Screenings and Storyboards: Making Local Connections to Global Issues with Documentary Film
Goals: Participants will…

1) Explore documentary films and news segments supported by the Pulitzer Center

2) Explore methods for making local connections to global issues through engagement with documentary film and application of documentary filmmaking skills
The Pulitzer Center promotes in-depth engagement with global affairs through its support of quality international journalism across all media platforms and an innovative program of outreach and education.

https://pulitzercenter.org
### About four-in-ten Americans often get news online

<table>
<thead>
<tr>
<th>Platform</th>
<th>18-29</th>
<th>30-49</th>
<th>50-64</th>
<th>65+</th>
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<tbody>
<tr>
<td><strong>TV</strong></td>
<td>27%</td>
<td>45%</td>
<td>72%</td>
<td>85%</td>
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<td>Cable, local, network nightly</td>
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<tr>
<td>Online</td>
<td>50</td>
<td>49</td>
<td>29</td>
<td>20</td>
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<td>Social media, websites/apps</td>
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<td>Radio</td>
<td>14</td>
<td>27</td>
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<td>24</td>
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<td>Print newspapers</td>
<td>5</td>
<td>10</td>
<td>23</td>
<td>48</td>
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Note: Just 1% said they never got news on any platform (not shown).
“The Modern News Consumer”
PEW RESEARCH CENTER
About Us

Jon Sawyer

Executive Director

Jon Sawyer is executive director of the Pulitzer Center on Crisis Reporting, a non-profit organization that funds independent reporting with the intent of raising the standard of media coverage of global affairs and that also supports a broad range of educational initiatives. Sawyer became the center's founding director after a 31-year career with the St. Louis Post-Dispatch.

pulitzercenter.org/about-us
Journalism and education for the public good

- Over 100 projects each year, featuring print series, documentaries, data interactives, and e-books
- Nearly $1.5 million in direct support of journalists
- Partnerships with outlets ranging from The New York Times and PBS NewsHour to The New Yorker and NPR, and many more
- More than 400 events each year for K-12 schools and college audiences, including lectures, panel discussions, film screenings, and photography exhibits
● Over 150 reporting projects

● Over 500 print, photo, and video stories

● Over 100 news outlets

pulitzercenter.org/blog/2018-pulitzer-center-highlights
Viktor Orbán's Far-Right Vision for Europe

The Pulitzer Center promotes in-depth engagement with global affairs through its support of quality international journalism across all media platforms and an innovative program of outreach and education.

STORIES
The latest reporting from Pulitzer Center

PULITZER CENTER UPDATES
News and announcements from the Pulitzer Center

EDUCATION NEWS
The latest news and school visits from the Pulitzer Center education team

pulitzercenter.org/reporting
Reporting

A collection of reporting from Pulitzer Center grantees featuring international news stories published by media outlets from around the world, as well as reporting original to the Pulitzer Center website.

Keywords
Enter Keyword(s)

Search
Clear

View by Stories    View by Projects

Displaying 1-12 of 8854

January 10, 2018 | The Rooste Globe

January 10, 2018 | McClatchy

January 10, 2018 | New Union
Reporting

A collection of reporting from Pulitzer Center grantees featuring international news stories published by media outlets from around the world, as well as reporting original to the Pulitzer Center website.

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<td>End Date</td>
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<td>Video</td>
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View by Stories
Education Program

1. Journalist visits over Skype
2. Thousands of articles, photos and videos
3. Lesson plans
4. Professional development
Lesson Builder:

1. Use and adapt model lesson plans

1. Search and browse reporting

1. Post lessons for other teachers to use

pulitzercenter.org/builder
Sample Lesson Plans:

Finding Home: A Year in the Life of Syrian Refugee Families
March 01, 2018 | By Pulitzer Center Education

1. Finding Home
   Lisney Addario, Arpin Baker, Francesca Trianni

2. Children of No Nation
   Kyusel, Photo
   Arpin Baker, Lisney Addario, Francesca Trianni

3. Baby Helen’s First Year: A Year in the Life of a Refugee in Europe
   Article, Photo, Video
   Arpin Baker, Lisney Addario, Francesca Trianni

Questions:
1. What does a place need to be a home?
2. Why might someone need to leave their home?

10 Lesson Plans to Celebrate Earth Day
April 03, 2018 | By Pulitzer Center Education

Related Resources:
1. India: The Rising Tide of E-Waste
   Article, Photo
   Sean Gallagher

2. China Pushes Back Against Air Pollution
   Article
   Beth Gardner

3. Puerto Rico: Crisis in the Caribbean
   Article
   Ryan Mundie

4. In Honduras, Defending Nature Is a Deadly Business
   Article
   Fred Pearce

5. Energy Landscapes: An Aerial View of Europe’s Carbon Footprint
   Article, Photo
   Daniel HDRMANN, Alex McLean
Sample Lesson Plan:

Video Discussion: Exploring Democracy with Formerly Incarcerated People

January 07, 2019 | Middle School, High School, College

BY LORRAINE A. USTARIS

Introduction

Through Our Democracy, documentary photographer Andrea Bruce aims to engage audiences in an open study of democracy while also democratizing...
Sample Lesson Plan:

Documenting Stories of Resilience: Ballet in Brazil’s Favelas

December 19, 2018 | Middle School, High School

BY PULITZER CENTER EDUCATION

1. Ballet and Bullets: Dancing Out of the Favela
   Video
   FREDERICK BERNAS, RAYAN HINDI

Lesson Outline

Warm Up: Reflecting on our hobbies, and how our daily lives would be impacted if we were no longer able to leave our homes.

Film Screening and Analysis: “Ballet and Bullets: Dancing Out of the Favela” from VICE News

Discussion and Reflection: Analyzing the film’s structure and brainstorming local connections to the story

Extension Activities:
1. Drawing and Collage: Visualize a dance studio for the ballerinas
2. Communicating Through Dance
3. Researching Violence in the Favelas
Sample Lesson Plan:

LESSON PLANS

Placing Identity: Planning a Documentary Filmmaking Project

November 14, 2019 | Alf Grauer

BY DIANA GREENE

REPORTING USED IN THIS LESSON

1. Placing Identity: A NewsArts Student Documentary
   Article, Photo, Video
   DIANA GREENE, FAREED MOSTOUI, DANIELLA ZALCMAN

2. 'Signs of Your Identity' in the Classroom
   Video
   EVEY WILSON, LIBBY ALLEN

LESSON OUTLINE

1) Project description for "Placing Identity: A NewsArts documentary film"

2) Eight steps for planning and producing a student-produced documentary (including examples from the "Placing Identity" production process

3) Tutorial on creating documentary films using a smartphone

Education Program

1. Journalist visits over Skype
2. Thousands of articles, photos and videos
3. Lesson plans
4. Professional development
2018 Education Initiatives

1. Over 400 events reaching over 40,000 students in the U.S.

2. Over 700 students participating in writing contests

3. Over 50 Skype engagements connecting journalists with over 1,000 students in more than 20 cities
Documentaries for Education Programming
Goals: Students will be able to…

1) Describe the causes and impacts of a global issue using details from a documentary film

1) Explore how a global issue connects to issues facing their own communities

1) Analyze how filmmakers use visuals and audio to construct films that inform and engage diverse audiences and evaluate the impact of filmmakers’ choices

1) Create plans for original documentary films that pair visuals and audio intentionally to inform and engage diverse audiences about a pressing local issue
What is a documentary film?

Definition of documentary in English:

**documentary**

**ADJECTIVE**

1. Consisting of or based on official documents.
   
   ‘*documentary evidence of regular payments from the company*’

2. Using pictures or interviews with people involved in real events to provide a factual report on a particular subject.

   ‘*a documentary programme about Manchester United*’

Source: Oxford University Press
Where can you watch documentaries?

1. News Outlets
2. Movie Theaters
3. Streaming services
   a. Youtube
   b. Netflix
   c. Other ideas?
The documentary we will watch was published in...
“We Became Fragments”
By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

"We Became Fragments" is a short documentary about Syrian teenager Ibraheem Sarhan as he comes of age in Winnipeg, Canada.

After losing his mother and four siblings in a bombing that left him injured, Ibraheem and his father make a new life despite the heartbreak of leaving their home behind.
“We Became Fragments”
By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

1) What moments stick with you from the film?

1) What do you learn from the film that you didn’t know before?

1) What are some of the feelings expressed in the film?
“We Became Fragments”
By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

1) How does this film connect to issues you see in your community?

2) Where do you see these characters, situations and/or emotions in your community?
Practice: Connecting to the film

1. My name is ________________________________________________________

2. My life changed when ____________________________________________________

3. [Tell the story in 1-2 sentences.]

4. When it happened, I felt ____________________________________________

5. And now I ____________________________________________________________
1. My name is **Fareed Mostoufi** and I live in Washington, DC.

2. My life changed when **my father died**.

3. [Tell the story in 1-2 sentences.]

   **My father had a heart attack when I was 16, and died instantly. I wasn’t home when it happened.**

1. When it happened, I felt **confused and angry, like one of those storms that starts and stops and starts and stops**.

2. And now I **miss him, and I hate that I have more and more people in my life will never meet him and know how important he was to me.**
“We Became Fragments”
By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

1) A-ROLL
   ➔ Narration

2) BROLL
   ➔ Archival/Found footage
      ◆ Flashbacks
      ◆ Context
   ➔ Live footage
      ◆ Establishing shots
      ◆ Action shots
“We Became Fragments”
By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

B-ROLL
Archival
1) Found footage

Live footage
2) Establishing shots
3) Action shots
**“We Became Fragments”**

By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

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<th>B-roll (visuals)</th>
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<tr>
<td>There is nothing left in this world that I haven’t seen.</td>
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<td>The Sky drops missiles like rain.</td>
<td></td>
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<tr>
<td>Here, you wait for your turn to die.</td>
<td></td>
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<td>A while ago, I was with them. A while ago, they were talking to me.</td>
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<tr>
<td>Then we became fragments, waiting for people to rescue us.</td>
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### A-Roll (Narration)

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Practice: Visualizing a Script

<table>
<thead>
<tr>
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<th>B-roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is <strong>Fareed Mostoufi</strong> and I live in Washington, DC.</td>
<td>Wide shot of Fareed and his friends in DC. Close up of Fareed’s smiling face.</td>
</tr>
<tr>
<td>My life changed when <strong>my father died</strong>.</td>
<td>Found footage of Fareed with his dad.</td>
</tr>
<tr>
<td><strong>My father had a heart attack when I was 16, and died instantly. I wasn’t home when it happened.</strong></td>
<td></td>
</tr>
<tr>
<td>When it happened, I felt <strong>confused and angry, like one of those storms that starts and stops and starts and stops.</strong></td>
<td></td>
</tr>
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</table>
Visualizing your script
Write your own script

1. My name is_______________________________________________________________

2. My life changed when___________________________________________________________

3. [Tell the story in 1-2 sentences.]

   _______________________________________________________________________

   _______________________________________________________________________

4. When it happened, I felt_________________________________________________________

5. And now I______________________________________________________________.
### Visualizing your script

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### Visualizing your script

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<tr>
<th>A-roll (Narration)</th>
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</tr>
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<tbody>
<tr>
<td>My name is Melinda long and I live in Southeast DC</td>
<td>Me laughing with my friends</td>
</tr>
<tr>
<td>My life changed when my father was locked up</td>
<td>hand cuffs</td>
</tr>
<tr>
<td>I was on a couch 50 years ago and &quot;oh my god&quot; so I knew I would be sad in again</td>
<td>60s style hanging on the block</td>
</tr>
<tr>
<td>I'm the only son than I loved everybody</td>
<td>Me in my room crying</td>
</tr>
<tr>
<td>I am still sad but something wonderful</td>
<td>Me walking on the street</td>
</tr>
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</table>

_Pulitzer Center_
Guiding Questions...

1) What do students need to know to understand the film’s content?

2) How do I want students to analyze the structure of the film? What skills do I want to highlight?

1) How can I help students make local and personal connections to the content?

1) How can students use a documentary film structure to tell their own stories?
1) “Diego’s Rebirth” from National Geographic- pulitzercenter.org/gangviolence


Guiding Questions...

1) What do students need to know to understand the film’s content?

2) How do I want students to analyze the structure of the film? What skills do I want to highlight?

1) How can I help students make local and personal connections to the content?

1) How can students use a documentary film structure to tell their own stories?
Pulitzer Center Field Trip Initiative
Pulitzer Center Field Trip Initiative

1. What issue will your film focus on?
   - What people don't know about x and y, how it affects your community.
   - [Blank]

2. Who will you follow?
   - Student (age 15-18) and/or an educator.
   - [Student's name (first/last) and/or a teacher's name (first/last)]

   What will you ask? (A-roll)
   - How many hours do you study here? Do you have a budget?
   - How long have you been in school?
   - What do you think about your future?

3. What do you want to film the character doing?
   - Taking the emotional toll of the story coming out at the end of the story.
   - [List of activities: talking, writing, reading, playing, etc.]

   What other images will you need?
   - Teachers, students, family, friends, community leaders, etc.
   - [List of images: students in class, students doing homework, students playing basketball, etc.]
Fighting Words

Poetry Contest / Poetry Workshop

Submit by Monday, May 20, 2019 11:59 PM
Questions?
education@pulitzercenter.org