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| Unit Title | Picture This! |
| Unit Length | Seven lessons (45-90 minutes per lesson and time for students to complete final projects on their own) |
| Grade Level(s)/Subject(s) | 9-12 African American History/ELA |
| Unit Overview | <p>This unit engages students in analyzing a combination of underreported news stories from various countries throughout the world to evaluate why they matter and how the issues presented in the stories connect to students' lives. This unit will focus on the images that are used in these stories and the ways that photojournalism can support engagement in underreported global issues.</p> <p>Students are also watching the Ted Talk "Danger of a Single Story" from Chimamanda Ngozie Adichie, which talks about WHY we should not allow a "single story" to be told about any one individual or set of people.</p> <p>After analyzing the Pulitzer stories and the photos that are used to report on these stories, students will practice sharing underreported stories from their school through a photo assignment.</p> <p>The classroom will discuss WHY these are underreported stories and how they connect to some of the Pulitzer Center-supported stories they have been researching. They will also reflect on the ways that overreporting of certain issues in a community can lead to stereotypes and biases.</p> <p>At the end of the unit, students produce a series of photos which dispel the negative images of their communities and create final projects that explain why these NEW images can serve as underreported stories.</p> |
| Objectives & Outcomes | <p>Students will be able...</p> <ol style="list-style-type: none"> 1. Learn about underreported stories, and analyze how those stories differ from other stories they hear about in the news 2. Evaluate the importance of photojournalism, and how photos are composed to communicate underreported issues. 3. Analyze how underreported stories reflect issues and experiences that are connected 4. Research and compose a photo story that reflects an underreported issue in their communities 5. Research and compose a photo story that reflects underreported strengths and joys in their communities (the |

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| | <p>underreported stories that we have chosen are all too often only NEGATIVE stories are mentioned about our communities, the positive stories are far too often underreported).</p> |
| <p>Standards</p> | <p>Common Core Standards:</p> <p><u>ELA.10.C.4.1</u>: Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><u>ELA.10.C.2.1</u> Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><u>ELA.10.C.1.3</u>: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><u>ELA.12.R.2.4</u>: Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.</p> |
| <p>Unit Resources</p> | <p>Texts: "The Untold Story of Black Cowboys in America" by Ashonti Ford for <i>Spectrum News</i></p> <p>Videos: What are Under-Reported Stories? from Pulitzer Center Photojournalism from the Pulitzer Center</p> <p>Teaching Materials: Pulitzer Center Website Padlet for students to share stories from the Pulitzer Center website that they plan to explore Microsoft survey for students to share reflections on their selected articles What Are Under-Reported Stories, and How Can You Find Them? Warm-up Optional: Reflection on "The Danger of the Single Story" Ted Talk from Chimamanda Ngozie Adichie Worksheet: Lesson 3 - "The Untold Story of Black Cowboys in America" and photo project planning [.pdf] [.docx]</p> |

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| | <p>Directions for PHOTO powerpoint summarizing an underreported story [.pdf] [.docx]</p> |
| <p>Performance Task(s)</p> | <p>Formative Assessments:</p> <ol style="list-style-type: none"> 1. Students utilize photography and their own to summarize underreported news stories and make local connections to those stories. 2. Students compose a photo story that reflects underreported issues in their communities <p>Summative Assessment: Students will compose photo stories (at least one image) that utilize original images and captions to communicate underreported stories from their communities. The photo stories should reflect skills they explored throughout the unit, and captions should reflect their understanding of the issues explored in the unit.</p> <p>This is our underreported story - the GOOD things that happen - this is our response to "A Danger of a Single Story."</p> |
| <p>Assessment/Evaluation</p> | <p>Formative and summative assessments are reviewed using teacher-generated rubrics.</p> |

Daily Lesson Plans

Lesson 1 and 2

| Lesson Objective(s) or Essential Question(s) |
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| <p>Objective: Students will...</p> <ol style="list-style-type: none"> 1. Explore definitions and examples of underreported news stories 2. Analyze the Pulitzer Center mission and resources 3. Evaluate WHY their teacher decided to be a part of the Pulitzer Center teacher fellowship program |
| Focus text(s) / resource(s) for today's lesson |
| <p>Pulitzer Center Website Padlet for students to share stories from the Pulitzer Center website that they plan to explore Microsoft survey for students to share reflections on their selected articles Youtube video: What are Under-Reported Stories? From Pulitzer Center What Are Under-Reported Stories, and How Can You Find Them? Warm-up</p> |
| Lesson / Activities |
| <ol style="list-style-type: none"> 1. Access Prior Knowledge <ul style="list-style-type: none"> ● Lesson will begin with a blank screen that says “What is an Underreported Story” ● Students will come up with a definition based on their prior knowledge and write their definition on an index card. ● The teacher will solicit answers from students. 2. Pulitzer Center Video - “What are Underreported Story” <ul style="list-style-type: none"> ● Students will watch the video, “What are Under-Reported Stories?” ● Students will then REVISE or add to their original definitions of “underreported story.” ● Students will answer the following three questions on page 4 of the Pulitzer Document What Are Under-Reported Stories, and How Can You Find Them? Warm-up: <ul style="list-style-type: none"> ○ After viewing the video, write your responses to the questions below: <ol style="list-style-type: none"> 1. According to the speakers in the video, what is an under-reported story? 2. How are under-reported news stories different from other news stories? (Reference examples from the video in your description) 3. How can you find under-reported stories, in the news and in your own communities? 3. Students share out answers and their UPDATED definition of “Underreported Story” <ul style="list-style-type: none"> ● Students could also explore the following descriptions of the goal of underreported stories from the fellowship program: |

- *Evaluate the root causes, historical context, and/or lasting human impacts of pressing issues?*
- *Evaluate credibility and bias?*
- *Analyze how systemic issues are interconnected?*
- *Elevate voices that have been historically marginalized?*

4. Pulitzer Center Website Introduction

- Students will be given a brief tour of the Pulitzer Center website: <https://pulitzercenter.org/>
 - Students share out three things that are found on the Pulitzer Center website
 - Direct students to the SEARCH feature: <https://pulitzercenter.org/site-search>
 - Students will be given a brief overview of the next few lessons and our end product of the photo essays
 - In the Search box, students type “African American” and choose from one of the articles
 - Students enter their article choices on a [Padlet](#) to ensure that students aren’t exploring duplicate articles. They then fill out the [Microsoft Forms](#) “Underreported story selection survey” to share their reflections on the article.
5. Students share their analyses of underreported stories in their school/community

Lesson Materials

Padlet
Microsoft Forms

Lesson 3

Lesson Objective(s) or Essential Question(s)

Students will be able to analyze the the Pulitzer Center Article “Untold Stories of Black Cowboys” and evaluate why this this is an underreported story

Students will be able to analyze how photography and videos are composed to engage audiences in underreported stories

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

“[The Untold Story of Black Cowboys in America](#)” by Ashonti Ford for *Spectrum News*

Optional: [Reflection on “The Danger of the Single Story” Ted Talk from Chimamanda Ngozie Adichie](#)

Lesson / Activities

1. Students review the outline and goals for the underreported story unit. (They will be prepped on what their final product will be: a photo exhibit about an underreported story in our community.) Students will also connect the idea of underreported stories with the Ted Talk on “The Danger of the Single Story” from Chimamanda Ngozie Adichie. If it is helpful, [review the notes from the author of this unit on how this concept was introduced to students in Miami Gardens, FL in spring 2023.](#)
2. Students will recap what underreported stories are and talk about the stories they think are underreported in their school and communities.
3. Students will be given a link to “[The Untold Story of Black Cowboys in America](#)” by Ashonti Ford for *Spectrum News* to explore an underreported story identified by a journalist from their state. As they read, they will answer the following questions
 - What details stood out to you from the story the journalist reported? Use these details to write a 3-5 sentence summary of the story.
 - Why do you think this story qualifies as an under-reported story?
 - What connections can you make between this story, and issues/people/places in your own community?
 - How do you think the journalist came up with the idea for this story?
4. The class engaged in a discussion based on students’ answers to the questions above.
5. Next, students view the following video that accompanied the article and discuss what new information they learned from engaging with the video from the story: <https://www.baynews9.com/fl/tampa/news/2022/02/17/black-foreman-inducted-into-the-cowboy-hall-of-fame-at-80-years-old-#> (scroll to the middle of the page)
6. Finally, students spend a few minutes looking at the image that accompanies the article and discuss the following: Why do you think they chose this image to represent the story - what “STORY” does this image tell ?



Lesson Materials

Worksheet: Lesson 3 - "The Untold Story of Black Cowboys in America" and photo project planning [[.pdf](#)]
[[.docx](#)]

Lesson 4

| Lesson Objective(s) or Essential Question(s) |
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| Students will explore and apply photojournalism skills by creating a mini class project where they take pictures of an underreported story at their school and then create a padlet with visuals highlighting underreported stories from their school |
| Focus text(s) / resource(s) for today's lesson |
| Video: Photojournalism by the Pulitzer Center |
| Lesson / Activities |
| <ol style="list-style-type: none"> 1. The lesson begins by asking students to do the following: <ul style="list-style-type: none"> ● Open your cell phone - are there any images that you have recently taken that could tell a story ● Upload them to class padlet ● Discuss the photos that were shared, the stories they tell, and how the photos tell those stories. 2. Introduce the term, "photojournalism" by watching the Photojournalism video from the Pulitzer Center <ul style="list-style-type: none"> ● Students take notes as they watch: Write down all of the tips from the photojournalists. Which ones did you already know? What was new information to you? 3. Students will now be given 20-30 minutes to leave the class and explore the school to take a photo/s that tells an underreported story from their school 4. When students come back to class, there is a QR code linking them to a class padlet. They then upload the photo and give a short caption to describe the photo. 5. Class Discussion on the pictures they took using the following questions: <ol style="list-style-type: none"> 1. What do you see in the photo? 2. What story does this photo tell about life at our school and in our community? 3. What pops in the photo? What other ways could you use photography to tell this story about our school or community? |
| Lesson Materials |
| Padlet Devices for taking photos |

Lesson 5 & 6

Lesson Objective(s) or Essential Question(s)

Students will be able to create a powerpoint using photos and text that summarizes an underreported news story for their classmates and communicates how the story connects to issues in the students' communities.

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

[Pulitzer Center video - "Photojournalism"](#)

Pulitzer Center website: www.pulitzercenter.org- Articles selected by students in the first lesson

Lesson / Activities

1. Students are given a choice of three Pulitzer Articles to analyze. The articles can be identified by the teacher or could be articles highlighted in the lesson plan, "[How to tell underreported stories with photography.](#)"
2. Students engage in a class discussion on each of the articles with a main focus on how the pictures told the story.
3. Students will then be tasked with TELLING their classmates about their chosen Pulitzer Center Story from 1st lesson through a series of pictures (using powerpoint).
4. Students will now create a visual representation (PPT) of their chosen story using the images from the article as well as other images. Here are the directions for this assignment:
 - a. Create a powerpoint presentation that will introduce your classmates to the article you chose.
 - b. You are going to have to do additional research on your issue/article to find images to convey the story.
 - c. Include the following information
 - Cover Slide with your name/article name/journalist name
 - MAIN IDEA of your article (use an image and bullet points)
 - Picture/bullet point (at LEAST 5 images that tell YOUR articles story/issues)
 - At the bottom of each picture - EXPLAIN what is happening (1 sentence max) (each picture should relate to your article and why it's an underreported story)
 - Include TWO quotes/statistics from your story
 - WHY are you drawn to this story
 - HOW does this connect to our community
 - Each slide should have ONE image and a few bullet points (not complete sentences - to explain the image)

Lesson Materials

Directions for PHOTO powerpoint summarizing an underreported story [[.pdf](#)] [[.docx](#)]

Lesson 7

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| Lesson Objective(s) or Essential Question(s) |
| Students will be able to discuss and begin planning their final projects with the support of their teacher, their classmates, and a visiting photojournalist |
| Focus text(s) / resource(s) for today's lesson |
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| Lesson / Activities |
| <ol style="list-style-type: none"> 1. Students review the following outline for their final project: <ol style="list-style-type: none"> a. Students are now tasked with taking an original photo in our community. Our class theme is "Danger of a Single Story" and our underrepresented story is that we DO have positive things happening in our community that are underrepresented in the media. All too often the negative stories are the only ones shown and the positive ones are "underreported," so we would like to change the narrative and highlight the positive stories. 2. Students discuss the class assignment and review the process of taking and uploading photos to powerpoint. 3. Students review the deadline and process for submitting their photos. 4. Option: Students review examples of past projects from students in Miami Gardens, FL and Washington, D.C. |
| Lesson Materials |
| None |