

UNIT OVERVIEW

<p>Unit Length (Timeline and/or number of lessons)</p>	<p>5 weeks, with 10 lesson segments and student follow-up work</p>
<p>Grade Level(s)/Subject(s)</p>	<p>Upper Elementary, 4th through 6th grades, Science/Language/Social Studies</p>
<p>Unit Overview</p>	<p style="text-align: center;"><i>What impacts do severe storms and floods have on a community?</i></p> <p>In this cross-curricular unit, students analyze how communities can leverage local government and community advocacy to address environmental events driven by climate change. Students examine news articles about the impact of climate change on water systems in underserved communities and/or how historic flooding in Pakistan and its long-lasting impacts, asking the questions: who was impacted? Who fought on their behalf? Then students will launch their own investigation of their own community's response to severe weather and flooding. Ultimately, students develop a media project or artistic representation that highlights their research and exploration.</p>
<p>Objectives & Outcomes (list about 3-5)</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Identify the layers of the atmosphere, describe the carbon cycle and the causes of climate change ● Describe the role of local, state and federal government; describe and identify community service and community advocacy ● Describe the role of news reporting within a community and employ questions to evaluate news sources and identify underreported perspectives, nuances, and stories of larger issues ● Identify government agencies, community advocates or affected citizens within their communities who were impacted by severe weather events/flooding and conduct interviews to investigate individual experiences and/or inspired action ● Create a podcast, news feature article, photojournalism projects or artistic representations that conveys the impact of severe weather events on communities
<p>Standards</p>	<p><u>Common Core Standards</u> CCSS 5 ELA: Quote accurately from a text and be able</p>

	<p>CCSS 5 Writing: Write informative/explanatory texts to examine a topic and convey information and ideas clearly.</p> <p>CCSS.ELA-LITERACY.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>CCSS.ELA-Literacy.W.5.6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing.</p> <p>CCSS.ELA-Literacy.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a project.</p> <p>CCSS.ELA-Literacy.SL.5.3: Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence.</p>
Unit Resources	<p>Climate change: Earth's giant game of Tetris - Joss Fong from TEDEd</p> <p>The carbon cycle - Nathaniel Manning from TEDEd (3:54)</p> <p>Is the weather actually becoming more extreme? - R. Saravanan from TEDEd</p> <p>We the Kids: The Preamble to the Constitution of the United States by David Catrow</p> <p>Harvey Milk's radical vision of equality - Lillian Faderman from TEDEd</p> <p>"What is Newsworthy," from Student Reporting Labs, PBS NewsHour</p> <p>"Archived Today's Front Pages – Key Moments in History," by Newseum Ed, Freedom Forum Institute</p> <p>How to choose your news - Damon Brown by TEDEd (4:48)</p> <p>What are Underreported Stories from the Pulitzer Center</p> <p>"Broken By Design: A Special Report on Jackson's Water System," from Jackson's Water System Is Broken by Design by Hadas Thier for The Jackson Advocate</p> <p>Pakistan Struggles to Recover from Historic Flooding As Waters Refuse to Recede from Pakistan Flood Recovery by Fred de Sam Lazaro and Sarah Klune Hartman for PBSNewsHour</p>

	<p>"Video Lesson: Box & Bullet Method of Note Taking," EasyBib</p> <p>Boxes and Bullets graphic organizer [.pdf] [.docx]</p> <p>Photojournalism Journalist's Toolbox from the Pulitzer Center (9:38)</p> <p>How to Tell Under-Reported Stories with Photography by the Pulitzer Center</p> <p>How Labels Can Affect People's Personalities And Potential by Shankar Vedantam, NPR</p> <p>So Chocolate Bar by Erika Lantz, WBUR</p> <p>Podbean</p> <p>"Starting Your Podcast: A Guide For Students," NPR</p> <p>Interviews Journalist's Toolbox from the Pulitzer Center</p> <p>Podcast Rubric developed by ReadWriteThink</p> <p>Photo Essay Exhibit Assessment Rubric from Teaching Tolerance</p> <p>Feature Article Rubric from Menifee Country Schools</p> <p>Rubric for Assessing Student Posters from the Center for Undergraduate Research and Creativity</p>
<p>Performance Task(s)</p>	<p>In small groups, students will identify an impact of flooding or climate change on their community. Students can choose to capture someone/something they have researched on their own or someone/something from the presentations led by guest speakers invited to the classroom over the course of the unit. As a team, students can either write a news-feature article, record a podcast or develop a photojournalism project detailing their subject's work. As a modified assignment or additional assignment, students can create an artistic representation of something they learned throughout the course of the unit.</p>
<p>Assessment/Evaluation</p>	<p>Students who create a podcast will be assessed using the Podcast Rubric developed by ReadWriteThink</p> <p>Students who create a photojournalism project will be evaluated using the Photo Essay Exhibit Assessment Rubric from Teaching Tolerance</p>

	<p>Students who create a news feature article will be assessed using the Feature Article Rubric from Menifee Country Schools</p> <p>Students who create a poster or art project will be assessed using the poster Rubric for Assessing Student Posters from the Center for Undergraduate Research and Creativity</p>
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UNIT OVERVIEW

Day 1

Lesson Objective(s) or Essential Question(s)
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What are the layers of the atmosphere?• What is the carbon cycle?• What are the causes and impacts of climate change?• What is the difference between weather and climate?
Lesson Resources and Materials
<p>Climate change: Earth's giant game of Tetris - Joss Fong from TEDEd</p> <p>The carbon cycle - Nathaniel Manning from TEDEd (3:54)</p> <p>Is the weather actually becoming more extreme? - R. Saravanan from TEDEd</p> <p>A meter stick</p> <p>Construction paper: brown, orange, white, yellow, blue and dark blue</p> <p>Chalk</p> <p>A piece of charcoal</p>
Lesson / Activities
<p><u>Preparation:</u></p> <ul style="list-style-type: none">• Cut a thin wavy piece of brown construction paper to represent the surface of the earth• Cut a strip of orange paper 20 centimeters long. Label it “troposphere”• Cut a strip of yellow paper 30 cm long and label it “stratosphere”• Cut a strip of blue paper about 35 cm wide and label it “mesosphere”• Cut a piece of dark blue paper and label it “thermosphere” <p><u>Key Terms:</u></p> <ul style="list-style-type: none">• Atmosphere• Troposphere• Stratosphere• Mesosphere• Thermosphere• Carbon• Carbon Cycle• Global Warming• Methane

- Climate Change
- Weather Patterns

Introduction:

Many have you heard the phrases “global warming” or “climate change,” and how it’s impacting our environment. But what does it mean? Today we are going to learn more about the layers of the atmosphere and the carbon cycle to help understand what climate change and global warming really are.

Lesson Steps:

1. Discuss the layers of the atmosphere: the surface of the earth, troposphere, mesosphere and thermosphere.
 - a. Describe the atmosphere.
 - i. “First, we are going to talk about the layers of the atmosphere. We tend to think of our earth as the ground and the air. But our atmosphere has many layers, and the one with the air we breathe is only a small part of our earth.”
 - ii. “I am going to use this meter stick to help represent our earth. But before we begin, I want you to remember that it would take 1,000 of these meter sticks to make just one kilometer – and the earth’s atmosphere measures 400 kilometers! Later we can measure out just one kilometer together – it will be more than half a mile! I wonder how many times we will have to go around the playground to reach one kilometer.”
 - iii. “For now, though, we are going to imagine that just one tiny centimeter on this meter stick represents one kilometer. Really, it would take 100,000 of these centimeters – or 100 of these meter sticks – to equal just one kilometer! But this way, we can fit our representation here in our classroom.”
 - b. Place the thin wavy piece of brown construction paper and lay it on the table to represent the surface of the earth.
 - i. “We are going to imagine that this strip represents the surface of our earth, all of the ground and mountains here on our planet. Above the surface is the atmosphere.”
 - ii. “Remember, for this representation, one centimeter will represent a kilometer. So I am going to measure 20 centimeters. The layer of the atmosphere called the “troposphere” measures about 20 kilometers.”
 - c. Lay the strip of orange paper on top of the brown strip labeled **troposphere**.
 - i. “Our earth absorbs warmth from the sun, and this is the layer of the atmosphere that keeps that warmth close to the earth. The *troposphere* is the layer of the atmosphere where our weather occurs, and it’s one of the layers we’ll be discussing more as we learn about the carbon cycle and climate change.”
 - d. Lay the strip of yellow paper on top of the orange labeled **stratosphere**.
 - i. “The higher you go, the colder it gets and the thinner the air gets. This next layer is the *stratosphere*. Airplanes fly just above the troposphere, here at the bottom of the stratosphere, to avoid the weather.
 - ii. Add a line midway through the stratosphere. Say: “This represents the ozone layer. Ozone absorbs the harmful rays of the sun, protecting the surface of our earth.”

- e. Place the blue strip labeled **mesosphere** above the yellow paper.
 - i. “The next layer is the *mesosphere*. It starts about 50 kilometers above the earth and reaches 85 kilometers. That is very high up, so the mesosphere is very very cold. Its temperature is about 130 degrees below zero. Most meteors die in the mesosphere before reaching Earth.”
 - f. Lay the dark blue paper labeled **thermosphere** above the mesosphere.
 - i. “Above the mesosphere is the *thermosphere*. This reaches 500 to 1,000 kilometers above Earth. This layer absorbs radiation from the sun. Everything above 1,000 kilometers above Earth is considered outer space. The International Space Station and satellites orbit in the thermosphere.”
 - g. Show and review the layers of the atmosphere, using the chart you just made. Then tape the layers together and use the chart as a reference or for follow-up work.
2. Define carbon and describe the carbon cycle.
 - a. “We don’t just need to understand the layers of the atmosphere to start to understand what people mean when they talk about global warming. We also need to understand what happens in the ground, in our soil here on the rocky layer of earth where we live. A lot of work happens within the soil as part of what is called the carbon cycle.”
 - i. “Carbon is an element that is part of everything that is living. Remember it is one of the elements that is essential to life. It is one of the building blocks of the world. Our bodies are made up of about 18 percent carbon. Carbon dioxide is a gas in our air. Plants use it to make food and they store it. And when plants die, they release their carbon back into the soil. It is all in balance.”
 - ii. “When the cycle is in balance, there is carbon in the plants and there is carbon in the air as carbon dioxide. And some of the carbon in the soil is very very old, from forests where dinosaurs roamed. (Show the piece of coal.) The carbon has become coal or oil that we use to power our cars. That carbon has been stored in the soil for hundreds of millions of years.”
 3. Describe how increases in carbon dioxide in the atmosphere affect the climate.
 - a. “When we burn it and release it to the air, we upset the balance. We put more carbon dioxide in the air than would normally be there. When there is more carbon dioxide in the air, along with a gas called **methane**, these gases trap heat in the atmosphere. This makes our planet warmer than it would otherwise be, what scientists call **global warming**.”
 - i. “**Climate change** refers to the impact that humans have on the environment when they do things to upset the balance. To make it worse, not only have we removed carbon from the soil and released carbon dioxide into the air, but we also have cut down trees that normally would take carbon dioxide out of the air and help keep the balance.”
 - ii. “As the earth gets warmer, **weather patterns** change. The ice at the north and south poles begin to melt. Many things could change on our planet because of the carbon cycle being out of balance.”
 4. Enrich students’ knowledge of the impact of unbalanced carbon on our climate using the [Climate](#)

[Change: Earth's giant game of Tetris - Joss Fong from TEDEd](#) lesson plan.

- a. Screen the video (2:49)
- b. Have students complete the assessment activity under *Think*
- c. Have students discuss the question under *Discussion*: Scientists have known for decades that humans were changing the global climate, but CO2 levels continue to rise every year. Why is it so difficult to reduce CO2 emissions? And what are the most promising solutions?

Extension

1. Post the interactive lesson [Is the weather actually becoming more extreme? - R. Saravanan from TEDEd](#). Students should work through the entire lesson.
2. Post [The carbon cycle - Nathaniel Manning from TEDEd](#) for further understanding and reference.

Day 2

Lesson Objective(s) or Essential Question(s)
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• Why was the US Constitution created and what does it do?• What is a democracy?• What is the role of government in a democratic society?• What is the difference between local, state and national government?• What are civil servants?• What is community advocacy?
Focus text(s) / resource(s) for today's lesson
<p>We the Kids: The Preamble to the Constitution of the United States by David Catrow</p> <p>Harvey Milk's radical vision of equality - Lillian Faderman from TEDEd</p>
Lesson / Activities
<p><u>Introduction:</u> Begin by telling the students that they are going to be learning about our democracy and about our responsibilities as citizens. Students will also be learning about our government and how it was set up to help protect and serve all citizens.</p> <p><u>Key Terms:</u> Democracy Citizen Government Advocate Civil Servant Government Official</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Examine the etymology of the word democracy.<ol style="list-style-type: none">a. Introduce the term. Write the word <i>democracy</i> on the chalkboard or whiteboard. SAY: "Our government in the United States is known as a <i>democracy</i>. The word <i>democracy</i> is made up of two Greek roots and of course, you see the suffix "y" at the end, which tells us it is an abstract noun.b. Identify and define word parts of democracy.<ol style="list-style-type: none">v. Circle y in democracy.vi. Draw a slash mark between <i>dem</i>, <i>o</i> and <i>crac</i>.vii. "The root <i>dem</i> is a Greek root meaning people."viii. "The root <i>crac</i> or <i>crat</i> comes from the Greek word <i>kratia</i> which means power or rule. A democracy is ruled by the people. In other words, we are not a monarchy ruled by a king

or queen. Our leaders are elected by the people, by citizens.”

2. Read [We the Kids: The Preamble to the Constitution of the United States by David Catrow](#).
 - a. Introduce the resource: “Our federal government of the United States was established by the document called the Constitution. It begins with a section called the Preamble, which explains all the reasons for setting up the government.”
 - b. Hold up [We the Kids: The Preamble to the Constitution of the United States by David Catrow](#). “We are going to read this book today about the preamble to our Constitution.
 - c. Facilitate a discussion about the question: Do you have any ideas on why a government might be important and why we might need or choose to have a government?
 - d. Read the book aloud with the students. Make sure the students can see the pictures. It is short and can be read twice.
 - e. Facilitate a discussion about the question: does the government help you every day? How?
3. Introduce the difference between local, state, and federal government.
 - a. “It is interesting and a little complicated but we have several different governments that make laws and provide services to help us. Today we are going to learn more about these different governments.”
 - v. “We are going to think about all the places we live, and what our responsibilities are to each of those places.”
 - vi. “We are also going to think about the different governments that impact our lives every day.”
 - b. “We belong to a lot of places and have responsibilities to all of our communities. Let’s think this through.
 - i. We live, of course, within the universe ... in the Milky Way galaxy ... in our solar system ... on the third planet from the sun, our planet Earth.
 - ii. On Earth, we live in the northern hemisphere and on the continent of North America.
 - iii. We live in the country of the United States. Most of us are citizens of the United States.
 - iv. We live in the state of California and are citizens of the state of California.
 - v. We are citizens of the city and county of San Mateo.
 - vi. Our country of the United States, our state of California, and our city of San Mateo all have established governments that have laws that govern what we can and can’t do and that provide services that we pay for through our taxes.
4. Describe different roles in government and change-making.
 - a. Explain that some people are part of the government because they are elected to office to represent voters. These are **government officials**.
 - b. Other people work for the government as **civil servants**.
 - c. Some people work to change government or laws as **advocates**, representing people within their communities to the people within the government.
5. Work through the [Harvey Milk's radical vision of equality - Lillian Faderman from TEDEd](#) lesson plan.
 - a. Watch the video (5:23)
 - b. Ask students to write definitions of the following terms using examples for the lesson:
 - Citizen
 - Government

- Advocate

b. Complete the other lesson steps as time allows.

Day 3

Lesson Objective(s) or Essential Question(s)
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none">• What is news reporting?• What is the role of news reporters in a community?• What is newsworthy?• How can you evaluate news sources?
Focus text(s) / resource(s) for today's lesson
<p>"What is Newsworthy," from Student Reporting Labs, PBS NewsHour</p> <p>"Archived Today's Front Pages – Key Moments in History," by Newseum Ed, Freedom Forum Institute</p> <p>How to choose your news - Damon Brown by TEDEd (4:48)</p>
Lesson / Activities
<p><u>Introduction:</u> "We've talked about our role as citizens and how the government was created to protect and serve us. Today, we are going to learn about a group of people who help represent us as citizens and who help us watch the government and make sure the people we elect are really serving their role in representing us."</p> <p><u>Key Terms:</u> Free Press Reporters Watchdogs First Amendment Newsworthy Fake News Bias Propaganda Timeliness Proximity Conflict & Controversy Relevance Human Interest Target Audience</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Introduce the role of the press.<ol style="list-style-type: none">a. "This group is called a "free press," or reporters and news organizations who can report on what's going on in the world without being censored or restricted by the government."b. "Sometimes referred to as <i>watchdogs</i> because part of their role is to watch over the government

- and make sure it is truly representing all of its citizens.
 - c. "A free press is considered essential to democracy. In the United States, the free press is protected by the *First Amendment to the US Constitution*. It provides a way for the government to answer to its people.
 - d. The "press" today is defined not just as newspapers, but all publications, channels and digital media.
2. Share a selection of front pages from "[Archived Today's Front Pages – Key Moments in History](#)," by [Newseum Ed, Freedom Forum Institute](#) to help students understand the role of free press in helping citizens know what is happening.

Educator note: You may want to preview this page and curate at least three to five examples of front pages that capture important events. Students may not have familiarity with how a newspaper is organized. Spend some time describing how the front page captures breaking news and how outlets make those decisions.

3. Discuss the responsibilities of both journalists and citizens engaging with the news.
 - a. Reporters or journalists have an obligation to the public to report fairly and accurately.
 - b. Citizens have their own responsibilities when it comes to news. They are responsible to do their best to be informed citizens.
 - c. Write and discuss the following tips on responsible news consumption:
 - Understand ethical journalism
 - Spot fake news, separating fact from fiction
 - Identify opinion and bias
 - Steer clear of propaganda
4. Discuss how journalists decide whether a story is *newsworthy*.
 - a. Ask students: What news stories are important in your life?
 - i. Write responses on the whiteboard.
 - ii. After collecting a list of at least ten to twelve topics/stories, encourage students to rank them from most newsworthy to least newsworthy.
 - iii. Ask students to explain their ranking.
 - b. Ask students: What makes news different from information?
 - i. Allow students to brainstorm ideas and write these on the board.
 - ii. Return to the newsworthy list and identify whether those stories should be identified primarily as *news* (label with N) or *information* (label with I).
 - c. Review "[What is Newsworthy](#)," from [Student Reporting Labs](#), [PBS NewsHour](#) with students.
 - d. Review the values/terms:
 - Timeliness
 - Proximity
 - Conflict and controversy
 - Human interest
 - Relevance
 - e. Encourage students to revisit the list of newsworthy topics and evaluate their decisions based on the new values. Did anything need to be changed?

- f. Explain that newsworthiness depends on the *target audience*, to some extent. A target audience is the particular group of people to which an advertisement, a product, a website or a media program is directed.
- For example, what's newsworthy to a 15-year-old will be different from that of a senior citizen.
 - What's newsworthy to a city dweller may be less newsworthy to one who lives in a small town.
- g. Close by screening the video from the lesson plan [How to choose your news - Damon Brown by TEDEd](#)

Day 4

Lesson Objective(s) or Essential Question(s)
<p><u>Essential Questions:</u> What is an under-reported news story?</p>
Focus text(s) / resource(s) for today's lesson
<p>What are Underreported Stories from the Pulitzer Center</p> <p>"Broken By Design: A Special Report on Jackson's Water System," from Jackson's Water System Is Broken by Design by Hadas Thier for The Jackson Advocate</p> <p>Pakistan Struggles to Recover from Historic Flooding As Waters Refuse to Recede from Pakistan Flood Recovery by Fred de Sam Lazaro and Sarah Klune Hartman for PBSNewsHour</p> <p>"Video Lesson: Box & Bullet Method of Note Taking." EasyBib</p> <p>Boxes and Bullets graphic organizer [.pdf] [.docx]</p>
Lesson / Activities
<p><i>Educator note: I prepared this lesson knowing that a Pulitzer grantee journalist, Hadas Thier, was scheduled to visit the classroom virtually. Adjust this plan to align with what you are doing in the classroom, whether you are inviting Hadas, a different journalist, or not inviting a journalist at all. To schedule a visit with a journalist, visit the virtual journalist visit page on the Pulitzer Center's website.</i></p> <p><u>Key Terms:</u> Underreported Stories Main Idea</p> <p><u>Introduction:</u></p> <ol style="list-style-type: none">1. Have students discuss the questions: What is news-worthy?2. "Today we are going to turn that around a little bit and look at the news-worthy stories that *aren't* reported or are what we call 'underreported.'" <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Discuss underreported stories.<ol style="list-style-type: none">a. Play What are Underreported Stories from the Pulitzer Centerb. Review the term "underreported story."<ol style="list-style-type: none">i. What does it mean?ii. Can students think of any underreported issues in their own community?

2. Describe the main idea and introduce questions to help students determine the main idea in a piece of writing.
 - i. “We are going to examine an underreported story today about water and climate change. We will get a chance to talk with the journalist who reported this story on Monday. Before we take a look at the story, let’s talk about some ways to find **the main idea** in a piece of writing, or the most important thing the author wants you to understand. We are going to use these three questions to figure out main ideas:”
 - What is the topic
 - What is the author teaching us about the topic
 - Has the reporter expressed a point of view?
 - If so, what is it?
 - If not, what is the point or purpose of the article?
3. Introduce the reporting, [“Broken By Design: A Special Report on Jackson’s Water System,” from Jackson’s Water System Is Broken by Design by Hadas Thier for The Jackson Advocate](#), and conduct a close reading as a class and then in partners.
 - a. Review the [boxes and bullets strategy](#) to identify the main idea and details of the reporting.
 - i. “The article we are reading today is an underreported news story. Today, we’ll read the article together and determine what the topic is and what important information the writer is sharing about the topic. We will use our boxes and bullets strategy to do this. Remember, the main idea is our box, and the supporting details are our bullets. Then we will read through it again together with a partner, underlining facts included in the article. “
 - b. Read through the first section as a class and model identifying and underlining or highlighting facts about water systems in Jackson, Mississippi. Then categorize the information using boxes and bullets.
 - c. “We haven’t identified the main idea yet, so let’s just put our topic to start. As we look at our key detail bullets together we’ll start to think about what the main idea is.”
 - d. Ask the students to partner read for about 10 minutes and highlight facts together.
 - e. Bring the group back together to share some of the facts they highlighted. Ask students:
 - What are some of the facts you highlighted in your text?
 - When we think about the topic, what do you think are three-five of the most important details connected to our topic?
 - f. Independently, have students use the boxes and bullets graphic organizer to continue reading and record key details from the text.
4. Have students read [Pakistan Struggles to Recover from Historic Flooding As Waters Refuse to Recede from Pakistan Flood Recovery by Fred de Sam Lazaro and Sarah Klune Hartman for PBSNewsHour](#) in small group using the boxes and bullets strategy.
5. Facilitate a whole group conversation comparing the two articles. Leverage the unit’s guiding questions:
 - Who was impacted?
 - Who fought on their behalf?
 - Ultimately, what impact does climate change have on these communities?

Day 5

Lesson Objective(s) or Essential Question(s)

Essential Questions:

How do I conduct an interview?

Lesson Objectives:

- Describe the process of preparing, conducting and finalizing an interview
- Develop open-ended interview questions

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

[Interviews | Journalist's Toolbox from the Pulitzer Center](#)

Voice or video recorder and camera to record interview (for extension activity and later, performance tasks)

Lesson / Activities

Lesson Steps:

1. Introduce the performance task to students.
 - a. Tell students that they will be capturing their community's experiences in the face of severe weather events: the floods from last year. Students should use the following question to drive their discussion: What similarities and differences do you notice between your experiences of severe weather and the experiences captured in the articles we examined yesterday?
 - b. Students will capture the impact of climate change on a community in one of the following ways:
 - A podcast
 - A written feature article
 - A photojournalism essay
 - An artistic representation
2. Introduce the interview and discuss how students will leverage interviewing skills to complete their flood stories.
 - a. Screen [Interviews | Journalist's Toolbox from the Pulitzer Center](#) (9:05)
 - b. Use the [Interview Techniques for Telling Under-reported Stories](#) lesson plan to discuss and engage in activities.
3. In preparation for the classroom guest (Hadas Thier) have students practice developing interview questions by creating a list for the visit in small groups. Remind students of the value of follow-up questions.
4. Independent Practice: encourage students to develop an outline of ideas for questions and follow-up questions for their performance task projects.

Day 6

Lesson Objective(s) or Essential Question(s)
<p><u>Lesson Objectives:</u></p> <ul style="list-style-type: none">● Engage with freelance journalist Hadas Thier during a virtual classroom visit● Ask journalist open-ended question about their reporting and reporting process
Lesson Materials
<p>Journalist visitor, Hadas Thier</p> <p>Prewritten student questions</p>
Lesson / Activities
<p>For this lesson, students will listen to the classroom visitor who has been briefed about the purpose and topic. The purposes of this visit includes:</p> <ul style="list-style-type: none">● Connecting students to reporting about the global issue, climate change● Encouraging students to practice interview skills● Learning more about the reporting process in preparation for their own investigations <p><u>Teachers should:</u></p> <ul style="list-style-type: none">● Record the interview● Transcribe answers for students to use in their projects. A student can be responsible for helping with this.● Take photographs for students to use in their projects. A student can be responsible for helping with this.● Make materials available on google classroom or a shared platform. <p><u>Extension Activity:</u></p> <p>Invite a representative from a local climate change organization to speak with students. Encourage students to prepare for the visit by developing interview questions.</p> <p><i>Educator note: I invited Vanessa Villanueva from Climate Change Mental Health to discuss the impact of climate change on young people. This engagement had a profound impact on my students. Talking to a younger climate activist made the issue more personal, created space for students to discuss their emotions about climate change, and encouraged them to think about solutions.</i></p> <p><i>My students were scheduled for an overnight outdoor education trip and we used the trip as an opportunity to find further evidence of the continuing impact of severe weather on our community and to discuss climate change issues with our field guides. This reinforced the classroom learning and helped students notice impacts they might otherwise have overlooked.</i></p>

Days 7-9

Lesson Objective(s) or Essential Question(s)
Workshops: Ins and Outs of Writing a News Feature Story, Creating a Podcast, Developing a Photojournalism Essay
Focus text(s) / resource(s) for today's lesson
<p>Photojournalism Journalist's Toolbox from the Pulitzer Center (9:38)</p> <p>How to Tell Under-Reported Stories with Photography by the Pulitzer Center</p> <p>How Labels Can Affect People's Personalities And Potential by Shankar Vedantam. NPR</p> <p>So Chocolate Bar by Erika Lantz. WBUR</p> <p>Podbean</p> <p>"Starting Your Podcast: A Guide For Students," NPR</p> <p>Podcast Rubric developed by ReadWriteThink</p> <p>Photo Essay Exhibit Assessment Rubric from Teaching Tolerance</p> <p>Feature Article Rubric</p> <p>Rubric for Assessing Student Posters from the Center for Undergraduate and Creative Work</p>
Lesson / Activities
<p><u>Educator note:</u> <i>This lesson captures a range of days dedicated to introducing the performance task. Students will experiment with each option, ultimately choosing the format that suits their task of choice. Start by introducing each project choice and then use subsequent days to introduce tools they need to complete their task of choice. Note that students also are expected to work on the project as homework during non-classroom hours. Pace the lesson steps as it works for your classroom.</i></p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Introduce the performance task and project choices:<ul style="list-style-type: none">● A news feature story● A photo essay● A podcast● An artistic representation2. Introduce the news feature story option.<ol style="list-style-type: none">a. Describe how a feature story differs from a hard news story. A hard news story...

- Answers the newspaper “five Ws and H”—who, what, when, where, why, how—in the first or second paragraph
 - Places the most important information in the lead paragraphs at the beginning of the story
 - Places supporting details in the remaining and/or following paragraphs
 - Uses a formal style of writing with a lot of information in each sentence
 - Often includes direct quotes from relevant people in the story
 - Meets several news criteria about the event reported including importance, timeliness, prominence, proximity, uniqueness, conflict, suspense, emotions and progress
- b. Reinforce that a feature story:
- Uses an attention-getting lead, or “hook”
 - Answers the five Ws and the H in the first part of the story but not necessarily in the first one or two paragraphs, and sometimes emphasizes why and how
 - Uses a more informal style of writing
 - Uses descriptive language
 - Often includes direct quotes
 - Makes a direct connection between topic and reader

3. Introduce the concept of photojournalism and photo essays.

- a. Screen [Photojournalism | Journalist's Toolbox from the Pulitzer Center](#)
- b. Use the exercises and activities from the lesson plan [How to Tell Under-Reported Stories with Photography](#) to enrich or support student understanding of photojournalism.

4. Introduce the podcast performance task option.

- a. Ask students the following questions:
- What is a podcast?
 - What are podcasts about?
 - What makes a podcast different from a TikTok or YouTube report?
- b. Listen to one of the following podcast options as a class:
- [How Labels Can Affect People's Personalities And Potential by Shankar Vedantam, NPR](#)
 - [So Chocolate Bar by Erika Lantz, WBUR](#)
- c. Engage students in discussion about what they liked, what they noticed, and, more specifically, what kinds of sounds they noticed (besides people talking/being interviewed).

Educator note: For students struggling with this step during the workshop days, I directed them to ["Starting Your Podcast: A Guide For Students," NPR](#), choosing according to their needs. For example, one group struggled with scripting so we reviewed the tips)

To craft our podcasts, we used [Podbean](#), a free and simple iPad app. Ensure students have a small, quiet room to work with this app.

5. Introduce the artistic representation option. Use the [Rubric for Assessing Student Posters](#) as a guide to explain the task.
6. Students should choose a performance task option.

- a. After introducing all formats, help students brainstorm ideas for their own projects. Use these questions from *NPR* to guide them:
 - What is my story's driving question?
 - What is the story not about?
 - How will I ensure my story is fair to the people and ideas it represents?
 - What will the audience remember when it's over?
7. Review rubrics for each performance task with students
 - [Podcast Rubric developed by ReadWriteThink](#)
 - [Photo Essay Exhibit Assessment Rubric from Teaching Tolerance](#)
 - [Feature Article Rubric](#)
 - [Rubric for Assessing Student Posters](#)

Day 10

Lesson Objective(s) or Essential Question(s)

Lesson Objective:

Students will...

- Present their projects to peers
- Use questions to analyze the main idea and details about peer projects
- Analyze the underreported angles of investigation
- Make connections with peers about the reporting process

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

Student-produced podcasts, photo essays, news reports, and/or their artistic representations

Lesson / Activities

Students will use this lesson block to present and discuss their projects. They can use the following suggested questions for their discussions after viewing each project:

- Where did you get the idea for this project?
- Why do you think this was an underreported story?
- What is your favorite part of your project?
- Which part was the hardest to do?
- What would you do differently if you were to do this project again?