



GENERATION HUMAN RIGHTS

HEARD! Conversations between Rural & Urban Classrooms (11 Classes)

LESSON TITLE	OVERVIEW	LEARNING GOALS
<p>1. Project Introduction and a Look at Where we Get our News</p>	<p>In this class students will begin to investigate and identify how things they have learned about the world around them are heavily shaped by the media they are exposed to.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● begin to analyze the effects of how the media they choose to read or watch, or the media they are exposed to affects the development of their opinions. ● identify the media sources that influence our understanding of the world (local and global).
<p>2. Introduction to Real Fake News</p>	<p>The class will begin to investigate their first HEARD! topic- <i>Fake News</i> and its history. In this class students will learn that Fake News is not a new phenonym. They will review the effects of one piece of fake news</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● analyze their decision making process on why they choose specific news sources to read or watch.

	<p>written by Ben Franklin hundreds of years ago, in 1782.</p>	<ul style="list-style-type: none"> ● work in groups to investigate and identify Franklin's reasons and intentions for creating a fake newspaper. ● work together as a class to define Fake News. ● investigate justifications and the effects of creating Fake News.
<p>3. Current Fake News</p>	<p>In this lesson students will use multimedia sources to learn about the Pizzagate story. The class will watch a video as an introduction to the story. Students will break into small groups to read and strategically analyze text from two different news articles. The class will engage in critical discussion and make connections to larger social and political trends and their own lives as media consumers.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● analyze and evaluate a variety of news media stories. ● demonstrate understanding of the role of media in our society. ● investigate and discuss the importance of reliable information sources.
<p>4. Become an Active Listener</p>	<p>In this lesson students will experience first-hand what it is like to become an 'active listener' and what it is like to be listened to by an 'active listener'. They will practice the needed attributes to become an 'active listener' such as eye contact and subtle response techniques. Most importantly, they will learn by experience that to gather</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● will be able to describe attributes of active listening. ● will realize that competent listening skills are a factor toward their success. ● will identify 'active' listening skills in comparison to 'passive' listening skills. ● will practice listening

	<p>information for a story, they need to become active listeners while engaging with their interviewees.</p>	<p>techniques and skills.</p>
<p>5. Interview Skills</p>	<p>In this lesson students will listen to an example podcast and engage in a critical discussion about the elements of an interview. Students will practice interviewing classmates using question prompt worksheet and share what they learned about their classmates through the interview process. about the elements of an interview. Students will practice interviewing classmates using question prompt worksheet and share what they learned about their classmates through the interview process.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● actively Listen to a podcast interview ● analyze elements of an interview ● interview a classmate ● share interview results ● analyze interview finding and describe patterns, similarities, etc
<p>6. Deferred Action for Childhood Arrivals Policy (DACA)</p>	<p>In this lesson students will research the DACA policy and analyze different perspectives people have about it. They will then begin to prepare for the DACA Class Debate which they will take part in during the next class. To deepen their debate skills, for homework they will use the Media Bias survey to analyze different network coverage on DACA.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● articulate the DACA policy, including pro and con views. ● identify and list rhetoric they have seen, heard, or read in the media about the DACA policy. ● write counterclaims to the rhetoric list they compile. ● watch interviews with their peers who have received DACA protection and analyze how it has

		supported them and what they will lose without the support.
7. Second class on Daca	In this lesson students will collaborate in teams to debate the DACA issue. Students will role play to gain an understanding of the topic from multiple perspectives. Students will synthesize prior knowledge and research to form compelling arguments for their sides. After the debate students will take part in a media research activity as analyze various news stories on DACA from two separate sources and compare the opinions within them and the effects on the reader.	Students will be able to: <ul style="list-style-type: none"> • articulate the DACA policy, including pro and con views. • collaborate with peers to strategize an argument. • compile evidence to support their argument. • assume the role of a figure in the DACA debate and an argument from their perspective
8. Preparing for Interviews	In this lesson students will combine their previous knowledge from both the Interview Skills and DACA classes. With DACA as the main topic, students will brainstorm and chart questions for their podcasts. Class will break out into “Podcast Teams” and each team will define roles and responsibilities. Students will rehearse logistics for recording their live interviews.	Students will be able to: <ul style="list-style-type: none"> • synthesize knowledge of interview skills. • use prior knowledge of the DACA debate. • work collaboratively to generate interview questions. • define roles & responsibilities within their “Podcast Teams”. • refine and edit interview questions. • articulate “how to” steps for their podcast productions.

9. Class interviews on Daca	TO COME	
10. Follow up and podcast edit (This may need to be two classes)	TO COME	
11. Presentations	TO COME	