

Pandemic: A Child's Perspective
 Unit plan by Olivia StandingBear

Day One: What is an under-reported story?	
Objectives 5.1.R.2	Students will: <ol style="list-style-type: none"> 1. Learn the definition of an underreported story. 2. Ask and answer questions about news stories to seek help, get information, to clarify, or to confirm understanding.
Standards	Oklahoma English Language Arts Academic Standard 1, Speaking and Listening: Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.
Time Required	50 minutes + 45 minutes of homework Provide students with the graphic organizer before the lesson.
Warm-up 5 minutes	Ask students to define the word 'news'. They can use dictionaries. They can speak out loud or in the chat. <ol style="list-style-type: none"> 1. Where do they get their news? 2. What is a headline?
Introducing the Lesson (Themes, background, context, significance) 15 minutes	What is an underreported story? <ul style="list-style-type: none"> • 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>Define: An under-reported story is a news story that doesn't get as much attention in the news. Look back to your responses for question 2 and consider the following:</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? Try to think of at least three reasons <p>Show the first video from link below and have students answer at least 2 questions from lesson (below video link).</p>
Resource(s)	Pulitzer Center Lesson " How to find and analyze underreported stories: Critical thinking, text analysis and writing "
Comprehension Questions for Resource(s) 3 minutes	<ol style="list-style-type: none"> 1. <i>So, tell me again, what is an underreported story?</i> <ul style="list-style-type: none"> ○ Wait for students' answers (They can type in the chat or unmute and speak). 2. <i>Give me an example from the video of an underreported story.</i>

Discussion Questions 5 minutes	<ol style="list-style-type: none"> 1. What questions can you ask someone in your life to identify an under-reported story? 2. What questions can you ask yourself while observing your immediate environment to begin identifying under-reported stories? 3. Which story cited in the video would you be most interested in exploring further, and why? 4. Which strategy would you most like to try to begin finding under-reported stories in your community?
In-class Activity 10 minutes	Go to the following page, search for and SELECT an article associated with the pandemic that interests you: <ul style="list-style-type: none"> • Related Pulitzer Center articles <p><i>Say: Please let me know if you need any help.</i></p>
Performance Task(s) 10 minutes	<ol style="list-style-type: none"> 1. Open a new Google doc and title it with your FULL NAME PANDEMIC ARTICLE SUMMARY. <ul style="list-style-type: none"> ○ (Ex: Bob Ross Pandemic Article Summary) 2. For tomorrow's lesson, you will need to come to the group with a 1-paragraph, 3-5 sentence, summary of the article you read.
Evaluation 5 minutes	Make sure students have found an article. Have students who are lost share their screen so that you can help them find an article and/or set up a Google Doc.

Day Two: What makes a good interview?	
Objectives 5.1.R.2	After this lesson students will be able to: <ul style="list-style-type: none"> • Report on a news story they read. • Analyze themes and tools that a journalist uses to tell a story. • Evaluate what questions journalists must ask when reporting news stories. • Create interview questions for a stranger about COVID-19.
Time Required	50 minutes + 50 minutes of homework
Warm-up 10 minutes	<ol style="list-style-type: none"> 1. Ask students to TELL about the article they read—NOT reading their paragraphs word for word. 2. Ask students if they have experienced anything similar with COVID-19 to what they read (connecting to their personal experiences).
Introducing the Lesson (Themes, background,	<p><i>Say: I want you to watch the following video (link below) and try to guess some of the questions the journalist asked to the interviewee, or subject.</i></p>

<p>context, significance) 15 minutes</p>	<ol style="list-style-type: none"> 1. Find out how Natasha uses interviews to tell under-reported stories. Be on the lookout for the following tips that Natasha offers for how to conduct interviews yourself: <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 2. After you have finished watching the video, write down why, in your own words, each of the four tips from Natasha are important to conducting a successful interview. You may want to take notes while you watch!
<p>Resource(s)</p>	<p>Pulitzer Center Lesson “Interview Techniques for Telling Under-reported Stories”</p>
<p>In-class Activity Including discussion questions and comprehension questions for resource(s)* 5 minutes</p> <p>*This should go quickly if subjects are pre-arranged.</p>	<p>Follow these steps to conduct an interview of your own! Use this graphic organizer to record your progress.</p> <p>Step 1: Choose an issue you want to focus on</p> <ul style="list-style-type: none"> ● We will be reporting on how COVID-19 has affected individuals and communities around the world, and within our country. ● What angle of that story isn’t getting as much attention as it should? <p>Step 2: Identify your interview subject Your teacher will provide you with your subject and their contact info.</p> <ul style="list-style-type: none"> ● Sample email sent out to friends & contacts
<p>Performance Task(s) 20 minutes</p>	<p>Step 3: Research and plan questions to prepare for your interview Once someone has agreed to be interviewed by you, it’s time to prepare.</p> <ol style="list-style-type: none"> 1. Do some research. What do you know about your subject? For example, if you know they live in a certain neighborhood or teach at a certain school, you could research that neighborhood or school to get more context for your interview. 2. Next, make a list of 5-10 questions you plan to ask your subject. Use your interview form. What do you want to make sure you come away knowing or exploring? <ul style="list-style-type: none"> ○ Remember to ask open-ended questions (questions that can’t be answered with just “yes” or “no”) to encourage your subject to talk more. ○ Be sure to plan the progression of your questions in advance, too. For example, you might want to start with a broad, easy-to-answer question, and get to

	<p>more specific or more personal questions later in the interview, once you have built trust with your subject.</p> <p>3. Some questions you might reflect upon yourself:</p> <ul style="list-style-type: none"> ○ What is COVID- 19? ○ How is COVID-19 impacting me? ○ How is COVID-19 impacting different communities? Why? ○ Who is responsible for helping these communities? (government angle?) ○ How do I keep myself safe? ○ How can I support my community? ○ What is the pandemic telling us about ourselves, our nation?
Homework 50 minutes	Practice asking your interview questions in front of the mirror, with a family member. Be sure to share your interview questions with your teacher for review (Google doc, PDF, Word doc).
Evaluation	Students will write interview questions and share with the teacher.

Day Three: Conducting the Interview	
Objectives 5.1.R.1	<p>After this lesson students will be able to...</p> <ul style="list-style-type: none"> ● Conduct an interview with someone about their experiences with COVID-19 ● Actively listen to others' perspectives. ● Speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues. ● Ask questions during the interview that relate to what the subject is saying. ● Write down crucial notes from the interview. ● Reflect upon the interview.
Time Required	60 minutes
Warm-up 10 minutes	Students will ask questions to the teacher to practice.
Introducing the Lesson (Themes, background, context, significance) 5 minutes	Make sure the virtual meeting is set up. When the subject comes online, test audio/visual, make introductions, and thank the subject for coming.
Resource(s)	Pulitzer Center Lesson “Interview Techniques for Telling Under-reported Stories”

<p>In-class Activity Including discussion questions and comprehension questions for resource(s) 30 minutes</p> <p>Interviews will have to be conducted one at a time and may include more than one student, dependent on number of subjects</p>	<p>Step 4: Conduct the interview During the interview, be sure to ask the important questions you prepared, but be open and flexible, too. Ask follow-up questions when your subject says something interesting or unexpected. Leave plenty of quiet time in between questions, because your subject might say more. If they don't, use simple prompts like "Can you tell me more about that?" to show your interest. And remember to build trust with your subject, try to set them at ease, and take your time.</p> <p><i>Tip: It's important to quote people accurately, but it is hard to write down everything they say. Many journalists record their interviews so they can listen to them later. Consider asking your subject whether they are comfortable being recorded, and if they are, use a phone, computer, or audio recording device during the interview. That way, you can focus on listening, asking follow-up questions, and only jotting down notes when your subject says something that really stands out to you.</i></p> <p>Before you end your interview, get a photo of your subject. You may ask them to share a photo with you, or take one yourself by taking a screenshot.</p>
<p>Performance Task(s) 15 minutes in class 30 minutes homework</p>	<p>Step 5: Edit your interview After your interview, you will have much more material than you can publish. To edit your interview, listen to the recording and/or read back through your notes to identify quotes that stand out. Remember Natasha's tip: "Great quotes capture the emotion and humanity of a story." Consider the following: <i>Where in your interview did the subject express excitement, tension, feeling?</i> Try to capture that in the quotes you select.</p> <p>Finally, assemble an interview excerpt to share! Be sure to include the following elements:</p> <ul style="list-style-type: none"> ● A 3-5 sentence introduction that explains the issue you chose to explore, and why it is important to hear from the person you interviewed on this issue. ● 3-5 strong quotes from the interview that illustrate the issue you explored with your subject, as well as the personality and feelings that shone through during your conversation. ● A 3-5 sentence reflection on what you learned from your subject about the pandemic's effects on your subject, their country, and how it compares/contrasts with your personal experience. ● A photo of your interview subject. <p>Use this form to complete your written report.</p>
<p>Evaluation</p>	<p>Students and teachers evaluate side-by-side with student rubric.</p>

Day Four: How are you going to tell your story?	
Objectives 5.1.R.3	Students will... <ul style="list-style-type: none"> ● Evaluate what details they want to share from their interview with a public audience ● Prepare a visual or audio presentation that communicates details from their interviews, and students' reflections on what they learned from conducting interviews ● Engage in collaborative discussions with other students.
Time Required	50 minutes + 90 minutes of homework
Warm-up 3 minutes	Show photos from presentation <ol style="list-style-type: none"> 1. Which one do you like most? Why? 2. Read a caption and guess which image it's describing.
Introducing the Lesson (Themes, background, context, significance)—Project Explanation 10 minutes	Show examples of different media forms: articles, videos, slide presentations, drawings, audio recordings, etc. Pause after presenting each form. Ask students how they felt, what are the benefits of each form.
Resource(s)	<ul style="list-style-type: none"> ● www.npr.org ● www.youtube.com ● www.newsela.com ● Pulitzer Center written articles ● Kimberly's Story ● Presentation
In-class Activity Including discussion questions and comprehension questions for resource(s) 37 minutes	Have students choose a form they want to use for their presentations and begin planning. Work with students on the process. <i>Facilitation note: Journalist Sindya Bhanoo came to visit the class and teach about what to focus on for their reports. Students were excited to meet a Pulitzer journalist. To connect students with a virtual presentation by a journalist, contact education@pulitzercenter.org.</i>
Performance Task(s)	Students will complete their work at home, will turn in for feedback from the teacher, and will practice their presentation at home.
Evaluation	Student Rubric

Day Five: Presentations	
Objectives 5.1.W.1	Students will celebrate the completion of their project and share with classmates, community or a wider audience! <ul style="list-style-type: none"> ● Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for the audience.
Time Required	60 minutes
Warm-up 5 minutes	Thank students for their hard work. See if anyone wants to go first. Make a list of students in order of presentations. Share list in the chat.
In-class Activity 55 minutes	Presentations: Students take turns telling and showing their stories.
Resource(s)	Related Pulitzer articles
Evaluation	<ol style="list-style-type: none"> 1. Teacher fills out student rubric—filled out on paper during virtual presentation and later made digital and emailed to students. 2. Students fill out Pandemic Google Form to prepare them to make a short Flipgrid video, discussing their experience and what they learned from their subject. <ul style="list-style-type: none"> ○ Questions include: <ul style="list-style-type: none"> ■ What is COVID- How do you keep yourself safe? ■ How is COVID-19 impacting you? ■ How is COVID-19 impacting different communities? Why? (Think about the person you interviewed.) ■ How can I support my community? Others? ■ What is the pandemic telling us about ourselves, our nation?