

Lesson Overview

How many days are needed to teach this lesson?	2
Grade Level(s)	10th
Subject(s)	English Language Arts
Lesson Summary	In this lesson, students will read, discuss, and annotate various articles supported by the Pulitzer Center and connect the central global issue to a local issue. Once students have answered a set of questions within small groups, they will create a poster paper with their responses using markers. These questions will include evaluating what the issue is, whose voices are featured in the story, which voices are missing, and possible solutions to help address the problem. Then, students will find an article from a local outlet that connects the issue to their community. Once these posters are created and the articles are printed, students will post them around the room so they can engage in a gallery walk, read each other's responses, and engage in a silent discussion: students will use sticky notes to reply to responses on the article and generate questions about peer-found articles, bringing the global or national issue to a local context.
Standards	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.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Focus Pulitzer Center news story and news outlet	"The Venezuelan Migrant Experience – in Colombia, in Chicago," <i>Democracy Solutions Project</i> for WBEZ Chicago, by Meha Ahmad, Chip Mitchell, Sasha-Ann Simons, and Anthony Vazquez

	“Farmworker Housing in America” by Sky Chadde and Esther Honig for <i>Investigate Midwest</i> “Neglected and Exposed: Toxic Air Lingers in a Texas Latino Community, Revealing Failures in State’s Air Monitoring System,” by Jimmy Evans, Greta Díaz González Vázquez, Alejandra Martinez, Go Nakamura, Wendy Selene Pérez, and Danielle Villasana “Uncovering Deaths in Pennsylvania Jails” by Brittany Hailer and Joshua Vaughn for <i>The Patriot News</i> “Choctaw Nation Found a Better Way To Deliver Harm Reduction. It’s Working.” <i>Addiction Care in Native American Communities</i> by Alyse Wilde for <i>Native News Online</i>
Identify the theme/idea/issue connecting the Pulitzer Center article to your community	Each of these topics is relevant in our community, neighborhoods, around the country, and world. Granger specifically has an exceptionally high number of migrant farmworkers, has a high number of overdoses, is disproportionately burdened by the impacts of air pollution, and has many people of color dying in local jails and prisons.
What additional news outlet(s) in your city/state/region will students learn about in the learning experience?	The Yakima Herald-Republic, KIMA CBS Yakima, <i>Local News Now</i>, The Tri-City Herald, and the Sunnyside Sun Students will use these resources on Day 1 to create their gallery walk poster. After reading and responding to their assigned Pulitzer Center article, students will be required to find a local article dealing with the same topic (migrant housing, deaths in jails, overdosing, etc).
Content Advisory (optional)	This lesson may contain some information that may be emotionally difficult for some students, as the articles deal with prison deaths and mistreatment of people due to their cultural background or skin color.
Notes on Context	My student population has a high percentage of ELL (35 %+), Migrant (20 %+), Hispanic (90 %+), and low-income (95%) students. This was important in the selection of the articles compiled for student use and the gallery walk.

Lesson Plan - Day 1

Essential Question

- How do we read to evaluate and understand a specific issue?

Resources & Materials

Pulitzer Center News Stories:

["The Venezuelan Migrant Experience — in Colombia, in Chicago."](#) *Democracy Solutions Project* for WBEZ Chicago, by Meha Ahmad, Chip Mitchell, Sasha-Ann Simons, and Anthony Vazquez

["Farmworker Housing in America"](#) by Sky Chadde and Esther Honig for *Investigate Midwest*

["Neglected and Exposed: Toxic Air Lingers in a Texas Latino Community, Revealing Failures in State's Air Monitoring System,"](#) by Jimmy Evans, Greta Díaz González Vázquez, Alejandra Martinez, Go Nakamura, Wendy Selene Pérez, and Danielle Villasana

["Uncovering Deaths in Pennsylvania Jails"](#) by Brittany Hailer and Joshua Vaughn for *The Patriot News*

["Choctaw Nation Found a Better Way To Deliver Harm Reduction. It's Working."](#) *Addiction Care in Native American Communities* by Alyse Wilde for *Native News Online*

Additional Resources:

- ["See, Think, Wonder."](#) from *Harvard Project Zero*
- Teacher-created rubric for Gallery Walk activity
- Teacher-created exit ticket

Materials:

- Poster board
- Paper

Warm-up/Opening

1. Ask students a series of questions about local journalism:
 - a. Can you brainstorm 3 local media outlets that you watch, read, or listen to?
 - b. What makes something *local*? (Have students define what local means to them. Write these keywords on the board.)
 - c. What national outlets, platforms, or resources do you follow for current events? (Try to get 5 or 6 responses on the board.)

d. Which ones are the most credible and why?

2. Once they have shared these answers, explain that for this lesson, they will be reading a variety of national stories that deal with issues that can be found in any local community.
 - a. Have students share the types of issues that might be found across the country (homelessness, drug use, domestic violence, gangs, etc.).

***Educator note: Don't limit their answers; depending on the community, some students may find a plethora of responses because that is what they see in their town, even if the issue might not be as prominent in other areas of the US.*

Preparing to Engage with the Focus Resource(s)

1. Have students get into groups of 3 or 4 and provide each group with a different Pulitzer Center-supported article. Provide the group with a couple of copies of their assigned article.
2. Have students make predictions based on the title and the pictures in the article using the [See, Think, Wonder strategy from Harvard's Project Zero](#).
3. As they discuss their articles, circulate the room and listen to what they are describing and wondering based on what they see. Ask follow-up questions to encourage higher-order thinking, such as, 'Why do you think that?' 'What makes you say that?' or 'How did you come to that idea?'

Exploring the Resource(s)

Hold time for students to read, annotate, and analyze their articles.

1. Give each student a highlighter and have them *read with the grain*, meaning, not questioning what they read.
 - a. Have them mark information provided that has the intention of getting readers to think or feel a certain way.
 - b. Have students put a "+" if it is a positive feeling/thought, and a "-" if the student thinks the information highlighted produces a negative feeling or thought.
 - c. Students should circle words they do not know.
2. Using a different color highlighter, students will re-read the text *against the grain* by selecting phrases that they question.
 - a. Students should write a minimum of 3 of their questions in the margins.

Processing the Resource(s)
Pose these questions to help students process their assigned article • What is the article about? • Do you think the problem will get better or worse for these people? Why do you think this way? • How does this relate to our community? • What solutions can you think of for this situation? • Why do you think it is impacting this specific group of people? • Can you think of anything in history that is similar to this?
Performance Task(s)
<u>Preparation:</u> Students will create a poster paper that responds to the following prompts: • Summarize this article. • Explain why the problem (homelessness, drug use, pollution, etc.) is a problem. • Describe what they learned • Evaluate the author's stance on the issue (for/against and why; how do they know this?) • Find, print, and paste a local article from our geographic location dealing with the same issue. Students will use the listed local news outlet resources in the additional resources section of this lesson plan. The Yakima Herald-Republic, KIMA CBS Yakima, Local News Now, The Tri-City Herald, and the Sunnyside Sun
Assessment
**Educator note: Create a rubric evaluating the five components of the performance task. Share the rubric with students while introducing the task. <u>Exit Ticket:</u> Have students respond to the question with a list of 3 takeaways: <i>What did you learn today?</i> **Educator note: Review the exit ticket to determine if there needs to be reteaching at the start of the next lesson before preparing for the gallery walk.

Lesson Plan - Day 2

Essential Question

- Why is it important to read both national and local articles to draw connections?

Resources & Materials

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Additional Resources:

Teacher-created rubric for Gallery Walk activity

Materials:

- Poster board
- Paper
- Sticky notes

Warm-up/Opening

1. After completing Day 1 and reviewing the exit slips, determine what needs to be re-taught .
2. Hold time for students to finalize their posters and hang them around the room.

Performance Task

Part 1 - Gallery Walk Activity:

Students engage in a structured gallery walk.

1. Explain to students that they will then be engaging in a gallery walk. Students will review and engage with each other's posters using sticky notes.
 - a. They will remain in their groups, reading and reviewing one poster at a time. Each student must formulate an opinion on what they read, write that opinion on a sticky note, then place the sticky note on the poster without covering up any information.
 - b. In addition to a response, they must use a second sticky note to write a question about the local article. As a group, they only need to come up with one question.
2. Provide each student with a pad (or a few) of sticky notes. Try to give each group a different color if possible; if not, have each person in each group put their group number on their stickies. Because there should be 3-4 people in each group, they do not need to put their names on their sticky notes; This will help students comfortably share their thoughts.
3. After experiencing this and helping students through the first poster, have them rotate around the room, repeating the process. Put a timer in the front to help groups stay focused and use the time responsibly.

Part 2 - Silent Discussion:

Students will rotate through the gallery walk for a final time, responding to sticky note questions posted from the previous activity. Hold less time for this activity than the gallery walk activity.

1. Instruct students to find their poster in the gallery.
2. They should respond to the sticky note questions created by their peers. Each student from the group should respond to at least one of the questions attached to their poster. Ensure students stick their responses at the bottom of the appropriate question sticky note when responding.

***Educator note: If time allows, hold more than one rotation of this discussion format. In total, at least 3 rotations (1 for the original and 2 for the discussion) should be completed. Adjust the time based on your students' needs.*

Recommended time is 45 seconds.

Assessment

Posters will be formally assessed, while the gallery walk and discussion will be informally assessed through

observation.

- Create a rubric to assess student learning and engagement with their original article. Posters should be assessed using a checklist of criteria based on the required pieces stated in the lesson.
- Assess the silent discussion by reviewing the sticky notes placed on each poster. Because the stickies are anonymous but connected to each specific group, check in on the posters after two rounds and make sure each group is on task. Teachers can also follow along with a group if there are concerns about participation or understanding of the task.