

Unit Overview

Unit Length	Nine lessons
Grade Level(s)/Subject(s)	Middle and High School Language Arts, Social Studies, Humanities
Unit Overview	<p>This unit strives to recognize sources of hope and pride from around the world while cultivating the same in our local communities. Moreover, it aspires to listen to young people to discern what they need most in this moment.</p> <p>This unit will analyze the work of visual storytellers who create hope and pride, building an understanding of how visual images and words can inspire audiences.</p> <p>Students will also look to their own communities to find sources of inspiration, so they can create storyboard projects that highlight the people who cultivate the attributes young people need most.</p> <p>Optional Extension: <i>If students have access to video editing software, they could create a short documentary that highlights their subject.</i> How to Edit Video on iPhone</p>
Objectives & Outcomes	<p>Students will begin by reflecting on members of their community who have positively impacted their lives or the lives of others, and will identify the attributes they believe young people need most in this moment.</p> <p>Students will analyze visual storytelling and understand how storytellers can cultivate hope, pride, and other attributes they believe young people need most in this moment.</p> <p>Students will interview a community member who cultivates hope, pride, and what young people need most.</p> <p>Students will create storyboards that amplify the sources of hope, pride, and other attributes young people need most.</p>
Standards	<p>Learning for Justice Social Justice Standards</p> <p>Identity 1: I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.</p> <p>Identity 4: I express pride and confidence in my identity without perceiving or treating anyone else as inferior.</p>

	<p>Diversity 8: I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.</p> <p>Diversity 9: I relate to and build connections with other people by showing them empathy, respect, and understanding, regardless of our similarities or differences.</p> <p>Common Core State Standards</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.7</u> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
Unit Resources	<p>Central Facilitation Resources:</p> <ul style="list-style-type: none"> → Slides for this unit [.pptx] → Slides for this unit [Google Slides] → Visual Storytelling Planner [.pdf] → Visual Storytelling Planner [.docx] <p>Visual Storytelling Examples [video]:</p> <ul style="list-style-type: none"> → "In Isolation. Abby Dreams of Space" by Sindya Bhanoo, Molly Oleson, Hélène Goupil, and Lydia Chávez for <i>Mission Local</i> and the Pulitzer Center → Diego's Rebirth by Dominic Bracco II for <i>National Geographic</i> and the Pulitzer Center → We Became Fragments by Lacy Jane Roberts, Luisa Conlon, and Hanna Miller for the <i>New York Times</i> and the Pulitzer Center <p>More Examples: Optional Visual Storytelling Extensions</p> <ul style="list-style-type: none"> → Meet the Journalist: Dominic Bracco II → Born into Statelessness by Carlos Javier Ortiz, Elyse Blennerhassett, and Michael Green → Ballet and Bullets: Dancing Out of the Favela by Frederick Bernas and Rayan Hindi for Vice <p>Additional Skill-building Resources:</p> <ul style="list-style-type: none"> → Tips for a Great Interview from StoryCorps → Great Interview Questions from StoryCorps → Supporting Interview Questions [.pdf] → Supporting Interview Questions [.docx]

Performance Task(s)	<p>My People: My Strength Photo Collage [.pptx] / [.pdf] Students will create collages that juxtapose image and text to illuminate people in their community who cultivate hope, pride, and what young people need most.</p> <p>Visual Storytelling Planner / Storyboard [.pdf] / [.docx] Students will expand on their use of visual storytelling and interview techniques to juxtapose images and the voices of people who cultivate hope and pride in their community in the form of storyboards.</p>
Assessment/Evaluation	<p>Final project criteria sheet [.pdf] Final project criteria sheet [.docx]</p> <p>Student projects will be evaluated based on the following criteria:</p> <ol style="list-style-type: none">1. Purpose--you have a clear purpose. → Your project cultivates hope, pride, or something else that young people need in their lives at this moment.2. Text--you have excerpts from at least two interviews that amplify how your subject creates hope and pride in your community.3. Images--you have A and B roll images that amplify your subject's story.4. Juxtaposition--You have juxtaposed text and images in meaningful and powerful ways.5. Structure--You have ordered your slides to enhance the impact of your story. You have a great title, opening, and ending.6. Style--you have a consistent and effective style that doesn't distract your audience.

Lesson 1: My People, My Strength

Lesson Objective(s) or Essential Question(s)
Students will be able to... <ol style="list-style-type: none">1. Identify what young people need most right now.2. Identify people in our community who are a source of hope and pride.3. Identify the influence of important people in our lives.
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none">→ Slido.com or similar word cloud creator→ Lesson One Slides [.pptx] - slides 1-5→ Lesson One Slides [Google Slides] - slides 1-5→ My People: My Strength Photo Collage [.pdf]→ My People: My Strength Photo Collage [.pptx]
Lesson Activities
<ol style="list-style-type: none">1. Have a word cloud created on slido.com or similar that asks students, "What do young people need most right now?"2. Discuss the following:<ul style="list-style-type: none">→ People help shape who we are.→ People can cultivate hope and pride in our community.→ Recognizing the strengths of our community members helps us recognize our own strengths.3. Create a slide that includes the people who are most important to you, the teacher. Include the people who give you a sense of hope and pride in our community. In the speaker notes, explain:<ul style="list-style-type: none">→ What you like best about these people.→ How they have influenced you.→ How you feel when you are around them.→ How they create a sense of hope and pride. <p>[See example on slide 3 of My People: My Strength Photo Collage, above.]</p> <ol style="list-style-type: none">4. Students create their own slide with speaker notes modeled on your slide, using Google Slides or similar.5. You know your students best. Choose your favorite way to share out students' slides:<ul style="list-style-type: none">→ Gallery walk→ Pair share→ Presentations→ Small groups <p>Exit Ticket:</p> <ul style="list-style-type: none">→ One strength I have that someone in my community helped cultivate.

- One of my peers' strengths that a community member helped cultivate.
- One person in my collage I would like to honor and celebrate in a deeper way.

Day 2: An Introduction to Storyboarding and B-roll

Lesson Objective(s) or Essential Question(s)

1. Students will learn basic elements of visual storytelling and b-roll
2. Students will analyze the different storytelling parts in "[In Isolation, Abby Dreams of Space](#)"
 - Lead
 - Profiles/perspectives of main characters
 - Point of conflict or tension
 - Facts/data and historical context
 - Other issues raised by story

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

Video:

- "[In Isolation, Abby Dreams of Space](#)" by Sindya Bhanoo, Molly Oleson, H  l  ne Goupil, and Lydia Ch  vez for *Mission Local* and the Pulitzer Center

Facilitation Resources:

- [Lesson Two Slides \[.pptx\]](#) - slides 6-16
- [Lesson Two Slides \[Google Slides\]](#) - slides 6-16
- [Lesson Two: Graphic Organizer and Collaborative Discussion Questions \[.pdf\]](#)
- [Lesson Two: Graphic Organizer and Collaborative Discussion Questions \[.docx\]](#)

Lesson Activities

1. Introduce Visual Storytelling:
 - Share with students that they will be creating a storyboard that highlights a person in their community who embodies hope, pride, and what young people need most right now. Filmmakers use storyboards to plan their films. Tell students that today they will explore the components of a storyboard, and how they ultimately come together to make a short documentary.
2. Introduce Storyboard Components:
 - Lead
 - Profiles/perspectives of main characters
 - Point of conflict or tension
 - Facts/data and historical context
 - Other issues raised by story
3. Watch "[In Isolation, Abby Dreams of Space](#)" and complete the graphic organizer for lesson 2, which asks students to identify storyboard components in the video.
4. Collaborative Discussion: Assign the following questions to different students. Have them write the

question and their response at the top of the page. Once they have answered, they will pass their paper to a peer who will respond to both the original question and the student's response. Repeat this process until all students have responded to each question.

- In what ways can you relate to Abby's story?
- What elements of Abby's story are the most powerful?
- What emotions did Abby's story convey?
- In what ways can we find hope or pride in Abby's story?
- What was the visual storyteller's purpose in telling Abby's story?

Day 3: Analyzing Visual Storytelling

Lesson Objective(s) or Essential Question(s)
Students will analyze Diego's Rebirth to understand how Dominic Bracco II juxtaposes images and words.
Focus text(s) / resource(s) for today's lesson
Video: <ul style="list-style-type: none">→ Diego's Rebirth by Dominic Bracco II for <i>National Geographic</i> and the Pulitzer Center<ul style="list-style-type: none">◆ Diego's Rebirth transcript [.pdf]◆ Diego's Rebirth transcript [.docx]
Facilitation Resources: <ul style="list-style-type: none">→ Visual Storytelling Planner [.pdf]→ Visual Storytelling Planner [.docx]→ Lesson Three Slides [.pptx] - slides 17-18→ Lesson Three Slides [Google Slides] - slides 17-18
Lesson Activities
<ol style="list-style-type: none">1. Introduce the Visual Storytelling Planner (above).2. Watch Diego's Rebirth, asking students to focus on the images and words that stand out.3. Discussion:<ul style="list-style-type: none">→ What images stood out?→ What words stood out?→ What do you appreciate most about Diego?→ How does Diego cultivate hope and pride?4. Now, ask students to return to the video on their own, stopping in places where either the words or images are powerful. Then in their graphic organizer (Visual Storytelling Planner), they will juxtapose the images and words.5. Each student creates a slide with one image from the video paired with the accompanying text.

Day 4: Planning Your Interview

Lesson Objective(s) or Essential Question(s)
Students will... <ol style="list-style-type: none">1. Create a plan for interviewing their subject.2. Create a plan for images they want to shoot with their subject.3. Create a plan for B-roll images they want to shoot to enhance their story.
Focus text(s) / resource(s) for today's lesson
Facilitation Resources: <ul style="list-style-type: none">→ Visual Storytelling Planner [.pdf]→ Visual Storytelling Planner [.docx]→ Lesson Four Slides [.pptx] - slides 19-21→ Lesson Four Slides [Google Slides] - slides 19-21→ Interview Tips from StoryCorps→ Great Questions from StoryCorps
Lesson Activities
<ol style="list-style-type: none">1. Introduce Storycorps Tips for a Great Interview:<ul style="list-style-type: none">→ Plan Your Questions→ Ask warm-up questions→ Ask open-ended questions→ Ask follow-up questions→ Think of it as a conversation (go with the flow)2. Practice Interview: Ask students to choose a question from the list that they want to ask you, the teacher. Students take turns asking questions and asking follow-up questions.3. Students create a plan for both interviewing their subject and the shots they want to get using the Visual Storytelling Planner, Interview Tips, and Great Questions.4. Students share their plan with a thinking partner. Provide suggestions and ideas for additional questions, anticipated follow-up questions, and additional B-roll images.5. Homework: Conduct interviews and shoot your B-roll images.

Day 5: Building Your B-roll with Ibraheem

Lesson Objective(s) or Essential Question(s)
Students will... <ol style="list-style-type: none">1. Examine how visual elements enhance stories.2. Brainstorm new visuals to enhance their stories.
Focus text(s) / resource(s) for today's lesson
Video: <ul style="list-style-type: none">→ We Became Fragments by Lacy Jane Roberts, Luisa Conlon, and Hanna Miller for the <i>New York Times</i> and the Pulitzer Center Facilitation Resources: <ul style="list-style-type: none">→ Visual Storytelling Planner [.pdf]→ Visual Storytelling Planner [.docx]→ Lesson Five Slides [.pptx] - slides 22-26→ Lesson Five Slides [Google Slides] - slides 22-26
Lesson Activities
<ol style="list-style-type: none">1. Each student creates a slide that includes a favorite image (B-roll) and a favorite quote from their interviews.2. Students' comment on others' slides with ideas for additional B-roll images that would enhance the quotes from the interviews.3. Watch We Became Fragments. Let students know that they can ask to pause the film when they see an image that is important or powerful. As a teacher, pause the film at moments you believe are important or powerful. At every pause, list the text and the juxtaposed image on your Visual Storytelling Planner, and ask: what is the visual storyteller trying to convey with the image? <p>If students struggle, you might ask:</p> <ul style="list-style-type: none">→ What do you think the visual storyteller wants you to see or notice?→ What emotions does the image convey? <p>Possible stopping points:</p> <ul style="list-style-type: none">→ 0:26 "There is nothing left in the world that I haven't seen.": Close up of Ibraheem's hands writing in journal.→ 0:36 "The sky dropped missiles like rain. You wait for your turn to die.": A flock of birds flying in the sky→ 3:33 "They don't know how my heart burns when I tell my story.": Ibraheem is walking down the street, and a man turns to look at him.→ 11:43 "We went out against our will, and we shall return with our hope.": Ibraheem watching kids playing soccer in the park.

4. Students now return to their interviews and images and create a list of additional images that will enhance their storytelling.

5. Homework: Shoot additional B-roll images to enhance your story.

Day 6: Planning Your Supporting Interview

Lesson Objective(s) or Essential Question(s)
Students will plan to interview someone who will enhance their story about their subject.
Focus text(s) / resource(s) for today's lesson
Facilitation Resources: <ul style="list-style-type: none">→ Supporting Interview Questions [.pdf]→ Supporting Interview Questions [.docx]→ Lesson Six Slides [.pptx] - slides 27-28→ Lesson Six Slides [Google Slides] - slides 27-28
Lesson Activities
<ol style="list-style-type: none">1. Students make their final decision about who they will interview to build the story.2. Students plan their interview questions, using the Supporting Interview Questions as a resource.3. Homework: Interview your person to enhance the story about your subject.

Day 7: Building Your Story with Image and Text

Lesson Objective(s) or Essential Question(s)
Students will create a draft story about someone in our community that cultivates hope and pride.
Focus text(s) / resource(s) for today's lesson
Facilitation Resources: <ul style="list-style-type: none">→ Visual Storytelling Planner [.pdf]→ Visual Storytelling Planner [.docx]→ Lesson Seven Slides [.pptx] - slides 29-31→ Lesson Seven Slides [Google Slides] - slides 29-31
Lesson Activities
<ol style="list-style-type: none">1. Using the Visual Storytelling Planner, students will pair excerpts from interviews and images to amplify their message.2. Students then create a slideshow with images and text that illuminates a story of someone in our community who cultivates hope, pride, or another critical necessity of youth today.

Day 8: Collaboration and Revision

Lesson Objective(s) or Essential Question(s)
Students will help each other revise their stories.
Focus text(s) / resource(s) for today's lesson
Facilitation Resources: <ul style="list-style-type: none">→ Visual Storytelling Planner [.pdf]→ Visual Storytelling Planner [.docx]→ Final project criteria sheet [.pdf]→ Final project criteria sheet [.docx]→ Lesson Seven Slides [.pptx] - slides 31-36→ Lesson Seven Slides [Google Slides] - slides 32-36
Lesson Activities
<ol style="list-style-type: none">1. Students begin by sharing their Visual Storytelling Planner:<ul style="list-style-type: none">→ Who do you want to highlight?→ What do you appreciate most about them?→ How do they cultivate hope and pride?2. Then students share their storyboards—images and texts.3. Students provide ideas for:<ul style="list-style-type: none">→ Additional interview questions for the subject or someone else.→ Additional images of the subject.→ Additional B-roll images.→ Other options for sequencing.4. Homework: Based upon feedback, ask additional interview questions and shoot additional images.

Day 9: Presentations

Lesson Objective(s) or Essential Question(s)
Students will celebrate the people in our community who cultivate hope and pride.
Focus text(s) / resource(s) for today's lesson
→ Students' work!
Lesson Activities
<p>1. Present slideshows.</p> <ul style="list-style-type: none">→ After each presentation, students share:<ul style="list-style-type: none">◆ Images that stand out◆ Text that stand out◆ How the person portrayed cultivates hope and pride. <p>2. Self Reflection:</p> <ul style="list-style-type: none">→ What are you most proud of in your project?→ What is something important that you learned?→ Write a note of appreciation to those you interviewed.