

Unit Overview

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| Unit Length | 12 lessons, plus speakers Dilla Thomas and Brian Frank - 3 school weeks (50-minute periods) |
| Grade Level(s)/Subject(s) | 10th-12th Social Studies or ELA |
| Unit Overview | <p>In this unit, students begin by engaging in the work of Sherman “Dilla” Thomas in his “Everything Dope About America Comes From Chicago” series. Students will reflect on and discuss how perspective can change the way an event or issue is perceived.</p> <p>Students will then examine the connection between underreported news stories and their own perceptions of themselves as young people, and their communities as spaces worth covering. They will choose one topic from a Choice Board that contains reporting both from the Pulitzer Center website and from local sources and will investigate the work done by youth locally and globally on their topic. Students will add these discoveries to their reflection on perspective and then examine the impact of perspective on their lives and communities.</p> <p>Next, students will discover photojournalism through Pulitzer Center activities. The first activity focuses on how to be a photojournalist of underreported stories, and the second activity explores captioning by centering the Everyday Africa project.</p> <p>Finally, students will examine their own communities and families. In this examination, they will identify their role within their family and/or community, and then decide what is worth documenting. They will end the unit by choosing a community issue or family member to highlight in a photo essay. Who or what they choose will be presented from their perspective as a young person in Chicago, including an analysis of how their perspective is important in understanding this issue or person. The purpose of the photo essay is to elevate a perspective or voice that has been historically marginalized or overlooked, including the reality that youth voices are, themselves, marginalized and overlooked. In this way, the students will highlight how “Everyday Chicago” really does show that “everything dope about America comes from Chicago” and from the youth who call this city home.</p> |

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| <p>Objectives & Outcomes</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Utilize information from multiple sources, evaluate the speaker’s point of view, and draw conclusions about the impact of perspectives in retelling history and current events when initiating and participating in class discussions ● Investigate and analyze news stories on underreported local and global issues, identifying key main ideas and supporting details that point to the root causes of the issue, and examining potential local solutions ● Analyze visual storytelling as presented via photojournalism to understand the role of imagery in conveying messages ● Reflect on positionality in communities and the world, and reflect on their role in shaping the present and future to tell their own stories (and/or those of their community) through imagery and captioning of photojournalism ● Create photo essays related to community, articulating explanations and arguments for their position to diverse audiences ● Identify the role of individuals and groups in the struggle for freedom, equality, and justice ● Evaluate methods utilized by individuals and small groups to promote change in their communities |
| <p>Standards</p> | <p>Common Core State Standards</p> <p>SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions building on the ideas of others, and expressing clearly and persuasively.</p> <p>SL.11-12.3 - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>WHST.11-12.6 - Use technology to produce information.</p> |

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| | <p>Illinois Social Science Standards</p> <p>IS.7.9-12 - Articulate explanations and arguments to a target audience in diverse settings.</p> <p>CV.5.9-12 - Analyze the impact of diverse perspectives on the application of civic dispositions.</p> <p>H.3.9-12 - Evaluate the methods utilized by people and institutions to promote change.</p> <p>H.7.9-12 - Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.</p> |
| <p>Unit Resources</p> | <p>"TikTok’s Dilla The Urban Historian Is Educating Followers And Challenging Chicago Stereotypes – 60 Seconds At A Time" by Atavia Reed for <i>Block Club Chicago</i></p> <p>"Chicago History Moment with Sherman “Dilla” Thomas" featuring Dilla Thomas for WBEZ</p> <p>"Nichelle Nichols blazed a trail from Robbins, Illinois to the Starship Enterprise," by Cianna Greaves for WBEZ</p> <p>"The history of Chicago’s thriving Chinatown neighborhood," by Cianna Greaves for WBEZ</p> <p>"Meet ‘Mr. White Sox,’ the first Black player for the south side team," by Cianna Greaves for WBEZ</p> <p>"Sweet Home, Chicago: How immigrants shaped the city through sweets," by Cianna Greaves for WBEZ</p> <p>"Like so many great things, Rudolph the Red-Nosed Reindeer comes from Chicago." by Cianna Greaves for WBEZ</p> <p>"How Chicago’s political conventions have altered American history," by Cianna Greaves for WBEZ</p> <p>What are Underreported Stories? from The Pulitzer Center (3:26)</p> <p>"These Nigerian Students Built Low-Cost Device To Clean Petrol-Polluted Water." by Omolola Afolabi for <i>The Nation</i></p> <p>"Young Black Activists Are Sounding The Alarm On Chicago’s Water Problems. Will We Listen?" by Chakenda D. Perry for <i>Essence</i></p> |

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| | <p>"The Forgotten Generation: Young People Born with HIV in Malawi," by Jennifer Stephens for <i>Global Health NOW</i></p> <p>"Youth-led Chicago initiative gets \$10 million grant to expand its reach," by Mauricio Peña for <i>Chalkbeat Chicago</i></p> <p>"Climate Change Is Driving a Global Youth Revolution." by Sara Miller Llana and Stephanie Hanes for <i>The Christian Science Monitor</i></p> <p>"17-Year-Old Wins Grant To Plant Trees, Boost Climate Resiliency On West Side," by Trey Arline for <i>Block Club Chicago</i></p> <p>The Talk by Jesse Ryan for <i>Scientific American</i></p> <p>"Illinois Youth Write Sex-Ed Handbook," by Beth Holmes for <i>Supporting Education</i></p> <p>Photojournalism Journalism Skillbuilder video (9:38) from "How to Tell Underreported Stories with Photos," <i>Journalism Skillbuilder</i> lesson series created by the <i>Pulitzer Center</i></p> <p>Captioning and Curating Photography lesson plan from <i>The Pulitzer Center</i></p> |
| <p>Performance Task</p> | <p>Photo Essays: Everyday Chicago Youth Tell Their Stories</p> <p>Students will create a short photo essay capturing a person or issue in their neighborhood/community. They will present that person or issue through a lens similar to Peter DiCampo’s “Everyday Africa” or Dilla Thomas’ “Everything Dope About America Comes from Chicago.” This project aims to elevate a historically marginalized voice and/or a local issue from the perspective of Chicago youth.</p> |
| <p>Assessment/Evaluation</p> | <p>Formative Assessment: Completion of guided readings, video guides, active participation in class discussions, and completion of supporting activities.</p> <p>Summative Assessment: Photo essays and Gallery Walk Reflections will be scored with the Photo Essay Rubric [.docx][.pdf]</p> |

UNIT PACING / DAILY LESSONS AND RESOURCES

| Pacing | Focus text(s) / resource(s) for today's lesson | Lesson Materials | Lesson Objective(s) or Essential Question(s) | Lesson / Activities |
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| Week 1 | | | | |
| Day 1 | "TikTok's Dilla The Urban Historian Is Educating Followers And Challenging Chicago Stereotypes – 60 Seconds At A Time" by Atavia Reed for <i>Block Club Chicago</i> | Unit Bell Ringers [.pptx] [.pdf] Day 1 Guided Reading [.docx] [.pdf] | <u>Essential Question:</u> What is the role of perspective in understanding an event or person's actions? <u>Objectives:</u> Students will be able to... Utilize information from multiple sources, evaluate the speaker's point of view, and draw conclusions about the impact of perspectives in retelling history and current events when initiating and participating in class discussions Investigate and analyze news stories on underreported local | <u>Opener:</u> Introduce the term activist to students using the Bell Ringer slide deck. Lead a brief discussion about what makes someone an activist. <u>Guided Reading:</u> Introduce the Day 1 Guided Reading. This reading can be done individually, in small groups, or as a whole class to practice annotating and engaging in the reading through discussion. <u>Closing: Turn and Talk:</u> Provide students with a few minutes to complete the Turn and Talk questions at the bottom of the guided reading. <u>Extension Closing for Dilla Thomas Visit:</u> Each pair of students should brainstorm questions in preparation for Dilla Thomas' visit. |

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| | | | and global issues, identifying key main ideas and supporting details that point to the root causes of the issue, and examining potential local solutions | <ol style="list-style-type: none"> 1. Have each pair of students choose one question to share with the class. 2. Have the class as a whole narrow down to 3-5 questions to ask Dilla Thomas when he comes in to speak. |
| Day 2 | <p>"Chicago History Moment with Shermann "Dilla" Thomas" featuring Dilla Thomas for WBEZ</p> <p>"Nichelle Nichols blazed a trail from Robbins, Illinois to the Starship Enterprise," by Cianna Greaves for WBEZ</p> <p>"The history of Chicago's thriving Chinatown neighborhood," by Cianna Greaves for WBEZ</p> <p>"Meet 'Mr. White Sox,' the first Black player for the south side team," by Cianna Greaves for WBEZ</p> <p>"Sweet Home, Chicago: How immigrants shaped the city through sweets," by Cianna Greaves for WBEZ</p> <p>"Like so many great things, Rudolph the Red-Nosed</p> | <p>Unit Bell Ringers [.pptx][.pdf]</p> <p>Day 2 Comparing Sources [.docx][.pdf]</p> | <p><u>Essential Question:</u> What is the role of perspective in understanding an event or person's actions?</p> <p><u>Objectives:</u> Students will be able to...</p> <p>Utilize information from multiple sources, evaluate the speaker's point of view, and draw conclusions about the impact of perspectives in retelling history and current events when initiating and participating in class discussions</p> <p>Investigate and analyze news stories on underreported local and global issues, identifying key main ideas and supporting details that point to the root causes of the issue, and examining potential local solutions</p> | <p><u>Opener:</u> Introduce the term <i>perspective</i> to students using the Bell Ringer slide deck. Lead a brief discussion about how perspective can impact someone's opinion. For example:</p> <ul style="list-style-type: none"> • A person's demographics can impact how they see an issue (eg, race, age, gender, class, ability, etc). • Where a person is located in place and time is another example of perspective that students might bring up. <p><u>Comparing Sources Activity:</u> <i>**Educator note(s):</i></p> <ul style="list-style-type: none"> • <i>Preview each section of the Comparing Sources handout before leading the activity.</i> • <i>If teachers have not previously taught about website reliability, a mini-lesson on this can be inserted here, or a list of reliable vs. unreliable websites can be generated and left accessible in the classroom/website</i> <ol style="list-style-type: none"> 1. Comparing Sources Part I: <ol style="list-style-type: none"> a. Present "Chicago History Moment with Shermann "Dilla" Thomas" on the WBEZ website. b. Show students how to access each link on |

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| | <p>Reindeer comes from Chicago. by Cianna Greaves for WBEZ</p> <p>"How Chicago's political conventions have altered American history." by Cianna Greaves for WBEZ</p> | | | <p>the Day 2 Comparing Sources handout.</p> <ol style="list-style-type: none"> c. Optional Steps: <ol style="list-style-type: none"> i. Group students by topic ii. Set a timer to manage time for the activity. 2. Comparing Sources Part II: <ol style="list-style-type: none"> a. Preview the section with students. b. Review the difference between reliable and unreliable online sources (.gov, .edu, .org vs .net, .com; how to check if sites like Wikipedia are more / less reliable, etc). c. Circulate the classroom as students research to answer questions and keep them focused on perspective differences rather than simply looking for facts. Students can also be partnered, with each student locating one source to share. 3. Comparing Sources Part III: Students should complete Part III independently. 4. Closing: Comparing Sources Part IV: Students can work/share with a partner, a small group, or the class. |
| <p>Day 3</p> | <p>Dilla Thomas come to speak with students!</p> | <p>Example Template: Compiled list of student questions from Day 1 [.pdf]</p> | | <p><u>Opener:</u> Preview questions with students and ask for last-minute feedback on the list.</p> <p><u>Guest Speaker Engagement:</u> Introduce your guest speaker (Dilla Thomas).</p> <ul style="list-style-type: none"> ● Structure the engagement as a 20 - 25 minute presentation followed by a 15 - 20 minute Q&A. |

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| | | | | <ul style="list-style-type: none"> Provide students with the necessary guidance and support to ensure the engagement runs smoothly for all parties. <p><u>Closing:</u> Have students answer slide 2 on the Jamboard: <i>After meeting Dilla Thomas, what did you learn?</i></p> |
| <p>Day 4</p> | <p>What are Underreported Stories? from The Pulitzer Center (3:26)</p> <p>Pulitzer articles (linked above and in Choice Board)</p> <p>"These Nigerian Students Built Low-Cost Device To Clean Petrol-Polluted Water," by Omolola Afolabi for <i>The Nation</i></p> <p>"Young Black Activists Are Sounding The Alarm On Chicago's Water Problems. Will We Listen?" by Chakenda D. Perry for <i>Essence</i></p> <p>"The Forgotten Generation: Young People Born with HIV in Malawi," by Jennifer Stephens for <i>Global Health NOW</i></p> | <p>Unit Bell Ringers [.pptx][.pdf]</p> <p>Global vs. Local Youth Activism [.pptx][.pdf]</p> <p>Choice Board Guided Reading [.docx][.pdf]</p> | <p><u>Essential Questions:</u></p> <p>What role do youth play in solving community issues?</p> <p>How are youth involved in bringing attention to underreported news stories?</p> <p>What similarities and differences are there between the struggles of youth in Chicago and elsewhere in the world?</p> <p><u>Objectives:</u></p> <p>Investigate and analyze news stories on underreported local and global issues, identifying key main ideas and supporting details that point to the root causes of the issue, and examining potential local solutions</p> <p>Reflect on positionality in communities and the world,</p> | <p>**Educator Note on Days 4-6:</p> <ul style="list-style-type: none"> <i>The pacing of this reading time varies widely from class to class. Make sure to preview each of the articles to get a feel for how to group students, and how much time to provide for each class.</i> <i>If students take longer than a day to read each article, that is fine! Use the time immediately after the bell ringer to check in on progress and set daily expectations.</i> <i>Similarly, at the end of class, check in on progress, and make adjustments as needed.</i> <p><u>Opener:</u> Watch and discuss the brief video What are Under-Reported Stories? from The Pulitzer Center (3:26). Turn on Closed Captioning.</p> <p><u>Choice Board Guided Readings:</u></p> <ol style="list-style-type: none"> Introduce the Choice Board. Support students in choosing a set of readings that are both skill-appropriate and a topic of interest. <ol style="list-style-type: none"> Students who choose topics with more advanced readings and who need extra |

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| | <p>"Youth-led Chicago initiative gets \$10 million grant to expand its reach," by Mauricio Peña for <i>Chalkbeat Chicago</i></p> <p>"Climate Change Is Driving a Global Youth Revolution." by Sara Miller Llana and Stephanie Hanes for <i>The Christian Science Monitor</i></p> <p>"17-Year-Old Wins Grant To Plant Trees, Boost Climate Resiliency On West Side," by Trey Arline for <i>Block Club Chicago</i></p> <p>The Talk by Jesse Ryan for <i>Scientific American</i></p> | | <p>and reflect on their role in shaping the present and future to tell their own stories (and/or those of their community) through imagery and captioning of photojournalism</p> | <p>support can be paired together or can be put into small groups for more one-on-one, round-robin reading with the teacher.</p> <p>3. Questions 1-6 on the Guided Reading Handout can be completed independently or by partners / small groups, as needed for adequate student support. Question 7 should be completed individually, so that students can reflect on their own personal opinion and connections.</p> <p><u>Closing:</u> In the last few minutes of class, have students share the topic they chose, and their first impression of the reading.</p> |
| | <p>"Illinois Youth Write Sex-Ed Handbook," by Beth Holmes for <i>Supporting Education</i></p> | <p>Unit Bell Ringers [.pptx][.pdf]</p> <p>Global vs. Local Youth Activism [.pptx][.pdf]</p> <p>Choice Board Guided Reading [.docx][.pdf]</p> | <p><u>Essential Questions:</u></p> <p>What role do youth play in solving community issues?</p> <p>How are youth involved in bringing attention to underreported news stories?</p> <p>What similarities and differences are there between the struggles of youth in Chicago and elsewhere in the world?</p> | <p><u>Opener Day 5:</u></p> <ol style="list-style-type: none"> Using the bellringer slide deck, engage students in a brief discussion about the role of youth voice in creating sustainability and change. Ask students to connect their Day 4 reading to youth voice. <ol style="list-style-type: none"> What were youth doing in the Day 4 reading to create sustainability or bring change? Provide time for students to complete Reading A, as needed. |

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| | | | <p>Objectives: Students will be able to...</p> <p>Investigate and analyze news stories on underreported local and global issues, identifying key main ideas and supporting details that point to the root causes of the issue, and examining potential local solutions</p> <p>Reflect on positionality in communities and the world, and reflect on their role in shaping the present and future to tell their own stories (and/or those of their community) through imagery and captioning of photojournalism</p> | <p>Transition to Reading B: Guide students in a popcorn-style share of their responses to Reading A Question 7. Provide space for students to make connections from their international topic to related local issues.</p> <p>Choice Board Guided Reading B: Revisit the Choice Board. Support students in navigating to Reading B for the topic they chose on Day 4.</p> <ul style="list-style-type: none"> ● Reading B is much shorter for all topics, except Topic 4 (Sex Ed) ● Students who needed extra support on Day 4 may not need as much support on Day 5, but can still be paired together, or can be put into small groups for more one-on-one, round-robin reading with the teacher, as needed. ● Alternatively, all students could be paired with someone who has the same topic to expand the depth of discussion on Day 5, as well as support learners with more specialized needs. <ol style="list-style-type: none"> 1. Questions 1-6 on the Guided Reading Handout can be completed independently or by partners. Assign small groups as needed for adequate student support. 2. Questions 7-8, and Part III, should be completed individually so that students can reflect on their personal opinions and connections. |
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| | | | | <p><i>**Educator Note: Topic 4 has one link to a brief 1-page reading and a second link to a Chicago Tribune article with an audio file (14 minutes). The Tribune has a paywall after 2 articles are accessed. Here is a print version of the article [.pdf]. The audio of the article is only accessible on the Tribune website.**</i></p> <p>Closing: Have students share one thing they found interesting about Reading B.</p> |
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| Pacing | Focus text(s) / resource(s) for today's lesson | Lesson Materials | Lesson Objective(s) or Essential Question(s) | Lesson / Activities |
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| Week 2 | | | | |
| Day 6 | <p>Pulitzer articles (linked above and in Choice Board)</p> <p>"These Nigerian Students Built Low-Cost Device To Clean Petrol-Polluted Water." by Omolola Afolabi for <i>The Nation</i></p> <p>"Young Black Activists Are Sounding The Alarm On Chicago's Water Problems. Will We Listen?" by Chakenda D. Perry for <i>Esence</i></p> <p>"The Forgotten Generation: Young People Born with HIV in Malawi." by Jennifer Stephens for <i>Global Health NOW</i></p> <p>"Youth-led Chicago initiative gets \$10 million grant to</p> | <p>Unit Bell Ringers [.pptx][.pdf]</p> | <p><u>Essential Questions:</u></p> <p>What role do youth play in solving community issues?</p> <p>How are youth involved in bringing attention to under-reported news stories?</p> <p>What similarities and differences are there between the struggles of youth in Chicago and elsewhere in the world?</p> <p><u>Objectives:</u></p> <p>Students will be able to...</p> <p>Investigate and analyze news stories on underreported local and global issues, identifying key main ideas and supporting details that point to the root causes of the issue, and examining potential local</p> | <p><u>Opener:</u></p> <ol style="list-style-type: none"> Engage students in brief discussion about social justice, and how empowered they feel to materialize social justice during their lifetime. Ask students to connect their Days 4-5 readings to social justice. What were youth doing in the readings to bring social justice to their communities? <p><u>Complete Choice Board Reading B:</u></p> <p>Revisit the Choice Board, and support students to complete the Reading B that they started on Day 5.</p> <ul style="list-style-type: none"> Ensure that students are working on Questions 1-6 on the Guided Reading Handout either independently or with partners / small groups. Questions 7-8 and Part III should be completed individually so that students can reflect on their personal opinions and connections. |

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| | <p>expand its reach." by Mauricio Peña for <i>Chalkbeat Chicago</i></p> <p>"Climate Change Is Driving a Global Youth Revolution." by Sara Miller Llana and Stephanie Hanes for <i>The Christian Science Monitor</i></p> <p>"17-Year-Old Wins Grant To Plant Trees, Boost Climate Resiliency On West Side." by Trey Arline for <i>Block Club Chicago</i></p> <p>The Talk by Jesse Ryan for <i>Scientific American</i></p> | | <p>solutions</p> <p>Reflect on positionality in communities and the world, and reflect on their role in shaping the present and future to tell their own stories (and/or those of their community) through imagery and captioning of photojournalism</p> | <p>Closing: Guide students in a popcorn-style share of their topics, and their responses to Questions 7-8.</p> |
| <p>Day 7</p> | <p>Photojournalism Journalism Skillbuilder video (9:38) from "How to Tell Underreported stories with photos." <i>Journalism Skillbuilder</i> lesson series created by the <i>Pulitzer Center</i></p> | <p>Unit Bell Ringers [.pptx][.pdf]</p> <p>Photojournalism Intro [.docx][.pdf]</p> | <p>Essential Questions: What is the roles of photojournalists/photojournalism in telling underreported news stories?</p> <p>Objectives: Students will be able to...</p> <p>Analyze visual storytelling as presented via photojournalism to understand the role of imagery in conveying messages</p> | <p>Opener: Using the Bell Ringer slide deck, introduce the term <i>photojournalism</i> and engage students in a brief discussion about how photojournalism engages audiences in issues differently than the typical news media.</p> <p>Introduction to photojournalism: Lead students through the Introduction to Photojournalism handout.</p> <ol style="list-style-type: none"> Part I: Screen the Photojournalism Journalism Skillbuilder video (9:38) for students. Students should take notes and answer questions in the handout. <ul style="list-style-type: none"> Turn on Closed Captioning. |

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| | | | <p>Reflect on positionality in communities and the world, and reflect on their role in shaping the present and future to tell their own stories (and/or those of their community) through imagery and captioning of photojournalism</p> | <ul style="list-style-type: none"> ● Pause the video periodically to answer student questions, clarify what was said, and check with students that they are able to keep up with answering the questions. ● Replay any segments that students are confused about, or when many students missed important details. <ol style="list-style-type: none"> 2. Guide students through Part II of the Introduction to Journalism handout. <ol style="list-style-type: none"> a. Set a timer for 2 minutes and direct students to brainstorm issues they could report on. b. Have students share their ideas with their table partners, and then as a whole class, before having them review their original list to one or two options. 3. Brainstorm questions for guest speaker and photojournalist in part 3 of the handout. <ol style="list-style-type: none"> a. Direct students to laptops or devices to do a brief internet search on Brian Frank or the guest photojournalist, using the provided websites. b. Circulate the class as they work to answer any questions and discuss what the students are seeing. c. Have students take 60 seconds to think of 1 question they would ask Brian Frank if they met him. d. Have students turn and talk to their table partners before sharing out with the class. |
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| | | | | e. Include all final student questions in a shared space of choice like a jamboard. |
| Day 8 | Guest journalist Brian Frank | Compiled list of student questions from Day 1 | <p><u>Essential Questions:</u> What is the roles of photojournalists/photojournalism in telling underreported news stories?</p> <p><u>Objectives:</u> Students will be able to...</p> <p>Analyze visual storytelling as presented via photojournalism to understand the role of imagery in conveying messages</p> <p>Reflect on positionality in communities and the world, and reflect on their role in shaping the present and future to tell their own stories (and/or those of their community) through imagery and captioning of photojournalism</p> | <p><u>Opener:</u> Preview questions from Day 7 for guest photojournalist Brian Frank and choose a selection to prioritize for the engagement.</p> <p><u>Guest Speaker Engagement:</u> Introduce your guest speaker (Brian Frank).</p> <ul style="list-style-type: none"> • Structure the engagement as a 20 - 25 minute presentation followed by a 15 - 20 minute Q&A. • Provide students with the necessary guidance and support to ensure the engagement runs smoothly for all parties. <p><u>Closing:</u> Have students answer slide 4 on the Jamboard: <i>After meeting Brian Frank, what did you learn?</i></p> |
| | Captioning and Curating Photography lesson plan from <i>The Pulitzer Center</i> | Unit Bell Ringers [.pptx] [.pdf] Day 9 Captioning Activity [.docx] [.pdf] | <p><u>Essential Question:</u> How can my perspective bring awareness to an underreported story in my community?</p> | <p><u>Opener:</u> Introduce the term <i>action plan</i> to students. Engage students in a brief discussion about the role of an action plan in creating social change.</p> <p><u>Photo Essay Captioning Activity:</u></p> |

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| | | | <p><u>Objectives:</u> Students will be able to...</p> <p>Analyze visual storytelling as presented via photojournalism to understand the role of imagery in conveying messages</p> <p>Reflect on positionality in communities and the world, and reflect on their role in shaping the present and future to tell their own stories (and/or those of their community) through imagery and captioning of photojournalism</p> <p>Create photo essays related to community, articulating explanations and arguments for their position to diverse audiences</p> | <p>Lead students through all three parts of the Photo Essay Captioning handout.</p> <ol style="list-style-type: none"> 1. Preview worksheet with the class. 2. Provide 3-5 minutes for students to complete Part I. <ol style="list-style-type: none"> a. If needed, provide the definitions for <i>curate</i> and <i>caption</i> and then ask students to answer #c on their own. b. Do a popcorn-style share-out and brief discussion. 3. Preview the questions for Part II before starting the video. <ol style="list-style-type: none"> a. Screen Everyday Africa: A Photographer's Tool Kit (10:05) from <i>The Pulitzer Center</i>. b. As the video plays, pause it periodically to check for understanding. Get student opinions on what the narrator is presenting. 4. Focusing on Part III of the worksheet, introduce the "Everyday Chicago." <ol style="list-style-type: none"> a. Let students know that they will be creating their own "Everyday Chicago" photo essays over the next few days. b. Answer any preliminary questions the students might have, but redirect them to Part III of the worksheet to begin the |
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| | | | | <p>brainstorming and planning process of the project.</p> <ul style="list-style-type: none"> c. Assign pairs and small groups or encourage students to self-select pairs or groupings. d. Have students complete the questions with their group partners. <p><u>Closing:</u> Have students share the issues they are thinking of focusing on for their project.</p> |
| | | <p>Unit Bell Ringers [.pptx][.pdf]</p> <p>Project Rubric [.docx][.pdf]</p> <p>Project Example 1 [.pdf]</p> <p>Cameras (if students will be using school cameras. Student phones also work)</p> | <p><u>Essential Question:</u> How can my perspective bring awareness to an underreported story in my community?</p> <p><u>Objectives:</u> Students will be able to...</p> <p>Analyze visual storytelling as presented via photojournalism to understand the role of imagery in conveying messages</p> <p>Reflect on positionality in communities and the world, and reflect on their role in shaping the present and future to tell their own stories</p> | <p><u>Opener:</u></p> <ol style="list-style-type: none"> 1. Use the Bell Ringer slide deck to introduce the term <i>injustice</i>. 2. Engage students in brief discussion about the quote, and whether the meaning has changed over time. <p><u>Introduce the Project Rubric:</u> Present the project rubric to students.</p> <ul style="list-style-type: none"> ● Read through the directions and rubric with them. ● Answer clarifying questions. ● Highlight the requirement that the photos and captions tell one cohesive story ● Make sure to offer support and feedback on this section as students are working. <p><u>Model the Project:</u> Present an example of a local issue, person, or place documented as a photo essay. (<i>The attached</i></p> |

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| | | | <p>(and/or those of their community) through imagery and captioning of photojournalism</p> <p>Create photo essays related to community, articulating explanations and arguments for their position to diverse audiences</p> | <p><i>example is about the connection between family generations, as my students had raised discussion questions about how to focus on individuals).</i></p> <p><u>Work Time:</u> Hold class time for students to plan their projects.</p> <p><u>Closing:</u> Pass out cameras to each group, if available, and check in about topics/planning.</p> <p><u>*Educator Notes:</u></p> <ul style="list-style-type: none"> • <i>This project can be done with digital or analog cameras, as well as on student phones.</i> • <i>In introducing the rubric, my students found it useful to be reminded of the Day 9 “Everyday Africa” activity, and the Day 7 “Telling Stories with Photography” video.</i> • <i>As students were working on their photo essays, I also provided feedback on photo order and on their captions to support their writing of cohesive captions to tell one story.</i> |
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Week 3

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| <p>Days 11-13</p> | | <p>Unit Bell Ringers [.pptx][.pdf]</p> <p>Project Rubric [.docx][.pdf]</p> <p>Cameras (if students will be using school cameras. Student phones also work)</p> <p>Poster materials (if students will be making paper/cardboard presentations)</p> <p>Laptops/computers (if students will be making slide shows)</p> | <p><u>Essential Question:</u> How can my perspective bring awareness to an underreported story in my community?</p> <p><u>Objectives:</u> Students will be able to...</p> <p>Analyze visual storytelling as presented via photojournalism to understand the role of imagery in conveying messages</p> <p>Reflect on positionality in communities and the world, and reflect on their role in shaping the present and future to tell their own stories (and/or those of their community) through imagery and captioning of photojournalism</p> <p>Create photo essays related to community, articulating explanations and arguments</p> | <p><u>**Educator notes:</u></p> <ul style="list-style-type: none"> ● Arrange the room so students can work in groups on in-class work days. ● Cameras should be returned as soon as students are finished taking photos, but no later than the end of Day 13 when projects are due. <p><u>Opener:</u> Use the slide deck to introduce the term <i>representation</i>. Engage students in a brief discussion about...</p> <ul style="list-style-type: none"> ● Whether representation matters ● When / Where representation matters ● When/Where representation does not matter <p><u>Re-Model the Project:</u> Remove identifying info from a student project and talk through some of the common struggles students are having (likely around making the photos and captions to tell a cohesive story).</p> <p><u>Create Photo Essays:</u> Have students spend three days putting their photos together, captioning them, and writing a brief introduction to their issue.</p> <p><u>Closing:</u></p> |
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| | | | for their position to diverse audiences | <p>Check in about students' progress on their projects. Ask:</p> <ul style="list-style-type: none"> • Has your issue focus changed as you have begun to take photographs? • What kinds of challenges are you encountering? • How would you describe the experience of taking photos that can't be edited? |
| Day 14 | Gallery Walk of Everyday Chicago Youth Telling Their Own Stories | See, Think, Wonder Handout [.docx][.pdf] | <p><u>Essential Question:</u> How can my perspective bring awareness to an under-reported story in my community?</p> <p><u>Objectives:</u> Students will be able to...</p> <p>Identify the role of individuals and groups in the struggle for freedom, equality, and justice</p> <p>Evaluate methods utilized by individuals and small groups to promote change in their communities</p> | <p><i>*Educator Note: Projects should be set up in a common area where all student work done at a passing grade can be viewed by all classes.</i></p> <p><u>Opener:</u> Introduce the See, Think, Wonder handout, and preview Parts I and II.</p> <p><u>Gallery Walk of Projects:</u> Provide students with time to peruse the projects. Modify the number of projects to comment on to support any student accommodations.</p> <p><u>Closing:</u> Provide enough time at the end of class for students to sit individually to complete Part II.</p> |