

Lesson Title	La Salud: un derecho humano
How many days are needed to teach this lesson?	3
Grade Level(s)	12
Subject(s)	Español 4 /Español 5 IB
Lesson Summary	As part of the unit on Human Rights, students will read the declaration of human rights as a class and focus on article #22: “We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.” They will analyze an article about access to health care in a Spanish-Speaking country, review how to write a formal letter, and then write a formal letter to a government representative about their local connections to the article they analyzed. The letters will be sent to the Pulitzer Center contest, Local Letters for Global Change .
Standards	<p>IB Themes:</p> <ul style="list-style-type: none"> ● Identities and Sharing the Planet ● Explore the nature of the self and what is to be human. ● Explore the challenges and opportunities faced by individuals and communities in the modern world. <p>Topic: Health and well-being, Human Rights, Equality</p>
Focus Pulitzer Center news story/stories	<ol style="list-style-type: none"> 1. “Shortages of Key Drugs Have Alarmed U.S. Medical Officials. Could Puerto Rico Offer an Answer?” By Rick Barrett and Mark Hoffman for <i>Milwaukee Journal Sentinel</i> 2. “El dinero o la salud: El alto precio de la insulina dificulta el control de la diabetes en América Latina” by Alicia Tovar, Pamela Huerta, Fabiola Torres, Daniel Mitma, Sergio Silva Numa, Diego Quiceno Mesa, Daniela Guazo for <i>salud con lupa</i> 3. “Diabetes a Major Factor Behind Declining Life Expectancy in Rural Areas” by Dr. Alok Patel and Caleb Hellerman for <i>PBS Newshour</i> 4. “México: Un paciente con diabetes gasta entre \$35 y \$109 en insulina si no la encuentra en el seguro social” by Daniela Guazo Manzo for <i>salud con lupa</i> 5. “¿Cuánto cuesta realmente producir insulina?” By Alicia Tovar, Pamela Huerta, and Fabiola Torres <i>salud con lupa</i>
Content Advisory (optional)	N/A
Additional Resources	Lyric and note sheet for the “El Niagara en Bicicleta” por Juan Luis

	<p>Guerra [.pdf][.docx]</p> <p>Lesson 1 slides</p> <p>Simplified language in Spanish for the United Nations Universal Declaration of Human Rights</p> <p>Winners and Finalists: Local Letters for Global Change 2024 Pulitzer Center</p> <p>Local Letters for Global Change: Pulitzer Center Writing Contest</p> <p>Local Letters project outline in Spanish [.pdf][.docx]</p> <p>Rubric from the Pulitzer Center's Local Letters for Global Change contest</p>
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Lesson Objective(s) or Essential Question(s)
<ul style="list-style-type: none"> • What ideas and images do we associate with a healthy lifestyle? • What environmental and social issues present challenges to the world, and how can these challenges be overcome?
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Introducing the Lesson
<p>This lesson will explore the roles of the individuals in the health of the community and also at the global level. Students will read articles on different global health issues and will express their ideas and local connections to the issue, through a formal letter to an elected representative.</p>
Warm-up/Opening
<ol style="list-style-type: none"> 1. Students will listen to and translate the song “El Niagara en Bicicleta” by Juan Luis Guerra. This song talks about the lack of supplies/resources in the public health system in the Dominican Republic. This song can also be applied to many other Latin American countries, as a lot of them face the same issue. <ol style="list-style-type: none"> a. Students use the lyric and note sheet to translate the story and note connections to the lyrics. [.pdf][.docx] 2. Students will translate the song in class and watch the music video (accompanying slides). 3. We will start with a class discussion on the following questions : <ol style="list-style-type: none"> a. Pensemos en nuestra comunidad, ¿cómo es nuestro sistema de salud? b. La salud, ¿responsabilidad pública o privada? La Salud: ¿Un derecho humano? 4. Read a simple version of Article #25 of the United Nations Universal Declaration of Human Rights <ol style="list-style-type: none"> a. Make a list of what words come to mind when we say Salud Global/Global Health
Preparing to Engage with the Focus Resource(s)

1. Lead the class in a discussion:
 - a. Consider who is responsible for the health of communities. Who has the power to address major health issues? Let's make a list!
 - b. How might you get in touch with one of these figures?
2. Review how to write a formal letter.
3. Read the letter of [a former student](#) (or [former finalist or winner from the Local Letter for Global Change contest](#)) and ask students to evaluate the following:
 - a. Who is the letter addressed to and why?
 - b. What global issue does the letter describe?
 - c. How does the writer use a news article to explain the issue?
 - d. What local connection does the writer make?
 - e. What solutions does the writer propose to address the issue?

Exploring the Resource(s)

1. Introduce students to Local Letters contest guidelines using [the Center website](#) or this assignment sheet. [[pdf](#)][[docx](#)]
2. Introduce students to [the contest rubric](#), which will be used to evaluate their final projects.
3. Guide students to select one of the articles above and note the following as they read:
 - ¿Qué tema está explorando el artículo del centro Pulitzer?
 - ¿De qué país o comunidad está hablando?
 - ¿Cuál es el desafío que está impactando la salud de la comunidad?
 - ¿Ves este desafío en nuestra comunidad? Como?

Processing the Resource(s)

Students will work in small groups to read their chosen articles and come up with ideas on possible solutions to be proposed to the elected representative.

Performance Task(s)

Students will write a letter in Spanish that will be submitted to the contest [Local Letters for Global Change](#).

Assessment

[Rubric from the Pulitzer Center contest](#)