

Unit Overview

Unit Length	11 days or 5 2-day lesson plans
Grade Level(s)/Subject(s)	<p>Middle School /Creative Writing</p> <p><i>**This unit was created for a gifted and talented class. You are welcome to modify or enrich this unit to your student's ability level.</i></p>
Unit Overview	<p>This unit focuses on exploring the intricate issues confronting White Mountain Apache Tribe (WMAT) communities on reservations. Through engaging essential questions, we will investigate themes such as socioeconomic disparities, environmental justice, legal complexities, and health concerns. This approach prompts students to analyze the historical, cultural, and systemic factors influencing these challenges ultimately fostering a holistic understanding.</p> <p>Students will develop and practice a range of critical skills throughout the unit. Research skills will be honed as students investigate historical documents, contemporary reports, and case studies, uncovering the lesser-known issues that are also happening inside WMAT communities. Collaborative skills will be cultivated through group projects, encouraging students to propose innovative solutions and participate in class discussions that promote respectful dialogue. Emphasis will be placed on communication skills as students present their findings, fostering an environment where diverse perspectives are valued.</p> <p>The pedagogical vision for this unit centers on cultivating empathy, cultural competence, and a sense of social responsibility. By delving into the less-explored issues or news within the WMAT communities, students will gain a profound understanding of the historical and contemporary complexities faced by these communities. The unit aims to inspire critical reflection on societal structures and encourages students to consider their roles in contributing to positive change.</p>
Objectives & Outcomes	<p><u>Objectives:</u>          Students will...</p> <ul style="list-style-type: none"> <li>● Gain a comprehensive understanding of the major issues facing the White Mountain Apache Tribe (WMAT), focusing on socioeconomic disparities, environmental justice, legal complexities, and health concerns</li> <li>● Articulate how these issues are interrelated and affect the community's overall well-being</li> </ul>

	<ul style="list-style-type: none"><li>● Engage with a range of materials from the Pulitzer Center website including articles, reports, interviews, and documentaries to gather a broad perspective on the issues</li></ul> <p><u>Outcomes:</u> Through this exploration, students will learn to...</p> <ul style="list-style-type: none"><li>● Identify biases, recognize diverse viewpoints, and validate information sources</li><li>● Reflect on their learning journey throughout the unit as measured by their essay outputs, recognizing changes in their perceptions and understanding of Native American issues, particularly those faced by the WMAT</li><li>● Cultivate their role as citizens in addressing or contributing to discussions about Indigenous issues</li></ul>
Standards	<p><a href="#">Arizona’s English Language Arts Standards – 8th Grade Writing Standards</a></p> <p><b>Text Types and Purposes</b></p> <p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

	<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information</p> <p>into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>8.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</b></p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>Production and Distribution of Writing</b></p> <p><b>8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>
--	---

	<p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> <p>8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature.</p> <p>b. Apply grade 8 Reading standards to informational text and nonfiction.</p> <p><b>Range of Writing</b></p> <p>8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Unit Resources (star Pulitzer Center Resources)</p>	<p><a href="#">“The Struggle for Food Sovereignty in Immokalee, Florida,” by Julia Knoerr for Civil Eats</a></p>

	<p><a href="#"><u>"I Don't Want To Perish Here': How Mandalika Special Economic Zone Drives the Locals Out of Their Source of Livelihood, by Adi Renaldi for Project Multatuli</u></a></p> <p><a href="#"><u>"Public Health Impact of the Drainage System in Lagos: A Photo Essay," by Precious Williams for <i>The Pulitzer Center</i></u></a></p> <p><a href="#"><u>"Forgotten Mothers of Arkansas: State With Worst Maternal Health Outcomes Fails To Support Postpartum Mothers," by Florence Middleton for <i>The Pulitzer Center</i></u></a></p> <p><a href="#"><u>"The Rise of Indigenous Doulas," by Jenna Kunze and Jessica Lázaro Moss for <i>Native News Online</i></u></a></p> <p><a href="#"><u>"Toxic Exposure Screenings: Vets Report Spotty Follow-Up on Questionnaire Meant To Boost Health Care and Benefits," by Rebecca Keel for <i>Military.com</i></u></a></p> <p><a href="#"><u>"How Physicians Are Preparing for Climate Change and Extreme Heat's Impact on Human Health," by William Brangham and Caleb Hellerman for <i>PBS NewsHour</i></u></a></p> <p><a href="#"><u>"A Sunday of Proactive Health and Education Support in Immokalee," Julia Knoerr for <i>Civil Eats</i> and <i>El Nuevo Herald</i></u></a></p> <p><a href="#"><u>"Next Generation of Doctors Prepares To Tackle Rural Health Care Shortage in West Virginia," by William Brangham, Caleb Hellerman and Matt Ehrics for <i>PBS NewsHour</i></u></a></p> <p><a href="#"><u>"The Battle for Vaccines," by Chloé Pinheiro for <i>Veja Saúde</i></u></a></p> <p><a href="#"><u>"The Health Care Challenges Pregnant Women of Color Face in Rural Areas," by Stephanie Sy and Maea Lenei Buhre for <i>PBS NewsHour</i></u></a></p> <p><a href="#"><u>"Native Leaders Are Watching New Lawmaker who Represents More Than Half of Arizona's Tribes," by Debra Utacia Krol for <i>AZ Central</i></u></a></p> <p><a href="#"><u>"Native Voters Confront Ballot Issues and Find Help on a Busy Election Day Across Arizona," by Debra Utacia Krol for <i>AZ Central</i></u></a></p> <p><a href="#"><u>"In Alaska, Tribal Governments Push for Larger Conservation Role," by Monique Brouillette for <i>Undark</i></u></a></p> <p><a href="#"><u>"The Extractive Industries Filling Public University Coffers on Stolen Land," by Tristan Ahtone for <i>Grist</i></u></a></p>
--	---

	<p><a href="#"><u>"Snack Giant PepsiCo Sourced Palm Oil From Razed Indigenous Land."</u></a> <a href="#"><u>by Elisângela Mendonça for <i>The Bureau of Investigative Journalism</i></u></a></p> <p><a href="#"><u>"EQT Says Fracked Gas Is a Climate Solution, but Scientists Call That Deceptive Greenwashing."</u></a> <a href="#"><u>by Quinn Glabicki for <i>Public Source</i></u></a></p> <p><a href="#"><u>"Adapting Our Food System to a Changing Climate."</u></a> <a href="#"><u>by Michelle Lotker</u></a> <a href="#"><u><i>PBS North Carolina</i></u></a></p> <p><a href="#"><u>"Conserving Land To Increase Climate Resiliency."</u></a> <a href="#"><u>by Michelle Lotker</u></a> <a href="#"><u><i>PBS North Carolina</i></u></a></p> <p><a href="#"><u>"North Carolina Agency Warns Anglers About Poisoned Fish,"</u></a> <a href="#"><u>by Melba Newsome for <i>Sierra</i></u></a></p> <p><a href="#"><u>"Alaska's Snow Crabs Suddenly Vanished. Will History Repeat Itself As Waters Warm?"</u></a> <a href="#"><u>by Trevor Hughes for <i>USA Today</i></u></a></p> <p><a href="#"><u>"Why Are Alaska's Rivers Turning Orange?"</u></a> <a href="#"><u>by Alec Luhn for <i>Scientific American</i></u></a></p> <p><a href="#"><u>"Podcast: How To Protect Our Planet: Learning From Indigenous Communities in Brazil."</u></a> <a href="#"><u>by Amanda Magnani for <i>OptOut News</i></u></a></p> <p><a href="#"><u>"Heat Waves Can Be Deadly for Those With Mental Health Issues."</u></a> <a href="#"><u>by Aryn Baker for <i>Time</i></u></a></p> <p><a href="#"><u>"Addiction Ravaged My Family and Tribe. I'm Fighting To Get Them Back."</u></a> <a href="#"><u>by Justin Maxon and Judith Surber for <i>The New York Times</i></u></a></p> <p><a href="#"><u>"How an Island in the Antipodes Became the World's Leading Supplier of Licit Opioids."</u></a> <a href="#"><u>by Peter Smith for <i>Pacific Standard</i></u></a></p> <p><a href="#"><u>"Surging Prescriptions, Deaths: Australia Faces Opioid Crisis,"</u></a> <a href="#"><u>by Kristen Gelineau for <i>The Associated Press</i></u></a></p> <p><a href="#"><u>"'Goon Squad' Officers Rack Up State Sentences in Mississippi Torture Case."</u></a> <a href="#"><u>by Nate Rosenfield and Brian Howey for <i>Mississippi Today</i></u></a></p> <p><a href="#"><u>"Native American Lives Are Tragic, But Probably Not in the Way You Think."</u></a> <a href="#"><u>by Daniella Zalcmán for <i>Mother Jones</i></u></a></p> <p><a href="#"><u>"Unearthing the Genocide of Native American Children,"</u></a> <a href="#"><u>by Brandi Morin for <i>Rolling Stone</i></u></a></p> <p><a href="#"><u>"Deaths in Pa. Jails Are Undercounted. Our Investigation Found Dozens of Hidden Cases."</u></a> <a href="#"><u>by Joshua Vaughn and Brittany Hailer for</u></a></p>
--	---

	<p><a href="#">PennLive</a></p> <p><a href="#">“Congress Pushes for Accountability As Abuse at Youth Residential Facilities Continues,” by Lee Road for Des Moines Register</a></p> <p><a href="#">“A Rare Look Inside One Mexican Cartel’s Fentanyl Operation, and How the Drug Reaches the U.S.” by Monica Villamizar and Zach Fannin for WPBS</a></p>
<p>Performance Task(s)</p>	<p><u>Formative Tasks</u>        For each lesson, students...</p> <ul style="list-style-type: none"> <li>● Work in small groups to produce presentations analyzing a global issue centered in Pulitzer Center reporting</li> <li>● Produce a multimedia essay that combines text, images, and possibly video to reflect on how the issues discussed affect their community or society at large and propose personal or community actions.</li> </ul> <p><u>Performance Task</u>        Students create an awareness campaign that educates the community about one of the major issues discussed in the Pulitzer Center articles, such as the effects of climate change on reservations or the impact of substance abuse on community health.</p> <ul style="list-style-type: none"> <li>● Students work in groups to research their chosen topic further, develop informative materials (brochures, posters, digital content), and plan a presentation or an event for the school or local community to disseminate their findings and recommendations.</li> <li>● Students develop and present a policy proposal that addresses a specific issue studied, such as improvements needed in mental health services on reservations or strategies to combat environmental degradation.           <ul style="list-style-type: none"> <li>○ In groups, students draft a detailed policy proposal, outlining the problem, proposed solutions, necessary resources, potential barriers, and benefits. They will then present their proposal to a panel of peers, teachers, or community members who simulate a governmental or organizational committee.</li> </ul> </li> </ul>

Assessment/Evaluation	<p>Formative Assessment Tools</p> <ol style="list-style-type: none"><li>1. <b>Group Discussions:</b> Engaging students in group discussions helps assess their immediate understanding of the content, ability to engage with peers, and skill in articulating their thoughts. This is used particularly after the reading sessions to stimulate reflection on the articles.</li><li>2. <b>Jigsaw Reading Activity:</b> This activity involves students reading different articles and then sharing their findings with peers. It serves as a formative assessment by allowing the teacher to observe how well students comprehend and relay complex information.</li><li>3. <b>Question and Answer Sessions:</b> Conducted during and after presentations, these sessions help clarify students’ understanding and encourage deeper inquiry into the topics discussed.</li><li>4. <b>Reflections and Quick Writes:</b> These short writing tasks prompt students to articulate their personal reflections and understandings of the economic issues discussed. They provide immediate insights into the student’s grasp of the subject matter.</li></ol> <p>Summative Assessment Tools</p> <ol style="list-style-type: none"><li>1. <b>Group Presentations:</b> Evaluating the presentations gives a conclusive measure of how well students have understood the global economic challenges and their ability to compare these with local issues on reservations. This assessment checks both knowledge and presentation skills.</li><li>2. <b>Reflective Essay:</b> Assigned as a homework task, the reflective essay requires students to synthesize and reflect on all they have learned throughout the unit. They must propose viable solutions to economic challenges, demonstrating higher-order thinking and mastery of content.</li><li>3. <b>Participation Assessment:</b> Student participation in discussions and activities is monitored throughout the lesson. This ongoing assessment contributes to the final evaluation, providing a holistic view of the student’s engagement with the course material.</li></ol> <p>**All rubrics are linked throughout the unit plan.</p>
-----------------------	---



**Economic Challenges on Reservations**  
*Estimated teaching time: 2 days*

**Lesson Objectives or Essential Questions**

Objectives:

- Students will understand the economic challenges faced by Indigenous communities on reservations, such as poverty and unemployment.
- Students will analyze how geographic isolation and inadequate infrastructure contribute to these economic issues.
- Students will compare and contrast the economic challenges on reservations with those in other marginalized communities worldwide.

Essential Questions:

1. What economic challenges are common among Indigenous communities on reservations?
2. How do geographic isolation and inadequate infrastructure exacerbate these economic issues?
3. In what ways do economic challenges on reservations compare to those in other marginalized communities globally?
4. What role do government policies and socio-economic planning play in either mitigating or exacerbating these challenges?

**Lesson Materials, Focus Texts & Resources**

Materials:

- Internet access for the Pulitzer Center articles.
- Projector and screen for presentations.
- Whiteboard and markers.
- Note-taking materials for students.

Resources and Texts:

[“The Struggle for Food Sovereignty in Immokalee, Florida,” by Julia Knoerr for \*Civil Eats\*](#)

[“I Don’t Want To Perish Here’: How Mandalika Special Economic Zone Drives the Locals Out of Their Source of Livelihood, by Adi Renaldi for \*Project Multatuli\*](#)

[“Public Health Impact of the Drainage System in Lagos: A Photo Essay,” by Precious Williams for \*The Pulitzer Center\*](#)

**Lesson / Activities**

**Day 1: Understanding Economic Challenges on Reservations**

Introduction (10 minutes):

1. Begin with a discussion on what students already know about life on reservations, focusing on economic aspects.
2. Introduce the lesson's objectives and essential questions, emphasizing the exploration of factors such as remote locations and inadequate infrastructure that impact economic challenges.

Article Reading and Analysis (30 minutes):

1. Provide students with the link to the Pulitzer Center article [“The Struggle for Food Sovereignty in Immokalee, Florida.”](#)
2. Instruct students to read the article individually, focusing on identifying key economic challenges highlighted in the text.
3. After reading, ask students to write down the main economic issues discussed and any contributing factors mentioned in the article.

Group Discussion (15 minutes):

1. Divide students into small groups to discuss their findings from the article. Guide their discussion with the following questions:
  - What are the main economic challenges faced by the community in the article?
  - How do these challenges compare to what might be experienced on a reservation?
  - What role does infrastructure play in these challenges?

**Day 2: Comparing Economic Challenges Globally**

Review and Introduction to Global Perspective (10 minutes):

1. Review the previous day’s discussion and findings.
2. Introduce the two additional articles:
  - [“I Don’t Want to Perish Here: How Mandalika Special Economic Zone Drives Locals Out of Their Source of Income”](#)
  - [“Public Health Impact of Drainage System in Lagos: A Photo Essay.”](#)

Jigsaw Reading Activity (25 minutes):

1. Organize students into new groups, assigning one of the two new articles to each group.
2. Instruct students to read their assigned article and focus on identifying economic challenges and comparing them with those discussed on the previous day.
3. Have each group prepare a summary of their article's key points, focusing on economic issues.

Group Presentations and Class Discussion (20 minutes):

1. Have each group present their findings to the class.
2. Facilitate a discussion comparing the economic challenges across the different regions discussed in all

three articles, guided by the essential questions.

Assessment [[.pdf](#)][[.docx](#)]

Students will be assessed based on their participation in discussions, the accuracy and depth of their article summaries, and their ability to engage critically with the comparison of economic challenges across different contexts.

Reflection and Closure [[.pdf](#)][[.docx](#)]

1. Encourage students to reflect on how economic challenges are interconnected globally and what role socio-economic planning plays in mitigating these issues.
2. Assign a reflective essay where students propose a solution to one of the economic challenges discussed, considering the specifics of the community’s needs and circumstances, and integrating insights from the discussions and articles.

**Analyzing Health Disparities on Reservations Through Pulitzer Center Articles**  
*Estimated Teaching Time: 2 days*

**Lesson Objectives or Essential Questions**

Objectives:

- Students will identify and analyze the health issues and disparities highlighted in selected Pulitzer Center articles
- Students will analyze how environmental, social, and policy factors contribute to health outcomes
- Students will evaluate and discuss potential solutions and interventions to address health disparities

Essential Questions:

- What are the specific health challenges faced by different communities as depicted in the articles?
- How do social determinants of health such as location, environment, and access to healthcare professionals impact health disparities?
- What role do policy and community-based initiatives play in addressing these health disparities?
- How can what we learn about these health challenges inform potential solutions for health issues on reservations?

**Lesson Materials, Focus Texts & Resources**

Materials:

- Internet access for the Pulitzer Center articles
- Computer or tablets for student research
- Projector and screen for presentations
- Whiteboard and markers
- Note-taking materials for students

Resources and Texts:

["Forgotten Mothers of Arkansas: State With Worst Maternal Health Outcomes Fails To Support Postpartum Mothers," by Florence Middleton for \*The Pulitzer Center\*](#)

["The Rise of Indigenous Doulas," by Jenna Kunze and Jessica Lázaro Moss for \*Native News Online\*](#)

["Toxic Exposure Screenings: Vets Report Spotty Follow-Up on Questionnaire Meant To Boost Health Care and Benefits," by Rebecca Keel for \*Military.com\*](#)

["How Physicians Are Preparing for Climate Change and Extreme Heat’s Impact on Human Health," by William Brangham and Caleb Hellerman for \*PBS NewsHour\*](#)

["A Sunday of Proactive Health and Education Support in Immokalee," Julia Knoerr for \*Civil Eats\* and \*El Nuevo Herald\*](#)

["Next Generation of Doctors Prepares To Tackle Rural Health Care Shortage in West Virginia," by William](#)

[Brangham, Caleb Hellerman and Matt Ehrics for PBS NewsHour](#)

["The Battle for Vaccines." by Chloé Pinheiro for \*Veja Saúde\*](#)

["The Health Care Challenges Pregnant Women of Color Face in Rural Areas," by Stephanie Sy and Maea Lenei Buhre for PBS NewsHour](#)

## Lesson / Activities

### Day 1: Identifying and Understanding Health Disparities

#### Introduction to Health Disparities (10 minutes):

1. Start a brief discussion on what students understand about the term "health disparities."
2. Introduce the Pulitzer Center articles to be analyzed. Provide a quick overview of each article's focus.

#### Group Reading and Analysis (30 minutes):

1. Group Assignment: Divide students into groups, assigning each group one of the articles from the Pulitzer Center.
2. Guided Reading: Have students read their assigned articles, focusing on identifying the main health issues, the populations affected, and the causes or contributing factors of the disparities discussed.
3. Provide the following questions to guide their analysis:
  - What health issue is the article addressing?
  - Who is most affected by this issue?
  - What are the proposed or existing solutions mentioned in the article?

#### Group Presentations (30 minutes):

1. Hold time for each group to prepare a short presentation summarizing their article, focusing on the health issues identified and the factors contributing to these issues.
2. Encourage each group to present their findings to the class. Hold five minutes per presentation.

### Day 2: Evaluating Interventions and Proposing Solutions

#### Discussion on Social Determinants and Policy Impact (15 minutes):

Lead a discussion based on the presentations from Day 1. Use the essential questions to guide the discussion, emphasizing social determinants of health and the impact of policies.

#### Case Studies and Solution Proposals (30 minutes):

1. Using the information from the articles, have each group identify a successful intervention or policy that has been used to address similar health disparities.
2. Have each group develop a hypothetical proposal for implementing a similar intervention on a reservation. Consider factors like cultural appropriateness, resources, and potential barriers.

Proposal Presentations and Peer Review (30 minutes):

1. Hold time for each group to present their proposals to the class.
2. Classmates should provide feedback, focusing on the feasibility and potential impact of the proposals.

Assessment [[.pdf](#)][[.docx](#)]

1. Participation and Engagement: Assessed through active participation in discussions and group activities.
2. Group Presentations: Assessed on clarity, depth of analysis, and understanding of the article's content.
3. Proposal Quality: Evaluated based on innovation, applicability to reservation settings, and consideration of discussed factors.

Reflection [[.pdf](#)][[.docx](#)]

Students write an individual reflection on what they learned about health disparities, the importance of context in addressing these issues, and how they might apply this understanding to future studies or their own communities.

## Legal and Sovereignty Issues in the Reservation

*Estimated teaching time: 2 days*

### Lesson Objectives) or Essential Questions

#### Lesson Objectives:

- Students will understand the concept of tribal sovereignty and its implications for Native American tribes.
- Students will explore current legal and sovereignty issues facing Native American tribes as presented in Pulitzer Center articles.
- Students will analyze how tribal sovereignty intersects with state and federal laws.
- Students will critically evaluate the role of media in highlighting these issues.

#### Essential Questions:

- What does tribal sovereignty entail, and why is it significant for Native American tribes?
- How do current legal battles illustrate the challenges and complexities of tribal sovereignty?
- In what ways do federal and state policies impact tribal governance and sovereignty?
- What role does the media play in documenting and influencing public perception of Native American sovereignty issues?

### Lesson Materials, Focus Texts & Resources

#### Lesson Materials:

- Internet access to read Pulitzer Center articles.
- Projector and screen for viewing multimedia content and displaying article excerpts.
- Whiteboard and markers for note-taking and group brainstorming.
- Copies of discussion questions and article summaries for student reference.

#### Resources & Texts:

["Native Leaders Are Watching New Lawmaker who Represents More Than Half of Arizona's Tribes," by Debra Utacia Krol for AZ Central](#)

["Native Voters Confront Ballot Issues and Find Help on a Busy Election Day Across Arizona," by Debra Utacia Krol for AZ Central](#)

["In Alaska, Tribal Governments Push for Larger Conservation Role," by Monique Brouillette for Undark](#)

["The Extractive Industries Filling Public University Coffers on Stolen Land," by Tristan Ahtone for Grist](#)

["Snack Giant PepsiCo Sourced Palm Oil From Razed Indigenous Land," by Elisângela Mendonça for The Bureau of Investigative Journalism](#)

### Lesson / Activities

## Day 1: Understanding Tribal Sovereignty and Current Challenges

### Introduction to Tribal Sovereignty (10 minutes):

1. Briefly define tribal sovereignty and its importance to Native American tribes.
2. Discuss the historical context that has shaped the current landscape of tribal sovereignty.

### Article Analysis (30 minutes):

1. Divide students into five groups, assigning each group one of the Pulitzer Center articles:
  - "Native Leaders Are Watching New Lawmaker Who Represents More Than Half Arizona's Tribes"
  - "Native Voters Confront Ballot Issues and Find Help on Busy Election Day Across Arizona"
  - "Alaska Tribal Governments Push for Larger Conservation Role"
  - "Extractive Industries Filling Public University Coffers on Stolen Land"
  - "Snack Giant PepsiCo Sourced Palm Oil on Razed Indigenous Land"
2. Instruct students to read their assigned articles, focusing on identifying key issues related to tribal sovereignty and legal challenges.

### Group Discussion (15 minutes):

1. Have each group discuss their article's key points, focusing on the sovereignty and legal issues highlighted.
2. Groups should prepare to share findings with the class, emphasizing how these issues affect the tribes involved.

## Day 2: Comparative Analysis and Media's Role

### Group Presentations (20 minutes):

1. Hold time for each group to present their article's summary and key findings on legal and sovereignty challenges facing Native tribes.
2. Highlight any common themes or unique challenges across the articles.

### Media Analysis Discussion (20 minutes):

Discuss the role of the media in shaping public perceptions of Native American legal and sovereignty issues based on the articles read. Use the following questions for discussion:

- How effectively do these articles convey the complexities of tribal sovereignty?
- What impact might these media portrayals have on public understanding and policymaking?

### Reflective Essay Prompt Introduction (10 minutes)

Introduce a reflective essay assignment where students will:

- Choose one of the articles
- Analyze how the issue discussed impacts the tribe's sovereignty and governance
- Evaluate the effectiveness of the article in advocating for Native American rights and sovereignty

### Wrap-up and Homework Assignment (5 minutes):



Assign the reflective essay as homework. Encourage students to think critically about the role of federal and state governments in respecting and supporting tribal sovereignty.

Assessment [[.pdf](#)][[.docx](#)]

Review the following elements of the rubric:

- Participation in discussions and group activities: Monitor engagement and contribution to discussions.
- Group presentations: Evaluate clarity, depth of analysis, and understanding of the articles' content.
- Reflective essay: Assess based on a demonstrated understanding of tribal sovereignty, critical analysis of the chosen article, and ability to articulate thoughts clearly and persuasively.

**Environmental Concerns on Reservations**  
*Estimated teaching time: 2 days*

**Lesson Objectives or Essential Questions**

Lesson Objective(s):

- Students will understand the specific environmental issues affecting Native American reservations as highlighted in Pulitzer Center articles.
- Students will explore the impact of these environmental issues on local ecosystems, community health, and cultural practices.
- Students will discuss the role of environmental management and conservation efforts led by Indigenous communities.
- Students will evaluate different perspectives on environmental sustainability and conservation.

Essential Questions:

- What are the primary environmental challenges currently facing Native American reservations?
- How do these environmental issues affect the health of the local ecosystems and the communities?
- What strategies are Indigenous communities employing to combat these environmental challenges?
- How can learning from Indigenous environmental management practices benefit broader global efforts toward sustainability?

**Lesson Materials, Focus Texts & Resources**

Lesson Materials:

- Internet access for accessing Pulitzer Center articles
- Projector and screen for displaying articles and multimedia content
- Whiteboard and markers for note-taking and brainstorming
- Copies of discussion questions and prompts

Resources & Texts:

["EQT Says Fracked Gas Is a Climate Solution, but Scientists Call That Deceptive Greenwashing." by Quinn Glabicki for Public Source](#)

["Adapting Our Food System to a Changing Climate," by Michelle Lotker PBS North Carolina](#)

["Conserving Land To Increase Climate Resiliency," by Michelle Lotker PBS North Carolina](#)

["North Carolina Agency Warns Anglers About Poisoned Fish," by Melba Newsome for Sierra](#)

["Alaska’s Snow Crabs Suddenly Vanished. Will History Repeat Itself As Waters Warm?" by Trevor Hughes for USA Today](#)

["Why Are Alaska’s Rivers Turning Orange?" by Alec Luhn for Scientific American](#)

["Podcast: How To Protect Our Planet: Learning From Indigenous Communities in Brazil," by Amanda Magnani](#)

[for OptOut News](#)

## Lesson / Activities

### Day 1: Identifying Environmental Challenges and Their Impacts

#### Introduction to Environmental Concerns (10 minutes):

1. Briefly introduce the topic of environmental concerns on reservations.
2. Define the key terms:
  - environmental sustainability
  - ecosystem impact
  - cultural impact

#### Article Analysis Activity (30 minutes):

1. Divide students into groups and assign each group one of the following Pulitzer Center articles:
  - "EQT Says Fracked Gas Is a Climate Solution. Scientists Call It Deceptive Greenwashing."
  - "Adapting Our Food System to a Changing Climate."
  - "Conserving Land to Increase Climate Resiliency."
  - "North Carolina Agency Warns Anglers About Poisoned Fish."
  - "Alaska's Snow Crabs Suddenly Vanished. Will History Repeat Itself as Waters Warm?"
  - "Why Are Alaska's Rivers Turning Orange?"
  - "Podcast: How to Protect Our Planet by Learning from Indigenous Communities in Brazil."
2. Instruct each group to read their article, focusing on identifying the main environmental issue discussed, its impacts on local ecosystems and communities, and any solutions or interventions mentioned.

#### Group Discussion (15 minutes):

Have each group discuss their findings, focusing on the impacts and solutions, and prepare a short presentation summarizing the key points from their article.

### Day 2: Sharing Insights and Discussing Solutions

#### Group Presentations (25 minutes):

1. Have each group present their article's summary, highlighting the environmental issue, impacts, and noted solutions.
2. Encourage other students to ask questions to deepen understanding.

#### Comparative Discussion (20 minutes):

1. Facilitate a class discussion comparing the environmental challenges across the different articles.
2. Use the essential questions to guide the discussion, focusing on the role of Indigenous knowledge in addressing environmental issues.

Reflection on Indigenous Knowledge and Global Sustainability (10 minutes):

1. Discuss how Indigenous practices of environmental management can contribute to global sustainability efforts.
2. Explore how non-Indigenous communities can learn from these practices.

Assessment [[.pdf](#)][[.docx](#)]

Review the following elements of the rubric:

- Participation and Engagement: Evaluate students based on their active participation in discussions and attentiveness during presentations.
- Group Presentations: Assess presentations on clarity, depth of content, and engagement with the audience.
- Critical Thinking and Discussion Contributions: Grade students on their ability to contribute thoughtful insights and make connections during discussions.

Reflection and Homework [[.pdf](#)][[.docx](#)]

Assign students a reflective essay discussing one environmental issue from the articles that impacted them the most. They should include a discussion on potential solutions and the role of Indigenous knowledge in these solutions.

**Social Issues on Reservations**  
*Estimated teaching time: 2 days*

**Lesson Objectives or Essential Questions**

Lesson Objectives:

- Students will identify and understand the social issues of substance abuse, mental health, domestic violence, rape, and murder as reported in Pulitzer Center articles.
- Students will explore the impacts of these issues on communities, particularly within Native American reservations.
- Students will discuss and evaluate the effectiveness of current interventions and propose potential solutions to address these issues.

Essential Questions:

- How do substance abuse and mental health challenges intersect and impact individuals and communities?
- What are the prevalent forms of violence reported within communities, and how are they being addressed?
- What role do systemic factors play in exacerbating or mitigating these social issues?
- How can journalism influence public perception and policy regarding these critical issues?

**Lesson Materials, Focus Texts & Resources**

Lesson Materials:

- Internet access to view Pulitzer Center articles
- Projector and screen for presenting digital content
- Whiteboard and markers for brainstorming and note-taking
- Copies of discussion prompts and questions

Focus Texts & Resources:

[“Heat Waves Can Be Deadly for Those With Mental Health Issues,” by Aryn Baker for Time](#)

[“Addiction Ravaged My Family and Tribe. I’m Fighting To Get Them Back,” by Justin Maxon and Judith Surber for The New York Times](#)

[“How an Island in the Antipodes Became the World’s Leading Supplier of Licit Opioids,” by Peter Smith for Pacific Standard](#)

[“Surging Prescriptions, Deaths: Australia Faces Opioid Crisis,” by Kristen Gelineau for The Associated Press](#)

[“‘Goon Squad’ Officers Rack Up State Sentences in Mississippi Torture Case,” by Nate Rosenfield and Brian Howey for Mississippi Today](#)

[“Native American Lives Are Tragic, But Probably Not in the Way You Think,” by Daniella Zalzman for Mother](#)

[Jones](#)

[“Unearthing the Genocide of Native American Children,” by Brandi Morin for Rolling Stone](#)

[“Deaths in Pa. Jails Are Undercounted. Our Investigation Found Dozens of Hidden Cases,” by Joshua Vaughn and Brittany Hailer for PennLive](#)

[“Congress Pushes for Accountability As Abuse at Youth Residential Facilities Continues,” by Lee Road for Des Moines Register](#)

[“A Rare Look Inside One Mexican Cartel’s Fentanyl Operation, and How the Drug Reaches the U.S.” by Monica Villamizar and Zach Fannin for WPBS](#)

**Lesson / Activities**

Introduction (5 minutes)

1. Introduce the session's focus on understanding deep social issues through Pulitzer Center articles.
2. Provide a brief overview of the Pulitzer Center and its role in global journalism.

Article Assignments (5 minutes):

Divide the class into groups, assigning each group one article from the list provided:

- Group 1: "Heat Waves Can Be Deadly for Those with Mental Health Issues"
- Group 2: "Addiction Ravaged My Family and Tribe. I’m Fighting to Get Them Back"
- Group 3: "How an Island at the Antipodes Became the World’s Leading Supplier of Licit Opioids"
- Group 4: "Surging Prescriptions, Deaths: Australia Faces Opioid Crisis"
- Group 5: "Goon Squad: Officers Rack up State Sentences in Mississippi Torture Case"
- Group 6: "Native American Lives are Tragic, Probably Not the Way You Think"
- Group 7: "Unearthing Genocide: Native American Children"
- Group 8: "Deaths in PA Jails are Undercounted; Our Investigation Found Dozens of Hidden Cases"
- Group 9: "Congress Pushes for Accountability as Abuse in Youth Residential Facilities Continues"
- Group 10: "A Rare Look Inside One Mexican Cartel’s Fentanyl Operation, and How the Drug Reaches the U.S."

Group Reading and Analysis (20 minutes):

1. Have each group read their assigned article, focusing on identifying the main issues, the affected individuals or communities, and any mentioned interventions or responses.
2. Students should take notes to prepare for the group discussion, focusing on answering the essential questions.

Group Presentations and Discussion (20 minutes):

1. Have each group present a summary of their article, discussing the key points related to the social issues identified.
2. After each presentation, open the floor for a brief Q&A session, encouraging students to engage with

the material and ask clarifying questions.

Wrap-Up and Reflection (5 minutes):

1. Facilitate a class reflection on the common themes and differences observed across the articles.
2. Discuss how these issues could be better addressed and the potential role students can play in fostering change.

Assessment [[.pdf](#)][[.docx](#)]

- Group Presentation: Assess each group's presentation on clarity, depth of analysis, and engagement with the class.
- Participation: Evaluate each student's involvement in discussions and their ability to articulate thoughtful questions and responses.

Extension Activity - Reflective Essay [[.pdf](#)][[.docx](#)]

Assign students to write an essay on one of the issues discussed, proposing a detailed solution or intervention that could be implemented at the community or policy level.