


Unit Title	Investigating, Informing, Influencing: Exploring Current Issues on a National and Global Scale
Unit Length	13 days on a 90-minute block schedule - can be cut or extended as needed
Grade Level(s)/Subject(s)	11th/American Literature and Composition
Unit Overview	<p>Students need to think critically about important local and global issues in order to be informed citizens who are equipped with the information and skills to engage with their worlds. While students in the U.S. often explore through a U.S. perspective (especially in American Literature courses), we must expand our viewpoints through a global lens in order to understand diverse perspectives. This unit is intended to fit into the larger picture of a course in which students have extensively read and discussed immigration and the American Dream. Therefore, this unit begins with a focus on stories of migration. Students examine Pulitzer Center reporting together to look at the stories of migrant journeys to, and experiences in, the United States. Next, students work in small groups to explore stories of global migration.</p> <p>Students practice analyzing the content in a global news story, evaluating the writer's structure and use of text features, and generating claims based on the evidence and reasoning in the texts. This section of the unit serves two purposes: First, it connects to the themes of the course as a whole. Second, it scaffolds and models expectations for interacting with the reporting.</p> <p>After exploring issues impacting migrants and refugees as a class, and in small groups, students select one of the following topics for further exploration: Justice, Environment and Climate Change, Mental Health, Public Health, Women, Indigenous People, and Poverty and Homelessness (<i>note: These topics were selected from the Pulitzer Center's focus areas because they support the required coursework of the students who engaged with this unit in spring 2024, but the topics could be easily interchanged</i>). Working in small groups, students will read, analyze, and evaluate a curated list of Pulitzer Center-supported reporting on the issue they selected. After working with their texts, groups will formulate claims about the issue around the world, support the claims with strong evidence from the texts, and determine a call to action. They will then use digital media tools to create an Instagram carousel that engages their school audience, informs their audience about the issue they selected, and persuades their audience to take action. Finished performance tasks will be posted to a school Instagram account for a real-world audience. To increase engagement, challenge the groups to repost and share their carousel to try to get the most interaction (likes and comments).</p>
Objectives & Outcomes	Students will...

	<ul style="list-style-type: none">• Explore the similarities and differences in reporting from mainstream media news sources and the Pulitzer Center.• Explore reporting on issues that are relevant in both the United States and globally.• Analyze reporting in order to gather information and varying perspectives on a global issue that will help them formulate an argument.• Determine how to make their findings relevant and accessible to an audience of teenagers in the U.S..• Use digital media tools to create a social media post that effectively engages, informs, and persuades a teen audience about a global issue.• Reflect about their understanding of a global issue, understanding of news, and their own learning throughout the unit.
Standards	<p>Georgia Standards of Excellence:</p> <p>ELAGSE11-12RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELAGSE11-12RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>ELAGSE11-12RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>ELAGSE11-12W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELAGSE11-12W2 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.</p> <p>ELAGSE11-12W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

	<p>ELAGSE11-12W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
Unit Resources	<p>Pulitzer Center Reporting: A Trailer for “After Landing” by Beibei Liu and Mayara Teixeira “Dreams Derailed” by Marcela Rodrigues for <i>The Chronicle of Higher Education</i> “Afghans Who Fled Their Homes During the Chaotic U.S. Withdrawal Reflect on the Last Year” by Nick Schiffrin, Valerie Plesch, and Enrique Huaiquil for <i>PBS Newshour</i> <i>Small Group Text Choices:</i> “Why Immigrants Are Calling on New York to Cancel Rent” by Kayla Hui for the Pulitzer Center “Quest to Save Family Plot of Land Led From Guatemala to Death at the U.S. Border” by Richard Brown for <i>The Guardian</i> “We Left Everything:’ Afghan Refugees Reflect on Their New Lives in the D.C. Area One Year Later” by Valerie Plesch for <i>DCist</i> “A Rohingya Truck Driver: A Long Road Ahead” by Imran Mohammad Fazal Hoque for the Pulitzer Center “Texas Matters: The Struggle of Life in a Border Colonia” by Carolina Cuellar and David Martin Davies List of Pulitzer Center texts for global migration focus [.pdf][.docx] List of Pulitzer Center texts for global migration focus placed on a map [.pdf] List of all Pulitzer Center texts per topic</p> <p>Texts: Top 50 News Websites in the US from <i>PressGazette</i> All Sides Media Bias Chart “Migrants Face Uncertainty Throughout Journey - Even in United States” by Madison Powers Optional: “Georgia’s Underground University for Undocumented Students” by Jonathan Blitzer for <i>The New Yorker</i></p> <p>Videos:  Synthesizing video by Deborah Buchanan using Powtoon</p> <p>Teaching Materials: Days 1 and 2 Slides [.pptx]</p>

	Exploring Reporting on Immigration handout and graphic organizer [.pdf][.docx] Day 3 Slides [.pptx] Exploring Underreported Stories Article Analysis handout [.pdf][.docx] Call to Action practice handout [.pdf][.docx] Day 4 Slides [.pptx] Day 6 Slides [.pptx] Putting it All Together: Summarizing and Synthesizing handout [.pdf][.docx] Topic Interest Rankings [.pdf][.docx] Days 7, 8, 9, and 10 Slides [.pptx] Days 11, 12, and 13 Slides [.pptx]
Performance Task(s)	Students will create an Instagram carousel using digital media tools about a global issue that they think their school audience should know more about. The purpose of the campaign is to report on their findings from various sources, make the issue relevant and understandable for the intended audience of U.S. teenagers, and effectively engage and persuade the audience about possible calls to action.
Assessment/Evaluation	Formative Performance Task (Article Analysis Handouts) Rubric [.pdf][.docx] Summative Performance Task and Rubric [.pdf][.docx]

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
Week 1				
Days 1 and 2	<p>Top 50 News Websites in the US from <i>PressGazette</i></p> <p>All Sides Media Bias Chart</p> <p>“Migrants Face Uncertainty Throughout Journey - Even in United States” by Madison Powers</p> <p>A Trailer for “After Landing” by Beibei Liu and Mayara Teixeira</p>	<p>Days 1 and 2 Slides [.pptx]</p> <p>Exploring Reporting on Immigration handout and graphic organizer [.pdf][.docx]</p>	<p>Learning Target: I can analyze various news sources' reporting on immigration.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we need news, and why does the media from which we get our news matter? • What qualities could make news better? • How can reporting elevate marginalized human voices, analyze the impact of an issue, make an issue relevant, and/or inspire action? • What are the successes and obstacles faced by migrants to and in the 	<ul style="list-style-type: none"> • Students will begin by reflecting on the news, why it matters, where they get it, and what it's saying right now. They will examine top news sources in the United States of America using the resource “Top 50 News Websites in the U.S.” They then gain a baseline understanding of how different sources have different perspectives on issues by analyzing the resource, “All Sides Media Bias Chart.” Instructions and guiding questions are in slides 1-4. • Students review a google news screenshot on slide 5 to evaluate how different news sources are reporting on immigration. They will then work in small groups to explore a mainstream media news platform and how that source is reporting on immigration. Using targeted questions, they will look at headlines, recurring words, multimedia, and major takeaways from the source they selected.


			United States?	<ul style="list-style-type: none"> • They will present the information about their source to peers using a quick slideshow. As students listen to their peers' presentations, they will gather notes on the graphic organizer "Exploring Reporting on Immigration" to help them reflect on what information Americans are getting about immigration. They will also reflect on what qualities they think could improve news coverage. • Finally, students will be introduced to the Pulitzer Center's mission, and they will explore two pieces of reporting on immigration supported by the Pulitzer Center to hone in on how the reporting compares or contrasts to that from other news sources they have explored. • Specific lesson directions are located in "speaker's notes" on the slide deck.
Day 3	<p>"Dreams Derailed" by Marcela Rodrigues for <i>The Chronicle of Higher Education</i></p> <p>Optional: "Georgia's Underground University for Undocumented Students" by Jonathan Blitzer for <i>The New Yorker</i></p>	<p>Day 3 Slides [.pptx]</p> <p>Exploring Underreported Stories Article Analysis handout [.pdf][.docx]</p> <p>Call to Action practice handout [.pdf][.docx]</p>	<p>Learning Target: I can analyze an informational text to determine successes and obstacles faced by migrants to and in the United States.</p> <p>Learning Target: I can analyze and evaluate a writer's structure and use of text features in an informational text.</p> <p>Learning Target: I can write an</p>	<ul style="list-style-type: none"> • Students begin by brainstorming what they know about DACA and the DREAMers Act - or researching it quickly if they don't know much. Use this to launch a brief conversation about the current status of the DACA program and its implications for immigrants in the U.S. • Students will engage in reading the article "Dreams Derailed" and completing the article analysis handout. A guided and interactive reading/work session should be led by the teacher, since students will be repeating this process independently.

		Formative Performance Task (Article Analysis Handouts) Rubric [.pdf][.docx]	<p>effective call to action.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can reporting elevate marginalized human voices, analyze the impact of an issue, make an issue relevant, and/or inspire action? • What are the successes and obstacles faced by migrants to and in the United States? 	<p>It's critical that they look at the multimedia and hyperlinked resources throughout the article.</p> <ul style="list-style-type: none"> • Students should understand that their first article analysis should be an exemplary model that they can use to guide them later. Ultimately, they will be turning in 10 of them, which will be graded using the formative performance task rubric. • After reading, students will practice writing effective calls to action for scenarios inspired by the "Dreams Derailed" article using the resource "Call to Action Practice." The resource invites students to take different perspectives as they evaluate how they could apply the details and main ideas shared in the article to determine possible action steps. This formative assessment is important to prepare for the unit summative performance task. • Sharing their responses with small groups or the class would be a great way to wrap up this lesson. However, if time remains, there's also a great 10-minute video about Georgia's underground university discussed in the article that students could analyze and compare with their proposed solutions.
Day 4	"Afghans Who Fled Their Homes During the Chaotic	Day 4 Slides [.pptx]	Learning Target: I can analyze an informational text to	<ul style="list-style-type: none"> • Students will begin by brainstorming successes and obstacles they think apply

<p>U.S. Withdrawal Reflect on the Last Year” by Nick Schiffrin, Valerie Plesch, and Enrique Huaiquil for PBS <i>NewsHour</i></p> <p><i>Small Group Text Choices:</i></p> <p>“Why Immigrants Are Calling on New York to Cancel Rent” by Kayla Hui for the Pulitzer Center</p> <p>“Quest to Save Family Plot of Land Led From Guatemala to Death at the U.S. Border” by Richard Brown for <i>The Guardian</i></p> <p>“‘We Left Everything:’ Afghan Refugees Reflect on Their New Lives in the D.C. Area One Year Later” by Valerie Plesch for <i>DCist</i></p> <p>“A Rohingya Truck Driver: A Long Road Ahead” by Imran Mohammad Fazal Hoque for the Pulitzer Center</p> <p>“Texas Matters: The Struggle of Life in a Border Colonia” by Carolina Cuellar and David Martin Davies</p>	<p>Exploring Underreported Stories Article Analysis handout [.pdf][.docx]</p>	<p>determine successes and obstacles faced by migrants to and in the United States.</p> <p>Learning Target: I can analyze and evaluate a writer’s structure and use of text features in an informational text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can reporting elevate marginalized human voices, analyze the impact of an issue, make an issue relevant, and/or inspire action? • What are the successes and obstacles faced by migrants to and in the United States? 	<p>to people who are migrating to the United States, and for migrants who are living and in the United States. They can draw on their personal experiences, background knowledge, and anything they have read, watched, or discussed. They can share and discuss responses in small groups and as a full class.</p> <ul style="list-style-type: none"> • While watching the PBS <i>NewsHour</i> video from reporting by Schiffrin, Plesch, and Huaiquil, students can add to their lists of successes and obstacles based on the interviews with the Afghani refugees in the news report. • In small groups, students will engage with one piece of reporting from the Pulitzer Center that focuses on an immigrant experience in America. Students will not only read the article, but also explore the multimedia and click on linked resources to ensure they are getting all the information. They will complete the article analysis handout while they read their assigned piece, using their exemplary model from yesterday as a guide. • Students will hold onto their article analysis handout and add additional elements to their successes and obstacles list based on their reading today.
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Day 5	<p>List of Pulitzer Center texts for global migration focus [.pdf][.docx]</p> <p>List of Pulitzer Center texts for global migration focus placed on a map [.pdf]</p>	<p>Day 5 Slides [.pptx]</p> <p>Exploring Underreported Stories Article Analysis handout [.pdf][.docx]</p>	<p>Learning Target: I can analyze an informational text to determine successes and obstacles of migrants globally, as well as the shared experiences of migrants around the world.</p> <p>Learning Target: I can analyze and evaluate a writer's structure and use of text features in an informational text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can reporting elevate marginalized human voices, analyze the impact of an issue, make an issue relevant, and/or inspire action? • What are the successes and obstacles of migrants globally? • What shared experiences do migrants around the world face? 	<ul style="list-style-type: none"> • Students will begin by considering what they know about migration outside of the United States. Provide students with a few minutes to journal, and then share with small groups and/or the class. • Students will select two articles to read about global migration using the interactive world map slide (slide 4 in today's slideshow). Some interesting conversation could also be centered around the map: <i>What parts of the world do these stories focus on? How might that be different from what you expect? What parts of the world do you know a lot about? Can you select reporting that will help you learn something new?</i> • Students will complete an article analysis sheet for each of their pieces. Students should hold on to these, as they will all be turned in at the end of the unit. • Close the week with a 3-2-1 exit ticket to gather information about students' understanding, thoughts, and questions. <ul style="list-style-type: none"> ○ 3 things you learned from your reading today ○ 2 questions you have ○ 1 story you'd like to know more about
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Week 2

Day 6	<p> Synthesizing video by Deborah Buchanan using Powtoon</p>	<p>Day 6 Slides [.pptx]</p> <p>Putting it All Together: Summarizing and Synthesizing handout [.pdf][.docx]</p> <p>Topic Interest Rankings [.pdf][.docx]</p>	<p>Learning Target: I can synthesize information from multiple sources.</p> <p>Learning Target: I can write an effective thesis statement and call to action.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can reporting elevate marginalized human voices, analyze the impact of an issue, make an issue relevant, and/or inspire action? • What are the successes and obstacles of migrants globally? • What shared experiences do migrants around the world face? 	<ul style="list-style-type: none"> • Begin by reviewing synthesis. Show the YouTube video for a quick two-minute overview if your students need it. Otherwise, students can jump right into the reading the synthesis warm-up: <ul style="list-style-type: none"> ◦ <i>At first, what did you know or think about immigration in America?</i> ◦ <i>What did you think about it after we read a few articles together?</i> ◦ <i>Now, after reading more information about global migration, what do you think?</i> • Students will practice summarizing each text they read in Week 1 and synthesizing the information to write claims. They will also revisit the call to action and draft a call to action for American teenagers about migration. This is great practice for the unit summative performance task. <ul style="list-style-type: none"> ◦ The teacher should float around the room during this work session to engage with students and assist as needed. • Before submitting their work, students will respond to three reflection questions about what they learned and also have them connect to their ideas about news from Day 1. <ul style="list-style-type: none"> ◦ <i>How did investigating the reporting on migration change a perspective you held or give you a new understanding? Explain the change.</i> ◦ <i>How did the specific reporting you</i>
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				<p><i>read change your perspective or give you a new understanding about news? Explain.</i></p> <ul style="list-style-type: none"> ○ <i>Discuss one element of the reporting you studied that stood out to you as being helpful, new, or interesting.</i> ● Optional Extension: To tie into the visual component of the unit summative performance task, students could create a visual or multimedia piece to demonstrate their new understanding of migration. ● By the end of this class, be sure that students have completed the Topic Interest Rankings so that you can make groups for the next part of the unit.
Days 7-10	List of all Pulitzer Center texts per topic	<p>Days 7, 8, 9, and 10 Slides [.pptx]</p> <p>Summative Assessment Info and Rubric [.pdf][.docx]</p> <p>Exploring Underreported Stories Article Analysis handout [.pdf][.docx]</p>	<p>Learning Target: I can analyze an informational text to determine successes and obstacles of migrants to and in the United States.</p> <p>Learning Target: I can analyze and evaluate a writer's structure and use of text features in an informational text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can reporting elevate marginalized 	<ul style="list-style-type: none"> ● Students sit in their new groups - assigned by topic. As a group they begin by brainstorming what they know about their topic already. You could also have students complete a K-W-L (know, want to know, learned) graphic organizer. ● Before diving into their topics, take some time to review the summative assessment directions and rubric, as well as look at examples of Instagram carousels. Students should gain a solid understanding of the goals and expectations for the summative performance task prior to exploring their topic.

			<p>human voices, analyze the impact of an issue, make an issue relevant, and/or inspire action?</p> <ul style="list-style-type: none"> What is the impact of <u>(issue)</u> in the U.S. and globally? 	<ul style="list-style-type: none"> Each topic has a world map with all the reporting linked. Groups will use the correct link to access their assigned reporting and all students will individually complete an article analysis handout for each of the seven assigned articles. As students read and work on their article analyses, the teacher should circulate, sit with groups, and discuss what they are learning, what in the reporting stands out, and/or questions they may have about the summative assessment. <i>Option: Students could return to Google News and see what stories appear when they type their topic into the Google news search. They can then compare these stories to the ones they explored in their story maps.</i> For the remaining days this week, students should be reading, analyzing, and discussing with their groups.
Week 3				
Days 11-13	List of all Pulitzer Center texts per topic [.pdf]	<p>Days 11, 12, and 13 Slides [.pptx]</p> <p>Summative Performance Task and Rubric [.pdf][.docx]</p>	<p>Learning Target: I can work collaboratively to synthesize information on my topic, craft a claim and call to action, and create digital media to effectively inform my audience about my topic.</p>	<ul style="list-style-type: none"> Review the summative assessment directions, goals, and rubric. You may also want to quickly look at the Instagram carousel examples again. Students will work collaboratively to brainstorm and plan. They summarize, synthesize, and outline their information. The following questions can be used to

			<p>Essential Questions:</p> <ul style="list-style-type: none"> How can I effectively inform an audience about (the issue) in the U.S. and globally? 	<p>guide their process:</p> <ul style="list-style-type: none"> What's your overall takeaway about your topic? What information is critical for an audience of American teenagers to understand? What would be the most effective layout for your carousel? What elements will make your carousel effective and appealing? Consider color scheme, graphics, photos, videos, captions, hashtags, pull out quotes, etc. What should your first image be? What call to action should you end with? What should your main caption say? <ul style="list-style-type: none"> They have these three days to work on creating their Instagram carousel using Canva. When done, they should follow the directions for downloading and submitting their images plus captions. More work days can be added as needed to accommodate your schedule and students' needs. Optional Closing Reflection: Invite students to close the unit by reflecting on the following questions: <ul style="list-style-type: none"> How do you see the issue(s) you explored in the unit impacting your community? Based on your analysis
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				<p>throughout the unit, what would you like to see news outlets to start, stop, and/or continue to effectively provide you with information about the issues you care about?</p> <ul style="list-style-type: none">○ What do you think the role of news could be in the future to help you stay informed and take action?
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