

UNIT OVERVIEW

Unit Length	3- 4 weeks 15 to 20 60-minute lessons
Grade Level(s)/Subject(s)	8th grade social studies
Unit Overview	<p><i>“Our stories may not individually change the world (although some do). But putting what happened on the record to be reckoned with, built on and maybe used later to spark change - that’s more than a job. It’s holding up a mirror to the society we live in and contrasting it with the kind of society in which we want to live.” - Khadija Sharife</i></p> <p>This unit takes students on a journey that investigates the power journalism has to change the world through the lens of the Native American experience. Students will begin by building their knowledge of Native American history in order to make connections to the current issues related to the underreported stories regarding the lack of reform in tribal jails. These stories will be analyzed using the following questions:</p> <ul style="list-style-type: none"> ● What’s not right and for who? ● What voices are missing? ● Are the proposed solutions to problems working and for who? ● What impact does this story have on you? the world? ● What does this story reflect about society? In what way is it a mirror to society? ● Why does the world need to hear this story? <p>Once students have had an opportunity to investigate the Native American experience and how this experience reflects society in the past and present, they will begin the process of planning their own investigative reporting that focuses on an underreported story related to their life and/or community. Students will learn different journalistic styles and techniques in order to share their stories in the form of a podcast. Their podcasts will focus on answering one or all of the following:</p> <ul style="list-style-type: none"> ● What story do you know of that the world needs to hear?

	<ul style="list-style-type: none"> ● What are the untold stories in your family, neighborhood or community? ● How do your stories act as a mirror for society? What does it reflect? <p style="text-align: center;"><u>Preparing To Teach This Unit</u></p> <ol style="list-style-type: none"> 1. Before launching this unit, it would be helpful for students to engage in media literacy lessons that cover some or all of the following topics: <ul style="list-style-type: none"> ● What is the news? ● How do you stay informed and why should you care to? ● Where do you get your news from? Is it reliable? How do you know? ● What is bias? How can you use the Interactive Media Bias Chart from 3 Ad Fontes Media, Inc to make informed decisions about the news? ● How do different news sources look and sound different when reporting on the same news story? 2. Before introducing the podcast project, determine where students will share their podcasts. My class uploaded their podcasts to a class website. Consider what platform you'd like to prepare to share and present these podcasts.
<p>Objectives & Outcomes (list about 3-5)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Determine the difference between breaking news and underreported stories ● Investigate and analyze the Native American experience from the past and present ● Design and execute a podcast that tells an untold story from their life or community
<p>Standards</p>	<p><u>Common Core State Standards:</u></p> <p><u>RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RI.8.2</u> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>

[RI.8.3](#) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

[RI.8.6](#) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

[W.8.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.8.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[W.8.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[W.8.7](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[W.8.8](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<p>Unit Resources</p>	<p><u>Native American History</u> <i>Teaching American Indian History with Primary Sources</i> by Dan Eshet, Salem State University, 2020.</p> <p>"Trail of Tears." from <i>We Shall Remain</i>. PBS Learning Media. (5:24)</p> <p>LIFE LAKOTA: The Cheyenne River Reservation, VATIV (15:15)</p> <p><u>Reporting</u> "A National Disgrace': Years After Promised Reforms, People Keep Dying At Federal Tribal Jails," by Nate Hegyi from <i>Promised Justice</i> for Boise State Public Radio</p> <p>"Indian Affairs Promised To Reform Tribal Jails. We Found Death, Neglect And Disrepair," by Nate Hegyi from <i>Promised Justice</i> for NPR.</p> <p>"NPR Investigation Reveals Misconduct, Negligence Against Inmates In Tribal Jails," by Nate Hegyi from <i>Promised Justice</i> for WBUR</p> <p>"A Mother's Death In Tribal Jail Highlights Need For Medical Care On-Site," by Nate Hegyi from <i>Promised Justice</i> for Boise State Public Radio</p> <p>"Carlos Yazzie Needed A Hospital. Instead, He Ended Up Dead In A Tribal Jail," by Nate Hegyi from <i>Promised Justice</i> for Wyoming Public Radio</p> <p>"The Crumbs': Federal Neglect Leaves Tribal Jails In Disrepair—If They're Open At All," by Savannah Maher from <i>Promised Justice</i> for Boise State Public Radio</p> <p><u>Podcast Resources</u> What are Underreported Stories? from the Pulitzer Center (3:26)</p> <p>A Day in the Life of an Anxious High Schooler by CeCe Benz, SoundCloud (4:30) See educator note on this resource below</p> <p>Depression Memes and Me: Why I stopped looking at Depression Memes by Zuheera Ali, SoundCloud (3:57) See</p>
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	<p><i>educator note on this resource below</i></p> <p>"Our Fifth Annual Student Podcast Contest," <i>The New York Times Learning Network</i></p> <p>"Making a Podcast That Matters: A Guide With Examples From 23 Students," <i>The New York Times Learning Network</i></p> <p>"Project Audio: Teaching Students How to Produce Their Own Podcasts," <i>The New York Times Learning Network</i></p> <p>Sound Trap</p> <p><i>Important educator note about podcasts off of SoundCloud: Preview the comments listed under the podcast before you share the link with students. SoundCloud has some challenges moderating comments that may be harmful. You may want to offer an alternative and/or upload the podcast to a separate platform so students do not have to visit the site.</i></p>
<p>Performance Task(s)</p>	<ol style="list-style-type: none"> 1. Students craft a slideshow that explores the underreported angles and systemic issues in Promised Justice by Nate Heygi for <i>WBUR, Wyoming Public Radio, Boise State Public Radio and NPR</i>. 2. Student create podcasts that will focus on telling an untold or underreported story from their own lives and lived experiences. This podcast should focus on addressing one of the following essential questions: <ul style="list-style-type: none"> ● What story do you know of that the world needs to hear? ● What are the untold stories in your family, neighborhood or community? ● How do your stories act as a mirror for society? What does it reflect? <p><i>Educator note:</i> Before introducing the podcast project, determine where students will share their podcasts. My class uploaded their podcasts to a class website. Consider what platform you'd like to prepare to share and present these podcasts.</p>

Assessment/Evaluation	<p><u>Formative Assessments:</u> Formative assessments will focus on the completion of the following different phases of the podcast project:</p> <ul style="list-style-type: none">● Brainstorm/collecting ideas● Topic proposal● Create an outline● Write a script● Recording● Editing● Publishing <p><u>Summative Assessment</u> Use the Podcast Rubric [.pdf][.docx] to assess the quality of the final podcast submission.</p>
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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
<i>Week 1 : The Native American Experience</i>				
Day 1		<p><u>Objectives:</u></p> <ul style="list-style-type: none"> ● Students will describe what they already know about Native American History ● Students will generate a list of investigative topics about Native American history. <p><u>Essential Questions:</u> How does the Native American experience reflect society in the past and today?</p> <p>How has history and/or historical events driven the issues that affect contemporary indigenous communities?</p>	<p><u>Bell Ringer:</u></p> <ol style="list-style-type: none"> 1. Students should answer independently: What do you know about the history of Native Americans in the United States? If you don't know much, that's ok. Please share anything you have heard or seen whether it is true or not. <p><i>Educator notes: all questions can be answered on consistent digital platforms or journals. Google Classroom would be a useful tool for bell ringer questions and exit slips.</i></p> <ol style="list-style-type: none"> 2. Once students have had a chance to submit their answer, share student responses aloud. Then ask the class: <ul style="list-style-type: none"> ● What do you notice about how your classmates answered this question? ● Do your classmates seem to have the same ideas, or different? 	Computer devices Journals

		<p>What do you already know about the Native American Experience?</p> <p>What do you want to know?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Students develop questions about Native American history, identifying the topics that inspire the most excitement. <ol style="list-style-type: none"> a. Think-Pair-Share the following questions: <ul style="list-style-type: none"> • What are you curious to know more about? • What about Native American history would you like to learn? b. Students will work in partners and then in table groups to narrow down the top three questions they are most excited about. Students should post their questions on a classroom poster. 2. Rapid Research: To begin the process of immersing students in the historical topic and content, they should take 12 minutes to research anything they can about Native Americans on computer devices. Students should write down at least three facts from their search in their own words. 3. Give one Get one: Students will share what they learned from their rapid research by circulating the room and meeting with 5 different classmates. <ol style="list-style-type: none"> a. Each student will share one interesting fact and additional details 	
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			<p>for further context.</p> <p>b. Each student should learn a new fact and take notes in their notebooks.</p> <p><u>Exit Slip:</u> Have students answer the following questions:</p> <ul style="list-style-type: none"> • Did any of the questions that we generated in class today get answered? • Based on what your classmates shared from their rapid research, what new inquiry questions do you have? 	
<p>Day 2 -4</p>	<p>Teaching American Indian History with Primary Sources by Dan Eshet, Salem State University, 2020</p> <p>"Trail of Tears," from We Shall Remain, PBS Learning Media. (5:24)</p>	<p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> • Explore a series of resources, including primary source documents, that center Indigenous voice and perspective during a seminal historical moment. • Analyze how historical moments affecting one community capture contemporary, systemic issues. <p><u>Essential Questions:</u></p>	<p><u>Bell Ringer:</u></p> <ol style="list-style-type: none"> 1. Students should answer independently: What is one inquiry question that was developed yesterday that you would be interested to investigate further? 2. Have students share their question with a partner and discuss why they are interested in this question. <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review important terminology related to Native American History: <ul style="list-style-type: none"> • Manifest Destiny • Cultural Assimilation • Reservations • Sovereignty 	<p>Native American Inquiry Station Guide [.pdf][.docx]</p> <p>DBQ: Indian Removal Act and the Trail of Tears [.pdf][.docx]</p> <p>Native American Inquiry Stations Exit Slip [.pdf][.docx]</p> <p>Computer devices</p>

		<p>How is the Native American experience a reflection of U.S. society in the past and today?</p> <p>How has history and/or historical events driven the issues that affect contemporary indigenous communities?</p> <p>What do you already know about the Native American experience?</p> <p>What do you want to know?</p>	<p>2. In order to help students build knowledge about Native American history, they will spend time reading, examining, and analyzing different sources in inquiry stations. Students can work in pairs or independently.</p> <ol style="list-style-type: none"> Review the Native American Inquiry Station Guide worksheet. The following are some examples of inquiry stations that students can rotate through. Students should spend a total of 20-25 minutes in each station: <ul style="list-style-type: none"> Station 1: Primary sources Station 2: Native American history timeline analysis Station 3: Event Analysis: Trail of Tears <p><u>Exit Slip:</u> Upon completion of all stations, students will reflect on their learning by completing the Native American Inquiry Stations Exit Slip exit slip. They can work on this independently or with a partner.</p>	
<p>Day 5</p>	<p>LIFE LAKOTA: The Cheyenne River Reservation, VATIV (15:15)</p>	<p><u>Objective:</u> Students will...</p> <ul style="list-style-type: none"> Describe contemporary Lakota life and culture. Analyze how Lakota people are overcoming 	<p><u>Bell Ringer:</u></p> <ol style="list-style-type: none"> This week was filled with opportunities for us to learn more about the lives of indigenous peoples in America starting from 15,000 BCE all the way to 1988. This is the last date on the timeline that 	<p>student journals or notebooks</p>

		<p>adversity.</p> <ul style="list-style-type: none"> Analyze how history impacts the contemporary lives of the Lakota people. <p>Essential Questions: How does history and/or historical events drive the issues that affect contemporary indigenous communities?</p>	<p>we studied. Based on what you know happened in the past, in what way might some of these events still have an impact on Native Americans today? Make a list of your ideas.</p> <ol style="list-style-type: none"> Students will share their ideas with their table mates. Then, each group will share their list with the entire class. <p><u>Lesson Steps</u></p> <ol style="list-style-type: none"> Introduce LIFE LAKOTA: The Cheyenne River Reservation. Instruct students to take notes on the following while watching: <ul style="list-style-type: none"> Surprised by.... Troubled by.... Questions about.... After viewing the video, hold 10 minutes for students to journal about what they saw by answering the following prompts: <ul style="list-style-type: none"> What is something in the video that resonated with you most and why? In what way has past events impacted the lives of Native Americans today? In what way did this video challenge you or change you? Explain how. After students have had a chance to write, have them circulate around the room to share their ideas with classmates. They must visit three 	
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			different classmates. 4. Encourage students to share their journal responses with the whole group.	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities Please include the following specific instructions for this lesson:	Lesson Materials
<i>Week 2: Underreported Stories and the Native American Experience</i>				
Day 1	What are Underreported Stories? from the Pulitzer Center (3:26)	<p>Objectives: Students will be able to define and recognize the characteristics of an underreported story</p> <p>Essential Questions: What are underreported stories? Why do they matter?</p> <p>What is the experience of Native Americans with federally funded institutions?</p>	<p>Bell Ringer Big Paper Silent Dialogue. Place blank poster paper around the room. Each poster will have a different question for students to consider.</p> <ol style="list-style-type: none"> 1. Students should circulate and respond to each question or prompt. 2. Assign each student a specific poster to explore more. They should review their classmates' comments, noticing patterns and trends and exceptional comments and report a summary of the poster to the class. 3. Whole group discussion: <ol style="list-style-type: none"> a. What ideas stood out to you from the posters about how 8th graders feel about the news and media? b. Whose ideas would you like to highlight? <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Introduce the concept of underreported stories by sharing the video, What are underreported stories? 	<p>Big Paper Silent Dialogue News and Media Questions [.pdf][.docx]</p> <p>journals / notebooks</p>

			<p>Students will watch and take notes</p> <p>2. After viewing, students should work in small groups to define “underreported stories”</p> <p><u>Exit Slip:</u> What is the biggest difference between breaking news and under-reported stories? Why are underreported stories important?</p>	
Day 2	<p>“A National Disgrace’: Years After Promised Reforms, People Keep Dying At Federal Tribal Jails,” by Nate Heygi from <i>Promised Justice</i> for Boise State Public Radio</p>	<p>Objectives: Students will...</p> <ul style="list-style-type: none"> Define and recognize the characteristics of an underreported story in the podcast <i>Promised Justice</i> Analyze the features of one of audio stories from <i>Promised Justice</i> <p>Essential Questions: What are underreported stories? Why do they matter? What is the experience of Native Americans with federally funded institutions?</p>	<p>Bell Ringer: In partners, define the term underreported story and discuss at least one example each.</p> <p>Lesson Steps:</p> <ol style="list-style-type: none"> Introduce the listening guide for the first story in the Promised Justice series. Students will work in pairs to complete Part 1 and Part 2. Introduce the underreported story, “A National Disgrace’: Years After Promised Reforms, People Keep Dying At Federal Tribal Jails.” Students will listen to this story once as a whole group and take notes on their listening guide about important facts and information shared in the podcast. After listening to the podcast once, students will share with their partner what they 	<p>Promised Justice Listening Guide [.pdf][.docx]</p> <p>student notebooks or journals</p>

			<p>heard.</p> <p>4. Students will listen to the podcast for a second time independently and continue to take notes on their listening guide focusing on the following questions:</p> <ul style="list-style-type: none">• What's not right and for who?• What voices are missing?• Are the proposed solutions to problems working and for who?• What impact does this story have on you? the world?• What does this story reflect about society? In what way is it a mirror to society?• Why does the world need to hear this story? <p>5. Students should discuss the listening guide questions with a partner.</p> <p><u>Exit Ticket:</u></p> <ul style="list-style-type: none">• What details resonate most with you from the story?• Do any of these details relate, reflect, or connect to your own community or personal experiences? How so?	
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<p>Day 3-5</p>	<p>“Indian Affairs Promised To Reform Tribal Jails. We Found Death, Neglect And Disrepair,” by Nate Hegyi from <i>Promised Justice</i> for NPR.</p> <p>“NPR Investigation Reveals Misconduct, Negligence Against Inmates In Tribal Jails,” by Nate Hegyi from <i>Promised Justice</i> for WBUR</p> <p>“A Mother's Death In Tribal Jail Highlights Need For Medical Care On-Site,” by Nate Hegyi from <i>Promised Justice</i> for Boise State Public Radio</p> <p>“Carlos Yazzie Needed A Hospital. Instead, He Ended Up Dead In A Tribal Jail,” by Nate Hegyi from <i>Promised Justice</i> for Wyoming Public Radio</p> <p>‘The Crumbs’: Federal Neglect Leaves Tribal Jails In</p>	<p>Objectives: Students will...</p> <ul style="list-style-type: none"> Analyze an underreported story about the impact of tribal jails on Indigenous communities Investigate the experience of Native Americans with federally funded institutions by reading and listening to an underreported story and creating a presentation for that story. Present the underreported angles of tribal jail coverage through classroom presentations on <i>Promised Justice</i>. <p>Essential Questions: What are underreported stories? Why do they matter?</p> <p>What is the experience of Native Americans with</p>	<p>Bell Ringer: Students should circulate around the room and connect with three unique classmates to share an excerpt of yesterday’s exit ticket.</p> <p>Lesson Steps: Promised Justice Jigsaw. Break students into five different teams with 3-4 students in each team. Assign each team one of the remaining stories in the <i>Promised Justice</i> Podcast Series. Each group should listen/read their assigned story and capture the story by creating google slides.</p> <ol style="list-style-type: none"> Google slides should use the following outline: <ul style="list-style-type: none"> Include a title page A summary of the story explains WHO, WHAT, WHEN, WHERE, WHY, and HOW Address questions 6-11 of Pulitzer Center Promised Justice handout [.pdf][.docx] Slides should meet the following criteria: <ul style="list-style-type: none"> Keep information short and in your own words Use bullet points and large font Include at least 3 important quotes from the story that best captures why the world needs to hear this story Students share their presentations to the 	
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	<u>Disrepair—If They're Open At All,” by Savannah Maher from <i>Promised Justice</i> for Boise State Public Radio</u>	federally funded institutions?	class. While listening to other presentations, students should take notes in their notebooks. 4. After presentations, students will answer the following questions in their notebooks: <ul style="list-style-type: none">• What details resonate most with you from the story?• Do any of these details relate, reflect, or connect to your own community or personal experiences? How so?	
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Week 3 - 4: Creating Podcasts

<p>Day 1</p>		<p>Objectives: Students will... Collect ideas for a student-created investigative reporting podcast that focuses on an underreported story related to their life and/or community.</p> <p>Essential Questions What story do you know of that the world needs to hear?</p> <p>What are the untold stories in your family, neighborhood or community?</p> <p>How do your stories act as a mirror for society? What does it reflect?</p>	<p>Educator note: Before introducing the podcast project, determine where students will share their podcasts. My class uploaded their podcasts to a class website. Consider what platform you'd like to prepare to share and present these podcasts.</p> <p>Bell Ringer:</p> <ol style="list-style-type: none"> 1. Students respond to the following questions in their notebooks: <ul style="list-style-type: none"> • What is a legacy? • What are some examples of legacies that others have left behind? • What impact can a legacy have on others? The world? 2. Optional: Hold time for rapid research on the idea of legacy 3. Students should share their ideas about legacy and impact with their tablemates and then share with the whole group. <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Using the Underreported Stories Podcast Guide, introduce the final podcast project. <ol style="list-style-type: none"> a. Explain to students that they will use what they have learned about underreported stories to create their own podcast. 	<p>Underreported Stories Podcast Guide [.pdf][.docx]</p>
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			<ol style="list-style-type: none"> b. This podcast will focus on their own life or the lives of the people in their community. c. Finally, this podcast will be their legacy that they leave behind as a member of the 8th grade graduating class of 2023. <ol style="list-style-type: none"> 2. Have students begin working on Part 1 of the guide. 	
Day 2		<p>Objectives: Students will workshop their ideas for an underreported story podcast</p> <p>Essential Questions What story do you know of that the world needs to hear?</p> <p>What are the untold stories in your family, neighborhood or community?</p> <p>How do your stories act as a mirror for society? What does it reflect?</p>	<p>Bell Ringer:</p> <ol style="list-style-type: none"> 1. Students should review their ideas from Part 1 of the Underreported Stories Podcast Guide. 2. Students should generate more ideas by making a list of things that are unfair or, "Not Right" <p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Students should revise and refine ideas through peer conversations using inside/outside circle discussion. <ol style="list-style-type: none"> a. Explain to students that the purpose of this conversation is to: <ul style="list-style-type: none"> • To get ideas • To give ideas • To ask questions and help others make their ideas more clear 	Underreported Stories Podcast Guide [.pdf][.docx]

			<ul style="list-style-type: none"> • To see if you have similar interests to your classmates • <i>To figure out who you might want to work with - ONLY if you share the same interests and passions</i> <ol style="list-style-type: none"> b. Arrange students into two circles. c. Students will be paired up with a classmate and face them. d. They will have 4 minutes to talk to each other about their ideas for their podcast. e. Instruct students who are in the inside circle to move to the next classmate and continue to share and discuss ideas. Have students move through at least 5 rotations or more if time permits. <p>2. Once students are done, have them complete Part 2 of the student podcast guide: Topic Proposal.</p>	
<p>Day 3</p>	<p>A Day in the Life of an Anxious High Schooler by CeCe Benz</p>	<p>Objectives: Students will be able to describe the different styles and techniques of podcast storytelling.</p> <p>Essential Questions</p>	<p><i>Important educator note: Preview the comments listed under the podcast before you share the link with students. SoundCloud has some challenges moderating comments that may be harmful. You may want to offer an alternative and/or download the podcast so students do not have to visit the site.</i></p>	<p>Underreported Stories Podcast Guide [.pdf][.docx]</p>

		<p>What story do you know of that the world needs to hear?</p> <p>What are the untold stories in your family, neighborhood or community?</p> <p>How do your stories act as a mirror for society? What does it reflect?</p>	<p><u>Bell Ringer:</u> Based on what you know about some of the podcasts you have heard, what are some things you think they should include? How might they be organized?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Direct students to Part 3 of the Underreported Stories Podcast Guide: Different Styles and Techniques of Podcasts. 2. Listen to the beginning of the first podcast clip: A Day in the Life of an Anxious High Schooler. <ol style="list-style-type: none"> a. Students should take notes on the note-catcher from the guide about the following: <ul style="list-style-type: none"> ● What they notice ● How the podcast begins ● Special techniques or features that make the podcast unique b. Encourage students to discuss what they noticed with a partner and then share out to the class. Push students to think about: <ul style="list-style-type: none"> ● Why the podcaster may have chosen to include the different sounds or techniques in their podcast ● What is the goal/purpose of 	
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			<p>the podcast</p> <ul style="list-style-type: none"> • What impact does the podcast have on the audience? <p>3. Once students have listened to a few clips of different podcasts, allow them time to explore other podcasts on their own and continue to take notes on what they notice about style and technique.</p> <p><u>Exit Slip:</u> Which style or technique did you like from the podcasts you listened to today? Which style or technique would you like to use in your own podcast?</p>	
<p>Day 4</p>		<p><u>Lesson Objectives:</u> Students will</p> <ul style="list-style-type: none"> • Organize ideas for their podcast topic into a clear beginning, middle and end. • Draft the beginning of their podcast • Provide productive and appropriate feedback on a peer's podcast introduction <p><u>Essential Questions</u></p>	<p><u>Bell Ringer:</u> Think about all the different podcasts you listened to this week. What are all the different ways you heard the podcasts start? How did each podcaster try to "hook" you in so that you would want to keep listening?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Direct students to Part 4 of the Underreported Stories Podcast Guide: Podcast Outline. Explain to students that today, they are going to focus on scripting out the beginning of their podcast which includes coming up with 	<p>Underreported Stories Podcast Guide [.pdf][.docx]</p>

		<p>What story do you know of that the world needs to hear?</p> <p>What are the untold stories in your family, neighborhood or community?</p> <p>How do your stories act as a mirror for society? What does it reflect?</p>	<p>an engaging hook and a clear introduction.</p> <ol style="list-style-type: none"> 2. Provide time for students to write out these two pieces of the beginning of their podcast. 3. Choose a volunteer to share their beginning with the class. <ol style="list-style-type: none"> a. Allow this student to explain their vision for the first 20-30 seconds of their podcast. b. Model providing feedback by giving the student glows (praise) and grows (what suggestions would make the writing more clear, creative, or concise). 4. Hold time for students to share and workshop their beginnings with a partner. <p><u>Exit Slip:</u> What about the plans for the beginning of your podcast are you excited about? What is something you plan to revise or change?</p>	
Day 5	Sound Trap	<p><u>Lesson Objective:</u> Students will record the beginning of their podcast using a podcast recording program</p>	<p><u>Bell Ringer:</u> Encourage students to review and edit the beginning of their podcast draft.</p> <p><u>Lesson Steps:</u></p>	<p>Underreported Stories Podcast Guide [.pdf][.docx]</p>

		<p><u>Essential Questions</u> What story do you know of that the world needs to hear?</p> <p>What are the untold stories in your family, neighborhood or community?</p> <p>How do your stories act as a mirror for society? What does it reflect?</p>	<ol style="list-style-type: none"> 1. Introduce <i>Soundtrap</i> (or an alternate recording platform) to students and lead a demonstration of how to use the platform. Students will be using soundtrap as the recording program for their podcasts. 2. Hold at least 15 minutes for students to familiarize themselves with the program. Students can experiment with recording their voice, layering different sound effects and music. 3. Once students are comfortable with the platform, they can begin recording their beginnings. 4. Students should workshop their recordings in pairs using the guiding questions to direct their feedback: <ul style="list-style-type: none"> ● Is it loud enough? Is the podcaster speaking clearly? ● Do the sound effects and/or music match the tone and topic of the piece? ● Does the hook grab the listeners attention? <p><u>Exit Slip:</u> What adjustments, if any, need to be made to your beginning?</p>	
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<p>Day 6</p>	<p>Depression Memes and Me: Why I stopped looking at Depression Memes by Zuheera Ali, SoundCloud (3:57)</p>	<p><u>Lesson Objectives:</u> Students will draft the middle portion of their podcast by organizing what type of information they want to include and what format they will use to deliver that information.</p> <p><u>Essential Questions</u> What story do you know of that the world needs to hear?</p> <p>What are the untold stories in your family, neighborhood or community?</p> <p>How do your stories act as a mirror for society? What does it reflect?</p>	<p><i>Important educator note: Preview the comments listed under the podcast before you share the link with students. SoundCloud has some challenges moderating comments that may be harmful. You may want to offer an alternative and/or download the podcast so students do not have to visit the site.</i></p> <p><u>Bell Ringer:</u> When thinking about the middle part of your podcast, what do you think will be the most effective way to share your ideas about your topic? Personal stories? Interviews? Research that reveals important statistics and facts? Explain why?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Play Depression Memes and Me: Why I stopped looking at Depression Memes <ol style="list-style-type: none"> a. While listening to the middle section of this podcast (1:30 to 2:40), students should take notes on what they noticed Ali did to develop the themes and ideas related to their topic. 2. Have students outline and draft the middle section of their podcast using Part 4 of their Underreported Stories Podcast Guide. <ol style="list-style-type: none"> a. Students should be using at least one or all of the following formats in the 	<p>Underreported Stories Podcast Guide [.pdf][.docx]</p>
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			<p>middle section of their podcast:</p> <ul style="list-style-type: none"> ● personal story ● interview ● research of statistics ● facts <p>b. If students are choosing to include an interview, have them reference Part 5 of their student podcast guide called: Tips for Interviewing.</p> <p><u>Exit Slip:</u> Have students respond to the following questions:</p> <ul style="list-style-type: none"> ● What next steps do you have for completing the draft of the middle part of your podcast? ● Do you need to research facts and statistics? ● Do you need to prepare questions for an interview? ● Do you need to set up a time to conduct the interview? 	
Day 7		<p><u>Lesson Objectives:</u> Students will be able to draft the end of their podcast by organizing what type of information they want to include and what format they will use to deliver that information.</p>	<p><i>Important educator note: Preview the comments listed under the podcast before you share the link with students. SoundCloud has some challenges moderating comments that may be harmful. You may want to offer an alternative and/or download the podcast so students do not have to visit the site.</i></p>	<p>Underreported Stories Podcast Guide [.pdf][.docx]</p>

		<p><u>Essential Questions</u> What story do you know of that the world needs to hear?</p> <p>What are the untold stories in your family, neighborhood or community?</p> <p>How do your stories act as a mirror for society? What does it reflect?</p>	<p><u>Bell Ringer:</u> Today we are going to work on planning the ending of our podcast. Once again, we are going to listen to the podcast, we have been studying all week called , Depression Memes and Me: Why I stopped looking at Depression Memes to get ideas and inspiration for how we want to bring our podcasts to end. The end is considered to be last 30-60 seconds.</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Begin Depression Memes and Me: Why I stopped looking at Depression Memes at 2:40 and allow students to listen all the way to the end. Prepare to play the ending more than once. <ol style="list-style-type: none"> a. The first time you play the end, tell students to simply listen for what the podcaster says and does to bring their podcast to a close. b. Play the ending again. This time, tell students to take notes on what they hear and notice about how the podcaster chooses to conclude. 2. Have students share their notes with their partner. 3. Discuss with students what they noticed. Responses may vary, but students should note that the podcaster: <ul style="list-style-type: none"> ● Starts by expressing how they feel and what they think about 	
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			<p>how others might perceive the depression memes that she posts</p> <ul style="list-style-type: none"> • Shares her decision to make a change and no longer look at depression memes and her reasons why • Provides an alternate perspective given by her brother (through a clip from an interview) about how he plans to engage with depression memes • Shares healthier ways to cope with life by listening to music and journaling <p>4. Explain to students that their endings need to leave the listener with a powerful idea to consider, a call to action, or suggestions for how to improve a current issue.</p> <p>5. Give students time to begin planning and writing the script for their endings.</p> <p>6. Once students have a draft, they can receive feedback from a partner and begin recording.</p>	
		<p><u>Lesson Objectives:</u> Students will...</p> <ul style="list-style-type: none"> • Prepare their podcasts for publication • Write artists' statements 	<p><u>Bell Ringer:</u> Complete Questions 1-3 from Part 6 of the Student Podcast Guide: Self Assessment and Reflection. Students will use responses to these questions as the text alongside their</p>	<p>Underreported Stories Podcast Guide [.pdf][.docx]</p>

		<p>that capture the importance of their podcast</p> <ul style="list-style-type: none">● Upload their final product to the class website.	<p>podcasts.</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none">1. Students should upload the following to the class website:<ol style="list-style-type: none">a. Their podcastsb. Their titlec. A short description about themselvesd. A summary of what inspired them to capture this underreported local story.2. Have students complete reflection questions 4 and 5 of the podcast guide.3. Students should use the rubric in the guide to assess their performance and the quality of their podcast.	
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