Lesson Plan Title: Where in the world...Sponge Activity

Goal of Lesson: To have students read and summarize current event articles and practice their inference skills

Grade level/Course: All Social Studies

TEKS Addressed:
(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, and punctuation; (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (D) create written, oral, and visual presentations of social studies information.

Overview of Lesson:
The teacher will show students a picture from the news of the week and students will write about the event.

Materials Needed:
1. Choose a picture from the news
2. A projection device (in focus, overhead, document camera)

Procedures and Activities:
The teacher will-
• assign students to read/listen/watch the news the night before the assignment
• choose a picture from a newsworthy event
• display the picture
• students will write a summary of the event, telling us who, what, where, and why it is important.

Permutations:
• have students bring in pictures and summaries of the event and choose one of those for the rest of the class
• have students present and defend their summaries before the class
Lesson Plan Title: Swap Meet Sponge Activity

Goal of Lesson: To have students read and summarize current event articles quickly and effectively

Grade level/ Course: All Social Studies

TEKS Addressed:
(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, and punctuation; (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (D) create written, oral, and visual presentations of social studies information.

Overview of Lesson:
The teacher will assign students to research and bring in a current event. Students will also bring in a summary of the article in with them. Teacher will pick up summaries and then have students switch articles (pass forward, backward, sideways, etc.) and then have students summarize the new article in the same way. The teacher will use turned in summaries as the answer keys.

Materials Needed and Activities:
- Computers/printer with internet access or newspapers/magazines for those students who need access.

Procedures and Activities:
The teacher will...
- assign students to find an article the interests them and/or relates to the curriculum.
- assign students to write a summary that tells about the article: who, what, where, and why important.
- collect the summaries.
- have students switch articles (pass forward, backward, sideways, etc.) and then have students summarize the new article in the same way.
- grade summaries using the original summaries or have each other peer grade.

Permutations:
- in addition have students make connections to a social studies discipline in their summary
• have students present their summaries to the class
Social Studies Lesson to Prepare for Current Events

### Lesson Plan Title:
Identifying Cause and Effect and Summarizing

### Goal of Lesson:
To have student sharpen the summarization skills, critical reading, and to predict causal relationships.

### Grade Level/Course:
Any Social Studies class

### TEKS addressed:

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) use standard grammar, spelling, sentence structure, and punctuation; (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (D) create written, oral, and visual presentations of social studies information

### World Geography:

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (C) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (D) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

* Note: The TEKS numbers above are from US History Reconstruction to present. Identical language is present in the skills section of most social studies classes but with different numbers.

### Overview of Lesson:
The teacher will conduct a lesson by having the class use a classroom set of news papers to review the news of the day. Students will then discuss the important news of the day and then predict the causes and effects of the events.

### Materials Needed:
- A set of newspapers for the class. Contact your local paper about providing classroom sets. Also, many large regional and national papers such as the New York Times provide education sets or classroom sets for a minimal costs
- T-chart (attached)

### Procedures:
- Have students read the front page for two minutes.
- Ask students for the important news of the day in their reading of the paper.
- Then, without reading any of the news stories further, choose one of the news events and have students theorize about what possible causes led to that event.
- After students have speculated about the multiple causes behind the news event, have students join partners to read the news article in its entirety and create a T-chart of causes and effects by identifying any additional causes of the event and adding any of its effects (described in the article).
Social Studies Lesson to Prepare for Current Events

- Students might also be invited to predict future effects or even "effects of effects" that might result from this news event. (oral presentation or written essay)

**Assessment:**
T-charts
Future effect predictions: oral or written
## T-Chart

Add details to each column.

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Lesson Plan Title: Predicting the News

Goal of Lesson: To have students use critical thinking to predict news and facts.

Grade Level/Course: All Social Studies classes

TEKS Addressed:

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) use standard grammar, spelling, sentence structure, and punctuation; (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (D) create written, oral, and visual presentations of social studies information.

(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

World Geography:

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (D) use standard grammar, spelling, sentence structure, and punctuation.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (C) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (D) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

* Note: The TEKS numbers above are from US History Reconstruction to present. Identical language is present in the skills section of most social studies classes but with different numbers.

Overview of Lesson:

The teacher will present students with headline(s) from (a) newspaper(s) and have students use a KWL chart to anticipate what the facts will be.

Materials Needed:

1. Teacher will gather articles and copies for class
2. Copies of a KWL chart (attached)

Procedures and Activities:

- Find an article that is newsworthy and related to class. Start the activity by showing the headline to the article (overhead, copy/paste on to a PowerPoint slide, document camera, etc)
- Students are to predict what they think the story will be covering.
- After viewing the headline you may choose to complete a class K-W-L-H chart on the topic to activate students’ prior knowledge of the topic. K –Record what students KNOW
Social Studies Lesson to Prepare for
UIL Current Issues and Events Contest

about the subject. W –Record what students WANT to learn about the subject. L –
Record what students LEARN as they read about the subject.

• Read the story and have students answer the following questions as they pertain to the
need more information on this topic? Does the story include multiple perspectives?

• This may be completed as a written or oral assignment and may be done individually, in
pairs, small groups, or as a class. If this activity wasn't completed as a whole-class
activity, discuss the article as a class.

Assessment:

Supplemental Activities may be:

  o Create a cartoon on the news topic.
  o Draw a picture that explains what happened in the story.
  o Write an editorial or letter to the editor.
  o Record thoughts and reactions in a journal.
  o Re-write the article from another viewpoint.

Modeled after a lesson on PBS.org
KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

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Lesson Plan Title: ABConnecting

Lesson: To have students connect a past historical event to current events

Level/Course: Any Social Studies

TEKS Addressed:
Note: The TEKS may vary based on the current event chosen
US History

(15) Government. The student understands changes in the role of government over time. The student is expected (D) predict the effects of selected contemporary legislation on the roles of state and federal governments.

24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (D) create written, oral, and visual presentations of social studies information.

Overview of Lesson:

The teacher will have students bring in current events that relate to a current topic in class (or conversely, will provide a class copy). Students will use the graphic organizer to create connections to the current event to the topic of study in class. The teacher can run this in singles or small group depending on the ability level and knowledge of the students.

The teacher could then follow up by having the students justify their connections through either a presentation or essay.

Materials Needed:

Copies of the ABC Brainstorming Chart (attached)

Copies of current event (optional)

Procedures:

• Pre-lesson decisions:
  o single, pairs, small groups.
Social Studies Lesson to Prepare for Current Issues and Events

- Provide the current events or have students provide them
- Present connections to the class or write an essay

- Have students complete the chart relating a current event to the current topic of study.
  - Students should provide a single word or short phrase that relates to either the current event and/or the current topic of study.

(Note: Connections will get better with frequent repetition.)

Assessment:

Brainstorming Chart
Teacher evaluates the quality of the connection, the use of appropriate vocabulary/terms, and the quality of usage in either the presentation or essay
### ABC Brainstorming

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Lesson Plan Title: Timed Writing: Egypt Revolution

Goal of Lesson: Students will be able to make richer connections to past and current events.

Grade Level/Course: World History or United States History

TEKS addressed:

United States History:

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

7) History. The student understands the impact of the American civil rights movement. The student is expected to: (B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.; (C) evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States; and (D) identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.

World History:

(4) History. The student understands the influence of the European Renaissance and the Reformation eras. The student is expected to: (A) identify the causes and characteristics of the European Renaissance and the Reformation eras; and (B) identify the effects of the European Renaissance and the Reformation eras.

Overview of Lesson:
Assign students to create a Venn diagram using the topics below. Students will then complete a timed writing over their analysis.

World History:
Compare the 2011 revolution in Egypt to the Protestant Reformation (alternatively the French Revolution)

United States:
Compare the 2011 revolution in Egypt to the Civil Rights movement (alternatively the American Revolution)

Materials Needed:
A Social Studies Lesson to Prepare for Current Events

An article providing an overview of the revolutions causes and impacts
Or
Use the following links:

Copies of Venn diagram (attached)

Procedures:

- Pre-Lesson decisions:
  - Single, pairs, groups
- Using their knowledge of the grade level appropriate historical event, have students compare the 2011 Egyptian revolution
- Answers vary based on the article read but causes of the Egyptian Revolution are:
  - Frustration with Mubarak regime heavy handed style
  - High unemployment
  - Poverty
  - Corruption
  - Suspension of parts of the Constitution
  - Success of Tunisian Revolution

Assessment:
Venn diagram
Supplemental activities: oral presentation; paragraphs, PowerPoint slides