

Current Event Assignment Quarter 3

We will use newspapers as a primary source of information about the world around us. In the third quarter we will focus on the Middle East/North Africa . You will be required to read and comment on a total of **four** stories throughout the quarter. I will supply the first article that we will work on as a group to gain a total understanding. You will be responsible for finding the remaining articles. The assignments need to be turned in on the following dates:

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|-------------------------|--------------------------------|
| Current Event #1 | due Friday, February 3 |
| CE#2 | due Friday, February 17 |
| CE#3 | due Wednesday, March 7 |
| CE#4 | due Wednesday, March 21 |

The topic you choose for CE#2, CE#3, and CE#4 must include at least one of the countries from the map quiz list. You will have no trouble finding articles that pertain to this topic. There are also particular requirements for articles that you can use:

-NO INTERNET NEWS SOURCES!

-Events need to be on-going. No one-day events such as a train-wreck or baseball game.

Each current event assignment you do this year will follow the same format. We will work on the skills of: paraphrasing, identifying vocabulary words, determining important people and events within the article, and reflecting on why the event is important. All of these skills will help you engage with the world around you as we work on the components of report writing.

Assessment

Each current event assignment will be worth 30 points. You will be graded on the following components:

Five Ws – 5 points

- One point for each answer correctly filled in

Vocab – 5 points

- Word minimum you will need to write down: CE#1 – 10 words, CE#2+ – 17 words.
- You will be required to identify all the words in the article that you are unfamiliar with.

When you turn in each assignment I will come around and quiz you on any particular word(s) in the article. You will need to define the word for me right there on the spot. You may read the definition you wrote down on the assignment sheet or you may define the word in the context of the article. You may NOT look the answer up or ask a friend. I will deduct one point (up to a total of 5) from your grade for every word you cannot define. It is in your best interest to make sure you know EVERY word in that article. When you choose articles you will also want to be aware of the level of the vocab.

Analysis – 10 points

- This is the subjective component of the grade. The skill of analysis is something you will need to do in everyone of your reports. It is an essential skill of good writing. For this assignment you will need to show, in at least 100 words, that you have thought about this event. You can comment on: how this event affects the United States, Vermont, the people or place in the story. You must show **evidence of thought**. You must analyze what **actually** happened, so you cannot analyze in the negative, for example: *if this hadn't happened then things would be different. If the US hadn't invaded Iraq we would all be speaking Arabic now.* (The reason why we don't analyze in the negative is because we don't have crystal balls to see into the past and/or future). It also has to be realistic. You will NOT receive credit for answers like this: *This is important because if they don't let liquids on airplanes any more my cat Fluffy might not get his*

medicine. This is important because. I really think it is important, dude. It's important because I said so. This is really important to the people in the article because it is important to them.

Paraphrase – 10 points

- You will use the skills you developed in Mr. Deffner's class to paraphrase the article.

The purpose of this exercise is to increase your total understanding of what is going on. You will be assessed on the actual written paraphrase AND your ability to have a conversation with me IN YOUR OWN WORDS about this issue. In addition to discussing vocab words, you and I will talk about what is happening in the article. Here is how this process will take place:

First, imagine you've read an article that has a section in it with the following: *Bilateral negotiations between Washington and Pyongyang broke down today for the second time this month after North Korean diplomats walked out in response to US demands that the Communist country dismantle its alleged nuclear weapons program.*

Second, imagine you've looked up all the words you don't understand and then you've paraphrased the section into your own words on a piece of paper.

Third, imagine the following conversation:

CASEY: "Hello, student A, how are you?"

STUDENT A: "Good"

CASEY: "So, what can you tell me about the current relationship between the United States and North Korea?"

STUDENT A: "Well, Casey, things aren't going that well. They've tried to have some talks about nuclear weapons, but the people who represent Korea don't want to participate in the talks."

CASEY: "Really? Huh. Can you tell me more about what they are supposed to be discussing in these talks?"

STUDENT A: "Yeah, sure. The US thinks that North Korea has nuclear weapons and they want North Korea to get rid of them, but Korea doesn't want to"

CASEY: "To what: get rid of the weapons or admit they have a program?"

STUDENT A: "They didn't say. But it seems that the US is suspicious and that North Korea might be stalling"

CASEY: "Good job, student A, here's a cookie."