

Lesson Overview

Grade Level(s)	Grade 5
Subject(s)	Spanish full immersion/ Spanish 1 and Spanish 2
Lesson Summary	Elementary Spanish immersion students engage deeply with reporting on insulin access through text analysis and a virtual journalist visit in order to create and present their own health advocacy campaigns.
Standards	Atlanta International School Primary School - Grade 5 Language and Literacy Learning Outcomes Interpersonal Communication: WRITING - L1 - L2 Oral Language: • Participate in sustained conversations and discussions, expressing and justifying opinions • Listen actively and respond appropriately to others' ideas • Use academic vocabulary and subject-specific terminology accurately • Ask and respond to questions to clarify understanding and extend thinking Reading: • Read and comprehend informational texts for specific purposes • Identify main ideas and supporting details in non-fiction texts • Analyze author's purpose, perspective, and bias • Make connections between texts and real-world issues • Synthesize information from multiple sources • Evaluate evidence and draw conclusions Writing: • Write for different purposes (persuasive letters, informational articles, speeches) • Adapt writing style and tone for different audiences • Use appropriate text structures and organizational features • Elaborate and clarify ideas using evidence and examples • Use academic vocabulary and domain-specific language • Use sentence starters and connectors to create cohesion • Edit and revise work based on feedback • Apply conventions of grammar, spelling, and punctuation Viewing and Presenting: • Create visual materials to communicate ideas effectively

	● Use visual aids to support oral presentations ● Adapt presentations for different age groups and audiences ● Interpret and analyze visual information (graphs, infographics, images) Thinking and Inquiry: ● Use thinking routines to deepen understanding and reflection ● Ask open-ended questions that promote critical thinking ● Identify multiple perspectives on complex issues ● Make connections between personal values, identity, and action ● Reflect on learning process and growth as a learner Social Responsibility and Action: ● Understand how language can be used to advocate for change ● Use persuasive language techniques effectively ● Communicate ideas about social justice and equity ● Collaborate with peers to plan and execute action ● Share learning with wider community
Focus Pulitzer Center news story/stories	“ ¿Cuánto cuesta realmente producir insulina? ” by Fabiola Torres, Alicia Tovar and Pamela Huerta
Notes on Context	This lesson is designed for an international Grade 5 dual language (Spanish/English) cohort with diverse cultural backgrounds. It connects global journalism to local inquiry, helping students link health equity issues in Latin America to broader questions of fairness, empathy, and civic responsibility within our school community. This lesson follows the previous unit of inquiry on descriptive writing (The Letter Contest) and serves as a reflection of learning.

Lesson Plan

Lesson Objective(s) or Essential Question(s)

Guiding Questions

- How are healthcare systems connected to individual health outcomes?
- What is our responsibility when people cannot access life-saving medicine?
- How can investigative journalism inform our understanding of health equity?
- How can we deepen our inquiry and take more informed action based on prior learning?
- What does “Taking Action” mean?
- What is the purpose of raising our voices?
- How can we make an impact and advocate for change?
- How can we understand and learn from an activist perspective?
- How can we examine issues through activist lenses?

Objectives (Students will be able to)

- Analyze the relationship between pharmaceutical pricing, public policy, and patient access to insulin in Peru, the U.S., and globally.
- Evaluate multiple perspectives on healthcare access through the lens of investigative journalism.
- Build on prior learning from their first interviews with Fabiola Torres to identify actions they can take as students.
- Create advocacy projects that demonstrate understanding of health equity issues and propose informed actions.
- Develop as activists by raising their voices on issues of social and health justice.
- Write persuasive essays to communicate their ideas effectively.
- Write formal letters advocating for change or awareness on health equity issues.

Focus Pulitzer Center News Story/Stories

Primary Resource

- “¿Cuánto cuesta realmente producir insulina?” by Fabiola Torres, Alicia Tovar and Pamela Huerta
 - Focus countries: Peru - US
 - Multimedia components: text reporting, infographics, photos, and audio
 - **Key Context from the Resource:**
 - Three pharmaceutical companies (Eli Lilly, Novo Nordisk, and Sanofi) dominate the global insulin market

- 75% of people with diabetes live in low- and middle-income countries, yet they have the least access to insulin (WHO)
- Patients often spend an entire minimum wage to obtain insulin, which is not always available in public pharmacies
- Recent insulin price reductions in the United States have not benefited Latin American countries
- “La salud es un derecho fundamental de todo ser humano.” (OMS, 1946)
- “Toda persona tiene derecho a asistencia médica.” (ONU, Artículo 25)

Additional Resources

- Follow-up virtual interview with journalist Fabiola Torres (building on students' successful first interview), revisiting their questions during the interview.
- Think Pair and Share Thinking routine

Introducing the Lesson

In these 7 lessons, students move from curious inquirers to active changemakers. Building on their interview with journalist Fabiola Torres about “How Much Does It Really Cost to Produce Insulin? (Spanish)”, students are ready to turn understanding into action. They have explored how pharmaceutical companies make life-saving insulin inaccessible for millions of people and reflected on the social, economic, and ethical implications of healthcare inequity. As a result, students decided not only to participate in the [Pulitzer Center Letter Contest](#) but also to extend their impact by sending letters to as many stakeholders as possible—both in Peru and the United States. To ensure their voices reach decision-makers who can effect change, students created a contact list with the support of AI tools.

Throughout this unit, students actively use their language skills across all domains—they read, analyze, write, and share ideas orally—while applying critical thinking to real-world issues. Most importantly, they are learning how to become activists and take meaningful action by advocating for change through their letters. The lessons culminate in advocacy projects that students will design and share with peers from Grades 2 through 7. This unit emphasizes empathy, civic responsibility, and project-based learning, empowering students to see themselves as informed, capable participants in society. They learn to analyze complex systems, evaluate multiple perspectives, and take thoughtful action to promote health equity and social justice.

Anticipatory Work

As part of our unit of inquiry on the human body, my students had the opportunity to interview journalist Fabiola Torres. This experience connected to our central idea that the effective interaction between body systems contributes to health and survival. Through the interview, students explored how body systems work, how they are interconnected, and how lifestyle choices impact overall health.

Questions During the Virtual Visit with Fabiola Torres (18 y 19 September 2025)

- Students examine Torres's infographics, photos, and audio components:
 - What information do the visuals communicate that text alone cannot?
 - How do the photos help you understand patients' experiences?
 - What new questions or ideas arise from seeing the multimedia materials?

Daily Activities

Days 1-2 (Provocation and Tuning In: Reflecting on Prior Learning)

Objective: Honor students' prior work with Fabiola Torres.

Preparation: During this lesson students will use the Thinking Routine [I used to think... now I think...](#) and [I see, I think and I wonder](#)

- Group Reflection: In groups of 4, students reflect on their interview with Fabiola Torres.
 - ◆ Time: 20 minutes
 - ◆ Visible Thinking Routine: *I see - I think - wonder*
 - ◆ Visible Thinking Routine *Connect - Extend - Challenge*
 - ◆ Process: Each student shares their ideas. Groups present main learning highlights. The teacher collects key ideas on a shared document.
- Sentence Starters:
 - "When we first interviewed Fabiola Torres, I see - I think - I wonder..."
 - "After our first interview and learning more about body systems, now I see - I think - I wonder"
 - "New questions I have after reflecting on what we learned..."
 - "I extend"
 - I connect
 - I challenge
- Reading Comprehension Activity: Students work in groups to explore "[Preguntas de comprensión](#)" for a deeper understanding of the article based on the key concepts. They practice paraphrasing in their responses.
- Individual Reflection in writing: Students build their understanding of the article using the Thinking Routine: *See-Think-Wonder* (oral presentation)
 - ◆ Visuals: Display a powerful image or infographic from Torres's multimedia project showing the insulin oligopoly or patient experiences in Peru.
 - ◆ Process: Teacher asks 3 students to share their observations. Students begin structuring sentences; teacher collects main ideas.
 - ◆ Prompts:
 - What do you see?

- What do you think is happening?
- What does it make you wonder?
- How does this connect to what we learned in our first interview with Fabiola?

Day 3 (Reading the Article: Patient Perspective)

Objective: Understand the imbalance in insulin pricing and the reasons behind it.

- Article Close Reading:
 - ◆ In groups of 10 (teacher-supported), students read and discuss the article.
 - ◆ Highlight key ideas:
 - Yellow: Key concepts of *cause*
 - Green: Key concepts of *function*
 - Pink: Key concepts of *responsibility*
 - ◆ Underline connections to other human rights. Circle evidence.
- Revisit the Comprehension Questions: Oral presentations

Day 4 (Human Rights Connection)

Objective: Connect healthcare access to human rights.

- Students watch a [video](#) on [El derecho a la salud](#) – OMS y ONU:
 - ◆ “La salud es un derecho fundamental de todo ser humano.” (OMS, 1946)
 - ◆ “Toda persona tiene derecho a asistencia médica.” (ONU, Artículo 25)
- Students take notes and define their understanding of how healthcare connects to human rights.
- Using the *Headlines Thinking Routine*, students create headlines that will later be used in their advocacy letters.

Day 5 (Understanding Activism)

Objective: Explore how students can use their voices to act against healthcare inequalities.

- Watch BrainPOP video about [Malala](#) and a video on “[Reducción de las desigualdades](#)”.
- Students take notes in journals using the *2x10 Thinking Routine*, collecting academic vocabulary connected to activism.

Day 6 (Academic Language & Understanding the Pharmaceutical Industry)

Objective: Understand insulin production and the role of the Big Three. Using an Adaptation presentation of the article made with the recollection of students' teacher comments. ([In Canva Slides](#))

- Introduce concepts: oligopoly, patents, generic medicines, pricing strategies.
- Discuss: What happens when only three companies control a life-saving medicine?
- Activities:
 - ◆ Students collect main points from the article on the [Pulitzer Center graphic organizer](#).
 - ◆ Review the purpose of advocacy letters and persuasive writing strategies.
 - ◆ Teacher provides the [letter contest guide](#) and presents formal letter format, sentence stems, important nouns, adjectives, and persuasive connectors.
 - ◆ Students read the [guidelines](#) in groups and highlight their new questions.
 - ◆ Students compile [possible representatives from multiple stakeholders](#) where the paper letter

will be sent.

Day 7 (Becoming an Activist: Writing Letters)

Objective: Students begin formal advocacy work.

- Set up Google Classroom announcement for the activity.
- Students use vocabulary and sentence stems to draft letters.
- Teacher posts all resources; students work in groups of 10 with teacher support.
- Students compile letters and collect recipient addresses.

Day 8 (Editing and Submitting Letters)

Objective: Refine advocacy letters using rubric guidance.

- Students edit and correct letters individually with teacher support (1:1).
- Ensure each paragraph follows formal letter structure; highlight key vocabulary.
- Submit letters using the Local Letters for Global Change – [2025 Contest Entry Form](#).

Days 9-10 (Reflection and Celebration)

Objective: Reflect on the advocacy process.

- Students write reflections: “[After writing my letter, I’m inspired to...](#)”
- Highlight key ideas in headlines.
- Use PZ Routine *Values, Identities, Actions* to reflect on their activist learning.
- Letters are printed and prepared for mailing.

Days 11 -12 (Sharing Student Work and celebration)

Objective: Students share their learning with younger grades.

- Present advocacy projects to Spanish classes (Grades 3–4).
- Students act as mentors and communicators, sharing evidence and reflections.
- Host a reflection and celebration event.
- Students recognize their growth as researchers, writers, and activists.

Exploring the Resource(s)

Comprehension Questions (During Reading / Resource Exploration)

Function:

- According to Torres's reporting, how does insulin function in the human body?
- What happens when someone cannot access insulin?
- How is this similar or different across Peru, Mexico, and Colombia?

Connection:

- What connections does Fabiola Torres make between the Big Three pharmaceutical companies (Eli Lilly, Novo Nordisk, and Sanofi), government policies, and patients’ experiences across the three countries?

Perspective:

- Whose voices does the journalist include in her reporting?
- Compare perspectives from Peru, Mexico, and Colombia. What patterns do you notice?

Evidence:

- Torres reports that patients often spend “an entire minimum wage” to obtain insulin. What does this mean?
- Find specific examples from each country.

Responsibility:

- Based on the article, who has responsibility for ensuring people can access insulin?
- What different perspectives exist on this question?
- How might pharmaceutical companies, governments, and international organizations each view their responsibility?

Comparison:

- How is the insulin crisis similar across Peru, Mexico, and Colombia?
- How is it different?
- What might explain these differences?

Visuals / Multimedia:

- What information do the visuals (infographics, photos, audio) communicate that text alone cannot?
- How do the photos help you understand patients’ experiences?
- What story does the audio tell?

Formal Letter Structure

Paragraph 1 – Introduce Yourself:

- Who are you? Why are you writing? What is the problem?

Paragraph 2 – Present Evidence:

- Useful phrases:
 - “Según el artículo del Pulitzer Center...”
 - “Los datos demuestran que...”
 - “En otras palabras, esto significa que...”
 - “Esta situación contradice el derecho humano a la salud.”

Paragraph 3 – Personal / Community Connection:

- How does this affect your community?
- Do you know someone with diabetes?
- What happens in Peru or the U.S.?

Paragraph 4 – Proposed Actions:

- What can the recipient do?
- Suggest 2–3 specific solutions.
- Mention legal or ethical responsibilities.

Paragraph 5 – Conclusion / Call to Action:

- Summarize your main message.
- Strong call to action and inspiring closing statement.

Processing the Resource(s)
Small Group Discussion Questions: 1. How does Torres's reporting help you understand the connection between body systems and healthcare systems across three different countries? 2. What is an "oligopoly," and how do the "Big Three" pharmaceutical companies affect patients in Latin America? 3. Torres shows that insulin price reductions in the United States didn't benefit Latin American countries. Why do you think this happened? 4. What surprised you most about the similarities or differences between Peru, Mexico, and Colombia? 5. How has your thinking changed since our first interview with Fabiola Torres? 6. What deeper questions do you have now that you've learned more?
Performance Task(s)
Students demonstrate their deepened understanding by creating an advocacy project that connects body systems knowledge with health equity action. Building on both interviews with Fabiola Torres, they chose from multiple formats based on their strengths and interests: Success Criteria (Co-constructed with Students): • Demonstrates understanding of how diabetes affects body systems (especially the endocrine system) • Uses specific evidence from Fabiola Torres's reporting • References insights from both interviews with Torres • Shows understanding of the connection between healthcare systems, pharmaceutical companies, and patient outcomes • Reflects on responsibility and proposes informed action based on deepened understanding • Communicates clearly and persuasively to the intended audience • Includes multiple perspectives (from PZ Thinking routines) • Demonstrates growth in thinking from the beginning of the unit to now
Assessment
Formative Assessment (Throughout the Lesson): 1. Thinking Routine Documentation: Collect student responses from See-Think-Wonder, Identity, Value and Action, and I Used to Think... Now I Think (both versions). Look for evidence of evolving understanding and growth from first interview to second. 2. Double-Entry Journals: Review for comprehension, text evidence use, personal connections to body systems, and comparative analysis across countries. 3. Interview Participation and Growth: Observe student engagement during question generation and

both interviews. Note the quality of questions, active listening, and sophistication of thinking in the second interview compared to the first.

4. **Discussion Observations:** Use a checklist to track ATL skills: Are students stating opinions respectfully? Listening to others' perspectives? Taking on different roles in group work? Making connections to prior learning?
5. **Reflection on Learning Journey:** Review students' reflections on how their thinking has evolved from the first interview to the second interview to the final project.

Self-Assessment:

Additional Self-Reflection Questions:

- How did interviewing a real journalist twice help me understand investigative journalism?
- What did I learn about asking good questions?
- How has my understanding of responsibility changed?
- What would I like to investigate next?

Teacher Assessment:

In addition to the rubric, provide narrative feedback addressing:

- Demonstration of Learner Profile attributes (Balanced, Open-minded)
- Evidence of Social Justice Standards (Identity, Diversity, Justice)
- Quality of engagement with journalist and authentic learning experience
- Depth of inquiry and sophistication of questions over time
- Next steps for continued inquiry and action

Evidence of Learning/Action:

- Participation in discussions and both journalist interviews
- Quality and sophistication of questions in second interview compared to first
- Quality of advocacy project demonstrating deepened understanding
- Demonstration of social justice awareness and growth
- Connection to lifestyle choices and body system health
- Evidence of social entrepreneurship thinking
- Reflection on learning journey and evolution of thinking

Rubrics

- [Rúbric: Cartas Locales Para el Cambio Global concurso de escritura](#)
- [Rubric INQUIRY-DRIVEN TEACHING AND LEARNING: A general rubric](#)
- Reflection on the learning journey and the evolution of thinking