The Impact Of The Pandemic In Local And Global Contexts—Understanding My Role In My Community To Change The World

Unit plan by Ivonne Solano

Big Ideas/Concepts	Essential Questions
- Students will explore the impact that the pandemic has had on them, and their immediate communities. - Students will engage in reading underrepresented stories from around the world to determine similarities and differences between the ways that the pandemic has impacted communities throughout the world, what is needed, and who/what has helped. - Students will then select a story on an issue that matters to them, or about a helper in their communities. - Students will conduct interviews to capture and share underrepresented stories that are important to them.	- What is my role in my community and in the world? Who makes a difference, and how can I make a difference? - How has the pandemic impacted me, my community, and the world? - What do I, my community and global communities need? - Who are the helpers in my community ? How can I help? - What stories are missing? What stories about my community do I want to tell? - How do I interview a community member who is making a difference in my community?
Students will…	Students will be able to…
- Students will know the impact of the pandemic in local and global contexts. - Students will be able to compare and contrast the impact, issues, what is needed and the helpers in different contexts. - Students will engage with media stories, and read to maintain meaning. - Students will conduct interviews - Students will share their learning through writing, a video, photography, etc.	- Read to maintain meaning - Make local connections to global stories - Conduct an interview - Draft questions - Write a piece to share a story - Identify the helpers - Make connections
Monitoring and Feedback:	Performance Task and Other Evaluations
- Students will maintain a reflection journal on day's activities with what they learned, wonderings, and questions. - Class discussions will be encouraged to provide feedback - Conferring with students to develop and monitor progress of learning plan	- Check for understanding of news stories - Define underreported stories through flipgrid after a guest speaker visits - Draft interview questions - Interview a community member- what is the job of a journalist? What questions can we ask? - Students will create google sites or have an opportunity to present their findings in manner. (flipgrid, photography, etc).

Day One: Pandemic Impact Background Knowledge	
Warm-up	1. Students will look at google maps zoomed into our school, and we will discuss the changes that we have experienced due to the pandemic. 2. We will zoom out to capture our local community and will communicate the learning target for the day to the students, which is to record what we know about what is happening with the pandemic currently. 3. We will recall what we have heard about the impact(s) of the pandemic in our communities and capture the sources that we trust to get media from. 4. We are also going to record what we wonder about in regards to the pandemic. 5. Lastly, students will discuss how the pandemic has affected them and their immediate families.
Lesson Outline	Students will participate in brainstorming information that we know about the pandemic *(Students wrote essays earlier in the year about their vision for their future that they can refer to)*. 1. The teacher will guide the students with questions, allowing them to discuss in small groups, and collect class responses. 2. Students discuss their views, write notes, and make a list before sharing with the whole class. They will use slides 1 and 2 from these graphics to guide their discussions: 3. Students will answer the following questions in the table (slide 3 from the link above):

What do I know about the situation right now?	How do I know? Where did I get that information?	What do I want to know? (Inquiry)	How has it impacted me, my family, and my community?
Sentence Stems: I know that… I heard…	A source of information is… A news channel I watch…	I wonder… I want to know… A question I have is…	Refer to Impact Circles to elicit discussion on the impact of the pandemic at different levels.

Resources	Impact Circle
Questions	What headlines have we heard? Soundbites? What about newspapers?

Day One Continued: Recording What I Know—Video Diary	
Warm-up	Students will review the Pandemic Background Knowledge Chart from lesson 1 in small groups and add any additional details.

Lesson Outline	In this lesson, students will reflect on what they find surprising, what they expected, or draw any conclusions, thoughts, etc. about the discussion the previous days.
	1. Students will write for 15 minutes in their reflection journal. They will address the following questions:
	    ○ What most surprised you/interested during the discussions about how your community is impacted by the pandemic?
	    ○ How did you feel during these conversations, and why?

Resources	1. To promote interaction between face to face and connected learners, students will use Fligrid to reflect on how the pandemic is affecting them and their communities. 2. Students will record a 2-minute video about what they are thinking, feeling, questions, etc. about the class discussion. 3. They can use the questions below to guide their Flipgrid reflections.
Questions	1. What did you already know? 2. What surprised you? 3. What is something we should consider/add to our class chart about the pandemic?

Days Two-Three: The Impact of COVID-19 in Local and Global Contexts—My Role in my Community and Underreported Stories	

Warm-up	Introduction: As a class, we will discuss the Pulitzer Center article by Anita Pouchard Serra, "Can this crisis be used to build a better future in Argentina?"
	1. Students will discuss the title and make predictions about the article.
	2. As a scaffold, we will read the article as a class, with the emphasis on the three initial questions:
	    ○ How has the pandemic affected the community?
	    ○ What does the community need?
	    ○ Who are the helpers?

Lesson	The teacher will introduce media stories to students using these Google Slides with photographs from the stories they will be reading about. 1. Students will choose one photograph they are interested in learning more about and make predictions about that photograph/story. 2. They will write a possible caption to accompany that image. 3. In small groups, students will select one image to focus on while they discuss the following topics:

This unit was created by Ivonne Solano as part of the fall 2020 Pulitzer Center Teacher Fellowship program on Media, Misinformation, and the Pandemic.

	○ What is this story about?
	   ○ What is happening?
	   ○ How does it connect with the pandemic?
	   ○ What do you want to know?
	4. Students will have a map of the world so that they can locate where the story takes place. The answers to the questions will be added to a classroom chart that will help students to make connections.
	5. Students will click on the image they explored and check their predictions by reading the headline for the story that the image belongs to.
	6. Students will use a [Padlet] to access the link to their story, and will use a jamboard to record their thinking about the story they are reading.
	7. After reflecting on the photographs and writing captions, students will be introduced to the following vocabulary words:
	   ○ *Journalism*
	   ○ *Journalist*
	   ○ *Story*
	   ○ *Local*
	   ○ *Global*
	   ○ *Underreported*
	8. Students then select one of the following Pulitzer Center-supported underreported stories/projects to review. As they read, they will consider the questions below.

Resources	• [Venezuela and the Challenges in Education During the Pandemic (Spanish)] • [The Latino Task Force Emerges to Take on COVID-19] • [Homeschooling When Home Isn't Safe] • [How Do We Survive?] • [From Texas to Central America: How Tough Policies in the COVID-19 Era Are Endangering Asylum Seekers] • [Bouncing Back: North Carolina's Economic Journey to Recovery] • [History of Water in the Desert] • [Coronavirus: A Two-Part Series] • [Walking on a Blade] • [Immigrant Women at the Front of COVID-19 Resistance in Buenos Aires] • [How Louisiana Communities Are Navigating Hurricane Recovery During a Pandemic] • [Through the Eyes of Esperanza] • [Immigrants and the Pandemic: Two Stories of Detention and Survival] • [The COVID-19 Writers Project (C19WP)]
Questions	Students will read the story they selected and answer the following questions: 1. What is the impact of the pandemic on the community? Where does it take place? 2. What does the community need?

	3. Are there any helpers? 4. What is something a person said that stands out to me?

Day Four: Making Connections to Stories That Matter	

Warm-up	1. Students will share key details from the stories they read.
	 2. Students will reflect on the stories that other students are talking about, and will make connections to the stories they read.
	 3. Students will look at quotes they identified in their articles and reflect on how a journalist interviews a person. What questions did they ask to get these quotes?
	 4. Virtual Journalist Visit: Anita Pouchard Serra (*Contact Pulitzer Center at the link below to set up a virtual visit for your class*)
	     a. Students prepare in advance for presentation by doing research of the journalist's work, and brainstorm questions to practice interviewing skills.
	     b. Schedule a virtual journalist visit here.

Lesson	1. Students will reflect on the stories they read, and will compare and contrast the issues happening globally with what is happening locally. They will also identify who the helpers are in the articles they explored.
	     ○ If students need guidance making connections to stories, or with identifying helpers, here are two articles they can review as a class:
	         ■ Can This Crisis Be Used to Build a Better Future in Argentina?
	         ■ The Latino Task Force Emerges to Take on COVID-19
	 2. Students will focus on identifying an issue or a helper in their communities that they would like to learn more about through an interview.
	 3. Students will make a list of people they could interview in their communities, and will describe why they want to interview those people about the ways that their communities are responding to the coronavirus pandemic.
	 4. Students will review a video for tips on using interviews to tell under-reported stories.
	 5. Students will brainstorm questions to ask a community member and share those questions in a Google doc.
	     ○ Students will practice interviewing each other during a class period to practice asking questions.
	     ○ If students are going to be choosing their own interview subjects, students will brainstorm questions that are tailored to the person.
	     ○ Interview Protocol
	     ○ *Option: The teacher will let the students know that they will be*

This unit was created by Ivonne Solano as part of the fall 2020 Pulitzer Center Teacher Fellowship program on Media, Misinformation, and the Pandemic.

	interviewing a specific member of the community who has been helping. The teacher will talk to students about the person, and then ask them to work in groups to plan questions for that person.
Resources	[Interview Techniques for Telling Underreported Stories](#)
Questions	What does a good journalist do? How do I ask questions to get to a story that matters, and that is important to share?

Days 5-6: Conducting Interviews and Selecting How to Share Them	

Warm-up	Students will revisit the articles that they read to focus on the impactful quotes from people who were interviewed. Students will write the quotes on blank sheets of paper and will create a classroom quote wall with quotes that allow viewers to know the person interviewed.
	1. If students conduct interviews on their own…
	   • Students will talk about their interviews, or continue preparing for them.
	2. If students are preparing for an interview with a subject who was invited by the teacher…
	   ○ Students will review the questions they prepared for their guest speaker. They will evaluate which questions are the strongest by asking themselves the following:
	     ■ Can the person answer with a yes or no?
	     ■ How will this question get the person to tell a story, or express a feeling about their experiences helping during the pandemic?
	     ■ Students will finalize their questions and reserve back-up questions.
	     ■ They will then identify which students will ask the questions, and which students will take notes.

Lesson	1. The volunteer interviewers will interview the guest speaker, while the rest of the class takes notes on what moments were the most interesting/surprising. They will try to capture details and quotes that stick out.
	   ○ Option: The teacher can record and transcribe the interview.
	   ○ Option: The teacher can email the questions to the interviewee, so that students can review the email responses to identify quotes.
	2. After the interview, students review and list the most important details shared during the interview. They create a wall of quotes and details that capture what they learned in the interview.
	3. Students then discuss how they want to share what they learned. Here are examples of how students could share quotes and key details from

This unit was created by Ivonne Solano as part of the fall 2020 Pulitzer Center Teacher Fellowship program on Media, Misinformation, and the Pandemic.

	their interviews: - A video describing the interview - A photo of the person and a quote - A quote and a photo that reflects something shared during the interview Extension: Students will now practice this process on their own. Their final assignment is to… - Identify a person who is helping in their community. - Devise questions for that person. - Interview that person and note key details. - Create a final project that expresses what they learned from their interviews. - Students will work on publishing their final interview, and reflection on the project.
Resources	Students will look for individuals to interview, whether community members and their family members.
Questions	What is the best way to share my story?
Sharing What I Know	After the interview, students will reflect on the interview process and create a Slides presentation or Google Site to reflect on what they learned. They will highlight a quote that was important to them and will share their experience.
Student Work Examples	Website: https://sites.google.com/g.dentonisd.org/interviewwithmrsbomar/home Google Slides: - Interview with teacher - Interview with parent - Interview with parent - Interview with parent - Interview with parent Click here to view more pictures of student work.

This unit was created by Ivonne Solano as part of the fall 2020 Pulitzer Center Teacher Fellowship program on Media, Misinformation, and the Pandemic.