

Writing an Expose

Grade Level: 5-12

Time: 1-2 hours

Objectives:

- Learn how to implement another strategy for delivering the message underlying the group's issue

Curricular Connections: Language Arts

Materials: You may want to provide the students with several examples of the expose' style, for them to pass around and begin to understand. You may want to have students learn this technique with an issue different from their PA problem (you may want to narrow down a few choices), to focus on the technique.

Procedure:

- 1) The students should have done some research on their issue already. For this lesson, they may need to expand the research—they will need investigatory information: notes from out in the community, tape recordings, photographs (taken with permission), interview of those experiencing the problem they are working to resolve, etc. (items that will be intriguing to a reader and stir up an emotional response that will lead to action).
- 2) Once they've gathered their research, they will write up what they learned. They will first list the most important points they discovered (paying special attention to the cause of the problem, possible solutions, what is already being done, etc.).
- 3) They will turn these main points into an expose', presenting a case for change. Explain to them that they need to provide evidence that their problem is both real and important. They can do that by citing statistics and real-life stories. It is important to personalize the story and include the investigative information the student(s) collected. They want their audience to be able to emotionally connect with the problem. Encourage them to include at least one photograph that captures the importance of the issue/problem.
- 4) Lastly, the expose' should include solutions (both those that have been tried and those that are new ideas). They should also note how their intended audience can help address the problem the article exposed.
- 5) If you can set up a "real audience" for the students, the project will have more meaning. They can write an article for the school or local newspaper, they can create a website with various articles, they can write to someone involved in the problem or a legislator, etc.

Reflection: Have students discuss the effectiveness of this type of writing to address social problems. Talk about whether or not this technique would work as a project for an issue group.

Assessment: Review of the students' final product.