



a path  
appears

LESSON  
PLAN

# Teen Pregnancy in Colombia



# Table of Contents

Introduction .....	1
Using This Lesson Plan .....	2
About the Filmmakers .....	3
About the Film Series .....	4

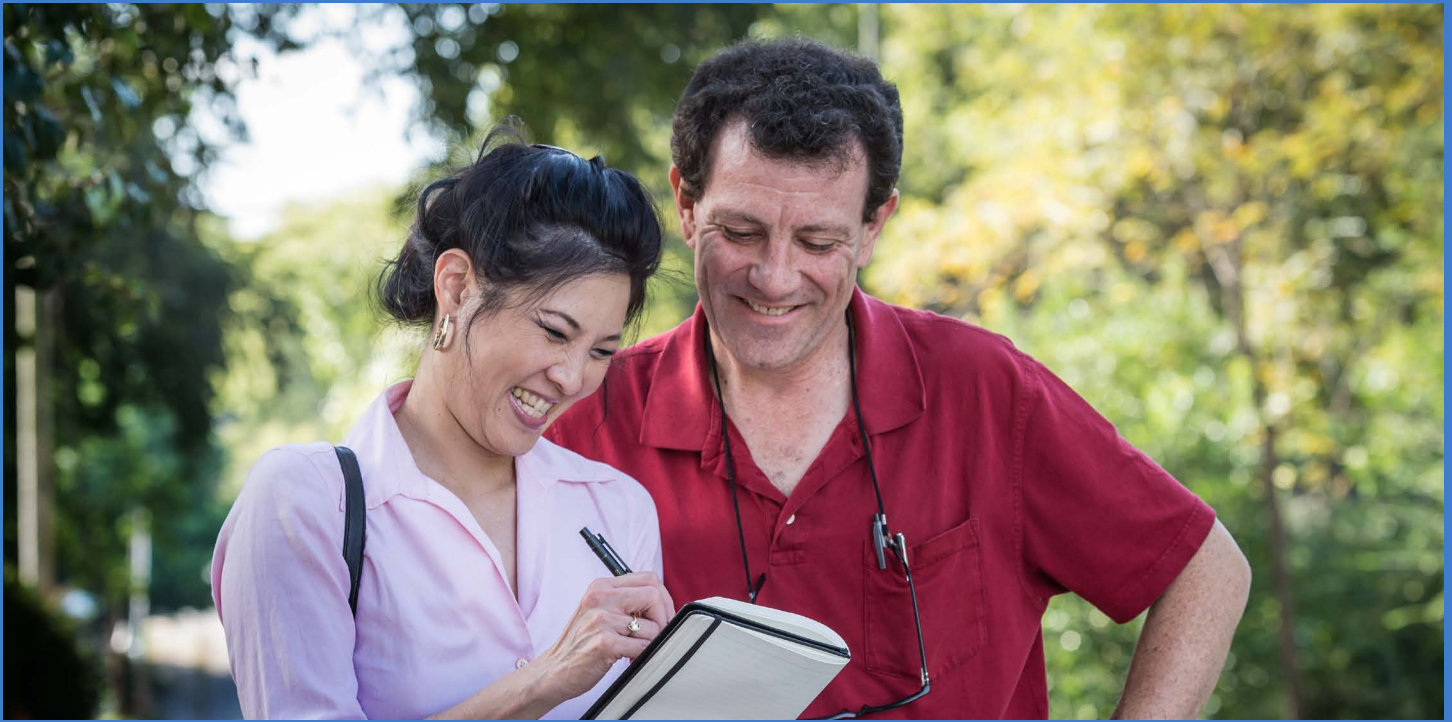
## LESSON PLAN:

# TEEN PREGNANCY IN COLOMBIA

Overview .....	5
Lesson Procedures .....	6–8
Assignments .....	9
Extensions .....	10
Additional Resources .....	11
Standards .....	12
Credits .....	13



# Introduction



This lesson plan and accompanying short film modules from the PBS documentary series *A Path Appears* will give you everything you need to help teens and young adults better understand the barriers to opportunity not only in developing countries, but in the United States as well, and how to effectively make a difference.

With segments focusing on sex trafficking, child labor, gender-based violence, teen pregnancy, poverty and early childhood intervention, and the role of men and boys, *A Path Appears* will expose students to important issues affecting us both at home and abroad. In each story, we focus on successful local and global initiatives, and the inspiring agents of change who are the catalysts for opportunity. Students will learn from these stories how they can contribute and affect the lives of those who are most in need.

Thank you for joining the thousands of teachers who have already utilized these resources to guide students as they develop into engaged citizens. We look forward to hearing stories of successes in your classrooms.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Nick Kristof'.

Nicholas Kristof

A handwritten signature in black ink, appearing to read 'Sheryl WuDunn'.

Sheryl WuDunn

# Using This Lesson Plan

## About This Collection

This set of resources is offered to invite educators to inspire and empower young people in high school and college classrooms and youth development organizations to take part in the growing movement to end the oppression of women and girls. Sparked by the book by Nicholas Kristof and Sheryl WuDunn, and the PBS series *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, the series is now evolving with *A Path Appears* to take a closer look at issues affecting women and girls not only abroad, but in developed countries like the United States. These resources call on young people to become change agents not only globally, but in their own communities as well. The lessons incorporate project-based learning, civic-service learning, and media literacy in an effort to connect viewers and learners to organizations and movements for social change.

This lesson plan is part of a curriculum collection complemented by short film modules adapted from the PBS film series *A Path Appears*, Discussion Guides, as well as the book *A Path Appears: Transforming Lives, Creating Opportunity*. Together, all of these materials can be used to deliver lessons in a 1-2 week stand-alone unit or as lead-ins and/or supplemental explorations to complement other curricula. These lessons are aligned to Common Core Standards in English Language Arts and key national standards for Social Studies and Arts Education, but are also designed for use in college and youth development organizations.

This curriculum collection is a project of ITVS's Women and Girls Lead campaign. For more curricular resources, visit [itvs.org/educators/collections](http://itvs.org/educators/collections).

## About the Curriculum Writer



DAVID  
MADULI

David Maduli is an independent educational consultant who has contributed many curriculum guides and conducted various workshops for PBS and ITVS programs. He has a master's in teaching and curriculum from Harvard Graduate School of Education and has extensive experience as a veteran Bay Area public school language arts and social studies teacher. He is currently a Community Poetics Fellow in the Mills College creative writing program and part-time faculty in the Teacher Education Department at USF.

## Note to Educators

This lesson and film module from *A Path Appears* focuses on teenage pregnancy and parenthood—sensitive yet pertinent topics that may not be suitable for all audiences. Teachers are strongly encouraged to review all of the readings, materials, and links and preview the film module to be sure the topic and lesson are appropriate for their curriculum and students. At the teacher's discretion a trigger warning or other preparation/discussion with the class may be advisable, as well as identifying students who might be personally or adversely affected by this material. Teachers should also consult with school counselors, social workers, and/or administrators to be informed of policies and procedures for addressing a disclosure of violence or abuse, and be prepared to provide students with support or the option of not participating in the lesson where appropriate. Additional resources for the film and book *A Path Appears: Transforming Lives, Creating Opportunity* are included in the accompanying Discussion Guide for this project, including organizations and hotlines to which to refer those who need help or support.

**This lesson plan is not designed as a prevention tool for teenage pregnancy. The National Campaign to Prevent Teen and Unplanned Pregnancy ([thenationalcampaign.org/](http://thenationalcampaign.org/)) is a source of resources and materials, including curricula, with this focus.**

# About the Filmmakers



## MARO CHERMAYEFF

**Executive Producer and Director,  
Show of Force**

Maro Chermayeff is an award-winning filmmaker, producer, director, author and former television executive at A&E/AETN. She is Founder and Chair of the MFA program in Social Documentary at the School of Visual Arts in New York City and partner in the production company Show of Force. Some of her extensive credits include: *Kehinde Wiley: An Economy of Grace* (PBS, 2014), the landmark four-hour PBS documentary series *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (PBS, 2012), 6-hour series *Circus* (PBS, 2010), the Emmy-award winning *Marina Abramovic: The Artist is Present* (HBO, 2012) *Mann v. Ford* (HBO, 2011), *Parasomnia* (France 2, 2010), the Emmy Award-winning 10-hour series *Carrier* (PBS/Nat Geo International, 2008), the 6-hour series *Frontier House* (PBS, 2002), *American Masters: Juilliard* (PBS, 2003), *The Kindness of Strangers* (HBO, 1999), *Role Reversal* (A&E 2002), *Trauma, Life in the ER* (TLC, 2001) the *Vanity Fair* web series *Eminent Domains* (2014), and over 15 specials for Charlie Rose. Represented by WME, Chermayeff is a principal of Show of Force, the production entity for the Half the Sky Movement. She is an Executive Producer of Half the Sky Movement's Facebook Game and 3 Mobile Games with Games for Change.



## JAMIE GORDON

**Executive Producer**

Jamie Gordon co-founded Fugitive Films in 2005 after running the Development Department of GreeneStreet Films in New York City for six years as well as working on multiple award-winning Hollywood feature films. Most recently, Gordon executive produced *Half the Sky: Turning Oppression into Opportunity For Women Worldwide*. Her company produced *Coach* starring Hugh Dancy and the comedy *Wedding Daze* starring Jason Biggs and Isla Fisher. Among other projects, she is developing a film based on the National Book Award finalist *River Town* by Peter Hessler and a film adaptation of Brooke Berman's off-Broadway hit "Smashing." Previously, Gordon was the Head of Development for GreeneStreet Films, working on *In the Bedroom*, and co-producing *Swimfan* and *Pinero*. She worked as a story editor for producer Wendy Finerman where she worked on *Forrest Gump*. She graduated with a B.A. in history from Princeton University.



## MIRA CHANG

**Co-Executive Producer**

Mira Chang is a producer, director and director of photography of nonfiction content for domestic and international television and several feature length documentaries. Her work can be seen regularly on ABC, National Geographic, A&E and Discovery. Her projects include *Sold* and *Jesus Camp*, nominated for a 2007 Oscar for Best Documentary. Recent projects include A&E's *Runaway Squad* and *Garó Unleashed* for the Sundance Channel. Chang was also series-producer of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*.



## JEFF DUPRE

**Executive Producer,  
Show of Force**

Jeff Dupre has been producing and directing documentary films for over 15 years. Together with Show of Force partner Maro Chermayeff, Dupre is director, creator and executive producer of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (PBS, 2012), *Circus*, a six-part documentary series that also premiered on PBS. He conceived and is producer and co-director of *Marina Abramovic The Artist is Present*. He is a producer of *Carrier* and Michael Kantor's *Broadway: The American Musical*. Dupre's directorial debut, *Out of the Past*, won the Audience Award for Best Documentary at the 1998 Sundance Film Festival, among other awards.



## JOSHUA BENNETT

**Series Producer**

With over 10 years experience producing film and television, Joshua Bennett has produced shoots in over 35 countries and on all seven continents, including the PBS series *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (2012). He has also produced programming for PBS, HBO, MTV, Discovery, A&E and The Sundance Channel, as well as music videos commercials, independent shorts, experimental works, corporate, new media and viral media campaigns. Bennett teaches documentary producing at New York City's School of Visual Arts' master's program for social documentary film.



# About the Film Series



From the creative team that brought you the groundbreaking *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, *A Path Appears* investigates young women in America forced into a life of prostitution and the innovative programs that have evolved to achieve remarkable results in empowering their lives. Sex trafficking and prostitution. Domestic slavery. Teen pregnancy. The devastation of poverty. These troubling situations are happening not just halfway across the world, but also in our own backyards — in Chicago and Nashville and Boston.

In the second part, the series continues around the globe tracking children in Haiti, living in abject poverty after years of political corruption during times of violent protest and captures the transformation of Kenya's most notorious slum through expanded education for girls. The series uncovers the roots behind the incredible adversity faced every day by millions of women, while also presenting glimpses of hope and change.

With Pulitzer Prize-winning New York Times reporters Nicholas Kristof and Sheryl WuDunn and a number of celebrity activists as guides — including Malin Akerman, Jennifer Garner, Mia Farrow, Ashley Judd, Eva Longoria, and Alfre Woodard, each with painful stories from their own pasts — *A Path Appears* journeys across the country and around the globe to drive home shocking stories of gender inequality and vulnerability.

## Overview

### AUDIENCE

High School (grades 11-12), Community College, University, Youth Development Organization

### TIME

Two to three 50-minute class periods + assignments

### SUBJECT AREAS

Women's Studies, Social Studies, Global Studies, Media Studies, English Language Arts, Health

### PURPOSE OF THE LESSON

Teenage pregnancy is a life change that drastically affects the futures of the young women and young men involved. Especially for girls who become pregnant, their futures often become intertwined with stigma, diminished access to education, and cycles of poverty. It is a complex issue that impacts human rights, health and reproductive rights, child development, educational attainment, social justice, and women's empowerment.

In this lesson, students will look at trends in teenage pregnancy and childbearing and facts and information from studies of the issue, learn about programs in the United States and abroad that have been addressing teenage pregnancy (both in terms of prevention and empowering young parents), and analyze the approaches of these organizations. They will consider the ways in which the dominant discourse around teen pregnancy often stigmatizes young women and girls, and practice ways to change the conversation and approaches.

### OBJECTIVES

Students will

- engage with trends, facts, and statistics around the issue of teenage pregnancy and its impact on teenage parents and their children;
- compare and contrast the situation in the United States with the situation in Colombia in terms of approaches organizations have taken to address teenage pregnancy and teenage parenting, with an emphasis on how young people can impact change;
- assess educational solutions aimed at empowering young parents and their children;
- role-play and examine the ways in which young women and girls who become pregnant are often stigmatized, and how they can instead be better supported;
- explore ideas for how teenagers can be better supported to delay pregnancy and parenthood.

### RESOURCES

- Film module:  
[Teen Pregnancy in Colombia](#)
- LCD projector or DVD player
- Whiteboard/blackboard and markers/chalk
- Pens/pencils and writing paper
- Computers with internet access

## Prescreening Activity

### TIME

40 minutes

### YOU WILL NEED

Pens/pencils, writing paper,  
**Discussion Guide**

### GOAL

Students will discuss some of the striking statistics and facts around teenage pregnancy and consider the ways in which women and girls are impacted. They will read about a comprehensive program to address teenage mothers and develop understanding around common terms and definitions relevant to the issue.

#### PART 1: FILL-IN-THE-BLANKS

- Using the “Fast Facts” section of the Discussion Guide, select and post or project three to five of the points with a blank (\_\_\_\_) for the number or statistic. Be sure to include statistics about the United States as well as international ones. As a warm-up, have students write down their best estimates for the populations, ages, percentages, etc. of the fact.
- Discuss each point, taking responses from the class and having students explain their reasoning behind the estimate they came up with.
- Distribute all of the “Fast Facts” and give students a few minutes to read and write notes and observations.
- Direct students to turn to a partner and discuss the warm-up and the “Fast Facts” using these speaking stems:
  - The statistic that surprised me the most is...
  - The statistic that I estimated the closest is...
  - A statistic that I relate to personally is...
  - Something I would like to see more research or information about is...
- Bring the discussion back to the whole group, brainstorming factors and forces that cause teenage pregnancy to have such a severe impact on the lives of young women, and writing them in a list or web on the board:
  - Why might access to education and employment be difficult and even impossible for her? What are the ways a community can support her to continue her education and find employment?
  - What support do young mothers need to help their children thrive?
  - How might delaying parenthood improve life options and opportunities for young people?

- What cultural, social, religious, media, and/or familial forces may cause her to be shamed or stigmatized?
- Why does there tend to be much more focus on the girls and young women rather than the boys and young men who would be the fathers?
- How can young women be supported to delay parenthood?
- Discuss the historic declines in teenage pregnancy and teenage births in the United States—what might account for the dramatic decreases in the last two decades?

#### PART 2: COLOMBIA IN CONTEXT

- Distribute the following sections from the Discussion Guide: “Teen Pregnancy in Colombia and Beyond” and “Juanfe: Catalina Escobar Restrepo, Educating Teenage Mothers” for students to read together with a partner.
- For extended reading or to assign in advance of class, include chapter 18: “Healing Through Helping” from *A Path Appears: Transforming Lives, Creating Opportunity*, about Restrepo and Juanfe.
- Post or distribute and review the vocabulary from “Defining the Terms” in the Discussion Guide. Have students define the terms aloud in their own words, offer examples, explain their understanding of the terms, and clarify ideas and misconceptions.



## Viewing and Discussing the Film Module



### TIME

35 minutes

### YOU WILL NEED

You will need: Pens/pencils, writing paper, LCD projector or DVD player, film module: **Teen Pregnancy in Colombia, Discussion Guide**

Screen the film module. Preface by reviewing and discussing the background text about Colombia, the organization Juanfe, and the terms and definitions from the Discussion Guide. Instruct students to take notes on pertinent points and quotations as they view the film module.

## Postscreening Activity

### TIME

50-65 minutes

### YOU WILL NEED

*Stigma vs. Support* scenarios, performance space

### GOAL

Students will discuss the film module and share ideas. They will then consider the ways in which young women and girls who become pregnant can be stigmatized. They will act out scenarios between different involved parties and imagine how greater support can be offered instead.

#### PART 1: DISCUSSION QUESTIONS

Discuss reactions and responses:

- How did you relate to the film's information and representation of teenage pregnancy? How have you seen teenage pregnancy represented in other film, television, or media—how is this similar and/or different?
- What are some of the forces and conditions that make pregnancy so widespread among teenage girls in Colombia? How are they similar to or different from those in the United States or in your communities growing up?
- What are your impressions of Restrepo as an agent of change? What are her strengths? In what ways is she limited (e.g., by social/economic class, funding, space, etc.)?
- What is Juanfe's approach to addressing teenage pregnancy? In what ways does the Foundation provide a comprehensive approach? What are some of the barriers the program faces?
- The chapter on Restrepo and Juanfe in *A Path Appears: Transforming Lives, Creating Opportunity* describes her initiative as "an example of philanthropy as an exercise in healing and recovery ... engaging in a larger cause can be a path to personal growth and recovery." Do you agree or disagree? What examples of this have you seen from your own experience or from those around you?
- Remind students of the dramatic declines in teenage pregnancy in the United States. Do you think there are lessons learned here that might help young men and women in Colombia decrease teenage pregnancy rates?
- What aspects of Restrepo's program in Colombia have a more universal application?

*For more debriefing and reflection questions about the film, refer to the "Thinking More Deeply" section of the Discussion Guide.*

#### PART 2: STIGMA VS. SUPPORT

In this activity, students will unpack ways in which girls and young women who become pregnant are often stigmatized, excluded, and shamed. Students will also create and role-play ways to prevent and combat this stigmatization and provide support and empowerment instead.

- Form small groups of three to four students. Each group will develop a scenario involving a hypothetical student at their school who becomes pregnant. Assign groups to write one or more of the following scripts:
  - A scene in which the student is chastised and stigmatized
  - A scene in which the student is supported and empowered
  - A scene in which the student prevented the pregnancy through birth control or saying no to sex

Some examples of scenarios could be:

- The young woman talks with her friends after school.
  - She walks through the hallway after rumors have circulated around school.
  - She meets with a counselor, teacher, administrator, or other adult.
  - She confronts her parents.
  - She confronts the father-to-be.
  - The young man talks with his friends—*you can place him in any of the contexts above as well.*
  - Adults involved, such as parents/family/foster caregivers, school faculty/staff, etc. discuss the young woman or young man or both without them present.
- Have each group perform their role-play. Afterward, have them ask the class for other examples of things players could have said or done in the "retake" to show their support, especially for the girl. This could also be done as an extension or even a multimedia assignment where students produce short films of their scenarios.
  - Debrief as a whole group some of the similarities and differences, and what students learned or can apply from this activity.

## Assignments

### 1. EDITORIAL ARTICLE

Have students write/record/produce news editorials, persuasive papers, podcasts, roundtable talk shows, or slideshows/Microsoft PowerPoint presentations discussing the impact of marginalizing pregnant teenagers, and ways to create a more supportive and empowering pathway. Instruct them to include research and sources to substantiate their arguments. There are a number of resources cited in the Discussion Guide to point students to for studies, such as:

- the United Nations Population Fund (UNFPA)
- the World Health Organization (WHO)
- the Centers for Disease Control and Prevention (CDC)

Students can also do their own additional research.

### 2. RESEARCHING REPRODUCTIVE HEALTH POLICIES AND PROGRAMS

Both domestically and internationally, the availability of information about pregnancy, contraception, sexually transmitted diseases, relationships and sex, etc. varies in different school districts, states, and countries. One way to investigate is to look at how different government, civic, and educational authorities have regulated reproductive health information and classes. This assignment could be collaborative with Health Education/Physical Education courses if aligned and would be a great interdisciplinary inquiry. Assign students to research the policies and laws in their communities and compare them to at least one other region of the country or the world, investigating questions such as:

- Who determines the policy?
- What does the curriculum look like in school-based health/sex education programs?
- What other community services are available?
- What legislation exists and what does it entail?
- What are the rates of teenage pregnancy? How might they correlate to the types of education and programs available?

The *Los Angeles Times* article **“Philippines birth control: Filipinos want it, priests don’t”** investigates the influence of the Catholic Church on the availability of information about and legislation around reproductive health, and the resulting impacts on population and women’s futures.

Research projects can be compiled and presented in the form of a Microsoft PowerPoint or Prezi presentation, or a wiki page/annotated bibliography.

### 3. SURVEY

Assign students to design a survey to gather information from one or more groups around a topic connected to teenage pregnancy and reproductive health. These groups can be based on age, ethnicity, socioeconomic status, etc. Some sample topics could include

- knowledge of and access to contraception and practices around use; the *Journal of Adolescent Health* study **“Cash, Cars, and Condoms: Economic Factors in Disadvantaged Adolescent Women’s Condom Use”** can be used as a model;
- parents’, teachers’ or other adults’ views on the local health education curriculum;
- students’ perspectives on peers who have become pregnant or who have become parents;

Studies can be compiled and presented as charts and infographics. Data could be further developed and shared online with **Map Your World**, a multiplatform project for creating interactive data and story maps and collaborating with a worldwide community of educators and students.



## Extensions

### 1. PUBLIC OPINION JIGSAW

The National Campaign to Prevent Teen and Unplanned Pregnancy has been researching and producing media, surveys, and data since 1996. Assign different topics and/or different years to small groups to research and report back to class as “experts” on. The jigsaw can be assigned by

- **type of media**, e.g., briefs, fact sheets, in-depth studies, articles, curricula, events, correspondence, videos, Microsoft PowerPoint presentations, websites, webinars, and press releases;
  - **national and state data** and comparisons, including teen birth rates, teen pregnancy rates, sexual activity, use of contraceptives, and data disaggregated by race;
  - **public opinion survey topics**, such as young adults’ views on virginity, marriage, sexual pressure/expectations, and more.
- Discuss the impact of teenage pregnancy on young people: How are their futures compromised? What does being “ready to be a good parent” look like to students? What needs to be in place to ensure a child has the best possible options in life?

### 2. OTHER APPROACHES

Watch the film module focusing on Darlene, a teen mother in film *The Graduates/Los Graduados* ([itvs.org/educators/collections/graduates/lesson\\_plans/teen-parenting](https://itvs.org/educators/collections/graduates/lesson_plans/teen-parenting)), and compare her experiences, strategies, support systems, and opportunities with those of young mothers connected to Juanfe (e.g., education vs. job training). An additional source for comparison is the story of Yessenia in *Baby Mama High* ([itvs.org/films/baby-mama-high](https://itvs.org/films/baby-mama-high)).

### 3. SUPPORT LOCALLY

Research local programs on campuses, in school districts, and in the community that support teenage mothers and fathers. Offer to volunteer, raise awareness, and support in other ways that the organization needs. Invite programs to come and make presentations to the class or speak on a panel about teenage pregnancy and parenting. Some examples of community and school-based programs include:

- **Options for Youth**
- **Cal-SAFE**

### 4. AWARENESS FAIR

Organize an event or series to raise awareness about supporting young parents. Refer to the materials, film modules, activities, and planning toolkits included in the **Teen Parenting lesson plan** of **The Graduates: Youth Action Guide**.

## Additional Resources

### BOOKS

Kristof, N., and S. WuDunn. 2014. "A Path Appears: Transforming Lives, Creating Opportunity." New York: Alfred A. Knopf.

### FILMS

[apathappears.org](http://apathappears.org) and [pbs.org/independentlens/path-appears](http://pbs.org/independentlens/path-appears) — These are the official and PBS websites for *A Path Appears*.

[itvs.org/films/baby-mama-high](http://itvs.org/films/baby-mama-high) — This is the Independent Television Service (ITVS) website for *Baby Mama High*. *Baby Mama High* is a short documentary film that sheds light on the culture of early motherhood in the Latino community.

[sundance.org/nowplaying/film/a-doula-story](http://sundance.org/nowplaying/film/a-doula-story) — This is the Sundance Institute website for *A Doula Story*. *A Doula Story* is a documentary that tells the remarkable story of one woman's fierce commitment to empower young women — pregnant, frightened and alone — to become nurturing and confident mothers.

[itvs.org/films/education-of-shelby-knox](http://itvs.org/films/education-of-shelby-knox) — This is the ITVS website for *The Education of Shelby Knox*. *The Education of Shelby Knox* follows Texas teenager Shelby Knox as she joins a youth group on a campaign for better sex education in Lubbock high schools.

[itvs.org/educators/collections/graduates](http://itvs.org/educators/collections/graduates) — This is the ITVS website for *The Graduates/Los Graduados*. *The Graduates/Los Graduados* is a two-part, bilingual documentary explores pressing issues in education today through the eyes of six Latino and Latina adolescents from across the United States, offering first-hand perspectives on the barriers they have to overcome in order to make their dreams come true, including Darlene, a Tulsa student who dropped out of school after becoming pregnant and has to play catch-up when she dives back into her studies, all while trying to make a good future for her son.

### WEBSITES

[girlsinc.org](http://girlsinc.org) — Girls Inc. provides programs that inspire girls to be strong, smart, and bold through life-changing programs and experiences that help girls navigate gender-related, economic, and social barriers.

[stopteenpregnancy.childrensaidsociety.org](http://stopteenpregnancy.childrensaidsociety.org) — The Children's Aid Society's Carrera Adolescent Pregnancy Prevention Program has comprehensive initiatives that provide education, resources, and empowerment programs for girls and boys.

[juanfe.org/en](http://juanfe.org/en) — The Juan Felipe Gómez Escobar Foundation is an organization for the social protection of children and adolescents in Colombia, with the capacity to generate high social impact, as well as to be an organization recognized for its models of intervention, efficiency, and accountability.

[thenationalcampaign.org](http://thenationalcampaign.org) — The National Campaign to Prevent Teen and Unplanned Pregnancy is an organization dedicated to improving the lives and future prospects of children and families through prevention of teenage pregnancy and unplanned pregnancy, especially among single, young adults.

[noteenshame.tumblr.com](http://noteenshame.tumblr.com) — #NoTeenShame is a movement led by seven young mothers (Natasha, Jasmin, Gloria, Consuela, Lisette, Christina, and Marylouise) to improve strategic messaging campaigns and conversation around young parenting to a nonstigmatizing and nonshaming approach, while highlighting the importance of comprehensive sex education. If you use Instagram or Twitter, search "#noteenshame" and join the discussion!

[massteenpregnancy.org/expectant-and-parenting-teens/resources-young-moms-young-dads](http://massteenpregnancy.org/expectant-and-parenting-teens/resources-young-moms-young-dads) — The Massachusetts Alliance on Teen Pregnancy offers a wealth of resources for young moms and young dads.

## Standards

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### Writing Standards 6-12

3. (9-10, 11-12) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. (9-10, 11-12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6. (9-10, 11-12) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Speaking and Listening Standards 6-12

1. (9-10, 11-12) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade 9-12] topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
4. (9-10) Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
4. (11-12) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. (9-10, 11-12) 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.

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

1. (9-10, 11-12) Write arguments focused on discipline-specific content.
4. (9-10, 11-12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. (9-10, 11-12) 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.

9. (9-10, 11-12) Draw evidence from informational texts to support analysis, reflection, and research.

### National Curriculum Standards for Social Studies Grades 9-12

#### 1. CULTURE

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.

#### 4. INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.

#### 10. CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

#### NOTE TO SOCIAL STUDIES TEACHERS:

In addition to the NCSS thematic strands, the recent transition to the C3 Framework for Social Studies State Standards affords educators an opportunity to integrate an inquiry-based approach to the application of these lessons. As designed, this lesson plan provides a solid foundation for the utilization of an inquiry arc, by which lesson objectives, activities, and outcomes allow for the construction of compelling and supporting questions, the use of discipline-specific concepts and tools, the incorporation of literacy skills, and the potential for taking informed action.

### National Standards for Arts Education Grades 9-12

VA1: Understanding and applying media, techniques, and processes

VA5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

VA6: Making connections between visual arts and other disciplines



# Credits

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Series Producer

## PHOTO CREDIT

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Show of Force

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## NGO ADVISORS

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**Limye Lavi:** Guerda Constant

**Man UP:** Jimmie Briggs

**MensWork:** Rus Funk

**The National Campaign to Prevent Teen  
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Carlos Pinto

## ITVS

Independent Television Service (ITVS) funds, presents, and promotes award-winning independently produced documentaries and dramas on public television and cable, innovative new media projects on the Web, and the Emmy® Award-winning series *Independent Lens* on PBS. ITVS receives core funding from the Corporation for Public Broadcasting, a private corporation funded by the American people.

ITVS's **Women and Girls Lead** is a strategic public media initiative to support and sustain a growing international movement to empower women and girls, their communities, and future generations. Women and Girls Lead is supported by CPB and Eileen Fisher, Inc. To learn more, visit [womenandgirlslead.org](http://womenandgirlslead.org)

## SHOW OF FORCE

Founded in 2006 by veteran television producers Maro Chermayeff and Jeff Dupre, Show of Force is known for creating some of the last decade's most ambitious and creative programs, including feature documentaries, event television series and innovative transmedia projects. Included in its projects to date is the groundbreaking *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, a multi-platform project based on the bestselling book by *New York Times* columnist Nicholas Kristof and Sheryl WuDunn. Other recent projects include the Peabody and Emmy Award-winning *Marina Abramovic: The Artist is Present* (HBO), *Kehinde Wiley: An Economy of Grace* (PBS) winner of the 2014 Jury Prize for Best Documentary Short at SXSW, the 6-hour series *Circus* (PBS) and the Emmy Award-Winning 10-hour series *Carrier* (PBS).

