Fact or Opinion

Hartley

Fact
or
Opinion

This is a multi-level program giving the student
extensive practice in learning to discriminate
whether information is fact or opinion.

Skill Level 3-6   Reading Level 3-4

This Hartley program requires a 48K
*Apple II, II+, IIe, or IIc, or
Franklin ACE 1000 and one disk drive.

When using the Apple IIe, the
CAPS LOCK key must be down at
all times; the LOCK key on the
Franklin ACE 1000.

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TEACHER'S GUIDE

PURPOSE

This program was designed to teach students to recognize a fact based on what can be seen, heard, is general knowledge, or can be checked with reference material. They are also instructed in how to recognize an opinion by recognizing 'clue words' that represent an opinion rather than a proven fact.

Field test site schools available upon request.

RUNNING THE PROGRAM (THE STUDENT)

This disk will boot on a 3.3 Disk Operating System.

When running this program on the Apple IIe, the CAPS LOCK key must be down at all times - the LOCK key on the Franklin ACE 1000.

Put the disk in Drive #1; close the small door. Turn on your computer. If you have an Apple II+, IIe, or IIc the disk will boot automatically when you turn on the computer.

If you have an Apple II - type **PR#6** and press **RETURN**. The program will load into your computer and run automatically - don't type catalog!

The credits will vanish and this screen will appear:

Type your name
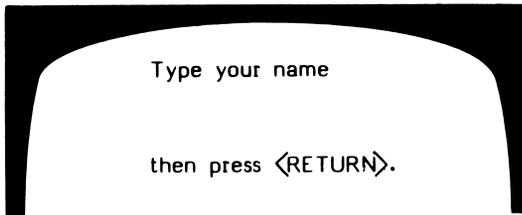
then press ⟨RETURN⟩.

To run a lesson, type in your name and press **RETURN**.

The next frame
to appear is:

Type the name of the
lesson you will be
working on, ⟨name⟩ .
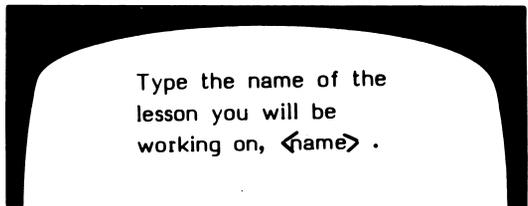
If your teacher has not assigned you a lesson, you may wish to check with him/her before going further.   If you are using the disk independently and you don't know which lessons are available on the disk, simply type

? (and press **RETURN**)

This will take you to the 'catalog' which will show you the list of lessons available on the disk. After all lessons on the catalog have been shown, the computer will return to the "Type the name of the lesson you will be working on." frame. At that time you would type in the lesson you have selected. If you are just starting to work with the disk and there is no lesson assignment, start with the first lesson on the disk, **FO1**.

The first screen in the lesson to appear will be the Instructions. **The instructions frame may be accessed at any time by pressing 'H' and RETURN when a response is called for.**

When asked a question, you must type an **F** (for Fact) or an **O** (for Opinion). Example of a question frame:

> The Titanic sank after hitting
> an iceberg.
>
> _____
> Fact or Opinion? -
> F/O
> --------------------------------

You can stop the program any time a response (answer) is called for by pressing the **ESC** key. Results of what you had attempted to that point will be kept by the computer.

The lessons on this Fact or Opinion disk are:

FO1	FO5
FO2	FO5A
FO3	FO6
FO3A	FO6A
FO4	FO7
FO4A	FO7A
	FO8
	FO8A

(The 'A' indicates the lesson is additional practice on the skills taught in the previous lesson.)

HOW THE PROGRAM IS PRESENTED

After the lesson name (FO3, FO8A, etc.) has been entered, the first screen to appear will be the instructions for that lesson.

```
            INSTRUCTIONS

   This lesson gives you more
   practice telling FACT from
   OPINION.
   Facts are statements which can
   be proven to be true.
   Opinions are statements of
   personal feelings or view-
   points.   They may appear to be
   true, but cannot be proven.

   Press <RETURN>.
```
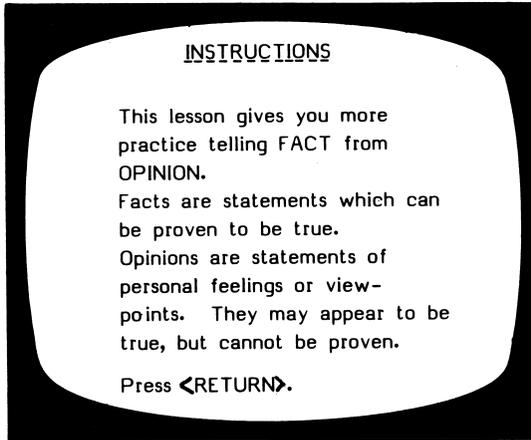
Remember-The instruction frame may be accessed at any time by the student by pressing 'H' (RETURN) when a response is called for. The program will automatically return to the appropriate question frame.

The frames in the lesson will be presented.   A typical question frame looks like this.

```
   Red and white are better
   school colors than blue and
   white.

   ---------------------------
   Fact or Opinion?
   F/O
   ---------------------------
```
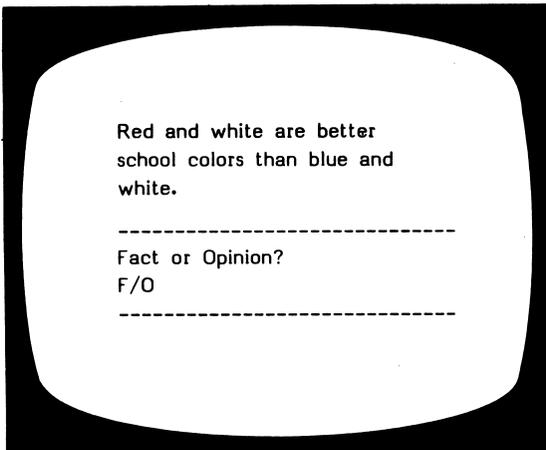
If answered correctly, the computer will present the next question frame.

If the student answers incorrectly, he/she may be given another chance at the question. The number of tries is set by the teacher via the Design Options which are accessed by the Teacher's MENU - see page 9. However, in this particular program, when there are only two possible choices, the number of tries will usually be set at 1. After an incorrect response, the correct answer will be given with an explanation of why the answer was wrong.

Here are two samples of incorrect answers with feedback presented to the student.
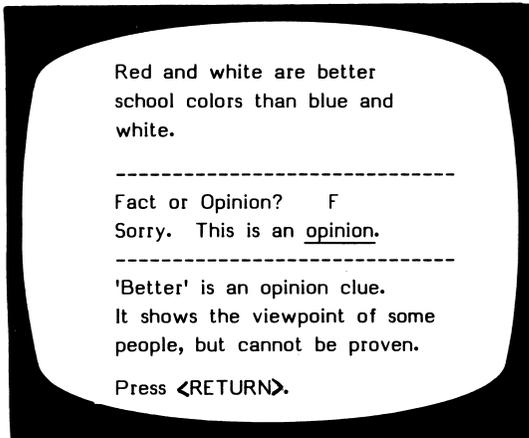
```
Red and white are better
school colors than blue and
white.

-----------------------------
Fact or Opinion?     F
Sorry.  This is an opinion.
-----------------------------
'Better' is an opinion clue.
It shows the viewpoint of some
people, but cannot be proven.

Press <RETURN>.
```
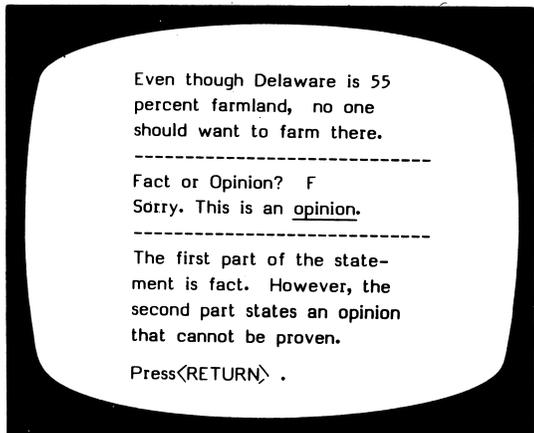
```
Even though Delaware is 55
percent farmland,  no one
should want to farm there.
-----------------------------
Fact or Opinion?   F
Sorry. This is an opinion.
-----------------------------
The first part of the state-
ment is fact.  However, the
second part states an opinion
that cannot be proven.

Press<RETURN> .
```

4

An Information frame is used to provide or reinforce rules, or introduce a new concept.

A typical Information frame might look like this:

One question to ask yourself
is, 'Can I prove that this
statement is true?'
Common knowledge, books on the
subject, and encyclopedias or
other reference books are good
sources to prove facts.

Press ⟨RETURN⟩.

Unless the lesson is stopped by pressing the **ESC** key **when a response** is called for, all items in the lesson **will be presented.** All items missed are stored in Student **Planning** for later review by the teacher.

At the end of the lesson, the student will be shown the following screen indicating the number correct out of the number attempted. A little graphic, **"GORB"**, 'tells' the student how well he/she did on the lesson just completed.

Introducing....**GORB!**

The computer will then return you to the "Type your name." frame ready for another student or another lesson.

If the teacher has set the computer to terminate a lesson after a student gets 10* questions correct in a row, the graph above will change slightly when the student achieves this criterion.
Example:

20 possible ■
12 correct out of 14 attempts

GORB will say: "Tim, you tried 14 problems
                      and had 10 in a row correct."

*This can be any number.

Introduction to Fact or Opinion

The difficult concept of determining whether a statement is a <u>fact</u> or an <u>opinion</u> is explained in this program. The student is taught that FACTS are statements that can be proven; things we know. OPINIONS are statements showing a person's feelings, thoughts, or ideas; what we think.

Students are taught to recognize that something is a fact because they can SEE it, HEAR it, EVERYBODY knows it ('There are 7 days in a week.'), or we can prove it by use of a REFERENCE BOOK.

Students learn to recognize that something is an opinion if it cannot be proven. It is usually someone's thinking or feeling. You may or may not be able to prove it is true or false. 'Clue' words to look for which signifies an opinion: better, best, every, should, only, beautiful, ugly, fun, boring, good, and bad. Other opinion clue words: everyone, nobody, ought, I think, would be, and should never. These are frequently used in the context of stating an opinion. They are general and vague and cannot be proven.

Students are taught to ask themselves questions to determine whether a statement is fact or opinion.

"Can I prove that this statement is true?"

"Would most people agree that this is true?"

Facts incorrectly stated will still be considered facts rather than opinions. Fact and opinion may be mixed, but the parts are clearly identified as part of the explanation. These mixed sentences are considered to be an opinion.

Student Problems

After a student has begun work on a lesson, use the Student Planning to help you diagnose problem areas. The Student Planning keeps track of specific frames a student misses. If a student consistently misses certain items, you may want to add more practice frames.

Branching

This program has not been designed to automatically branch to an easier or more difficult lesson. It is the philosophy of the teachers who designed it that the teacher is better qualified to prescribe the next lesson based on his/her knowledge of the student's needs and the planned classroom activity.

By using the Design Options, the teacher can define the criteria under which the program will branch and alert the teacher that a new prescription is needed.

Teacher's MENU

The lessons on this disk are for the student. There are also programs for the teacher. These programs allow the teacher to "do things" to the student lessons on the disk.

The teacher's programs are accessed by using the name MENU when the following screen is shown:

```
        Type your name

        MENU

        then press  RETURN .
```
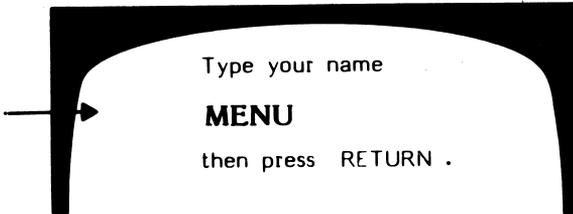
The following MENU will be shown:

```
        <26 FREE SECTORS>

   DO YOU WANT TO:

      1 - CHANGE A LESSON
      2 - CHECK STUDENT PLANNING
      3 - RUN LESSONS
      4 - CATALOG DISK
      5 - TURN SOUND ON/OFF

   WHICH?
```

This will tell you how much space is available. One lesson will take 10-20 sectors.

The following pages will describe exactly how to use each of these programs on the Teacher's MENU.

1 - CHANGE A LESSON

If you wish to change a lesson already on the disk, select
1 - Change a Lesson.

First, you will need to identify the lesson you wish to
change or add to.
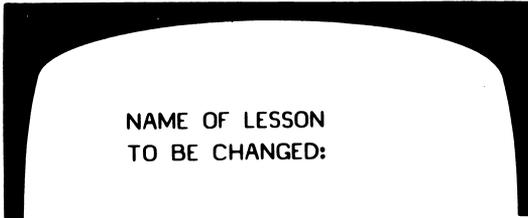
```
          NAME OF LESSON
          TO BE CHANGED:
```

The lesson will be loaded into the computer. You can
either add more frames or change existing ones.
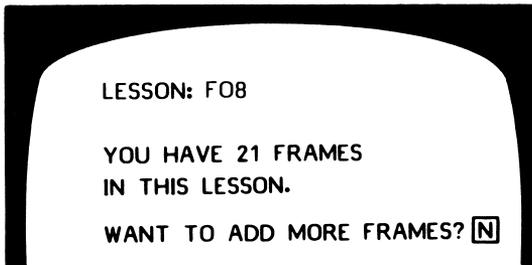
```
      LESSON: F08

      YOU HAVE 21 FRAMES
      IN THIS LESSON.

      WANT TO ADD MORE FRAMES? N
```

Adding Frames

If you want to increase the number of items, type **Y.**
You are limited to **30 items per lesson.** You will then
be asked:

```
      ADD HOW MANY FRAMES?
```

After indicating the number of frames you wish to add to the lesson, the Instructions frame will be shown. If you wish to change the Instructions, just type over the information there. If you save the changes, the new Instructions will replace the existing ones.

INSTRUCTIONS

FACTS are statements which can be proven true (or untrue) beyond any doubt. OPINIONS may contain facts, but as a whole statement cannot be proven. To determine whether a statement is fact or opinion there are several questions to ask yourself.

Enter instructions.
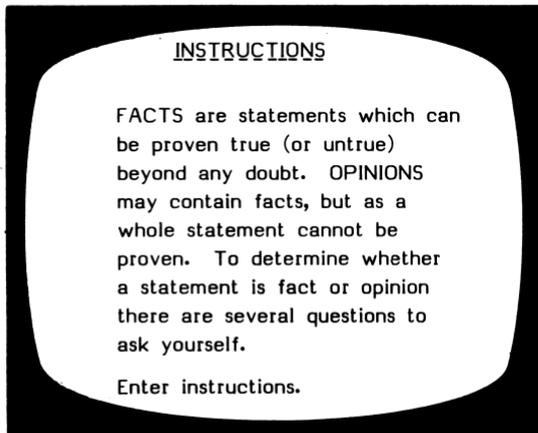
This frame may be accessed at anytime by pressing 'H' when a response is called for.

If you don't wish to change a line, just press **RETURN** to move the cursor to the next line.

Note: To **capitalize a letter,** press the ' ∧ ' just before the letter to be capitalized. To make a '_' in a question, use the @ sign.

If you are adding frames, you will be given the choice of the type of frame you wish to enter.

```
FRAME #18 IS CURRENTLY:

⟨AN UNSPECIFIED FRAME⟩

DO YOU WANT:
1 - QUESTION FRAME
2 - INFORMATION FRAME
3 - END

WHICH?
```
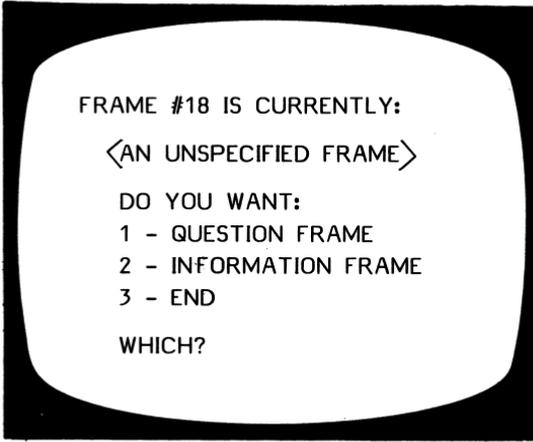
(If the lesson already had 17 items, Frame #18 will appear blank; the cursor on the first line, ready for you to type in the item.)

If you choose **1 - Question frame,** the following screen appears:

```
--------------------------------
Fact or Opinion?
F/O
--------------------------------


#18   (Explanation - optional)
```
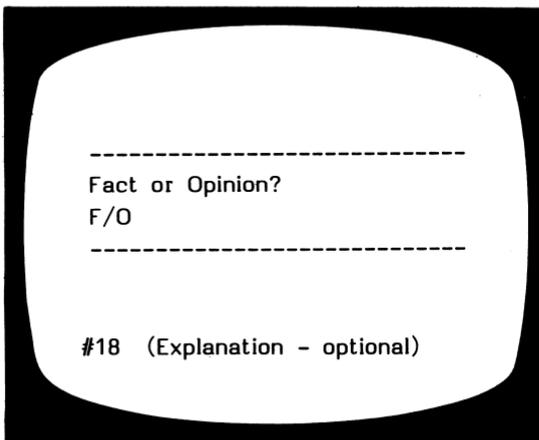
} You may enter 4 lines here.

◄ Response goes here. (F or O)

} You may enter 5 lines here as an optional explanation.

Instead of a Question frame, you can enter a **2 - Information frame.** When an Information frame precedes a question, the student can (by use of the ← key), go back to the Information frame for help in answering the question. The Information frame requires no response.

#18   (Enter information frame)
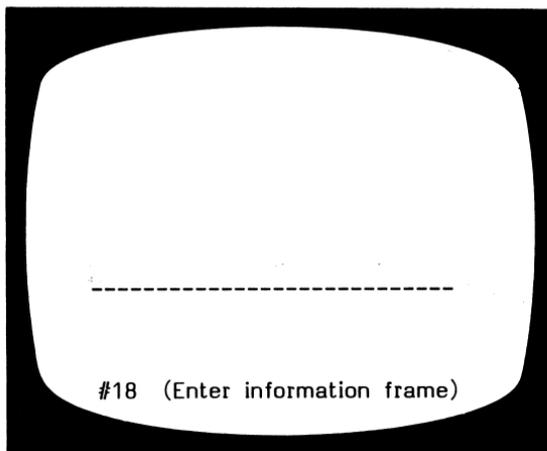
After entering the additional frame(s), you will auto-
matically be branched to the Design Options for that
lesson. The Design Options are unique to each lesson.
See pages 16-19.

If you answer **N,** you do not wish to 'Add frames',
the lesson, as it exists, will be shown starting with
the Instructions frame. You may retype this frame
with new content if desired. If you do not wish to
change the Instructions, simply press **RETURN,** (or
the ➡ key) to move a frame ahead.

After the Instructions are shown this screen will appear:

```
FRAME #1 IS CURRENTLY:

<AN INFORMATION FRAME>

WHAT TYPE FRAME DO YOU WANT:

<RETURN>- NO CHANGE
        1 - QUESTION FRAME
        2 - INFORMATION FRAME
        3 - END

WHICH?  [1]
```
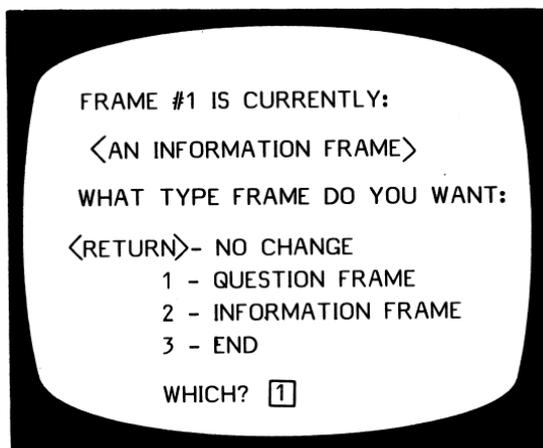
This allows you to change an Information frame to a
Question frame and vice versa. Or, you can press **RETURN**
and make no changes in the type of frame but can still
change the content on the existing frames.

If you choose to change a Question frame to an Infor-
mation frame, select **2 - Information frame** from the
above screen and the blank screen for entering the
Information frame will be shown. This is the same
screen shown on page 12, when you were adding new
frames to the lesson. You would type in the information
and when you save the program this Information frame
would replace the Question frame that was in the original
lesson.

The same would be true when you change an Information
frame to a Question frame. If you select 1 - **Question
frame,** this screen appears allowing you to enter a
Question frame in the place of the existing Information
frame.

```
    -
    ------------------------------
    Fact or Opinion?
    F/O _____
    ------------------------------



 #4   (Explanation - optional)
```

**Remember! Once you replace one frame with another,
the first frame is lost unless you have kept a record
of its content so that you may re-enter it someday
if you wish.**

If you do not wish to switch from one frame to another,
just choose the
                 ⟨RETURN⟩ - NO CHANGE
option.   This will advance you to the next frame.
You may then   either change the content (as opposed
to changing the 'type'), or you can leave the frame
as it is and go on to the next frame.

Option **3 - END** will immediately take you to the Design
Options for that particular lesson.   This is very helpful
in the event you only wished to make minimal changes
in the program.   You do not have to go through the
whole lesson.

Design Options

The first frame will ask you to enter the concept being taught, i.e.,

CONCEPT: TELLING FACT FROM OPINION

The first of the Design Options will be given:

DESIGN OPTIONS
- - - - - - - - - - - - - - -

DO YOU WANT THE FRAMES OF THIS
LESSON PRESENTED TO THE STUDENT IN
RANDOM ORDER OR THE SAME ORDER
IN WHICH YOU ENTERED THEM?

ENTER 'R' OR 'S' ==> [S]
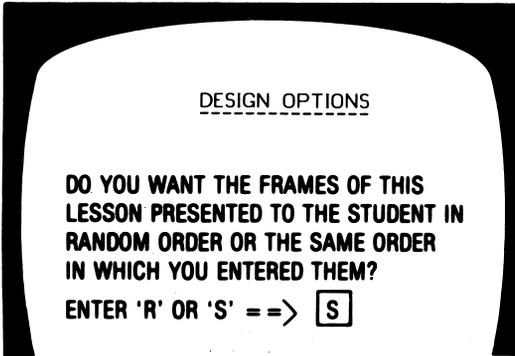
For instructional lessons that are carefully sequenced, you would want them presented in the same order. For drill or tests, you may want random order.

In this particular program, with only 2 possible answers (F or O), you would only set 1 try.

DESIGN OPTIONS
- - - - - - - - - - - - - - -

HOW MANY TRIES WOULD YOU LIKE
TO GIVE THE STUDENT BEFORE THE
CORRECT ANSWER IS DISPLAYED?

ENTER A NUMBER FROM 1 TO 9 ==> [1]
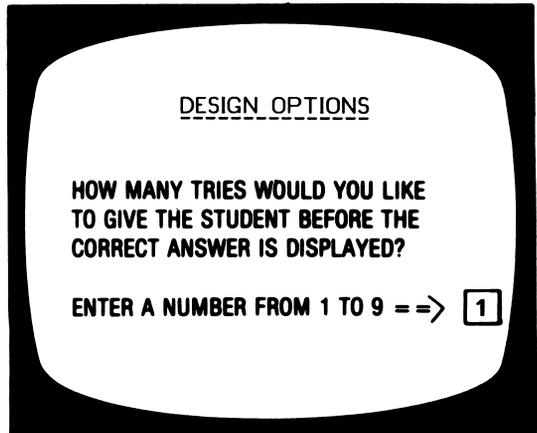
The following 'Student Safeguards' allow you to set the criteria upon which the computer will branch to the end of the lesson. It is the philosophy of the teachers who designed this disk that if a lesson is too easy or too difficult, the computer should terminate the lesson. The TEACHER should make the new prescription.

```
        STUDENT SAFEGUARDS
        --------------------


    IF THE STUDENT IS DOING POORLY,
    THE LESSON WILL TERMINATE IF HE/SHE
    HAS LESS THAN 40% CORRECT ON THE
    FIRST TRY.
    (ENTER A NUMBER FROM 1 TO 49)
```

The next question relates to the above decision.

```
        STUDENT SAFEGUARDS
        --------------------


    EVEN IF THE STUDENT IS DOING
    POORLY, AT LEAST 10  FRAMES
    WILL BE PRESENTED BEFORE THE
    LESSON IS TERMINATED.
    (ENTER A NUMBER FROM 1 TO 25)
```

You will need to skip at least some frames. If you don't,
the lesson will terminate on the first frame if there
is an error (0% will be below any % that you set in the
previous step).

```
          STUDENT SAFEGUARDS
          ----------------------


     IF A STUDENT IS DOING WELL, THE
     LESSON WILL TERMINATE AFTER 10
     CONSECUTIVE CORRECT ANSWERS
     ON THE FIRST TRY.

     (ENTER A NUMBER FROM 1 TO 25)
```

If there is a variety of skills taught or reviewed in one lesson, you may want the student to complete all the work no matter how well he/she does on the first 10. If so, change to 25 or the number of problems in a lesson.

Note: By using the random order option and the **Design** Options, this disk was designed to allow you to **create** a modifiable item pool. Rather than drawing a specific number of items, the items will be used until the student meets the criteria you specified (in terms of the number of items in a row correct).

This type of criteria was considered preferable to a % because it takes into account the fact that the child may do poorly in the beginning but learn the concept during the lesson and begin to answer all items correctly.

```
        DESIGN OPTIONS
        ------------


AFTER THE STUDENT HAS GONE THROUGH
ALL THE FRAMES IN A LESSON, DO YOU
WANT THE QUESTIONS HE/SHE MISSED TO
BE PRESENTED AGAIN?
ENTER ''Y' OR 'N' ==>  [Y]
```
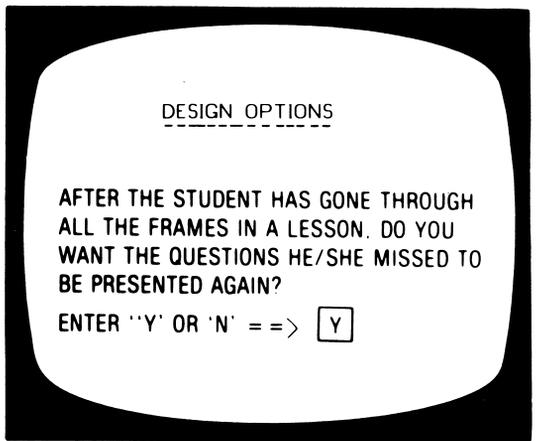
The student safeguards do not apply to these questions. The authors assumed the teacher would want all missed items reviewed.

```
        DESIGN OPTIONS
        ------------


WHEN THE QUESTIONS ARE PRESENTED
AGAIN, HOW MANY TRIES WOULD YOU
LIKE TO GIVE THE STUDENT BEFORE
THE CORRECT ANSWER IS DISPLAYED?
ENTER A NUMBER FROM 1 TO 9 ==> [1]
```
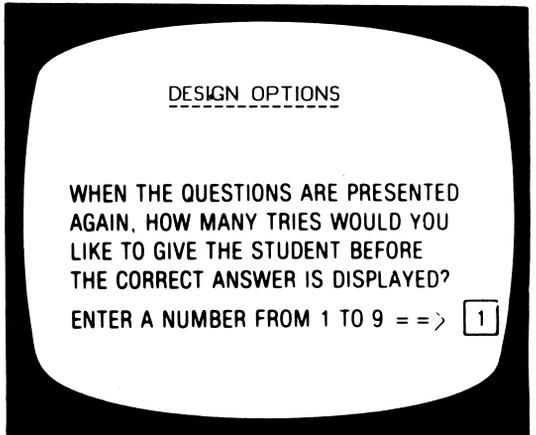
After all the Design Options have been set, you will be asked if you want to:

SAVE THIS LESSON? Y/N   Y

If you reply **Y**, the lesson with the changes will be saved. If you reply **N**, that you do not wish to save the lesson with the changes, the lesson will still be saved as it was before with no changes.

You will then be returned to the Main MENU.

2 - CHECK STUDENT PLANNING

As a student works through a lesson, the errors that
he/she makes are recorded into the Student Planning
file. To see this file, bring up the Main MENU:

⟨26 FREE SECTORS⟩

DO YOU WANT TO:

1 - CHANGE A LESSON
2 - CHECK STUDENT PLANNING
3 - RUN LESSONS
4 - CATALOG DISK
5 - TURN SOUND ON/OFF

WHICH?

and select **2 - Check Student Planning.** The first frame
to appear is:

STUDENT PLANNING

WANT TO DELETE ALL STUDENTS
AND CLEAR THE FILE? (Y/N)
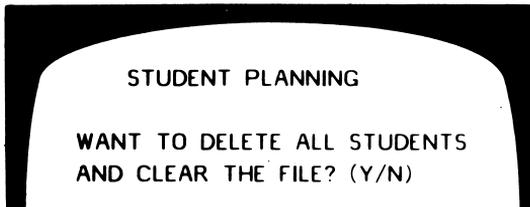
Type **N** if you want to <u>see</u> the file; **Y** if you want to
completely <u>erase</u> <u>all</u> <u>student</u> <u>results.</u> Press **RETURN.**

If you typed **N,** indicating you would like to see the file
and <u>not</u> erase it, this frame will appear:

```
YOU HAVE 4 STUDENTS IN FILE.
THERE IS ROOM FOR 46 MORE.

DO YOU WANT TO:
    1 - SEE ALL STUDENTS
    2 - SEE SOME STUDENTS
    3 - PRINT STUDENT· SUMMARY
    4 - DELETE ALL STUDENTS
    5 - DELETE INDIVIDUAL STUDENTS
    6 - GO BACK TO MENU
  WHICH?
```
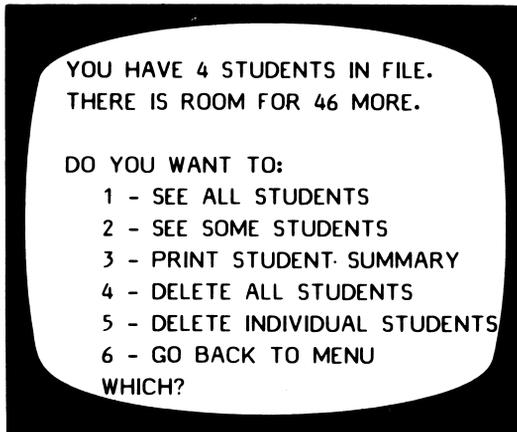
If you choose **1 - SEE ALL STUDENTS,** the computer asks:

ARE YOU USING A PRINTER? (Y/N)

If **Y,** it will ask for the slot. It will usually be **1 or 2.** If you're not sure, take off the cover and check. Your printer card should be located in slot 1 or 2. **Then** all the records will be printed.

If you are not using a printer, results will be **displayed** on the screen. Scrolling of results is under control of the teacher.

If you want to see only some of the students, select

2 - SEE SOME STUDENTS and press **RETURN.**

This frame appears:

```
            STUDENT PLANNING

NOTE THE NUMBER TO THE LEFT OF
THE STUDENT(S) YOU WISH TO PRINT
OR DISPLAY.

PRESS RETURN
```
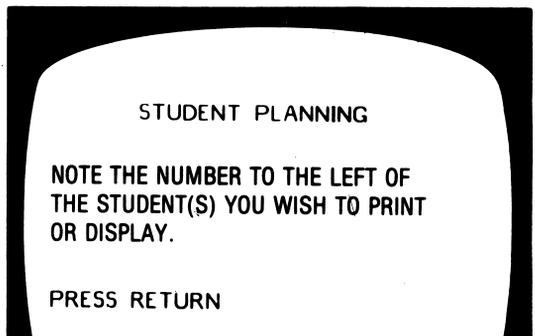
As you select the students whose records you want to view, you will be typing just the number.

```
ENTER STUDENT NUMBERS

1 -<FO8> JANE

2 -<FO5> TIM

3 -etc.

  :☐                    0 TO PRINT
TYPE 'END' TO QUIT ENTERING STUDENTS
```
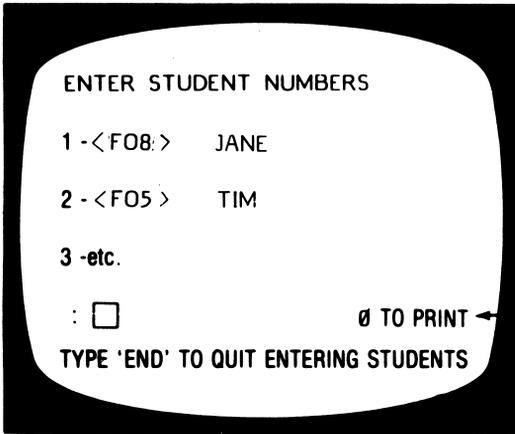
The computer keeps a running tally on the number of students you have selected.

Type the number of a student you want to see and press RETURN. For example: If you type 2, the lesson name and student name will appear at the bottom of the frame This is a check. Press RETURN if that is the student you wish to see. This gives you a chance to change your mind and enter N if you don't want to see that particular student.

```
2 - <FO5> TIM.  [Y]  TO PRINT
```
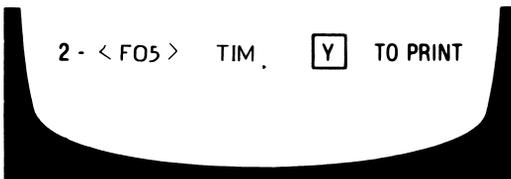
Continue selecting students whose records you want to see. When you have entered all of the students you wish to see, type END (in place of another number).

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The following frame will appear:

```
   ARE YOU USING A PRINTER? (Y/N)
```

If you type **N**, the records will come up on your monitor.
If you type **Y**, you will be asked:

```
              WHICH SLOT?
```
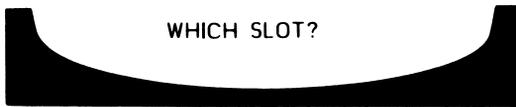
It will usually be **1** or **2**. If you are not sure, take off
the cover and check. The printout will be in the following
format:

```
STUDENT: TIM
LESSON:  FO5       ＜80%＞
CONCEPT: TELLING FACT FROM OPINION

THERE ARE 17 FRAMES IN THE LESSON
INCLUDING 15 QUESTIONS.

STUDENT HAD 12 CORRECT ON 1ST TRY.

FRAMES MISSED ON 1ST TRY:
4,9,12

1 RIGHT ON SUBSEQUENT TRIES.

CONSISTENTLY INCORRECT FRAMES:
9,12

PRESS RETURN
```
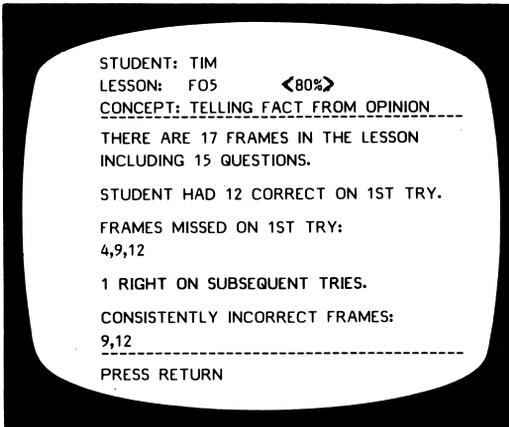
After all information is displayed, you will be asked:

```
WANT TO DELETE ALL STUDENTS
AND CLEAR THE FILE? (Y/N)
```
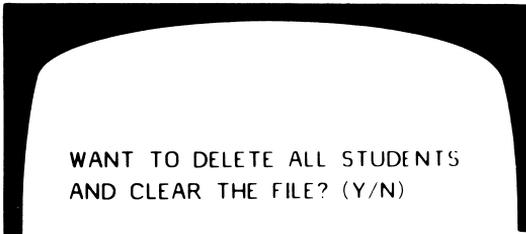
Respond as desired.

The **ESC** key may be pressed at any time to terminate display or printout of student results. A maximum of **50 records** can be stored in this Student Planning file before it must be emptied. To empty the file, answer **Y** to the question at the end of the display/printout, or use option **4** from the Student Planning Menu - **Delete all students.**

3 - PRINT STUDENT SUMMARY from the Student Planning MENU allows you to see or print out a summary of records for the entire class. The summary is in the following format:
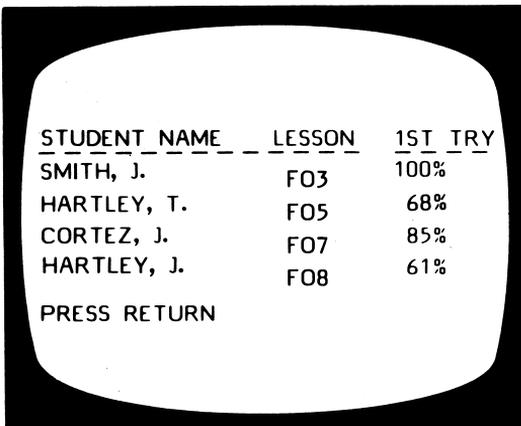
```
STUDENT NAME      LESSON    1ST TRY

SMITH, J.           F03      100%
HARTLEY, T.         F05       68%
CORTEZ, J.          F07       85%
HARTLEY, J.         F08       61%

PRESS RETURN
```

The printout of the Student Summary will include more
information than you can see on the screen. The printout
includes: the skill statement and the number correct/number
of questions.

			NUMBER	
STUDENT NAME	LESSON	1ST TRY	CORRECT	SKILL
SMITH, J.	F04	100%	20/20	TELLING FACT
				FROM OPINION

At the bottom of the frame (or printout) of the Student
Summary is the notation:

 + CONSISTENTLY RIGHT: LESSON TERMINATED

This means that the students with a + sign next to
the percentage got X consecutive questions correct
in a row and the lesson automatically terminated.
The number of questions the student must get correct
in a row before the program terminates is set by the
teacher via the Design Options.

4 - DELETE ALL STUDENTS

If you want to clear all of your records, use this option.

5 - DELETE INDIVIDUAL STUDENTS

A number of teachers have asked for this option. This
is most valuable when several teachers are using the
same disk. This allows you to print the records of just
a few of your students and then erase only those selected
records from the file. The procedure is the same as
"See some students."

3 - RUN LESSONS

See pages 3-6 for an explanation of how to Run Lessons.

4 - CATALOG DISK

This file holds the list of all lessons on the disk. This can also be accessed by typing a ? when the "Type the name of the lesson you will be working on" appears.

5 - TURN SOUND ON/OFF

```
SOUND IS ⟨OFF⟩

DO YOU WANT:

1 - SOUND ON

2 - SOUND OFF

WHICH?
```
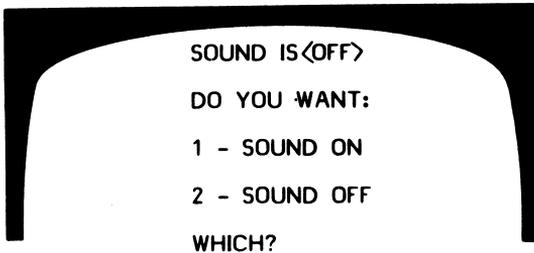
After making your selection, you will be returned to the Main MENU.

INSTRUCTIONAL SKILL STATEMENTS

FO1   Introduction. Given a simple sentence, the student will recognize a fact based on what can be seen, heard, is general knowledge, or can be checked with reference material.

FO2   Given a simple sentence, the student will recognize a fact based on what can be seen, heard, is general knowledge, or can be checked with reference material. Some additional practice at the same level as FO1.

FO3   Opinion clue words such as better, best, every, should, and only, are presented. Given a sentence, the student will determine whether it is fact or opinion. (Vocabulary 3-4 level.)

FO3A   Additional practice at the same level as FO3.

FO4   Opinion clue words such as beautiful, ugly, fun, boring, good, and bad, are presented. Given a sentence, the student will determine whether it is a fact or an opinion. (Vocabulary 4-5 level.)

FO4A   Additional practice at the same level as FO4.

FO5   Opinion clue words such as everyone, nobody, and ought to, are presented. Given a sentence, the student will be able to determine whether it is a fact or an opinion. (Vocabulary 5-6 level.)

FO5A   Additional practice at the same level as FO5.

FO6   Opinion clue words such as I think, would be, and should never, are presented. Given a sentence, the student will determine whether it is a fact or opinion. (Vocabulary 6-7 level.)

FO6A   Additional practice at the same level as FO6.

FO7   Popular opinions incapable of proof are presented; statements that are opinions containing factual information are presented. Given a sentence, the student will be able to determine whether it is a fact or opinion. (Vocabulary 7-8 level.)

FO7A   Additional practice at the same level as FO7.

FO8   Same as FO7. (Vocabulary 8+ level.)

FO8A   Additional practice a the same level as FO8.

Fact or Opinion

Skill level 3-6
Reading level 3-4

This multi-level program gives the student extensive practice in learning to discriminate whether information is fact or opinion.

The student learns specific key words to look for and 'test' questions to ask.

The lessons begin at the third grade level and the vocabulary gradually increases in difficulty. In each lesson, a statement is given to the student. The student must decide if the statement is fact or opinion. If the student misses the question, the statement remains on the screen and an explanation is given. In the explanation, key words or ideas are emphasized. All lessons and explanations may be MODIFIED by the teacher.

The computer keeps complete records of both individual and class progress.