

# Lesson Plan

## Developing General Reasoning in Current Event Analysis

Prepared by: Sarah Bonin

### Designed For Reading and Language

#### Can Also Be Use For

Advisory

Social Studies

Speech/Communications

### **ETHICAL SKILL:**

**Developing General Reasoning Skills**

### **SUB-SKILLS 1, 2, 3:**

**Gathering information, Categorizing problem type, Analyzing ethical problems**

### **GRAD STANDARD:**

Identifying specific events or situations illustrating the impact of the issue

Describing a range of opinions or positions on the issue

Selecting and defending a position based on information

Describing the responsibility of citizens involved with the issues and

Summarizing the findings in a written, oral, or role-play presentation

---

---

### *Level 1*

**Immersion in Examples and Opportunities (Attend to the big picture, Learn to recognize basic patterns)**

Students should watch the news and follow an issue that interests him/her. Gather information from different media sources, television, newspaper, radio, and internet. Think about the cultural, moral, and legal factors that may enter into the current event issue. (Teacher should be sure to discuss these things at length when doing a class example.) As he/she is tracking his/her issue, he/she should construct a timeline of events that have happened and include people that are involved.

### *Level 2*

**Attention to Facts and Skills (Focus on detail and prototypical examples, Build knowledge)**

If the issue had two distinct sides, the student should create a web for each side involved

in the issue, including the emotions of each side and how each side's values and culture affect their position. In his/her web, highlight which ones might be illegal or unethical.

### **Alternately**

If the issue had one clear side, interview a variety of people who are familiar with the issue and record how they feel about it and what values do they have that affect the way they feel? How do they feel about the laws or ethics that may have been violated? Did they consider any cultural issues in their opinions?

### ***Level 3***

#### **Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

Choose a side. Students should choose what side of the issue they support. Create a case or list reasons why he/she has supported that side. He/she should be able to defend and support his/her position with facts he/she has discovered. Include what decisions he/she thinks that side should make or which decisions that side have make that he/she believes were incorrect.

### ***Level 4***

#### **Integrate Knowledge and Procedures (Execute plans, Solve problems)**

Using the people involved in the issue, describe the responsibilities and emotions of these people. How have these people's decisions affected their lives? The student should put him/herself into the issue by taking the perspective of one of the people involved. What decisions would he/she make that are different than the ones that were made? Explain how he/she feels being in that situation; include any cultural issues that may affect the situation. This can be done through and illustration, report, role-plays, mock-court, etc.

#### **Students present**

- ◆ Timeline
- ◆ Web/interviews
- ◆ His/her position
- ◆ Illustration, report, role-play, mock-court