

Planting Seeds of Hope: Lesson One

Your Name	
Pulitzer Center Story	For an Agricultural Worker, Supporting His Family Means Being Separated From Them
Journalist(s) who reported your story	Ingrid Homquist and Sana A. Malik

As you watch, jot down key moments, things people say that strike you, thoughts, feelings, reactions, description of any of the participants.
What three words would you use to describe Winny Contreras?
What three words would Winny use to describe himself?
Summarize the story for someone who doesn't know anything about it
Why is this story important to you and our community?

What is Homquist and Malik's purpose in reporting this story?

What is a theme(s) illuminated from this story that you could apply to your life?

If you could meet anyone in the story or the journalists who reported this story, what questions would you like to ask?

Planting Seeds of Hope: Lesson Two

Warm Up	
Explore images from the following news story: Meet some of the millions of women who migrated recently, risking everything What are your initial thoughts, feelings and reactions to these images?	
Key Vocabulary	
<ol style="list-style-type: none"> 1. Empathy: the ability to understand and share the feelings of another. 2. Affinity: a natural liking for someone. 	
Activity: Millions of Women Scavenger Hunt	
Using the story you began exploring in your warm-up, find and describe images that correspond to each of the categories below.	
Find	List the person if they are named (if not, include a brief description) and explain why you chose the photograph.
A picture that brings you delight	
Someone who is vastly different from you	
Someone who you thought was vastly different but when you looked closer they were similar	
A picture that you relate to	
A picture of a person you want to learn more about	

A picture that brings you hope	
Someone you empathize with	
Someone you have affinity for	
Favorite picture	

Planting Seeds of Hope: Lesson Three

Planting Seeds of Hope Lesson Three	
Pulitzer Center Story	A Teenager Starting Over In Canada
Journalist(s) who reported your story	Lacy Roberts, Luisa Conlon, and Hanna Miller

As you watch, focus on Ibraheem's: Experiences Thoughts Feelings Day-to-day life in Canada	
Capture direct quotes from Ibraheem that you think are important or powerful.	
List those that are both similar and different from yours.	
SIMILAR Experiences Thoughts Feelings Day-to-day life	DIFFERENT Experiences Thoughts Feelings Day-to-day life
What three words would you use to describe Ibraheem?	

What three words would Ibraheem use to describe himself?

What is Lacy Roberts, Hanna Miller and Luisa Conlon's purpose in reporting this story?

What is a theme(s) illuminated from this story that you could apply to your life?

If Ibraheem was your classmate, what would you tell him?

[we were fragments](#)

a poem by Dana Blatte, who wrote this when she was a junior in high school

Listen to the poem, and copy and paste your favorite lines below.

Dana Blatte hopes her poem can help shed light on the struggles refugees, especially children, and their families face as they attempt to integrate into new and unfamiliar worlds.

What are the benefits of Dana, us, and others knowing about Ibraheem's story?

What other aspects of Ibraheem's life do you think are worth knowing?

What is one word you *hope Ibraheem will use to describe himself in the future?*

Planting Seeds of Hope: Lesson Four

Pulitzer Center Stories	Diego's Rebirth
Journalists	Dominic Bracco II
List your favorite lines from Diego's Rebirth. Use Spanish or English or both.	
Create one stanza of poetry from Diego's perspective. Then, add your stanza to our class's collaborative poem.	
Create a title that matters for our collaborative poem.	
Read Patricia Smith's interview on persona poems , which highlights strategies for writing in persona.	
Her five key points are below.	
<ol style="list-style-type: none">1. Talk about something that is important to that person2. Give it a wrinkle; put the person in an interesting situation3. The person has to be engaged in something interesting4. Put them in an energetic situation (plop them down in the middle of the drama)5. Make them say something that is going to bring people to them	

Planting Seeds of Hope: Lesson Five

<p style="text-align: center;">Pulitzer Center Stories</p> <p>Explore the headlines, and choose one story to explore for today's lesson.</p> <p>Find the story of someone whose story you believe deserves to be heard by more people.</p> <p>You will ultimately be using the story you choose to write a persona poem.</p>	<ul style="list-style-type: none"> ● Chagossians Employ Football and Community as Tools of Resistance ● My Entire Life Has Been Spent in a Refugee Center ● AP Road Trip: An Immigrant's Struggles to Survive in Vegas ● Across the Border and Back: An Asylum Seeker's Journey ● Millions of Women Who Migrated ● A Teenager Starting Over In Canada ● Guanajuato Norte ● Life After Deportation ● Diego's Rebirth ● Inside Ohio's Migrant Camps ● Between Borders: Cuban Asylum Seeker Waits in Mexico ● Our Work is Helping People: Meet the Nuns Helping Migrants ● Bridging the Border: A Family Divided (Vancouver, WA family) scroll down for video ● Syria's Teen Documentarian ● This French Town Has Welcomed Refugees for 400 Years ● More Stories ● Find Your Own Story
<p>After you have chosen your story, write down the following:</p>	
<p>What is the story about? What major themes or issues does it focus on?</p>	
<p>Whose perspective will you be writing from? Share their name and 1-2 sentences about who they are.</p>	

<p>What is your “working purpose” in writing this poem?</p>	
<p>Now, put Patricia Smith’s persona poem advice into action:</p>	
<p>What is something that is important to the person whose perspective you’ll be writing from?</p>	
<p>What is a wrinkle you could add? How could you put the person in an interesting situation? Where does the energy or drama of the poem come from?</p>	
<p>What is something interesting the person could be engaged in?</p>	
<p>What is something the person could say that would bring people to them?</p>	
<p>Find direct quotes from your person in the story that you think are particularly important or powerful.</p>	
<p>Anything else that doesn’t fit in one of the boxes from above. Trust your poetic voice to find great details and create stellar figurative language. (What words, phrases, and lines are coming to mind for you already?)</p>	

[Persona Poem Models](#)

Explore the model poems. List your favorite lines.

List line beginnings that we could use for our poems.
For example: *When you tell my story...*

Now, create riffs off of some of these.
For example, *When you tell my story...* could become:
When you draw my story... / When you sing my story... / When you plant my story...

Planting Seeds of Hope: Lesson Six

Return to the Pulitzer Center story you explored in the last class.
Craft your own persona poem from the perspective of someone in the story you chose.

[Persona Poem Criteria and Submission Form](#)

After drafting your poem, reflect:	
What do you like best about your poem?	
Are there spots that still don't feel quite right?	
If the person you wrote about read your poem, what would you hope they would think and feel?	
What would you hope they say to you after reading your poem?	

Planting Seeds of Hope: Lesson Seven
Returning to Our Community

<p>Create a list of all the people you can think of in our community who have stories that are underreported and deserve to be heard by a larger audience.</p>	
<p>Choose a person from our community whose story you want to honor and celebrate by writing a persona poem from their perspective. List their name below, and explain who they are and why you want to celebrate and honor their story.</p>	
<p>Now, put Patricia Smith's persona poem advice into action. <i>As you write your responses, write them in first person from your person's perspective to start finding their voice.</i></p>	
<p>What is something that is important to the person whose perspective you'll be writing from?</p>	
<p>What is a wrinkle you could add? How could you put the person in an interesting situation? Where does the energy or drama of the poem come from?</p>	

What is something interesting the person could be engaged in?	
What is something the person could say that would bring people to them?	
What makes this person special in your eyes?	
What three words would you use to describe this person?	
What three words would this person use to describe themselves?	
Draft Your Poem	

Planting Seeds of Hope: Lesson Eight

[Persona Poem Criteria and Submission Form](#)

Use these criteria to revise and then submit your poem.

Closing Reflection	
What are your biggest takeaways from this unit?	
How has this unit altered or reinforced how you see the world?	
How has this unit altered or reinforced how you see our community?	
Are there people you have a greater sense of empathy, affinity or understanding towards?	