**Current Events**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our world is constantly changing and as a member of it, you should stay informed!

Current Events are an essential part of every Social Studies course. You will be expected to use the various resources that are available to you to report on CURRENT EVENTS throughout the year.

**Wait, Brainstorm:** What are some of the big themes and ideas we look at in in Social Studies:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:**
**Find an article connected with a theme in Social Studies.**

### 1) Oral Presentation

### Present a verbal summary of the article to the class, any dilemmas or questions you feel the piece presents, as well as your opinion about it. Then ask the class two discussion questions.

### 2) Written Response

### You will also hand in a written summary that includes how this topic connects with class, as well as your opinion about the topic (one page typed). The rubric at the end should be attached to the written summary.

Pick something relevant and worth knowing.

*\*\*\*\*Sporting events and entertainment will not be considered a current event for*

*our purposes*.

\*\*\*You need to include a copy of your article along with your analysis.

**Written Section:**

Complete the following sections on a separate sheet of paper.

**I. Source Information**:

Publication: Date:

Author: Title:

**II. Summary: Using the 5w’s (Who? What? When? Where? Why?), describe what the article or event is about. It is a summary in your own words.**

\*\*Note: you may not be able to answer all of the W’s in every current event which also might mean you need to find another event.

\*\*Point form is fine **for this section only.**

**III. How does the article relate to our studies?**

I**n a well-written paragraph,** discuss

* How this event/issue relate to our studies?

This can include either a

-Direct connection to the course content(ie – discovery of a new Aztec artifact)

-a thematic connection to the course(social structure, economy, conflict, geography, etc)

* Your opinion, reflecting on the significance of the event you are reporting on.

This is your response to what you have read. Every time we read or hear something, we have an opinion on the topic – one way or the other. This is what you are expected to explain here.

How did you feel about what you read? Positive or negative. Did it affect you at all? Why or why not? It is your interpretation of the event. You may not have very strong feelings about it but you must take a point of view.

**IV. Two discussion questions based on the article. (These must be open ended).**

1.

**The Oral Presentation:**

You will need to give a summary of your current event and run a class discussion.

Begin by summarizing your article.

Ask your discussion questions.

Finish with summarizing your personal view and opinion on the importance of the event.

Remember:

* eye contact
* loud, clear voice
* posture and presence
* stay on topic
* try to speak rather than read – use speaker notes (not a script)

\*\*\*You can use images or a brief video clip if you wish.

**Current Events - Rubric**

You will be evaluated based on the following rubric for each current event presented.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **/16 Total** | **1 Beginning** | **2 Developing** | **3 Applying** | **4 Extending** |
| **Summary of Event and Relevance** | Identifies only a few facts from the event, or points included do not provide a clear summary.The article is not relevant to the course.  | Identifies some facts from the event though may be insufficient or insignificant. The article could be more relevant. | Identifies many facts from the event. The article is relevant to the course. | Identifies most facts from the event that are relevant and important to understanding. The article is very relevant. |
| **Significance and Connections** | Event’s significance not identified/ misidentified.The event may not be insignificant (refer to front of the page for appropriate topics). Connections to the course not included. Expresses no opinion about the event / issue, but repeats the main idea of the article. | Vaguely identifies event’s significance.Opinion not necessarily based on the facts of the article / issue.Connection to the course made, but overly general.  | Can identify event’s significance to some extent though perhaps from a limited perspective.Thoughtful response to details and facts of the article / issue.Clear connection to the themes and content of the course.  | Clearly identifies event’s significance, possibly from a variety of perspectives.Expresses a clear and supported opinion.In-depth understanding of the significance of the article / issue.May link the article to other historical concepts(cause and consequence, perspective, continuity and change). |
| **Clear Communication****(Written)** | Many grammatical errors which affect clarity. Little organization, or organization is difficult to follow. | Some grammatical errors. Working on clarity in written work. Preliminary organization of ideas. | A few minor grammatical errors that affect meaning.Easy to understand main points.Organized in a logical manor.  | Minor to no grammatical errors.Clear explanation which is eloquently stated.Clear organization. |
| **Clear Communication****(Presentation)** | Frequent pauses, “uhms and aahs”, poor eye contact, and or cannot be heard.Negative body language – slouches, turned away, or leaning on podium. Presentation is completely read.Using a script | Some pauses, “uhm and aahs”, some eye contact, and needs to speak louder.Working on body language - Sometimes stands up straight – trying to project to audience. Presentation is mostly read  | Good eye contact with little to no breaks and pauses.Clear tone with good volume. Easy to understand main points. Good presence. Most of the presentation is from memory, spoken rather than read.Using speaker notes instead of a script. | Good pacing, engaging tone, eye contact, positive body language.Confident knowledge of the topic - almost completely spoken rather than read. Using speaker notes.  |