

UNIT OVERVIEW

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| Unit Length | Two weeks |
| Grade Level(s)/Subject(s) | 6th Grade/social studies (focus on Ancient Civilizations) |
| Unit Overview | <p>Students engaging with this unit have spent all year studying ancient civilizations, and exploring and discussing how life has looked for humans over the course of human history. In this unit, students will think critically about the authors and sources of the information they have explored in their Ancient Civilizations courses. They will discuss whose stories are left out, or underreported, in the creation of history.</p> <p>Students will begin this unit by discussing why some stories have been more likely to be passed on throughout history and what those stories have in common. Students will also discuss whose stories might have been left out from these narratives, why they may have been left out, and who they would like to hear from about the events they explored in their Ancient Civilizations course.</p> <p>Then, students will spend the bulk of the unit exploring various underreported stories from the present. They will discuss the effectiveness of the ways in which the stories are shared, and the importance that the sharing of that story holds. After reading, listening to, and exploring stories from many different individuals from different communities, students will identify a story from their own communities that might be at risk of getting lost or underreported. They will ultimately identify an effective way to share that story with their communities to ensure it becomes part of history.</p> |
| Objectives & Outcomes | <p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify the important points of a text and summarize it in their own words 2. Analyze texts for intended audience and bias. 3. Make a claim, and support it with evidence, using a R.A.C.E. paragraph |
| Standards | Missouri Social Studies Standards: |
| Unit Resources | <p>Videos: Video: “Ellen Pleads for Student’s Return to School After Dress Code Controversy” from <i>Ellen</i> “Life for the Formerly Incarcerated” by Ashley Mahoney for <i>The Charlotte Post</i></p> |

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| | <p>What are Under-Reported Stories? from the Pulitzer Center</p> <p>Articles: “Sohrai Art: Where Tribal Women Bring Alive Peacocks, Flowers and Lumbering Elephants on the Mud Walls of Their Homes” by Deepanwita Gita Niyogi for <i>GaonConnection</i> “Images Exploring What It's Like to Be Part of India's Queer Community” by Jake Naughton and Aarti Singh for <i>VICE</i> “As Mazy grows up, her parents toggle between supporter and protector” by Doug Moore for the <i>St. Louis Post Dispatch</i> Selection from “I am Omar” by Jennifer Berry Hawes and Gavin McIntyre for <i>Post and Courier</i></p> |
| <p>Performance Task</p> | <p>Students will propose a unit of study for teachers based on an underreported topic that they think needs to be studied more. They will use the “Pick Your Project” brainstorm sheet [.pdf] [.docx] to identify a topic. Students will then use the instructions on the document Untold Stories Proposal Project Description and Rubric [.pdf] [.docx] to summarize the topic using details from their own research and explain why it is important for the community to know. The final form of their project will be a powerpoint presentation to be shared with the class.</p> |
| <p>Assessment/Evaluation</p> | <p>Formative: In class discussions, summaries of stories explored in class, and R.A.C.E. paragraphs that answer the question: <i>Why is this person's story important for us to know and understand?</i></p> <p>Final presentation on a proposed unit of study: Powerpoint with three R.A.C.E. paragraphs. The project will be evaluated using the instructions and rubric on the document Untold Stories Proposal Project Description and Rubric [.pdf] [.docx].</p> |

UNIT PACING / DAILY LESSONS AND RESOURCES

| Pacing | Focus text(s) / resource(s) for today's lesson | Lesson Objective(s) or Essential Question(s) | Lesson / Activities | Lesson Materials |
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| Day 1 | A historical text that students have studied earlier in the year. | <p>From whose stories do we learn history?</p> <p>Who do we learn history from and who do we not hear from?</p> | <p>#1 In groups of 2-3, students read a text they have previously encountered in the course and work together to answer the following questions:</p> <ul style="list-style-type: none"> ● Who wrote this? What do we know about them? ● What does this text tell us about life during this time period/in this region? ● Who did we not hear about/from during this unit? Why? <p>#2 Students split into new groups that each have a representative from each of the previous groups. In those new groups, students, then discuss and answer the following questions:</p> <ul style="list-style-type: none"> ● What are the common characteristics of the authors of each of the texts? ● Whose voices are missing in the texts? Why? <p>#3 Group share out and discussion.</p> <p>#4 Individual Exit Ticket: Who do we learn history from and who do we not hear from?</p> | Two-three short texts from previous units |

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| <p>Day 2</p> | <p>Video: "Ellen Pleads for Student's Return to School After Dress Code Controversy" from <i>Ellen</i></p> | <p>Why is DeAndre's story important? How could hearing DeAndre's story help people in the future better understand this moment in history?</p> | <p>Do Now: Hand out the Project guidelines and have students read. Introduce the project and how we will prepare for it by exploring underreported news stories from throughout the world.</p> <p>#1 Students watch video Ellen Pleads for Student's Return to School After Dress Code Controversy</p> <p>#2 Students complete a worksheet asking them to a) identify three main important points of the story and b) summarize the story they saw in two-three complete sentences</p> <p>#3 Students will discuss with their partners:</p> <ul style="list-style-type: none"> ● Their summaries of the story ● Whose story is being shared? ● Why is it important to know their story? <p>#3 students will discuss with the group:</p> <ul style="list-style-type: none"> ● How was this story shared? ● Why is this an effective way to spread this story? ● How could we make sure that more people hear this story? <p>#4 Exit Ticket/RACE paragraph: Why is learning about DeAndre's story important? How could hearing DeAndre's story help people in the future better understand this moment in history?</p> | <p>Journals Pens/pencils Another device to take notes Untold Stories Proposal Project Description and Rubric" [.pdf] [.docx].</p> |
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| <p>Day 3</p> | <p>“Sohrai Art: Where Tribal Women Bring Alive Peacocks, Flowers and Lumbering Elephants on the Mud Walls of Their Homes” by Deepanwita Gita Niyogi for <i>GaonConnection</i></p> | <p>Why is the story of Sohrai important?</p> <p>How could hearing this story help people in the future better understand this moment in history?</p> | <p>#1 Students read the article Sohrai Art: Where Tribal Women Bring Alive Peacocks, Flowers and Lumbering Elephants on the Mud Walls of Their Homes (It may be helpful to modify and cut down this text depending on students’ reading levels and your class lengths. See lesson materials for an example.)</p> <p>#2 Students complete an individual worksheet asking them to a) identify 3 main important points of the story and b) summarize the story they read about in 2-3 complete sentences</p> <p>#3 Students will discuss with their partners:</p> <ul style="list-style-type: none"> ● Their summaries of the story ● Whose story is being shared? ● Why is it important to know their story? (In this case, there is an immediate reason noted in the article - knowledge of the women and their art would have been important for the housing program to know before they selected cement housing as their way to “help” the rural communities) <p>#3 Students will discuss with the group:</p> <ul style="list-style-type: none"> ● How was this story shared? ● Why is this an effective way to spread this story? ● How could we make sure that more people hear this story? <p>#4 Exit Ticket/RACE paragraph: Why is learning about Sohrai art important? How could hearing this story help people in the</p> | <p>Worksheet: Modified Sohrai Art Article & Questions [.pdf] [.docx]</p> <p>Journals Pens/pencils Another device to take notes</p> |
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| Day 4 | “Life for the Formerly Incarcerated” by Ashley Mahoney for The Charlotte Post | <p>Why is Saichelle’s story important?</p> <p>How could hearing Saichelle’s story help people in the future better understand this moment in history?</p> | <p>#1 Students reflect on connections between the stories they have read in the unit so far. They then continue their exploration of underreported news stories by watching the video Life for the Formerly Incarcerated by Ashley Mahoney for The Charlotte Post</p> <p>#2 Students complete an individual worksheet asking them to a) identify 3 main important points of the story and b) summarize the story they read about in 2-3 complete sentences</p> <p>#3 Students will discuss with their partners:</p> <ul style="list-style-type: none"> • Their summaries of the story • Whose story is being shared? • Why is it important to know their story? <p>#3 students will discuss with the group:</p> <ul style="list-style-type: none"> • How was this story shared? • Why is this an effective way to spread this story? • How could we make sure that more people hear this story? <p>#4 Exit Ticket: Why is learning about Saichelle’s story important? How could hearing Saichelle’s story help people in the future better understand this moment in history?</p> | <p>Journals Pens/pencils Another device to take notes</p> |
| Day 5 | “Images Exploring What It's | <p>Why is the story of India’s</p> | <p>#1 Students explore the pictures from Images</p> | <p>Journals</p> |

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| | <p>Like to Be Part of India's Queer Community" by Jake Naughton and Aarti Singh for VICE</p> | <p>queer community important? How could hearing stories about queer communities in India help people in the future better understand this moment in history?</p> | <p>Exploring What It's Like to Be Part of India's Queer Community that have been put up around the room in a gallery walk.</p> <p>#2 Students review the text that accompanies these pictures and complete an individual worksheet asking them to a) identify 3 main important points of the story and b) summarize the story they read about in 2-3 complete sentences</p> <p>#3 Students will discuss with their partners:</p> <ul style="list-style-type: none"> • Their summaries of the story • Whose story is being shared? • Why is it important to know their story? <p>#3 students will discuss with the group:</p> <ul style="list-style-type: none"> • How was this story shared? • Why is this an effective way to spread this story? • How could we make sure that more people hear this story? <p>#4 Exit Ticket: Why is learning about India's queer community important? How could hearing stories about queer communities in India help people in the future better understand this moment in history?</p> | <p>Pens/pencils Another device to take notes</p> |
| <p>Day 6</p> | <p>"As Mazy grows up, her parents toggle between supporter and protector" by Doug Moore for the <i>St. Louis Post Dispatch</i></p> | <p>Why is Mazy's story important? How could hearing Mazy's story help people in the future better understand this moment in history?</p> | <p>#1 Students read the article As Mazy grows up, her parents toggle between supporter and protector by Doug Moore for the <i>St. Louis Post Dispatch</i></p> <p>#2 Students complete an individual worksheet asking them to a) identify 3 main</p> | <p>Journals Pens/pencils Another device to take notes</p> |

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| | | | <p>important points of the story and b) summarize the story they read about in 2-3 complete sentences</p> <p>#3 Students will discuss with their partners:</p> <ul style="list-style-type: none"> • Their summaries of the story • Whose story is being shared? • Why is it important to know their story? <p>#3 students will discuss with the group:</p> <ul style="list-style-type: none"> • How was this story shared? • Why is this an effective way to spread this story? • How could we make sure that more people hear this story? <p>#4 Exit Ticket/RACE paragraph: Why is learning about Mazy's story important? How could hearing Mazy's story help people in the future better understand this moment in history</p> | |
| <p>Day 7</p> | <p>Video: What are Under-Reported Stories? from the Pulitzer Center</p> <p>"As Mazy grows up, her parents toggle between supporter and protector" by Doug Moore for the <i>St. Louis Post Dispatch</i></p> | <p>What are underreported stories? How can they help people in the future better understand this moment in history?</p> | <p>#1 Students discuss in pairs:</p> <ul style="list-style-type: none"> • What is the news? • Where do you get your news from? • How do the stories we have been reading compare to the stories we generally see in the news? • How do you think journalists decide what stories are important? <p>#2 Groups share out</p> <p>#3 Students watch What are Under-Reported Stories? by from the Pulitzer Center</p> | <p>Video: What are Under-Reported Stories? from the Pulitzer Center</p> |

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| | | | <p>#4 In pairs and then as a group discuss:</p> <ul style="list-style-type: none"> • What is an underreported story? • How are underreported news stories different from other news stories? • How can you find underreported stories, in the news and in your own communities? • What stories would you report on if you were a journalist? <p>#5 Using the article As Mazy grows up, her parents toggle between supporter and protector by Doug Moore for the <i>St. Louis Post Dispatch</i> from the previous class, students discuss the following with a partner, and then with the group:</p> <ul style="list-style-type: none"> • What details stood out to you from the Mazy story? • Why do you think this story qualifies as an underreported story? • What connections can you make between this story, and issues/people/places in your own community? | |
| Day 8 | <p>Selection from "I am Omar" by Jennifer Berry Hawes and Gavin McIntyre for Post and Courier</p> | <p>Why is Omar Ibn Said's story important? How could hearing Ibn Said's story have helped us better understand the past, and the present?</p> | <p>#1 Students read a selection from the article, "I am Omar" by Jennifer Berry Hawes and Gavin McIntyre for Post and Courier (cut down for reading level and to focus on the narrative of his life) out loud with a partner. Partners alternate the role of reader. The selection is pasted in the worksheet Analyzing a selection of "I am Omar" by Jennifer Berry Hawes and Gavin McIntyre for Post and Courier.</p> | <p>Worksheet: Analyzing a selection of "I am Omar" by Jennifer Berry Hawes and Gavin McIntyre for <i>Post and Courier</i> [.pdf] [.docx]</p> |

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| | | | <p><i>Note: This article was selected to connect to themes from the course, and because the class had scheduled to meet with journalist McIntyre. Educators can change this article depending on their class themes and which journalist they may be inviting to visit their class through the Pulitzer Center's virtual journalist visit program.</i></p> <p>#2 Students complete the map and matching activity in partners using pages 3-5 of the worksheet</p> <p>#3 Exit Ticket: What are the questions we have about Ibn Said's story? (These will be questions to pose tomorrow with the visiting journalist if there is time. If you have chosen a different story for students to explore, have them prepare questions connected to that story.)</p> | |
| Day 9 | Virtual journalist visit with journalist Gavin McIntyre, or another journalist whose work students explored during the unit. | How do journalists report underreported global issues? What is the role of journalism in documenting history? | <p>#1 The visiting journalist will present using the following guiding questions: <i>* How did you decide to become a journalist? What are some of the things you do as a journalist?</i> <i>* Why did you decide to report this story? Why did you think this story from the past would be important for your readers today to know about?</i> <i>*What advice do you have for students on how to identify topics for underreported stories in their own communities?</i></p> <p>#2 Students will ask the questions that they compiled the day before.</p> | Click here to schedule a free virtual journalist visit with a Pulitzer Center grantee. |
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| <p>Day 10</p> | | <p>Students will be able to identify a topic for their final projects.</p> | <p>#1 Students explore examples of the final project and reflect on the following questions while analyzing each example: What are 3 observations you made about this project? Whose story is being shared? Why is it important to know their story? Why might it be important for history educators to teach about this topic?</p> <p>#2 Teacher will share project guidelines and rubric</p> <p>#3 In pairs, students use the “Pick Your Project” worksheet to share 2 underreported topics they want to talk about and who they could interview. Students then form groups and spend 3 minutes per group member sharing their ideas. Group members then brainstorm questions they could ask about these topics.</p> | <p><u>Sample #1:</u> Homophobia [.pdf] Sample #2: Racism [.pdf] Sample #3: Depression [.pdf] Sample #4: Clothing [.pdf]</p> <p>Untold Stories Proposal Project Description and Rubric” [.pdf] [.docx].</p> <p>“Pick Your Project” brainstorm sheet [.pdf] [.docx]</p> |
| <p>Days 11-12</p> | | <p>Students will be able to create and share presentations about underreported issues they think should be taught in history classes.</p> | <p>Students spend these days working on final projects.</p> | <p>Untold Stories Proposal Project Description and Rubric” [.pdf] [.docx]. “Pick Your Project” brainstorm sheet [.pdf] [.docx]</p> |
| <p>Day 13</p> | <p>Students’ final presentations!</p> | <p>Students will be able to apply research and skills from the unit to a presentation on an underreported issue they think should be taught more in history classes, and why they</p> | <p>#1 Teacher sets up the room so that students can examine the different final projects.</p> <p>#2 Students walk around the room and explore four projects from their peers. Students fill out a worksheet on each project answering:</p> | |

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| | | think that . Students will be able analyze presentations by their peers and evaluate connections between students' presentations. | <ul style="list-style-type: none">● Who is this story about?● What is a 2-3 sentence summary of the story?● RACE paragraph: Why is this story important to know?● What is 1 thing that this student did well in creating their project? | |
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