Suggested use in classroom:
I assign my social studies students one current event assignment every other week. The assignment is given on Monday and is due on Friday. We call that Friday “News Flash Friday” and spend the class period sharing our current events. The text structures used for the personal response are to encourage application and to promote thoughtful writing. I prefer the personal response over a standardized summary to help students discover why we would want to read about world events as they make a personal connection.

When they present their current events, they are given bonus points for presenting with some kind of visual aid such as a photo, graph, or map. They read their personal response to the class, then answer questions that classmates may have about their article.

This has been a very popular assignment with my sixth grade students. They always look forward to our “News Flash Friday”!

Possible Misunderstandings:
- “Where was the article published?” On this line many students will want to write where the article took place (Dallas, India, Syria, etc.) rather than where they found the written article such as the title of the news publication.
- The question students write in the “Now I have a question…” section should be a thoughtful question demonstrating that they would like more information about the topic or event based on what they read. Some of my sixth graders liked asking questions such as “Why would anyone want to do that?” or “How could anyone be so cruel?” These are subjective questions which can’t really be answered most of the time and which are not likely to lead to further research or understanding.
- “An interesting quote from the article”. This section should not be left blank or have a response such as “none.” or “No one said anything.” A few of my students had the misunderstanding that this meant something someone said. Explain that this could be something someone said, or it could be something that was said or written in the article that was interesting. It becomes a quote when they copy it from the article and place quotation marks around it.

Created by Janette Wilcken (6th grade teacher, Maypearl, Texas). Text structures for personal response borrowed from Gretchen Bernebei with permission.
janettewilcken@gmail.com
Instructions:

1. Find a current event article that interests you.
2. The current event you report on must not be more than two weeks old.
3. Fill out the Weekly Current Event report form. Follow all instructions on the form.
4. **Your report must be completed in pen—blue or black ink!**
5. You will present a news flash in class on Friday in which you will read your current event report.
6. You may add pictures, graphs, charts, or other visual aids to your presentation for possible bonus points.
7. Use the sources listed below, or you may use your own source, as approved by your parents.
8. Current events can be local (in and around the area where you live), state-wide (anywhere in your state), national (anywhere in the US), or global (anywhere in the world, outside of the US).
9. Current events can be about a wide range of topics which fit into any of the social studies strands including: history, geography, economics, government, citizenship, culture, science/technology.
10. **Important:** You must use a credible news source such as a published newspaper, or accredited news program (i.e. Dallas Morning News, Fox News, CNN, etc.) Remember that Facebook and Twitter are NOT news sources, but people can post news from credible news sources on social media. You must cite the correct source.

**Possible Sources:**
- Newspaper
- Television news program
- News app
- Websites

**Check out these student news sources:**

**CNN Student News:** [http://www.cnn.com/studentnews](http://www.cnn.com/studentnews)

**Student News Daily:** [http://www.studentnewsdaily.com/](http://www.studentnewsdaily.com/)

**Scholastic News for your Classroom:** [http://magazines.scholastic.com/](http://magazines.scholastic.com/)

**Newseum:** [http://www.newseum.org/exhibits/online/](http://www.newseum.org/exhibits/online/)

*These sources are suggestions which are “student-friendly”. You may use any other news source as long as your parents have approved it.*
Weekly Current Event

Name __________________________
Date ______________________ Per. # ____________

Social studies strand which applies to this article
☐ Local  ☐ State  ☐ National  ☐ Global

Geographic Application

Check all that apply
☐ HISTORY
☐ GEOGRAPHY
☐ ECONOMICS
☐ GOVERNMENT
☐ CITIZENSHIP
☐ CULTURE
☐ SCIENCE/ TECHNOLOGY

An interesting quote from the article:

Now I have a question...

Provide the title of the newspaper, name of news show, or the complete URL of the website where it was found.

Write a personal response to the article. Use the “Current Event Personal Response Text Structures” which have been provided. Must be written in paragraph form.

_____________________________________________________________________________________
**Current Event Personal Response Text Structures**

Choose a text structure below which will best help you write a personal response about your current event. Each box represents a sentence. Use the prompt in each box to begin your sentence. You may alter the prompts as needed to best explain your current event. For example, anywhere that it says “I read”, it could be changed to “I heard”, if you watched a news program.

<table>
<thead>
<tr>
<th>At first I suspected/thought</th>
<th>Then I read</th>
<th>This told me</th>
<th>Next I read</th>
<th>Then I knew</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I was totally confused when I read</th>
<th>So I tried</th>
<th>and then</th>
<th>Now I understand</th>
<th>I wonder</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I wondered</th>
<th>When I read</th>
<th>so I asked myself</th>
<th>And then I read</th>
<th>Finally I figured out</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>“______” confused me</th>
<th>I thought maybe it means</th>
<th>or I thought it could mean</th>
<th>Then I read ______ and knew</th>
<th>It all made sense when I read ______</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I would like to ask the author</th>
<th>because I read ______</th>
<th>I would also ask ______</th>
<th>because I read ______</th>
<th>I think</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A movie version of this article should be</th>
<th>I’d include</th>
<th>I would also include</th>
<th>The best part would be</th>
<th>All of these would create</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I like the part where ______ because ______</th>
<th>I didn’t like the part where ______ because ______</th>
<th>My favorite part is ______ which ______</th>
<th>What I’d like to remember is</th>
<th>I think ______ should read this because</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>At first I thought this was saying</th>
<th>Then I read</th>
<th>which means</th>
<th>So now I think this is really saying</th>
<th>I wonder</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When I read</th>
<th>I wish I could tell the author how much I (dis)agree about</th>
<th>because</th>
<th>I also would like the author to know</th>
<th>I wonder or I think</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>This article makes me think that</th>
<th>because it said ______</th>
<th>I’ve seen this before when</th>
<th>At that time I thought</th>
<th>Now I know</th>
</tr>
</thead>
</table>