

Name: \_\_\_\_\_

# Current Event Project

This year you will be responsible for completing two current event projects (1 per marking period of Social Studies class).

## What are current events?

- Important events that are currently happening, or recently happened, in the world.

## Where do I find my current event?

- Newspapers
- Magazines
- Kid-Friendly News Website, such as Dogo News

## What kind of article should I look for?

- Related to Local/NJ/World News, Science, Health, Environment
- Age-appropriate and recent

## What do I need to do to complete my project?

1. Select an article that interests you.
2. Print the article (cut out/make a copy if your current event came from a newspaper or magazine)
3. Take time to “close read” and annotate the article (see expectations on p.2)
4. Last, write a detailed summary, neatly handwritten or typed (see expectations on p.2)

On the assigned due date, you will be expected to hand in your marked up article and your summary. You will also share your summary aloud with your classmates and they will get a chance to ask you a few questions! \*See grading rubric\*

Marking Period 2 due date: \_\_\_\_\_

# Close Reading Expectations

- Take your time reading and annotating your article:
  - Identify the **main idea** and **key details**
  - Identify answers to **Who? What? Where? When? Why? How?**
  - Use **annotation marks** to track your thinking as you read (circle, star, !, ?,) and **record your thinking in the margins**
  - Thoughtful close reading marks and notes showing your thinking should be seen throughout the entire article

## Summary Expectations

- Your summary should include:
  - The **title** and **author** of the article and the **date it was published**
  - The **source** where you found your article (website name/link, magazine or newspaper name)
  - The **key points** of the article (**main idea/key details**)
  - **Who, What, Where, When, Why and How**
    - See “5W and How” pages (in your folder) as a guide
  - **Your own thinking and reflections**
    - What is your opinion?
    - Do you have any questions?

**\*\*See example marked-up article and summary attached**

### Example Summary:

The article “Hawaii’s Kilauea Volcano Lava Inches Toward Homes” by Meera Dolasia is about a volcano in Hawaii that is flowing and is getting closer to homes. On June 27, 2014, Kilauea volcano began to and still continues to flow towards homes in Hawaii. Residents of a small community called Ka’ohe Homestead in Hawaii are nervous the lava is going to flow into their community destroying their homes and land. The mayor has declared a state of emergency on September 6th, and is planning out how to deal with the lava if it does reach roadways. I wonder what they will do if that happens. If I were living in that area of Hawaii, I would feel nervous and scared. I couldn’t imagine having to evacuate my home. The article explains that the Kilauea volcano has a legend about a Hawaiian volcano goddess named Pele. I hope Pele redirects the lava and saves the homes!



Source: Dogo News

<https://www.dogonews.com/2014/9/7/hawaiis-kilauea-volcano-lava-inches-toward-homes>

Name: \_\_\_\_\_

HR#: \_\_\_\_\_

Date: \_\_\_\_\_

## Summary

[illegible]

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use this graphic organizer to help you plan your current event summary

### Current Event Graphic Organizer

**Who?:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What?:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Where?:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Article Title & Author:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**When?:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Why?:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How?:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Grading Rubric

Category	3	2	1	Total
<b>Completion</b> <ul style="list-style-type: none"> <li>Printed Article</li> <li>Close Reading Marks on article</li> <li>Summary</li> </ul>	Came prepared with all parts completed (3/3)	Came somewhat prepared with some of the required parts completed (2/3)	Not prepared (1/3)	
<b>Close Reading</b> <ul style="list-style-type: none"> <li>-Highlighting/underlining</li> <li>-Symbols (star, circle, ?, !)</li> <li>-Notes written in the margins (thoughts, questions, definitions, etc.)</li> </ul>	Thoughtful close reading of entire article is evident; close reading marks throughout some use of close reading marks; located almost all of the 5 Ws and How (3/3)	Lack of close reading marks on article (2/3)	No close reading marks on article (1/3)	
<b>Summary</b>	Writing is concise, in student's own words, includes the key points of the article as well as a thoughtful reflection (3/3)	Writing is somewhat in the student's own words, includes most of the key points of the article; reflection may be lacking (2/3)	Writing is not in the student's own words, includes very few key details; does not include a thoughtful reflection (1/3)	
<b>Presentation</b>	Speaks clearly, shows effort to make eye contact with audience (3/3)	Voice unclear at times; lack of eye contact (2/3)	Does not speak clearly, does not make eye contact (1/3)	
<b>Comprehension</b>	Answers all related questions in an accurate and thoughtful way (3/3)	Some answers may be inaccurate or lacking in detail (2/3)	Unable to accurately/thoughtfully answer any related questions (1/3)	

**Total/Grade** \_\_\_\_\_

Rubric Score	Average Rubric Score	Grade Conversion	Logical Equivalent %
15	3.0	A+	100
14	2.8	A	95
13	2.6	A-	90
12	2.4	B+	87
11	2.2	B	84
10	2.0	B-	80
9	1.8	C+	77
8	1.6	C	74
7	1.4	C-	70
6	1.2	D+	67
5	1.0	D	64
4	0.8	D-	60
3	0.6	F	57
2	0.4	F	54
1	0.2	F	50
0	0.0	F	0