



High School Lesson Plan: *Writing a One World Reflection*

Focus Area: Current Events, Culture, Writing, Editing, Revision

Grades: 9-12

Duration: 3-5 class periods (150-300 min)

Common Core Standards:

Writing: 1,2,7,9

Reading: 1,2,4,6

Objectives: (Learner Will)

1. LW identify cultural, local, and global issues that affect youth using a Venn Diagram or other recording system.
2. LW explain why their topic is important for teenagers to know about or better understand.
3. LW write a One World Reflection based on a chosen topic or issue important to them.
4. LW edit a peer's paper to identify and provide grammar and spelling suggestions.
5. LW revise their One World Reflection draft based on peers' feedback.
6. LW submit their One World Reflection no later than March 9, 2012.
7. LW present about the topic they chose to write about.

Preparation:

Teacher should assign homework for students to read one or more high school authored One World Reflections on the website, www.oneworldeducation.org, such as the One World Reflections: *Rap Music in America* and *Human Rights in Haiti*. *If you prefer to do this as a class exercise, insert this step after Step 1 and prepare hard copies for distribution.*

Handouts:

1. High School [Venn Diagram](#) (Step 4)
2. High School [Planning Guide](#) (Step 5)
3. High School [Reflection Rubric](#) (Step 7)

Step 1: Getting Started – Class Discussion

Ask the following questions and record student responses on the board or flip chart.

- o Who writes the resources we read in class? Why?
- o How would learning be different if students wrote some of these resources? Why?
- o What cultural, local, and global issues impact students your age?
- o What topics do you feel you could teach other students about?

Step 2: Exploring One World Reflections

Group students together who read the same One World Reflections. Ask:

- o Did you relate to the student author in any way?
- o What did the student author offer you that you did not know?
- o Allow students time to share their points.

Step 3: The One World Reflection's Three Important Questions

A good way to get started is to brainstorm various issues in society, problems facing young people, or injustices that students may have witnessed or personally experienced. Maybe the

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student wants to write about something that is not a problem at all, like a culture they visited or their ethnic origin. Use the examples on the website to offer a range of possible topics (we most likely will not choose the same topics). It is important for students to choose a topic for which they can answer these three important questions:

1. What issue is important to me, that other students should know about or better understand?
2. What is my relationship to the topic (I experienced or observed it happening, or I traveled to the place I'm writing about)?
3. What can I teach other students through sharing my personal experience with additional research on the topic?

Step 4: Charting the One World Reflection Topic

Have students identify a topic for their One World Reflection using the Venn Diagram:

1. What is the topic of their One World Reflection?
2. Why is the topic important?
3. What is their relationship to the topic?
4. What do they know about the topic? What do they need to research?

Step 5: Planning Guide

Distribute the High School Planning Guide handout and have students individually complete it. A 10-15 minute period should be sufficient. Allow students to share their responses. Distribute the Reflection Rubric to review how students will be assessed.

High School One World Reflection Requirements:

1. Between 1100-1500 words
2. Times New Roman font 12
3. Double Spaced

Step 6: The One World Reflection Draft

Share Culture & Global Issues Reflection Program details including publishing, awards ceremony, and final deadline. Inform students that for the upcoming contest they will be taking their Planning Guide and building it into a One World Reflection, much like the ones they read on the website, www.oneworldeducation.org (or your handouts).

- o If an Internet connection and projector are available, show students the *Student Ambassador Video* on the One World Education website.
- o Assign a due date for the first One World Reflection draft.

Note: Step 7 can take place several days later, depending the amount of time allocated for the One World Reflection draft.

Step 7: Peer Editing

Assign each student a partner and distribute the High School Reflection Rubric and review the rubric for understanding. Have students read each other's Reflection drafts. When they are finished reading, each student should reread the One World Reflection draft and fill in the "Notes and Feedback" section of the rubric for their partner. Provide appropriate time for discussion between partners.



Step 8: Revision I

Using student feedback, students should revise their One World Reflection drafts. The revision process can continue if teachers decide to allot more time to working on the Reflections before the contest submission window (before March 9th).

Step 9: Revision II

Teachers should collect copies of each One World Reflection for a second round of revising using the same rubric. This can serve as a graded assignment.

Step 10: Submit a One World Reflection

Have students submit their One World Reflection through the One World Education website before March 9, 2012.

Step 11: Presenting the One World Reflection (Optional)

After students submit their One World Reflections, have each student present the topic they chose to write about. To expand the lesson's impact, make a list of the topics on the board and have the students brainstorm ideas of how they can raise awareness about these issues in their schools and community.

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