



Theme 11

Facts and Opinions

Teacher Notes

Aims

- to revise and re-inforce information about the history of Huddersfield (Giants) Rugby League Football Club
- to distinguish between facts and opinions
- to explain their own opinions logically

Related Knowledge and Skills

reading for literal and inferred information
understanding the difference between facts and opinions
logical reasoning

Time

2 x 60 minutes lessons

Resources

Pupil Activity Sheet
From Theme 1: Pupil Resource Sheet
From Theme 2: Pupil Resource Sheet
From Theme 3: Pupil Activity Sheet 1 (Timeline)
Teacher Answer Sheet

Differentiation Strategies

All children:

For children working in pairs, ensure at least one strong reader per pair.

Activity A: Children can proceed at their own pace, early finishers preparing answers for Activities B and C.

Activities B and C: Groups finishing early can start use resources to prepare their own fact and opinion statements for Activity D.

Activity D: There is no upper limit to the number of statements children can prepare for Activity D.

Overview

Activity Number	Class Organisation/Activity	Main Idea	Resource
1.1	Class introduction	Defining 'fact' and 'opinion'; Re-capping information resources from earlier in the project; Reading Pupil Activity Sheet Part A, deciding whether statements about the Huddersfield club are facts or opinions	Theme 1, Pupil Resource Sheet; Theme 2, Pupil Resource Sheet; Theme 3, Pupil Activity Sheet 1; Pupil Activity Sheet
1.2	Individuals' or Pairs' written answers		
1.3	Class discussion, children reporting back		
2.1	Class introduction	Reading Pupil Activity Sheet Parts B and C: deciding whether to agree, partly agree or disagree with statements that are opinions, and explaining why; deciding on the club's greatest achievement and explaining this opinion	Theme 1, Pupil Resource Sheet; Theme 2, Pupil Resource Sheet; Theme 3, Pupil Activity Sheet 1; Pupil Activity Sheet
2.2	Groups of 3/4 discussion and written answers		
2.3	Class discussion, groups reporting back		
3.1	Class introduction	Writing statements about events at the Huddersfield club which are facts or opinions	Theme 1, Pupil Resource Sheet; Theme 2, Pupil Resource Sheet; Theme 3, Pupil Activity Sheet 1
3.2	Individuals' or Groups' written statements		
3.3	Class discussion, children reporting back	Deciding whether children's statements are facts or opinions; giving reasons for agreeing or disagreeing with opinions	

Activities

1.1 Class introduction

- Ask children to define 'fact' and 'opinion', explaining the difference between them.
- Through class discussion, teach the following definitions:
 - a fact is 'something which can be shown to be true, to exist or to have happened'. It is an absolute truth.
 - an opinion is 'a view somebody takes about a certain issue', often 'regarding the worth of somebody or something' and can be 'open to dispute or debate'. It is not an absolute truth and can be agreed, partly agreed or disagreed with.
- Discuss whether the following two statements are facts or opinions:
 - Of the rugby players to represent Huddersfield, Douglas Clark has played the most matches for the club. (fact)

- Douglas Clark is Huddersfield's best ever player. (opinion, with which it is possible to agree, as he was certainly an excellent player in his position – or to disagree as it is difficult to compare players who played in different eras and in different positions. Others might argue that Harold Wagstaff, Lionel Cooper or Danny Brough are better, but they played in different positions.)
- Re-cap outlines of the following resources from earlier in the project:
 - From Theme 1: Pupil Resource Sheet
 - From Theme 2: Pupil Resource Sheet
 - From Theme 3: Pupil Activity Sheet 1 (Timeline)
- Read the Pupil Activity Sheet Part A, identifying whether 14 statements are facts or opinions.
- Organise children to work individually or in pairs, at least one strong reader per pair.

1.2 Individuals' or Pairs' written answers

- Children working through the Pupil Activity Sheet Part A, deciding whether statements are facts or opinions.
(Early finishers could start to make notes about whether they agree or disagree with statements which are opinions and why.)

1.3 Class discussion, children reporting back

- Using the Teacher Answer Sheet, discuss whether statements are facts or opinions.

2.1 Class introduction

- Re-cap that statements 1, 4, 6, 7, 8, 9, 13 and 14 are opinions.
- Read Parts B and C of the Pupil Activity Sheet.
- Explain that the key to Part B is having at least one logical reason for agreeing, partly agreeing or disagreeing with each opinion.
- Reassure children that there are no right answers, but that their reasoning must be logical.

2.2 Groups of 3/4 discussion and written answers

- Organise the class to work in small groups.
- Groups which finish Part B can attempt Part C (deciding on the greatest achievement in the Huddersfield club's history) then write their own statements, some of which are facts and some of which are opinions, using resources from the project.

2.3 Class discussion, groups reporting back

- Children reporting back and commenting positively on:
 - Part B, decisions to agree, partly agree or disagree with statements
 - whether the reasons given support those decisions
 - Part C, choice of greatest achievement in the Huddersfield club's history
 - whether and how strongly the reason(s) given support the choice.

3.1 Class introduction

- Using resources and completed work from the project, set the task of writing statements, some of which are facts and some of which are opinions.

3.2 Individuals' or Groups' written statements

3.3 Class discussion, children reporting back

- Children reading their statements to the class.
- Class identifying whether each statement is a fact or an opinion
- Children explaining whether they agree, partly agree or disagree with statements which are opinions, and why.