

TEACHER'S GUIDE

Eugene Abrams, English teacher
CÉA LeMoynes-D'Iberville, CSMV, August 2018



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

ANG-5106-2 Current Events is an optional course offered to students who have completed the three required levels of secondary five. It serves as an introduction to the comprehension and reinvestment of understanding of news topics. The material prepared for this new academic program is designed to enable students to analyze various types of news-related texts while also initiating them to the production of journalistic texts (both written and spoken).

There is no textbook for this course. The material is composed of seven projects and six learning situations, along with two extension activities for small groups. Several of the projects contain a review of relevant grammar, vocabulary, functional language, strategies, as well as graphic organizers for comprehension and production. As the teacher, you may choose which of these assignments are necessary or appropriate for your student (s), keeping in mind the recommendations offered in this guide.

If necessary, you may also suggest that students refer to the resource material available on the website for FGA English as a second language teachers, ESLQuebec.wixsite.com. In particular, under the resource section of ANG-5102 and ANG-5103, students may find persuasion sentence starters which might be useful for project four and for several of the learning situations.

SUMMARY OF MATERIALS

PROJECTS
Project 1: <i>Hard vs. soft news</i>
Project 2: <i>News reporting: Objective or Subjective?</i>
Project 3: <i>Writing a News Report</i>
Project 4: <i>Editorials</i>
Project 5: <i>Reporters' Beats</i>
Project 6: <i>Dialects</i>
Project 7: <i>Sports</i>

LEARNING SITUATIONS
LS: <i>Amateur vs. Professional News</i>
LS: <i>Fake News on Social Media</i>
LS: <i>Interviews</i>
LS: <i>Sensational News</i>
LS: <i>Sexual Harassment</i>
LS: <i>Debates</i>

EXTENSION ACTIVITIES
Activity: <i>News Program Video</i>
Activity: <i>One Page Newspaper</i>

RECOMMENDATIONS FOR THE USE OF MATERIAL:

Students are strongly encouraged to complete a total of five projects. Projects one through four are mandatory, since they present the foundations of both comprehension and production of journalistic texts. They should also choose between projects five and seven. The fifth and the seventh project both serve to reinforce the students' ability to write journalistic articles, a skill which is required for the completion of the course; the teacher should encourage students to follow the instructions and format used in project three when doing either of these additional assignments. Project seven is intended specifically for sports fans. It is an alternative to project five which requires students to write an article in a specialized field other than sports.

Of course, a student who is motivated to take on more than five projects may do so.

It is recommended that students complete at least two to three learning situations. The teacher may make recommendations among the situations, based on which tasks would be most beneficial to a particular student. For instance, a student who needs more speaking practice could be encouraged to do the L.S. on debates. All other factors equal, it may be best to allow students to select which assignments appeal to them most.

If you have two or more students taking ANG-5I06-2 at the same time in your classroom, project five on journalistic beats (specialized reporting) includes two optional extension activities (a one-page newspaper and the video of a news program) which can be carried out by groups of two or more students who would like to work on a collective project. Logically, students who choose to work on either of these group activities would use the instructions for project five or seven, **without** doing that task twice (once individually and once for the group). However, keep in mind that the smaller the group, the more (short) articles each student would be required to write in order to have a satisfactory final product.

The learning situation on debates is ideally suited for groups of two or more students, but can be carried out by a single student with his teacher.

The other projects and learning situations are designed to be completed individually, while all of the interaction tasks provide an option to either speak with the teacher or with a classmate. Ideally, the teacher should listen to most or all interactive tasks between pairs of students in order to provide corrective feedback.

If two students are working concurrently on the same assignment, they may discuss any questions about the instructions or contents together, as long as their communication is carried out in English. This could serve to enrich each student's experience as well as their comprehension of the subject matter.

In addition to these assignments, it is suggested that students meet with their teacher once a week to take notes on, and then summarize (orally), one major news story on the local, national or international level. This exercise will help students to strengthen their ability to comprehend and explain news stories.

Two projects and one learning situation begin with a recommendation to watch a film related to the subject of the assignment in question. The idea is to plunge the students taking this course into the milieu of journalism. Since live streaming is illegal, **it is suggested that you ask the school**

administration for permission to buy the DVDs (a total of four) so that students may watch them on a computer at school. They should all be available on Amazon. The four films in question are:

- *All the President's Men* (Project two)
- *Spotlight* (Project two)
- *Good Night and Good Luck* (Project three)
- *The Great Debaters* (Learning situation about debates)

If, for any reason, you are unable to purchase any or all of these films, the students can still complete these two projects and the learning situation without doing the task requiring them to watch the film. However, students with a Netflix account can access *Spotlight*, while presently *All the President's Men* is available on the site archive.org. *Good Night and Good Luck* and *The Great Debaters* were previously on Netflix but are currently more difficult to find anywhere on the web.

In the projects and learning situations of ANG5I06, students are asked to consult various websites whose links are provided by the teacher. However, in a few cases, students are asked to search for stories, blogs, etc. on their own, in order to complete different tasks. Some students may have more difficulty than others finding these texts. In particular, the articles in project number two might be difficult to find. Therefore, two examples are provided below in the teacher's guide. If necessary, you can copy and paste these articles in a word document and then sent to or printed out for students to help them complete the task.

PROJECT TWO - It may be difficult for students to find two different reports from newspapers with different ideological biases discussing the same event. Here are two articles, edited to reduce their length, about student protests over gun control in the U.S.:

Colleges cheer on high school students ditching class to protest for gun control

Applicants will receive no penalties for walkout-related suspensions

By [Valerie Richardson](#) - *The Washington Times* - Wednesday, February 28, 2018

Ditching class won't hurt your chances of gaining admission to the college of your dreams — and may even help — as long as you're playing hooky in order to agitate for gun control.

More than 200 universities, including Harvard, Yale and MIT, have rushed to reassure applicants that they won't be penalized if they're suspended or otherwise disciplined for participating in peaceful school walkouts spurred by the Feb. 14 mass shooting in Parkland, Florida.

Not only that, but some university officials have commended and encouraged would-be protesters, leaving the impression that those who take to the streets during school hours may be better positioned to win admission than those who obey the rules and attend class.

"ParklandStudentsSpeak College admission officers seek students who stand up for their beliefs. We've got you on this side," tweeted Kirk Brennan, USC associate dean and director of undergraduate admissions.

Dartmouth urged students to "speak your truth," saying the college "applauds students' expressions of belief," while Mount Holyoke declared that "we support you fully as you lead peaceful demonstrations against gun violence."

"You can be assured that peaceful, responsible protests against gun violence will not negatively impact decisions on admission to Brown," said the Brown admissions office.

[Twitter Ads info and privacy](#)

Wake Forest president Nathan O. Hatch gave student protesters his blessing by tweeting, "Prospective @WakeForest students protesting for change: We applaud your courage and would be proud to call you Demon Deacons."

The overwhelmingly pro-walkout sentiment from colleges threatens to undercut principals struggling to keep the classroom chaos to a minimum, not to mention parents worried about the safety issues associated with crowds of teens flooding the streets during the workday.

In 2014, four Denver police officers were struck by a car as they tried to manage traffic during an impromptu Black Lives Matter walkout by 500 students at East High School, with one officer critically injured after he was dragged underneath the vehicle.

The two national walkouts scheduled so far should be far larger. More than 185,000 students are expected to cut class for the March 14 protest hosted by Women’s March Youth EMPOWER, the youth arm of the left-wing Women’s March, according to a Wednesday press release.

A second protest, the National School Walkout, is slated for April 20, the 19th anniversary of the Columbine High School mass shooting. The first event falls on a Wednesday, the second on a Thursday.

Thousands of students walk out of school in nationwide gun violence protest

By Joe Heim, Marissa J. Lang and Susan Svrluga March 14

Tens of thousands of students across the country walked out of their classrooms Wednesday and onto athletic fields and city streets as part of a massive national protest on gun violence spurred by a Florida high school shooting a month ago that left 17 dead.

The walkouts, which came 10 days before a march on Washington that could draw hundreds of thousands of students to the nation’s capital, are unprecedented in recent American history, not seen in size or scope since student protests of the Vietnam War in the late 1960s.

Supporters say the walkouts and demonstrations represent a realization of power and influence by young people raised on social media who have come of age in an era of never-ending wars, highly publicized mass shootings and virulent national politics.

The protests unfolded in major cities across the country — New York, Washington, Chicago, Seattle — and hundreds of smaller towns and communities as well.

In Maryland, students held pictures of the victims. At Columbine High in Colorado, the site 19 years ago of one of the first mass school shootings, students filed solemnly onto a soccer field and sent aloft balloons in memory of the victims there and in Florida. And at Marjory Stoneman Douglas High, where 14 students and three staff members were killed Feb. 14, students who were supposed to gather on the football field for 17 minutes and then go back to their classrooms, started walking — and kept walking to a park.

Students involved in the protests have been outspoken about their frustration with adults and political leaders who they believe have made them less safe by not doing more to curb gun violence or address school safety and mental health issues.

Many of the participants said the focus on gun control was not an expression of party preference. What they are demanding from Republicans and Democrats alike is action on an issue they believe has been put aside by lawmakers for too long. In an election year, with every seat in the House and a third of the Senate up for votes, the students are determined to make an impact.

The group is demanding that lawmakers increase the age for people to purchase weapons, ban military-style weapons and demilitarize police forces.

Most of the student protests were approved by, and often coordinated with, school administrators. But there were reports of some schools where students were not allowed to hold protests or were penalized if they did.

In Washington, many protesting students heard from lawmakers at an impromptu rally.

“I look at the crowd and I see the future, and I see you, and I came here to say thank you,” Rep. Luis Gutierrez (D-Ill.) said before leading the crowd in a “Si, se puede” chant, the Spanish phrase for “Yes, we can.” “Because I know you will accomplish what I and others have failed to do.”

LEARNING SITUATION – FAKE NEWS ON SOCIAL MEDIA

For task two of this learning situation, students read an article about Jimmy, a young heroin addict and future dealer. They then decide if the story is true or not, citing their reasons, and discuss their opinions with the teacher. It is important for the teacher to allow the student to express their thoughts without providing them with any hints. However, it is at the discretion of the teacher to let the student know afterward the truth about this story: the journalist, Janet Cooke, after having won a prestigious award for the article in 1981, was found to have invented it and passed it off as the truth. For a serious newspaper such as the Washington Post, this was considered scandalous and her career was essentially destroyed after her journalistic fraud was discovered.

For additional information about ANG5106, you may look at the power point that also serves as an overview of the course for students.