



**a path  
appears**

**LESSON  
PLAN**

# Poverty & Early Childhood Intervention in West Virginia



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# 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, reading "Nicholas Kristof".

Nicholas Kristof

A handwritten signature in black ink, reading "Sheryl WuDunn".

Sheryl WuDunn

# Using This Lesson Plan

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 and Community Classroom education program. 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 poverty and its impact on infants and children, and also references drug abuse, sexual abuse, and domestic violence—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.

# 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, Child Development, Education, Health

### PURPOSE OF THE LESSON

As more and more research and study are done on problems and conditions that have bearing on human rights, social justice, and inequity in the United States and abroad, it becomes clear that many of these issues are compounded by poverty. Loss of hope, drug abuse, incarceration, and “toxic stress” are environmental and economic consequences of inequality that can have drastic developmental effects on children even before they are born.

In this lesson students will investigate poverty in the United States, examine the forces that perpetuate it, and learn about some of the programs and approaches that communities and organizations have been using to address the problem. They will apply this knowledge to research and creative-writing opportunities to explore the topic further.

### OBJECTIVES

Students will

- recognize and discuss adverse childhood experiences (ACEs) that children from all social and economic backgrounds can be affected by;
- examine poverty as a structural and systemic issue that can further compound challenges children may face and hamper access to helpful services;
- appraise strategies that can be successful in helping all children overcome ACEs and address the difficulties that poverty adds to the issues of the children most in need;
- consider their role in contributing to the health and hope of their communities.

### RESOURCES

- Film module:  
**Poverty and Early Childhood Intervention**
- LCD projector or DVD player
- Whiteboard/blackboard and dry-erase markers/chalk
- Pens/pencils and writing paper
- Computers with internet access

## Prescreening Activity

### TIME

40 minutes

### YOU WILL NEED

Pens/pencils, writing paper, copies of **USA Today** article or access to it online, **Discussion Guide**

### GOAL

Students will begin this study with their initial and visceral impressions of what poverty means and looks like to them. They will then examine some data and information to frame the issue and discuss. They will also review and develop common meanings of terms and definitions related to the topic, and delve into some background reading about the topic and the film module they will see later.

#### PART 1: QUICK ZIP AND GIVE-1-GET-1

- Write or project these three sentence starters on the board or screen:
  - Regardless of socioeconomic status, an adverse childhood experience one might be affected by is...
  - A hardship someone who is poor might face is...
  - A community can help a child born into poverty to survive and thrive by...
- Give the class a minute or two to think about how they might respond briefly (finish the sentence with two to three words only). Have them jot down notes if they like.
- Direct a quick “zip” around the room in which each person chooses only one starter to respond to out loud. Reinforce that students should just say the two to three words and not offer longer explanation.
- Record responses on the board or screen with a web or chart. Debrief by asking students to share what ideas surprised them, responses they agreed or disagreed with, and what they hope to learn from this lesson.
- Distribute the September 2013 *USA Today* article **“4 in 5 in USA face near-poverty, no work”** and have students read on their own or with a partner. Have them make notes of at least five statistics, facts, or points that they consider pertinent.
- Direct a few rounds of “Give-1-Get-1” in which students stand up, mill around, and talk to other students. In their conversations they should share what points they wrote down and add at least 1 new point from each classmate they talk to. They will end the session with a list of 10.
- Bring the discussion back to the whole class with a focus on ideas for support and solutions: What has to change for children to thrive? What is missing now in my community?

#### PART 2: BACKGROUND READING

- Distribute the sections from the Discussion Guide: **“Poverty and Early Childhood Development in the United States,” “Save the Children Fund,”** and **“West Virginia in Context”** to read together in groups of three. Have each person in the group take one section and summarize/paraphrase for the group, but also give each student a chance to read and review the text on their own.
- For extended reading or to incorporate longer text in advance, assign students to read chapter 4: “The Land of Opportunity—If You Catch Them Early,” chapter 5: “A Thirty-Million-Word Gap,” and chapter 6: “Who Grabs the Marshmallow?” from *A Path Appears: Transforming Lives, Creating Opportunity*.



## 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: **Poverty and Early Childhood Intervention, Discussion Guide**

Screen the film module. Preface by having students share out some of the points they recorded from the Discussion Guide readings and the chapters from the *A Path Appears: Transforming Lives, Creating Opportunity* text.

## Postscreening Activity

### TIME

50-65 minutes

### YOU WILL NEED

Stations with printed media and articles (can also be shown on laptops, tablets, or mobile devices — or as a web quest in a computer lab), pens/pencils, whiteboard/blackboard, dry-erase markers/chalk

### GOAL

Students will discuss the film module and their ideas about and responses to the issues. They will then rotate around stations exploring a variety of media, studies, data, narratives, etc. that share knowledge about an aspect of poverty. They will apply this knowledge to a task at each station and later have an opportunity to share and view each others' work.

### PART 1: DISCUSSION QUESTIONS

Discuss reactions and responses by breaking the class into small groups of two to three and assigning a few questions to each. Then have each group share one response with the whole class:

- What are your impressions of the scenes and conditions in West Virginia? What was striking to you? What have you learned about poverty in the United States before this, and how does that compare to information from the film?
- The area in the film was historically and is still currently very much dependent on the coal industry — which has been hit hard. What are some other industries that have closed down or shrunk in the current economy? What happens when a community is dependent on that industry?
- Do you think middle-class, upper-middle-class, and wealthy Americans are aware of the struggles and disadvantages that poor Americans face? Why or why not? As a reference, project and discuss this infographic from *Mother Jones* magazine: [motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph](http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph)
- Why might it be easier or more appealing for Americans to take action to address poverty in other countries and faraway places rather than at home in their own regions and cities?
- What are some of the ways that children in poverty “fall through the cracks”?
- What had you heard of the organization Save the Children before watching this? Were you aware of their programs in places like Appalachia?
- Home visitation by a caseworker like Tonya from Save the Children is touted by the filmmakers as perhaps the most effective antipoverty intervention. What does she do in her home visits? What are her strengths as a caseworker? Why might home visitation be an effective method? What are ways for one to learn effective parenting skills and strategies?
- Some of the mothers and women profiled in the film had experienced or been victims of alcoholism, drug abuse, sexual abuse, and other issues. While these issues impact women across social and economic classes, how might poverty compound these problems?
- Studies have shown that many poor households have televisions, microwave ovens, washers and dryers, etc. Why might having material things like these still not provide a person or family with hope? What are some things that could lead to hope and seeing beyond one's current condition?
- Many children in our communities and this country are not getting equal access to support and opportunities one needs to thrive. What can we do to help level the playing field?
- What were some quotes or comments from the film that stood out to you? What was it about what they said? Do you agree or disagree? Why or why not?

## Postscreening Activity

- Respond to these quotes from the film:

*“I think it’s a real failure of national media if people are surprised [about poverty in the United States].”*

– Nicholas Kristof, Journalist and Co-author of *A Path Appears: Transforming Lives, Creating Opportunity*

*“There is an enormous commonality between poverty in West Virginia and poverty in South Sudan.”*

– Maura O’Neill, former Chief Innovation Officer (CIO), USAID

*“We have pockets in the United States of abject poverty— unacceptable poverty for a country of our wealth.”*

– U.S. Secretary of State John Kerry

*“It’s not about just having enough money—it’s not having hope. Not seeing a way out—looking at your kids and not knowing if you can feed them.”*

– Jennifer Garner, Actor and Trustee for Save the Children

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

### PART 2: WEB QUEST/STATIONS

In this activity, students will explore a variety of interactive sources of information about poverty, early childhood intervention, and other research and programs.

- Set up six stations around the room and direct students to visit each, reading and interacting with the materials and taking notes. Each station will have a task to accomplish by applying the information. This can also be done as a web quest with partners working in a computer lab, on laptops, or on mobile devices. If technology is unavailable, print sections of the materials and create gallery-like displays for students to encounter:

1. Watch the slideshow **“What Does it Mean to Be Poor in America?”** Create a one-panel political cartoon or image using a fact or statistic from the film or any of the readings from earlier parts of the lesson.

2. Explore the interactive map from *The New York Times*: **“Mapping Poverty in America.”** Record poverty rates and population numbers in your county or census tract of a major city. Compare with another area that you have some connection to: your family is originally from there, you have relatives or friends there, you’ve visited there, etc., and make a chart with data for at least four places.
  3. View the infographic **“How Census Measures Poverty.”** Write a list of three to five questions you have about the information on the infographic that you would want to know more about. It could be about terms that you are unfamiliar with, data that you want to know the sources of, or inquiries that are not addressed by this graphic.
  4. Read this **review** for background information. Then browse and read pages from poet Mark Nowak’s book **Coal Mountain Elementary**, a collage work which juxtaposes excerpts from Chinese newspapers about coal mine accidents, first-person testimonies from a coal mining disaster in Sago, West Virginia, photographs from both regions, and actual lesson plans about coal mining from the American Coal Foundation. Take words and lines from anywhere in the text and compose short “found” poems with the language.
  5. Read the background information and explore the Massachusetts Institute of Technology’s (MIT) **“Living Wage Calculator.”** Record information for cities and regions that you used for station 2 and make a chart, graph, or infographic.
  6. Read the article **“Katrina’s Window”** for a perspective on the structural roots of poverty and how vulnerable communities can be dramatically impacted by an event such as a natural disaster or the “gutting” of funding for economic support programs. Create an idea for an organization, program, policy, or law—such as the ones mentioned at the end—to help “put the nation back on track towards alleviating concentrated poverty, by supporting choice and opportunity for lower-income residents in distressed neighborhoods.” Give the idea a name and list some of the goals, programs, and outcomes.
- Give students some time to do a better draft or further develop the task from one of the stations. Instruct them to display their work at that station and allow time for everyone to circulate again and view each other’s creations. This can be extended as a homework assignment if more time is needed.



## Assignments

### 1. WEB QUEST COLLECTION

Have students revise and finalize work from all of the stations above and compile them into a collection. They can do further research and develop each task into longer and more thorough inquiries.

### 2. RESEARCH PROJECT: ORGANIZATIONS

In addition to Save the Children, there are a number of organizations and campaigns regionally, nationally, and internationally that are working to address poverty and early childhood intervention. Select one to report on, or multiple organizations for comparison. Refer to the “Resources” section of the Discussion Guide as a starting point. Also explore:

- **“Promising Futures”** — a program of **Futures Without Violence**.
- NPR’s **“Poverty in America: The Struggle to Get Ahead”** series, which includes a detailed infographic, audio and video pieces, and narratives of struggles and successes.
- A **recent pediatric study** on the effectiveness of nurse visits on reducing infant deaths in poor neighborhoods.

## Extensions

### 1. CREATE YOUR OWN WEB QUEST

Research online and collect links to stories, studies, data, media, games, etc. Write a short description and task for each one and post on a blog, wiki page, or collective class webpage. Challenge classmates to complete your web quest tasks and do theirs in return.

### 2. LIVE THE WAGE

As a class, participate in the **“#LiveTheWage Challenge,”** a campaign to raise awareness around the minimum wage and its impact on national poverty. Promote it with campus groups to spread it to a wider audience. Several notable politicians have participated in the challenge, read about them here:

- **“Ex-governor tries to live on a minimum wage budget — and fails”**
- **“I Tried to Live on Minimum Wage for a Week”**
- **“What Happened When 3 Politicians Tried A Minimum Wage Budget”**

### 3. WARS ON POVERTY

Research the development of national legislation, policy and campaigns to address poverty in the United States. Compare over time or have small groups take on sections of a timeline that spans from President Johnson’s 1964 War on Poverty to more recent Great Recession programs such as the “economic stimulus.” Evaluate and share in a research paper or presentation. Some starting points for research:

- **The Economic Report of the President**, yearly 1995-2014
- **National Poverty Center**, University of Michigan
- **The Equality of Opportunity Project**

## 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/american-promise](http://itvs.org/films/american-promise) — This is the Independent Television Service (ITVS) website for the film *American Promise*. *American Promise* follows two young African American boys who make their way through Dalton, one of the most prestigious private schools in the country.

[itvs.org/films/country-boys](http://itvs.org/films/country-boys) — This is the ITVS website for the film *Country Boys*. *Country Boys* is a documentary portrait of the trials and triumphs of two boys coming of age in the Appalachian hills of eastern Kentucky.

[richhillfilm.com](http://richhillfilm.com) — This is the official website for the film *Rich Hill*. *Rich Hill* is a documentary film that examines the challenges, hopes, and dreams of the young residents of a rural American town.

### WEBSITES

[savethechildren.org/site/c.8rKLIXMGIpI4E/b.6115947/k.8D6E/Official\\_Site.htm](http://savethechildren.org/site/c.8rKLIXMGIpI4E/b.6115947/k.8D6E/Official_Site.htm) — Save the Children is an organization that works to save and improve children's lives in 120 countries worldwide.

[care-international.org](http://care-international.org) — CARE International is an organization fighting poverty and injustice in more than 70 countries around the world and helping 65 million people each year to find routes out of poverty.

[futureswithoutviolence.org/landing-page/promisingfutures](http://futureswithoutviolence.org/landing-page/promisingfutures) — Futures Without Violence is a nonprofit tackling issues ranging from domestic violence and child abuse to bullying and sexual assault. This organization designs programs, policy development, and public action campaigns to build respect and healthy relationships. This section of its site describes its "Promising Futures" program.

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

[ncwge.org](http://ncwge.org) — The National Coalition for Women and Girls in Education (NCWGE) is a nonprofit organization of more than 50 groups dedicated to improving educational opportunities and advocating for the development of national education policies that benefit all women and girls.

## 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



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## 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).

