

UNIT OVERVIEW

Unit Length	8 weeks / 20 100-minutes lessons
Grade Level(s)/Subject(s)	11th and 12th-grade journalism
Unit Overview	<p><i>To what extent are we responsible for our own story?</i> <i>What are the effects of the underreporting of stories?</i> <i>How is a feature story different from a daily article?</i></p> <p>In this unit, students will review a series of underreported stories in a variety of narrative formats. Through deep engagement with underreported stories, students will identify perspectives marginalized by mainstream media and evaluate the impact of that marginalization. In preparation for crafting their own investigative projects, students will identify the elements of feature stories, including the supplementary multimedia elements that effectively amplify the underrepresented voices, perspectives, and stories that offer nuance to local and global issues. We will examine and evaluate the benefits and challenges of researching an underreported feature-length story. Then, students will brainstorm multiple untold narratives in their own communities, identifying perspectives that are not always presented by mainstream news outlets. Finally, students will have the opportunity to design and implement an investigation of an underreported story about their own community and will document their story for publication in our Owl’s Eye (Ogden International High School’s student published digital multimedia news platform.)</p>
Objectives & Outcomes	<p><u>Unit Objectives</u></p> <ul style="list-style-type: none"> ● Students will identify and evaluate the elements of a feature article. ● Students will identify and evaluate the elements of an underreported story. ● Students will learn how to synthesize research into a clear and compelling story. ● Students will compare and contrast the benefits of multiple multimedia supplements to improve understanding and develop context for an article. ● Students will apply multiple journalistic skills in the development of one major story.

<p>Standards</p>	<p>Main Criterion #1 - CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Main Criterion #2 - CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Main Criterion #6 - CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Main Criterion #3 - CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Main Criterion #4 - CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Main Criterion #5 - CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)</p>
<p>Unit Resources</p>	<p><u>Global and National Reporting:</u></p> <ul style="list-style-type: none"> ● Discovering a Different Narrative Along the Bronx River ● 10 Colorful Fridges and Counting: Fighting Food Insecurity One Fridge at a Time ● A Love for Richmond ● Racism in Richmond Public Schools ● Could Finland's Open Prisons Model Work in Chicago? (audio / text) ● Shipibo-Konibo: An Indigenous Community Resists With Medicinal Plants Against the COVID-19 Virus (photos / text) ● ‘A National Call for Food Production:’ Sustainable Farming Seeks Revolution in Puerto Rico ● Supertrees: Meet Congo’s Caretaker of the Forest ● Since Parkland ● Why Some Black Puerto Ricans Choose ‘White’ on the Census

	<ul style="list-style-type: none"> ● Police Violence Against Dominicans in Puerto Rico Suggests Systemic Problem <p><u>Local reporting:</u></p> <ul style="list-style-type: none"> ● Rising Crime in Cities Like Chicago Should Not Lead to More Policing ● South Shore Residents and Businesses Cope with Coronavirus ● Love is in the air in the basement of the Cook County Clerk’s office ● Who are the activists behind the protests? Meet the Faces of Change <p><u>Video</u></p> <ul style="list-style-type: none"> ● NPR’s Scott Simon: How to Tell a Story ● Sunday Profile: Leslie Odom Jr. ● The Taking: How the federal government abused its power to seize property for a border fence <p><u>Resources:</u></p> <ul style="list-style-type: none"> ● What are Under-Reported Stories? ● How To Find Under-Reported Stories Journalist’s Toolbox ● Features Writing Workshop ● How to Describe Places to Tell Under-Reported Stories: From Drafting to Editing ● Descriptive Writing Journalist’s Toolbox ● Interviews Journalist’s Toolbox ● Knight Lab Multimedia Creation Resources <p>This unit pdf also includes a series of teacher-created presentations and worksheets linked throughout the unit.</p>
<p>Performance Task</p>	<p>Many stories are told about various Chicago neighborhoods by people who are not from those neighborhoods. Students will identify underreported stories from their own communities and craft a feature-length article to be published in the Owl’s Eye, our school’s published digital news platform. Students will create and follow a plan of investigation which will include independent research on their chosen story, background research to provide context on their topic to the reader, multiple interviews, and at least two multimedia elements such as, but not limited to, video or audio interviews, photographs, graphs, or maps.</p> <p>Students will have the opportunity to complete this project with a partner as long as they are willing to agree upon their project and rubric, identify individual responsibilities, and sign off on the effect they will have on each others’ summarized scores.</p>

Assessment/Evaluation	Students will be presented with a basic rubric of the six standards and will develop and agree upon specific expectations together in order to be sure we all share the same learning objectives.
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UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p>Weeks 1-2</p> <p>Discovering Underreported Stories</p>				
Day 1	<p>Discovering a Different Narrative Along the Bronx River</p> <p>10 Colorful Fridges and Counting: Fighting Food Insecurity One Fridge at a Time</p>	<p>Objective: Students will identify and evaluate the elements of a feature story.</p> <p>Essential Question: How is a feature story different from a daily article?</p>	<p><i>Educator note: The Our World, Our Story Weeks 1 and 2 [.ppt] [.pdf] presentation is designed to introduce the unit and lead students through this lesson for the first 2 weeks. Preview the presentation and make necessary adjustments before implementation.</i></p> <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Introduce the essential question: How is a feature story different from a daily article? If necessary, define the terms feature story and daily article 2. In small groups, have students read each of the following articles and complete the Exploring Feature Articles - Introduction note-taker [.pdf] [.docx] : <ul style="list-style-type: none"> → Discovering a Different Narrative Along the Bronx River → 10 Colorful Fridges and Counting: Fighting Food Insecurity One Fridge at a Time 3. Encourage students to share their 	<p>Our World, Our Story Slide deck weeks 1 and 2 (slides 1-9) [.ppt] [.pdf]</p> <p>Exploring Feature Articles - Introduction [.pdf] [.docx]</p>

			<p>answers to the following questions:</p> <ul style="list-style-type: none"> → What types of research did journalists include? → How did multimedia elements improve your understanding or engagement with the story? → What stylistic elements did you notice that were different from the way we wrote our previous articles and stories? → What do you think are the characteristics of a feature article? <p>4. Return to the essential question: How is a feature story different from a daily article?</p>	
<p>Day 2</p>	<p>Sunday Profile: Leslie Odom Jr. (8:16)</p> <p>The Taking: How the federal government abused its power to seize property for a border fence (8:19)</p> <p>Features Writing Workshop</p>	<p>Objective: Students will identify and evaluate the elements of a profile feature article or a feature article that profiles an individual</p>	<p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Describe the lesson objective and define the term profile feature article if necessary. 2. Screen the Sunday Profile: Leslie Odom Jr. with students. <ol style="list-style-type: none"> a. Through small group or whole group discussion, identify the elements of a feature article by using the question prompts on slide 13. b. Using slide 14, encourage students to think about what makes this interview a profile feature. Students should respond to the following questions on a post-it to share with the class : What do you think are the 	<p>Our World, Our Story Slide deck weeks 1 and 2 (slides 10 - 17) [.ppt] [.pdf]</p> <p>Exploring Feature Profile Interviews [.pdf] [.docx]</p>

			<p>characteristics of a profile interview?</p> <ol style="list-style-type: none"> 3. Screen The Taking: How the federal government abused its power to seize property for a border fence <ol style="list-style-type: none"> a. In small groups or independently, have students complete the Exploring Feature Profile Interviews note taker [.pdf] [.docx]. b. Encourage students to share their responses with the whole group. 4. Return to the group definition of a profile feature and encourage students to include additional details. 	
<p>Day 3</p>	<p>A Love for Richmond and Racism in Richmond Public Schools</p> <p>Current Issue Feature <i>Educator Note: Pull stories from current news. Publications like PBS, NPR, Time Magazine, and National Geographic always have great features.</i></p>	<p><u>Objective:</u> Students will identify and evaluate the elements of a feature article that explores an issue.</p> <p><u>Essential Question:</u> What are the effects of the underreporting of stories?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review the elements of a feature article and a feature profile with students. 2. Set up a gallery walk for students by posting the following familiar questions around the room and asking students to share their main takeaways from the first two lessons with post-its: <ul style="list-style-type: none"> → What types of research did journalists include in their reporting? → How did multimedia elements improve your understanding or engagement with the story? → What stylistic elements did you notice that were different from 	<p>Our World, Our Story Slide deck weeks 1 and 2 (slides 18 - 23)[.ppt] [.pdf]</p>

			<p>the way we wrote our previous articles and stories?</p> <ul style="list-style-type: none"> → What do you think are the characteristics of a profile interview? <ol style="list-style-type: none"> a. Encourage students to assign their post-its with the labels “profile” or “feature.” b. Ask students to review class responses in the gallery walk and respond to the following questions: <ul style="list-style-type: none"> → What patterns do you notice? → What should we consider for our features? → What topics lend themselves to this type of piece? → What type of research will be required? 	
<p>Day 4</p>	<p>What are Under-Reported Stories? (3:27)</p> <p>How To Find Under-Reported Stories Journalist's Toolbox (6:57)</p>	<p>Objective: Students will identify and evaluate the elements of an underreported story.</p> <p>Essential Question: What are the elements of an underreported story?</p>	<p><i>Educator note: The slides for today include a selection of activities from How to find and analyze underreported stories: Critical thinking, text analysis, and writing, and a lesson plan from the Pulitzer Center. To expand the lesson suggested here, review the lesson on the Pulitzer Center website.</i></p> <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Ask students to define the news. 2. Ask students to discuss the following prompt: Imagine you met someone today who has not looked at the news in over a 	<p>Our World, Our Story Slide deck weeks 1 and 2 (slides 24 - 30) [.ppt] [.pdf]</p> <p>How to find and analyze underreported stories: Critical thinking, text analysis and writing</p> <p>What are Underreported Stories?</p>

			<p>week. Based on what you have heard about in the news over the last week:</p> <ul style="list-style-type: none"> → What are the top three things a person needs to know about what is happening in the world this week? → How did you learn about these issues? <p>3. Have students answer the following questions in their notebooks:</p> <ul style="list-style-type: none"> → What stories do you see the most in the news? → How might the stories you chose differ from someone else in your class? Or in your family? Or from someone in another part of the world? → What is something that you think is important, but that you don't see much about in the news? → Why do you think news outlets choose to feature some stories more than others? <p>4. Introduce the term "underreported stories" to students. Encourage students to share predictions:</p> <ul style="list-style-type: none"> → Why do you think news outlets are focusing on these stories and not others? → Why are some news stories receiving less attention? <p>5. Watch What are Underreported Stories and answer the following questions:</p>	<p>How to Find Underreported Stories</p>
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			<ul style="list-style-type: none"> → According to the speakers in the video, what is an underreported story? → How are under-reported news stories different from other news stories? Reference examples from the video in your description. → How can you find underreported stories, in the news and in your own communities? <p>6. Watch How to Find Underreported Stories. Hold time for students to discuss the list of questions on slide 30 of the presentation.</p>	
<p>Day 5</p>	<p>Could Finland's Open Prisons Model Work in Chicago?</p> <p>Supertrees: Meet Congo's Caretaker of the Forest</p>	<p>Objective: Students will identify and evaluate the elements of an underreported story - Profile of a Place</p> <p>Essential Question: How does setting create context for the reader?</p>	<p><i>Educator note: The slides for today include a selection of activities from How to Describe Places to Tell Under-Reported Stories: From Drafting to Editing, a lesson plan from the Pulitzer Center. To expand the lesson suggested here, review the lesson on the Pulitzer Center website.</i></p> <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Students should write or discuss responses to the following warm-up questions: <ul style="list-style-type: none"> → What are places you have always wanted to see and know more about? Make a list. 	<p>Our World, Our Story Slide deck weeks 1 and 2 (slides 31 - 39) [.ppt] [.pdf]</p> <p>How to Describe Places to Tell Under-Reported Stories: From Drafting to Editing</p> <p>Descriptive Writing Journalist's Toolbox</p>

			<ul style="list-style-type: none"> → What are some of your favorite places that you know very well? Make a list. → Pick one of those places and describe it in three words: ____, ____, ____. <ol style="list-style-type: none"> 2. Introduce and listen to a selection of Could Finland's Open Prisons Model Work in Chicago? Ask students: How does the setting create context for the listener? 3. Introduce journalist Tristan McConnell and his project <i>Supertrees</i>. Share the two challenges he faced when describing the Congo River Basin 4. Watch Descriptive Writing Journalist's Toolbox. Students should answer the following questions to guide their notetaking or after watching the video: <ul style="list-style-type: none"> → What steps did Tristan take to accurately describe and characterize the Congo River Basin and the Afrormosia tree? → What steps did he recommend to writers interested in describing their own spaces? → What parts of this video did you find most interesting? Why? 5. Have students craft a compelling composition that describes a place that is meaningful to them. <ol style="list-style-type: none"> a. Review the requirements and rubric for assessment. b. Review the five steps of the writing process. 	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p>Week 3-4</p> <p>Capturing Underreported Voices with Journalism Skills</p>				
Day 1	<p>Rising Crime in Cities Like Chicago Should Not Lead to More Policing * An alternative perspective to mainstream issue</p> <p>Since Parkland * A National group project compiling data to personalize an issue</p> <p>South Shore Residents and Businesses Cope with Coronavirus *Examines how specific neighborhood is affected by Covid</p> <p>Love is in the air in the basement of the Cook County Clerk's office * A Profile on court marriages in Chicago</p>	<p>Objective: Students will brainstorm and explore ideas for their own feature stories.</p> <p>Essential Question: To what extent are we responsible for our own story?</p>	<p><i>Educator note: Reach out to the Pulitzer Center to arrange for a journalist to visit your classroom virtually this week for a presentation and informal pitch sessions. Encourage the journalist to give investigation and reporting tips in their presentation. Prepare students in advance to engage with the journalist by crafting a pitch and preparing questions.</i></p> <p>Lesson Steps:</p> <ol style="list-style-type: none"> Using the Our World, Our Story Slide deck [.ppt] [.pdf], review the agenda and goals for the next two weeks. Introduce guest journalist speaker. Encourage students to spend a couple of moments brainstorming questions they might ask. This can be a whole group or independent activity. Hold time throughout the week for students to consider questions. Share a selection of news stories with students. Students will roundtable stations to explore ideas, angles, and perspectives. 	<p>Our World, Our Story Slide deck weeks 3 and 4 (slides 1-8) [.ppt] [.pdf]</p> <p>Features Mind Map [.pdf]</p> <p>Conducting Interviews Rubric [.pdf] [.docx]</p> <p>Our World, Our Story Rubric [.pdf]</p>

	<p>Who are the activists behind the protests? Meet the Faces of Change <i>*Profiles of various Chicago activists</i></p> <p>Cabrini-Green: A History of Broken Promises <i>*An Investigation of Chicago's development of Cabrini-Green neighborhood (previously discussed)</i></p> <p>Student Filmmakers in Chicago Examine Underreported Local Issues <i>*A blog post covering a summer documentary filmmaking program in Chicago</i></p>		<ol style="list-style-type: none"> a. In small groups, students should read each story. b. Have students select two that resonate with them the most. c. Students should discuss and record their responses to the following questions: <ul style="list-style-type: none"> • 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 qualifies as an underreported story? • Why is this story important? What connections can you make between this story and issues/people/places in your own life or community? <ol style="list-style-type: none"> 4. Review the feature project performance with students. <ol style="list-style-type: none"> a. Review the Conducting Interviews Rubric b. Review the Our World, Our Story Rubric 5. Hold time for students to create their own brainstorm of story ideas. <ol style="list-style-type: none"> a. Students should choose one story to mind map to test for potential. b. Students will use the Features Mind Map to determine: <ul style="list-style-type: none"> • Potential investigation question(s) 	
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			<ul style="list-style-type: none"> • Possible interviews • Locations • Possible visual aids • Extra information that will be needed to understand the story on a deeper level 	
Day 2	<p>Interviews Journalist's Toolbox</p> <p>Why Some Black Puerto Ricans Choose 'White' on the Census</p> <p>Police Violence Against Dominicans in Puerto Rico Suggests Systemic Problem</p>	<p>Objective: Students will learn how to synthesize research into a clear and compelling story.</p> <p>Essential Question: To what extent are we responsible for our own story?</p>	<p><i>Educator note: The slides for today include a selection of activities from Interview Techniques for Telling Under-reported Stories, a lesson plan from the Pulitzer Center. This lesson is modified to skim the first few activities, which would be a review for students, and include the extension exercise option 1. To expand the lesson suggested here, review the lesson on the Pulitzer Center website.</i></p> <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Review the essential question and yesterday's mindmap activity. Inform students that we will continue building on that document and planning our stories. 2. Introduce journalist Natasha Alford and the video Interviews Journalist's Toolbox. Encourage students to take note of tips on the following: <ul style="list-style-type: none"> • Research and plan questions to prepare for your interview • Ask open-ended questions • Take your time • Listen for quotes that stand out 3. Have students choose one of the following articles by Natasha Alford to 	<p>Our World, Our Story Slide deck weeks 3 and 4 (slides 9-12) [.ppt] [.pdf]</p> <p>Interviewing Techniques for Telling Underreported Stories - This lesson has been modified to skim the first few activities, which will be review and adding in the extension exercise option 1</p> <p>Analyzing Interviews Worksheet</p> <p>Features Mind Map [.pdf]</p> <p>Conducting Interviews Rubric [.pdf] [.docx]</p>

			<p>analyze using the Analyzing Interviews Worksheet:</p> <ul style="list-style-type: none"> • Why Some Black Puerto Ricans Choose 'White' on the Census • Police Violence Against Dominicans in Puerto Rico Suggests Systemic Problem <p>4. Review the Conducting Interviews Rubric</p>	
Day 3		<p>Objective: Students will learn how to synthesize research into a clear and compelling story.</p> <p>Essential Question: To what extent are we responsible for our own story?</p>	<p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Review the essential question and yesterday's mindmap activity. Students will begin their story pitch/plan document. 2. Students will split their time conferencing with the teacher or planning their reporting process. Students can work independently on their reporting projects or in small groups. 3. Share the Feature Story Plan and Pitch worksheet [.pdf] and review the planning process with students: <ol style="list-style-type: none"> a. Choose a topic you want to focus on b. Identify your interview subject(s) c. Research and plan questions for your interview d. Conduct the interview e. Edit your interview 	<p>Our World, Our Story Slide deck weeks 3 and 4 (slides 13-20) [.ppt] [.pdf]</p> <p>Feature Story Plan and Pitch [.pdf]</p> <p>Features Mind Map [.pdf]</p>

<p>Day 4</p>	<p>Colson Whitehead Reinvents Himself. Again</p>	<p>Objective: Students will learn how to synthesize research into a clear and compelling story.</p> <p>Essential Question: To what extent are we responsible for our own story?</p> <p>How does setting create context for the reader?</p>	<p><i>Educator note: The slides for today include a selection of activities from How to Describe Places to Tell Under-Reported Stories: From Drafting to Editing, a lesson plan from the Pulitzer Center. To expand the lesson suggested here, review the lesson on the Pulitzer Center website.</i></p> <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Discuss how setting creates context for the reader. <p><i>Educator note: My class used their description of place as a starting point for their article, if it was related. Another avenue is asking students to reconsider setting as context for their article. Some people did this better than others. A great example of this strategy is the profile on Colson Whitehead published by The New York Times, "Colson Whitehead Reinvents Himself, Again."</i></p> <ol style="list-style-type: none"> 2. Students can spend the rest of their time in one of three ways: <ol style="list-style-type: none"> a. Conferencing with the teacher b. Continuing to plan their projects. They should expand their planning to consider or complete the following: <ol style="list-style-type: none"> i. What format they will use: <ul style="list-style-type: none"> ● Broadcast will require film, b-roll, and interviews on camera ● Written articles will require photographs, descriptions of location, recording, 	<p>Our World, Our Story Slide deck weeks 3 and 4 (slides 21-23) [.ppt] [.pdf]</p> <p>PBS Pitch Sheet</p>
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			<p>transcribing, and integrating interviews.</p> <ul style="list-style-type: none"> ii. Brainstorm what materials they will need and where they will get them iii. Identify what assistance, support, and equipment you will need <p>c. Generating questions for the visiting journalist. Students can prepare questions that ask about the investigative process in general or ask pointed questions, soliciting feedback from the journalist on their reporting process.</p> <p><i>Educator note: It might be helpful to have students prepare a short-form pitch of their project, summarizing the story/issue, identifying salient details, and developing at least two specific questions to ask the journalist pertaining to their project. You can use the PBS Pitch Sheet to guide students.</i></p>	
Day 5		<p><u>Objective:</u> Students will learn how to synthesize research into a clear and compelling story.</p> <p>Students will pitch their reporting projects to a guest journalist.</p>	<p>This day should be held for your virtual guest journalist. A Pulitzer Center staff person will be in attendance to facilitate the experience. Encourage students to share their projects and ask questions about their process.</p> <p>Ask permission to record your visit and keep the recording for absent students as well as a resource that students can use later.</p>	<p>Our World, Our Story Slide deck weeks 3 and 4 (slides 23-24) [.ppt] [.pdf]</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 5-6</i></p> <p><i>Designing Investigations for Local Underreported Stories</i></p>				
<p>Day 1</p>	<p>Rising Crime in Cities Like Chicago Should Not Lead to More Policing * An alternative perspective to mainstream issue</p> <p>Since Parkland * A National group project compiling data to personalize an issue</p> <p>South Shore Residents and Businesses Cope with Coronavirus *Examines how specific neighborhood is affected by Covid</p> <p>Love is in the air in the basement of the Cook County Clerk's office * A Profile on-court marriages in Chicago</p>	<p>Objective: Students will brainstorm and explore ideas for their own feature stories.</p>	<p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Using the Our World, Our Story Slide deck , review the agenda and goals for the next two weeks. 2. Review examples of underreported stories: <ol style="list-style-type: none"> a. Review examples of students in Chicago reporting on underreported stories in their own communities in Student Filmmakers in Chicago Examine Underreported Local Issues. These are all short documentaries. b. Review selection of underreported stories from weeks 2-3, lesson 1. 3. Review deadlines for the feature project. 4. Review objectives and expectations in a professional newsroom around the following: <ul style="list-style-type: none"> ● Use of time - Newsroom meeting & Work time ● Shared spaces ● Shared materials ● Ownership and responsibility ● Autonomy and respect 	<p>Our World, Our Story Slide deck weeks 5 and 6 (slides 1-8) [.ppt] [.pdf]</p>

	<p>Who are the activists behind the protests? Meet the Faces of Change *Profiles of various Chicago activists</p> <p>Cabrini-Green: A History of Broken Promises *An Investigation of Chicago's development of Cabrini-Green neighborhood (previously discussed)</p> <p>Student Filmmakers in Chicago Examine Underreported Local Issues *A blog post covering a summer documentary filmmaking program in Chicago</p> <p><u>Additional Resource</u> Project Celebrates Student Journalists and Their Stories About D.C.</p>		<ul style="list-style-type: none"> ● Resources needed ● Requests for more visitors ● Supports requested <p>5. Students should complete closing tasks for the journalist virtual visits:</p> <ol style="list-style-type: none"> a. Students who were present should write thank you cards. b. Students who were absent should watch the recorded visit, take notes, and submit 3 ideas that seemed like they will help you with your project. Explain how or why. 	
Day 2	<p>Knight Lab Multimedia Creation Resources</p>	<p><u>Objective:</u> Students will learn how to synthesize research into a clear and compelling story.</p> <p><u>Essential Question:</u> Which resources could help you to tell your story?</p>	<p><i>Educator note: Preview the Knight Lab Multimedia Creation Resources, an open, collaborative environment for interdisciplinary exploration and conversation, where students and professionals learn together and from one another. They provide an innovative suite of open-source, adaptable, and lightweight tools for media makers. They also develop prototypes of tools for reporting, data management, research, and storytelling.</i></p>	<p>Our World, Our Story Slide deck weeks 5 and 6 (slides 9-13) [.ppt] [.pdf]</p>

			<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review today’s agenda with students. 2. Hold space for students to check in about their projects. 3. Hold time for students to explore the Knight Lab Multimedia Creation Resources. <p><i>Educator note: Preview this resource and consider how you would like to use it in your class. If your students have an affinity for technology-based exploration, this is a great tool. I would use this as an extension and/or enrichment resource.</i></p> <ol style="list-style-type: none"> 4. Review Professional Newsroom Protocols. 5. Review a suggested to-do list. 6. Hold the rest of class as an independent work time. 	
Day 3	Associated Press: How to Pitch a News Story	<p><u>Objective:</u> Students will learn how to synthesize research into a clear and compelling story</p>	<p>Pitching Story Planning Story Pitch Conferences</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review today’s agenda with students. 2. Screen Associated Press: How to Pitch a 	<p>Our World, Our Story Slide deck weeks 5 and 6 (slides 14-23) [.ppt] [.pdf]</p> <p>PBS Pitch Sheet</p>

			<p>News Story and review main takeaways.</p> <p><i>Educator note: add some additional takeaways and reminders based on your observations of student projects.</i></p> <ol style="list-style-type: none"> 3. Provide students with a PBS Pitch Sheet. Hold time for students to complete this sheet independently or in small groups. 4. Review the reporting process with students. Get a sense of where everyone is in this process. 5. Review Professional Newsroom Protocols. 6. Review a suggested to-do list. 7. Hold the rest of class as an independent work time. 	
Day 4		<p><u>Objective:</u> Students will learn how to synthesize research into a clear and compelling story</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review Professional Newsroom Protocols 2. Review a suggested to-do list. 3. Review the reporting process with the students if necessary on slides 17-21: <ul style="list-style-type: none"> ● Scheduling interviews ● Writing questions ● Gathering contextual research ● Planning multimedia supplements ● Conferences 4. Hold the rest of class as an independent 	<p>Our World, Our Story Slide deck weeks 5 and 6 (slides 24-26) [.ppt] [.pdf]</p>

			work time.	
Day 5	NPR's Scott Simon: How to Tell a Story	<p><u>Objective:</u> Students will compare and contrast the benefits of multiple multimedia supplements to improve understanding and develop context for an article.</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Screen NPR's Scott Simon: How to Tell a Story and then discuss the following questions as a group or in small groups: <ul style="list-style-type: none"> • What should you think about when telling your story? • What is narrative style? • What do you want your audience to remember? • What do you want your audience to tell others? 2. Review the reporting process with the students if necessary on slides 17-21: <ul style="list-style-type: none"> • Scheduling interviews • Writing questions • Gathering contextual research • Planning multimedia supplements • Conferences 3. Hold the rest of class as an independent work time. 	<p>Our World, Our Story Slide deck weeks 5 and 6 (slides 27 & 28) [.ppt] [.pdf]</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p>Weeks 7 & 8</p> <p>Investigating Our Neighborhood</p> <p><u>Our World, Our Story Slide deck Weeks 7-8</u></p>				
Days 1	<p>NPR's Scott Simon: How to Tell a Story</p> <p>Rising Crime in Cities Like Chicago Should Not Lead to More Policing</p> <p>Since Parkland</p> <p>South Shore Residents and Businesses Cope with Coronavirus</p> <p>Love is in the air in the basement of the Cook County Clerk's office</p> <p>Who are the activists behind the protests? Meet the Faces of Change</p>	<p><u>Lesson Objective:</u> Students will apply multiple journalistic skills in the development of one major story.</p> <p>Students will gather research and write a lead and outline for a feature-length article based on independent research that includes multiple interviews, and background research to provide contextual understanding.</p>	<p><i>Educator note:</i> This week's plan includes a second journalist visit from the Pulitzer Center. <i>Reach out to the Pulitzer Center to arrange for a journalist to visit your classroom virtually this week for a presentation and informal pitch sessions.</i></p> <p><i>Before this lesson, review student projects and get a sense of any issues that are trending in your class so you can address them in class.</i></p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Using the Our World, Our Story Slide deck Weeks 7-8 [.ppt] [.pdf], review the agenda and goals for the next two weeks. Review today's agenda with students. Prepare for the second virtual journalist visit. 	<p>Our World, Our Story Slide deck Weeks 7-8 (slides 1-8) [.ppt] [.pdf]</p> <p>Our World, Our Story Project Outline [.pdf] [.docx]</p>

	<p>Cabrini-Green: A History of Broken Promises</p> <p>Student Filmmakers in Chicago Examine Underreported Local Issues</p> <p>Knight Lab Multimedia Creation Resources</p>		<ol style="list-style-type: none"> a. Introduce the journalist to students. <i>Educator note: Our class invited Boyoung Lim</i> b. Encourage students to brainstorm questions and volunteer to pitch their projects. <ol style="list-style-type: none"> 4. Address any issues or mistakes trending in your classroom with the whole class. 5. Review the following with students: <ol style="list-style-type: none"> a. Key writing strategies that will help them tell their story b. Examples of underreported stories reviewed in previous weeks c. Journalism resource: Knight Lab Multimedia Creation Resources 6. Review the Professional Newsroom Protocols. 7. Hold the rest of class for students to work on their reporting projects. Share the Our World, Our Story Project Outline. By the end of class, students should gather research and write a lead and outline for a feature-length article based on independent research that includes multiple interviews, background research to provide contextual understanding 	
Day 2		<p>Objective: Students will apply multiple journalistic skills in the development of one major story.</p>	<p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Review the agenda and goals for the day. 	<p>Our World, Our Story Slide deck Weeks 7-8 (slides 9-11) [.ppt] [.pdf]</p>

		<p>Students will pitch their reporting projects to the guest journalist.</p> <p>Students will write a rough draft of a feature-length article based on independent research that includes multiple interviews, background research to provide contextual understanding</p>	<ol style="list-style-type: none"> 2. Hold time to check in with each group/individual on their progress. 3. Check in with students about questions and pitching order for the upcoming journalist visit. 4. Review the Professional Newsroom Protocols. 5. Virtual Visit Session. Encourage students to share their projects and ask questions about their process. <p>Ask permission to record your visit and keep the recording for absent students as well as a resource that students can use later.</p> <ol style="list-style-type: none"> 6. Hold the rest of class for students to work on their reporting projects. Students will write a rough draft of a feature-length article based on independent research that includes multiple interviews, background research to provide contextual understanding 	<p>Our World, Our Story Project Outline [.pdf] [.docx]</p>
<p>Day 3-4</p>		<p><u>Lesson Objective:</u> Students will apply multiple journalistic skills in the development of one major story.</p> <p>Students will edit and write captions for multimedia</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Hold time to check in with each group/individual on their progress. 2. Review the following with students: <ul style="list-style-type: none"> • The day’s agenda 	<p>Our World, Our Story Slide deck Weeks 7-8 (slides 12-15) (slides 16-19) [.ppt] [.pdf]</p> <p>Peer Editing Feedback Protocol [.pdf] [.docx]</p>

		<p>support for their article such as, but not limited to, video or audio interviews, photographs, graphs or maps.</p>	<ul style="list-style-type: none"> ● Professional Newsroom / Workplace Protocol ● Suggested to do list <ol style="list-style-type: none"> 3. Hold the rest of class for students to work on their reporting projects. Students will edit and write captions for multimedia support for their article such as, but not limited to, video or audio interviews, photographs, graphs, or maps. 4. Students who are making progress can spend time crafting thank you notes to the visiting journalist. 5. Encourage students to complete a peer edit of another student or group's reporting project. Invite them to use the Peer Editing Feedback Protocol [.pdf] [.docx]. Students can exchange feedback verbally or through written reflection. 	
Day 5		<p><u>Lesson Objective:</u> Students will apply multiple journalistic skills in the development of one major story.</p> <p>Students will complete their final draft of a feature-length article based on independent research that includes multiple interviews, background research to provide contextual understanding, and</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Hold time to check in with each group/individual on their progress. 2. Review the following with students: <ul style="list-style-type: none"> ● The day's agenda ● Professional Newsroom / Workplace Protocol ● Suggested to-do list 3. Hold the rest of class for students to work on their reporting projects. Students will complete their final draft of a feature-length article based on 	<p>Our World, Our Story Slide deck Weeks 7-8 (slides 20-23) [.ppt] [.pdf]</p>

		multimedia support such as, but not limited to, video or audio interviews, photographs, graphs or maps.	independent research that includes multiple interviews, background research to provide contextual understanding, and multimedia support such as, but not limited to, video or audio interviews, photographs, graphs, or maps. <i>Educator note: You may need more time for students to complete this project. Add as many days as necessary to complete this project.</i>	
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