**Directions: Explore six news articles on different global issues. For each text, students complete the following sections of the worksheet below.**

1. **Quote -** Write the quotes that stuck out to you the most.
2. **Connection** - Why did you connect with that explicit piece of text?
3. **Identify**- There is a pattern that you are attempting to uncover here. What are the moments of connection that you are identifying? After you’ve read the article and highlighted each moment of connection, you are going to tally up which moments you mostly connected to–was this a person? A region? A certain argument that was being made? Categorize it.

| **ARTICLE**  | **QUOTES**:  | **CONNECTION TO YOU:** | **IDENTIFY THE PATTERN:** |
| --- | --- | --- | --- |
| “[Reconciliation in Cyprus Through Religious Peacebuilding” by Elene Chkhaidze for publication on the Pulitzer Center](https://pulitzercenter.org/projects/reconciliation-cyprus-through-religious-peacebuilding) website  |  |  |  |
| [Afghanistan in a New Light: Windows into Life by Rodrigo Abd for *Associated Press*](https://pulitzercenter.org/stories/afghanistan-new-light-windows-life) |  |  |  |

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| [“The Black Box” for Arijit Sen and Derêka K. Bennett](https://pulitzercenter.org/stories/black-box)[For *The Dallas Morning News*](https://pulitzercenter.org/stories/black-box) |  |  |  |
| [“Suing the World To Save It. Children](https://pulitzercenter.org/stories/suing-world-save-it-children-pioneer-right-secure-future) [Pioneer a Right to a Secure Future.” by Stephanie Hanes for *The Christian Science Monitor*](https://pulitzercenter.org/stories/suing-world-save-it-children-pioneer-right-secure-future) |  |  |  |
| Article 5 (teacher will provide) |  |  |  |
| Article 6 (teacher will provide) |  |  |  |

| **NOTE CATCHER:** \*Before you fill out the chart, you can add information here: |
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