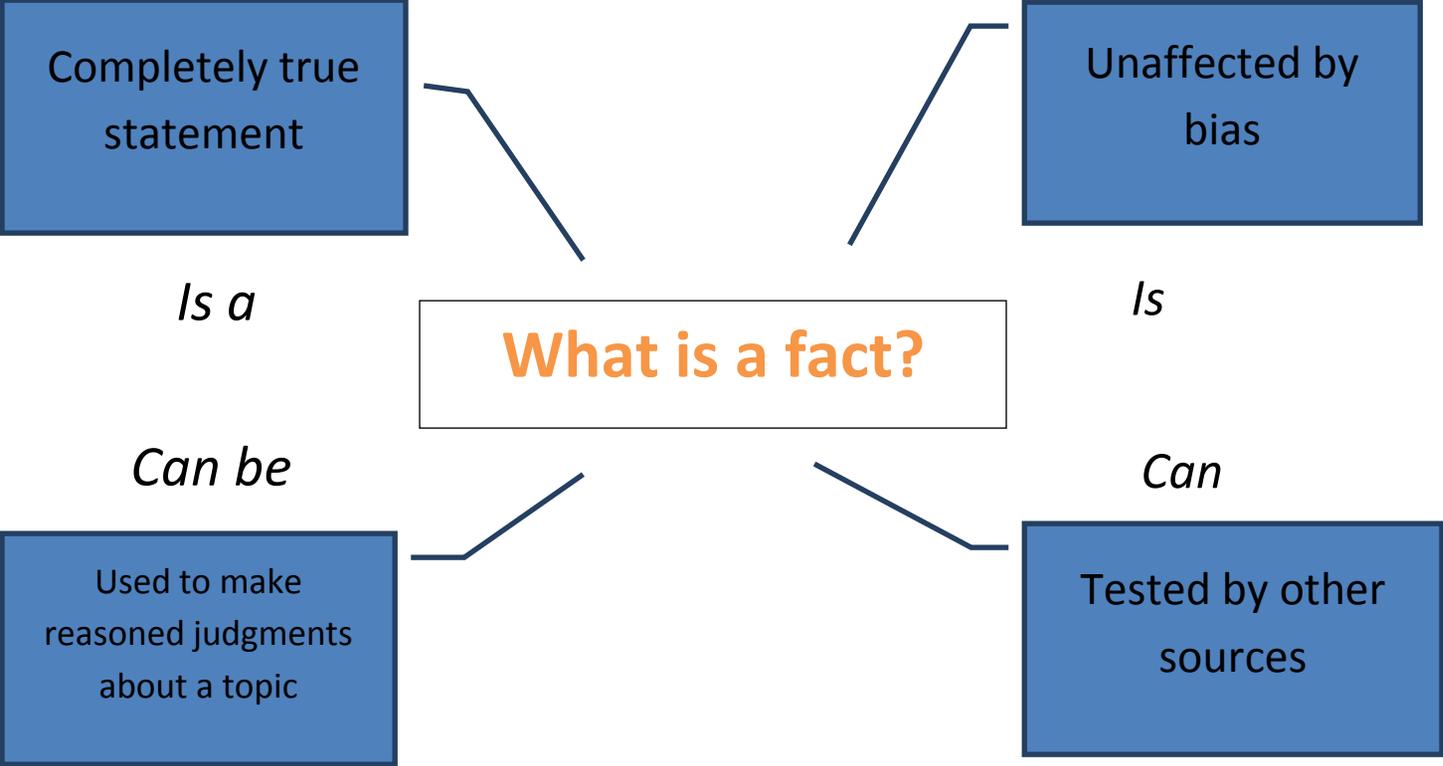
Objective: The objective of this lesson is in accordance with NJ state objective CCSS.ELA-Literacy.RH.6-8.8 “Distinguish among fact, opinion, and reasoned judgment in a text”. Students will be able to read through an article on the tracking of “Bigfoot” and masterfully distinguish between the facts, strict opinions, and reasoned judgments in the article.

Anticipatory Set: Students will be asked to divide into three groups. A silly word will be written on the whiteboard by the instructor. Group one will be instructed to tell the class what they believe the word means based solely on how that word makes them feel; giddy, angry, melancholy, etc. Another group will be instructed to tell the class what they think the word might mean by relating it to another word that sounds similar or previous knowledge. The final group will be instructed to read the definition of the word directly from a dictionary. The instructor will then ask the students to identify which groups they thought represented fact, opinion, and reasoned judgment. The instructor will ask the students to try the experiment again with two more silly words to get a more concrete feel about what will be talked about later in class, and then will move onto the lecture.

Materials: Smart board with article displayed about a Bigfoot hunt as well as a video exemplifying moments in history where opinions trumped fact in world events. Worksheets for students to define fact, opinion, and reasoned judgment in their own words. Worksheets used to categorize information from the Bigfoot article as fact, opinion, or reasoned judgment.

Procedure:

1. Engage class using above described anticipatory set
2. Present brief lecture defining fact, opinion, and reasoned judgment
3. Ask students how they believe the various uses of facts, opinions, and reasoned judgments can affect daily life.
4. Show video on SmartBoard displaying moments in history where the use of opinions and reasoned judgments altered fact and changed history (such as propaganda and newscast synopses of events).
5. Display on SmartBoard article on a Bigfoot hunt for students to read – each student takes a turn reading the article aloud.
6. Students break off into groups of three and use above mentioned worksheet to categorize information in the Bigfoot article.
7. Give as homework above mentioned worksheet on learned terminology
8. Give as homework; students must create their own article on a current event in their life that contains facts, opinions, and reasoned judgments that they will later exchange in class to test each other with.



Facts

1. *Unaffected by bias*
2. *Unchanging*
3. *Will stand up against challenge*
4. *Comes from a valid source*
5. *Unaffected by emotion or relativity*

Opinions

1. *Personal*
2. *Differ from person to person*
3. *Subject to change*
4. *Can come from any source, valid or not*
5. *Easily affected by emotion*

~Combined to be called "reasoned judgment"

~Each used often in conversation

~Each can be used in a valid argument

~Each can be used together to draw conclusions about an event not entirely understood

~Each are permissible as information in the news