

9th Grade AMI

Day 1

American/English

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Office Hours: 8:00 - 3:30


Instructions:

You will need to read “Literacy Ideas Distinguishing Fact and Opinion.” The work for the assignment is “Recognizing Fact and Opinion” page 6 and “Distinguishing Facts From Opinions” page 13. On “Distinguishing Facts from Opinions” only do numbers 1 and 2. You will need to restate for the questions on page 13. Please answer the questions on a google doc and share with Mrs. Zimmerschied and Ms. Tylar.

Please number all the questions. For page 6 just write F or O after the number.

8th Am English Day 2

A teacher's guide to fact and opinion — Literacy Ideas

 [literacyideas.com/teaching-fact-and-opinion](https://www.literacyideas.com/teaching-fact-and-opinion)



Distinguishing Between Fact and Opinion

Let's take a look at defining these two all-important concepts:

What is a fact?

A fact generally refers to something that is true and can be verified as such. That is, a fact is something that can be proven to be true.

What is an opinion?

An opinion refers to a personal belief. It relates to how someone feels about something. Others may agree or disagree with an opinion, but they cannot prove or disprove it. This is what defines it as opinion.

Why Are Fact and Opinion So Important?

The ability to distinguish between fact and opinion helps students develop their critical and analytical skills in both their reading and their listening. Fact and opinion are often woven together in texts and speeches. It is therefore imperative that students are able to unravel the threads of what is true from what is mere belief if they are to successfully navigate the deluge of media they will encounter in their lifetimes.

Whether on the news, in advertising, or a history book, distinguishing between what is fact and what is opinion is crucial to becoming an autonomous person with the critical abilities necessary to avoid being manipulated easily.

The Language of Fact and Opinion: Signal Words and Phrases

As we mentioned above, often writers will liven up their facts with a sprinkling of opinion. Unfortunately, it can at times be difficult to extract the verifiable truths from the author's preferences and biases. Luckily the language used itself often throws up helpful clues in the forms of words and phrases that assist us in identifying statements as fact-based or opinion-based.

Let's now take a look at some examples of those signal words and phrases being used in the sentence fragments that often precede a statement of fact or opinion:

Fact

- The annual report **confirms**...
- Scientists have recently **discovered**...
- **According to** the results of the tests...
- The investigation **demonstrated**...

Opinion

- He **claimed** that...
- It is the officer's **view** that...
- The report **argues** that...
- Many scientists **suspect** that...

As we can see from the above examples, the language used to introduce a statement can be helpful in indicating whether it is being framed as a fact or an opinion.

It is important for students to understand too that things are not always as they appear to be. At times, writers, whether consciously or not, will frame opinion as fact and vice versa. This is why it is important that students develop a clear understanding of what constitutes fact and opinion and are afforded ample opportunities to practice distinguishing between the two.

What is context?

Context is the circumstances surrounding an event, statement, or idea, and in terms of which it can be fully understood. Facts and opinions must be placed in context to draw conclusions from.

For example a young boy who tells his mother "I ate a truckload of sweets at the party last night" needs to be placed in the context of his age, and audience.

We can confidently infer he never actually ate a real truckload of sweets, but we can reasonably appreciate he ate a lot of them and wanted to emphasise that point.

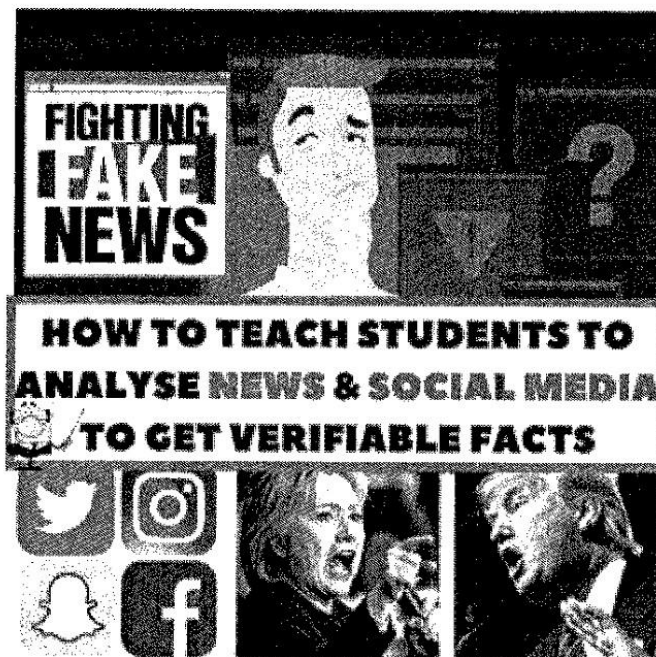
His mother might ask a clarifying question to turn that opinion into a hard fact.

DOWNLOAD NOW

This simple chart consists of two columns helpfully labelled *fact* and *opinion* beneath a topic heading. Students work their way through a piece of text, sorting statements as they come across them into the appropriate column on the graphic organizer. At the end of this task they will be left with a clear segregation of the statements of the text according to whether they are objective fact or subjective opinion.

Fact and Opinion Activities: Honing the Skills

read our great article on literacy graphic organizers here



FACT vs *Opinion* Sort

Directions: Sort all of the cards into the correct side of the t-chart. Remember, the left side should only contain fact cards, and the right side should only contain opinion cards.

Facts	Opinions

It doesn't get much simpler than the fact vs opinion chart

Fact and opinion activities for students

1. Top 10 Facts and Opinions

Not only does this simple activity help students hone their fact and opinion detecting abilities, it also serves as a great warm-up research activity when beginning a new topic in class.

When starting a new topic, whether on an historical period, a literary figure, or a species of animal, set students the task of listing ten facts and opinions from their background reading and research on their new topic. Students must then form and list ten opinions on the topic based on reflection on this initial reading and research.

It may also be a useful exercise for students to look back over their opinions at the end of the topic. Have they changed their opinion in any areas of the topic? Why did they change, or maintain, their opinion? This can work as a great review activity to wrap things up.

Chapter 18 Skill Application

Chapter 5
MODERN ERA
EDITION

Distinguishing Facts From Opinions

As you read in this chapter, in 1776 Britain's colonies in America made a daring—and dangerous—move. They declared their independence from Britain and explained their reasons for doing so in the now-famous Declaration of Independence. When American leaders signed that document, they took the fate of an entire country in their hands. The excerpt below describes the events following the vote of independence, as the delegates considered the document that the young Thomas Jefferson had composed and his committee had approved. ♦ As you read the selection below, think about whether the author is expressing facts or opinions. Then, on a separate sheet of paper, answer the questions that follow.

The increasing heat of July 4, 1776, with the thermometer climbing at a rate that surprised even seasoned Philadelphians, found a packed session in the State House, with Benjamin Harrison once more presiding. Clerks, already mopping their foreheads, were handing out copies of the final document that Jefferson, Franklin, Adams, and Livingston had put together. At once the heat

was forgotten, as men muttered to their neighbors, ran fingers along salient passages, underscored them with pens, gestured in assent, or burst into angry opposition. . . .

The immortal preamble went through with hardly a token challenge. Then the main body of the document was considered, and all at once tempers began to flare. Members hesitated as unexpected mental reservations occurred to them. They reddened in anger as they detected slurs on cherished

beliefs or institutions. Nodding in approval over an assault on some grievance, they checked themselves as they felt the attack too sweeping, too dangerous.

Jefferson had made, and his colleagues had somehow allowed to stand, one bad tactical blunder. Himself a slaveowner by inheritance and force of cir-

A Declaration by the Representatives of the UNITED STATES OF AMERICA, in General Congress assembled.

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to

circumstances, he lashed out at the institution of Negro slavery, calling it "this assemblage of horrors;

this market where men are bought and sold!" Many members, Northerners and Southerners alike, were willing to keep pace with him in his denunciations. But he had included a hot and detailed charge against the Crown, apparently blaming George III and his predecessors for imposing slavery on the helpless and unwilling colonists.

Source: *The American Heritage Book of the Revolution*, by the editors of American Heritage, 1958.

ILLUSTRATION/PHOTO CREDIT: INDEPENDENCE NATIONAL HISTORIC ART, PHILADELPHIA

Questions to Think About

- (a) List three statements from the passage about the delegates' response to the Declaration of Independence that appear to be facts. (b) List three statements from the passage that are opinions.
- Testing Conclusions** (a) What is the author's opinion about the delegates' reaction to Jefferson's Declaration of Independence? (b) What facts does the author use to support this opinion?

Linking Past and Present

- Obtain a copy of a popular newsmagazine, such as *Time* or *Newsweek*, from your library. Read the cover story. As you read, make notes on a list with two columns: "Facts" and "Opinions." When you come to a fact in the article, place it in the "Facts" column. When you find an opinion, place it in the "Opinions" column. Finally, read the article again to see whether the author supports his or her opinions with facts. Place a check mark next to those opinions that are supported.

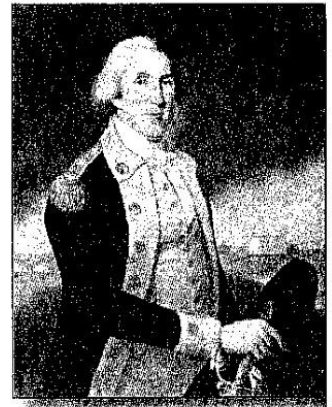
Name: _____ Date: _____

Recognizing Fact and Opinion

It is important to evaluate every primary source. In order to evaluate a primary source, you need to be able to recognize the difference between fact and opinion. A **fact** is something that can be proven true with some form of evidence. An **opinion** expresses what a person or group thinks, feels, or believes. Opinion statements may contain signal words or phrases such as *best*, *most*, *probably*, *I believe*, *I think*, or *I feel*.

Directions: Read each statement below. Place the letter **F** on the line if the statement is a fact. Place the letter **O** on the line if the statement is an opinion.

- _____ 1. Abraham Lincoln was the sixteenth President of the United States.
- _____ 2. The transcontinental railroad was completed on May 10, 1869.
- _____ 3. I think Christopher Columbus was the greatest explorer in history.
- _____ 4. Settlers of the Great Plains were called sodbusters.
- _____ 5. George Washington was probably the most intelligent general of the American Revolution.
- _____ 6. The Mayflower Compact gave Pilgrims the right to govern themselves.
- _____ 7. Patrick Henry's speeches were more persuasive than the speeches of Daniel Webster.
- _____ 8. The cotton gin was the most important invention of the Industrial Revolution.
- _____ 9. In my opinion, the Spanish Armada was the greatest naval force in history.
- _____ 10. The French and Indian War was one of the events that led to the American Revolution.
- _____ 11. The discovery of gold in California was the beginning of the event known as the Gold Rush.
- _____ 12. Colonists grew tobacco in Jamestown.
- _____ 13. Sacagawea was a Native American woman on the Lewis and Clark Expedition.
- _____ 14. Freedom of the press is the most important right granted to citizens by the United States Constitution.
- _____ 15. British soldiers in the American Revolution deserved the nickname "Redcoats."



George Washington