

## Thank you in Advance

By Kelly Fischer

*Educator note: These lessons are all contained within various linked nearpod presentations. These presentations are designed to be implemented during remote instruction or in-person instruction. When possible, audio guidance is also provided for students who will be working through this lesson asynchronously.*

<b>Day 1</b>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● What is misinformation?</li> <li>● What are reliable sources of information?</li> <li>● Defining terms: What are <i>assets</i>? What are <i>challenges</i>?</li> </ul>
<b>Warm-up</b>
<p>Define the following terms using the visual guide on slides 2 and 3:</p> <ul style="list-style-type: none"> <li>● Asset</li> <li>● Challenge</li> </ul>
<b>Focus text(s) / resource(s) for today's lesson</b>
<p><a href="#">Misinformation, Assets, and Challenges   Editable copy of the lesson slides on nearpod</a> (Please make a copy before making changes)</p> <p><a href="#">How Promotoras de Salud Are Fighting Vaccine Conspiracies in Chicago's Latino Communities</a> (This story is also embedded in the nearpod lesson.)</p>
<b>Lesson / Activities</b>
<p><b>Vaccine Misinformation</b></p> <ol style="list-style-type: none"> <li>1. Watch the vaccine misinformation video on <u>slide four</u> and match the terms with the pictures on <u>slide five</u>.</li> <li>2. Pose the following questions and discuss student responses using polls from the nearpod presentation on <u>slides six - nine</u>:       <ol style="list-style-type: none"> <li>a. Do you think vaccines will help COVID-19 from spreading?</li> </ol> </li> </ol>

- b. Are the COVID-19 vaccines safe?
- c. Will you get a COVID-19 vaccine when it is your turn to do so?

**Listen to Reporting about Vaccine Awareness in Chicago**

1. Listen to the story from Maria Ines Zamadio, “How Promotoras de Salud are Fighting Vaccine Conspiracies in Chicago’s Latino Communities” (5 min 34 secs) on [slide 11](#).
2. Answer the following comprehension questions on [slide 12](#):
  - a. What do promotoras de salud do?
  - b. Why do the promotoras do their job?
  - c. True or False: Latinos have the highest COVID-19 infection rate in Chicago
  - d. True or False: You can trust everything you hear on social media.
  - e. What is a hoax?
  - f. People who believe conspiracy theories thought COVID-19 was a hoax. In other words, they thought that the government made up a story about a deadly virus. Why did people stop believing this?
  - g. Why are some people uncomfortable about getting a vaccine?
3. On [slide 13](#), write or draw one way we can keep people safe and stop COVID-19.

**Closing**

On slides 14 and 15, write thoughts or draw images in response to the following questions:

1. What are the major challenges discussed in this lesson?
2. Who or what are the assets in the story?

**Day 2**
**Essential Questions**

- What does it mean to be an activist?
- How do activists work with leaders?
- Who are my elected leaders?
- How am I an activist?

**Warm-up**

There are many ways to create change to address challenges in our community. In this lesson we will learn about activism and activists who work with elected leaders to address challenges in their communities. We will be working with our leaders to address a challenge in our

community.

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

[Activism | Editable copy of the lesson on nearpod](#): (Please make a copy before making changes)

[How Teenage Sisters Pushed Bali to say Bye Bye to Plastic Bags](#)

**Lesson / Activities**

1. Match the following key terms with the pictures on slide two:
  - a. Police brutality
  - b. Pollution
  - c. Rights
  - d. Equity
  - e. Peaceful
  - f. Climate change
  - g. Racism
  - h. Protest
  - i. Justice
2. On slide 3, name some rights that have been denied to people in Chicago.
3. Think, Pair, Share: How can you help people in Chicago? On slide 4, write a response.

**Analyzing a Global Story About Activism**

1. Prior to listening to the NPR story on the Bye, Bye Plastic Bags initiative Bal, preview the following guiding questions on slide 5
  - a. What did the girls do to get the governor's attention?
  - b. How did they describe their experience working with elected leaders?.
  - c. What happened because of their activism?
2. Listen to the story embedded on slide 6 : [How Teenage Sisters Pushed Bali to say Bye Bye to Plastic Bags](#) (3 mins)
3. Return to the guiding questions on slide 7:
  - a. What did the girls do to get the governor's attention?
  - b. How did they describe their experience working with elected leaders?.
  - c. What happened because of their activism?

**Researching Local Elected Leaders**

1. Collaboration Board (Slide 8): Who are your elected leaders? (In Illinois you can use this website to help you, [Illinois BOE Find My Elected Leaders](#) ).

2. On slide 9, practice identifying contact information for your state senator and state representative.

**How are we Activists?**

Create a personal connection by previewing the work you will do with leaders to address a challenge in your community.

*Educator note: our personal example is given on slide 10. You can copy and edit the nearpod presentation to reflect your activism project. The text for our project is detailed below:*

"You are all activists! Our class will meet with our elected State Representative Lindsey LaPointe to create change to address a challenge in our community. That challenge is equity. We are working with our leaders to create opportunities for everyone. We are helping pass laws that will give everyone access to free educational programs that meet their needs.

Jessica Genova, Rep. LaPointe's Chief of Staff, shared the following summary of this bill, "The overall intent of this bill is to ensure that young people with disabilities coming out of high school have more post-secondary options. Students who, on paper, would be eligible to enroll in a program and have the grades needed to be successful are unable to pass entrance exams or are not given proper accommodation once enrolled in higher education programs."

Furthermore, Rep. LaPointe stated that our action will help pass bills to ensure that programs that create equal opportunities for all people will have the funding, or money, that they need in order to be successful.

We may not be heard every time we reach out to our leaders, but we will never give up. We are activists!"

**Closing and Homework (if any)**

Draw yourself as an Activist on [slide 11](#).

**Day 3 & 4****Essential Questions**

- How can we advocate for change by working with leaders to change policy?
- What can we learn from our leaders?

- How do I conduct an interview?

### Warm-up

#### Researching local leaders

*Educator note: Introduce the elected leader or change-maker you will be interviewing. Include a brief biography, contact information, and video footage if possible. After researching the leader, set the stage for the subsequent lesson on conducting an interview using the Pulitzer Center video as reference material. The warm up can take up to one day to complete.*

Every great interview begins with great research. Review [the research guide on Representative Lindsey LaPoint](#).

After examining her mission statement on [slide 2](#), respond to the following questions:

- What has LaPoint dedicated her life to doing?
- What are some key details that describe her career?
- Where are the addresses of her office?

#### Examine Amendment to HB 3950

- Read and/or listen to LaPoint's bill, Amendment to HB 3950 on [slide 5](#).
- Respond to the following question and be ready to explain your response: Do you think Lindsey's Amendment should become a law?

#### Learn more about Lindsey LaPoint

- Watch a short video of Lindsey explaining how she got into local government (1 min and 12 seconds) on [slide 7](#).
- Share at least one question you would ask Lindsey LaPoint. Type your question into the collaboration board on [slide 8](#).

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

[Representative Lindsey LaPoint | editable copy of the presentation on nearpod](#) (Please make a copy before making changes)

[Interviews: Journalist's Toolbox Video](#)

[Interviewing Elected Leaders | editable copy of the lesson on nearpod](#) (Please make a copy before making changes)

### Lesson / Activities

**Preparing for the interview during a class visit**

*Educator Note: You will want to take notes during this lesson to create a guide for students to utilize during the interview. Include the interview questions students create and a list of students who are comfortable asking questions on the day of the interview. As an alternative to hosting the local leader in your classroom, Interview questions can be sent via email.*

1. Watch the video clip on slide 2 and answer the following questions:
  - a. What is one very important part of the reporting process (slide 3)?
  - b. Why is interviewing an important part of the reporting process (discuss in class)?
2. Watch the clip on slide 4 that captures step one of the interview process – *research*.
3. Use the collaboration board on slide 5 to reflect on your experience researching LaPointe. Write your response to the following question - How did we research and plan for interviewing Rep. LaPointe? Share your response with your classmates.
4. Watch the clip on slide 6 about making a personal connection. Then answer the follow-up questions on slides 7 - 9.
  - a. Do you think we should ask “What do you love about your community?”
  - b. What issues do you care about?
  - c. Would you like to ask one of these questions during the interview?
5. Watch the clip on slide 10 about asking open-ended questions and answer the multiple choice comprehension question on slide 11.

*Educator note: provide several additional examples and non-examples of open-ended questions, and ask students to give a thumbs up if they hear an open-ended question/ thumbs down for non-examples*

6. Listen to the final clip in the presentation on slide 12 and answer the comprehension check on slide 13. Put a checkmark next to the concepts you understand and a question mark next to those you do not.
7. On the final slide type at least one interview question on the collaboration board. You do not necessarily have to be the one to ask the questions you come up with.

**Homework**

*Educator Note: prepare a list of questions with the student's names attached to the questions they would like to ask.*

Students assigned questions should practice reading their questions and asking them to a family member or friend.

<b>Day 5</b>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● What is photojournalism?</li> <li>● How can a picture tell a story?</li> <li>● How can we use photojournalism to tell our stories and send a powerful message to support legislation that addresses our needs?</li> </ul>
<b>Warm-up</b>
<p><i>Educator Note: this lesson will take place after interviewing the elected leader or change maker. As a warm-up activity, review notes from the interview.</i></p> <p>We will be creating photojournalism projects to thank lawmakers for passing legislation. We will want to demonstrate how passing this legislation will improve our lives in our photos. In the next two lessons we will learn more about photojournalism, so that we can create a power message for change.</p>
<b>Focus text(s) / resource(s) for today's lesson</b>
<p><a href="#">Favoured: Highlighting the Resilience of Refugee Girls in the Shadows of Europe</a></p> <p><a href="#">Slide Presentation on Favour's story</a></p> <p><a href="#">Nearpod for Lilia's story</a> (Please make a copy before editing)</p>
<b>Lesson / Activities</b>
<p><b>Examining Angelica Ekeke's project <i>Favoured</i></b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Watch the section from</a> the video of Angelica Ekeke's Project "Favoured" (Timestamp 5:17- 11:20)</li> <li>2. Using a Jamboard: reflect on what you know about Favour after watching the video. Consider how she feels, what her life looks like, what are her hopes and dreams, and what she may need to achieve those dreams.</li> <li>3. Review a selection of photos from the project on the <a href="#">Slide Presentation Favour</a>.</li> <li>4. Using prior knowledge from the jamboard and video, discuss how Favour's truth is revealed through the photos. Include the guiding questions for "Thank You in Advance"</li> </ol>

in the discussion :

- a. Who am I? (“*Who is Favour?*”)
- b. What do I need to reach my dreams? (“*What does she need to reach her dreams?*”)
- c. What will it look like when I achieve my goals? (“*What will it look like when she achieves her goals?*”)

### Closing

Discuss your responses to the following question – what did you learn about photojournalism?

## Day 6

### Essential Questions

- What is photojournalism?
- How can a picture tell a story?

### Warm-up

*Educator Note: Review prior knowledge about the Favour project. Students will be applying the same skills to review another photojournalism piece.*

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

[Lilia: Preserving the Amazon River's Fauna Is Preserving Planet Earth](#)

[A lifetime protecting the Amazon's aquatic creatures](#) (photojournalism project)

[Nearpod for Lilia’s story](#) (Please make a copy before editing)

### Lesson / Activities

#### **Examining Pablo Albarenga’s *Defenders of the Forest***

1. On slides 2 - 6, review a selection of photos from the project and share your response to the corresponding questions.
2. Write a response to the question on slide 7 – What did you learn about Lilitiana from these pictures?
3. Watch the video on slide 9 from *Lilia: Preserving the Amazon River's Fauna Is Preserving*



*Planet Earth* (timestamp: 2:30 - 5:53)

4. Discuss your response to the following question on slide10 –Were we able to discover some truths about Lilia from only looking at pictures?

### Closing and Homework (if any)

Discuss your responses to the following question – what did you learn about photojournalism?

Remember, we will be creating photojournalism projects to thank lawmakers for passing legislation. We will want to demonstrate how passing this legislation will improve our lives in our photos. Bring a photo or image that tells part of your story - how will your life improve if they pass Amendment to HB 3950?

## Day 7

### Essential Questions

- What is photojournalism?
- How can a picture tell a story?
- How can we use photojournalism to tell our stories and send a powerful message to support legislation that addresses our needs?

### Warm-up

Share the image or object you chose to tell your story and explain why you chose that image or object.

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

[How to Tell Underreported Stories with photography](#)

[Photojournalism Nearpod Presentation adapted for diverse learners](#) (Please make a copy before editing.)

### Lesson / Activities

*Educator note: students will follow a modified version of the lesson, "[Introducing a skill: Telling Stories](#)*

[with Photography](#)” from the Pulitzer Center’s lesson builder on Photojournalism using a nearpod presentation to facilitate the discussion. We will explore the following concepts from the lesson builder:

1. Introduction: “Journalists who use photos to tell stories are called photojournalists. What questions do they ask before getting started? How do they plan their images to tell a story? How do they make sure their images pop? In this lesson, you’ll explore these questions while connecting with Pulitzer Center grantees who are professional photojournalists, and apply these new skills to under-reported stories you want to tell.”
2. Set an intention: “Watch the video and think about how you can use the following tips to capture stories yourself.
  - a. Plan and research your story in advance
  - b. Make connections with the people and places you want to photograph—ask questions and get to know people and places
  - c. Compose interesting photos with a clear message or emotional content
  - d. Choose, or put together, images that tell the story you want to tell”
3. Watch [the video](#), pausing at the following timestamps to ask comprehension questions, clarifying questions, and questions related to the “Thank You in Advance” project.
4. Plan and Research (Timestamp 1:25-2:37):
  - a. What does it mean to plan and research?
  - b. How have we planned and researched for our project?
  - c. What story do you want to tell?
  - d. Why are we telling this story?
5. Make Connections (Timestamp 2:38-3:53):
  - a. How can you help people feel comfortable?
  - b. In your own words, Explain why we are telling our story.
  - c. What is the purpose of our project?
6. Compose an interesting photograph: (Timestamp 3:54-5:37):
  - a. *Teacher note: Give examples of photos taken from different angles and share images from the photojournalism projects included in [the Pulitzer Lesson Builder](#).*
  - b. Share your answers to the question, “What angle was this picture taken from?” using movement.
    - o Raise their arms for images taken from above
    - o lower their hands palms up in the frame for pictures taken from below
    - o move side to side for pictures taken from different angles. The same concept can be used for distinguishing between close-ups and long shots.
  - c. Ask students to pin your screen and demonstrate how light changes a portrait.
7. Choose Images that Tell a Story (5:38-7:31):
  - a. Why is it important to ask permission to take someone’s picture?
  - b. Practice asking permission.
  - c. What is empathy?

- d. Show an example of a powerful photo and discuss why that image makes you feel closer to the story/empathy.

### Closing

You will be creating your own photojournalism pieces which will illustrate how the passing of the HB3950 bill will ensure that you achieve your goals. Your photos will illustrate answers to the following questions:

- a. Who am I
- b. What do I need to reach my dreams?
- c. What will it look like when I achieve my goals?

## Day 8

### Essential Questions

- How will we tell our story clearly through photojournalism?
- How can we take photos that connect people to our story and create empathy?
- Who is our audience?
- How can photojournalism help us advocate for policy change?

### Warm-up

How can youth leverage their power to enact policy change? What motivates leaders to work towards a more equitable society?

When we hear stories about people facing adversity; when we truly understand who they are and the obstacles they face; we are motivated, by empathy, to stand with them on their journey towards justice. This is the vision of “Thank You in Advance.” It is bringing a personal connection to the battle for equity, putting a face, a story, and the power of dreams realized at the forefront of policy change. It is putting students at the center of their underreported story

In order to pass laws and get funding for programs so that all learners can achieve their goals, we’re going to help Representative Lindsey LaPointe by using photojournalism to capture how her bill can help us achieve our goals. We’ll be responding to the following guiding questions using photography and writing:

1. Who am I
2. What do I need to reach my dreams?

3. What will it look like when I achieve my goals?

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

[How to Tell Underreported Stories with Photography](#)

[Nearpod Photojournalism Project Guide](#) *(Please make a copy before editing.)*

**Lesson / Activities**

**Try Photography with the Journalist Toolbox**

1. Watch the "Try it at Home" clip from the "[Photojournalism: Journalist's Toolbox](#)" video (Timestamp 7:32 - 9:36)
2. Complete Activity 1: "Compose original photography: For this exercise, create a photo essay that tells the story of your home using images of either people (portraits) or of objects. In the video, Elian says that we can learn a lot from what objects are in a home or a place and where they're placed, so use the following questions from the video to get started brainstorming objects that you could photograph:
  - What is something people need to see to understand your family, or your home?" *(Students learning from home can find objects within their space and share them with others. Students participating in the Meet/Zoom from school can draw an object or find an image via Google to represent their ideas.)*
3. Review the guiding questions for "Thank You in Advance"
  - a. Who am I?
  - b. What do I need to reach my dreams?
  - c. What will it look like when I achieve my goals?
4. Review the four tips from the photojournalists utilizing Elian's tip "Pretend you are a stranger and see everything new."
  - a. Plan and research your story in advance
  - b. Make connections with the people and places you want to photograph (ask questions and get to know people and places)
  - c. Compose compelling photos with a clear message
  - d. Choose images that tell the story you want.
5. Brainstorm ideas for your photo series on a jamboard, one for each question.
  - a. Who am I?
  - b. What do I need to reach my dreams?
  - c. What will it look like when I achieve my goals?

**Closing or Homework**

Continue contributing to their question-focused jamboards in preparation for tomorrow.

## Day 9

### Essential Questions

- How will we tell our story clearly through photojournalism?
- How can we take photos that connect people to our story and create empathy?
- Who is our audience?
- How can photojournalism help us advocate for policy change?

### Warm-up

In pairs or small groups, review the jamboards from the previous day that answer the following questions:

1. Who am I?
2. What do I need to reach my dreams?
3. What will it look like when I achieve my goals?

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

[How to Tell Underreported Stories with Photography](#)

[Nearpod Photojournalism Project Guide](#) *(Please make a copy before editing.)*

### Lesson / Activities

**Photojournalism Project Guide** (written in educator directives)

1. Model how to use the "Photojournalism Project Guide" in class. Ask students to imagine that you (the teacher) are about to graduate. Create a scenario that gives them enough background information about this person where they can provide some feedback on the photos you should take. Use a live session of the [Nearpod Photojournalism Project Guide](#) and fill it out based on student input. I would advise not sharing the presentation with students at this point so that they understand that they will be answering the questions based on their own lives and dreams once you share the nearpod.
2. Hold space for questions
3. Share a student-paced copy of the presentation with students. Explain that this will help

them research and plan for their photos. They are also expected to take photos.

4. Assign the project for the subsequent class and/or as a homework assignment depending on your class norms.

### Closing and Homework

Remember everyone has a story to tell! You are taking pictures for change.

1. Follow the Nearpod "[Photojournalism Project Guide](#)" to take at least one photograph to answer **each** of the guiding questions:
  - a. Who am I?
  - b. What do I need to reach my dreams?
  - c. What will it look like when I achieve my goals?
2. Once you've completed the project guide, review your photographs and pick images that tell your story the best. Ask for input from your peers and teacher.
3. Write a letter to lawmakers using the [writing guide template](#). Since the bill passed through the house and is moving to the senate, the letter thanks your State Senator in advance for supporting the bill and explains how it will help you achieve your dreams.
4. Send your photos and a letter to lawmakers with letters using the included templates and writing guides.

*Accommodations for photography: I observed that some of my students were comfortable finding objects in their home and sharing how these objects reflected their answers to our guiding questions. However, many of those same students had difficulties producing photos independently. Next time I do this project, I will take photos during class. I would use breakout rooms to capture screenshots if I am teaching remotely, and I would capture images at school if we are teaching in person. I would then provide the same opportunities for students to share images and artifacts from their homes.*