

The Human Story: Podcast Project

Teacher Guide

Recommended Ages/Grades: 13- to 18-year-olds, grades 7-12 USA

Time Needed – Preparation: 1 week

Time Needed – Execution: 3 weeks for podcasting; *8-10 weeks for [Out of Eden Learn Journey](#)

Project Question

What is the impact of _____ on the human experience?

Project Objective

For the final project, students will produce a 3- to 5-minute long podcast examining a current global issue and its impact on the human experience. The podcast will need to address the past, present, and future implications of this issue on both a global and local scale.

Objectives:

By the end of this project, students will be able to

- identify a problem affecting the world today, and present a vision of the future based on it
- investigate and analyze the past, present, and future of that particular issue
- examine a humanitarian or environmental issue from both a local and global perspective
- produce a 3- to 5- minute podcast

Materials and Preparation Needed:

- Student computers, iPads, or mobile devices
- [Anchor App](#)
- The Human Story [website](#)
- [Student Handout](#)
- [Visions of the Future of Our Planet](#)
- Podcast Script ([Open](#)) ([Sentence Starters](#)) ([Sample](#))
- [Rubric](#)
- *Optional: [Out of Eden Learn](#) – Special Learning Journey: [Stories of Human Migration](#)
 - This is a collaborative, online learning journey that your students can embark on with classrooms around the world. It centers the work of National Geographic journalist, Paul Salopek and his project, the [Out of Eden Walk](#).

Directions:

See the [student handout](#) for more details.

- **Day 1:** Kickoff the project by showing student samples on The Human Story [website](#). Have students begin to think about topics they are interested in exploring by completing the [Visions of the Future of Our Planet](#) activity.
- **Days 2-3:** Give students time to conduct research. Encourage them to find both primary and secondary sources, test the reliability of their sources, and search for non-US centric narratives and reporting.
- **Days 4-7:** Students should begin drafting the script for their podcast. You can show them this [teacher-produced sample script](#) for [this podcast](#). Provide students with two options for their scripting: (1) [an entirely open framework](#) -OR- (2) [this outline script](#) with some helpful sentence-starters. Plan for time to give critical feedback to students. You can also have students provide feedback for one another. It is critical that you, as the teacher, provide some kind of formative feedback on the script before students begin recording.
- **Days 8-10:** Provide students with time to record and edit their podcast using [Anchor](#). Another round of critical feedback from both peers and the teacher will be necessary here.
- **Days 11-14:** This timeframe will be flexible depending on the number of students and podcasts you'll be listening to. Evaluate students using this [rubric](#). It's also important to build in time to celebrate and reflect on the process.

C3 Framework for State Social Studies Standards

D2.Geo.4.9-12: Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.Geo.8.9-12: Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

D3.1.9-12: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.9-12: Evaluate the credibility of a source by examining how experts value the source.

D4.3.9-12: Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.6.9-12: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12: Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Global Competency Matrix

Investigate the World: Produce an account based on compelling social scientific evidence and multiple perspectives that exhibits understanding of a global issue and that raises new questions and/or advocates for action.

Recognize Perspectives: Examine the role of place, time, culture, society, and resources in the perspectives held by people, groups and/or schools of thought.

Communicate Ideas: Select and use technology and media strategically to create products, express, views, and communicate and collaborate with people of diverse backgrounds.

Take Action: Identify and create opportunities for personal and collaborative action and civic engagement to contribute to sustainable improvements and quality of life.

National Geographic Education Learning Framework

Attitudes | Curiosity | 9-12: Youth seek to learn more about themselves, others around them, their environment, and world beyond their experiences.

Attitudes | Responsibility | 9-12: Youth participate in cross-cultural international activities designed to increase understanding and empathy across differences in perspective.

Skills | Collaboration | 9-12: Youth participate in collaborative work (e.g. projects, discussions) with diverse participants on issues or problems outside of the classroom—in the community or in the larger world.

Knowledge | The Human Journey | 9-12: Youth understand that the distribution of natural resources and human population on Earth determine patterns of global power and influence.