

# Lesson Plan: The Power of a Well-Built Opinion

**Subject:** English 8

**Student:** Aira Marie

**Topic:** Examining the Text Structure of Opinion Editorials

**Learning Competency:** EN8INF-III-1 Examine text structures for clarity of meaning and purpose: journalistic texts (opinion editorials)

## Materials Needed

- Two contrasting images for Picto Analysis (Image A: a chaotic, loud argument; Image B: a person thoughtfully writing or presenting a clear point)
- Highlighters (at least 3 different colors)
- Printed copies of two short, age-appropriate opinion editorials (e.g., "Should Homework Be Banned?" and "Why Every Student Should Learn to Code")
- "Anatomy of an Opinion" Graphic Organizer (template with sections for Claim, Reasons, Evidence, Counterclaim, and Conclusion)
- Pen and paper or a notebook
- Timer or stopwatch

## Learning Objectives

By the end of this lesson, Aira Marie will be able to:

1. **Cognitive:** Identify the key structural elements (claim, reasons, evidence, counterclaim) of an opinion editorial.
2. **Psychomotor:** Create a structured outline for a personal opinion piece on a chosen topic within 20-30 minutes.
3. **Affective:** Appreciate the value of using a clear structure to express personal opinions respectfully and persuasively.

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## Lesson Procedure

### Part 1: EXPLORE (5-10 Minutes)

#### Activity 1: Picto Analysis - Two Ways to Argue

##### Instructions for the Teacher:

1. Show Aira Marie the two images (Image A: chaotic argument, Image B: structured communication).
2. Ask the following questions to spark a discussion:
  - "Describe what is happening in each picture."

- "In which picture do you think a person's ideas will be understood better? Why do you think so?"
  - "If you had a very strong opinion about something, which picture shows a more effective way to convince someone? Why?"
3. **Transition:** "You're right! Just shouting an opinion isn't very effective. A strong opinion needs a strong structure to be clear and convincing. Today, we're going to become architects of arguments by exploring how opinion articles are built."

## Part 2: FIRM-UP (15-20 Minutes)

### Activity 2: Deconstructing an Opinion

#### Instructions for the Teacher:

1. Introduce the concept of an "Opinion Editorial." Explain that it's a special article in a newspaper or website where a writer shares their personal viewpoint on an issue.
2. Provide Aira Marie with the first sample opinion editorial ("Should Homework Be Banned?") and the "Anatomy of an Opinion" graphic organizer.
3. Read the article aloud together. As you read, introduce and define the key terms. Guide her in finding and highlighting them in the text:
  - **The Claim (The Main Point):** "What is the one big idea the author wants you to believe?" (Use Color 1 to highlight).
  - **The Reasons (The 'Why'):** "What are the main reasons the author gives to support their claim?" (Use Color 2 to highlight).
  - **The Evidence (The 'Prove It'):** "What facts, examples, or expert opinions does the author use to back up their reasons?" (Use Color 3 to highlight).
  - **The Counterclaim (The 'Other Side'):** "Where does the author acknowledge a different opinion? This shows they've thought about the issue carefully." (Circle this part with a pen).
4. As you find each part, fill out the graphic organizer together. This collaborative effort ensures she understands the concepts before working independently.

## Part 3: DEEPEN (15-20 Minutes)

### Activity 3: Opinion Detective

#### Instructions for the Teacher:

1. Give Aira Marie the second opinion editorial ("Why Every Student Should Learn to Code") and a blank graphic organizer.
2. **Her Task:** "Now you're the detective! Read this article on your own and use your highlighters and the graphic organizer to find all the parts we just learned about: the claim, the reasons, the evidence, and the counterclaim."
3. Allow her to work independently. Be available for questions if she gets stuck.
4. After she finishes, review her work together. Praise her for correctly identifying the elements. Clarify any parts she may have found challenging. This step solidifies her understanding (Cognitive Objective).

## Part 4: TRANSFER (20-30 Minutes)

### Activity 4: You're the Author! (Psychomotor & Affective)

#### Instructions for the Teacher:

1. **Brainstorming (5 mins):** "Now it's your turn to be the author! Let's think of a topic you have a strong opinion about." Offer suggestions related to her interests:
  - Should kids have a limit on screen time?
  - Is it better to read a book or watch its movie adaptation?
  - Why [her favorite hobby] is the best hobby.
  - Why our community needs a [skate park, library, etc.].
2. **The Challenge (20-25 mins):** Once she has chosen her topic, say: "Your challenge is to build the blueprint for your own opinion article. Using a blank piece of paper or our graphic organizer, I want you to create an outline. Set the timer for 20 minutes!" Her outline must include:
  - **Her Claim:** One clear sentence stating her main point.
  - **Two or Three Reasons:** Why she believes her claim is true.
  - **Evidence for Each Reason:** A quick note on a fact, personal experience, or example she could use.
  - **A Counterclaim:** One sentence acknowledging what someone who disagrees might say.
  - **A Concluding Thought:** How she will wrap it all up.

*(This task directly addresses the Psychomotor Objective).*
3. **Sharing and Reflection:** When the time is up, ask Aira Marie to share her outline. Discuss her ideas and then ask reflection questions to target the affective domain:
  - "How did creating an outline help you organize your thoughts compared to just thinking about them?"
  - "Why do you think including a 'counterclaim' makes your argument stronger and more respectful, even if you don't agree with it?"
  - "Do you feel more confident about sharing your opinions now that you have a structure to follow?"

*(This discussion directly addresses the Affective Objective).*

### **Differentiation/Extension:**

- **For Support:** If Aira Marie struggles with outlining, provide sentence starters for each section (e.g., "I strongly believe that...", "One reason for this is...", "Some people might argue that...").
- **For Challenge:** Encourage her to take the outline and write the full first draft of her opinion editorial as a follow-up activity or for homework. She could even submit it to a school newsletter or a kids' section of a local paper.