

## Learning Objective

After reading and discussing World Book's *Behind the Headlines* feature, students will be able to:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Write opinion pieces on current events, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Take brief notes on information gathered from digital sources.
- Determine the main idea(s) of a text; recount the key details and explain how they support the main idea(s).

## Introduction

Understanding how to read and think critically about the news is one of the most important skills a young person can learn. Giving students a chance to discuss newsworthy events, as well as the context of a news article, will not only make them better readers but also better world citizens. This feature is designed to help students learn how to critically understand events taking place around the world and to reflect on how those events might have an impact their own lives.

Students should carefully read the assigned *Behind the Headlines* article, making sure to also examine the related images, captions, and linked articles.

After they have read the article, start students with the Guided Learning questions and activities, and then work through to the Critical Thinking questions and activities. Not all questions and activities will apply to every *Behind the Headlines* article. We can't predict exactly what tomorrow's news will bring, but we can predict that there will be events all over the world worth discussing in class.

If you are using the *Behind the Headlines* feature every day, you may choose just one or two questions from each section as an engaging activity to start the class period.

The questions provided are aligned to each level of Bloom's Taxonomy.

Guided Learning questions ask students to demonstrate that they remember or understand the article.

Critical Thinking questions ask students to apply, analyze, evaluate, or create an answer.

## Guided Learning

After your students have read the *Behind the Headlines* article, use the questions and activities below to ensure that they remember and understood what they read.

- Who is involved?
- What happened?

- Where did ... happen?
- When did ... happen?
- Why did ... happen?
- How did ... happen?
- What was the main idea of the article?
- Write a synopsis of the article.
- In your own words and out loud, summarise this article for someone else.
- Use World Book's timeline feature to make a timeline of the events listed in the article or events related to it.

## Critical Thinking Questions and Activities

Help your students develop critical thinking skills, by using the questions and activities listed below.

- If you could talk to the scientists/archaeologists/politicians/historical figures/etc. mentioned in this article, what question(s) would you ask them? Why?
- Ask your classmates about the topic(s) raised in the article. Analyse the results.
- How do you think ... will affect your life?
- If you had unlimited resources, how would you deal with the problem(s) mentioned in the article?
- Describe how the world would be different today if the issue/event mentioned in the article had not happened? How could this different outcome have been better or worse than the actual outcome?

- Debate the issue(s) presented in this article with a classmate.
- Write a letter to the editor stating your opinion about the issue(s) presented in the article.

## Assessment

Students should be able to:

- Demonstrate knowledge of the person or event described in the article.
- Show a thoughtful, if not unique, response to critical thinking questions and answers.
- Use correct grammar and punctuation in all written answers.
- Write all answers in a clear and organised manner.

## Suggested Resources

To help students better understand the *Behind the Headlines* article, they can use the following *World Book* resources:

- **Article databases:** Students can use the *World Book* encyclopedic database to learn more about any subject that is new to them. For difficult *Behind the Headlines* articles, the *World Book* encyclopedic database will provide students with the historical or scientific background needed to fully understand the event. Students can also click on the hyperlinks placed in the *Behind the Headlines* article to be taken into the *World Book* encyclopedic database.
- **Dictionary:** Students can use the dictionary to look up words that are new to them.

- **Timelines:** Students can view or add to appropriate timelines to obtain a better historical perspective on the current event.
- **Maps:** Students can use maps to understand the geographic context of *Behind the Headlines* events.
- **Tags:** Students can click on the tags at the bottom of the *Behind the Headlines* article to learn more about similar recent developments.