

Current Events



LEARNING OBJECTIVES

This resource incorporates activities aligned to the following [Common Core Standards](#):

Reading Standards for Informational Texts: Key Ideas and Details: 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Craft and Structure:** 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing Standards: Text Types and Purposes: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **Research to Build on Present Knowledge:** 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Indigenous Peoples' Day: Rethinking How We Celebrate American History

October 11th, 2019, 4:00PM / BY Dennis W. Zotigh and Renee Gokey

<https://www.smithsonianmag.com/blogs/national-museum-american-indian/2019/10/11/indigenous-peoples-day-2019/>

After reading the article, answer the following questions.

- 1. Who requested that president Franklin Roosevelt make Columbus Day a national holiday?**
- 2. Who has protested Columbus day for generations and what has been at the forefront of their minds when doing so?**
- 3. Where and when was it proposed that Indigenous Peoples' Day should replace Columbus Day?**
- 4. What does Indigenous Peoples' Day recognize?**
- 5. What was the first state to rename Columbus day and when?**
- 6. What happened on Randall's Island, New York in 2015?**
- 7. Name 5 states from the list that celebrate Native American Day or Indigenous Peoples' Day.**
- 8. Look over the list of smaller jurisdictions. Write down all the places you recognize.**
- 9. What is key to our society's rethinking of history?**
- 10. What does Teaching for Change and the museum's Education Office do?**
- 11. 87 percent of the references of Native Americans in U.S. curricula are based before what year?**
- 12. What are the serious implications that Shear and her colleagues see as a consequence of the fact in question 11?**
- 13. How does Dr. Debbie Reese describe her work?**
- 14. When is Indigenous Peoples' Day celebrated?**

Vocab Review

Write definitions to each of the following words from the Smithsonian article. First, write the sentence from the article where the word is found, then write what you think the word means based on the context in the article and your previous knowledge, finally look up the actual definition and write it down.

Knights of Columbus- Sentence:

Educated guess:

Actual definition:

Assimilation- Sentence:

Educated guess:

Actual definition:

United Nations- Sentence:

Educated guess:

Actual definition:

Jurisdiction- Sentence:

Educated guess:

Actual definition:

Marginalization- Sentence:

Educated guess:

Actual definition:

