

# Bull's Eye!:

## Connecting Community- State-Nation-World



Grades 3–6

Using AIT Products

- *Assignment: The World*, any weekly program

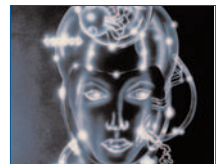
### Overview

*Assignment: The World* presents global events while promoting understanding of key geography, history, science, and sociology concepts. Each program reviews the week's key world events and explains unfamiliar vocabulary terms. This lesson explores how to link world events to nation, state, and community so that students can readily understand relationships between themselves and world events. Younger students tend to consider concepts quite literally, an affect often called “concrete thinking.” This lesson gives students practice at assimilating information and drawing their own conclusions, which is generally considered a higher-level thinking activity. Teachers are encouraged to adapt this lesson and the methodology frequently as a framework to help learners to focus and apply this method in many contexts.

This learning activity directly addresses the National Council for the Social Studies recommendations for:

### Content strand V. Global Connections

Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale. Within this context, students in early grades examine and explore global connections and basic issues and concerns, suggesting and initiating responsive action plans.



“The empires of the future  
are the empires of the  
mind.”

—Sir Winston Churchill, Speech at Harvard  
University, September 6, 1943

## Objectives

- Practice a specific method for considering current and historical events.
- Describe how events in other places may have impact on our communities or ourselves.
- Formulate and justify opinions and conclusions about world events.

## Vocabulary

community	political
current events	state government
federal government	sustainable
global	viable sources for
international	information
issue	verified information
natural resources	

## Preparation

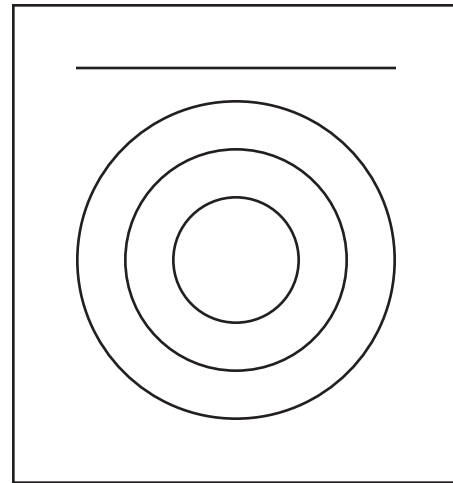
### Materials Needed

- AIT video *Assignment: The World*, Any weekly program—CUE the tape to the beginning of the program before the “Top Story” segment (segment length varies 3–5 minutes of the total 15-minute program)
- Print materials related to the ATW program (see Planning Notes for more information)
- Large erasable white board with markers and erasers

### Planning Notes

- Preview tape and collect related print materials on the topic: newspaper articles from both local and regional or national newspapers; photos and articles from national news magazines; online articles about the topic from Canada, the United Kingdom, or Australia.

- Take an erasable white board that can be used just for this activity and place a permanent bull’s eye on the board, like this:



Label the outside circle: NATION; label the middle circle: STATE; and label the center circle: COMMUNITY. Make sure the white board is large enough so that you can add keywords and phrases during the group discussion that all students can easily read.

### Time

This activity will take about two 15–20-minute sessions in class, in addition to homework and extension activity time.

## Procedure—Day 1

### Introduce Topic

Label the top line with the world event cited in the “Top Story” for this week’s *Assignment: The World*. Take a few minutes to discuss what students already know about this topic.

### Pre-Viewing Activity

Ask students to take five minutes in small groups or pairs to come up with at least one way that this event might impact our nation, state, or community, based only on what they already know about this topic.

## Video

Prepare students for watching the AIT video from *Assignment: The World* by telling them to jot down notes on their bull's eye worksheets while they are watching this segment. Remind them to think about how this event might impact our nation, state, and community, and to mark their notes for the group that fits best. You might prefer that they make their own bull's eye mind map to help them in collecting their thoughts as they watch the video and place their notes in the proper rings.

Show students the “Top Story” segment. Stop the video at the conclusion of the story. Review any vocabulary terms that came up during the segment, checking for comprehension by asking students to use the terms in a sentence. Encourage students to use those terms in their notes as well.

## Group Work

Have students meet again in small groups to discuss their ideas about how the Top Story may impact their community, state, and nation. One child should be assigned to report the group's findings to the rest of the class. Add each group's ideas to the class bull's eye. Discuss the validity of each item reported and decide, collectively, how these perceived impacts could be confirmed. Lead the discussion to considering using multiple sources such as print materials or seeking out information from experts and non-experts. Allow groups to select one or two resources from your collection of print materials for further review.

## Homework

Each group should copy its print resources to allow every student to read them. Additionally, students should be assigned to discuss this issue with other students, faculty, parents, caregivers, or authorities such as community leaders or topic experts. Allow a couple of days to complete the research into this topic. Each student should create his or her own bull's eye for this topic to

submit for a grade. In addition to the bull's eyes, students should keep journals about how they came to make the conclusions they did on their bull's eye reports. Tell students to list only items they feel they have verified and to list all things in their bull's eyes in pencil. The bull's eye and journal represent the assessment of student understanding on this topic.

## Procedure—Day 2

### Review/Reflection

Ask each student to present something from his or her own bull's eye to add to the class bull's eye. Remove items from earlier discussions that are no longer important or remain unverified. Explain that the class bull's eye and individual student's work may be different—in fact, they should be—but that both can be correct. Encourage students to have at least one item on their bull's eyes that is not reflected in the class bull's eye.

Allow students five minutes of additional time to make corrections or additions to their own bull's eyes and to record why they made changes in their journals. Then collect the student work.

Consider an action plan which students can put into place to address concerns and remedies that come up during this activity.

## Assessment

### Individual Assessment

For the individual student bull's eyes:

Provided the bull's eye has at least one item in all three circles, and at least five items total, award 50 points. Deduct 2 points for each item fewer than five, and 5 points for any circles that are blank. Minimum score: 25 points; maximum score: 50 points.

For the journal, use this scoring rubric:

0 points—No entries

10 points—Inadequate entries with little or no clear indication that the student gave any thought to the assignment

25 points—A few entries show some thought, and student references at least one source of information that verifies the items on his or her bull’s eye.

35 points—Most items listed on the bull’s eye are referenced, and at least two sources of information that verifies items on the student’s bull’s eye are evident.

45 points—Student journal shows active reflection and a willingness to reconsider his or her first choices for the bull’s eye. Most items listed on the bull’s eye are referenced, and more than two sources of information to verify the items on the bull’s eye are noted.

50 points—Student journal demonstrates a clear understanding of deliberation and a willingness to reconsider first choices. The process of verification is evident and involves using more than two sources. Student shows that he or she assimilated information from more than one source and clearly articulated his or her own opinion based upon these sources.

### Group Assessment

Deduct 10 points for each circle that does not have any items in the group’s bull’s eye mind map. And, deduct 5 points for each item fewer than eight total items. Minimum score: 30 points; maximum score: 100 points.

### Extension Activity

Use the bull’s eye mind map to ascertain scientific endeavor by looking at how a specific scientific study or invention could have impact on our nation, state, and community.

Use the bull’s eye to evaluate the impact today from historic events.

Record class bull’s eye data to save and reference later, when a similar issue comes up. Keep the data recorded in a table. At a later date, review the data and practice reporting the data in graphs and charts. For example: The question, “How often does a world event from the ‘Top Story’ section seem to have impact on the price of certain goods or the cost of government?” might be answered in a bar graph or pie chart. Convert the data into percentages.

Date	Top Story	How this affects our community	How this affects our state	How this affects our nation