

**TEMPLATE FOR CURRENT EVENTS**

**LESSON: Story Summary**

Use this template with [MPR's Morning Edition](#) website to develop a yearlong current events routine.

Time: 30 – 50 minutes, plus 10 – 15 minutes of initial prep.

**Materials:**

- Computer with Internet connection
- [Real Audio Player 8.0](#) or higher
- Classroom speakers
- Copies of the 5W + H map for student use (see attached)
- Blank 5W +H map (transparency or drawn on classroom board).

**Optional:**

- Printed map or projector for displaying a story's location and other available visuals (see "resources" on the [September 2005 Monthly Feature](#) page).

**Objectives for Middle and High School Students:**

- Identify the Who, What, When, Where, Why and How (5W + H) of a news story.
- Compare the points of view in a story's sources.
- Analyze a news report's objectivity and accuracy.

**Correlations to Grades 6 - 8 Minnesota Standards:**



- Grades 6 – 8: Social Studies - Many stories will have connections with the *Geography – Interconnections* strand.
- Grades 6 & 7: Language Arts – Speaking & Viewing – Media Literacy – Benchmarks 1, 2, 3.
- Grade 8: Language Arts – Speaking, Listening & Viewing – Speaking and Listening – Benchmarks 2, 4, 5.
- Grade 8: Language Arts – Speaking & Viewing – Media Literacy – Benchmarks 1 thru 4.

**Correlations to Grades 9 – 12 Minnesota Standards:**

- Grades 9 – 12: Social Studies - Many stories will have connections with the *Government and Citizenship – Civic Values, Skills, Rights and Responsibilities* strand.
- Grades 9 – 12: Many stories will have connections with the *Government and Citizenship – Governmental Processes and Institutions* strand in the 9 – 12 Social Studies standards.
- Grade 9 – 12 Language Arts – Reading and Literature – Comprehension – Benchmarks 2, 5, 7
- Grades 9 - 12: Language Arts – Speaking, Listening & Viewing – Speaking and Listening – Benchmark 1.
- Grades 9 - 12 Language Arts – Speaking & Viewing – Media Literacy – Benchmarks 1 thru 3, 6 thru 9.

PREP:

Estimated time: 10 – 15 minutes

- 1) Access MPR's *Morning Edition* website - <http://news.minnesota.publicradio.org/programs/morninged/> to find a national or regional story you want to use.
- 2) Click on the  or  button to launch and load the Real Audio Player with the audio segment.
- 3) Preview the segment, checking that your speaker volume is high enough to reach all corners of your classroom.
- 4) Listen to the segment again and identify key vocabulary words your students might need help understanding. Type or write these words into the 5W + H map.
- 5) Print off and run copies of the 5W + H map. Draw blank 5W + H map on board (if using).
- 6) Optional: Consider displaying any individual photos or slideshow from the story's webpage, if available under resources.
- 7) Optional: Use the links to Infoplease or Google Maps to display a map of where the story is taking place.

INSTRUCTION:

Estimated time: 30 - 50 minutes

- 1) As you distribute the 5W + H map, query students on their awareness of the location for the story and what, if any, significant event or issue is taking place there. Try to include any personal connections you or your students might have to the place or event.
- 2) If using a map or photos, point them out and solicit ideas of what happened.
- 3) Play audio segment and direct students to write down the 5W's+ H: Who, What, When, Where, Why and How.
- 4) After the segment plays, give the students a moment to finish their observations. Then discuss the segment's topic and add student input to the 5W + H map on the board.
- 5) Have students reflect independently or discuss with a partner whether they agree or disagree with any of the points of views or solutions presented.
- 6) Discuss as a class what they think the final outcome of the story will be and how that will affect the "who".
- 7) If time allows, have class evaluate the story's objectivity and accuracy of information. Ask for any specific examples of bias, being sure to make the distinction between a source's bias and a reporter's bias.

EXTENSIONS & ADAPTATIONS:

- 1) About 10 - 20 minutes: Play the segment again, this time reviewing the vocabulary words. Coax students to think about how the word was used in the story to figure out its meaning.
- 2) About 5 minutes: If your students are over the age of 13, have personal reactions or connections to the story, and your district's AUP allows filling out and submitting online forms, consider having your students posting their reactions to the [MPR News Forum](http://news.forum.publicradio.org/) – (<http://news.forum.publicradio.org/>)
- 3) About 20 – 30 minutes: Assign students, individually or in pairs, to write a summary for the story using only one of the presented points of view.
- 4) About 5 – 10 minutes: Encourage your students to contribute to the reporting. Click on the link "Help us cover this story" in the "Respond to this story" sidebar, if available.
- 5) Use the [Class Discussion template](http://soundlearning.publicradio.org/features/2005/09/class_discuss.pdf) ([http://soundlearning.publicradio.org/features/2005/09/class\\_discuss.pdf](http://soundlearning.publicradio.org/features/2005/09/class_discuss.pdf)) to help facilitate student discussion of the story and its topic.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

### 5W + H Map

Who:	Who:	Who:	Who:
Point of View:	Point of View:	Point of View:	Point of View:

What:

#### Summary:

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Why:

When:

Where:

How:

Key words to know: