

Lesson Overview

Lesson Title	Global Issues, Local Context Workshop: News for Civic Knowledge and Engagement
How many days are needed to teach this lesson?	3
Grade Level(s)	11th-12th
Subject(s)	IB Global Politics
Lesson Summary	Students will do the following: • choose a story by a Pulitzer Center reporter taken from this list • identify the specific political issue in the article, different local and global stakeholders and how they are involved. A political issue deals with the concept of power and how different stakeholders are not only impacted, but also how they work to address the issue. • explain the causes and effects of the chosen political issue on both a local (preferably Philadelphia) and global level • examine the role of news outlets in informing communities about the local context of global issues • address possible solutions to the political issue and what stakeholders could be involved/are involved in those solutions • develop a 45 minute lesson (workshop) for a World History class with at least one interactive activity (e.g. discussion, simulation) as part of your presentation
Standards	PA State Standards: CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Focus Pulitzer Center news story and news outlet	“In New England, Climate Change Is Moving Fast. The Fishing Industry Is Not” by Barbara Moran and Duy Linh Thu for WBUR in Boston, MA

	Students will choose an article from the list curated by the Pulitzer Center for the Reporting for Global Issues, Local Contexts Fellowship.
Theme/idea/issue connecting the Pulitzer Center article to your community	How can students analyze the impact of issues on both a local and global level, and what is the role of news outlets in informing communities about the local context of global issues?
What additional news outlet(s) in your city/state/region will students learn about in the learning experience?	Local Outlets: Philadelphia Inquirer, Philadelphia Tribune, WHYY, Phillyvoice
Content Advisory (optional)	Students will be selecting lessons from a list of articles provided by the Pulitzer Center. Some of the selected articles may have triggering content. Students should not feel obligated to engage with specific articles that they may find potentially triggering.
Notes on Context	I teach an 11th and 12th grade IB Global Politics class at an urban magnet school that draws students representing the diversity of Philadelphia.

Lesson Plan

Lesson Objective(s) or Essential Question(s)
• What are the causes and effects of political issues on both a local and global level? • What is the role of news outlets in informing communities about the local context of global issues? • What are possible solutions to the political issue and what stakeholders could be involved/are involved in those solutions?
Focus Pulitzer Center News Story/Stories
“In New England, Climate Change Is Moving Fast. The Fishing Industry Is Not” by Barbara Moran and Duy Linh Thu for WBUR in Boston, MA Additionally, students will be picking articles from this document of suggested stories, provided by the Pulitzer Center.
Introducing the Lesson
In this lesson, students will work in teams to read an article by the Pulitzer Center and examine how local and global stakeholders are impacted by a political issue. Students will conduct additional research using local and international news sources to analyze the political issue on a global and local level. Students will then design a 45-minute lesson that aims to communicate their findings to a 9th grade World History class.
Warm-up/Opening
1. Ask students to read the news story, “In New England, Climate Change Is Moving Fast. The Fishing Industry Is Not” by Barbara Moran and Duy Linh Thu for WBUR in Boston, MA [middle school/hs] (video, audio, photography) 2. Define the term “political issue” for students. Explain to students that a political issue deals with the concept of power and how different stakeholders are not only impacted but work to address the issue. 3. Have students identify the political issue in the article “In New England, Climate Change Is Moving Fast. The Fishing Industry Is Not” by Barbara Moran and Duy Linh Thu for WBUR in Boston, MA . Also have them identify the news outlet (WBUR in Boston, MA, a local New England radio and digital outlet). 4. Next, have students make a Venn diagram: a. Label one side “local” and the other side “global.” Brainstorm different local and global stakeholders mentioned in the article, and the ways they are impacted by the political issue or are trying to do something about the political issue. List those stakeholders in the corresponding section of the Venn Diagram.

- b. Brainstorm other local and global stakeholders not mentioned and how they are impacted/what they could do. Write them in the corresponding section of the Venn Diagram.
- c. Ask students, “What connections do you see between the local and global? Write those in the center of the Venn diagram.”
- d. Ask students, “What impact would this political issue have on Philadelphia? Write your answer in the center of the Venn diagram.”
- e. Ask students to consider the specific source they have read and discuss the following:
 - Why would this specific new outlet report on this issue for their audience?
 - How do journalists use different forms of media (video, audio, photography) to cover the issue?
 - Does the outlet seem to have a particular bias toward covering the news?
 - What other information do you feel the news source could have included to show the impact of the political issue on both a local and global level?

Preparing to Engage with the Focus Resource(s)

Explain to students that they will be picking a news article from the Pulitzer Center and working in teams of four to identify the political issue present in the article, local and global stakeholders connected to the issue, and how those stakeholders are impacted by the political issue.

Exploring the Resource(s)

Have students get into groups of four, pick an article from [the list of Pulitzer Center articles](#), read the article they selected, and then identify the political issue present in the article.

Working in their groups, students should then find the following:

- At least one additional local news article on the political issue they identified in their selected Pulitzer Center article. The article should be taken from a credible local news source (e.g. in Philadelphia, this could include WHYY, Inquirer, Philadelphia Tribune) Students can search for an article using the [site Find Your News](#). In doing so, students should try to find an article that addresses how the political issue affects their local municipality, but they can broaden their search if they can't find a local connection (e.g. students in Philadelphia could explore how the issue impacts another part of Pennsylvania or a nearby state).
- At least one additional news article on the political issue taken from a credible international news source (e.g. New York Times, The Guardian).

Processing the Resource(s)

Students should read the three articles they selected and answer the following on a shared document:

1. What is the specific political issue in the articles?
2. What are some overall causes and effects of the issue on both a local and global level?
3. Who are different local and global stakeholders involved? How are they impacted by the political issue?
4. Where are some specific places on a local, national, and global level that are impacted by the issue (e.g. another town, a different state, or another country)? How are they impacted?
5. Who are some specific stakeholders in Philadelphia that are impacted? How are they impacted?
6. What are some concepts in IB Global Politics that connect to the issue?
7. What are some possible solutions to the political issue and what stakeholders are involved in implementing solutions?
8. What are some other solutions and how would stakeholders be involved?
9. Evaluate the local and international sources you used. Answer the following:
 - What did each source focus on? What biases were apparent from the source?
 - What other information do you feel the news source could have included to show the impact of the political issue on both a local and global level?
10. Cite each article in MLA format. In doing so, identify which articles are from local news sources and which are from an international news source.

Performance Task(s)

1. Students should make a poster on a sheet of newsprint answering the questions above. Students will illustrate their answers with at least six charts or images. They should also include a map of important locations, as well as captions. The images can be drawn or printed out. Students should identify all news sources that they used. Students will do a gallery walk using the posters, analyze the posters created by their classmates, and then use their analysis to brainstorm ideas on how their group can create a workshop on the political issue for a 9th grade World History class.
2. **Students will develop a 45-minute workshop for a 9th grade World History class with the following:**
 - An **interactive opening (hook) or main activity** that will help the students learn about the selected topic (e.g. debate, simulation, etc.)
 - A **Google Slideshow with directions for their activities and answers to questions researched in Part One** (they don't have to talk about specific IB concepts in the presentation since students in World History are not expected to know them).

Organizing the Group: Each member of the group should take on one of the following roles in preparing and presenting the workshop.

- **Student #1:** Explain the context of the issue including specific stakeholders involved, any local, national, and international locations discussed in the presentation and why it is important on a local and global level
- **Student #2:** Explain the causes of the political issue and its impact on any identified stakeholders
- **Student #3:** Explain the effects of the political issue and its impact on any identified stakeholders
- **Student #4:** Explain possible solutions to the issue

Students should also have students ready to give directions for any interactive parts of the workshop.

To plan the workshop, students will write a group lesson plan on a shared document that includes the following:

1. **Goals:** What do you want your students to understand about your political issue and **how it connects on a local and global level?** Why do you want your students to understand these things? **At the start of the lesson, you will address the following to the students as a large group:**

2. **Introduction:** Explain who you are, what you are going to do. (You may also want to ask the class what they know about the topic to get a sense of where they are coming from.)

- **EXPECTATIONS:** Come up with 3-5 expectations for the class that will help your presentation run smoothly (ex. raising hand).

3. **HOOK Activity:** Come up with a short interactive activity to get the class interested in the topic. This could include a poll, an activity, showing a video clip that gets students interested in the topic, etc.

- A. Who is leading? two people should be in charge; others should assist by giving out materials etc.
- B. How much time will it take?
- C. Materials you need?
- D. List STEP by STEP directions.

4. **Main Activity/Presentation:** This can be done as an activity or presentation. During this section you should address your group's answers to questions in the "processing the resource" section of the lesson plan. Consider the following as you develop this section of the plan:

- A. Who is leading each section of the presentation?
- B. How much time will it take?
- C. Materials you need?
- D. List STEP by STEP directions
- E. Make sure you define whatever IB Global Politics concepts you use

F. Discuss the specific local and international sources you used. Be sure to identify each source and the focus of the source (e.g. what story/stakeholders they emphasized). Identify any unique perspectives/biases that were present in the source. You may want to build an activity around this (e.g. a simulation where students study and/or role play different perspectives)

Tip for students: In general, it is not a good idea to speak the entire time without giving students visuals to look at or activities to do. For example, if you are going to lecture, you may want to stop at certain points and ask open ended questions.

5. Conclusion:

- A. How will you find out that your students understood the point of your lesson? Create a short “exit ticket” that you will collect that will give you a sense of what they learned. This could be in the form of a Google Form or something they write in class. Determine what questions to ask.
- B. Who is leading this section?
- B. How much time will it take?
- C. Materials you need?
- D. List STEP by STEP directions.

6. BACK UP ACTIVITY: (explain step by step)—What do you do if your hook or main activity flops?

Other Things to think about:

- What expectations do you have of the class for each activity? (rules)
- What will you do if the class does not follow your expectations?
- How will you know the class understands directions/goals of activities? BE CAREFUL OF VOCABULARY
- How are you organized? How will you set up?
- Make sure everyone knows their responsibilities for each activity. WHAT IF SOMEONE IS ABSENT?
- Anticipate how you want to organize the class. (ex. small groups)
- Are the activities related to each other and organized in a way that they flow together? Anticipate how you will make transitions between activities.
- How different are the activities? (ex. large group/small, discussion vs. game)
- Are there opportunities for everyone to participate?
- Anticipate that the students have different skills (ex. reading/writing levels, shyness, discipline)
- Anticipate energy level of students (ex. time of day and grade of students matter) – use hands on activities, break up lectures with questions or interactive work

Assessment
Student workshops will be graded using the following rubric: 1. Ability to examine political issue on a local and global level (4/4) 2. Ability to address required questions in Part One research using credible evidence (4/4) 3. Ability to engage audience and assess how well audience understands material (4/4) 4. Effective design of lesson plan and slide deck (4/4) 5. Ability to work as a team with group members in the construction and presentation of workshop (4/4)