Lesson Blueprints: Current Events
Lesson Title: News Article/News Anchor Script
Grade Level: Middle and High School

Essential Question

How are current events connected to SEL topics?

Objectives

Students will....

1. Find a current event that is relevant to topics being covered in class.

2. Craft a news report based on the connections between the current event and topics covered in class.
   - Students will have the choice of writing a script for a news anchor or designing a newspaper or magazine article to be posted in the school.

Materials

- Newspapers and appropriate magazines for reference
- Internet for student research (students could also find a current event at home and bring it to class)
- Art materials (paper, pencils, markers etc.) the newspaper/magazine creation
- Video recording materials (if you want students to record themselves reading their scripts)

Teacher

1. This lesson emphasizes the student's ability to identify facts and details, make connections to classroom discussions, and then present their ideas in a logical manner.

2. Summarize recent classroom discussions with the class so students are clear on the current event topics they should be researching.

3. Give students time to find a current event article online or in one of the newspapers or magazines provided.

4. Once they have found one, or if they have located one prior to class, have them pair up and discuss their articles with each other for a few minutes.

5. Instruct pairs to determine which one of the current events could be connected to recent classroom discussions. This will be the current event they work with during for this project.

6. Introduce the two options for the assignment:
   - **Option 1:** Pairs can write a script for a news anchor to use during primetime news to summarize the current event and make connections to classroom discussions.
   - **Option 2:** Pairs can design a newspaper or magazine article to summarize the current event and make connections to classroom discussions.

7. Tell students that their articles must inform the reader and/or listener about the current event they have chosen and the information that is being covered in class. They should report on only the information in the current event article that is relevant to their classroom connections. Their connections need to be well-developed and well-supported.

8. Remind students that their news article needs to be written completely in their own words. They can directly quote the current event by using quotation marks ("") and putting the author and title of the current event article at the end of the quotation in parenthesis ().

9. Provide students with newspapers and appropriate magazines to use as a guideline when writing their final article or script.

   • Pairs choosing to write a script should pay close attention to the wording of the articles.
   • Pairs choosing to design a magazine or newspaper article should pay close attention to the layout of the article (i.e. title, subtitles, pictures, layout of the words).

10. Have pairs use the remaining time in class to work together on their projects.

   • If proper equipment is available: students who choose to write a news anchor script to present their article should film themselves giving their broadcast. This can be done using iMovie or another video recording device. Students could also use an app called "Tellagami." This app allows students record their voices as they read their final script and design an avatar to be the face of the newscast in an animated video.

Conclusion

Have pairs that are finished with their projects present to the class. Future classes can be used to finalize and present the rest of the pairs' projects. Ask students to discuss how the current events are connected to the SEL topics covered in class.

   • If filming equipment is not available, have the students who wrote a news anchor script read their script aloud.

Notes

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News Article/News Anchor Script Rubric

Student _____

| | **4** | **3** | **2** | **1** | |
CATEGORY	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Score
Information is organized in a logical manner	Information is organized in chronological or other logical order.	1-2 sentences or ideas are out of logical order.	More than 2 sentences or ideas are not in logical order.	Article/script has no logical order.	
Ideas are expressed clearly and show understanding of the main idea	All ideas are clearly expressed and show understanding of the main idea.	1-2 sentences or ideas are not clearly expressed or do not show an understanding of the main idea.	2 or more Ideas are not clearly expressed or do not show an understanding of the main idea.	All ideas are not clearly expressed and do not show an understanding of the main idea.	
Main ideas are supported with details and connections to classroom discussions	Main idea is fully supported by facts, details, and strong connections to classroom discussions.	Main idea is partially supported by facts and details. Connections to classroom discussions are present but lacking in depth.	Article/script is missing one of the two requirements completely: 1) details and factual support of main idea 2) Connections to classroom discussions.	Main idea is not supported by facts and details and article/script has no connection to classroom discussions.	
Article is written in student's own words	Entire article/script is written in student's own words. Quotations follow proper citation requirements.	1-2 ideas in the article/script are not written in the student's own words OR 1-2 quotations do not follow proper citation requirements.	Student is missing one of the two requirements completely: 1) article/script is written in student's own words 2) Quotations follow proper citation requirements.	Article/script is not written in student's words and quotations are not cited properly.	**Total**