



## CURRENT EVENTS

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_

Current events are an exciting and meaningful component of Social Studies, as it allows you to look at what is currently happening in the world and analyze the potential these events have at shaping our future.

You will be asked to pick any current event (occurred within the last four weeks) and present it to the class. During this presentation, you may choose to use any type of media to help in your presentation.

The focus of this presentation is for you to communicate to the class why this topic is important, and why we should care.

Title of Article: \_\_\_\_\_

Publication Source (*Time Magazine, USA Today, etc.*): \_\_\_\_\_

Page # or Website URL: \_\_\_\_\_

Author: \_\_\_\_\_

Date of Publication (*must be within the last month*) \_\_\_\_\_

### DIRECTIONS

1. Type a three paragraph summary to your article following the format and criteria stated below:
  - a. Size 10-11 pt. font
  - b. Appropriate heading
  - c. Three paragraphs (refer to Checklist, on back page, for paragraph content guidelines)
  - d. Use complete sentences, proper grammar, and punctuation
  - e. Checked for spelling and grammatical errors
  - f. You may **not** copy/paste parts of the article into your response. Your response should be in your own words!
  
2. Staple the three items in order:
  - a. Typed Current Event Response
  - b. Copy of Article
  - c. Current Event Worksheet/Rubric

Be sure to include details to the following questions (where applicable) in your summary response.

- a. **Who?** Who is involved? Who does/did the situation affect?
  
- b. **What?** What is happening? What did happen? What are the consequences? What is your position on this issue?
  
- c. **When?** When did or will this happen? When was this discovered?
  
- d. **Where?** Where did or will this happen?
  
- e. **Why?** Why did this happen or will it happen? Why is it important? Why does this interest you?
  
- f. **How?** How did or will it happen? How much does it cost? How many people does this affect? How does this situation affect you? How do you feel about this?

**CURRENT EVENT CHECKLIST**  
(to be completed by student)

Item	Yes/No?
1. Completed <u>typed</u> response in the correct format.....	_____
2. Current Events Worksheet is complete and correct .....	_____
3. First Paragraph contains 5 “W’s and 1 “H” .....	_____
4. Second Paragraph includes student’s position on the issue .....	_____
5. Third Paragraph includes how issue affects youth, Canadians, the world	_____
6. Correct usage, mechanics, spelling, grammar, and punctuation.....	_____
7. Copy of article included .....	_____

**Student Agreement: I have completed each of the above items.**

**Student Signature:** \_\_\_\_\_

Category	4	3	2	1
Summary Content	Information from credible online web source is clearly summarized. Includes <i>strong</i> supporting details address the who, what, where, when, why or how questions.	Information from credible online web source is clearly summarized. Includes supporting details address the who, what, where, when, why, or how questions.	Summary may be unclear or incomplete. There is a need for more supporting details. Summary is on a few sentences.	Too much information was copied from the article or important details are left out. Details or summary may be confusing.
Conventions	Writer makes little or no errors in grammar or spelling. Every paragraph contains sentences that are well-constructed. There are varied beginnings and rich and appropriate vocabulary.	Writer makes very few errors in grammar or spelling. Most sentences are well-constructed with varied beginnings and vocabulary.	Writer makes some major errors in grammar or spelling. Some sentences may not be well-constructed. Similar words are used too often.	Writer makes many errors in grammar or spelling. Sentences lack structure and appear incomplete or are confusing.
Personal Response	Insightfully gives their personal response with extremely strong thoughts and ideas. Writer uses prompts to push thinking and transitions.	Tells what their thoughts of the article are, with detail and description. Attempts to push thinking with some prompts.	Attempts to tell thoughts about the article. Lacks thoughtful ideas that relate to the article.	Response is inappropriate to the content of the article.
Article	Article is from relevant website or news source (ie magazine or paper). All the required information is cited clearly in document.	Article is from relevant web source. Most of the required information is complete.	Article may not be from relevant web source. The title, source, or one other piece of information may be missing.	Article may be missing and other important information about the article is missing.

## Current Event Presentation Information

### 1. Presentation Days

Presentation days will mainly be on Thursdays. Test days and days shortened for special events will be exempt – some re-scheduling may need to take place from time to time.

### 2. Who Presents and When?

- a. Every student must present a Current Events Report two times over the course of the year
- b. Two students per day will present their reports. Sign-Up Sheets will be posted in the classroom and slots will be filled on a first-come, first-serve basis.
- c. Current Events is like a test – if you are absent on a day you are supposed to do your presentation, you must bring a note from home in order to not get zero.
- d. If you are unprepared to present on your assigned day without a valid excuse, you must present the next day, and the maximum grade you can receive is a “B”. You will continue to lose marks with each passing day that you do not do your presentation.

### 3. Presentation Format

Students will present their article in the following manner, using NOTES, (not reading their presentation word-for-word):

- a. Read title of article.
- b. Summarize what the article is about by mentioning the main points and giving 1-2 examples, if applicable. Be sure to explain any vocabulary, concepts, or issues that may be unfamiliar to your classmates, especially when they are crucial to understanding the main points of the article. This may require additional research on your part!
- c. Explain why you chose the article, if it is controversial and why and if it relates to your studies.
- d. Explain whether the reporter presented the information in a balanced way or not, what their opinion about the topic seems to be and why, and whether you agree or not with the author’s opinion and why.
- e. Lead a discussion – ask the audience at least one question about the topic/issue in your article that will stimulate discussion (NOT as “yes” or “no” answer!)
- f. Assigned audience members will ask questions of you. Other students (and teacher!) may also ask questions at this point.
- g. Assigned audience members will give their constructive feedback.

#### **4. Audience Participation**

Every student in the class must have a turn asking a question and giving feedback as part of their participation mark. Also, all students' attentiveness will be marked: if you're not paying attention or being disrespectful during someone's presentation, you will lose participation marks.

- a. Two students will be responsible for asking at least one question of the presenter about their article, the topic/issues in general and/or the opinion of the author or presenter.
- b. Two other students will provide feedback: at least one positive feedback comment and one "for next time I would suggest" comment (see attached examples)

#### **5. Assessment**

You will be assessed according to the Rating Scale on the back of your assignment form. Please note that the main areas of assessment are: your clear organization of the information, your ability to assemble the important information from the article, your analysis, and finally, your public speaking skills.

### **CONSTRUCTIVE CRITICISM – EXAMPLES**

"For the next time I would suggest..."

- Trying to choose a topic that is more controversial and/or relates to social studies
- Being aware to project your voice more
- Trying to speak more slowly and clearly
- Practicing your presentation more so you can read from your notes less
- Making sure you are familiar with all the details of your article so you can answer questions easily
- Making sure you have thought through the issues relating to your article so you can make a more thoughtful commentary
- Speaking with a bit more enthusiasm
- Organizing your notes more clearly so your presentation is clearer

### **POSITIVE FEEDBACK – EXAMPLES**

- "I found your topic/article very interesting"
- "You spoke clearly/with volume (projected well)"
- "You made good eye contact with the audience"
- "I liked your introduction/'hook' "
- "You answered questions with confidence"
- "You seemed comfortable speaking in front of everyone"
- "Your information was organized well/clearly"
- "You were very well-prepared"
- "I liked your choice of topic"
- "You showed interest and enthusiasm for your topic"
- "Overall, your presentation was very good"