

Unit Title	Harmfully Relevant History
Unit Length	Three Weeks: Eight class meetings or lessons Each lesson is repeated since the school runs on an A-Day/B-Day schedule with classes meeting every other day.
Grade Level(s)/Subject(s)	9th Grade/ English Language Arts
Unit Overview	This unit will use Pulitzer Center- sourced and student-selected underreported news stories to expose how the actions of the past can directly impact the lives of vulnerable populations even decades later. The unit will also explore how media can serve to either conceal or reveal underreported issues, as well as how journalism can be used to amplify voices that have been historically marginalized. This discovery will drive our discussions on how rhetoric can be used to inspire empathy, and how journalism/media can be used as a tool for justice and reform. After our guided exploration, students will conduct research on underreported topics from the Pulitzer Center archives that spark their own interests. They will present on these issues to spread awareness and contribute to the enrichment of their peers. Their presentations will also be recorded in order to reach a larger audience. Students will ultimately write discursive essays that measure the degree to which nations should assist in correcting the harmful impact of their actions on other countries decades later, using their findings as potential sources for review.
Objectives & Outcomes	<ol style="list-style-type: none"> 1. Students will analyze how the use of rhetorical appeals and adequate support can help to strengthen a main idea or claim. 2. Students will effectively accomplish a purpose through adequate research and appropriate writing techniques. 3. Students will become aware of underreported issues that they can identify with and/or passionately advocate for. 4. Students will synthesize research into an underreported issue and engage rhetorical appeals to write discursive essays describing the degree to which they think nations should assist in correcting the harmful impact of their actions on other countries decades later.
Standards	<p>Florida Department of Education B.E.S.T. Standards for English Language Arts: ELA.9.R.2.3 Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p>

	<p>ELA.9.R.2.2 Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p>ELA.9.C.1.4 Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p>ELA.9.C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings.</p> <p>ELA.9.C.5.1 Create digital presentations with coherent ideas and a clear perspective.</p> <p>ELA.9.C.1.3 Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p>
<p>Unit Resources</p>	<p>Texts: “World War II Is Still Killing People in the Solomon Islands” by Thomas Heaton for <i>Honolulu Civil Beat</i> “Revisiting the Widows of Duterte’s Deadly ‘War on Drugs’ – In Pictures” by James Whitlow Delano for <i>The Guardian</i> “Navajo Women Make Historic Gains in Elections, Increase Influence on Tribal Council” by Arlyssa Becenti for <i>Arizona Daily Star</i> “Far From Home” by Amie Ferris-Rotman & Zahra Joya for <i>TIME</i> *Student Selected Anchor Texts for Projects</p> <p>Teaching Materials: Rhetorical Strategies Teaching Tool [.pptx] Unit slides [.pptx] Presentation Peer Review Form [.pdf][.docx]</p>

	<p>Final Project description and rubric [.pdf] [.docx] AICE essay assignment prompt and rubric [.pdf][.docx] Class Computer Cart Paper & Writing Utensils Interactive Smart Board</p>
<p>Performance Task(s)</p>	<ol style="list-style-type: none"> 1. Students will write a discursive essay that explores the following topic: <i>To What Extent Should Nations Be Held Accountable for the Impact of Their Historic Actions?</i> <ul style="list-style-type: none"> ● AICE essay assignment prompt and rubric [.pdf][.docx] ● Students are expected to apply the knowledge gathered from their article studies throughout the unit, as well as their own research, as examples and support for this topic. 2. Students will research and report on an underreported issue that relates to the residual effects of historic events on groups that have been historically underprivileged and/or marginalized. They will also examine reporting that amplifies the voice of a group that has been historically marginalized. They will find a news story from the Pulitzer Center website and expand on the topic using outside credible sources. They will then create a multimedia presentation to share their research. Students are expected to employ some of the rhetorical strategies covered in the reading analysis tasks to help engage their audience throughout their presentation. <ul style="list-style-type: none"> ● Final Project description and rubric (.pdf) (.docx)
<p>Assessment/Evaluation</p>	<p>AICE essay assignment prompt and rubric [.pdf][.docx] Multimedia presentation Rubric (.pdf) (.docx)</p>

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Week 1				
Day 1&2	<p>“World War II Is Still Killing People in the Solomon Islands” by Thomas Heaton for <i>Honolulu Civil Beat</i></p> <p>Stories Pulitzer Center</p>	<p>Essential Question: <i>How can a speaker use rhetoric to elevate marginalized voices?</i></p> <p>Students will engage in a class reading of our anchor text to analyze rhetoric and reflect on the key ideas from the articles. Students will apply rhetorical devices covered in our lesson to construct a public service announcement (PSA).</p>	<p>Students will read the headline of the anchor text, ““World War II Is Still Killing People in the Solomon Islands” by Thomas Heaton” from the screen and react to it in writing. They will make predictions, connections, and/or describe their personal feelings upon reading the title.</p> <p>After students discuss the shared reflections, they will be given the article, through a hard copy or digital access, along with our focus question projected on the board: <i>How can a speaker use rhetoric to elevate marginalized voices?</i></p> <p>If students would benefit from a review of rhetorical strategies, review the resource, “Rhetorical Strategies Teaching Tool.”</p> <p>As a class, we will take turns reading the material aloud, pausing to allow for questions and reactions from students. After reading to</p>	<p>Computers for access to the article and/or printed hard copies of the article. White paper and markers.</p> <p>Final Project description and rubric [.pdf] [.docx]</p> <p>Rhetorical Strategies Teaching Tool [.pptx]</p> <p>Unit slides (1-8) [.pptx]</p>

			<p>the end, students will answer the following questions in writing, which will be discussed after writing time is given:</p> <ol style="list-style-type: none"> 1. <i>What is the central theme of the article and how is it developed in this reporting? Provide textual evidence for support.</i> 2. <i>How does the speaker use the persuasive rhetorical devices of ethos, logos, and pathos to advance their purpose?</i> 3. <i>What is the most effective supporting detail for you while engaging with this story?</i> <p>After discussing the shared responses, students will imagine what a PSA may look like for the social issues presented in the article, and how rhetorical devices could support the PSA.</p> <p>Then they will be challenged to create a public service announcement (PSA) on white paper on a social issue, locally or globally, that they care about personally. They will be required to use ethos, logos, and pathos as rhetorical devices to engage their audience. Their PSA must include a clear call to action centered around their topic. They may use the rest of the period and bring them back by the next class period for submission if this isn't enough time.</p> <p>The instructor will close out class by announcing their upcoming research project guidelines and giving them the Pulitzer Center stories link and the presentation</p>	
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			rubric. They are tasked with beginning by selecting an article for an anchor text.	
Day 3&4	<p>“Revisiting the Widows of Duterte’s Deadly ‘War on Drugs’ – In Pictures” by James Whitlow Delano for <i>The Guardian</i></p> <p>“Navajo Women Make Historic Gains in Elections, Increase Influence on Tribal Council” by Arlyssa Becenti for <i>Arizona Daily Star</i></p> <p>“Far From Home” by Amie Ferris-Rotman & Zahra Joya for <i>TIME</i></p>	<p>Essential Questions: <i>How do I discuss the impact of a social issue within a diverse group? How can a speaker use rhetoric to elevate marginalized voices?</i></p> <p>Students will read a pre-selected article (one of three) with an assigned group and answer the provided focus questions.</p>	<p>At the beginning of class, students may share their PSAs for extra credit if desired and the class will all respond in writing to the following questions in writing:</p> <ul style="list-style-type: none"> • <i>What does it take to get an audience to care about an issue they aren’t personally facing?</i> • <i>How do you navigate discussing sensitive topics in groups with differing opinions?</i> <p>After discussing these topics briefly, the instructor will review group work expectations and boundaries, as well as share some helpful verbiage for students to use while discussing sensitive topics. Next they will be assigned to their groups and given their group’s assigned Pulitzer Center article and questions. Each group will address the following questions while reading their article aloud:</p> <ol style="list-style-type: none"> 1. <i>What is the central theme of the article and how is it developed in this reporting? Provide textual evidence for support.</i> 2. <i>How does the speaker use one or all of the persuasive rhetorical devices of ethos, logos, and pathos to advance their purpose?</i> 3. <i>What is the most effective supporting detail for you while engaging with this story?</i> 	<p>Computers for access to the article and/or printed hard copies of the article. Questions printed out for each group.</p> <p>Final Project description and rubric [.pdf] [.docx]</p> <p>Socratic Seminar Preparation Sheet [.pdf] [.docx]</p> <p>Unit slides (9-10) [.pptx]</p>

			<p>Groups will select one member to report their answer to one of their questions to the class towards the end of the period.</p> <p>Teachers will end class by reminding students of their project guidelines and having students submit their article choices for review to make sure there are no repeated stories within a class. Students must get approval before continuing their out-of-class research. Students have one week after selecting their anchor article to submit the written task portion of the assignment.</p> <p>The teacher introduces the Socratic Seminar theme and following seminar questions for week 2:</p> <ul style="list-style-type: none"> ● <i>What is the role and responsibility of the media in society?</i> ● <i>How can the media elevate marginalized voices?</i> <p>The teacher reminds students to consider the following questions as they review their selected article for the seminar:</p> <ol style="list-style-type: none"> 1) What is the central theme of the article, and how is it developed in this reporting? Provide textual evidence for support. 2) How does the speaker use one of all of the persuasive rhetorical devices of ethos, logos, and pathos to advance their purpose? 3) What is the most effective supporting 	
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			<p>detail for you while engaging with this story?</p> <p>4) How does this article attempt to get an audience to care about an issue they aren't personally facing?</p> <p>5) How does the writer navigate discussing sensitive topics?</p>	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2</i>				
Days 1 and 2	Student-selected news articles from the Pulitzer Center website and computer-accessed additional sources.	<p>Essential Questions: <i>How do I discuss the impact of a social issue within a diverse group? How do I synthesize source material to create a multimedia presentation on an underreported topic?</i></p> <p>Students will continue their research and construct their presentations with teacher support.</p> <p>Students will participate in a brief Socratic seminar on two reflection questions as a class.</p>	<p>Class will begin with students silently reviewing the questions for the Socratic seminar, which will begin after ten minutes of prep time. The questions are as follows:</p> <ul style="list-style-type: none"> • <i>What is the role and responsibility of the media in society?</i> • <i>How can the media elevate marginalized voices?</i> <p>The instructor will also approve article selections and insure that there are no repeats within a class.</p> <p>After reviewing and posting the guidelines for Socratic seminars, the instructor will guide the students in positioning themselves in a circle facing each other. The instructor will pose the two seminar questions one by one with time allotted between each for every student to respond verbally in discussion fashion before moving on to the next. Students must respond to at least one of the questions, even as a response to a peer's commentary, for credit. They must provide an original, non-reactive response for a 100%.</p> <p>After the discussion of the last question concludes,</p>	<p>Class Computers for Pulitzer Center article access and independent research.</p> <p>Printout of Socratic seminar questions. Screen Projection of seminar rules and research guidelines.</p> <p>Socratic Seminar Preparation Sheet [.pdf] [.docx]</p> <p>Final Project description and rubric [.pdf] [.docx]</p> <p>Unit slides (9-10) [.pptx]</p>

			<p>students will return to normal seating and use the remainder of the period to work independently on their research projects. The instructor will circulate to assist students by approving anchor texts, vetting sources for credibility, and providing ideas or answering questions.</p> <p>Students MUST have their article approved by the end of class. The instructor will conclude the class by providing the schedule of presentations.</p>	
Days 2-5	<p>Students will use the credible sources from their research and their chosen anchor text from the Pulitzer Center archives to give their multimedia presentation.</p>	<p>Essential Question: <i>How do I take informed action and use rhetoric to elevate historically marginalized voices and inspire empathy?</i></p> <p>Students will deliver their presentations to their peers and record for more audiences.</p>	<p>Students will collect the peer review form and take their seats in the audience as the first student to present sets up.</p> <p>The class will follow a pre-arranged schedule and present during their designated time slot. While presenting, students will deliver audio/visual content, either live or prerecorded, that engages Pulitzer Center reporting and their independent research to report on the challenges faced by a group that has been historically marginalized. They will strive to engage their audience and inspire empathy by employing the rhetorical strategies studied in our previous reading tasks.</p> <p>While in the audience, students will complete a row of the peer review chart for each presenter that...</p> <ul style="list-style-type: none"> ● analyzes the rhetoric used ● describes the key ideas ● reflects on the impact of the topic presented. 	<p>Projector or Smart Screen to share visuals for student presentations, Peer Presentation Reflection Questions in the form of a chart-printed on slips of paper for the audience Presentation Peer Review Form [.pdf][.docx]</p> <p>Unit slides (11) [.pptx]</p>

			At the conclusion of each day of presentations, students will write a reflective journal on which underreported topic had the most personal impact on them and why. (5 mins will be given for each presenter)	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 3</i>				
Day 1	Presentation Day Continued			Unit slides (11) [.pptx]
Day 2 and 3 (A/B Day)	Students will write a timed, discursive essay on a provided topic, using only their prior knowledge as references.	<p>Essay Topic: <i>To What Extent Should Nations Be Held Accountable for the Impact of Their Historic Actions?</i></p> <p>Essential Question: How do I synthesize and reference sources from my prior knowledge?</p>	<p>Students will be handed the prompt sheet as they come into the room and given access to needed materials. They will be instructed to start brainstorming and planning as soon as they get to their seat.</p> <p>They will be given the entire period to complete their essay and must submit what they have completed at the end of class. This is a completely independent task, following the AICE exam protocol of no access to electronics and no forms of communication.</p> <p>Students are able to use, or reference, the various topics from our article studies or even from their peer's presentations as examples and support for their essays. However, there is no requirement for them to use specific content. To achieve a discursive format, they must evaluate both sides of the topic objectively and not take a specific stance on the issue until the conclusion. They are to write as a journalist covering multiple perspectives equally, and then ultimately concluding as a judge.</p>	<p>Prompt Sheets w/ Instructions, Paper, Writing utensils, Essay Rubrics</p> <p>AICE essay assignment prompt and rubric [.pdf][.docx]</p> <p>Unit slides (12) [.pptx]</p>