

LAST MONTH, TODAY CURRENT EVENT ASSIGNMENT

Introduction:

As a student of the world, and a member of the global society, it your responsibility remain aware of developments within humanity. It is also important to see the world as an ever-evolving product of past, present, and future people, ideas, and events. Gathering reliable information about the world around us and understanding our role in this increasingly connected world is vital to becoming a “global citizen.”

This current event assignment is not a regular essay, but rather a thoughtful examination of world issues related to a specific topic currently taking place in the world. You can choose from different topics for the subject of your current event, so be sure to choose an issue in which you are most interested.

The purpose of the current event assignment is to evaluate an issue, determine the arguments and bias, and explain where you stand personally on the issue. Please follow the instructions for the format of this assignment.

Part I. Finding an Article

- 1) Choose an article of at least **400 words** in length from a major news outlet. See below for a list of possible news sources.
- 2) Read the article **at least twice.**
- 3) Follow the guidelines below to ensure you receive full credit for the assignment.
 - a. The article/segment must have been published within THREE (3) WEEKS of due date.
 - b. The article **MUST** be labeled with the Ten Themes of Social Studies that apply to the article. See attached themes for description of each.

1) Culture	6) Power, Authority, and Governance
2) Change and Continuity over Time	7) Production, Distribution, and Consumption
3) People, Place, and Environment	8) Science, Technology, and Society
4) Individual Development and Identity	9) Global Connections
5) Individuals, Groups, Institutions	10) Civic Ideals and Practices

- c. The URL (if internet is used) or date, time, and channel (if television segment is used) **MUST** be cited at the beginning of the written response.
- d. The article/segment must be from an approved news source (see list for suggestions).

2. Part II. Written Response

Complete a response and commentary to your chosen article using the guidelines below.

A. Identify the problem and article summary (Paragraph 1 **MINIMUM OF 4 SENTENCES**)

- 1) At the top of the page include: your name, class and period, title of article, URL, or television information, and thematic labels.

2) Write the problem addressed in the article/segment in the form of a question. Make sure your question can be answered affirmatively ("yes") by supporters and negatively ("no") by opponents.

3) Write a summary of the article/segment in your own words. This summary should clearly demonstrate an understanding of the material. This summary should clearly demonstrate an understanding of the material.

a) The first sentence of your summary should identify the 5 W's (who, what, where, when and why) and be underlined. Place the 5W's in parenthesis. **Example: The United States government (who) is currently (when) facing a war on terrorism (what) that threatens the country's national security (where and why).**

B. Theme Analysis (Paragraph 2 MINIMUM OF 4 SENTENCES)

1) Identify the *Themes of Social Studies* that are present in the article. You **MUST** identify a **minimum** of two (2) themes. You may identify more (**MINIMUM 2 SENTENCES PER THEME**).

2) Explain how each theme is explained/analyzed within the article

C. Personal Commentary (Paragraph 3 MINIMUM OF 3 SENTENCES)

1) Describe how this article expanded your understanding of issues important to the state of the world, or (even better) a topic that we are currently studying. Explain what insights you gained from the article. Questions to consider:

a. How does the information in the article relate to you, our country, or our world?

b. What is your opinion of what you are reading and the issued being discussed? Do you agree/disagree with the writer/creator of the news item? Why or why not?

2) Write **one (1) question** that came to your mind concerning the issues or event mentioned in the article. Be sure the questions are thoughtful as they may be used for class discussion.

3. Current Event Sources

These sources are a good starting point. If you find an interesting article from another source please contact teacher to verify the source is credible.

News Magazines

Newsweek

Time

U.S. News and World Report

The Atlantic

The Economist

National Geographic

Newspapers

Seattle Times

Wall Street Journal

Los Angeles Times

New York Times

Washington Post

Any other major national newspaper

Online News Sources

Npr.org (National Public Radio)

Foxnews.com (Fox News Network)

News.bbc.co.uk (British Broadcasting)

Cnn.com (CNN News Network)

Newsela.com (Stories for English Learners)

Aljazeera.com (Al Jazeera America)

THE TEN THEMES OF THE SOCIAL STUDIES

I. CULTURE. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions, and way of life of a group of people. It also encompasses other cultural attributes and products such as language, literature, music, arts, artifacts and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture?

II. CHANGE AND CONTINUITY OVER TIME. Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change?

III. PEOPLE, PLACES, AND ENVIRONMENTS. The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by “region”? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

IV. INDIVIDUAL DEVELOPMENT AND IDENTITY. Personal identity is shaped by one’s culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood?

V. INDIVIDUALS, GROUPS, AND INSTITUTIONS. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other

societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

VI. POWER, AUTHORITY, AND GOVERNANCE.

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule?

VII. PRODUCTION, DISTRIBUTION, AND

CONSUMPTION. Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

VIII. SCIENCE, TECHNOLOGY, AND SOCIETY.

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change?

IX. GLOBAL CONNECTIONS. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances.

X. CIVIC IDEALS AND PRACTICES. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference?

- Taken from the National Council for the Social Studies. "Executive Summary." Expectations of Excellence: Curriculum Standards for Social Studies. <https://www.learner.org/workshops/socialstudies/pdf/session4/4.NCSSThemes.pdf>

Sample Current Event

Spencer
10/4/2018
Period 7

Does the North Korean Nuclear Bomb Test pose a threat to global security?

<https://www.cnn.com/2016/01/05/asia/north-korea-seismic-event/index.html>

Themes of Social Studies:

- 6) Power, Authority, and Government
- 8) Science, Technology, and Society
- 9) Global Connections

I.