

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



January 7, 2019 | *The New Yorker*

Viktor Orbán's Far-Right Vision for Europe

Elisabeth Zerofsky—The Prime Minister of Hungary, who thrives on conflict, has consolidated power in his own country. Now he is turning his attention to the E.U.

EVENT

Impact 101: Journalism and Global Health Stories

📅 THURSDAY, JANUARY 17, 2019 (4:00PM)

📍 MONTREAL, QUEBEC

Marissa Evans, Tom Hundley, Fareed Mostoufi, Hana Carey — Award winning journalist Marissa Evans joins Pulitzer Center staff for an interactive workshop on reporting on underreported global health issues for the world's leading publications.

[See more events →](#)

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

<https://pulitzercenter.org>

PULITZER CENTER UPDATES

News and announcements from the Pulitzer Center

EDUCATION NEWS

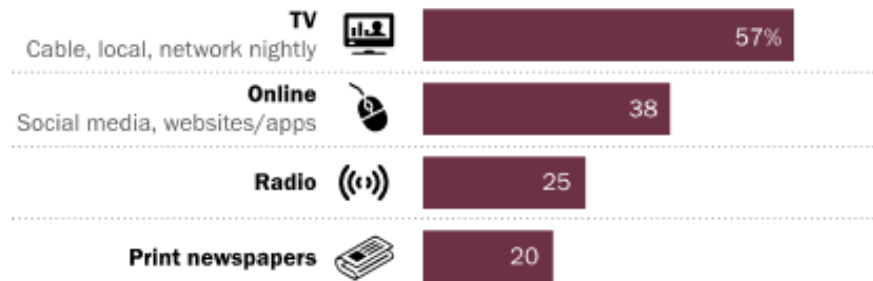
The latest news and school visits from the Pulitzer Center education team

pulitzercenter.org



About four-in-ten Americans often get news online

% of U.S. adults who often get news on each platform



% of each age group who often get news on each platform

	18-29	30-49	50-64	65+
TV	27%	45%	72%	85%
Online	50	49	29	20
Radio	14	27	29	24
Print newspapers	5	10	23	48

Note: Just 1% said they never got news on any platform (not shown).

Source: Survey conducted Jan. 12-Feb. 8, 2016.

"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 PBSNewsHour to *The New Yorker*, 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





The New York Times

Le Monde



THE NEW YORKER



NATIONAL
GEOGRAPHIC

The
Economist

Esquire



THE SUNDAY TIMES

THE LANCET

The
Boston
Globe

TIME

San Francisco Chronicle

The Washington Post



BOSTON REVIEW
BR
IDEAS MATTER



CHATHAM HOUSE

COUNCIL on
FOREIGN
RELATIONS



theguardian



ALJAZEERA

the Atlantic

FT
FINANCIAL
TIMES

DER SPIEGEL

BBC

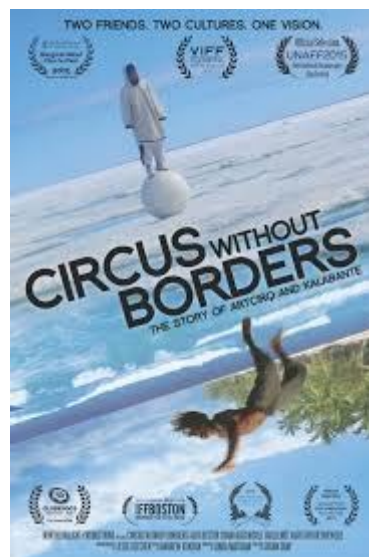
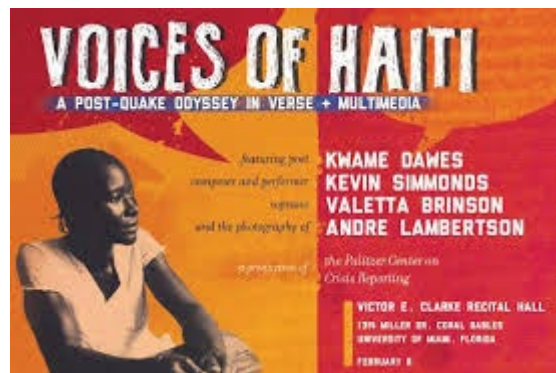
PBS
NEWS
HOUR

- Over 150 reporting projects
- Over 500 print, photo, and video stories
- Over 100 news outlets



pulitzercenter.org/blog/2018-pulitzer-center-highlights






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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

Show Advanced

Search

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View by Stories

View by Projects

Displaying 1-12 of 6854



January 10, 2019 | *The Boston Globe*



January 10, 2019 | *McClatchy*



January 10, 2019 | *New Vision*

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)

Published between:

Start Date

End Date

Issue

Start typing to search

Tag

Start typing to search

Region

Start typing to search

Country/Area

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Author

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Publication

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Media

Article

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Field Notes

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pulitzercenter.org/reporting





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

News Bite: Comparing the community impacts of water crises in China and Flint, MI

BY: FAREED MOSTOUFI

« Back Print Share Use Lesson Favorite Lesson


CCSS.ELA-LITERACY.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Objective: Students will be able to use details from collaborative discussion and media by journalist Sharron Lovell to evaluate similarities and differences between current water challenges in Flint, MI and China.

Warm up:
1. Make a list of all of the ways that you use water in one day.

Resources
1 of 2



Published: January 11, 2016
By Sharron Lovell
Content Type: post

pulitzercenter.org/builder



Sample Lesson Plans:

LESSONS

Finding Home: A Year in the Life of Syrian Refugee Families

March 03, 2018 | Elementary

BY PULITZER CENTER EDUCATION



[Donate to Pulitzer Center](#)



Image courtesy Lynsey Addario. Greece, 2017.

[View Student Version](#)

[Print this Lesson Plan](#)

RELATED RESOURCES

1. Finding Home

LYNSEY ADDARIO, ARYN BAKER, FRANCESCA TRIANNI

2. Children of No Nation

Article, Photo
ARYN BAKER, LYNSEY ADDARIO, FRANCESCA TRIANNI

3. Baby Hein's First Year: A Year in the Life of a Refugee in Europe

Article, Photo, Video
ARYN BAKER, LYNSEY ADDARIO, FRANCESCA TRIANNI

QUESTIONS

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

LESSONS

10 Lesson Plans to Celebrate Earth Day

April 02, 2018 | All Grades

BY PULITZER CENTER EDUCATION



[Donate to Pulitzer Center](#)



Villagers stand among piles of e-waste in the village of Sangrampur, located south of Kolkata in northeast India. Globally, an estimated 50 million tons of e-waste are produced annually, and much of it ends up in countries like India. Image by Sean Gallagher. India, 2013.

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RELATED RESOURCES

1. India: The Rising Tide of E-Waste

Article, Photo
SEAN GALLAGHER

2. China Pushes Back Against Air Pollution

BETH GARDINER

3. Puerto Rico: Crisis in the Caribbean

RYAN MICHALESKO

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 GROSSMAN, ALEX MACLEAN

LESSONS

Young People's Revolutions: Examining Youth Movements Around the World

March 23, 2018 | Middle School, High School

BY PULITZER CENTER EDUCATION



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RELATED RESOURCES

1. Sidi Bouzid: A Young Man's Death and the Birth of a Revolution

Article
ELLEN KNOXMEYER

2. Venezuela's Days of Upheaval

Article, Photo
NATALIE KEYESAR

3. Kashmir Activists Don't See Guns as the Answer

Article
JASON KOTLASH

4. Youths Protest Violence, 'Emerging Dictatorship' as the Philippines' Duterte Seeks to Extend Martial Law

Article
ANA P. SANTOS



Students are protesting an emerging authoritarian system. Protesters in a crowded rally in protest against the Duterte government. Image by Ana P. Santos. Philippines, 2017.



Sample Lesson Plan:

LESSON PLANS

Video Discussion: Exploring Democracy with Formerly Incarcerated People

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

BY LORRAINE A. USTARIS



Lifeline for Success member Will raises questions about the electoral college. Lifeline is a re-entry program for formerly incarcerated men and women in Memphis, Tennessee. Most members of the community are disenfranchised. Video still by Lorraine A. Ustaris for Andrea Bruce's Our Democracy project.

Introduction

Through [Our Democracy](#), documentary photographer Andrea Bruce aims to engage audiences in an open study of democracy while also democratizing

Print this Lesson Plan

REPORTING USED IN THIS LESSON

1. 'Our Democracy': Memphis

Video

LORRAINE A. USTARIS

LESSON OUTLINE

Objective: Students will view and analyze a video in which photojournalist Andrea Bruce and a group of formerly incarcerated individuals discuss incarceration and the American voting system.

Inquiry Questions:

- What is the relationship between community and democracy?
- What does democracy mean to the disenfranchised?

Warm-up: Questions that engage students in accessing their prior knowledge and beliefs about democracy, voting and incarceration.

Viewing and Analysis: Screening and discussion of video featuring Andrea Bruce and the Lifeline community in Memphis, Tennessee. Graphic organizer included.

Discussion and Synthesis: Suggestions for facilitating a discussion. Graphic organizers included.

Extension Activities: Additional video resources in which members of the Lifeline community share more about their stories. Opportunities for students to examine



Sample Lesson Plan:

LESSON PLANS

Documenting Stories of Resilience: Ballet in Brazil's Favelas

December 19, 2018 | *Middle School, High School*

BY PULITZER CENTER EDUCATION



A group of young ballerinas from one of the most violent favelas in Rio de Janeiro use dance to strive for a brighter future. Image by Frederick Bernas and Rayan Hindi. Brazil, 2018.

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REPORTING USED IN THIS LESSON

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, 2018 | All Grades

BY DIANA GREENE



 Donate Now



Students from R.J. Reynolds High School research and plan a segment of the film, "Placing Identity." Screenshot from "Placing Identity." United States, 2018.

[Print this Lesson Plan](#)

REPORTING USED IN THIS LESSON

1. Placing Identity: A NewsArts Student Documentary

Article, Photo, Video

DIANA GREENE, FAREED MOSTOUFI,
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

PULITZER CENTER UPDATE

Weaving Connections: A NewsArts Student Documentary

June 09, 2017 | Project news, Education news

BY FAREED MOSTOUFI



RELATED LESSON PLANS

- Six Tips for Strong Interviews
- Placing Identity: Planning a Documentary Filmmaking Project
- Weaving Connections Documentary Film: Visualizing Globalization (3 of 3)
- Weaving Connections Documentary Film: Prep (1 of 3)
- Comparing Conditions of Factory Workers in the Industrial Revolution in England in the 1700s with Those in Bangladesh's Garment Industry Today

See more lesson plans →



This Pulitzer Center Update is a part of:

NewsArts

See more in this project →



Documentary Film: Teaching Content and Skills

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 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'

+ More example sentences

+ Synonyms

- 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'

+ More example sentences

+ Synonyms

Source:

Oxford University
Press



Where can you watch documentaries?

1. News Outlets

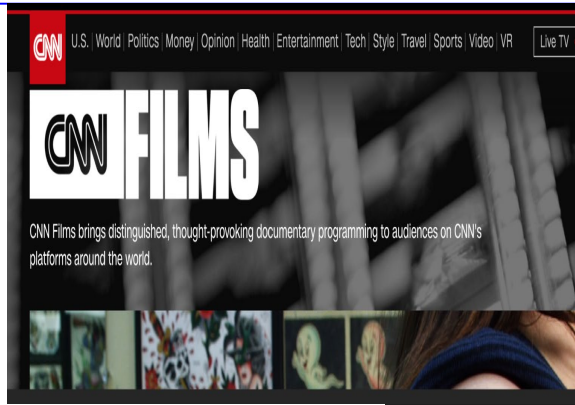
2. Movie Theaters

3. Streaming services

a. Youtube

b. Netflix

c. Other ideas?



The documentary we will watch was published in...

Monday, December 10, 2018

World U.S. Politics N.Y. Business Opinion Tech Science Health Sports Arts Books Style Food Travel Magazine T Magazine Real Estate Video

The Daily Listen to 'The Daily' Selling your location? There's an app for that.

In the 'Smarter Living' Newsletter Why you start things you'll never finish.

The Neediest Cases Fund After years of wandering, she found stability.

S&P 500 +0.18% 1 Dow +0.14% 1 Nasdaq +0.74% 1 37°F 49°-39° F Washington, DC

EUROPE

Facing a Humiliating Loss, Prime Minister Seeks to Delay Vote on Brexit Deal

With the prospect of a defeat, Theresa May announced that she would seek to postpone a parliamentary vote on her proposal for Britain's departure from the European Union.

Such a delay would throw the process into disarray and highlight her tenuous hold on power.

4h ago

Macron, Confronting Protests, Promises Tax Cuts and Wage Increases In his most substantive public remarks on the Yellow Vests protests that have rolled France, President Emmanuel Macron promised steps to address them.

29m ago

GLOBAL ECONOMY

Wall St. Ignored Signs of Trouble for Months. Now It Sees Risks Everywhere.

1h ago

Stocks wavered as investors faced more evidence of a slowdown in global growth.

1h ago

Opinion

Seth Hettner

The Dangers of Doing Favors for Donald Trump

The president is often unable or unwilling to spot the difference between a favor and a crooked scheme.

2h ago

Tanya Gold

Another Day in Brexit Hell

Pray for us.

1h ago

Daniel K. Gardner

China Must Lead the Fight Against Climate Change

Charles M. Blow

A Moment in Mexico

Kristian Coates Ulrichsen

Why Is Qatar Leaving OPEC?

Caroline Fredrickson

Will William Barr Be Trump's Roy Cohn?

Oren Cass

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Op-Docs | The New York Times

220 videos • 250,541 views • Updated 6 days ago

Op-Docs is the editorial department's section for short, opinionated documentaries, produced by independent filmmakers and artists with wide creative latitude, covering current affairs, contemporary life and historical subjects. Submissions are welcome <http://nyti.ms/11Vbq78>.

SUBSCRIBE 1.7M

1 **After Birth: Is it Selfish to Care About Your Body?** | Op-Docs
The New York Times 11:57

2 **Murdered On the Air, While Fighting for Justice** | Op-Docs
The New York Times 9:55

3 **One Woman's Crusade to Help Indigenous People in the Mexican Justice System** | Op-Docs
The New York Times 12:16

4 **This Man Spends His Life Diving in Sewage -- and Loves It** | Op-Docs
The New York Times 14:16

5 **A Prisoner in the Family** | Op-Docs
The New York Times 14:16

6 **What It's Like to Grow Up in the Narco Zone** | Op-Docs
The New York Times 9:50

7 **How Filmmakers Used Drones to Capture the Mexico City Earthquake Rescue** | Op-Docs
The New York Times 11:40





"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.

The New York Times

[Watch in Times Video »](#)



“We Became Fragments”

By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

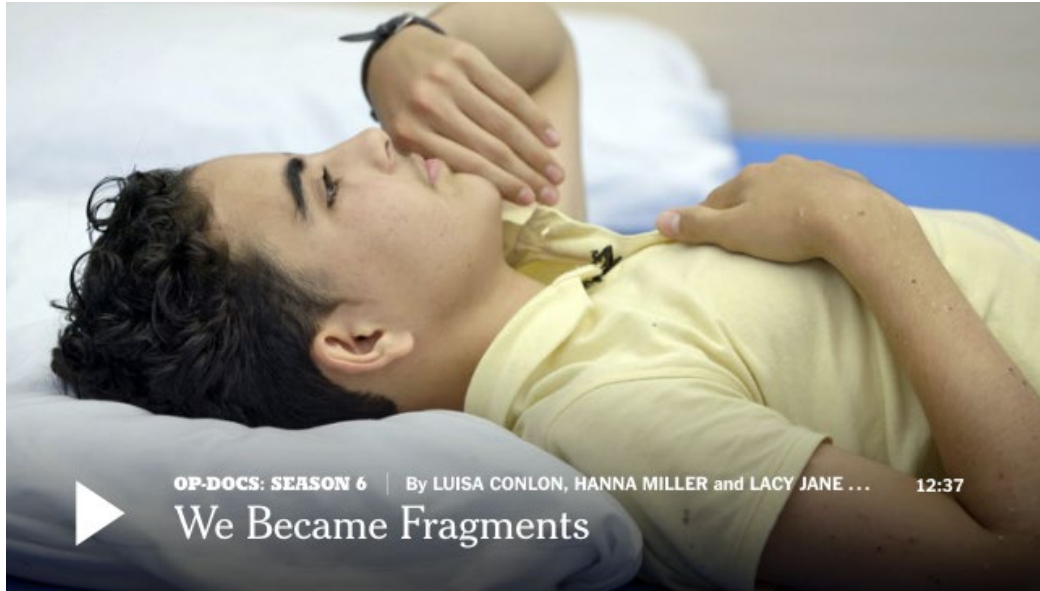


- 1) What moments stick with you from the film?
- 1) What do you learn from the film that you didn't know before?
- 1) What are some of the feelings expressed in the film?



“We Became Fragments”

By Luisa Conlon, Hanna Miller and Lacey Jane Roberts



The New York Times

Watch in Times Video »



- 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 _____.



Practice: Connecting to the film

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.]

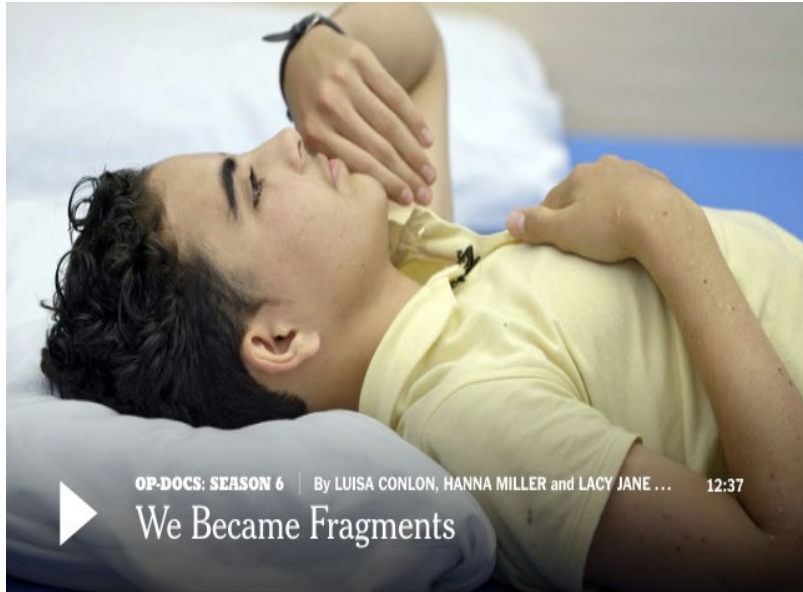
My father had a heart attack when I was 16, and died instantly. I wasn't home when it happened.

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

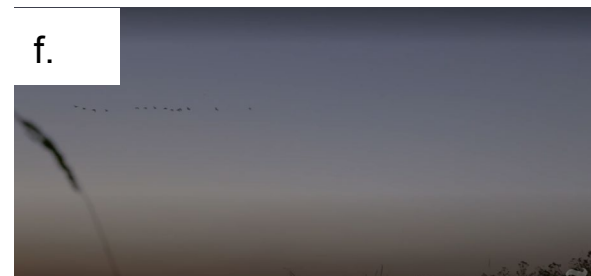
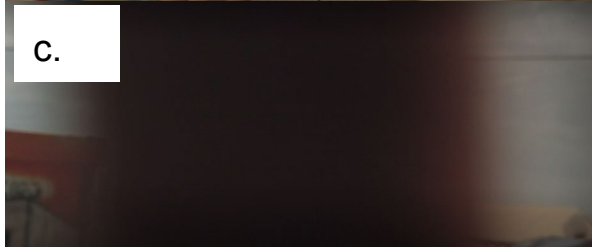
Archival

1) Found footage

Live footage

2) Establishing shots

3) Action shots



“We Became Fragments”

By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

A-Roll (Narration)	B-roll (visuals)
Ibraheem: I was 11-years-old when events began in Syria.	
There is nothing left in this world that I haven't seen.	
The Sky drops missiles like rain.	
Here, you wait for your turn to die.	
A while ago, I was with them. A while ago, they were talking to me.	
Then we became fragments, waiting for people to rescue us.	



“We Became Fragments”

By Luisa Conlon, Hanna Miller and Lacey Jane Roberts

A-Roll (Narration)

1. Ibraheem: I was 11-years-old when events began in Syria.

2. There is nothing left in this world that I haven't seen.

3. The Sky drops missiles like rain. Here, you wait for your turn to die.

4. A while ago, I was with them.

5. A while ago, they were talking to me.

6. Then we became fragments, waiting for people to rescue us.



c.



e.



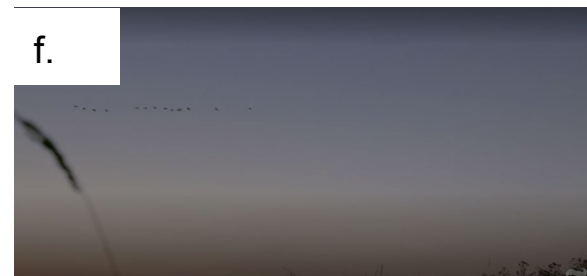
B.



d.



f.



“We Became Fragments”

By Luisa Conlon, Hanna Miller and Lacey Jane
Roberts

A-Roll (Narration)

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2. There is nothing left in this world that I haven't seen

c.

3. The Sky drops missiles like rain. Here, you wait for your turn to die.

B.

4. A while ago, I was with them.

d.

5. A while ago, they were talking to me.

e.

6. Then we became fragments, waiting for people to rescue

f.



Practice: Visualizing a Script

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.

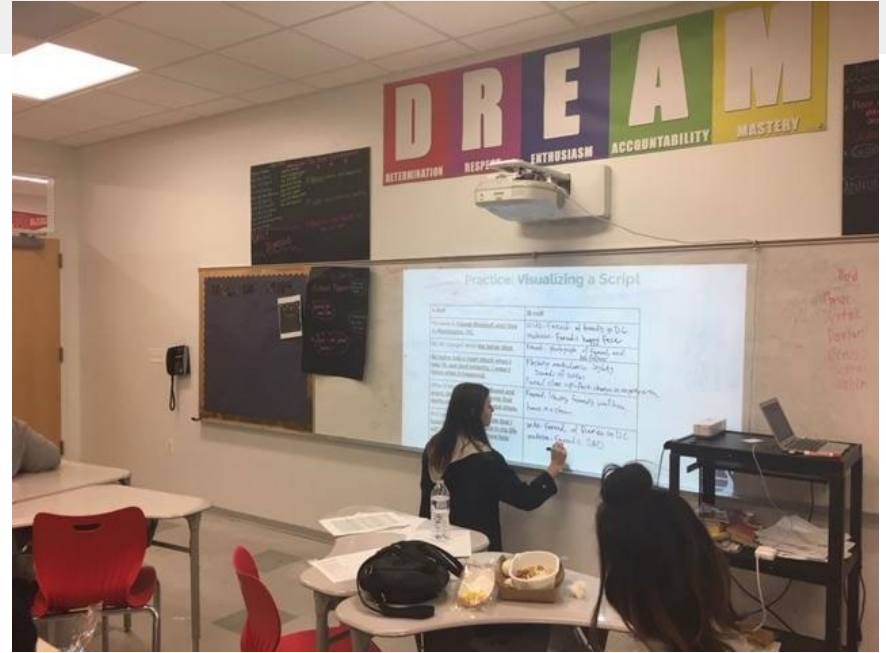
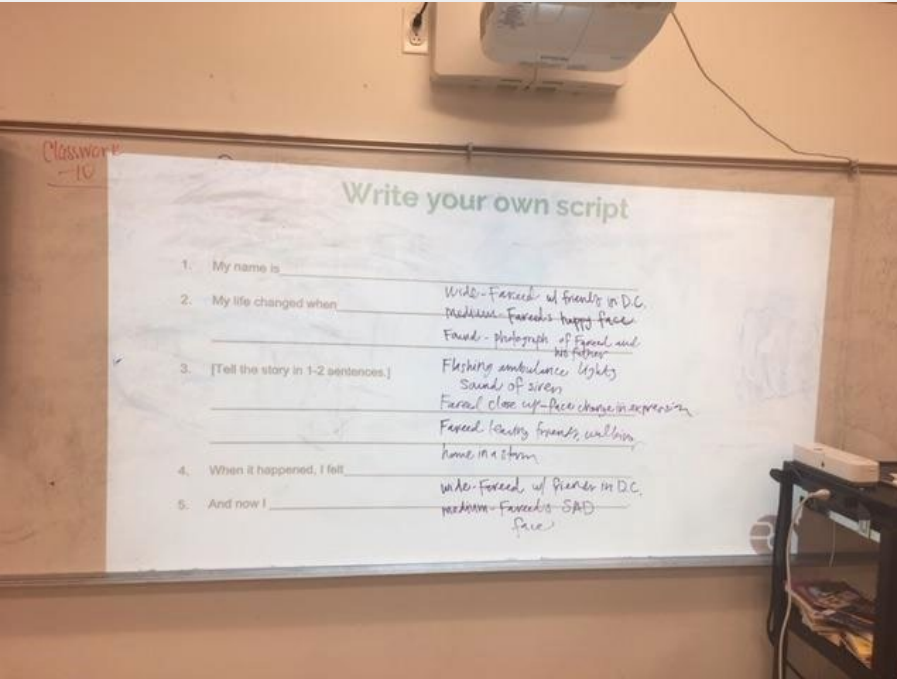


Practice: Visualizing a Script

A-Roll	B-roll
My name is <u>Fareed Mostoufi and I live in Washington, DC.</u>	Wide shot of Fareed and his friends in DC. Close up of Fareed's smiling face.
My life changed when <u>my father died.</u>	Found footage of Fareed with his dad.
<u>My father had a heart attack when I was 16, and died instantly. I wasn't home when it happened.</u>	
When it happened, I felt <u>confused and angry, like one of those storms that starts and stops and starts and stops.</u>	
And now I <u>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.</u>	



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

A-Roll	B-roll



Visualizing your script

A-Roll (Narration)	B-roll (visuals)
My name is Mahadulung and I live in Southeast DC	Me laughing with my friends.
My life changed when my dad was locked up	handcuffs
The judge gave me 50 years and I was already 50. So I knew I would never see him again.	A judge banging on the block.
It happened I felt alone that I hated every body.	Me in my room crying writing
~ I am still sad but I do nothing I can do	Me walking down the street Sad.



Create Your Own Lesson

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?



Pick a film and Plan a Project

- 1) “Diego’s Rebirth” from *National Geographic*-
pulitzercenter.org/gangviolence
- 1) “Ugandan Widow’s Relatives Stole Everything. Now She’s Fighting Back” from *National Geographic*-
<https://bit.ly/2Tr67Of>
- 1) “How a Warmer Arctic Could Intensify Extreme Weather” from Vox-
<https://bit.ly/2Mi5HGg>
- 1) “The Deadly Risk of Standing Up to Putin” from PBS *Newshour*-
<https://bit.ly/2WyzMar>



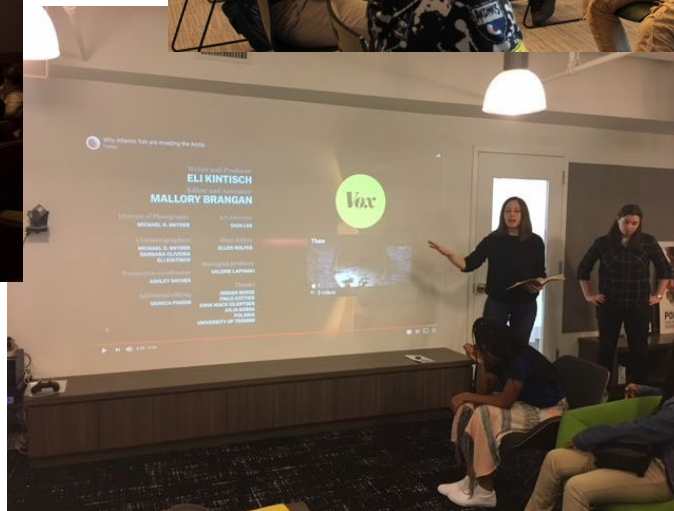
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Pulitzer Center Field Trip Initiative



Pulitzer Center Field Trip Initiative



Pulitzer Center

Alisa Rossini

1. What issue will your film focus on?

What people don't know about middle school/How has 3 years affect personality/confidence/future life

2. Who will you follow?

Chika | John | Xavier (?) / Julianne
+ a teacher (Mrs O?) and or a parent

What will you ask? (A-roll)

• How long have you been going here?
• Do you walk/stake/bus?
• When you first started at this middle school, how did you feel? What went through your mind?
• Where have your moments when you felt pressure to say/do something? Why did you choose to do that?
• How are your relationships/friendships different than when they came?

3. What do you want to film the character doing?

- Taking the metro coming off at the bus/getting out of the car
- meeting w/ teacher
- meeting w/ friends
- saying how they are doing
- (if John) walking w/ brother
- (if Xavier) playing basketball
- They're everyday life

What other images will you need?

- Teachers
- Parents
- The bus/Kids looking at a bus stop
- Kids playing basketball after school
- The street (maybe kids walking)
- Kids in a classroom
- Their phone/social media (Instagram/Snapchat)
- (if Julianne) Her brother (classmate) at
- (if Chika) Her notebook (middle school)



Fighting Words

Poetry Contest / Poetry Workshop



Submit by Monday, May 20, 2019 11:59 PM

Closing:

Questions?
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