

Social 20: Digital Current Events Technology Infusion: Flickr Pace: ongoing

Objective: Students will examine bi-weekly events that transpire provincially, nationally, and internationally within a Social Studies context. Students will connect current events to geographical location using technology.

Required Resource: <http://www.flickr.com>

Suggested Resources: <http://www.tenbyten.org>
<http://www.onlinenewspapers.com>
<http://news.google.ca>
<http://www.cbc.ca>
<http://www.thecanadianpress.com>

Program of Studies Outcomes

Dimensions of thinking

Develop skills of critical thinking and creative thinking:

Students will:

develop skills of historical thinking:

- 1.1 evaluate ideas and information from multiple sources
- 1.7 synthesize information from contemporary and historical issues to develop an informed position
- 1.9 analyze current affairs from a variety of perspectives
- ICT1.2 use current, reliable information sources from around the world

Students will:

develop skills of geographic thinking:

- 2.4 develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- 2.6 assess how human interaction impacts geopolitical realities

Research for Deliberative Inquiry

Students will:

Apply the research process:

- 7.3 draw pertinent conclusions based on evidence derived from research
- 7.4 demonstrate proficiency in the use of research tools and strategies to investigate issues
- ICT7.1 plan and perform complex searches, using digital sources
- ICT7.3 generate new understandings of issues by using some form of technology to facilitate the process

Related Issue 3

To what extent should internationalism be pursued?

General Outcome

Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

Values and Attitudes

3.1 Students will appreciate that nations and states engage in regional and global affairs for a variety of reasons

3.3 Students will demonstrate a global consciousness with respect to the human condition and global affairs

Knowledge and Understanding

3.5 Students will explore understandings of internationalism

3.8 Students will analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights)

Related Issue 4

To what extent should individuals and groups in Canada embrace a national identity?

General Outcome

Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

Values and Attitudes

4.1 Students will appreciate historical and contemporary attempts to develop a national identity

Knowledge and Understanding

4.4 Students will explore multiple perspectives on national identity in Canada

Day 1

For every two-week period students will:

1. Use the online resources suggested above to find a global current event. When choosing an event students need to think about the international impact created from the event. If it does not have an international impact then suggest they consider finding another article that has left an impact.
2. Once the article has been decided on, students need to make sure they save the link into their bookmarks or an online boomarking site such as del.icio.us (<http://delicious.com/>) so that they are able to find it again later. With each article students need to address the following questions:
 - a) Is it a provincial, national, or international issue?
 - b) In which publication did it appear? When? (Use proper MLA documentation)
 - c) When and where did the issue occur? Be sure to place your current event accurately on the map.
 - d) Who was involved?
 - e) What happened? Why?
 - f) How does the current event relate to ideas of nationalism and internationalism?

3. Now that students have gathered all the required information, they must find a picture that represents the current event. This picture will identify the event on the class map, so they need to make sure it intrigues the audience.

Note: For the success of this assignment it is recommended the teacher familiarize himself or herself with *flickr*. For management it is easiest for the teacher to create one class account on flickr.com and then give all students access to the password.

If there is access to a projector, it would be beneficial for students to see how to use the timeline. A small sample can be created as a class.

4. Log into the class *flickr* account (log-in information can be found at the top of this page). Students will start by downloading the image they have chosen on to *flickr*. Once the image has been downloaded click add a description, now click on the image. Now click on the icon that says add box. On the image place a box so that students can enter the information they have gathered. Add the content into the text box that should appear. Once students have added all content ensure that they save their work.
5. On the right hand side of the screen students will click on 'place this photo on a map'. The photo should now appear at the bottom of the page. Before adding the photo to the map students need to make sure they find the location on the map first. Once the location has been found on the map students can drop their photo to that location, remind them to be accurate!

Student Benchmarks Social 20-Digital Current Events

Due: 2nd Friday of each month (you will have two articles completed each due date)

Required Resource: <http://www.flickr.com>
Login: Password:

Suggested Resources: <http://www.tenbyten.org>
<http://www.onlinenewspapers.com>
<http://news.google.ca>
<http://www.cbc.ca>
<http://www.thecanadianpress.com>

It is critical to stay informed with what is happening in the world. This assignment will require you to use the internet to find valid current event articles to post on our class *flickr* account. You will be expected to debrief the class on your current events once a month. Follow the benchmarks below:

For every two-week period you will:

- 1) Use the online resources suggested above to find a global current event. When choosing an event think about the international impact created from this event. If it does not have an international impact then consider finding another article that has left an impact.
- 2) Once you have decided on your article make sure you save the link into your bookmarks or you delicious account so that you are able to find it again later. With your article you need to address the following questions:
 - a) Is it a provincial, national, or international issue?
 - b) In which publication did it appear? When? (Use proper MLA documentation)
 - c) When and where did the issue occur? Be sure to place your current event accurately on the map.
 - d) Who was involved?
 - e) What happened? Why?
 - f) How does the current event relate to ideas of nationalism and internationalism?

- g) Now that you have gathered all the required information, you must find a picture that represents your current event. This picture will identify your event on the class map, so make sure it intrigues your audience.
- h) Log into the class *flickr* account (log-in information can be found at the top of this page). Start by downloading the image you have chosen on to *flickr*. Once the image has been downloaded click add a description, now click on the image. Now click on the icon that says add box. On your image place a box so that you can enter the information you have gathered. Add the content into the text box that should appear. Once you have added all content ensure that you save.
- i) On the right hand side of the screen click on 'place this photo on a map'. Your photo should now appear at the bottom of the page. Before adding your photo to the map be sure to find the location on the map first. Once you have found the location on the map you can drop your photo to that location, be accurate!

Congratulations! You have successfully contributed to the class current events. Be sure to check the rubric to ensure you have included all necessary components. You will be expected to share your event to the class on your assigned day.

Suggested method of recording evidence for class sharing
 (Adapted from *Making Classroom Assessment Work*, Anne Davies)

Social 20	Current Event Sharing
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√+ Event is complete and student has clearly communicated an understanding of the current event.	(Student Name)	(Student Name)	(Student Name)	(Student Name)	(Student Name)
	(Student Name)	(Student Name)	(Student Name)	(Student Name)	(Student Name)
√ Event is complete. Student lacks clarity in communicating an understanding of the current event.	(Student Name)	(Student Name)	(Student Name)	(Student Name)	(Student Name)
	(Student Name)	(Student Name)	(Student Name)	(Student Name)	(Student Name)
√- Not complete	(Student Name)	(Student Name)	(Student Name)	(Student Name)	(Student Name)
	(Student Name)	(Student Name)	(Student Name)	(Student Name)	(Student Name)

Rubric

	4	3	2	1	Self-Evaluation	Teacher Evaluation
Content	Covers topic completely and in depth. Includes properly cited sources and complete	Includes essential information with most sources properly cited.	Includes some essential information with few citations and few facts.	Includes little essential information and one or two facts		

	information. Encourages readers to know more	Includes enough elaboration to give readers an understanding of the topic.				
Technology Infusion	Demonstrates proficient use of <i>flickr</i> . An appropriate image has been selected and all content is present. The current event has been accurately placed on the map.	Demonstrates proficient use of <i>flickr</i> . An appropriate image has been selected and some content is present. The current event has been placed inaccurately on the map.	Demonstrates sufficient use of <i>flickr</i> . An appropriate image and some content is missing. The current event has not been accurately placed on the map.	No technology infusion is evident.		
Mechanics	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.		
Oral Presentation	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.		

Originally developed by Caroline McCullen, Instructional Technologist, [SASinSchool](http://www.SASinSchool.com), Cary, NC <http://www.SASinSchool.com>

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Adapted by Hayley Blain