



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 3

Organizing an Opinion, Reasons, and Evidence:

Text 1 for Each Expert Group



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

a. I can create an organizational structure in which I group together related ideas.

b. I can identify reasons, facts, and details that support my opinion.

I can use several sources to build my knowledge about a topic. (W.5.7)

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)

Supporting Learning Targets

- I can logically group together related reasons and evidence that support my opinion by using a graphic organizer.
- I can determine the meaning of new words and phrases from context in an article about an athlete.
- I can revise my opinion, supporting reasons, or evidence about an athlete based on new understandings of key vocabulary.

Ongoing Assessment

- Journals (graphic organizer with opinion, reasons, and evidence)
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Choosing a Graphic Organizer and Grouping Together Related Ideas (20 minutes)B. Key Vocabulary to Deepen Understanding (15 minutes)C. Revising Opinions, Reasons, and Evidence (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (10 minutes)4. Homework	<ul style="list-style-type: none">• In this lesson, students continue to work with their “expert group” article from Lesson 2 (either Althea Gibson or Roberto Clemente).• In Work Time A, students first briefly review two graphic organizers they have used in this or previous modules (“Accordion” and “My Opinion, Reasons, and Evidence”). Each student chooses one of the two graphic organizers, and creates an organizer in his or her journal. This brief activity serves as a low-stakes opportunity for students to learn the academic vocabulary of <i>evaluate</i>, <i>advantage</i>, and <i>disadvantage</i>, and helps give them a sense of ownership over their note taking.• The crux of the learning is not the graphic organizer itself, but the new focus on how to organize ideas logically. Students learn about two organizational structures that they can use (with <u>either</u> graphic organizer) to <u>logically</u> order their reasons: Chronological Order or Order of Importance. They then again weigh advantages and disadvantages to choose their preferred structure, given the evidence they have gathered from their reading.• Students will continue to add to their graphic organizer as they read two more articles about their athlete in Lessons 4–7. Each new article includes additional reasons and evidence. As students gain more knowledge about how their athlete created a legacy, they will revise the opinion. Throughout this unit, reinforce the iterative nature of reading, writing, and research (linked to RI.5.9 and W.5.7 in particular).• This process serves as a scaffold toward the mid-unit assessment, in which students must independently create a graphic organizer to record and logically order their ideas (W.5.1).• In advance: Create two new charts: Words about Barriers and Words about Legacy.



Lesson Vocabulary	Materials
<p>graphic organizer, group, related, reasons, evidence, opinion, evaluate, advantages, disadvantages, chronological, importance, context, revise; democracy, human rights</p> <p>Repeated from Lesson 2: Althea Gibson article: acceptance, firsts, title, marked, defended, deftness, credit, honored</p> <p>Roberto Clemente article: honored, inspires, charity, racism, brushed (it off), change, attitudes</p>	<ul style="list-style-type: none">• Student Journals• “Althea Gibson” article (from Lesson 2)• “Roberto Clemente’s Gifts from the Heart” article (from Lesson 2)• Document camera or overhead projector• Sample graphic organizers page (one of each to project)• Chronological Order sample (one to project)• Order of Importance sample (one to project)• Related Ideas task card (one per student)• Vocabulary Strategies anchor chart (from Units 1 and 2)• Althea Gibson vocabulary task card (one per student in Althea Gibson groups)• Roberto Clemente vocabulary task card (one per student in Roberto Clemente groups)• Index cards (seven per student for Work Time C; one for homework)• Words about Barriers anchor chart (new, co-created with students during Work Time B)• Words about Legacy anchor chart (new, co-created with students during Work Time B)• Promises to Keep book, from Unit 2 (for homework)• Definitions of Key Vocabulary for Text 1 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework index cards.• Allow students 1 to 2 minutes to pair to share their responses with a student from a different group who is studying the same athlete.• Collect the homework index cards.• Remind students that during the previous lesson they read to learn about how an athlete broke barriers and created a legacy. Ask students to think about then share with a partner who is studying the other athlete.<ul style="list-style-type: none">* "What was one significant barrier my athlete faced?"* "What is one example of my athlete's legacy?"• Invite several students to share their thinking whole group. Listen for ideas like: "Althea Gibson was the first black female player to compete in United States national tennis championships; one example of her legacy is that her entry into national tennis championships marked an important step for African American athletes," "Roberto Clemente faced the barrier of racism; he left a legacy of giving back to the community, and part of his legacy includes being the first Hispanic to earn baseball's Most Valuable Player award," etc.• Tell students that today they will continue to work with the article they read yesterday. They will begin to organize the opinions, supporting reasons and evidence they identified during the previous lesson.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language.• Provide sentence stems (e.g., "A barrier my athlete faced is _____. One example of my athlete's legacy is _____") for students who may have difficulty with language. Note that such scaffolds are useful for students who need support. But most students should be encouraged to compose their own sentences; this will result in less stilted or "formulaic" responses.• Post all questions asked to the class and the answers they provide for students to refer to throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. Choosing a Graphic Organizer and Grouping Together Related Ideas (20 minutes)</p> <ul style="list-style-type: none"> • Note: Keep the review of the two graphic organizers brief. The crux of the learning is on how to logically order ideas. • Ask students to take out their journals and their “Althea Gibson” or “Roberto Clemente’s Gifts from the Heart” article (from Lesson 2). • Direct students to join their groups (from Lesson 2). • Review the learning target: “I can logically group together related reasons and evidence that support my opinion by using a graphic organizer.” • Ask students to consider then share out the meaning of the words graphic organizer. Listen for: “A tool to organize and record ideas,” or similar ideas. Ask students to remember and share out the meaning of the words <i>group</i> (put together), <i>related</i> (connected; similar), <i>reasons</i> (WHY I believe an opinion or point of view), <i>evidence</i> (facts; specific details; information), and <i>opinion</i> (WHAT I believe; judgment; point of view). • Remind students they’ve created their own graphic organizers in previous modules. Tell them that today, they will <u>briefly</u> review two familiar graphic organizers and choose one to create in their journals. Then they will dig into some important new learning: thinking about how (with either graphic organizer they chose) to group their ideas logically. • Display the Sample Graphic Organizer page (both Accordion and My Opinion, Reasons, and Evidence). Tell students that in order to choose which graphic organizer each of them wants to use, they need to evaluate the <i>advantages</i> and <i>disadvantages</i> of each graphic organizer. Clarify the meaning of the words <i>advantages</i> (benefits; plus; pro) and <i>disadvantages</i> (weakness; difficulty) as needed. • Ask students to take 2 to 3 minutes to consider then discuss in groups: <ul style="list-style-type: none"> * “What are the advantages of each graphic organizer?” * “What are the disadvantages of each graphic organizer?” • Cold call members from each group to share their thinking. Listen for ideas such as: “One advantage to the Accordion organizer is that you can see your ideas easily within each square or block; a disadvantage is that creating the squares or blocks can take time,” “An advantage to using the My Opinion, Reasons, and Evidence organizer is that it is familiar because we have used it throughout this module; a disadvantage is that it is sometimes difficult to distinguish between the reasons and evidence if the evidence is not indented far enough below each reason,” or similar ideas. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols for <i>group</i> (several items placed closely together), <i>related</i> (chain links), <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), <i>opinion</i> (an exclamation point), <i>advantages</i> (a plus sign), and <i>disadvantages</i> (a minus sign). Or consider providing simple definitions, such as: <ul style="list-style-type: none"> – Group = put together – Related = connected – Opinion = what I believe. • List for students the directions for choosing and creating a graphic organizer so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Give students 3 to 4 minutes to do the following: <ol style="list-style-type: none"> 1. Choose the graphic organizer format that you want to use (Accordion or My Opinion, Reasons, and Evidence). 2. Talk with a partner: <p>“Why does the graphic organizer you chose suit your task best?”</p> 3. On a new page in your journal, create the graphic organizer. Begin with one space or line for: My Opinion. 4. Add a box or line for Reason 1, and below it two boxes or lines for evidence. 5. Add a box or line for Reason 2, and below it two boxes or lines for evidence. • Circulate to support as needed. • Ask students to review the opinion about an athlete they recorded in their journals during Lesson 2. Then tell them to record only the opinion on their graphic organizers, in the box or on the line titled: My Opinion. • Tell students that now that they have reviewed these basic graphic organizers, they are going to take one more step and think carefully about how to logically order their reasons. Remind students that during the previous unit they began to work on recording reasons and evidence that were related. Explain that during this unit they will learn about two specific ways to group related ideas together: Chronological Order and Order of Importance. • Display the Chronological Order sample. Tell students to look closely at the sample then discuss with their group members: <ul style="list-style-type: none"> * “What do you notice about how the information is organized in this example?” * “What are the advantages and disadvantages of organizing information in chronological order?” • After 2 to 3 minutes, invite several students to share out whole group. Listen for ideas like: “There are specific dates named within the reasons and evidence; they are in order from earliest to latest.” • Explain that when information is organized sequentially by date it is called “chronological order.” The word <i>chronological</i> means “in order of time.” • Next, display the Order of Importance sample. Once again ask students to look closely at the sample then discuss with their group members: <ul style="list-style-type: none"> * “What do you notice about how the information is organized in this example?” 	<ul style="list-style-type: none"> • Provide non-linguistic symbols for <i>chronological</i> (a timeline or clock) and <i>importance</i> (a large box with several smaller boxes next to it.) • List for students the directions for choosing a logical order to use for recording their ideas so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • After 2 to 3 minutes, invite several students to share out whole group. Listen for ideas like: “There are no dates listed, so the information seems to be arranged by what is most important to what is least important, or what is least important to what is most important.” • Explain that in the Order of Importance example, the information is organized according to what the writer determines is either the most important or least important idea first. The writer must determine or prioritize information according to the value he or she places on the information. Often writers will share what they think is most important first if they are trying to engage their audience with an important piece of information. At other times, writers will choose to start with the least important piece of information and end with the most important details if they want the reader to remember a specific and important point. • Ask students to take 2 to 3 minutes to complete the following in their groups: <ol style="list-style-type: none"> 1. Review the opinion and two reasons you recorded in your journal during Lesson 2. 2. Review the underlined evidence from your article that you coded “B” (barriers) or “L” (legacy) during Lesson 2. 3. With your group, take 2 to 3 minutes to consider then discuss: <ul style="list-style-type: none"> * “Which organizational structure will you use to logically order your information? Why?” * “What are the advantages? The disadvantages?” • Cold call members from each group to share aloud. Listen for ideas like: “Chronological order will work best for grouping my ideas because I identified mostly facts and details that have specific dates,” “Order of Importance will work best to group my ideas because I did not flag a lot of information about dates and I have some ideas that I think are more important than others,” etc. • Distribute the Related Ideas Task Card, one per student. Read the directions aloud. Clarify instructions as necessary. • Allow students 6 to 7 minutes to independently complete the steps on the task card. • Circulate to support as needed. Reinforce students’ use of chronological order by emphasizing that their reasons and evidence are recorded from earliest to latest date. If students use order of importance, ask them to explain how they determined what were the most or least important reasons. • As time permits, invite students to share out the method they used to group related ideas and why they chose either chronological or order of importance. • Tell students they will continue to add to these organizers as they read to learn more about their athlete in coming lessons. 	<ul style="list-style-type: none"> • Provide sentence stems for students who may have difficulty with language. (e.g., “A text feature that is important in this text is _____.”) • Some students may need the passage read a 2nd time in order to be able to process the text to determine the gist. • Struggling writers may need to dictate their gist to a partner or teacher.



Work Time (continued)	Meeting Students' Needs
<p>B. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none">• Review the learning target: “I can determine the meaning of new words and phrases from context in an article about an athlete.”• Remind students they have worked on this target throughout each of the modules. Cold call students to share out what they recall about the meaning of the word <i>context</i> (the words or phrases that come before or after a key word; help us to figure out what the word means).• Ask the class to recall the purpose of determining the meaning of key vocabulary from the text. Cold call several students to share their thinking aloud. Listen for: “It helps us understand the text better,” “Understanding key words helps us understand key concepts in the reading,” “We can use new understandings to revise our thinking,” etc.• Display and review with students the Vocabulary Strategies they used during the previous units of this module.• Distribute the Althea Gibson Vocabulary task card to each student who read the article about Althea Gibson (during Lesson 2). Distribute the Roberto Clemente Vocabulary task card to each student who read the article about Roberto Clemente (during Lesson 2). Give each student seven index cards.• Ask students to read the directions on their task card and discuss the steps with their group members. Circulate as students read and discuss their task cards to clarify any instructions as needed.• Allow students 8 to 10 minutes to complete their task cards. Remind students to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of unknown words.• Circulate to support groups and ensure students are able to define each key word accurately (see supporting materials for Teacher Resource “Definitions of Key Vocabulary”).• Once students complete the steps listed on their task cards, focus their attention whole group.• Reinforce to the class that one of the big ideas for this module is that “individuals are shaped by and can shape society.” Say: “Focusing on key terms related to the barriers each athlete faced, and the legacy each left, will help us to better understand the connection between how an individual can overcome significant challenges and help to shape the values of a society through her or his legacy.”	<ul style="list-style-type: none">• Consider narrowing the focus on specific key words for students who struggle with language—to three or four of the vocabulary words rather than all seven.• Highlight the focus vocabulary words in the text for students who may have difficulty locating them on their own.• Consider prewriting the vocabulary words on the cards for students who struggle with writing.• Consider allowing students who struggle with writing to dictate their vocabulary definition to their partner or to just draw a visual representation of the word meaning.• Consider providing additional time to complete vocabulary cards at various times during the day.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Post the Words about Barriers chart. Cold call each group to share out and explain how they chose words related to <i>barriers</i>. Listen for students to share: “<i>Acceptance</i> because African American players were not initially allowed to play in major tennis tournaments, or did not have the same rights because of the color of their skin,” “<i>Racists</i> and <i>racism</i> because Roberto Clemente heard hurtful words or racist remarks from fans,” and similar ideas. Record the vocabulary terms students mention on the Words about Barriers chart.• Next, post the Words about Legacy chart. Cold call each group to share out and explain how they chose words related to <i>legacy</i>. Listen for: “<i>Honored</i> because the athlete won many awards or was recognized for her or his accomplishments,” “<i>Change</i> because the athlete changed how society viewed athletes of color,” and similar ideas. Record the vocabulary terms students mention on the Words about Legacy chart.	
<p>C. Revising Opinions, Reasons and Evidence (10 minutes)</p> <ul style="list-style-type: none">• Review the learning target: “I can revise my opinion, supporting reasons, or evidence about an athlete based on new understandings about key vocabulary.”• Ask the class to recall and share out the meaning of the word <i>revise</i> (change; edit; improve).• Say: “During our work with vocabulary, you reminded us that we need to determine the meaning of key vocabulary in order to better understand the text. Now you will have an opportunity to apply your knowledge about key vocabulary to revise the opinion, reasons, or evidence that you recorded on your graphic organizer during Work Time A.” Give students 5 or 6 minutes in their groups to complete the following:<ol style="list-style-type: none">1. Reread the opinion, reasons, and paraphrased evidence you recorded on your graphic organizer.2. Think about and discuss: How can I revise my opinion, reasons, or paraphrased evidence based on new understandings about key vocabulary?3. Revise your opinion, reasons, or paraphrased evidence. Make sure the opinion contains a judgment word and the reasons or evidence include at least two key vocabulary terms from the text.• Invite students to share out their revised opinions or reasons and explain:<ul style="list-style-type: none">* “How did you revise based on new understandings about key vocabulary?” OR* “Why did you choose to not revise your original opinion?”• Collect students’ journals and vocabulary cards.	<ul style="list-style-type: none">• List for students the directions for revising their opinion, reasons, or paraphrased evidence so that they can refer to them as they work.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none"> Ask students to think about, then discuss with a partner from another expert group: <ul style="list-style-type: none"> * “How did the barriers my athlete faced help her or him to create a legacy?” Cold call several students to share their thinking with the class. Read the first learning target aloud: “I can logically group together related reasons and evidence that support an opinion about my athlete on a graphic organizer I create.” Ask students to demonstrate their level of mastery of the target by showing a thumbs-up (got it!) or thumbs-down (need support). Note which students showed a thumbs-down; they may need additional support in upcoming lessons. Repeat with learning targets two and three. Because the homework focus question may present a challenge for students, take a moment to briefly review key terminology from the focus question: “Could the United States really consider itself a democracy if a portion of its population were denied basic human rights and opportunities simply because of the color of their skin?” Ask students to think-pair-share: <ul style="list-style-type: none"> * “What is the meaning of democracy?” * “What are human rights?” Invite several students to share their thinking. Listen for ideas like: “Democracy means everyone has the same opportunities,” “Human rights are ‘promises’ that are made to ensure all people can have their needs met,” “Everyone should have the same chance to pursue their dreams and succeed,” etc. Ask several students to rephrase the focus question in their own words. Provide clarification as necessary. Distribute one index card and ask students to use their book <i>Promises to Keep</i> (from Unit 2) for homework. 	<ul style="list-style-type: none"> Provide a sentence stem or starter for students that may struggle with language for the Debrief. (e.g. “By facing the barriers of _____ my athlete was able to create a legacy that _____.”) Remind students of the work they did with the concept of “human rights” in Module 1 when they studied the UDHR and <i>Esperanza Rising</i>.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Review the journalists' questions on page 25 of <i>Promises to Keep</i>. Focus on the last question: "Could the United States really consider itself a democracy if a portion of its population were denied basic human rights and opportunities simply because of the color of their skin?"• Think about, then write a short response to this question based on what you currently understand about the barriers your athlete faced. In your response be sure to justify your answer by including at least two specific details from the article you read about your athlete during Lessons 2 and 3. □ <p><i>Note: Review students' journals and vocabulary cards to determine their current ability to create a graphic organizer independently, logically group reasons and evidence, define new vocabulary in context, or revise thinking based on new understandings about vocabulary.</i></p>	<ul style="list-style-type: none">• Consider prewriting the focus question on an index card for students who struggle with writing.• Students who struggle with language may need to dictate the answer to their focus question to someone at home.



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Supporting Materials



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Sample Graphic Organizers
(For Teacher Reference. Students choose one
graphic organizer and then create it in their journals)

Accordion Graphic Organizer:

My Opinion:

Reason #1:
Evidence:
Evidence:



Sample Graphic Organizers
(For Teacher Reference. Students choose one
graphic organizer and then create it in their journals)

Reason #2:
Evidence:
Evidence:



Sample Graphic Organizers

(For Teacher Reference. Students choose one graphic organizer and then create it in their journals)

My Opinion, Reasons and Evidence Graphic Organizer:

My Opinion:

Reason #1:
Evidence:
Evidence:



Sample Graphic Organizers
(For Teacher Reference. Students choose one
graphic organizer and then create it in their journals)

Reason #2:
Evidence:
Evidence:



Chronological Order Sample

My Opinion: Jackie Robinson had a tremendous impact on American Society.

Reason #1:

In 1945, he was the first African American to break baseball's color barrier.

Evidence:

He played for the Dodger's field team, The Royals, during the 1946 baseball season.

Evidence:

In 1947, the Brooklyn Dodgers bought Jackie Robinson's contract and he became the first African American to play on a major league team.



Chronological Order Sample

Reason #2:

After retiring from baseball in January of 1957, Jackie Robinson used his fame and popularity to promote Civil Rights.

Evidence:

In the winter of 1957 Jackie Robinson began to use his time to give motivational speeches and raise money for Civil Rights organizations.

Evidence:

On January 4, 1965 Jackie Robinson helped to open Freedom National Bank, in Harlem.



Order of Importance Sample

My Opinion: Branch Rickey played an important role in desegregating Major League Baseball.

Reason #1:

He persevered in his mission to end segregation in baseball.

Evidence:

He fought the Dodgers' board to be able to recruit African American players from the Negro Leagues.

Evidence:

He proposed integrating baseball to the new commissioner of baseball after being rejected by the first commissioner.



Order of Importance Sample

Reason #2:

He hired Jackie Robinson to be the first African American to play Major League Baseball.

Evidence:

Both Branch Rickey and Jackie Robinson took a non-violence approach to achieve racial equality in Major League Baseball.

Evidence:

After only one season with the Royals, Branch Rickey purchased Jackie Robinson's contract for the Brooklyn Dodgers and made him the first African American to break the color barrier in the major leagues.



Related Ideas Task Card

1. Review the two reasons you recorded in your journal during Lesson 2.
2. If you use Chronological Order to organize your ideas, record the reason with the earliest date in the box or on the line next to Reason 1; if you use Order of Importance to organize your ideas, record the idea you think is MOST or LEAST important in the box or on the line next to Reason 1.
3. Review your underlined and text coded evidence (from Lesson 2) and paraphrase to record two pieces of evidence in the boxes or on the lines titled “Evidence” that are related to Reason 1.
4. Record your second reason (from Lesson 2) in the box or on the line next to Reason 2.
5. Review your underlined and text coded evidence (from Lesson 2) and paraphrase to record two pieces of evidence in the boxes or on the lines titled “Evidence” that are related to Reason 2.



Althea Gibson Vocabulary Task Card

Record each of the following key vocabulary terms onto an index card: *acceptance, title, entry, marked, defended, deftness, credit, honored*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word.
2. On the back of each card, write a definition or synonym for each word.
3. After you have defined each word, discuss then sort the words into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.



Roberto Clemente Vocabulary Task Card

Record each of the following key vocabulary terms onto an index card: *honored, inspires, charity, racism, brushed (it off), change, attitudes.*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word.
2. On the back of each card, write a definition or synonym for each word.
3. After you have defined each word, discuss then sort the words into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.



Definitions of Key Vocabulary for Text 1
(For Teacher Reference)

Lesson vocabulary:

chronological – arranged in the order of time

importance – significance; what matters most

Althea Gibson

acceptance – approval

title – championship, award

entry – access

marked – indicated; a sign of

defended – tried to keep a title (championship)

deftness – skill

credit – recognition, acknowledgment

honored – awarded; recognized for accomplishments

Roberto Clemente

honored – awarded; recognized for accomplishments

inspires – motivates; encourages

charity – give money or other goods and services to help people in need

racism – prejudice against people who are from a different race

brushed (it off) – ignored; did not allow it to affect him or her

change – alter; transform; modify

attitudes – beliefs; feelings; thoughts about something