
Lesson Overview

Lesson Length	This lesson will take five forty-minute class periods.
Grade Level(s)	Grades 9-12
Subject(s)	ELA or Journalism Classroom
Lesson Summary	In a political climate that has left many students feeling powerless and uncertain how to make change, the goal of this Journalism or ELA short unit is to help students develop a sense of agency in using their own voices to enact change. This lesson allows students to engage with excellent Pulitzer Center reporting, work to analyze that reporting in small groups, conduct research around a global health issue they feel passionate about, study the Modes of Persuasion, and then write an open letter to a targeted audience.
Standards	Common Core ELA Standards: CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. CCSS.ELA-Literacy.W.9-10.1.b

	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Focus Pulitzer Center news story/stories	“The Children Left Behind in Global Health Cuts” By: Jon Cohen, Martin Eserink, and Catherine Offord for Science, NPR, and Press Play Region: Nepal / Asia, Lesotho, Eswatini, Guinea / Africa Issues: the impacts of global aid and policies, disparities in healthcare access, children Format: audio, photography, text
Content Advisory	These articles discuss serious illness and death, even among children.
Notes on Context	This unit was developed for 9th-12th grade journalism students at a high performing public high school in New York City. Students accessing this short unit have already studied some basic journalism skills and techniques; they are already familiar with different types of articles (Op-Eds, feature articles, and hard news stories, to name a few). They also have already done work to evaluate and write leads, kickers, and proper article attribution. Some may have already studied the three primary modes of persuasion (ethos, logos, and pathos) in 9th grade.

Five Day Lesson Plan

Lesson Objective(s) or Essential Question(s)
Essential Questions 1. How do journalists craft compelling, well-reported articles on how policy decisions in the U.S. impact global citizens? 2. How can rigorous reporting and strong storytelling shape national understanding and policy-making around global health issues? 3. Which factors – ethical, political, socioeconomic – influence who receives adequate health care in the U.S. and around the globe? 4. How can students use rhetorical devices of persuasion as well as strong writing skills to advocate for change with global health inequity stories? Lesson Objectives 1. Students will read, annotate, analyze and discuss high-quality global health reporting from the Pulitzer Center. 2. Students will read, evaluate and synthesize information about the three modes of persuasion (ethos, pathos, and logos). 3. Students will read, analyze and discuss 1-2 student-written open letter samples. 4. Students will identify and research a supplementary underreported global health story about which they are passionate. They will use this research to do step 5. 5. Students will craft an open letter on their selected topic. 6. Students will read, evaluate, and edit the work of their peers. 7. Students will edit their written piece and be encouraged to submit it for publication.
Focus Pulitzer Center News Story/Stories
“The Children Left Behind in Global Health Cuts” By: Jon Cohen, Martin Eserink, and Catherine Offord for Science, NPR, and Press Play Region: Nepal / Asia, Lesotho, Eswatini, Guinea / Africa Issues: the impacts of global aid and policies, disparities in healthcare access, children Format: audio, photography, text Students will also select one article from the Pulitzer Center global health archives to help form the basis of their opinion writing. A collection of pertinent health articles can be found here.

Introducing the Lesson

This unit invites students and educators to explore how journalism sheds light on global health inequities – and why those stories matter. Using the Pulitzer Center’s “The Children Left Behind in Global Health Cuts” as a foundation, students will analyze how reporters use facts, storytelling, and ethical journalistic standards to convey complex – and often painful – human issues.

Students will then use this new knowledge as a foundation to research a health inequity of their choosing to write an open letter spreading awareness about their topic and advocating for change. The purpose of this short unit is to introduce students to the work of the Pulitzer Center and to help students see how informed, persuasive writing can amplify voices, create empathy, and drive authentic connection to stories around the world.

Warm-up/Opening

Prior to class one or at the start of the first lesson, have students write for five minutes on the following prompts:

- Why do news outlets cover certain stories and not others?
- Why might a news organization emphasize health stories that are more local?
- Conversely, as we learned during the pandemic, health stories that seem to be happening far away often have local impacts. Why should journalists cover health stories across the globe? Can you think of any examples?

Preparing to Engage with the Focus Resource(s)

In order to prepare for this mini unit, students will be divided into five groups to read, take notes on, and analyze an article from the Pulitzer Center’s *The Children Left Behind Series*. For homework, each student will read and take notes using the [graphic organizer](#). Students will fill out these notes as they read in preparation for their jigsaw class. This pre-class work will allow for a jigsaw discussion the following day in class.

Articles/reporting for the jigsaw:

1. [“Treating HIV/AIDS abroad without US Aid and PEPFAR”](#) by Jon Cohen and Brian Lehrer
2. [“U.S. Aid Helped Two African Countries Rein In HIV. Then Came Trump”](#) by Jon Cohen
3. [“Without a Lifeline”](#) by Catherine Offord
4. [“U.S. Helped Beat Back Malaria in Guinea. Now, the Disease Is Set To Soar”](#) by Martin Enserink and Marta Moreiras
5. [“One of the Cheapest Ways to Save a Life is Going Away”](#) by Jon Cohen, Kate Concannon, Julia Ritchey, and Darian Woods

Processing the Resource(s)

Class One: Pulitzer Center Reporting Jigsaw

1. Students will come to class having read their assigned article/listened to their assigned reporting and having filled out the Article Analysis template. Those who were absent or unable to complete the assignment can listen to the small-group conversations and add notes to their blank graphic organizer. They can work in their original groups on a [Google doc to complete the template as homework](#).
2. Students will get into new groups for the sharing part of the jigsaw lesson. In these groups, each student should access their analysis homework from the night before – either as a print-out or online – to better share about the article they chose. The amount of time each student has to share will depend on class-size, but in a class of 25 students, each student may have about five minutes to present.
3. As a full class: in the last 10 minutes of the forty-minute period, students will discuss what connections they can make between their different articles. The teacher can ask the following guiding questions:
 - a. What connections do you see in how these stories were reported?
 - b. Which U.S. agencies are implicated?
 - c. Where are the funding cuts being felt most?
 - d. What connections can you make about the people and places suffering most from these U.S. policy decisions?
 - e. What are the benefits of the U.S. providing aid to countries, and what are the concerns raised in this reporting?
 - f. Who, in the end, seems most deeply affected by these cuts?
4. As they leave, students will write an exit card sharing one idea they're left thinking about after engaging with *The Children Left Behind* reporting.

Class Two: Understanding Modes of Persuasion and Their Applications

1. For homework, students will have read and annotated the [Modes of Persuasion handout](#) created by the Writing Center at Mt. St. Antonio College; this handout works well because it is clear and offers brief examples of each mode of persuasion.
2. As a warm up, students should write for five minutes on the following prompt:
 - a. Should a writer hoping to persuade an audience use all three modes of persuasion in equal measure in their piece, or should they focus more heavily on one or two? Why?
3. The teacher will have students share a few responses. The teacher can advise students that, generally, it

is helpful to use all three devices, though the topic and evidence available to the students in their writing will dictate if they rely more heavily on one or two particular modes.

4. For the next ten minutes of the class period, students should read and annotate a sample open letter (samples in folder). The student annotations should focus on where they see the three modes of persuasion at work. To direct the student annotations, the teacher can write on the board the following questions:
 - a. Where do you notice each of the three modes of persuasion?
 - b. Is one used more thoroughly than the others? Why?
 - c. Where could this author have used one of the modes more successfully?
5. Once they have read and annotated the piece, students should discuss their findings in the full-class setting. This step should take about 10 minutes – the remainder of the class period. The teacher should chart the students’ responses on the board.

Class Three: Researching, Brainstorming, and Drafting Open Letters

1. Students will use half of the forty-minute period to research current global health inequity stories in the [Pulitzer Center database](#). Students will find one recent (published in the past 1-2 years) article/piece of reporting on a topic that they wish to inform others about. The article they find should be current enough to allow for actionable steps to be suggested in the open letter.
2. Once students have selected their article and topic of interest, they will use the rest of the period to research, brainstorm, and plot out their persuasive pieces using the [graphic organizer](#).

Extension: Classes Four and Five

1. Over the next two class periods, students will draft their open letter. One forty-minute period can be devoted to drafting as the teacher circulates and troubleshoots issues the students are having. The teacher can briefly check with students to see how they’re using the modes of persuasion.
2. The second period can be used to peer edit drafts. Students should work in pairs using [this set of review questions](#). The letter should be 500-600 words. Students should peer edit and then refine their letter before submitting it for publication for a wider audience.

Performance Task(s)

Students will research, report, write, edit, and refine an open letter on a topic related to an underreported

global health inequity or a health inequity occurring currently in America. These inequities may be tied to recent funding cuts. The writing they produce should:

1. Be 500-600 words.
2. Be about a current global or local health inequity affecting a vulnerable population.
3. Make use of the three Modes of Persuasion we studied in class (ethos, logos, pathos).
4. Identify and refute a counter-argument.
5. Use a Pulitzer Center article as one form of evidence.
6. Use at least two other pieces of evidence (anecdote, reporting, direct quotes from interviews, recent students, etc.).
7. Include a "Call to Action" – steps readers or the recipient of the letter can/should take to address the health inequity being explored.

After reading, discussing and analyzing their assigned article from *The Children Left Behind* series, students will study the three main rhetorical devices or persuasion (ethos, logos, and pathos). They will use the Pulitzer Center archives to find a global health story that intrigues them. Finally, they will write an open letter on the topic, using at least one Pulitzer Center article as evidence to advocate for a specific change or "call to action" they'd like to see undertaken.

Assessment

1. I will check the students' Article Analysis Template for Completion.
2. I will observe students' jigsaw lesson discussions to make sure each class member speaks/shares.
3. I will assess student exit cards to make sure they are making robust connections between articles and seeing how funding choices made by the United States government impact communities all over the globe.
4. I will assess their open letter writing pieces using the list above and one of the rubrics in my folder.