

## Gender Related Issues are Underreported Stories

By Maria Solis

<b>Day 1</b> (45 minute lesson)
<b>Lesson Objective(s) or Essential Question(s)</b>
<p><b>Learning Objective:</b> I can explain the importance of underreported stories.</p> <p><b>Essential Question(s):</b> What does justice look like for victims and survivors of gender based violence at a national and global level? How is justice different for minority communities at a national and global level?</p>
<b>Warm-up</b>
<ol style="list-style-type: none"> <li>1. Display the question: “What is something that you care about and know is happening that is not getting the attention that it deserves?”</li> <li>2. Have the students respond to this question in the method that works best for your students and your learning environment (PearDeck, partners, writing, etc).</li> <li>3. Allow students to share their responses with the class.</li> </ol>
<b>Focus text(s) / resource(s) for today’s lesson</b>
<p>Video by Pulitzer Center: <a href="#">What are Under-Reported Stories?</a></p> <p><a href="#">Day 1: Underreported Stories Presentation [PDF]</a></p>
<b>Lesson / Activities</b>
<p><b>Class discussion on what students already know about news and journalism:</b></p> <ol style="list-style-type: none"> <li>1. Create a poll that asks the students:             <ol style="list-style-type: none"> <li>a. How do they obtain their news?</li> <li>b. What news outlets do they know about?</li> <li>c. Which news outlets they prefer and why?</li> <li>d. What are some mediums of news? Which mediums do they use more often?</li> </ol> </li> <li>2. Discuss the poll results with your students and have them make inferences using the results:             <ol style="list-style-type: none"> <li>a. Why are certain news outlets more popular than others?</li> </ol> </li> </ol>

- b. What does this information say about our society today?
- c. What are the topics we always hear about and who are telling these stories?

**Watch the [Pulitzer Center's video](#) on underreported stories:**

1. As the students watch the video, have them come up with their own definition of underreported stories
2. After the video, have students share their definition of underreported stories

**Present students with additional information around underreported stories:**

1. Using the Underreported Stories Presentations, display the questions that journalists ask themselves when they are identifying underreported stories
  - a. What is not right? What is unfair?
    - i. What is not right in your community? (this makes it more personal to the students lived experiences)
  - b. What voices are not heard?
    - i. What voices are missing from the stories we are hearing about?
    - ii. Why is that the case? Why leave out certain voices from this story?
  - c. Are the proposed solutions to the problem working?
    - i. Is the work that is being done around this problem enough and are those who are affected by this problem in agreement with the solutions?
    - ii. Who benefits from these solutions?
2. Engage students in a discussion on justice through underreported stories:
  - a. Why is it important that minorities have their voices heard?
  - b. How can underreported stories help minorities find justice?
  - c. What would be different in our communities if there was more attention on underreported stories?

### Exit Ticket

1. Display the questions around underreported stories to get an understanding of where students are at in terms of underreported stories:
  - a. Define underreported stories
  - b. What is an underreported story in your community that you know would make a difference if more people were informed about it?
2. Have students respond to the exit ticket questions in a way that is most convenient for you to keep track of and have access to them for future lessons. Refer to the list of options:
  - a. PearDeck (for those in a remote learning environment)
  - b. Google Forms survey (for remote and in-person learning- no paper lingering around and easy access to responses)
  - c. Paper/note-cards (convenient for in-person learning)

<p><b>Day 2</b> (45 minute lesson)</p>
<p><b>Lesson Objective(s) or Essential Question(s)</b></p>
<p><b>Learning Objective:</b> I can summarize details from an underreported article.</p> <p><b>Essential Question:</b> What does justice look like for victims and survivors of gender based violence at a national and global level? How is justice different for minority communities at a national and global level?</p>
<p><b>Warm-up</b></p>
<ol style="list-style-type: none"> <li>1. Display the questions:             <ol style="list-style-type: none"> <li>a. What is something that you are or are not able to do because of something that your culture says is only for men or women?</li> <li>b. How does this make you feel?"</li> </ol> </li> <li>2. Have the students respond to this question in the method that works best for your students and your learning environment (PearDeck, partners, writing, etc).</li> <li>3. Allow students to share their responses with the class.</li> </ol>
<p><b>Focus text(s) / resource(s) for today's lesson</b></p>
<p>The Seattle Times Article by Corinne Chin and Erika Schultz: <a href="#">Disappearing Daughters</a></p> <p><a href="#">Vocabulary Handout</a></p> <p><a href="#">Comprehension Guide</a></p>
<p><b>Lesson / Activities</b></p>
<p><b>Introduce the article</b></p> <ol style="list-style-type: none"> <li>1. Provide <a href="#">stories</a> with a warning that the stories in the article are going to deal with death, murder, kidnapping, and other violence against women.</li> <li>2. Provide students with the <a href="#">vocabulary</a> that they will need to know in order to understand the article (add or remove from the list as you deem necessary):             <ol style="list-style-type: none"> <li>a. Femicide</li> <li>b. Justice</li> <li>c. Fixate</li> <li>d. Gruesome</li> </ol> </li> </ol>

- e. Lurid
- f. Negate
- g. Poetry
- h. Photojournalism

**Read the article**

1. Depending on your students, you can read the article together as a class or group your students to read the article together
2. Have the students complete the [Comprehension Guide](#) once they have read the article.

**Engage in discussion on the themes**

1. Allow students to share their responses to the questions on the [Comprehension Guide](#).
2. Return to the photographs and poems included in the story and start a discussion on these components of the article centered on the following questions:
  - a. How do you feel after reviewing the photographs, videos, and poems in *Disappearing Daughters*? How do the visual and audio elements affect the story?
  - b. Why do the women experiencing and living in these communities find comfort and peace in the arts to tell their story?
  - c. What would justice look like for women who fear becoming another victim to a femicide?

**Exit Ticket**

1. Display the questions about the article to close the lesson:
  - a. What part of the article did you find most helpful in understanding femicides?
  - b. How can writing/the arts be a form of justice for those who are left without a voice?
2. Have students respond to the exit ticket questions in a way that is most convenient for you to keep track of and have access to them for future lessons.

**Day 3**

45 minute lesson

**Lesson Objective(s) or Essential Question(s)**

**Learning Objective:** I can identify the power in writing as a form of justice.

**Essential Question:** How can writing be used as a form of justice when other forms fail?

### Warm-up

1. Display the question: “Would you consider yourself a writer? Why or why not?”
2. Have the students respond to this question in the method that works best for your students and your learning environment (PearDeck, partners, writing, etc).
3. Allow students to share their responses with the class.

### Focus text(s) / resource(s) for today’s lesson

*The Seattle Times* Article by Corinne Chin and Erika Schultz: [“Disappearing Daughters”](#)

Quartz article on modern day feminist chant against women violence by Annalisa Merelli: [“Learn the lyrics and dance steps for the Chilean feminist anthem spreading around the world”](#)

[Levels of Poetry Slides \[PDF\]](#)

[Levels of Poetry Handout](#)

### Lesson / Activities

**Review *The Seattle Times* “[Disappearing Daughters](#)” article:**

1. Ask students to summarize the article and re-engage the students in the themes of
  - a. Femicides
  - b. Poetry and the arts as means to find justice
  - c. Questions to consider:
    - i. What is the gender-related inequality that is being highlighted in this news story?
    - ii. Whose voices are being captured in this article?
    - iii. Can art bring justice to these women and their mothers?
2. Engage the students in a discussion around the artistic components of the article:
  - a. How effective are the poems, images, and stories in highlighting the impact of femicide on women and their families in Mexico?
  - b. How different would the article feel to you and others without the artistic component?
  - c. What is the tone of this article because of the artistic component?

**Understanding the Power of Poetry:**

1. [Present](#) to students the four different levels of poetry. Students can follow along using the [Levels of Poetry worksheet](#).
  - a. Sonic level
    - i. Sounds and patterns
  - b. Ideational level
    - i. Ideas present: what do I know now because of this line?
  - c. Sensory level
    - i. Images: imagery, figurative language
  - d. Visual level
    - i. Organization of poem itself
2. Guide students to identify these four levels of poetry in the Quartz article on modern day feminist chant against women violence by Annalisa Merelli: "[Learn the lyrics and dance steps for the Chilean feminist anthem spreading around the world.](#)"
  - a. Show the article to the student and read it with them
  - b. Have students work in groups to identify the four levels of poetry on the lyrics provided in the article.
    - i. Assign a level to each group to share with the whole class

**Closing and Homework****Discuss:**

1. Allow the students to reflect on the power of writing as a form of justice:
  - a. How does this chant allow women to have their voices heard?
  - b. What are some other examples of moments when people have turned to the arts to bring awareness to an underreported injustice or issue?
  - c. What power does writing/the arts give those who have seen justice fall in the wrong hands?
  - d. Do you think writing/the arts is an effective way to find justice when other forms of justice fail us?

*Educator note: These questions are suitable for independent journaling, think-pair-share, or discussing with the whole class. Choose the option that works best for your students.*

**Day 4**

45 minute lesson

**Lesson Objective(s) or Essential Question(s)**

**Learning Objective:** I can identify the power of writing as a form of justice.

**Essential Question:** How can writing be used as a form of justice when other forms fail?

### Warm-up

1. Display the question “How can poetry help those who are impacted by gender roles?”
2. Have the students respond to this question in the method that works best for your students and your learning environment (PearDeck, partners, writing, etc).
3. Allow students to share their responses with the class.

### Focus text(s) / resource(s) for today’s lesson

*The Seattle Times* Article by Corinne Chin and Erika Schultz: “[Disappearing Daughters](#)”

Quartz article on modern day feminist chant against women violence by Annalisa Merelli: “[Learn the lyrics and dance steps for the Chilean feminist anthem spreading around the world](#)”

[Analyzing Poetry Handout](#)

### Lesson / Activities

**Examining the Efficacy of Poetry in Examining the Efficacy of Poetry in The Seattle Times [Disappearing Daughters](#) article:**

1. Have students work in groups to:
  - a. Use the four different levels of poetry to analyze one poem from the article. Students should use the Levels of Poetry handout for their analysis.
2. Engage in discussion on the purpose of their chosen poem:
  - i. How does this poem bring awareness on gender issues affecting women?
  - ii. How might this form of art bring some form of justice to those who were left without it?
  - iii. Why should we use the arts to amplify the voices of the underrepresented?

### Exit Ticket

**Preparing for next class(es):**

Let students know that they will be working on raising awareness on gender role issues through a form of art. This exit ticket should get their thinking rolling about their art:

1. What form of art do you enjoy the most?
2. How can this form of art help raise awareness on gender role issues?

**Day 5**  
 (45 minute lesson)

**Lesson Objective(s) or Essential Question(s)**

**Learning Objective:** I can identify the power in writing as a form of justice.

**Essential Question:** How can writing be used as a form of justice when other forms fail?

**Warm-up**

1. Display the question “How can the arts become an effective tool to help others understand and care about gender based violence?”
2. Have the students respond to this question in the method that works best for your students and your learning environment (PearDeck, partners, writing, etc).
3. Allow students to share their responses with the class.

**Focus text(s) / resource(s) for today’s lesson**

*The Seattle Times* Article by Corinne Chin and Erika Schultz: [“Disappearing Daughters”](#)

Quartz article on modern day feminist chant against women violence by Annalisa Merelli:  
[Learn the lyrics and dance steps for the Chilean feminist anthem spreading around the world](#)

[Performance Task Handout](#)

[Performance Task Example](#)

**Lesson / Activities**

**Introducing Assignment:**

1. Review the [performance task handout](#) with students.
  - a. Review the requirements
  - b. Review the rubric



- c. Hold space for questions
2. Provide students with a poetry example of the performance task
  - a. Set a due date
  - b. Assign groups or invite students to choose groups

*Educator Note: Students were given the freedom to select who their groups were. They were informed that they would have to evaluate each other afterwards to ensure everyone was being accountable in the work they produced.*

**Classwork Time:**

1. Allow students to work on their assignment.
2. Walk around the classroom to assist and engage students in their work.

### Closing and Homework

Give students time to work on their project outside the classroom as needed

*Educator Note: After 4 full class periods working on this, students were able to complete their performance task. The students then shared their projects with their classroom through a presentation. A lot of my students were remote so this was the only viable option for my class.*