

Name \_\_\_\_\_ Date \_\_\_\_\_ **Due Friday!** Period \_\_\_\_\_

# CNN Student News Guided Worksheet- Week of: April 6<sup>th</sup>-10<sup>th</sup>

**Instructions-** As we watch CNN student news, complete the chart for each day. If that section is not used for that day, just leave it blank.

Describe the news stories from today: 1. 2. 3. 4. 5. <u>Legit/Not Legit-</u> <u>See if you can I.D Me-</u>	M O N D A Y	<u>“What’s the word” (Word &amp; definition):</u>  <u>Shout Out Answer/s (write the word/s):</u>  <u>One event from this day in History:</u>  <u>Describe the “Before we Go”/Carl’s Puns:</u>
	<u>Scale</u>	

**Reflection-** Write a 2-3 sentence summary/opinion about one of the top news stories from today:

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	<u>Scale</u>	

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## Keeping Track of My Learning

Instructions- Refer to the CNN Scale/Learning Goal. Rate yourself on your understanding of today's CNN. Remember your goal is to be on a 3. Think about ways to get to a "3" if your not already there.

4					
3					
2					
1					
0					
	Mon.	Tues	Wed.	Thurs.	Friday



## **Literacy Strands – The Birth of Our National Anthem**

Information from The American Patriot's Handbook, Rand McNally, 1997 - for Woodmen of the World

**Monday:** “And the rocket's red glare, the bombs bursting in air, Gave proof through the night, that our flag was still there...” Those words from our national anthem have been sung in honor of the United States since the early 1800's. “No anthem ever written has a more historic, inspiring, and patriotic setting than “The Star Spangled Banner”, which was composed in 1814 when the U.S. and Great Britain were in the midst of what we now call The War of 1812. After the British Redcoats had burned Washington, the enemy attacked Baltimore by land and sea. A powerful British fleet bombarded Fort McHenry all night – from whose flagpole flew the Star Spangled Banner.

**In one sentence, explain when and during what war “The Star Spangled Banner” was composed.**

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**Tuesday:** “Francis Scott Key was held as a captive on one of the British warships. As the battle raged through the night, in silence and darkness he paced the deck of the ship, wondering whether the Flag he had seen when the fight began was still flying over Fort McHenry. It was a harrowing night for him. At last came the break of day. With strained, eager eyes, through the early morning mist, he saw that the Flag was still there!” He felt in that moment the inspiration to write a poem expressing his pride that our soldiers were holding off the British attackers; and, the symbol of his pride was the Flag still flying over the Fort. Huge flags continue to fly over Fort McHenry to this day, and at each day's end, visitors are invited to participate in a flag ceremony to help take the flag down and to fold it and store it appropriately.

**In one sentence, explain what Francis Scott Key saw at dawn, and how that sight made him feel.**

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**Wednesday:** With great patriotism stirring his heart, Francis Scott Key began to write the words to our National Anthem on an envelope he found in his pocket. "As Mr. Key's ship moved towards Baltimore, the 35 year old attorney continued to work on his poem. Later in the day in his room at Baltimore's Indian Queen Hotel he cleaned up his copy on fresh paper, added a few more lines, and titled the 4 stanza song "Defense of Fort McHenry". His brother-in-law saw the poem and had a local printer make copies. Within days a polished up version appeared in the "Baltimore American", then in other newspapers and publications. In time, the verses began to be sung to the tune of a popular English song, "To Anacreon in Heaven"."

[http://www.homeofheroes.com/hallofheroes/1st\\_floor/flag/1bfc\\_anthem.html](http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfc_anthem.html)

**In one sentence, what was the original title of the song that eventually became our National Anthem?**

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**Thursday:** "Though Mr. Key wrote additional poetry in the years following the battle at Fort McHenry, none ever came close to the popularity or literary acclaim of his "Star Spangled Banner". He never knew that his poem became our National Anthem. It was not officially recognized as such until 1931. None-the-less, it was immensely popular and brought Mr. Key considerable acclaim, which he dismissed with humility. Francis Scott Key died in 1843 after a distinguished legal career which culminated with his service as the U.S. Attorney for the District of Columbia." Many people feel as though a song about war should not be our National Anthem, but others feel as though the "The Star Spangled Banner" does not celebrate war, but rather the pride and patriotism it took to defeat the British, which gave us the liberties we enjoy today. Still others feel as though the song is too difficult to sing, and the lyrics too hard to remember. Many would prefer for the song "American the Beautiful" to be our national song. What do you think?

[http://www.homeofheroes.com/hallofheroes/1st\\_floor/flag/1bfc\\_anthem.html](http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfc_anthem.html)

**In one sentence, explain your feelings on whether or not we should have a different National Anthem.**

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*When you go on a trip, you have a purpose or a destination in mind before you start. Sometimes you need a map to get to your destination. When you read, you should also have a purpose in mind. This purpose keeps you focused and moving toward your goal of understanding.*

As you read your textbook, you may feel lost or like you are going to a completely new place. However, textbooks provide “maps,” or clues, to help you figure out where you are going. These clues are text features, such as a chapter’s title, headings, pictures, and study tips. Text features can help you set a purpose for your reading.

**HOW TO SET A PURPOSE**

To set a purpose, follow these three basic steps:

1. **Look over the text features in the section you are about to read.** Notice headings, outlines, margin notes, and pictures.
2. **Ask yourself questions based on the text features.** Find something that interests you and then ask yourself a question about the topic.
3. **Set a purpose to guide your reading and answer your questions.** Your purpose might start out like this: “I’ll read to find out about...”

**President Adams and the XYZ Affair**

When the diplomats arrived in France, they learned that French foreign minister Talleyrand would not speak with them. Instead, they had a strange and secret visit from three French agents. Shockingly, the agents said that Talleyrand would discuss a treaty only in exchange for a \$250,000 bribe. The French government also wanted a loan of \$12 million. The amazed diplomats refused these demands.

In March 1798 President Adams told Congress that the peace-seeking mission had failed. He described the French terms, substituting the letters X, Y, and Z for the names of the French agents. Upon hearing the disgraceful news, Federalists in Congress called for war with France.

The XYZ affair, as the French demand for a bribe came to be called, outraged the American public.

**1. Notice text features such as headings, pictures, or tips.**

This heading mentions President Adams and some affair involving letters.

**2. Ask questions about the text features.**

I wonder what the XYZ affair is. How did it get such a strange name? What was its impact?

**3. Set a purpose for your reading.**

I’ll read to find out more about the XYZ affair.

From *United States History, Launching the Nation*

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## Setting a Purpose

## Reading Skills

### Reading Geography

As you read about geography you will come across a lot of new information. Setting a purpose can help keep you focused and moving toward your goal of understanding.

#### YOU TRY IT!

Use text features to help you set a purpose that will guide your reading. Complete the graphic organizer to help you through the steps of setting a purpose.

**Section 3: East Africa Today**

**What You Will Learn...**

**Main Ideas**

1. National parks are a major source of income for Tanzania and Kenya.
2. Rwanda and Burundi are densely populated rural countries with a history of ethnic conflict.
3. Both Sudan and Uganda have economies based on agriculture, but Sudan has suffered from years of war.
4. The countries of the Horn of Africa are among the poorest in the world.

**The Big Idea**

East Africa has abundant national parks, but most of the region's countries are poor and recovering from conflicts.

**Building Background**

Many of the countries of East Africa are rich in natural resources—including wildlife—but people disagree about the best way to use them. Droughts can make life here difficult. In addition, political and ethnic conflicts have led to unrest and violence in some areas of the region.

From *Africa*, East Africa

Pick a text feature that interests you.

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Ask yourself a question about the text feature.

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Set a purpose for your reading.

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## Setting a Purpose

## Reading Skills

### Reading Civics

As you read about civics and government you will come across a lot of new information. Setting a purpose can help keep you focused and moving toward your goal of understanding.

#### YOU TRY IT!

Use text features to help you set a purpose that will guide your reading. Complete the graphic organizer to help you through the steps of setting a purpose.

#### The President's Roles

The Constitution states that "the executive power shall be vested in [given to] a President of the United States of America. This power applies to several areas of the government, including the military and foreign policy.

**Legislative Leader** The president recommends, or suggests, new laws to Congress. Every year the president delivers a State of the Union Address to Congress. Usually presented in late January, this televised speech sets forth the programs and policies that the president wants Congress to put into effect as laws. These programs and policies usually address the country's most pressing concerns. The president also sends Congress a budget proposing how the federal government should raise and spend money. In this budget, the president recommends laws and programs to help the economy. The legislature often does not follow the president's budget plan.

The president also influences Congress by indicating what legislation he or she does not want. One powerful way for the president to do this is by using the veto. This tactic is so effective that just the threat of a presidential veto often discourages Congress from passing a bill. It takes a two-thirds vote of both houses of Congress to override a veto, or pass a bill after a president has vetoed it.

Pick a text feature that interests you.

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Ask yourself a question about the text feature.

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Set a purpose for your reading.

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From *Civics in Practice*, The Executive Branch



## ACTIVITY 2: Making Predictions and Setting Purposes

### Pre-Reading Strategy

*Good readers think about a text before they begin to read. They form ideas about what to expect. They identify what they want to find out and why they need to find it. Sometimes a reader's goal is narrowly focused, such as to answer a specific question. Other times the goal is broader, such as to learn new concepts and facts. In either case, knowing what, why, and how you want to read a text can help you boost your understanding and memory of what you read.*

#### ◆ LEARNING THE SKILL

**Making predictions** about text means stating what you expect to find as you read. Then as you read, you can compare your findings against your expectations. **Setting purposes** means identifying goals for what you want to get from a passage and why you want that knowledge. You can use your predictions and goals to help you determine how best to read a passage.

**Directions:** Follow these steps to make predictions and set reading purposes.

1. Preview the text to identify the topic. Then think about what you already know about this subject. Is the topic familiar— or is it one you have never given much thought to? What personal experiences have you had that aid your understanding?
2. Use your prior knowledge and what you learned from your preview to make predictions. Identify key topics and concepts you expect to find.
3. Set your reading purposes. List questions you hope to answer. Identify possible problems, such as unfamiliar words or ideas to watch for as you read.
4. Decide how to read the text. If the material is unfamiliar, you may need to read more slowly or read it several times to gain full understanding. You might decide to take notes or create an outline as you read. Perhaps reading with a buddy and then discussing the text would best help you meet your goals.



**Predict** what you expect to learn as you read. **Set reading purposes** to tell what you want to find out, why it matters, and how you can best meet your goals.





## ACTIVITY 2: Making Predictions and Setting Purposes (continued)

### Pre-Reading Strategy

#### ◆ PRACTICING THE SKILL

**Directions:** The following paragraph introduces a lesson about amendments to the United States Constitution. Preview the passage. Think about what you already know about this topic. Then answer the questions that follow to record your predictions and identify your reading purposes.

#### A Congressional Session

Three amendments to the Constitution passed as a result of the Civil War. These amendments extended the rights of African Americans in the United States. The amendments ended slavery, guaranteed equal protection under the law for citizens, and granted African American men the right to vote.

1. Recall what you know about the topics introduced in this paragraph. Write one fact or idea that relates to this subject.

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2. Write two topics or ideas you would expect to find in this lesson.

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3. List two questions you have about this topic.

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4. Write a plan for how you would read a lesson on this topic in order to best remember the information.

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#### ◆ APPLYING THE SKILL

**Directions: Making Predictions and Setting Purposes** Choose a lesson from your social studies book. Preview the lesson. Think about your background knowledge on the subject. On a separate sheet of paper, write three things you expect the lesson to discuss. Write three questions you want answered by the reading. List two new words or concepts you will watch out for as you read. Write a plan for how you will read the lesson to get the most from it.

# Prereading Organizer

