**English Language Arts Standards Reading Informational Text: Integration of Knowledge and Ideas 11th and 12th Grade**

[CCSS.ELA-LITERACY.RI.11-12.7](http://www.corestandards.org/ELA-Literacy/RI/11-12/7/)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

*Integration of Global Education*

• Students will consider the value of international news stories.

• Students will decide if U.S. news outlets should maintain or expand international news coverage.

*Specific Lesson Plan Modifications for Global Competencies: Investigate the World*

• Students will analyze how stories from distant lands can help them understand their lives and the country in which they live.

• Students will compare stories from an American newspaper with a foreign newspaper.

• Students will use the 3 Ys: What does it matter to me? What does it matter to those around me? What does it matter to the world?

*Informal Outcome Assessments*

• Students will be able to make an argument for or against U.S. news media cutting, keeping, or expanding their international coverage.

• Students will conduct a discussion that evaluates what readers might lose if they had less access to stories from around the globe.

<https://www.nytimes.com/2019/11/01/learning/lesson-of-the-day-200-dispatches-odd-animals-offbeat-childhoods-celebrity-origins-and-extreme-sports.html>

**English Language Arts Standards Writing: Production and Distribution of Writing Grades 11-12**

[CCSS.ELA-LITERACY.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

*Integration of Global Education*

• Students will explore why people protest and examine the causes of recent protests in Chile, India, Lebanon and Saudi Arabia.

• Students will choose one protest movement to research further.

• Students will discuss whether protests are an effective way to bring about change in a society.

*Specific Lesson Plan Modifications for Global Competencies: Recognize Perspective, Communicate Ideas*

•Students will make a list of why people protest and discuss with a partner what would make them join a protest.

• Students will use the current events section of the *New York Times* to read the story “From Chile to Lebanon, Protests Flare Over Wallet Issues.”

*Informal Outcome Assessments*

• Students will write an opinion piece on insights they have gained about why people protest and whether protests can bring about meaningful change. The piece will be published in either the school newspaper or the newspaper’s website.

<https://www.nytimes.com/2019/10/25/learning/lesson-of-the-day-from-chile-to-lebanon-protests-flare-over-wallet-issues.html>