**Fulbright Teachers for Global Classrooms**

**Project Based Learning Unit Plan - Template**

|  |  |
| --- | --- |
| **Name:** | Karen Cusolito |
| **School Type:** | High School |
| **Subject:** | Journalism |
| **Grade Level:** | 10-12 |
| **Project Title:** | How news shapes the way we see the world |

**Project Concept**

|  |  |
| --- | --- |
| **Driving Question** | **Project Summary/Big Idea** |
| How do we encourage a global outlook in our news coverage?  3Ys: Why does it matter to me?  Why does it matter to those around me? (friends, family, community)  Why does it matter to the world? | Embrace complexity in order to make sense of our world but tell the story in a way that people can understand. Localize global content in order to make it compelling. |
| **Subject Content and Interdisciplinary Connections** | |
| Journalism, English, civics, government | |
| **Global Competencies** | |
| Investigating the world  Recognizing perspectives  Communicating ideas | |
| **Learning/Curriculum Standards** | |
| **Common Core English Language Arts Standards Reading Informational Text: Integration of Knowledge and Ideas 11th and 12th Grade**  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.  **Common Core College and Career Readiness Anchor Standards for Writing Grades 6-12**  *Text Types and Purposes:* 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  *Production and Distribution of Writing:* 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.    5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.    6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  *Research to Build and Present Knowledge*  7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.    8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.    9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.    **Common Core College and Career Readiness Anchor Standards for Speaking and Listening**  **Grades 6-12**  *Presentation of Knowledge and Ideas* 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | |
| **Authentic Product and Audience** | |
| The school newspaper and website  The student body and faculty | |

**Project Management**

|  |
| --- |
| **Project Timeframe and Milestones (how many class periods/weeks is this PBL?)** |
| 20 class periods (more or less)/four weeks  Milestones:  Choosing a topic to research (week 2)  Writing a rough draft (week 3)  Writing a final draft and creating an infographic (week 4) |
| **What will Students Need to Know and How will they Get to Know Them?** |
| Students will need to find a global topic to research and how to localize it.  I will direct them to the Journalist’s Resource site from the Harvard Kennedy School Shorenstein Center on Media, Politics, and Public Policy: <https://journalistsresource.org/tip-sheets/research/database-checklist-key-academic-research-resources-free-restricted/>  The International tab on the site includes: conflicts, development, global tech, globalization, human rights and U.S. foreign policy.  Students will need to create an infographic to further communicate their ideas and enhance the reader’s ability to understand the information. I will use the infographics training at <https://www.schooljournalism.org/infographics-training/>  There is a lecture from a professor at the University of Missouri Reynolds Journalism Institute, a 10-question interactive quiz, a printable quiz, and links to tools for making infographics. |
| **Authentic Performance Based Assessment**   * Remember! Authentic assessments have a product (such as book. Op ed or website) and/or audience (such as a presentation to community members or experts) |
| The audience for the school newspaper is the students and staff. As far as assessment, I can ask English and social studies teachers (or perhaps science, foreign language and health depending on the topics) to have their students read the newspaper and write a letter to the editor responding to my students’ articles. Several representative letters will be published in the next issue of the newspaper. |
| **Differentiation and Scaffolds**   * Including opportunities for student choice and input |
| Student choice is built in with their choice of topic. Students will need guidance in choosing a topic. I will come up with a checklist: Is it timely? Is there prominence? Is there consequence? How can you localize it?  For those who have trouble choosing a topic, I will use the Visible Thinking questions starts: *Why? How would it be different if…? What are the reasons…? Suppose that…? What if…? What if we knew…? What is the purpose of…? What would change if…?*  Students will also need to keep a Need to Know list as their research progresses. Charts can be placed on the wall where students update their lists or cross off their items as they find their answers. |
| **Resources**  Please list below, the following:   1. What real world EXPERTS would you like to utilize? 2. Which specific TEXTS (web research, articles, sites, images) will you and the students use? (Please list them) 3. What TECHNOLOGY will you use? (Please list them) 4. What other MATERIALS (equipment, maker space, etc.) will you and the students need? |
| 1. I have contacted the Society of Professional Journalists. They have a program called Press4Education. I requested an in-person visit from a journalist who can talk on data journalism. They also have Skype visits, although I have yet to use Skype.  The Pulitzer Center also has Skype with a Journalist.  I will contact my alma-mater the University of Southern California Annenberg School for Journalism about getting a speaker to visit the class.  2. U.N. Sustainable Development Goals website <https://www.un.org/sustainabledevelopment/>  For students generating questions:  http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/The-Right-Questions.aspx  For research: the Journalist Resource Organization database linked above.  For infographics: PowerPoints and lesson plans <https://www.schooljournalism.org/investigative-and-data-journalism-lessons/>  and [https://www.schooljournalism.org/infographics-lessons](https://www.schooljournalism.org/infographics-lessons/)    3. See above. Also Adobe Spark for making infographics on a website. Infogram, Venngage and Piktochart for making infographics that can be used in the newspaper.  4. Access to the Internet for writing the stories and creating infographics. Editors use InDesign (Adobe Creative Suite) to lay out the paper. Photoshop for photos used in the paper. |

**Project Kick-Off and Building Background Knowledge**

|  |
| --- |
| **Kick-Off Event and Driving Question**   * How will you introduce the project and driving question to the students?   *Tip: Think outside the box. The more fun and engaging the better!* |
| Day One: see lesson plan at the end of this document.  Day Two:  TED Talk: Alisa Miller, head of Public Radio International, How the News Distorts Our Worldview  This 2008 TED Talk, while old, has great graphics comparing a map of the world with a map of the world according to the amount of news generated by each country.  I have a graphic organizer that I use with TED Talks that should raise questions about the talk. It asks students to record the number of times the talk has been viewed, which shows its impact. It also asks questions like “What group of people would benefit most from hearing this lecture?” This forces them to think about audience.  I also plan to start off class each day by watching CNN 10, which has a global outlook and asking the students the 3Ys to get them in the habit of thinking in a larger way. |
| **Building Background Knowledge**   * What strategies are used to foster student inquiry? How will these questions be answered or explored and applied to the work and learning of each student? * How will students communicate and expand on what they need to know for successful project completion? |
| * To foster student inquiry, I will start off with a lesson from the Pulitzer Center. In “The Education of T.M. Landry” from the New York Times television show The Weekly, New York Times reporters investigate a Louisiana charter school where students are being admitted to elite universities. The problem was that the T.M. Landry School had doctored their transcripts and goosed their application essays. This will be of interest because most of my students are juniors thinking about college and seniors applying to college.   Questions that accompany the video will examine how investigative reporters go about gathering a story and to whom they are responsible. From there, students will formulate opinions on what a school’s responsibilities are to its students. Is each child receiving a worthwhile education? Do all children have the same chance and opportunity as any other student?  I will introduce SDG 4 Quality Education from <https://www.un.org/sustainabledevelopment/>   * After watching the video, students will choose from a list of news stories about education around the world, addressing the “investigate the world” competency. They will answer questions about where the story is located and whether the students at the school are receiving a positive or negative experience and why. Students will share their findings in small groups, demonstrating recognition of different perspectives inherent in the issue. Hopefully, this will create interest in further inquiry that will result in a newspaper or website story.   After that lesson, students will go on to choose a global issue that they can localize and research it.  I plan to use a graphic organizer with the American Society of News Editors lessons on investigative and data journalism. <https://www.schooljournalism.org/wp-content/uploads/2016/09/Investigative-Article-Planner.pdf>  This asks students to list their hypothesis, their methods of investigation and how they will be able to find the data, giving it a more scientific bent than a normal news story. As students research their story, I hope to have a Skype visit from a journalist either through SPJ or the Pulitzer Center. I will also reach out to my alma mater, the University of Southern California, which has a well-regarded journalism program.  Students will also create an infographic to go along with their story. |

**Project Development Outline**

|  |
| --- |
| **Project Daily Outline - Overall Objectives and Practices for Each Class or Week**   * Remember to build in time for teacher directed learning, guided inquiry project work and tuning, brainstorming, reflecting. |
| **Class/Week 1:** Global Dispatch/TED Talk/The Weekly episode on the T.M. Landry School and exploring an education topic from another country. (teacher directed learning and guided inquiry work)  **Class/Week 2:** brainstorming story ideas/formulating questions/researching (guided inquiry project work)  **Class/Week 3:** research and writing (guided inquiry project work)  **Class/Week 4:** revising (reflecting) and creating an infographic (teacher directed and guided inquiry project work)  **Class/Week 5:** final edits/layout the stories on the center spread of the newspaper or as a daily story on the website/Schoology discussion (reflecting) |

**Authentic Audiences**

|  |
| --- |
| **Student Connection with Authentic Audiences**   * Who will students share their product with and what does that interaction look like? * What preparations need to be made for sharing out and for students to be prepared? |
| * Stories and accompanying infographics will be published in the Crimson Chronicle student newspaper and on the Crimson Chronicle website [thecrimsonchronicle.com](http://thecrimsonchronicle.com) (The best ones will be published in the newspaper.) * No preparations are necessary, as students have published at least three issues this year already. Second and third year students have published more. |

**Student Reflection**

|  |
| --- |
| **How will students reflect on their growth and learning after the project?** (journal, small group discussion, fishbowl discussions etc.) |
| There is a discussion function in Schoology, our LMS, in which students type an answer to a question and it is available for the class to see. I can set it so that students must post before they can see each other’s answers. Then they can respond to other people’s posts. This is like Padlet but without the design element. I could do the same thing in Padlet and it might look more interesting.  One reflection question will be “What skills have you learned that are transferrable to other subjects?” I tell my students that the frequent writing in journalism will make it easier when they write on-demand assignments in other classes, but the research process should help them in other subjects as well. The infographic will help them think visually.  Another reflection could be a fishbowl discussion in which they are asked to consider the following roles for youth in connection to SDG4 Quality Education..   1. **Critical thinkers:** Part of being young involves making sense of personal experiences and asking questions about the world around you. Youth have the capacity to identify and challenge existing power structures and barriers to change, and to expose contradictions and biases 2. **Change-makers:** Young people also have the power to act and mobilize others. Youth activism is on the rise the world over, bolstered by broader connectivity and access to social media. 3. **Innovators:** In addition to bringing fresh perspectives, young people often have direct knowledge of and insights into issues that are not accessible to adults. Youth best understand the problems they face and can offer new ideas and alternative solutions. 4. **Communicators:** Outside the international development sector, few people are aware that world leaders have come to a historic, far-reaching agreement to improve the lives of people and the planet by 2030. Young people can be partners in communicating the development agenda to their peers and communities at the local level, as well as across countries and regions. 5. **Leaders:** When young people are empowered with the knowledge of their rights and equipped with leadership skills, they can drive change in their communities and countries. Youth-led organizations and networks, in particular, should be supported and strengthened, because they contribute to the development of civic leadership skills among young people, especially marginalized youth.​   (from the United Nations Sustainable Development Goals campaigns: youth)  Students could discuss which category they fall under, which category they think most young people excel, and which category we need more people in order to meet the SDG goals. |

**Teacher Reflection**

|  |
| --- |
| What am I proud of from the project? Describe a highlight moment.  *A highlight was having Larry Mantle, the host of KPCC Radio’s Air Talk program, and an alumnus of our school, talk to my students via Zoom. This was after schools closed in March due to coronavirus. Students listened respectfully and asked insightful questions. Mantle was gracious and took his time with them and really tried to understand their viewpoints.*  How did my students grow during the project (think about core content, global competence and personal growth)?  *Although I didn’t complete the entire unit because of the interruption with remote learning, the students did grow in their investigation of the world. Before my Fulbright experience, I discouraged students from pursuing stories that did not involve our campus. Now, I encourage them to find a way to localize the global content. Since they were not in the habit of reading international news, this in itself was personal growth.*  What would I change or improve for next time?  *As I prepare for a new school year with remote learning, I am adapting this unit to be both synchronous and asynchronous. We can do parts of the plan asynchronously and then discuss it in a Zoom meeting both before beginning the lesson and after each section is complete.* |

**Day One Lesson Plan**

|  |  |  |
| --- | --- | --- |
| **TGC FELLOWS UBD Lesson Template** | | |
| Lesson Title: Global Dispatch Subject: Journalism Prepared by: Karen Cusolito  Materials Needed: Laptops to access the *New York Times,* laptops to answer questions or paper and pen, timer  Global Competency: investigate the world, recognize perspectives, communicate ideas | | |
| **W**here is the lesson going?  (Learning Target or SWBAT) | LT Reading: I can determine central ideas of a text and analyze how the details develop and interact to shape those ideas.  I can analyze how writer’s use of syntax and text structure develop their claims.  I can analyze how a writer’s word choice shapes the meaning and tone of a text.  I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis and/or ideas. | |
| **H**ook: | | **T**ailored Differentiation: |
| As students come into the room, they will see the following projected on the screen:  How interested are you in international news? Do you seek out news stories from other countries, or are you likely to skip an article if it’s not about events or life in the United States? What is the value of news from around the world? What difference can a story from distant lands make in your own life?  Students will discuss with a partner and then share with the class.  As a class, we will read two openings from Dispatch stories from the *New York Times,* one from the Netherlands and one from Kyrgyzstan and answer aloud whether/why the openings caught their attention. | | Choose stories from different countries.  Note any words you don’t know and look up the definition. |
| **E**quip: | |
| Teacher sets timer for five minutes and instructs students to skim [200 Dispatches: Odd Animals, Offbeat Childhoods, Celebrity Origins and Extreme Sports](https://www.nytimes.com/2019/11/01/learning/lesson-of-the-day-200-dispatches-odd-animals-offbeat-childhoods-celebrity-origins-and-extreme-sports.html)  Students should click on three stories and read the first two paragraphs and the captions on the photos.  Teacher asks what kinds of issues the section explores and listens to answers. | |
| **Rethink and revise:** | |
| Students each choose one article from the Dispatch section to read in entirety, looking closely at the photos. | |
| **Evaluate:** | |
| Students then answer the following questions in writing:  **1.** Why did you select the article you did? What did you find interesting about the headline, photos or topic?  **2.** How did your article’s opening paragraphs grab your attention and hook your interest in a little-known story from a distant country? What details or writerly techniques were most effective in engaging you as a reader?  **3.** How did the photos enhance the story? Select one image and discuss how it helps to illustrate the article’s story and the themes.  **4.** What did you learn from the article? Give three details or facts that were interesting, intriguing and provocative.  **5.** How can knowing about the world better help you to understand yourself and the country where you live? Does reading this article and other pieces in the Dispatches section make you more interested in international stories? | |
|  | |
| **O**rganization: |
| Have the laptops on the students desks to avoid the time spent passing them out or getting them from the cart.  Have the page bookmarked somewhere on the laptop or on your LMS. |