

| | |
|---------------------------|---|
| Unit Title | Our Global City- Using Underreported Stories to Report Local Issues |
| Unit Length | Nine 40-minute class periods |
| Grade Level(s)/Subject(s) | 11 & 12/ Social Studies |
| Unit Overview | <p>This unit focuses on guiding students to think critically about how global problems are also affecting their local communities and how systemic global issues also connect to issues they see in their communities. Through analysis of those connections, the unit inspires them to report on issues from their communities and to consider how reporting on their communities might also inspire connections to communities throughout the world. Each student will have the opportunity to look at underreported stories from around the globe. After reading and evaluating these news reports, students will then flip that journalism on its head by evaluating how the reporting they analyzed from another part of the world connects to issues they see in their communities. Next, they become the reporter. They will have the chance to find a local underreported story and report on it after receiving guidance from a Pulitzer Center journalist. A unique twist to the final presentation is they will present their reporting in a multimedia fashion, such as a Tik Tok video or photo essay.</p> <p>The ultimate goal is to answer the question, “how does my community relate to the larger global community in the problems that they face?” As students engage with this question, smaller thought-provoking questions also arise:</p> <ul style="list-style-type: none"> ● What questions does a journalist need to ask to expand the public’s understanding of the root causes of an issue, and the many different stakeholders involved in an issue? ● How does what is happening in another part of the world impact my life? ● How do the underreported stories in my community connect to issues people are facing in other parts of the world? <p>All these questions are explored throughout the unit while students are also building media literacy skills, understanding how to format journalistic questions, and learning how to compose new underreported stories.</p> |
| Objectives & Outcomes | <p>Lead Objective- Students Will Be Able To (SWBAT) consider how global stories relate to local problems in their communities.</p> |

| | |
|-----------|---|
| | <p>Additional objectives: SWBAT...</p> <ol style="list-style-type: none">1. Distinguish important themes in underreported stories.2. Connect to stories that they may not have as much experience reading.3. Build media literacy skills through annotating and answering questions about a given article.4. Identify and analyze underreported news articles that connect to their interests through taking a survey.5. Build media literacy skills through answering questions about critical parts of underreported stories.6. Build journalism skills by employing questioning and interviewing skills.7. Produce a media project on an underreported story in their communities through the use of the media and journalism skills they acquired. |
| Standards | <p>New Jersey State Learning Standards- Social Studies</p> <p>Lead Standard- NJ 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.</p> <p><u>Additional standards explored in this unit:</u></p> <p>NJ 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.</p> <p>NJ 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.</p> <p>NJ 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.</p> <p>NJ 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> |

| | |
|--|--|
| | <p>NJ 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>NJ 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</p> <p>NJ 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>NJ 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety.</p> <p>NJ 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. (even though this is a 1890's standard)</p> <p>NJ 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>NJ 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.</p> <p>NJ 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</p> <p>NJ 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>NJ 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> |
|--|--|

| | |
|--|--|
| | <p>NJ 6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.</p> <p>NJ 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.</p> <p>NJ 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights.</p> <p>NJ 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.</p> <p>NJ 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.</p> <p>NJ 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>NJ 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p> <p>NJ 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>NJ 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p> <p>NJ 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.</p> |
|--|--|

| | |
|-----------------------|--|
| | <p>NJ 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p> <p>NJ 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>NJ 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.</p> <p>NJ 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> |
| <p>Unit Resources</p> | <p>Texts: “How Thailand Pushes Myanmar Migrants Into Modern Slavery” by Kiana Duncan for <i>Deutsche Welle</i> (DW) “The Untold Story of Black Cowboys in America: How One Florida Farmer Made History” by Ashonti Ford for <i>Spectrum News</i> “Brazil’s Invisible Victims of State Violence” by Laís Martins for <i>Open Democracy</i> “I Am Not Your Refugee: Art Here” by Bairbre Flood and Mahmoud Hassino for <i>Open Democracy</i> “‘The Talk’: These Teens From Rural Utah Are Filling ‘The Gaps’ in Sex Ed” by Becky Jacobs and Jesse Ryan for <i>The Salt Lake Tribune</i> “In Haiti, the Difficult Relationship of Gangs and Business” by Alberto Arce and Rodrigo Abd for <i>Associated Press</i> “Thousands of Migrant Workers Died in Qatar’s Extreme Heat. The World Cup Forced a Reckoning” by Aryn Baker and Ed Kashi for <i>Time</i></p> <p>Videos/Multimedia: Interview Skills Journalist's Toolbox video from the Pulitzer Center</p> <p>Teaching materials: Underreported Story Definition [.pdf] Media Literacy Handout [.pdf] [.docx]</p> |

| | |
|------------------------------|---|
| | <p>Choose Your Article Google Form Underreported Stories Project Description[.pdf] [.docx]</p> |
| <p>Performance Task(s)</p> | <p>Students will create a multimedia project to share an underreported story from their communities that connects to themes explored throughout the unit. This multimedia project could be a Tik Tok, short video, or a picture essay. The local report will reflect students’ research on an underreported issue in their communities and will include important skills, techniques and best practices that the Pulitzer Center journalists shared with the students during their visit. Ultimately, the goal is to understand how global underreported stories are similar to local issues and also deserve to be reported.</p> <p>The Underreported Stories Project Description [.pdf] [.docx] outlines the project requirements, the evaluation rubric, and steps for planning the project.</p> |
| <p>Assessment/Evaluation</p> | <p>Students will be assessed in numerous ways.</p> <ol style="list-style-type: none"> 1. Exit ticket to concisely communicate main takeaways from some of the underreported news stories explored in class. 2. The annotation of the articles reviewed in class, and students’ responses to the following questions for each article: <ul style="list-style-type: none"> ● What have you already heard/know about the issue/ topic that they are looking at? ● What details stand out? ● Whose perspectives are presented and why? ● Whose perspectives are missing from this article? ● How does the story challenge assumptions about this issue? ● What new understanding do you have about the issue after reviewing the story? ● How do the themes/questions/perspectives presented in the story connect to you and your community? ● How would you present this information to someone else that may not know about this issue? <p>Each time a new article is introduced, students will answer all of these questions to become critical thinkers of the underreported stories.</p> 3. Students will also be assessed on the questions that they create for the journalist who presents during the live interview session. 4. Students will be assessed on their multimedia project using the rubric outlined on page of the Underreported Stories Project Description[.pdf] [.docx] |

| | |
|--|---|
| | 5. Finally, students will be assessed on the reflection (short questionnaire) that they complete at the end of the entire unit. |
|--|---|

Day 1

| Lesson Objective(s) or Essential Question(s) |
|--|
| <p>Students Will Be Able To (SWBAT) distinguish important themes in underreported stories.</p> <p>SWBAT connect to stories that they may not have as much experience reading</p> <p>Essential Question (EQ): What is an underreported news story?</p> |
| Focus text(s) / resource(s) for today's lesson |
| <p>"How Thailand Pushes Myanmar Migrants Into Modern Slavery" by Kiana Duncan for <i>Deutsche Welle</i> (DW)</p> <p>Underreported Story Definition [.pdf]</p> |
| Lesson / Activities |
| <ol style="list-style-type: none"> 1. Students will complete a Do Now question in their notebook. (5 Minutes) <ol style="list-style-type: none"> a. Do Now: How do you feel when someone does not listen to you when you are sharing something with them? <ol style="list-style-type: none"> i. <i>Note: It is best practice to have each student write something in their notebook. That way if you call on any student, they will have some type of answer. I also like to walk around and give out checks and minus to hold the student accountable for the work they may or may not have done.</i> 2. Teacher will hold a discussion with students about their responses to the Do Now question. (7 Minutes) <ol style="list-style-type: none"> a. Ask each student to share what they have written. b. Some students may have more in-depth or more vulnerable answers. It is advised that all students have an opportunity to share, but also set the tone for school-safe/ appropriate answers. 3. Teacher will introduce the idea of underreported stories through asking direct questions. (6 Minutes) <ol style="list-style-type: none"> a. What does the work "under" mean? b. What does the word "reported" mean? c. What does the word "story" mean? d. Have the students and class formulate a working/ informal definition of Underreported Stories. e. Give the formal definition of an underreported story. <ol style="list-style-type: none"> i. An under-reported story is a news story that doesn't get as much attention in the news. (Pulitzer Center) 4. Ask students to consider and discuss the following question: Who is listened to and Why when |

discussing underreported stories?

- a. Engage students in a discussion of the history of why people may not listen to certain communities or stories.
 - b. Ask for examples of what they may think some underreported stories may be.
5. Teacher will pass out the story "[How Thailand Pushes Myanmar Migrants Into Modern Slavery.](#)" Students will have nine minutes to read and annotate the article by responding to the following questions as they read:
- a. What have you already heard/know about the issue/ topic that they are looking at?
 - b. What details stand out?
 - c. Whose perspectives are presented and why?
 - d. Whose perspectives are missing from this article?
 - e. How does the story challenge assumptions about this issue?
 - f. What new understanding do you have about the issue after reviewing the story?
 - g. How do the themes/questions/perspectives presented in the story connect to you and your community?
 - h. How would you present this information to someone else that may not know about this issue?
6. Teacher will ask for a quick summary of the article up to the point that they have read. (2 Minutes)
7. Teacher will play the video from the article about the story. (Embedded in the story link above) (3 Minutes)
8. Question and Answer Period (5 Minutes)
- a. Name one thing that you saw or heard in the video.
 - b. Review the main idea of the article.
 - c. Why might it be important for people to see this article?
9. Teacher will give Exit Ticket: *What is one lasting idea from the article?* (3 Minutes)

Homework: Start thinking about underreported stories that you may see around our community.

(Teacher Note: This lesson can be implemented with any article on the Pulitzer Center's website, the only suggestion is that it would be global focused. It would be good to have a video included in the article.)

Lesson Materials

Underreported Story Definition [[.pdf](#)]

Highlighter

"[How Thailand Pushes Myanmar Migrants Into Modern Slavery](#)" by Kiana Duncan for *Deutsche Welle* (DW) article and video

Optional related lesson and resources: [Finding & analyzing underreported news stories: Critical thinking, text analysis and writing](#)

Exit Ticket

Day 2

| Lesson Objective(s) or Essential Question(s) |
|---|
| SWBAT build media literacy skills through annotating and answering questions about a given article. EQ: How would you break down information in underreported articles in order to understand main ideas in the text? |
| Focus text(s) / resource(s) for today's lesson |
| "How Thailand Pushes Myanmar Migrants Into Modern Slavery" by Kiana Duncan for <i>Deutsche Welle</i> (DW) Definition of Underreported Stories from Pulitzer Center |
| Lesson / Activities |
| <ol style="list-style-type: none">1. Students will complete a Do Now question in their notebook. (5 Minutes)<ol style="list-style-type: none">a. Do Now: Mr. Winston loves ice cream. The only problem is that he is lactose intolerant. How should he handle the ice cream social that we had earlier today?<ol style="list-style-type: none">i. The discussion will focus around the embarrassment of moving their bowels in school.ii. The goal is to figure out what topics students would not want to discuss and share with others, why, and potentially why those topics may still be important to share.iii. This topic can change based upon what students may not want to have other people share.2. Teacher will hold a discussion with students about their responses to the question. (5 Minutes)<ol style="list-style-type: none">a. Students will start to explore motivations of why some stories would not want to be represented in the media. As stated before, the goal is to figure out what topics students would not want to discuss and share with others. I want to explore the reasoning of not wanting to share stories, and how those topics could potentially be important to share.3. Review of main ideas and main details of "How Thailand Pushes Myanmar Migrants Into Modern Slavery" as a class. (3 Minutes)4. Students will complete Media Literacy Handout questions (7 Minutes)5. Although some students may not be done, stop the students and check in as a class on their progress. (1 Minute)6. As a class, review and go over each question on the worksheet indepthly. (18 Minutes)<ol style="list-style-type: none">a. In the discussion, the students will go over the Media Literacy Handout. In addition, a key question can be what is the impact of this story on us? On the globe?b. What is the value of people knowing this story?7. Remind of Homework: Start thinking about underreported stories that you may see around our community. (1 Minute) |

| Lesson Materials |
|------------------|
|------------------|

| |
|--|
| <p>“How Thailand Pushes Myanmar Migrants Into Modern Slavery” by Kiana Duncan for <i>Deutsche Welle</i> (DW)</p> |
|--|

| |
|--|
| <p>Media Literacy Handout [.pdf] [.docx]</p> |
|--|

Day 3

| Lesson Objective(s) or Essential Question(s) |
|---|
| <p>SWBAT identify an underreported news story that interests them by taking a survey that evaluates their interests in order to connect them to an article</p> <p>EQ: What are some underreported stories that may catch one's interest, and why?</p> |
| Focus text(s) / resource(s) for today's lesson |
| <p>“The Untold Story of Black Cowboys in America: How One Florida Farmer Made History” by Ashonti Ford for <i>Spectrum News</i></p> <p>“Brazil’s Invisible Victims of State Violence” by Laís Martins for <i>Open Democracy</i></p> <p>“I Am Not Your Refugee: Art Here” by Bairbre Flood and Mahmoud Hassino for <i>Open Democracy</i></p> <p>“The Talk’: These Teens From Rural Utah Are Filling ‘The Gaps’ in Sex Ed” by Becky Jacobs and Jesse Ryan for <i>The Salt Lake Tribune</i></p> <p>“In Haiti, the Difficult Relationship of Gangs and Business” by Alberto Arce and Rodrigo Abd for <i>Associated Press</i></p> <p>“Thousands of Migrant Workers Died in Qatar’s Extreme Heat. The World Cup Forced a Reckoning” by Aryn Baker and Ed Kashi for <i>Time</i></p> |
| Lesson / Activities |
| <ol style="list-style-type: none">1. Students will complete the following Do Now questions in their notebook: <i>Would you rather travel around the United States or travel around Europe? Why?</i> (5 Minutes)<ul style="list-style-type: none">o These questions are preparing the students to make choices.2. Teacher will hold a discussion with students about their responses to the Do Now questions. (5 Minutes)<ul style="list-style-type: none">o Note to teacher: You can engage students in a discussion about pretty much any “would you rather” category. You can add fun stuff in the beginning, but end with the top question because it can directly lead to the assignment.o Teacher will communicate about the importance of how students’ choices can lead them to different outcomes.3. Teacher will give out a link to Choose Your Article Google Form for students to complete a questionnaire. (7 minutes)<ul style="list-style-type: none">o This Google form will allow students to answer questions in order to select an underreported article that may be interesting to them.o I liked to make it in a QR Code for easier access. The questions in the form will be...<ol style="list-style-type: none">i. Do you want to read about a Global issue or an issue from America? |

1. **Global**
 - a. Would you rather read about **the Caribbean and South America** or **Europe and the Middle East**?
 - i. **Caribbean and South America**
 1. Would you rather read about **Conflict and Peace Building** or **Criminal Justice**?
 - a. **Conflict and Peace Building**- "[In Haiti, the Difficult Relationship of Gangs and Business](#)"
 - b. **Criminal Justice**- "[Brazil's Invisible Victims of State Violence](#)"
 - ii. **Europe and the Middle East**
 1. Would you rather read about **Governance** or **Migration**?
 - a. **Governance**- "[Thousands of Migrant Workers Died in Qatar's Extreme Heat. The World Cup Forced a Reckoning](#)"
 - b. **Migration**- "[I Am Not Your Refugee: Art Here](#)"
 2. **United States of America**
 - a. Although this unit is about global underreported stories, having the American option is a differentiation to help the students maintain interest.
 - b. Would you rather think about **Racial Justice** or **Children and Youth**?
 - i. **Racial Justice**- "[The Untold Story of Black Cowboys in America: How One Florida Farmer Made History](#)"
 - ii. **Children and Youth**- "[The Talk': These Teens From Rural Utah Are Filling 'The Gaps' in Sex Ed](#)"
4. After the students identify the article they will explore, they will take time to have a first read of their article. (15 minutes)
5. Teacher will ask students to pause their reading after 15 minutes and ask them the following questions. (5 Minutes)
 - o What was the name of your article and what was the topic?
 - i. This will help the class see the diversity of stories being explored in the classroom.
 - o What is sticking with them from their stories so far?
 - o Any lines in the story that really caught your attention? Why?
 - o Why might this story be considered underreported?

Lesson Materials

Articles above
[Choose Your Article](#) Google Form

Day 4

| Lesson Objective(s) or Essential Question(s) |
|---|
| <p>SWBAT build media literacy skills through answering questions about critical parts of underreported stories. EQ: How would you break down information in underreported articles in order to understand main ideas in the text?</p> |
| Focus text(s) / resource(s) for today's lesson |
| <p>“The Untold Story of Black Cowboys in America: How One Florida Farmer Made History” by Ashonti Ford for <i>Spectrum News</i> “Brazil’s Invisible Victims of State Violence” by Laís Martins for <i>Open Democracy</i> “I Am Not Your Refugee: Art Here” by Bairbre Flood and Mahmoud Hassino for <i>Open Democracy</i> “The Talk’: These Teens From Rural Utah Are Filling ‘The Gaps’ in Sex Ed” by Becky Jacobs and Jesse Ryan for <i>The Salt Lake Tribune</i> “In Haiti, the Difficult Relationship of Gangs and Business” by Alberto Arce and Rodrigo Abd for <i>Associated Press</i> “Thousands of Migrant Workers Died in Qatar’s Extreme Heat. The World Cup Forced a Reckoning” by Aryn Baker and Ed Kashi for <i>Time</i></p> |
| Lesson / Activities |
| <ol style="list-style-type: none"> 1. Students will be handed Media Literacy Handouts as they walk into class. 2. Students will complete the handout based on the article they choose the previous day. (15 Minutes) 3. Teacher will review selected questions for each article from the Media Literacy Handout. (15 Minutes) <ol style="list-style-type: none"> a. In this discussion, the teacher can also guide students in thinking about local connections to the stories they explored to support their planning for their final projects. 4. Students will then point out important factors that the author decided to include in the article with teacher’s support. (5 Minutes) <ol style="list-style-type: none"> a. This can be done by having students focus on a quote that really stood out from the story. b. The teacher can decide to select one or two quotes and then think about what the journalist might have asked to get to this quote? 5. Homework: Start thinking about questions you may want to ask someone when interviewing them about a story. And watch the following video on interview skills: Interviews Journalist's Toolbox. (5 Minutes) |
| Lesson Materials |
| <p>Media Literacy Handout [.pdf] [.docx]</p> |

Our Global City: Using Underreported Stories to Report on Local Issues
Unit by Jacquem E. Winston,
part of the 2022-2023 Pulitzer Center Teacher Fellowship



[Interview Skills | Journalist's Toolbox](#) video from the Pulitzer Center and featuring journalist Natasha S. Alford
[Interview Techniques for Telling Under-reported Stories Lesson Plan from Pulitzer Center](#)

Day 5

| Lesson Objective(s) or Essential Question(s) |
|--|
| SWBAT build journalism skills through the use of questioning and interviewing skills. EQ: What are important questions to ask in reporting underreported stories? |
| Focus text(s) / resource(s) for today's lesson |
| Interview Skills Journalist's Toolbox video from the Pulitzer Center and featuring journalist Natasha S. Alford |
| Lesson / Activities |
| <ol style="list-style-type: none">1. Students will complete the following Do Now question in their notebooks: <i>Who are some journalists that you know?</i> (5 Minutes)<ol style="list-style-type: none">a. This question is to ground the students in people that they can build prior knowledge on.b. This question may be hard for students to grasp but if you start naming people, they will soon realize that they know more than they think.<ol style="list-style-type: none">i. Micheal Strahan- Good Morning Americaii. Oprah Winfreyiii. Gayle King- CBSiv. Anderson Cooper- CNN Connie Chung- Local Newreporter CW 112. Teacher will hold a discussion with students about their responses to the following questions: (5 Minutes)<ol style="list-style-type: none">a. Who would you consider a journalist? Or not a journalist?b. What do you consider a journalist to be?c. What do journalists do? Why?3. Students will review key details from the Journalist Interview Video they viewed for homework. Here are some guiding questions:(3 Minutes)<ol style="list-style-type: none">a. What did the journalist in the video report on and why?b. What were the four tips shared by journalist Natasha S. Alford on planning and conducting interviews?<ol style="list-style-type: none">i. Research and plan questions to prepare for your interviewii. Ask open-ended questionsiii. Take your timeiv. Listen for quotes that stand out.4. Discussion about authors and journalists using the following questions: (5 Minutes)<ul style="list-style-type: none">o How do authors ask questions that lead to larger understandings of problems?o What questions would you ask to get an understanding of a local problem?o How does a journalist find out the different stakeholders involved in an issue?o If you were being interviewed by a journalist, what would you want them to ask you?o What would you want to talk to a journalist about? |

5. Inform students that we will have a journalist coming to class as part of Pulitzer Center's free [virtual journalist visit program](#). (3 Minute)
6. As a class, formulate questions to ask the journalist about reporting underreported stories. (17 Minutes)
7. Remind students of homework: Start thinking about underreported stories that you may see around our community. (2 Minutes)

Lesson Materials

[Journalist Visits to Classrooms | Pulitzer Center](#)

Day 6

| Lesson Objective(s) or Essential Question(s) |
|---|
| SWBAT build journalism skills through the use of questioning and interviewing skills. EQ: <i>What are important questions to ask in reporting underreported stories?</i> |
| Focus text(s) / resource(s) for today's lesson |
| Reporting from the journalist who is visiting the class. |
| Lesson / Activities |
| <ol style="list-style-type: none"> 1. Students will meet in the conference room. (3 Minutes) 2. Teacher will prep students about the questions that they will ask the journalist. (10 Minutes) 3. Journalist visit. (30 Minutes) <ol style="list-style-type: none"> a. Guiding Questions formulated by students who engaged in the unit in spring 2023: <ol style="list-style-type: none"> i. How did the journalist find their story? ii. What advice did the journalist have for interviewing people respectfully and ensuring you get helpful quotes? iii. Why did you choose the story that they did? iv. Do you have to live in the place you report from? v. How do you find the best way to report your story and get it to the larger world? 4. Debrief with students about what they learned from the visit. (15 Minutes) <ol style="list-style-type: none"> a. Guiding Questions <ol style="list-style-type: none"> i. What really stood out to you from the visit? ii. How interesting did you find the story? iii. What piece of advice are you going to take from the journalist that you can apply when researching your underreported story? 5. Remind students about bringing in ideas for local stories to start reporting. (2 Minutes) |
| Lesson Materials |
| Questions for Journalist Zoom to talk with Journalist |

Day 7

| Lesson Objective(s) or Essential Question(s) |
|---|
| <p>Students Will Be Able To (SWBAT) produce a media project on an underreported story through the use of the media and journalism skills they acquired. SWBAT build media literacy skills through answering questions about critical parts of underreported stories. EQ: How can underreported stories inspire students to reflect on their own lives and histories to evaluate how their lives connect to the lives of others?</p> |
| Focus text(s) / resource(s) for today's lesson |
| <p>Students' Underreported Stories</p> |
| Lesson / Activities |
| <ol style="list-style-type: none"> 1. Teacher will review the journalist's visit to the class. (5 minutes) <ol style="list-style-type: none"> a. What were some things that stood out to you? 2. Teacher will introduce the final project. (3 Minutes) <ol style="list-style-type: none"> a. Ask the student: What are some of the issues present in the articles that we have read in class? Consider, how do those issues manifest in our community? 3. Students will have to recall the homework to find an underreported story in the local community. (5 Minutes) <ol style="list-style-type: none"> a. Some students may choose to find a local story and report out a summary of that story. Some students may choose to find their own story. b. Throughout the process the goal is to ground the projects around what the journalist and the teacher have taught them about researching underreported stories to create their projects. 4. In order to organize the story they find or make, they will answer the Media Literacy Handout questions about their selected topic. (15 Minutes) <ol style="list-style-type: none"> a. Note: If students are selecting a story they will research themselves, they may need to adjust the language for these questions 5. Students will then transition to working on the multimedia presentation of the The Underreported Stories Project [.pdf] [.docx]. (12 Minutes) |
| Lesson Materials |
| <p>Media Literacy Handout [.pdf] [.docx] Underreported Stories Project [.pdf] [.docx] Tik Tok/ Multimedia</p> |

Day 8

| Lesson Objective(s) or Essential Question(s) |
|---|
| SWBAT build journalism skills through the use of questioning and interviewing skills. SWBAT produce a media project on an underreported story through the use of the media and journalism skills they acquired. EQ: How can underreported stories inspire students to reflect on their own lives and histories to evaluate how their lives connect to the lives of others? |
| Focus text(s) / resource(s) for today's lesson |
| Student's Underreported Stories |
| Lesson / Activities |
| <ol style="list-style-type: none">1. Teacher will remind students that they are working on the Underreported Stories project and that they will present their projects at the next class. (3 Minutes)2. Students will work on projects. (37 Minutes)<ol style="list-style-type: none">a. Students will have an opportunity to ask questions and work with the teacher in order to complete their project. <p><i>(Teacher Note: Students can sometimes drag their feet on projects. I attempted to schedule this class around a weekend or break from school to give them more time to work on it. In addition, you may want to give them an extra day in class to complete.)</i></p> |
| Lesson Materials |
| The Underreported Stories Project Description [.pdf] [.docx] Media Literacy Handout [.pdf] [.docx] Tik Tok/ Multimedia |

Day 9

| Lesson Objective(s) or Essential Question(s) |
|--|
| <p>SWBAT produce a media project on an underreported story through the use of the media and journalism skills they acquired.</p> <p>EQ: How can underreported stories inspire students to reflect on their own lives and histories to evaluate how their lives connect to the lives of others?</p> |
| Focus text(s) / resource(s) for today's lesson |
| Student's Underreported Stories |
| Lesson / Activities |
| <ol style="list-style-type: none">1. Students will have the opportunity to present their multimedia project. (30 Minutes)2. At the end of the presentations, students will answer short questionnaire reflecting on the process and project that includes the following questions: (10 Minutes)<ol style="list-style-type: none">a. What was one thing that stood out to you across this project?b. On a scale of 1 to 5, how much do you feel you have learned more about underreported stories in general? (1=nothing, 5=A lot)c. On a scale of 1 to 5, how much do you feel you have learned more about under reported stories in a global setting? (1=nothing, 5=A lot)d. On a scale of 1 to 5, how much do you feel you have learned more about under reported stories in a local setting? (1=nothing, 5=A lot)e. What is one thing that you would do differently in this project?f. How difficult did you find the articles that you read?g. What grade do you think you should receive on your Under reported Project? <p><i>Note to teachers: I also put this into a QR Code for easy access.</i></p> |
| Lesson Materials |
| Project Reflection Questionnaire |