Media Literacy + World Geography + Reading + Service =
Engaged Students Ending Hunger
Exploring the Geography of the World through Current Events
OR Why it’s important to be good Critical Thinkers and Media Literate

Define and discuss “Critical Thinking,” “Media Literacy”
What is news?
    How can you tell?
        Evidence of fact
What is opinion?
    How can you tell?
        Evidence of opinion
What is Bias? Discuss evidence, language and lessons around fact vs. Opinion

Share new vocabulary with ELA Teacher: e.g. bias, refugee, human rights, trade, international

* Who likes to pay attention to the news?
Where do you get your news...specifically?
Chart and discuss
Television sources Internet sources Print media Radio

* Students watch a least 3 CNN Student News programs in class together.
What stories were discussed? International? Locate on seat maps. Why is each story significant? What do you notice?

Use Graphic Organizer to chart:
    WORLD EVENTS BY CONTINENT: MEDIA LITERACY AND CRITICAL THINKING
    Digital template

*3 weeks of discussion about world events—Use seat maps to locate countries discussed
Chart all news events discussed on graphic organizer spreadsheet.
Opportunity for use of Google Maps or Google Earth.

Students take hand written or word processed notes in class on world events on spreadsheet.

- CNN Student News
- Watching the News assignment
- Class discussion
- Reading, watching, listening to the news
TEACHER KEEPS DIGITAL MASTER SPREADSHEET of all events by continent, adding to it week by week. Students continue discussing news event, taking notes, making sense of the world.

*Student Assignment: Watching the News (3 page packet)
- Actual assignment
- Seven Strategies for Watching the News
- Graphic organizer for recording news events

In-class discussion of news items and continued charting of events on spreadsheet.

*Class activity: Discuss Categories of Questions Related to 5 Themes of Geography.

Activity: In 7 groups, students use Develop Good Questions graphic organizer with maps of continents to brainstorm questions about a single continent, eg. Which countries have nuclear weapons, which have potential for effective solar?
- Side 1: What we know
- Side 2: What we want to know

Activity: In groups, students "Carousel" around the room charting news events by continent on 7 huge Post-It Notes/Markers. Make comprehensive lists by continent utilizing spreadsheets and questions.

Major Current Events Project, includes Summary, Opinion, Point of View of article author, Oral Presentation, Google Slides or Poster optional. See attached:
- Assignment Template
- Accepted Resources-Review and demo Best Practices for using resources to find articles
- 5 W's World news Article Analysis, Enchanted learning Project Rubric

Oral Presentations
- Students show location of their news event on large map on Smart Board.
- Deliver oral without notes using Google Slideshow (Slideshow optional)
- 2-3 students evaluate each oral using Peer Evaluation Forms.
Questions to discuss:
Why is it important that people are able to find out what is going on in the country and the world?

What is news?

How would the world be different if we weren't able to find out what was happening in our country and the world?

How does news differ from opinion?

How can you tell the difference?

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<tr>
<th>Name</th>
<th>Presentation Evaluation</th>
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Oral Presentations

3. Good
2. Outstanding
1. Unacceptable
4. Fair

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<tr>
<th>COMMENTS:</th>
<th>TOTAL POINTS</th>
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<td>2.) Preparation</td>
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<td>3.) Expression</td>
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<td>4.) Eye Contact</td>
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<td>5.) Posture</td>
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<td>6.) Content</td>
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</table>

2. Fair
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<thead>
<tr>
<th>Geography of Which Theme</th>
<th>News Events</th>
<th>Continent</th>
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<tbody>
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<td>Europe</td>
<td></td>
<td></td>
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<tr>
<td>Asia</td>
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<td>Africa</td>
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</table>

World News by Continent: Media Literacy and Critical Thinking

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Homeroom

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Name
<table>
<thead>
<tr>
<th>GLOBAL ISSUES</th>
<th>AUSTRALIA AND OCEANIA</th>
<th>NORTH AMERICA</th>
<th>SOUTH AMERICA</th>
<th>ANTARCTICA</th>
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Categories of questions related to the Five Themes of Geography: (Discussion)

Think about these topics when developing your questions:

Have you heard about any forms of **extreme weather** there?
   Hurricanes, drought, fires, tsunamis, etc....

Is it prone to **natural disasters**? Have you heard about any land-related issues:
   Volcanoes, earthquakes, missing hikers, plane crashes, deforestation, desertification?

What effects have the people had on **their environment**? How has the environment affected them, do they depend on it for anything? What changes have they made to their environment to make it easier to live in? (**Human Environmental Interaction**) Heating with wood, coal; cutting down trees to grow food.

What kinds of **energy** do they produce? Use? Need?

**Is the government stable**? What kind of government is it? Is there **war** going on there? With whom? Relationships with neighbors? Has **terrorism** taken hold there? **Refugees**? (**Movement**)

What **differences exist between people in a country? Religions? Immigration issues?**
   Find out if they are fighting (over land, over resources, over power, etc.) and how this impacts the people.

What **natural resources** does this continent or the countries within it have and how are they used?
   Who do they **export** to? Does this cause any problems?

What **imports** do they need? Who do they get their imports from? Does this cause any problems?

Find out if there are **water issues** there and how they impact the people.

Are there **human rights abuses**? Is there slavery there? Terrible working conditions? Disease?

Do they have any new kinds of **technology? Transportation?** Does it cause **wealth**? Problems?
   Employment issues? (**Movement of people and ideas**)

**Climate change-related issues?** Losing ice cover? Losing habitats for animals?
   More drought? Farmers losing crops?

**Trade issues?** Who are their trading partners? What countries impede trade?

**Economic issues**- Poverty, Food shortage, Contaminated Water
TRADE ISSUES: WHO ARE THEIR TRADING PARTNERS? WHAT ARE THE PROBLEMS?
EMPLOYMENT ISSUES: UNEMPLOYMENT?
WEALTH GAP? BIG CORPORATION EGO GLOBALIZATION? RICH VS. POOR? EXTREME POVERTY?
MONEY ISSUES?
HUMAN RIGHTS ABUSE?
SLAVERY? OPPOSITION? DISABILITY?
WATER ISSUES: ENOUGH WATER? DRINKABLE WATER?
DESERT?
CLIMATE CHANGE EFFECTS-RELATED ISSUES ANIMALS THREATENED? WEATHER PATTERNS? FLOODING? Droughts? Farming?

ANY PROBLEMS FOR THEM OR OTHERS? (5 THEMES, NO. 3: HELP)
WHAT NATURAL RESOURCES DO THEY HAVE (EXPORT)? USE AND NEED (IMPORTS)? DOES THIS CAUSE
ARE THERE DIFFERENCES BETWEEN PEOPLES?
RELIGIOUS DIFFERENCES?
IMMIGRATION ISSUES?
INTOLERANCE?
TERRORISM? REFUGEE? (5 THEMES, NO. 4: MOVEMENT)
IS THE GOVERNMENT STABLE? UNSTABLE?
OFSUPERPOSITIVE? RECENT ORIGINIS?
OR ALLIES OR NORT? WARS?
NEW COOL TECHNOLOGIES? FASTER GREENER HEALTHIER OR LESS HEALTHY FOR THE PLANET? PEOPLE?
SOLAR WINDS? OTHERS? WHAT KINDS OF ENERGIES DO THEY USE?
DO THEY HAVE ENERGY RESOURCES? ENERGY USE & OR PRODUCTION-IMPORTS, EXPORTS, ONLY GAS? NUCLEAR?
MINE? TREES? LAND USE

EGO ENVIRONMENTAL INTERACTION? (5 THEMES: NO. 3: HELP) HOW HAS THE ENVIRONMENT AFFECTED
PEOPLE? WHAT HAVE THEY DONE TO THE ENVIRONMENT? THINK ABOUT ENERGY SOURCES, WHAT THEY
DEForestation, DESTRUCTION, DESERTIFICATION, DISASTER? VOLCANOES, EARTHQUAKES, MISCISING MIGRAS, MINE CRASHES,
WHERE ARE THE NATURAL DISASTER?

DEVELOP GOOD QUESTIONS: WHAT WE ARE CURIOUS ABOUT CONTENT:
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Dear 6th grade Students and Parents:
Over the next week, you are being asked to do one of the following:

watch a ½ hour television news broadcast

OR

watch 2 CNN Student News broadcasts (10 minutes each)—only available Monday through Friday, and after 9:00 on Sunday night—You’ll need to write a list for BOTH shows.

OR

listen to a 1/2 radio news broadcast

OR read at least 6 articles in a newspaper.

As you are doing this, complete the Watching a News Program graphic organizer attached. Before you do, please read the suggestions on the back with your family and be sure that an adult is with you when you are watching these programs. Sometimes the news contains upsetting images, and you will want an adult to discuss them with you and to answer any questions you might have.

The following TV news sources are suggested:

6:00   PBS NewsHour (Channel 2)   Channel 7
      CNN Situation Room   Fox News 25

6:30   PBS NewsHour (channel 2)   Channel 4
      Channel 5 World News with Diane Sawyer
      Channel 7   CNN

Radio
90.9 anytime between 4:00 and 6:30
89.7 anytime between 4:00 and 6:00, 6:30-7:00, 7:00-9:00

Newspaper—You will need to record information about 6 articles:

Two (2) local news stories (town or state)
Two (2) national news stories (anywhere in the United States)
Two (2) international news stories (other countries in the world)

This is due at the beginning of Integrated Media Class next week.

Thanks, Ms. Wodin
Seven Strategies
for watching the news

It isn't easy to watch news coverage of wars, killings, or natural disasters. While it is intended to inform, you may find this coverage both confusing and troubling. Here are seven things you can do to be better informed about what's going on in our very complicated world.

1. Always watch the whole story, in case you miss the important explanations at the start or end that put the story in perspective.

2. Watch news that is intended for a national audience. Local stations do a better job with their local news but lack the time and money to give you complete national/international information.

3. Try to watch complete stories, not just a ticker at the bottom of the screen. Incomplete information can be there just to alarm you and keep up their ratings.

4. Always watch with someone else, preferably an adult, so you have someone to ask about the things that confuse or upset you. Talking about it is important.

5. Try to watch two or three different sources, maybe alternating from one day to the next. Different news sources have different biases (ways of showing their own opinions in what they tell you).

6. Never believe a news item you hear from someone in the hall at school who cannot give the exact source of the story. They may have only heard part of it (see #1). The best response to these rumors is, "Gee, I'll look for that on the news tonight."

7. Ask questions - lots of them. Talk with your parents, your teachers, or another adult whom you trust.

From Teachers and Families Working Together http://www.teachersandfamilies.com/open/watchnews.html
WATCHING A NEWS PROGRAM

We watch the news for a lot of reasons:

- To learn about different perspectives
- To improve our understanding of the issues
- To develop opinions based on fact
- To be an informed citizen

_The more you know about the news, the better chance you will have of participating in solutions that make the world a better, safer place!_

BELOW, LIST THE NEWS STORIES IN THE ORDER THAT THEY ARE BROADCAST ON THE NEWS. Which station are you watching? ________

Story #1 _______________________________________________________

Story #2 _______________________________________________________

Story #3 _______________________________________________________

Story #4 _______________________________________________________

Story #5 _______________________________________________________

Story #6 _______________________________________________________

Any other stories? ________________________________________________
SOME THINGS WE KNOW OR WANT TO KNOW ABOUT THE COUNTRIES ON THIS CONTINENT.
SOME THINGS I KNOW OR WANT TO KNOW ABOUT COUNTRIES ON THIS CONTINENT.
Current Events Assignment 2016

Student Goal:

- To examine the geography of the world within the context of current events.

Common Core Goals:

<table>
<thead>
<tr>
<th>Reading</th>
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<tbody>
<tr>
<td>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<tr>
<td>2. Determine a central idea of a text and how it is conveyed through particular details; provide summary of the text distinct from personal opinions or judgments.</td>
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<tr>
<td>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
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<tr>
<th>Speaking</th>
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<tr>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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</table>

Assignment Details:

Step 1:

Find article online or in newspaper that is appropriate reading level for you. Use the following sources to find articles online: (Access through Online data base link from Media Center Website)
- Info Trac Junior Edition
- Info Trac Student Edition
- Kids InfoBits (mostly USA Today)
- Proquest

OR an article online from
- www.newyorktimes.com or
- www.nationalgeographic.com or
- http://www.onlinenewspapers.com/
dogonews.com

OR in the printed newspapers and magazines or Junior Scholastic.

Step 2:

You must copy the article into your homeroom folder with the heading:
(Name, SN, Title of Article, copy of the URL(website) OR name of the publication)

Step 3:
Complete the graphic organizer call "5 W's World News Article Analysis" that you will be given in class. Be sure to locate on the map on this graphic organizer where your event(s) takes place.

Step 4:
Write a full summary of the article using the template for Current Events in your homeroom folder with your opinion, and point of view. Add your name and student number at the top of this template.

Add any graphics and a map(required) of your event’s location to this doc.

Step 5:
At the bottom of your summary, you should cite your article source and any graphics in MLA Works Cited format.

(Hint) A citation is often given at the bottom of the article, but if not, enter the information into Son of Citation Machine.

Step 6:
There will be a clear, well organized, complete presentation of current events assignment in homeroom class on a date to be determined.

You will:

- Show your event location on a world map.

- Present the important information from your article orally (not read off your paper).

- Discuss your opinion about the news event.

- Describe any bias you found in your article.

- Be able to answer questions from the audience.

This assignment is an interdisciplinary effort between Integrated Media, Reading Class, and Content Class. You can find a copy of this rubric in your folder, or Content Webpage, or Media Center 6th Grade Blog page.
** TEMPLATE: Current Events Assignment **

<table>
<thead>
<tr>
<th>Name of Newspaper or journal and URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of article</td>
</tr>
<tr>
<td>Issue or date</td>
</tr>
<tr>
<td>Page number if available</td>
</tr>
<tr>
<td>Country where this event occurred.</td>
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</tbody>
</table>

**Summary of Article:**
Opinion:

Point of View:
1. Is the article factual reporting? Or Does the author express a point of view?
2. If you found bias in this article, what evidence helped you draw that conclusion? (ex: words, images, opinions)

Attach a map.

Works Cited:
Current Events Project-Accepted Resources with Hints!

Articles must be no older than September of previous year.

Databases

Kids InfoBits-
- Use Advanced Search and NEWS tab.
- Change your indexes to FULL TEXT

InfoTrac Junior Edition
- Click on Newspapers
- Use AND between Keywords

InfoTrac Student Edition
- Use Keyword Search to help you find topics
- Use Advanced Search for finding articles.
- Remember to click “Articles with Full text only”
- Remember to ask for articles newer than September

New York Times online a.k.a. Online Custom Journals
http://www.newyorktimes.com
- Search bar in the upper corner
- Can also be found on Databases page at Online Custom Journals

NEWSPAPERS FROM ALL OVER THE WORLD!-Look for newspapers in ENGLISH or USE GOOGLE TRANSLATE.
http://www.onlinenewspapers.com

The Boston Globe

PROQUEST

National Geographic

Dogonews.com

Accepted print newspapers or news magazines
Junior Scholastic news magazine
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<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>Beginning</td>
<td>Progressing</td>
<td>Summary</td>
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<td></td>
<td>Included.</td>
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<td>Included.</td>
<td>Expectation</td>
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**Summary:**
- The news article is not comprehensive and includes very little information about the event. The map of the area is not included.
- The news article includes a location, but the location is not accurate or complete. A few people's location is mentioned, but it is not clear where they are located.
- The article includes a map showing the events, but the map is not detailed or accurate. A few people's location is included, but it is not clear where they are located.

**Exposure:**
- The news article includes a summary of the event, but it is not complete. The summary includes some words that are complete.

**Opinion:**
- The news article is not comprehensive and includes very little information about the event. The map of the area is not included.
- The news article includes a location, but the location is not accurate or complete. A few people's location is mentioned, but it is not clear where they are located.
- The article includes a map showing the events, but the map is not detailed or accurate. A few people's location is included, but it is not clear where they are located.
<table>
<thead>
<tr>
<th>Neatness</th>
<th>Improvement</th>
<th>Overall Presentation</th>
<th>Progressing</th>
<th>Meets Expectation</th>
<th>Planning</th>
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</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Beginning</td>
<td>Better</td>
<td>Progressing</td>
<td>Meets Expectation</td>
<td>Online database contains all the information. No inaccuracies or omissions. No personal or emotional bias.</td>
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<tr>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Meets Expectation</td>
<td>Organized, clear, and well-structured. All elements of a logical argument are included.</td>
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<tr>
<td>Advanced</td>
<td>Advanced</td>
<td>Advanced</td>
<td>Advanced</td>
<td>Meets Expectation</td>
<td>Clearly organized, clear, and well-structured. All elements of a logical argument are included.</td>
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<td>Advanced</td>
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<td>Meets Expectation</td>
<td>Clearly organized, clear, and well-structured. All elements of a logical argument are included.</td>
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<tr>
<td>Advanced</td>
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<td>Advanced</td>
<td>Meets Expectation</td>
<td>Clearly organized, clear, and well-structured. All elements of a logical argument are included.</td>
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</tbody>
</table>

**Notes:**
- The document contains a table outlining the criteria for evaluation.
- The criteria include Neatness, Improvement, Overall Presentation, Progressing, Meets Expectation, and Planning.
- The table is structured with multiple rows and columns, indicating different levels of performance.
- Each row represents a different level of evaluation, from Beginning to Advanced.
- The planning aspect is noted to be clearly organized, clear, and well-structured.