

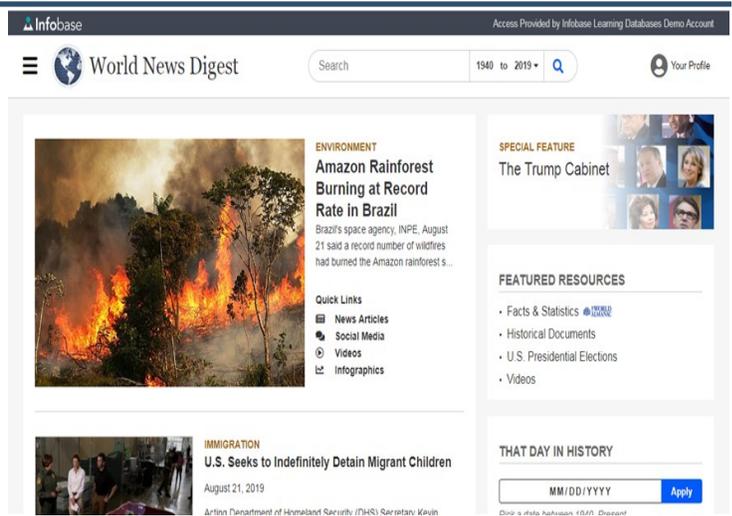


# EDUCATOR'S GUIDE

**World News Digest**, the ultimate resource for students and researchers, includes a vast archive of articles providing context and background to yesterday's news, today's headlines, and everything in between. Expertly researched and written, all of the content is distilled from a multitude of carefully selected print and electronic sources to form the essential record of world events. **World News Digest** serves as an archival record of domestic and international news and covers all major political, social, and economic events since November 1940. Along with the hundreds of thousands of articles written by our editorial staff, this database also ensures up-to-the-minute coverage by providing access to current news articles from Reuters® which makes it an unrivaled resource for its depth, breadth, and accuracy. Hundreds of news sources, including CNN, ABC News, CBS News, NBC News, Fox News, and the CBC, rely on **World News Digest** for a broader view of the issues that matter most today!

## World News Digest will help students to:

- ◆ understand historical events in context from the point of view of those who lived through them
- ◆ compare and contrast current events with similar events that occurred in the recent and distant past
- ◆ learn how to analyze, evaluate, and use a variety of primary sources
- ◆ discuss key events that occurred in succession within a specific period of time
- ◆ use critical-thinking skills to consider how our perception of historical events can change over time



**Citation**  
 MLA Chicago Manual of Style

View tips on how to cite.

"As Amazon burns, Brazil's Bolsonaro tells rest of world not to interfere." Reuters, 23 Aug. 2019. *World News Digest*. Infobase. <https://wnd.infobase.com/reutersarticle/511474?wid=105446>. Accessed 27 Aug. 2019.

Copy

**schoolology**  
**canvas D2L**

Standards Search  
 Standards: Common Core State Standards  
 Grade: 10  
 Subject: Social Studies

Powered By: **EdGate**  
 Certified Services

## Feature Highlights

1. Dynamic citations in MLA and Chicago Manual of Style (CMS)
2. Authentication options such as library bar code, IP address, and Referring URL
3. A variety of integration options and partners, including Schoology, Canvas, D2L (Desire2Learn), and Follett One Search
4. Google Tools: Share to Google Classroom, Google Translate
5. Accessibility Features: Read Aloud (text); Closed Captioning, Adjustable Playback Speed, and Interactive Transcripts (videos)
6. Search by standards: Common Core, C3 Framework, state, national, Canadian provincial, and various international standards to find correlating articles

## A Wealth of Content Curated Specifically for Students and Teachers

1. **300,000+ original articles** providing context and perspective for every major event from 1940 until today
2. Content Distilled From **100+ News Organizations, Publications, Websites, Groups & Institutes, Government Agencies, and Global Organizations**
3. **1,800+ Historical Documents** to encourage critical thinking and ensure unbiased historical accuracy
4. **500+ engaging videos** featuring a wealth of historical footage, filterable by decade
5. **Thousands of Editorial Cartoons** Organized into Hundreds of Topical Entries with Relevant Discussion Questions
6. **1,000+ News Media Roundups** from January 2016 until today; Includes Relevant News Articles, Social Media Reaction, Videos, Editorial Cartoons, and Infographics
7. Comprehensive Coverage of **130 Landmark Historical Events** organized by decade, from the 1940's to the 2010's
8. Coverage of the **past 20 Presidential Elections**, from Franklin D. Roosevelt in 1940 to Donald Trump in 2016
9. **Detailed Profiles of 300+ Newsmakers**, each with links to several relevant World News Digest articles

The screenshot displays the World News Digest website interface. It features a search bar at the top with filters for '1940 to 2019'. Below the search bar, there are several sections: 'Featured Videos' with thumbnails for 'D-Day: The video inside Normandy', 'The first humans set foot on the moon', 'President Nixon announces Resignation', and 'This Day in History: September 11, 2001 - September 11th Terrorist Attack Casualties'. There are also 'Video Resources' for the 1940s, 1950s, and 1960s. A central article titled 'Presidential Election of 2016' is highlighted, with a 'TRUMP' banner. To the right, there is a 'Landmark Events in the News' section with thumbnails for 'D-Day Invasion', 'Moon Landing', 'Tiananmen Square', and '9/11 Terrorist Attack'. Below this is a 'Landmark Events' section with a filter by decade.

## Extensive Support for Every Topic or Event

The screenshot shows two detailed news articles from World News Digest. The first article is titled 'Hurricane Dorian Slams Bahamas' and includes a satellite image of the hurricane. The second article is titled '9/11 Terrorist Attack' and includes a photograph of the World Trade Center towers. Both articles provide a brief summary of the event and a 'Read More' link. The interface includes a search bar, navigation tabs for 'News Articles', 'Social Media Reaction', 'Videos', 'Editorial Cartoons', and 'Infographics', and a filter by decade.

Every topic or landmark historical event is supported by a rich assortment of related resources, all of which have been carefully selected to lead students to a thorough understanding of the topic or event. These typically include:

- Original Articles
- Social Media (Twitter) Reaction
- Curated YouTube Videos
- Editorial Cartoons
- Embedded Infographics
- News Articles from Reuters©
- Multimedia (Photos, Videos, etc.)
- Historical Documents
- Country Profiles
- Newspaper Editorials
- Special Reports

## What Makes *World News Digest* So Unique?

### Original Articles Provide Timely Context

According to dictionary.com, a digest is “a collection or compendium, usually of literary, historical, legal, or scientific matter.” As such, *World News Digest* brings much more to the table than a traditional history database by including original articles written at the time the events were happening, thus providing firsthand accounts from the perspectives of those who lived through them, as opposed to historians writing about events that occurred decades before they were born. This allows students to truly understand these events in the context of the everyday lives and experiences of the people who were alive during that time and to compare their accounts to what we now know and have learned about such events since then from the many historical accounts that have been published more recently.



**U.S. Defense: Japan Attacks in Pacific**  
Japan strikes suddenly in the Pacific, bombing U.S. air and naval bases in the Hawaiian Islands, the Philippines, Guam and Wake Island and the British possessions of Singapore and...  
Save | News Article | December 7, 1941 | Source: World News Digest

**U.S. News: U.S. Declares War on Japan**  
Congress declares war on the Japanese Empire with only one dissenting vote after President Roosevelt denounces its “unprovoked and dastardly attack” against the United States. The...  
Save | News Article | December 8, 1941 | Source: World News Digest



**Apollo 10 Crew Orbits Moon; Lunar Landing Next**  
NASA Administrator Thomas O. Paine, jubilant at the success of the Apollo 10 mission, said at a press conference at the Manned Spacecraft Center in Houston, Texas May 26 that...  
Save | News Article | May 26, 1969 | Source: World News Digest

**2 Americans Land and Walk on Moon, End Flight With Safe Return to Earth: Goal Achieved: Men Reach Moon in 1960s**  
Two U.S. astronauts flew a fragile four-legged spaceship to a safe landing on the moon at 40 seconds past 4:17 P.M. EDT July 20. With most of the civilized world watching by TV...  
Save | News Article | July 20, 1969 | Source: World News Digest



**Hijacked Jets Destroy World Trade Center, Hit Pentagon...NYC Paralyzed; Nations Condemn Terrorism; Other Developments**  
Hijackers September 11 commandeered four commercial jetliners, crashing two of them into the twin towers of the World Trade Center in New York City and another into the Pentagon...  
Save | News Article | September 11, 2001 | Source: World News Digest

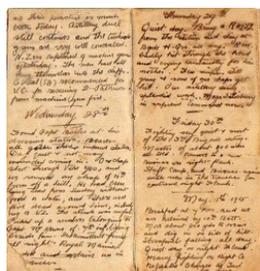
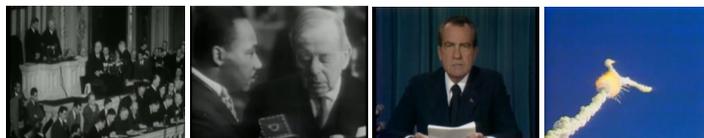
**Hijacked Jets Destroy World Trade Center, Hit Pentagon: Terrorist Acts Against U.S. Targets, 1983-2001**  
Terrorist Acts Against U.S. Targets, 1983-2001 Following are some of the major serious terrorist bombing attacks against U.S. targets since 1983: April 18...  
Save | News Article | September 11, 2001 | Source: World News Digest

### Videos Transport Students to the Past

No one can argue the fact that today’s students view streaming video the way previous generations viewed television—as a “window to the world” and a way to be part of the lives of people and events happening far away without having to be there in person. Since students can’t actually travel back in time, videos provide a unique way for students to watch history unfold before their very own eyes and to reach a much deeper understanding of the impact certain events had on the people who lived through them. Whether it’s the D-Day invasion of Normandy, or the building of the Berlin Wall, or Nixon’s resignation, *World News Digest* provides unlimited access to the videos educators want—and need—in order to bring these long-ago historical events to life for their students.

### World News Digest’s Video Titles include:

- \* Franklin D. Roosevelt Delivers His "Day of Infamy" Speech ca. 1941
- \* Atomic Bomb Explodes on Hiroshima ca. 1945
- \* This Day In History: October 4, 1957 – Sputnik I Satellite Launched
- \* Martin Luther King Jr. Receives the Nobel Peace Prize ca. 1964
- \* This Day In History: August 6, 1965 – Johnson Signs Voting Rights Act of 1965
- \* Apollo 11 Crew Lands on the Moon ca. 1969
- \* President Nixon Resigns (Parts 1/2) ca. 1974
- \* Anti-Apartheid Protests in South Africa, 1986
- \* Space Shuttle Challenger Explodes Shortly after Launch ca. 1986
- \* President Bush at 9/11 Memorial Service, 2001



### Primary Sources Offer Students a Direct Link to History

Educators everywhere understand the importance of giving their students access to historical documents that essentially tell the story of past events without the opinions and biases of historians, editors, and even the educators themselves, getting in the way. *World News Digest* recognizes this and seeks to make as much of this important historical content available to today’s students as possible. Examples of these types of documents include U.S. Supreme Court rulings, speeches delivered by U.S. Presidents and other world leaders, treaties, U.N. Security Council Resolutions, and much more.

### Examples of Primary Source Documents\* By Decade

- 1940’s:** Hitler Speech on War with U.S. • United Nations Charter • Israel Statehood: Israel’s Declaration of Independence
- 1950’s:** 22nd Amendment: Text • Soviet Announcement of Stalin’s Death • Khrushchev Speech Denouncing Stalin
- 1960’s:** Moscow Manifesto: Communist Policy Declaration • Voting Rights Act of 1965 • Civil Rights Act of 1968
- 1970’s:** Pentagon Papers • Watergate Hearings • Israeli Plan for West Bank and Gaza Strip • SALT II—U.S.-Soviet Arms Treaty
- 1980’s:** Iran Hostage Crisis: U.S.-Iran Agreements on Release of Hostages • Civil Rights Restoration Act of 1987 • Reagan Speech at the Brandenburg Gate in Berlin • Iran-Contra Affair: Congressional Committee Reports
- 1990’s:** Americans with Disabilities Act of 1990 • Clarence Thomas Sexual Harassment Hearings • Brady Handgun-Control Law
- 2000’s:** Whitewater Affair: Key Events, 1992-2000 • September 11 Commission Report • Fidel Castro’s Resignation Letter
- 2010’s:** WikiLeaks Publishes U.S. Cables • Senate Report on CIA Treatment of Terrorism Detainees • Redacted Report on the Investigation into Russian Interference in the 2016 Presidential Election

\*May include excerpts or full text

## Lesson and Project Ideas for Educators Using *World News Digest*

*World News Digest* is an ideal resource for helping students understand historical events in context, with the help of a wealth of original articles, engaging videos, and unbiased primary source content. Here are some suggested lessons and project ideas using *World News Digest* that will allow students to develop an even deeper understanding of the events that have shaped our world.

### Lesson/Project Ideas Found in *Curriculum Tools*

**You're Just So Historical!** (Located in "Understanding Historical Documents" under *Analyzing and Understanding*) After discussing the differences between primary and secondary sources, assign the whole class - or each group - one of the many historical documents in *World News Digest* and, after giving them some time to read through it, have them answer the following questions: Who created the document and why? When and where was the document created? How does the author know what happened? What is the main point that the author is discussing? OPTIONAL: Use the historical document worksheet/template found in "Completing a Historical Document Worksheet" under *Analyzing and Understanding*.

**Real vs. Fake News** (Located in "Evaluating Online Sources" under *Analyzing and Understanding*) This is an excellent fall assignment! After discussing with students the many potential "hazards" of using the Internet for research, present each student or group with an example of an unreliable online source. Be sure to select sources that are unreliable for a variety of different reasons. If necessary, check with your librarian or media specialist for some great examples. Have students write down and then present to the class the reason(s) why each website is unreliable. Some things to consider are: **Accuracy** (Has the information been fact-checked?); **Authorship** (Is the author identified? If so, is the person trustworthy?); **Currency** (Is the information up to date?); **Objectivity** (Is the website's purpose to provide information or to sell a product or express an opinion?)

**Speech! Speech!** (Located in "Writing and Delivering a Speech" under *Presenting Your Research*) After providing some instruction and guidance on effective public speaking, assign each student one of the Landmark Events from the main menu or on the homepage. Once students have been given ample time to research their event, have them write their speech as though they themselves were one of the historical figures involved in the actual event, or an imaginary person who might have been involved. Students should take turns delivering their speech in front of the class. Evaluate each speech using "Assessing Students' Speeches" under *Educator Tools*. OPTIONAL: Provide each student with a copy of "Assessing Students' Speeches" and have them evaluate each other based on the included guidelines.



**Keep Calm and Summarize** (Located in "Summarizing an Article" under *Presenting Your Research*) Divide students into groups and assign each group an article—or several articles—dealing with the same historical event. Each group will work together to summarize the article(s) by dividing longer articles into several parts and distributing them among the group members or assigning one or more shorter articles to each member of the group. Once finished, the members of each group should come together and elect one member to read their summary to the entire class, allowing students from other groups to ask questions and/or share their thoughts on the event.



**Picture This, Option One** (Located in "Using Editorial Cartoons" under *Educator Tools*) Activate students' prior knowledge regarding editorial cartoons by asking them to respond to the following questions, either orally as part of a class discussion, or in writing, to the best of their ability: What do you think the purpose of editorial cartoons is or should be? Should they always have a serious purpose? Are they meant to educate? Are cartoons meant to change readers' minds about a particular topic, or do they simply intend to inform and promote discussion? Do cartoons have to be funny to best get their point across? Why is humor an effective means to express an insight or point of view?

**Picture This, Option Two** (From "Using Editorial Cartoons" under *Educator Tools*) Ask students to draw their own cartoons modeled after those found in *World News Digest*. To start, have them read news or historical coverage of a subject they are studying. Advise them to jot down some notes reflecting their opinion on that subject, and to think about how they might go about making a visual representation of their opinions. When they have completed the cartoon, they should write an essay explaining how they transformed their opinion into a cartoon. OPTIONAL: Select the best cartoons and post them on the school or library's website, submit them to the school newspaper, or share them via the school's or the teacher's social media account.

## Lesson and Project Ideas for Educators Using *World News Digest*, cont'd.

**Well Isn't This Just (Im)Peachy** (Located in "Conducting Mock Trials" under *Analyzing and Understanding*) After discussing the impeachment process using *World News Digest* and any other available resources, decide as a class which former U.S. President (other than those who were actually impeached) they would like to put on trial via the impeachment process. Then divide the class into four groups: House managers (a.k.a. prosecuting attorneys), Defense attorneys, Witnesses, and Senators (a.k.a. the jury). The house managers should draw up articles of impeachment (a.k.a. reasons to impeach) against the defendant and present their case, beginning with opening arguments. The defense attorneys should then present their case. Both sides may question the witnesses, who should draw on comments made by individuals involved in the actual case. Following closing arguments by both teams, the senators should decide which side made the better case and render a verdict of whether or not to impeach.

**News vs. Editorials, Option One** (Located in "Using Newspaper Editorials" under *Educator Tools*) Divide the class into groups and have each group pretend they are starting up an online newspaper. Groups should give their newspaper a name and decide on the official policy of the newspaper—whether it will be conservative, liberal, or libertarian, for example. If necessary, preface this assignment by discussing the various political ideologies and listing some of the major differences between them. Instruct students to work within their assigned groups to agree on three topics for editorials for that day. What factors should determine the choices? Invite the members of each group to collaborate on writing a lead editorial. How did they go about it?



**News vs. Editorials, Option Two** (Located in "Using Newspaper Editorials" under *Educator Tools*) Have students read several newspaper editorials on a single historical event, preferably from *World News Digest* but students may also use other available sources as well. Then have them read one or more corresponding news accounts. Can they identify any opinion or bias in the news accounts? Have them compare the tone of the editorials with that of the news stories. Which, in their opinion, contains the most trustworthy information and why? Lead a discussion on the differences between the functions of a news story vs. an editorial.

### Additional Lesson/Project Ideas

**Wow, Check out That Landmark...Event** From the "Landmark Events in History" section of the home page of *World News Digest*, have students choose one of these key events in history and ask them to write an essay discussing how they think that this key event has made an impression on the world as we know it today. Remind students to use one or more of the articles in *World News Digest* that were written as these events took place. In their essays, students should also compare and contrast the information provided in the article(s) written back then with what we know today about the event. The many current Reuters® news articles should prove useful for this purpose. Have students read their essays to the class and be prepared to discuss.



**Shall We Play a Game?** A trivia game is a great way to reinforce learning while having fun. Divide the class in groups and assign each group either a landmark event or news media roundup from the home page of *World News Digest*. Ask each group to research their assigned topic and using index cards, write several questions, with answers either on the back side of the same card or a different card. Have each team challenge the rest of the class, and award points or small prizes for correct answers. OPTIONAL: If playing the game in a classroom where laptops or computers are available, allow students to search *World News Digest* for answers. This will help students become more familiar with the database and will also promote usage!

**Tweet THAT, Mr. President!** The two most recent U.S. Presidents have been huge fans of Twitter, sometimes for better and sometimes for worse. But what if Twitter existed in the 1980's? Or the 1960's? Or even the 1940's? Divide the class into groups and have each group select one of the previous elections outlined in *World News Digest*, which can be found in "U.S. Presidential Elections" in the main menu. Next, have them imagine that *they* are the winning candidate from that year and have just been sworn in. Their first mission? To speak "directly to the people" via Twitter. Using information located in both the "U.S. Presidential Elections" write-ups as well as other sections of *World News Digest*, have each group create a series of tweets reflecting things they intended to do once elected and things they did while in office. Their tweets should reflect actual historical events but can be as cleverly worded as possible. OPTIONAL: For students outside the U.S., this assignment can be done by having each group select a world leader from the "Foreign Leaders and Politicians" list located in the main menu under Browse News: By People.

## Lesson and Project Ideas for Educators Using *World News Digest*, cont'd.

**Pardon Me, Do You Have the Timeline?** On the home page of *World News Digest* click on “View All” at the bottom of the Landmark Events In History section. First choose a decade and then divide the class into groups, asking each group to select one of the landmark events from that decade (e.g. “Japan Attacks Pearl Harbor” or “Nuremburg Trials” from the 1940’s). Remind students that these articles were written at the time the event took place. Have students filter the articles from oldest to newest and ask them to first read through some of the early articles before reading some of the more recent news articles on the same topic. Have each group create a timeline showing and discussing key information from the articles throughout the years. **OPTIONAL:** Make this a regular assignment throughout the school year by selecting a different decade each time.

**A Blogger Blogs** *World News Digest* is a great resource for challenging students to improve their writing and research skills. With that in mind, ask students to choose one of the “News Media Roundups” and research the topic thoroughly during class and/or for homework, if necessary, outlining important information about the topic along the way. During the next class, ask students to write a blog entry about the event or topic they chose. Remind them to keep the reader in mind by coming up with a clever, attention-getting title and being as creative as possible while writing their entry. Have each student share their entries with class and discuss.

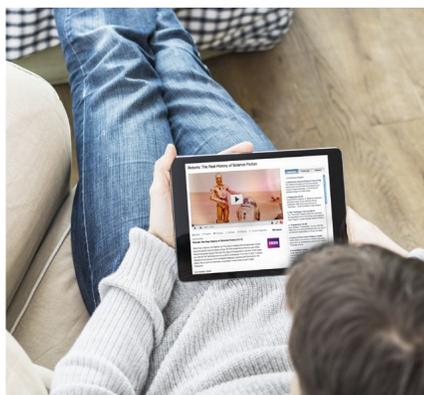


**Create a Social Media Account** Working in pairs or groups, have students design and populate an imaginary social media account for one of the individuals listed in “Newsmaker Profiles.” The account can be for an existing platform such as Facebook or Instagram, or for an imaginary one. In either case, the account should provide as much factual information as possible using information from the individual’s biography page, as well as additional information found in *World News Digest* or in other sources, but represented in a creative and interesting way.



**Life Imitates Life** *World News Digest* provides in-depth coverage of every major news item and world event dating back to 1940, but it also continues to be an important resource for chronicling all of the recent and ongoing events and serves as a useful tool for helping future generations understand events that took place before they were born. Imagine that your students are all members of the *World News Digest* staff and are tasked with adding information about current events to the database for future readers. Divide students into groups and assign each group to one of four departments: News Articles, Videos, Newsmaker Profiles, and Editorials (or Editorial Cartoons, or both if a fifth one is needed). As a class, choose a very current event, i.e. one that hasn’t yet received much coverage in the database. Have each group create content about the event using the *World News Digest* as a model, and then share it with the rest of the class. By choosing new events and rotating the departments among the various groups, this assignment can be repeated throughout the school year!

### Educators will “Flip” for *World News Digest*



Is your classroom flipped? Educational technology and activity learning are two key components of the flipped classroom model, and *World News Digest* has exactly what you need to get your students to think more critically about the events of the past and how they relate to our present and even our future. *World News Digest* supports various teaching approaches that promote usage for independent work consistent with 1:1 learning initiatives, from a flipped classroom environment to Project Based Learning where students read, investigate, and learn about events in the real world and use critical thinking skills to acquire deeper knowledge, to blended learning, where students complete a significant portion of their assignments outside of the classroom. The lesson and project ideas included in this guide include a number of suggestions for helping teachers get the most out of *World News Digest*, whether they’re employing a flipped classroom approach, project based learning, or any other teaching methodology.

**Your feedback is important to us!** Tell us how you like *World News Digest* and share with us the ways you integrate this resource into your lessons. We love to hear your feedback—positive or negative. Please email: [onlinesales@infobaselearning.com](mailto:onlinesales@infobaselearning.com) and type “World News Digest Feedback” into the Subject line of your email.