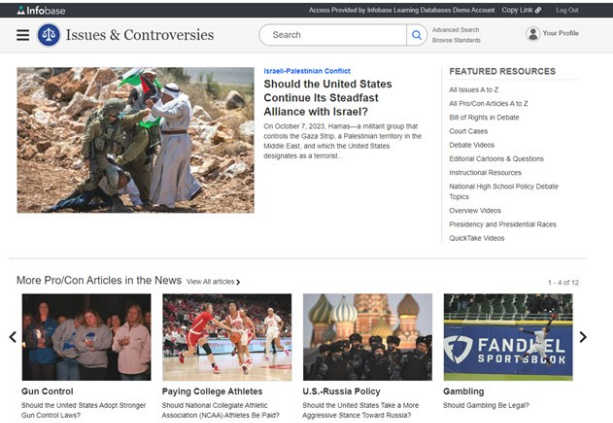


EDUCATOR'S GUIDE

Issues & Controversies offers extensive, exclusive, and objective analysis of hundreds of today's hot topics and conflicts by presenting the key facts, arguments, history, and current context of today's most important issues, along with a wealth of primary sources, videos, and relevant media coverage, making it an ideal resource for research papers, debate preparation, and persuasive writing assignments. A cross-curricular resource, **Issues & Controversies** provides in-depth coverage of hot-button issues related to business, culture, education, health, media, politics, science, technology, and much more. Each article presents both sides of an issue clearly and without bias in order to inspire thought-provoking discussions. Best of all, **Issues & Controversies** supports educators by including detailed lesson plans that help teachers introduce fundamental concepts in order to develop and promote critical thinking skills as students learn about—and take a position on—some of the most challenging topics in today's society, while simultaneously respecting those whose positions may differ.

Issues & Controversies will help students to:

- ◆ use critical-thinking skills to compare and contrast conflicting ideologies and points of view
- ◆ understand how a debate can enlighten, inform, and even change one's own point of view
- ◆ craft a coherent argument based on facts, evidence, and data, while understanding valid and competing viewpoints
- ◆ extract key information from many different types of sources to articulate and support a position
- ◆ develop and fine-tune reasoning skills in order to find mutually acceptable resolutions to conflicts



Feature Highlights

1. Dynamic citations in MLA and CMS, plus export to EasyBib and Noodle Tools
2. Authentication options such as library bar code, IP address, and Referring URL
3. A variety of integration options and discovery tools, including Canvas, Schoology, D2L Brightspace, Follett One Search, and many others
4. Google Tools: Share to Google Classroom and Google Translate (100+ languages)
5. Accessibility Features: Read Aloud (text); Closed Captioning, Adjustable Playback Speed, and Interactive Transcripts (videos)
6. Search by standards: U.S. states, Canadian provinces, International Baccalaureate Organization (IBO), and various international standards to find correlating articles

Citation
 APA Chicago MLA
 This citation has been generated based on APA (7th edition) formatting standards.
 View tips on how to cite a database
 Israeli-Palestinian conflict. (2024).
 https://oof.infobase.com/articles/QXJ09wNnZVR8eH66MTY1NDUw?ad=105446
 Note: This citation is computer generated and should be checked against guides.
 Export: NoodleTools EasyBib
 schoology
 canvas D2L
 Standards Search
 Common Core State Standards
 Grade 10
 Subject Social Studies
 Search
 Powered By: EdGate
 Certification Services

A Wealth of Content Curated Specifically for Students and Teachers

1. **560+ Original, In-Depth Pro-Con Articles** Covering 775+ Complex Issues Spanning More Than a Dozen Topics
2. **Educator Support for 20 Selected Hot-Button Issues**, including Abortion, Gun Control, and Immigration
3. **250 Stand-Alone Articles Summarizing Key Court Cases**, Including Those Decided by the U.S. Supreme Court
4. **Full Coverage of Each National High School Debate Topic** from the Past 25 Years (Starting in 1997)
5. **Dozens of "Bill of Rights in Debate" Articles** Focusing on the Role of the U.S. Constitution in Contemporary Life
6. **Comprehensive Background Articles on All Presidential Races** Since 1996: Party Platforms, Speeches, etc.
7. **Thousands of Editorial Cartoons** Organized into 250+ Unique Fictitious Entries with Relevant Discussion Questions
8. **220+ Thought-Provoking Debate Videos** from the Renowned Intelligence Squared U.S. Debate Series
9. **48 Bloomberg QuickTake Videos** Covering Timely Topics such as Immigration, Electric Vehicles, and Climate Change
10. **Hundreds of National Public Radio Audio Recordings and Podcasts**—including episodes of *Fresh Air* and *On Point*

Immigration [View Issue Overview and Videos](#)
Issue Overview: Immigration, the movement of people from one country to another, has shaped American history, politics, and culture for centuries. Since the colonial era, people seeking economic opportunity, religious liberty, and political freedom have left their native lands and resided in the United States. Though Americans have often celebrated the role immigrants have played in shaping the history of the country, immigration has also prompted frequent political backlashes. In 1790, Congress passed the Naturalization Act, the nation's first immigration law. The statute allowed "free white persons" to apply for citizenship.

Results: 15

Immigration Policy
Do Stringent Immigration Policies Benefit the United States?

Supporters Argue
The United States must take decisive action to secure its borders and enforce immigration laws. Stringent immigration policies are a boon for the U.S. economy and provide an important means of funding a border wall and other infrastructure projects that would benefit the United States.

Opponents Argue
Immigration is a core aspect of the United States' national identity. Stringent immigration policies are a boon for the U.S. economy and provide an important means of funding a border wall and other infrastructure projects that would benefit the United States.

Border Wall
Should the United States Build a Wall Along the U.S.-Mexico Border?

Supporters Argue
The United States needs to build a wall to prevent illegal immigrants, drugs, and weapons from crossing into the country. A wall is a practical solution that will help secure the nation's borders, protect Americans and jobs, and protect U.S. border patrol agents.

Opponents Argue
A border wall would be an extremely expensive and ineffective solution to an immigration problem. Unauthorized crossings into the United States have declined in recent decades, and a wall would do little to stop the most determined immigrants and smugglers from entering the country.

Infobase [Access Provided by Infobase Learning Databases Demo Account](#) [Copy Link](#) [Log Out](#)

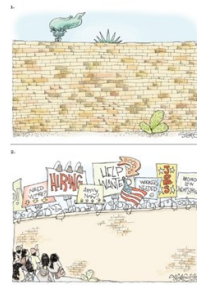
Issues & Controversies

Home > QuickTake Videos

QuickTake Videos

Results: 48

Editorial Cartoon: Immigration Policy: Trump's Border Wall



- The following questions may be useful in helping students interpret these cartoons.
1. What issue in Cartoon 1, published in January 2017, commenting on...?
 2. Can you identify who, or what, is hidden behind the wall depicted in Cartoon 1? What does it typically symbolize?
 3. Explain the significance of placing that figure behind a brick wall. What statement is the cartoonist trying to make about President Donald Trump's proposed border wall?
 4. Cartoon 2 was published more than a year later, in April 2018, by the same cartoonist. What role of the border wall are the people shown here standing on? Where are the signs located? How can you tell?
 5. What criticism is the cartoonist making in Cartoon 2? Does it differ from the message expressed about the border wall in Cartoon 1? How might a supporter of the wall respond to both of these cartoons?
 6. Cartoon 3, from January 2018, was responding to congressional negotiations over immigration that were taking place at that time. How was President Trump's border wall proposal relevant to those discussions?
 7. What is the cartoon saying about the "Democrat Immigration Plan," specifically as it relates to a wall on the U.S.-Mexico border? What metaphor is used to communicate this message? Explain how the cartoonist from the previous steps is illustrating the point.
 8. How might Democrats respond to this cartoon? Is an accurate representation of their view? Are there other methods, besides a wall, that might also be effective at securing the border?
 9. How does Cartoon 4, published in April 2018, use the image of the Statue of Liberty to...

Extensive Support for Every Article

Each controversy article is supported by a rich assortment of related resources, all of which have been carefully selected to assist students in drawing their own conclusions. They include the following:

- Primary Source Documents
- Court Cases
- Debate and QuickTake Videos
- NPR Audio Recordings
- Infographics
- Newspaper Editorials
- Chronology of Key Events
- Searchable Reuters® Newsfeed
- Editorial Cartoons
- Discussion Questions
- Statistical Information
- Bibliography + Additional Sources

Infobase [Access Provided by Infobase Learning Databases Demo Account](#) [Copy Link](#) [Log Out](#)

Issues & Controversies

Home > Artificial Intelligence (AI)

Artificial Intelligence (AI)
 Could AI Pose a Danger to Humankind?
 Last Updated: April 26, 2023

[Pro/Con Article](#) [Primary Sources](#) [Media](#) [Editorials](#) [News](#)

Save [Share](#) [Cite](#) [Standards](#) [Read Aloud](#) [Translate](#) [Google Classroom](#)

Introduction

SUPPORTERS ARGUE

Advanced artificial intelligence is coming more quickly than many people predict, and without guardrails the consequences could be dire. Artificial intelligence (AI) is already hurting workers, fostering bias and privacy incursions, and threatening to exacerbate disinformation online. It is essential to carefully consider the impact and potential dangers of this powerful technology before it is too late.

OPPONENTS ARGUE

Artificial intelligence (AI) is still rudimentary, and the possibility of dangerous, superintelligent machines is incredibly slim. AI will boost the economy, improve health care, and has the potential to correct biases, protect privacy, and enhance daily life. Hysterical claims that AI will supersede humankind unnecessarily stunt technological innovation that could benefit many.

TABLE OF CONTENTS

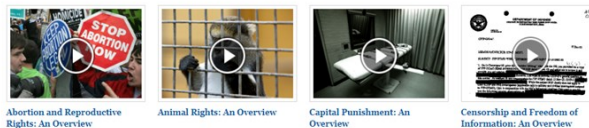
- Full Article
- Introduction
- Overview
- Supporters Argue
- Opponents Argue
- Conclusion
- Discussion Questions
- Additional Sources
- Keywords
- Bibliography
- Contact Information
- Chronology
- By the Numbers

Flip Your Classroom with Easily Accessible Multimedia

Use Videos to Enhance the Learning Experience

Selected hot-button issues in *Issues & Controversies* feature **Overview Videos** to introduce the topic to students in a clear and concise format and start a meaningful conversation. The database also includes compelling, thought-provoking, Oxford-style **Debate Videos** from the renowned Intelligence Squared U.S. Debate Series, featuring some of the most prominent political figures, journalists, academics, and experts in the United States and throughout the world on a wide range of crucial topics in areas such as the economy, education, the environment, politics, health, technology, society, and culture. Finally, **QuickTake Videos** are short, succinct overview videos produced by the global information and technology company Bloomberg that cover major topics such as immigration, climate change, and the opioid crisis.

Overview Videos



Debate Videos

Crime, Law, and Judicial System



Abolish the Death Penalty: A Debate

Many countries across the world have abolished the death penalty, and the United States remains the only English-speaking Western democracy to still allow capital punishment. The ...

1:36:59

FILTER DEBATE VIDEOS

- 4 All Debate Videos
- Crime, Law, and Judicial System
- Drugs, Alcohol, and Tobacco
- Economy, Money, and Business
- Education and Schools
- Energy and Environment

QuickTake Videos



China Could Soon Become the Detroit of Electric Cars—Bloomberg QuickTakes



Cyberwar Is More Common than You Think—Bloomberg QuickTakes



Fighting Climate Change Without the U.S.—Bloomberg QuickTakes



Guns in America—Bloomberg QuickTakes

Debate Video Titles include:

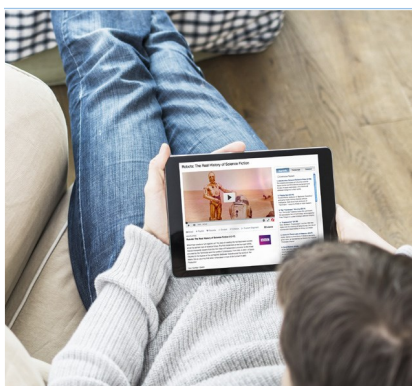
- * Big Government Is Stifling the American Spirit: A Debate
- * Free Speech Is Threatened on Campus: A Debate
- * Global Warming Is Not a Crisis: A Debate
- * Islam Is a Religion of Peace: A Debate
- * Policing Is Racially Biased: A Debate
- * Russia Is Becoming Our Enemy Again: A Debate
- * Trigger Warning: Safe Spaces Are Dangerous: A Debate
- * Video Games Will Make Us Smarter: A Debate

QuickTake Video Titles include:

- * Cyberwar Is More Common than You Think
- * Fighting Climate Change Without the U.S.
- * China Could Soon Become the Detroit of Electric Cars
- * Can We Overcome Pandemics?
- * Technology That's Replacing Your Nicotine Hit
- * The Fuel of the Future Is Not a Renewable
- * Who's Winning the Battle in Digital Warfare?
- * Why Communist China Has So Many Billionaires

Audio Content

Issues & Controversies features editorially curated and selected National Public Radio (NPR) audio recordings and podcasts—including episodes of NPR's *Fresh Air* and *On Point*—linked directly to specific articles to enhance context, understanding, and research. Along with the original recordings, many feature transcripts of the entire broadcast or selected highlights.



Educators will “Flip” for *Issues & Controversies*

Is your classroom flipped? Educational technology and activity learning are two key components of the flipped classroom model, and *Issues & Controversies* has exactly what you need to get your students to think more critically about today's important issues. Teachers can assign any of the extensive articles, Oxford-style Intelligence Squared debate videos or Bloomberg QuickTake videos, or any of the NPR audio recordings and podcasts to read/watch/listen to at home, and then use the printable handouts and discussion questions to spark in-class debate. The next few pages of this guide include a number of lesson ideas that will help teachers get the most out of *Issues & Controversies*, whether they're using a flipped classroom approach or any other teaching methodology.

Lesson and Project Ideas for Educators Using *Issues & Controversies*

Issues & Controversies is an ideal resource for helping students understand today's most important controversial issues, strengthening key research skills, and inspiring thought-provoking debates. Here are some suggested lessons and project ideas using the award-winning *Issues & Controversies* that will increase engagement and prepare students for life beyond the classroom.

Lesson/Project Ideas Found in Curriculum Tools

It's Time for the [Town Hall] Meeting (Located in "Holding a Town Hall Meeting" under *Tools for Educators*) Divide the class into two groups and select speakers to present both sides of an issue affecting their "town" (i.e., their school) such as the dress code, cell phone policy, grade requirements to play a sport, a ban on soda/junk food, etc. The rest of the class will represent the "townspeople" and will decide, either verbally or in writing, which side presented a stronger argument. This activity may be done multiple times throughout the school year so that all students are given an opportunity to serve as speakers.

You're So Historical! (Located in "Analyzing Historical Documents" under *Tools for Students*) After discussing the differences between primary and secondary sources, assign the whole class - or each group - one of the historical documents in *Issues & Controversies* 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 *Tools for Students*.

To Be Or Not To Be...Fake News (Located in "Evaluating Online Sources" under *Tools for Students*) 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 solely to provide information, or to sell a product/express an opinion?)

Speech! Speech! (Located in "Writing and Delivering a Speech" under *Tools for Students*) After providing some instruction and guidance on effective public speaking, assign each student a topic from the list "All Issues A to Z" on the homepage. Once students have been given ample time to research their topic and write their speech, students should take turns delivering their speech in front of the class. Evaluate each speech using "Assessing Students' Speeches" under *Tools for Educators*. 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 *Tools for Students*) Divide students into groups and assign each group an article, preferably ones dealing with the same issue. Each group will work together to summarize the article by dividing it into several parts and assigning one of the parts to each member of the group. For example, one group member might summarize the first part of the introduction while another member summarizes the second part, a third member summarizes the supporters' argument, etc. 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, share their thoughts on the topic, etc.

What's the Point...of View? (Located in "Exploring Point of View" under *Tools for Educators*) Have students read the mission statements for each of the following organizations: American Civil Liberties Union, Cato Institute, Family Research Council, Heritage Foundation, and People for the American Way. Based on these mission statements, ask students to determine the organization's stance on each of the following issues (i.e., whether that organization supports or opposes each issue): Gay Marriage, Immigration, School Prayer, Stop and Frisk, and Gun Control. Afterward, students should go to each organization's website to check if they were correct. OPTIONAL: Use the point of view chart/template found in "Determining Point of View."



Draw My Life Opinion, Part One (Located in "Using Editorial Cartoons" under *Tools for Educators*) 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?

Lesson and Project Ideas for Educators Using *Issues & Controversies*, cont'd.

Draw My Life Opinion, Part Two (From "Using Editorial Cartoons" under Tools for Educators) After identifying political/editorial cartoons as the presentation of an opinion on a hot-button issue in a visual + verbal format, assign each student or group of students an editorial cartoon, preferably ones dealing with the same issue, or related issues. Ask students to write down everything they see in the drawing that comments on the issue. Remind them that editorial cartoons often refer to a specific event - or to multiple events - related to a single issue. In their responses, students should also indicate whether the cartoonist is liberal, conservative, or has some other perspective, and should point out specific aspects of the cartoon that led them to this determination. OPTIONAL: Prompt students to answer the relevant discussion question(s) following each cartoon.

Draw My Life Opinion, Part Three (From "Using Editorial Cartoons" under Tools for Educators) Ask students to draw their own cartoons modeled after those found in *Issues & Controversies*. 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.

Let's Have a Debate! Part One (Located in "Learning Through Debate" under *Tools for Educators*) Use one of the National High School Debate Topics, either the most recent topic or one from a previous year, as a starting point for a class debate. Once the topic is selected, students should research the topic using the information presented in the selected National High School Debate article in *Issues & Controversies*, as well as any additional sources they can find that provide more recent information on this topic. The entire class will take part in the debate: several students should be selected as speakers for each side, and the rest of the class will judge the outcome and should be prepared to write about or explain their decisions.



Let's Have a Debate! Part Two (Located in "Learning Through Debate" under *Tools for Educators*) In preparation for a class debate, assign students a specific Intelligence Squared debate video to watch, or ask them to pick one on their own. If a specific video was assigned for discussion or as model, select a different topic for actual debate. Students may also select a desired debate topic from the "All Issues by Subject" or "All Issues A to Z" lists located on the homepage. Once the topic is chosen, students should first research the topic and then establish a specific proposition or motion for debate. The wording of the motion should make clear the positions of the proposing (pro) and opposing (con) sides. The entire class will take part in the debate: several students should be selected as speakers for each side, and the rest of the class will judge the outcome and should be prepared to write about or explain their decisions.

Additional Lesson/Project Ideas

Just the [Counter] Facts, Ma'am Using one of the issues from the home page of *Issues & Controversies*, provide students with three "counter-factual statements" about that issue, (i.e. Smoking Bans & Tobacco: What if there were no smoking bans in restaurants, hospitals or public facilities? What if there were no age restrictions on purchasing or using tobacco products? What if the United States totally banned smoking?). Ask students to choose one of the counter factual statements and write a brief essay on how this would change the current status of the issue.

Let's Perform "CPR" (aka Classroom Public Radio) After listening to one or more NPR audio recordings, divide the class into pairs or small groups of students and assign each student (or invite them to choose) a point of view on a specific topic. The "panelists" will then discuss the issue for a set period of time, being sure to ask each other questions about their respective views on the topic while emphasizing their own point of view, in order to help the "audience" (i.e., the rest of the class) develop a deeper understanding of the issue being discussed. Students should use articles, videos, and any other content from *Issues & Controversies* to research the topic and provide support for their point of view.



How Did We Get Here? Choose a topic from the "All Issues by Subject" or "All Issues A to Z" lists located on the homepage of *Issues & Controversies* and lead the class in an examination of the "Chronology" of that issue over time. Choose at least 3 of the historical events included on the timeline and ask students how they think these particular events influenced the issue as we currently understand it. Then ask students to write a brief paragraph anonymously expressing their opinions. Read several of the student's paragraphs to the class and discuss the views presented in each of the paragraphs.

Lesson and Project Ideas for Educators Using *Issues & Controversies*, cont'd.

Take the Poll Position Divide the class into groups of 3-4 students apiece and have each group choose an issue from the "All Issues by Subject" or "All Issues A to Z" lists located on the homepage of *Issues & Controversies*. Each group will work together to come up with poll questions based on one or more of the controversies related to that issue. They will then create an "official" poll to be distributed to their fellow students and also to staff members to be completed. This can be done electronically using a site such as Survey Monkey or on paper. Collect the information and have each group tally the results. If possible, compare the results of the surveys completed by teachers, administrators, and students. Are there similarities? Differences? Discuss your findings.

What's Your Quick Take? Using one or more of the Bloomberg QuickTake videos as a model, students should work in pairs or groups to create their own "quick take" video, in which they present information about one of the issues not featured in any of the available QuickTake videos. In order to make their video as informative as possible, students should use the information provided in *Issues & Controversies*, including statistical information, chronologies, Reuters® newsfeed items, newspaper editorials, etc., along with any other sources they can find.



Issues & Controversies: School Edition As a class, brainstorm a list of issues students frequently encounter in school. The list should be as long as possible and may include things like bullying, the dress code, homework, length of the school day, cell phone use, etc. Once the list is completed, select one issue from the list and come up with several controversies related to that issue. Then divide the class into groups and assign each group one of the related controversies, for which they will each write an article similar to the ones found in *Issues & Controversies*. They should include an introduction, background information, supporters' and opponents' arguments, and a conclusion, as well as discussion questions, a chronology, statistical information, and a bibliography. OPTIONAL: This assignment may be done several times throughout the year and assembled into a school version of the database.



LESSON PLANS: In addition to the lessons and project ideas included in this guide, *Issues & Controversies* also offers extensive lesson plans for 20 of the most important hot-button issues facing our world today (listed below), which can be found under "Tools for Educators" in Curriculum Tools, and also at the bottom of every page.

- Abortion & Reproductive Rights
- Agriculture & Food Supply
- Animal Rights
- Capital Punishment
- Censorship & Freedom of Information
- DNA Evidence
- Drugs & Alcohol
- Educational Standards & Curriculum
- Energy
- Environment
- Gun Control
- Health Care
- Immigration
- LGBT Rights
- Media, Journalism, & News Coverage
- Racial Profiling
- Religion in Public Schools
- Right to Die
- Smoking Bans & Tobacco
- Stem Cell Research & Cloning

Each lesson plan includes the following components:

- ✓ A short, engaging **Overview Video***
- ✓ An extensive **Overview** of the issue
- ✓ Specific **Learning Objectives**
- ✓ Quick access to applicable **Academic Standards**
- ✓ A list of related **Resources** about the issue
- ✓ Step-by-step **Procedure** to ensure success
- ✓ Suggested **Assessment** ideas teachers can use to check for student understanding
- ✓ **Handouts**, including graphic organizers, worksheets, and a multiple-choice assessment (with answer key)
- ✓ Thought-provoking **Discussion Questions**
- ✓ An "**Extend the Lesson**" activity

*These can be found in the Resources drop-down menu

Your feedback is important to us! Tell us how you like *Issues & Controversies* and share with us ways you integrate this resource into your lessons. We love to hear your feedback—positive or negative. Please email: onlinesales@infobase.com and type "Issues & Controversies Feedback" into the subject line of your email.