

Lesson Overview:

<p>How many days are needed to teach this lesson?</p>	<p>2-3 depending on your classroom structure. I taught this lesson to students who are on a rotation model for scheduling, rather than a full containment model. If you are teaching in a full containment room or have longer class periods than I (more than 45 minutes), this can be done in less time.</p>
<p>Grade Level(s)</p>	<p>5-6</p>
<p>Subject(s)</p>	<p>Social Studies</p>
<p>Lesson Summary</p>	<p>Students study Dr. Firdausi Qadri's fight against cholera, look into health inequalities around the world, and make projects that promote clean water, vaccines, and equal access to healthcare around the world.</p>
<p>Standards</p>	<p><a href="#">Maine DOE Standards &amp; Instruction - Social Studies</a>  <b>C1. Civic Engagement:</b> Explain the individual and collective responsibilities of citizens in a democratic society.   <b>E1. Global Connections:</b> Explain how people in different regions of the world address common needs and challenges.   <b>G2. Human-Environment Interaction:</b> Explain how human actions modify the physical environment.   <b>1. Research Process:</b> Ask questions, gather and interpret information from multiple sources, and share findings effectively.</p>
<p>Focus Pulitzer Center news story/stories</p>	<p><a href="#">"Meet the Bangladeshi Scientist Who's Helping the World Fight Cholera"</a> by Martin Enserink   <a href="#">"In the Cradle of Cholera"</a> by Martin Enserink</p>
<p>Notes on Context</p>	<p>The students in my classes are in 5th grade at a Title I school, facing lower socioeconomic backgrounds – with many facing challenges such as food insecurity at home. The ongoing impact of the drug epidemic has significantly affected our community, influencing both student well-being and levels of parental involvement. Additionally, approximately 23 of our 68 students receive some form of special education services. These factors were carefully considered while designing this lesson to ensure it meets students’ diverse academic, emotional, and social needs.</p>

---

Lesson Plan

**Lesson Objective(s) or Essential Question(s)**

How do global health problems, like cholera, show that some people don't have access to clean water and medical care?

How can Dr. Firdausi Qadri's work motivate people to take action to improve community health?

How can students help their own community be healthier and more equal?

**Focus Pulitzer Center News Story/Stories**

["Meet the Bangladeshi Scientist Who's Helping the World Fight Cholera"](#) by Martin Enserink

["In the Cradle of Cholera"](#) by Martin Enserink

**Introducing the Lesson**

This lesson emphasizes the account of Dr. Firdausi Qadri – a Bangladeshi scientist who is working to stop cholera – to help students learn how health care is not equal around the world. Students examine the disparities in access to healthcare, clean water, and vaccines across several global regions and within their local context.

The skills and topics addressed in this lesson are not only pertinent to students' comprehension of global health challenges, but also to their evolution as empathetic and socially aware individuals.

The lesson's pedagogical vision is to teach students to think critically, to be empathetic, and to be socially responsible.

The goal is to raise a generation of students who are aware of the problems that marginalized groups experience and who want to make the world a better place.

This lesson for fifth graders talks about civic duty and how one individual can change the world. It also helps students become more aware of what's going on in the world, think critically, and care about other people. This mini unit functions as a call to action, urging students to think critically regarding the importance of sanitary water and access not only in their local communities, but also around the world. The lesson makes students think about what they can do to help bring about change and equality in their own communities and beyond.

Students can come up with inventive ways to solve problems and take action to right wrongs by learning about these global challenges.

Students learn to be responsible and caring through this lesson, which prepares them to be active and caring global citizens in the future.

### Warm-up/Opening

#### Day One Opening Activity: "Access to Water Around the World"

Show [pictures of clean and dirty water sources](#) from all over the world.

Ask: What do you notice in these pictures? How could having access to clean water change someone's daily life? What do you wonder? Why is access to clean water so unequal in different parts of the world? How could having or not having access to clean water change someone's daily life? Talk about why some places might have better access to clean water than others?

Students write down their thoughts on sticky notes and put them on a world map, like "clean water" and "unsafe water" areas. Talk about why some places might have better access to clean water than others. This activity helps students visualize the impact of clean water access globally. Access to clean water is a basic human right that many people around the world are still deprived of. Looking at these pictures, we can see the stark contrast between communities with access to clean water and those without. Having access to clean water can improve hygiene, health, sanitation, and overall quality of life for individuals and communities. It can also lead to economic development, as people can spend more time working or studying instead of searching for water sources or falling ill from waterborne illnesses. Access to clean water is crucial for sustainable development and human well-being.

### Preparing to Engage with the Focus Resource(s)

Students learn what cholera is and how it spreads before they read the article.

“[Cholera facts for kids](#)” - Student information pre-article to understand how Cholera is contracted and what it actually is.

Ask:  
What makes diseases infectious and what makes them preventable?

Review:

The basic geography of Bangladesh and the problems it faces with flooding and sanitation is important to note here to contextualize the article.

A mini lesson: approximately a 10-minute [slideshow](#) about "Global Water Inequality and Disease"

Students write down important terms:

- Cholera
- Vaccine
- Sanitation
- Inequality
- Global Aid

Students will learn that these terms are important to the overall theme of the lesson.

[Definition Worksheet](#)

Additional Resources:

[Water scarcity, WWF](#) - Related information to scarcity of water

[WHO, Map Gallery Search Results](#) - Cholera cases in map form/year

### Exploring the Resource(s)

#### Days One and Two

Questions to Understand:

- Who is Dr. Firdausi Qadri, and what issue is she trying to fix?
- How does cholera spread, and why is it worse in some places than others?
- What problems does Dr. Qadri have to deal with at work?
- How has her research benefited people in other parts of the world?
- What part do vaccines and clean water play in stopping cholera?

What the student needs to do:

Students work in pairs to annotate the text with a "Notice and Wonder" chart ([digital](#) or [printed](#) - PADLET/or on chart paper, depending on student demographics).

Notice: Information about cholera and health systems around the world.

Wonder: questions about fairness, resources, and working together around the world...

["Meet the Bangladeshi Scientist Who's Helping the World Fight Cholera"](#) by Martin Enserink

Review: discuss what groups had in common and things that groups had that no one else mentioned.

### Processing the Resource(s)

#### Days Two and Three

Talk and Jot (a good refresher for what the article discussed from the day prior to remind students what we are looking for in terms of actionability):

- What can we do as individuals to bring awareness to the situation of unsanitary water, the need for vaccinations, and to raise awareness about cholera?
- What in the article did you view as unfair?
- What was different regarding water access than how and where you live?
- What do you think is the reason for these differences you are seeing in the article from your way of life?
- How can scientists, governments, and even regular people work together to fix these problems?

What to do:

Students write a short [journal entry](#) that starts with the words "If I could help make health better in my community or the world, I would..."

Then, talk to the students in a round table discussion about their answers, prompting them to focus on empathy and action.

### Performance Task(s)

#### Final Project: Global Health Multimedia Campaign

Students will work together to create a multimedia campaign using a digital tool like Canva, Google Slides, Prezi, or another website that has been district approved.

Their educational campaign should focus on one of the following options: clean water access, vaccine promotion, or cholera education.

Within the Campaign students should:

1. Aim to make people aware of Dr. Firdausi Qadri's work to fight cholera and help people get vaccines and clean water more easily.
2. Show other people how cholera is a global problem and how it is connected to having clean water, good sanitation, and fairness.
3. Talk about things that people, groups, or governments can do to improve public health.

4. Show students how global health problems affect their own communities (for example, how clean water or vaccination campaigns affect Maine and other places) to get them to do something in their own communities.

Here are some ideas for campaigns:

- Make a digital poster or infographic with Canva.
- A short presentation in Prezi or Google Slides to spread the word
- A public service announcement (PSA) about clean water or a vaccines video
- A fake social media campaign (a set of slides that look like a message thread or posts to get people to pay attention)

To tie it all back to our article, all campaigns are required to have at least one quote or fact from the Pulitzer Center reporting in each campaign, and all sources should be listed.

[Example for campaign project from Nigeria Centre for Disease Control](#)

[Example for the campaign project from Gavi, the Vaccine Alliance](#)

[Example for campaign project from We are World Change](#)

Additional research for students when creating their campaigns :

[WHO, Water, sanitation and hygiene \(WASH\)](#)

[Infographic: Which countries have the safest drinking water?](#)

### Assessment

Formative Assessments:

Comprehension questions, discussion participation, and student “Notice and Wonder” notes during reading. Group brainstorming and project planning worksheets.

Summative Assessment: 4-point Scale [Global Health Multimedia Campaign Rubric \(student version\)](#)