

# Michael Martini

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**Subjects: 6<sup>th</sup> Grade World Geography and Cultures**

- **Michael Martini**
  - **Lesson: “One Day” Peace Seminar**
  - **Module: Cultural Understanding Module**
  - **Lesson: Human Rights Seminar**
  - **Tool: What’s happening in my world?**

## “One Day” Peace Seminar

**Rationale:** This lesson is intended to use music as an introduction to teaching peace and understanding in the classroom. Additionally, it is designed to establish group discussion protocols in a seminar format.

**Objectives:** Students will examine the lyrics of the song “One Day” by Matisyahu in order to better understand the artist’s views on peace. Students will participate in a seminar in order to share ideas about building a more peaceful world.

### **Standards:**

#### CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### CCSS.ELA-LITERACY.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

#### CCSS.ELA-LITERACY.RI.6.6

Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Materials:** Students will each need a copy of the lyrics to Matisyahu’s song “One Day” and a blank sheet of paper to make a name tent for the seminar. You can find the music at <https://www.youtube.com/watch?v=WRmBChQjZPs>. An optional extension is to show the music video either before or after the discussion.

**Time:** One 45-minute class period.

### **Procedures:**

**Engage** – Ask students to jot down a response to any of the following questions: What do you think of when you hear the word peace? What songs make you think of peace? Describe a time when you felt at peace.

**Explore** – Today we will read and listen to a song by Jewish American, reggae & rock singer-songwriter Matisyahu. Distribute copies of the lyrics to Matisyahu’s “One Day.” As they listen to

the song, ask students to put a \* star next to one stanza that stands out to them and underline one line that they can best connect with.

Explain – Explain to students that we will have a seminar discussion in order to share ideas about how to create a more peaceful world. We will use the text to look at what Matisyahu thinks of a peaceful world and then discuss what role we play in building peace.

Explain that during the discussion students do not need to raise their hand to speak, but should try to focus on the main speaker and wait their turn to talk. We are going to practice building on what others say – agreeing and disagreeing in a courteous, respectful manner. As the facilitator, the teacher’s job is to ask challenging, open-ended questions and model how to listen to others.

At this time, instruct students to fold a sheet of paper in half to make a name tent. On the backside they should copy a selected class goal and a personal goal for the discussion. Some ideas can include:

- Use others’ names
- Make eye contact
- Refer to the text to cite evidence
- Build on others’ ideas
- Keep an open mind
- Ask an open-ended question

Elaborate – When ready, begin the discussion by asking students to go in a circle and share which stanza stood out to them or which line they most connected with. Once everybody has shared, open the discussion with one of the following guiding questions. The teacher should then actively listen and provide additional guiding questions to further the discussion:

- Describe Matisyahu’s vision for a peaceful world. How does it compare to yours?
- Which lines or stanzas stood out to us the most? Why do you think that is?
- What role do you think you play in building a more peaceful world?
- How does music help Matisyahu share his ideas? What other media might one use to share ideas about peace?

Evaluate – Towards the end of the discussion, thank students for being active participants in today’s discussion. Ask students to conclude by using one of the following sentence starters to share a final thought:

- Peace is...
- One day...
- I can...
- Imagine...
- I am a peacebuilder...

**Assessment:** At the end of the seminar, students should be asked to reflect on both the class goal and their personal goal. This can be done through a quick informal rating (e.g. fist-to-five) or a written response. Additionally, you can assign written reflection questions based on the discussion topics and ideas. Lastly, a good extension might be to have students design posters (or any other medium) illustrating what peace means to them using words and images.

Another unique tool for assessment is a teacher discussion tracker. Draw a large circle on a sheet of paper (or chart paper) and write each student's name or initials around the outside of this circle in the order that they are seated. Begin with the student who initiates the conversation and then draw a line connecting his/her name to the name of the next student to speak. Continue drawing lines to connect the names of each student as they thoughtfully contribute to the discussion. You will end up with a web of intersecting lines visually representing how often each student participated. This is a good tool to show students in the middle of the discussion in order to help them regulate their participation or prompt others to join in. It can similarly be used as a reflection tool at the end of the seminar.

Lastly, the teacher can use symbols to record information about the quality of comments and participation. For example, a "?" can be put next to a student's name who asked a thought-provoking question or an "E" for a student who used evidence from a text in his/her comment. This is another good visual for students to monitor the quality of their participation and set goals to improve.

## “One Day” Lyrics

### Peace day song

### CEIP LA ARBOLEDA.

#### **MATISYAHU LYRICS** **"One Day"**

Sometimes I lay  
Under the moon  
And thank God I'm breathing  
Then I pray  
Don't take me soon  
'Cause I am here for a reason

Sometimes in my tears I drown  
But I never let it get me down  
So when negativity surrounds  
I know some day it'll all turn  
around because...

All my life I've been waiting for  
I've been praying for  
For the people to say  
That we don't wanna fight no more  
There will be no more wars  
And our children will play  
One day [x6]

It's not about  
Win or lose  
Because we all lose  
When they feed on the souls of the  
innocent  
Blood-drenched pavement  
Keep on moving though the waters  
stay raging

In this maze you can lose your  
way (your way)  
It might drive you crazy but don't  
let it faze you no way (no way)

Sometimes in my tears I drown (I  
drown)  
But I never let it get me down (get  
me down)  
So when negativity surrounds  
(surrounds)  
I know some day it'll all turn  
around because...

All my life I've been waiting for  
I've been praying for  
For the people to say  
That we don't wanna fight no more

There will be no more wars  
And our children will play  
One day [x6]

One day this all will change  
Treat people the same  
Stop with the violence  
Down with the hate

One day we'll all be free  
And proud to be  
Under the same sun  
Singing songs of freedom like  
One day [x2]

All my life I've been waiting for  
I've been praying for  
For the people to say  
That we don't wanna fight no more  
There will be no more wars  
And our children will play  
One day [x6]

## Cultural Understanding Module

**Rationale:** This series of lessons is intended to broaden student understanding of how to approach world cultures. It aims to develop open-mindedness as students are challenged to differentiate between observations and judgments as well as the visible and hidden aspects of culture. This lesson also serves to lay the groundwork for better understanding global conflicts by being prepared for understanding different perspectives.

### Day 1 – What would you do?

**Objectives:** Students will identify ways in which our cultural background influences our judgments.

#### **Standards:**

##### CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

##### CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Materials:** Each student will need a copy of “What would you do?” and “What would you do NOW?” worksheets (courtesy of <http://www.afsusa.org/educators/teachers-toolbox/>)

**Time:** One 45-minute class period.

#### **Procedures:**

**Engage** – Begin by distributing the “What would you do?” worksheet. Instruct students to read each example and for each situation write one sentence of how they would react. What would they say, think, or do?

**Explore** – Ask students to get in groups of 2 or 3 and discuss which of these items they felt most strongly about. Each student should get approximate 30 seconds to share and partners should practice active listening by making eye contact. When finished, the partners may respond by saying what they might do in that situation before sharing their own.

**Explain** – Allow groups to share out. During this time get a feel for whether or not students mostly agree or disagree with each other’s reactions. Explain that most of our reactions are shaped by our expectations of a situation based on what we are most familiar with. Explain that

there is a key piece of missing information in each situation that might cause many people to act, think, or feel much differently about the situation.

**Elaborate** – Distribute the “What would you do NOW?” worksheet allowing groups time to discuss each item and to explain new answers of how they would react (think, feel, or do) now. Again, allow groups to share out focusing on how the new context changes our reactions to the situation.

**Evaluate** – Ask students to think about the purpose of the activity and how it might change how they view unfamiliar people or situations in the future. Students should then complete an exit ticket completing the following prompt: “I used to think..., but now I think...”

**Assessment:** The exit ticket as well as student discussions throughout the lesson can serve as an informal assessment of whether or not students understood the purpose of the lesson.

### **Day 2 – The Cultural Iceberg**

**Objectives:** Students will be able to categorize the visible and hidden aspects of culture by creating a cultural iceberg graphic organizer.

#### **Standards:**

##### **CCSS.ELA-LITERACY.SL.6.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

##### **CCSS.ELA-LITERACY.RI.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Materials:** Each student will need a few-post-it notes and a copy of the Cultural Iceberg graphic organizer.

**Time:** One 45-minute class period.

#### **Procedures:**

**Engage** – Ask students to write or illustrate on post-it notes: what do you think of when you hear the word culture? Students can post responses on whiteboard. When finished, have a volunteer read out a few of the responses. Explain that we will return to these at the end of the lesson.

**Explore** – In order to further get a sense of what culture is and means, group students by into 2s or 3s and distribute each one of the quotes from the “Quotes on Culture” worksheet. One

student should read the quote and another should say what it means to them. Explain that for 5-10 minutes students should mingle around the classroom and trade quotes with another group. After each trade, one student should read the quote aloud and another student explains what it means to them. When finished, allow a few groups to share out their favorite quote from the activity.

Explain – Distribute the “Cultural Iceberg” worksheet and read aloud the following definition of culture “The values, beliefs and ways of life of a group of people. Culture shapes the way we live, think, and act.” Ask students to think about how these quotes and this definition might relate to yesterday’s “What would you do?” activity. Discuss how our culture shapes how we think about certain situations, but that what we see is not always enough to entirely understand someone’s culture.

Elaborate – Explain that students have a blank organizer shaped like an iceberg and ask them to describe an iceberg focusing on how most of it is hidden below the water’s surface. Explain that this is how culture is – only certain parts are visible but most of what makes up culture is a set of values and expectations of a society. Ask students to revisit the post-it notes from the beginning of class and categorize them as visible or hidden. They should physically move the post-it’s above a line or below it and explain why they chose that. As they work, display the Cultural Iceberg reference from <http://www.janinesmusicroom.com/the-rest-of-the-iceberg.html> for additional ideas. Students can take notes in order to create their very own Cultural Iceberg on their worksheet.

Evaluate – As an exit ticket ask students to complete the following prompts: “Culture is like an iceberg because...but...so...”

**Assessment:** The exit ticket can be used to assess student learning. Additionally, the teacher can ask students to complete a cultural iceberg about themselves or a culture they identify with. Another idea is to display images or a short text, or use background knowledge, about a foreign culture and ask students to complete a cultural iceberg of notes. Lastly, the Nacirema lesson (<https://mrwinandsclass.wikispaces.com/file/view/Nacirema+Lesson.pdf>) can also be a fun and engaging way to extend learning and have students think critically about cultures.

## Quotes on Culture

“Culture is the arts elevated to a set of beliefs.”

– Thomas Wolfe

“A nation’s culture resides in the hearts and in the soul of its people.”

– Mahatma Gandhi

“Our culture, language, history, and values are vital to uniting us as a nation.”

– Bobby Jindal

“The beauty of the world lies in the diversity of its people.”

– Unknown

“A people without the knowledge of their past history, origin and culture is like a tree without roots.”

– Marcus Garvey

“Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers.”

–Paulo Coelho

“Without memory, there is no culture. Without memory, there would be no civilization, no society, no future.”

– Elie Wiesel

“Creativity is putting your imagination to work, and it’s produced the most extraordinary results in human culture.”

–Ken Robinson

“Preservation of one’s own culture does not require contempt or disrespect for other cultures.”

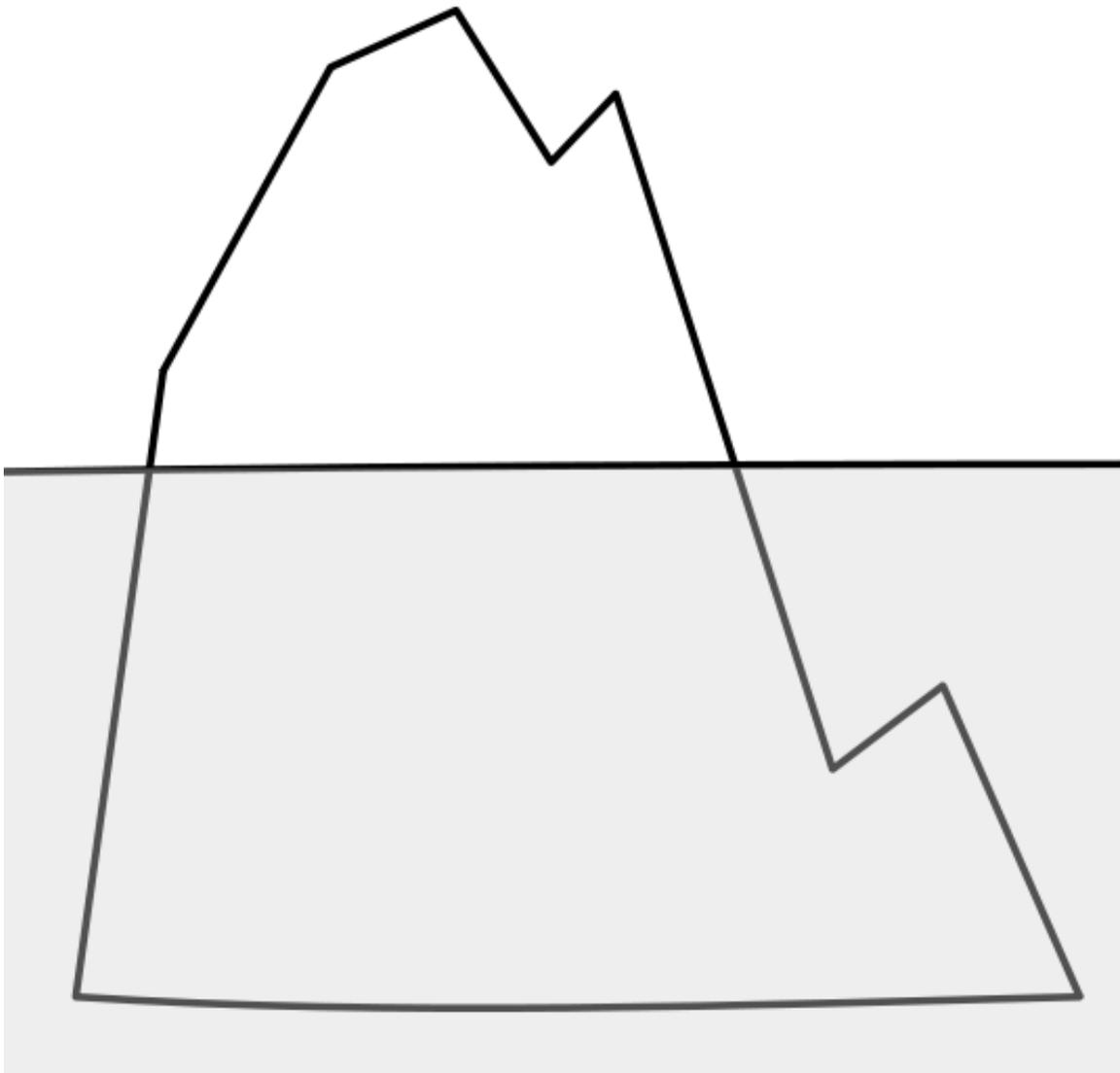
– Cesar Chavez

“Debate and divergence of views can only enrich our history and culture.”

– Ibrahim Babangida

# Cultural Iceberg

**Culture:** The values, beliefs and ways of life of a group of people.  
Culture shapes the way we live, think, and act.



### **What Would You Do?**

1. You see a group of teenage boys throwing rocks at a dog.

Your response: \_\_\_\_\_

2. You see a mother struggle with her three small children while the man she is with does nothing.

Your response: \_\_\_\_\_

3. Your brother snaps his fingers several times at you to get your attention.

Your response: \_\_\_\_\_

4. You see a neighbor and he makes the OK gesture to you.

Your response: \_\_\_\_\_

5. You see a couple holding hands while they are walking down the street.

Your response: \_\_\_\_\_

6. A guest belches loudly at the table after dinner.

Your response: \_\_\_\_\_

7. Your friend agrees to meet you at a cafe' at 4 p.m., and it is now 5 p.m.

Your response: \_\_\_\_\_

8. You are told that you are getting fat.

Your response: \_\_\_\_\_

9. You are introduced to a woman and she offers you her wrist to shake.

Your response: \_\_\_\_\_

10. Your neighbor knocks on your door and asks to borrow something.

Your response: \_\_\_\_\_

*Retrieved from <http://www.afsusa.org/educators/teachers-toolbox/>*

*This resource was developed by teachers participating in the 2015-2016 USIPeace Teachers program of the Global Peacebuilding Center at the U.S. Institute of Peace. The content of this resource reflects the views of its author alone, and is not intended to reflect the views and work of the U.S. Institute of Peace. For the electronic version and additional information, visit [www.buildingpeace.org/peace-teachers](http://www.buildingpeace.org/peace-teachers).*

### What Would You Do Now?

1. You see a group of teenage boys throwing rocks at a dog.  
Your response if you were from a country where dogs carry rabies and are often wild:  

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2. You see a mother struggle with her three small children while the man she is with does nothing.  
Your response if you came from a culture with strictly defined gender roles:  

---
3. Your brother snaps his fingers several times at you to get your attention.  
Your response if you came from a culture where snapping is considered an appropriate way to call for someone:  

---
4. You see a former classmate and he makes the OK gesture to you.  
Your response if you came from a culture where this gesture is obscene:  

---
5. You see a couple holding hands while they are walking down the street.  
Your response if you came from a culture where this is considered very promiscuous:  

---
6. A guest belches loudly at the table after dinner.  
Your response if you came from a culture where this is a way to show the host(ess) that the food was good:  

---
7. Your friend agrees to meet you at a cafe' at 4 p.m. and it is now 5.  
Your response if you came from a culture where time and dates are flexible:  

---
8. You are told that you are getting fat.  
Your response if you came from a culture where this is a compliment:  

---
9. Someone offers you their wrist to shake.  
Your response if you came from a culture where this is polite behavior from someone when her hands are dirty or she has been recently working with them:  

---
10. Your neighbor knocks on your door and asks to borrow something.  
Your response if you come from a culture where long greetings and inquiries about family members is the rule prior to "getting to the point":

Retrieved from <http://www.afsusa.org/educators/te>

## Human Rights Seminar

**Rationale:** This lesson is designed to introduce students to the Universal Declaration of Human Rights by allowing them to make personal connections to the document. It also allows students the opportunity to discuss with peers how it relates to the world we live in and make connections to important global issues. Additionally, it serves to establish protocols for future text-based seminar discussions.

**Objectives:** Students will critically consider the Universal Declaration of Human Rights and examine its relationship to our world by participating in a seminar discussion.

### **Standards:**

#### CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### CCSS.ELA-LITERACY.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

#### CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Materials:** Students will each need a copy of the Universal Declaration of Human Rights (abridged for youth version courtesy of [www.humanrights.com](http://www.humanrights.com)) and a blank sheet of paper to make a name tent for the seminar.

**Time:** One 45-minute class period. Optional extension: [www.humanrights.com](http://www.humanrights.com) publishes 1-minute public service announcement video clips for each of the thirty articles of the UDHR. They also have an engaging 10-minute video titled "The Story of Human Rights" that explores the development of human rights throughout history.

### **Procedures:**

**Engage** – Ask students to jot down a response to any of the following questions: Use the word 'universal' in a sentence. Describe one right or freedom you believe all people should have.

Explore – Distribute copies of the Universal Declaration of Human Rights (abridged for youth). Explain that today we will read an important document written and adopted by the United Nations General Assembly in 1948. The document is organized into 30 articles, each describing a right that all humans deserve to have protected whenever and wherever they are. Instruct students to put a star next two articles that they personally feel are most important and to put an X next to the one that presents the biggest challenge in the world today. If they have enough time, on the back students should explain why they choose the articles they did.

Explain – Explain to students that we will have a seminar discussion in order to share ideas about the role of the Universal Declaration of Human Rights in the past, present, and future.

Explain that during the discussion students do not need to raise their hand to speak, but should try to focus on the main speaker and wait their turn to talk. We are going to practice building on what others say – agreeing and disagreeing in a courteous, respectful manner. As the facilitator, the teacher’s job is to ask challenging, open-ended questions and model how to listen to others.

At this time, instruct students to fold a sheet of paper in half to make a name tent. On the backside they should copy a selected class goal and a personal goal for the discussion. Some ideas can include:

- Use others’ names
- Make eye contact
- Refer to the text to cite evidence
- Build on others’ ideas
- Keep an open mind
- Ask an open-ended question

Elaborate – When ready, begin the discussion by asking students to go in a circle and share which article stood out or best connected with them. Once everybody has shared, open the discussion with one of the following guiding questions. The teacher should then actively listen and provide additional guiding questions to further the discussion:

- Many of you chose article #\_\_\_\_\_. Why do you think this is?
- Why do you believe this document was created? What need do you think was present in the world at the time?
- Who do you think is responsible for ensuring human rights for all? How do we make this happen?
- Do you believe any of these articles are controversial? Which ones might relate to a current world conflict?
- Do you believe this document will still be relevant in the next five years? Twenty years? One hundred years? If not, why? If so, how so?
- Notice human right # 30. What is the power of including this as the concluding article?

**Evaluate** – Towards the end of the discussion, thank students for being active participants in today's discussion. Ask students to conclude by using one of the following sentence starters to share a final thought:

- I used to think...now I think...
- Human rights are important because...but...so...
- I can be a peace builder by...

**Assessment:** At the end of the seminar, students should be asked to reflect on both the class goal and their personal goal. This can be done through a quick informal rating (e.g. fist-to-five) or a written response. Additionally, you can assign written reflection questions based on the discussion topics and ideas.

Another unique tool for assessment is a teacher discussion tracker. Draw a large circle on a sheet of paper (or chart paper) and write each student's name or initials around the outside of this circle in the order that they are seated. Begin with the student who initiates the conversation and then draw a line connecting his/her name to the name of the next student to speak. Continue drawing lines to connect the names of each student as they thoughtfully contribute to the discussion. You will end up with a web of intersecting lines visually representing how often each student participated. This is a good tool to show students in the middle of the discussion in order to help them regulate their participation or prompt others to join in. It can similarly be used as a reflection tool at the end of the seminar.

Lastly, the teacher can use symbols to record information about the quality of comments and participation. For example, a “?” can be put next to a student's name who asked a thought-provoking question or an “E” for a student who used evidence from a text in his/her comment. This is another good visual for students to monitor the quality of their participation and set goals to improve.



## Universal Declaration of Human Rights Abridged for Youth

1. **We are all born free and equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't discriminate.** These rights belong to everybody, whatever our differences.
3. **The right to life.** We all have the right to life, and to live in freedom and safety.
4. **No slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No torture.** Nobody has any right to hurt us or to torture us.
6. **You have rights no matter where you go.** I am a person just like you!
7. **We're all equal before the law.** The law is the same for everyone. It must treat us all fairly.
8. **Your human rights are protected by law.** We can all ask for the law to help us when we are not treated fairly.
9. **No unfair detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The right to trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're always innocent till proven guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The right to privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. **Freedom to move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The right to seek a safe place to live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. **Right to a nationality.** We all have the right to belong to a country.
16. **Marriage and family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. **The right to your own things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. **Freedom of thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. **Freedom of expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. **The right to public assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. **The right to democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. **Social security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. **Workers' rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. **The right to play.** We all have the right to rest from work and to relax.
25. **Food and shelter for all.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
26. **The right to education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. **A fair and free world.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No one can take away your human rights.**

Youth for Human Rights International • 1954 Hillhurst Ave. #416, Los Angeles, CA 90027 USA  
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## What's happening in my world? - Current Events in the Classroom

**Rationale:** This template provides guidance on establishing current events protocols with your students. It offers options and examples for helping students locate appropriate news related resources as well as interpreting and understanding global events. Early in the school year I noticed that my students had limited global awareness and background on how to find appropriate news articles. After introducing students & parents to the resources listed in this module I saw an immediate increase in student initiative to read about global issues. Similarly, I witnessed a huge increase in assignment completion as soon as I launched the online current events analysis form. Many students and parents were happy to hear that it was accessible on mobile devices and they could submit the assignment electronically.

**Objectives:** Students will be able to grow as consumers of information relating to current events and global news.

### **Standards:**

#### CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### CCSS.ELA-LITERACY.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

#### CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

### **News for Kids Resources**

- [www.Newsela.com](http://www.Newsela.com) - A great site with both free and paid versions that allow the user to search for and adjust the lexile level of articles published from popular newspapers. Teachers can also create classes and invite students to join. Students can search for articles, make and save highlights and annotations, and also take common core aligned quizzes.
- [www.TweenTribune.com](http://www.TweenTribune.com) by Smithsonian – Also allows the user to search for and adjust the lexile level of articles published from popular newspapers. Teachers can also create classes and invite students to join.

- [www.DogoNews.com](http://www.DogoNews.com) – An interactive website for students to read and comment on news articles, popular books, and movies. Articles include embedded comprehension questions, critical thinking challenges, and discussion boards.
- [www.cnn.com/studentnews](http://www.cnn.com/studentnews) – A weekly, 10-minute video recap of important news designed for middle and high school classrooms. Printable transcripts and quizzes are available with each video. You can also subscribe to the podcast to receive each new video using an RSS feed.
- [www.OnlineNewspapers.com](http://www.OnlineNewspapers.com) – A simple website to help you or your students navigate to the webpages of international newspapers from around the world. This is an excellent way to compare perspectives of geographically diverse sources and to build world language skills.
- [www.newseum.org/todaysfrontpages/](http://www.newseum.org/todaysfrontpages/) - An easy way to quickly see the front pages of newspapers around the world! Perfect for comparing international perspectives and reactions to the most recent events around the world.

### **Current Events Analysis Online Form**

In my classroom students are expected to use these resources to locate and report on one article of their choice each week. The report was created on Google Forms and I share the link with students. They can type into it on any device and submit electronically. I receive all student answers in a Google spreadsheet with a timestamp of when the assignment was submitted. The form is organized into three sections:

#### **Section 1**

<p><b>Title of Article *</b> What is the title of the article? Don't forget to use "quotation marks"!</p> <p>Your answer</p> <p><b>Publisher *</b> Who is the publisher of this article? ex. The Washington Post or WashingtonPost.com</p> <p>Your answer</p>
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## **Section 2**

### **WHEN: Date of Publication \***

When was this article published?

Your answer

### **WHO is involved? (1-2 sentences)**

Describe important groups or individuals involved.

Your answer

### **WHERE does it take place? (1-2 sentences)**

What is the location? A particular city? An entire country? All over the world?

Your answer

### **WHAT is the main idea? (2-3 sentences) \***

Describe what is going on in the article. What is the author's purpose in telling this story? Why does it matter?

Your answer

## **Section 3**

### **WHY does this matter? \***

Why is the event newsworthy? Why should people read and/or care about it?

Your answer

### **What is your opinion on the issue? \***

If there is a conflict or problem, how do you think it could be resolved peacefully? If there is a central issue, tell me what you believe about it and why.

Your answer