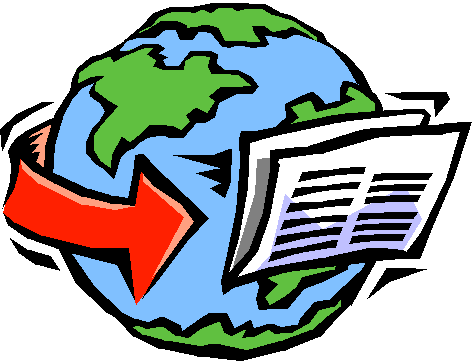
**Social Studies Mr. Martin**





**INTRO:**

* In order to participate in Canadian society it is vital that we take the time to understand events going on around us.
* Keeping up to date with and making sense of the news is an important part active citizenship and a major aim of social studies curriculum.

**ASSIGNMENT:**

* Research and select one current event news issue to bring to class.
* Share your article and your analysis of the key issues related to your news piece with the class.

**ARTICLE CRITERIA:**

1. Your news article must be recent (from within the last 6 months).
2. Make it interesting. Try to be unique.
3. Articles may be from print or electronic sources but they must be **credible** (AKA NO WIKIPEDIA!). Examples of credible sources:

* Electronic: [www.cbc.ca](http://www.cbc.ca), [www.theglobeandmail.com](http://www.theglobeandmail.com), [www.vancouversun.com](http://www.vancouversun.com)
* Newspapers: *The Province*, *The National Post*, *The Georgia Straight*

**PRESENTATION CRITERIA:**

1. Bring a copy of your article to class (hand it in).
2. Present your findings to the class (2-3 minutes).
3. Make sure to cover the following in your presentation:
   * + 1. **Where did the article take place?**
       2. **When did it take place?**
       3. **Who were the main people involved?**
       4. **What are the main viewpoints to the issue?**
       5. **Why did the event occur?**
       6. **What is the story about?**

**GRADING:**

* I will give you a mark based on your written responses and the appropriateness of your article.
* See rubric below.

**Summary of what to do:**

Step 1: Select an interesting and appropriate news article to read

Step 2: Read it ☺

Step 3: Read it again and summarize it briefly

(Write down summary on handout).

Step 4: Complete the rest of the handout (referring to the article)

Step 5: Prepare to present to the class. Presentation Includes:

A) The Summary

B) Answers Who, What, Why, When, Where, How about the issue.

Step 6: Present at the beginning of ANY class between now and June

(Don’t leave it to the last minute!!)

Step 7: Unhappy with your grade? Re-Do the presentation.

Step 8: Relax

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

**Current Events Worksheet**

Complete the following to help prepare for your current events presentation:

(This sheet **must** be handed in on the day of your presentation)

Describe your source in detail: Where did you get it? Who is the author? What kind of Source is this?

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Is there any bias in this article? If yes, describe it. If no, describe why you think this:

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How do you know the information in your source is reliable?

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Describe how the issue you selected is related to social studies:

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Describe your reason for selecting this article:

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Does the audience need any background information to understand the article? Is so include it here (be brief):

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Write Three Discussion questions related to your topic (pick questions that will address different sides of the issues you introduced). Questions that can be answered with a simple “yes” or “no” don’t create good discussion.

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Summarize the Article’s main points and/or arguments:

(Think about these questions: Where did the article take place? When did it take place? Who were the main actors involved? What are the main viewpoints to the issue? Why did the event occur? What is the story about?)

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**GRADING RUBRIC:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds Expectations | Meeting  Expectations | Approaching Expectations | Does Not Meet Expectations |
| **Choice of Article**   * Article is engaging and interesting * Article is recent and appropriate for the class. * Article is related to social studies issues. * Article is from a credible source.   **/5** |  |  |  |  |
| **Written Component**   * Student brings article to class. * Summary covers main issues and all relevant actors. * Context (background information) is provided and helps to explain the article. * Rationale for selecting the article is thoughtful. * Discussion questions are on topic and inspire critical thinking on the issue.     **/15** |  |  |  |  |
| **Presentation Component**   * Student speaks clearly, annunciates and uses appropriate volume. * Student is prepared and makes eye-contact. * Presentation is 2 – 3 minutes long.   **/10** |  |  |  |  |
| **Discussion Questions**   * Questions promote thought and discussion. * Questions can **NOT** be answered with a simple yes or no.   **/5** |  |  |  |  |
| **Additional Comments:** | | | **Total:** | **/35** |