



New York Times Teaching Project, 2020-2021



Alina Acosta

Mathematics
Manual High School
Denver, CO

Project Title:

Environmental Justice:
Empowering Students
Through Data

Description:

As a team we are looking to help our students build the skills needed to interpret and extrapolate complex data and apply their skills to critically evaluate climate change and the implications for environmental justice for their generation.

[Related NYT Resource](#)



Sabrina Alicea

English Language Arts,
Social Studies
Daniel R. Cameron
Elementary
Chicago, IL

Project Title:

Capturing the Beauty of Our
Community

Description:

In an effort to present a counter narrative about the Humboldt Park neighborhood of Chicago, 7th grade art students will be using photo examples from The New York Times to learn how to find and highlight the beauty in a community.

[Related NYT Resource](#)



Donna Amit-Cabbage

English Language Arts
J.R Masterman School
Philadelphia, PA

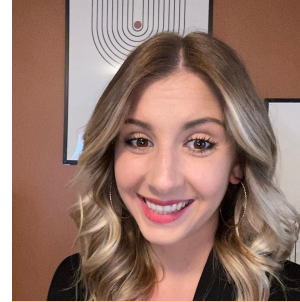
Project Title:

Learning How to Develop an
Opinion

Description:

Via reading and discussing articles from the Student Opinion section of The Learning Network, students will develop their individual voices and build self-confidence by learning how to both verbally express, and masterfully write about, their own opinions.

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Alyssa Anderson

Social Studies
Burlington City High School
Burlington, NJ

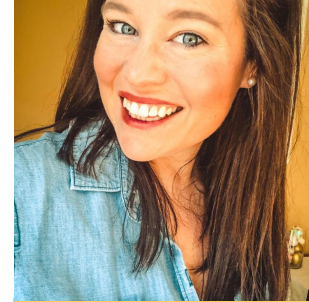
Project Title:

Teaching Flaws: Mount
Rushmore and Beyond

Description:

Students will explore how media coverage shifts as world views become more accepting and empathetic, looking specifically, via Times articles past and present, at how Confederate monuments and Mount Rushmore have been understood.

[Related NYT Resource](#)



Cassie Bentley-Bradshaw

English Language Arts
Reynoldsburg High School
HS2 Stem Academy
Columbus, OH

Project Title:

Understanding the Opioid
Crisis

Description:

Using interactive resources from The New York Times Learning Network, students will explore the role and responsibility a community has for individuals affected by the opioid epidemic.

[Related NYT Resource](#)



Pedro Berlanga

Social Studies
Akins Early College High
School
Austin, TX

Project Title:

Pushing Back on Pushing
Out: Rethinking Curriculum
in Texas

Description:

I'm interested in teen activism locally in Austin, Texas, and how we can use that in the classroom to get students to discuss Texas curriculum, asking specifically, Why does Texas think some knowledge is more important than other knowledge?

[Related NYT Resource](#)



Sohum Bhatt

Science
Raoul Wallenberg Traditional
High School
San Francisco, CA

Project Title:

Environmental Justice:
Empowering Students
Through Data

Description:

As a team we are looking to help our students build the skills needed to interpret and extrapolate complex data and apply their skills to critically evaluate climate change and the implications for environmental justice for their generation.

[Related NYT Resource](#)



Blake Bockholt

English Language Arts, Library
Northern Utah Academy for
Math, Engineering & Science
Layton, UT

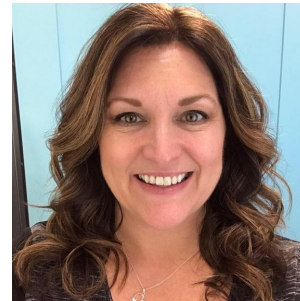
Project Title:

Sentences That Matter,
Mentor, and Motivate

Description:

Using articles from The New York Times, we will collaborate to create a resource of mentor sentences for educators to use when teaching common grammatical structures.

[Related NYT Resource](#)



Diane Boyd

English Language Arts
Mesa Verde High School
Citrus Heights, CA

Project Title:

Finding Your Voice to
Effect Change

Description:

Students will establish their identity and explore issues of importance to them; research and present the historical roots of a related movement; and develop an action plan to use their voices to effect change on those issues.

[Related NYT Resource](#)



Kim Butterfield

English Language Arts
Central High School
La Crosse, WI

Project Title:

TikTok Rhetorical Analysis
of the 2020 Debates

Description:

After engaging in the Learning Network's Civil Conversation Challenge, students will compose a rhetorical analysis of a 2020 presidential debate and convert it into a TikTok video.

[Related NYT Resource](#)



New York Times Teaching Project, 2020-2021



Jennifer Carlson
English Language Acquisition (ESOL)
Glen Burnie High School
Glen Burnie, MD

Project Title:
Challenging Expectations and Confronting Stereotypes

Description:
After analyzing stereotypes in the media and in personal experiences, students will create a photo essay to contrast the expectations others have of them with how they see themselves and what they want the world to know about who they are.

[Related NYT Resource](#)



Amy Chappuis
EL Specialist, English Language Arts
Clayton High School
St. Louis, MO

Project Title:
Looking Inward to Focus Outward

Description:
Students will focus inward, learning about their generation and then focus outward, writing about coming of age in 2020.

[Related NYT Resource](#)



Jennifer Coleman
English Language Arts
Hewitt-Trussville High School
Trussville, AL

Project Title:
Re-Remembering the Past

Description:
After reading The 1619 Project, students will argue for what should be done with a specific Confederate memorial in Alabama today.

[Related NYT Resource](#)



Debbie Domingues-Murphy
Librarian, Information Literacy
City Charter High School
Pittsburgh, PA

Project Title:
Information Literacy to Identify Community Issues

Description:
Using New York Times materials like "What's Going On in This Picture?," students will learn close reading and primary-source analysis in order to research and present about community issues.

[Related NYT Resource](#)



Claudia Felske
English Language Arts
East Troy High School
East Troy, WI

Project Title:
Examining Identity, Race, & Privilege in Texts, Self, & Society

Description:
Students will examine identity, race and privilege as they read and interpret fiction and nonfiction.

[Related NYT Resource](#)



Christa Forster
Arts, English Language Arts
The Kinkaid School
Houston, TX

Project Title:
Groundswell: Mindfulness Beneath the Curriculum

Description:
Students experiment with different mindfulness practices in order to adapt and to create discipline-specific, mindfulness-based interventions, which they use to inspire themselves and others to persevere through difficult and uncertain times.

[Related NYT Resource](#)



Kelsey Francis
English Language Arts
Saranac Lake High School
Saranac Lake, NY

Project Title:
The Other: Identity, Privilege & Inequity

Description:
Using the NYT Learning Network Personal Narrative Essay Unit, students will write their own narrative essays focused on when they have been "the other" (as inspired by the book, "The Other Wes Moore").

[Related NYT Resource](#)



Judi Freeman
History and Art History
Boston Latin School
Boston, MA

Project Title:
Harnessing Individualism to Benefit the Collective, Common Good

Description:
Students will conduct an investigation into how civic responsibility is viewed domestically and globally, examining Times stories that address individualism in conflict with collectivism and developing multimedia campaigns on benefitting the common good.

[Related NYT Resource](#)



Sarah Garton
Social Studies
Great River School
St Paul, MN

Project Title:
The Neighborhoods We Need

Description:
Ninth grade government students will conduct student-led action research on police reform and abolition perspectives by asking, What are the neighborhoods we need in the Twin Cities and what makes us safe?

[Related NYT Resource](#)



Dina Giannakopoulos
English Language Arts, ELL
Barrington High School
Barrington, IL

Project Title:
Expressing Our Generation

Description:
Using "How Black Lives Matter Reached Every Corner of America" as a model article, and the "Show Us Your Generation" contest as a prompt, students will collaboratively work to create a piece that uses multiple forms of expression to voice how they hope their generation will be perceived and remembered in the future.

[Related NYT Resource](#)



New York Times Teaching Project, 2020-2021

**Karen Gold**

English Language Arts
The Governor's Academy
Byfield, MA

Project Title:

Americans as Protestors:
Taking It to the Streets

Description:

Using the Times Machine, students will explore the rhetoric of protest movements of the past and how the media covered these protests.

[Related NYT Resource](#)

**Gabriel Graña**

Librarian
RD & Euzelle Smith Middle School
Chapel Hill, NC

Project Title:

Many Stories, One Smith

Description:

After exploring New York Times mentor texts, engaging with Learning Network lessons, and examining past contest winner submissions, Smith Middle School will explore identity through a series of slice-of-life student artifacts.

[Related NYT Resource](#)

**Kathryn Gullo**

English Language Arts
North Hollywood High School
Gifted Magnet
North Hollywood, CA

Project Title:

Rhetoric of Social Media

Description:

This crash course invites students to examine how arguments are made and shift on different platforms; how both the medium and audience impact the message; and how online personas, including their own, may be constructed.

[Related NYT Resource](#)

**Kristina Harvey**

English Language Arts
Wilton High School
Wilton, CT

Project Title:

Documenting a Year: A
Record of Now

Description:

In a project that will include a digital portfolio (writing, photojournalism, multimedia projects, sound journals, and more), my 10th grade students will record their experiences in real time as this year unfolds, then create Genius Projects of their own design.

[Related NYT Resource](#)

**Jessica Hunter**

English Language Arts
Great Neck North High School
Long Island, NY

Project Title:

Year In Review:
Photojournalism and Self Expression

Description:

Through a series of assignments including journal entries, writing prompts, poetry and more, my students will record and respond to events as they unfold, culminating in final digital portfolios showcasing their work.

[Related NYT Resource](#)

**Claudine James**

English Language Arts
Malvern Middle School
Malvern, AR

Project Title:

Raising Our Voices, Again

Description:

The goal is to highlight individuals throughout history who have used the power of their actions and voice to overcome hardship and obstacles.

[Related NYT Resource](#)

**Mary Beth Jordan**

English Language Arts
Mamaroneck High School
Mamaroneck, NY

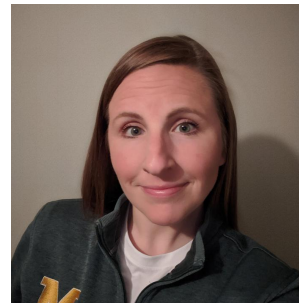
Project Title:

Changemakers: Telling the
Stories of People Who Seek
Change, Stand Up, & Fight Back

Description:

Using Times pieces as models, students will, throughout the year, write short, journalistic profiles of local people they identify as making a difference.

[Related NYT Resource](#)

**Kelli Kallens**

Social Studies
Montgomery Upper Middle School
Skillman, NJ

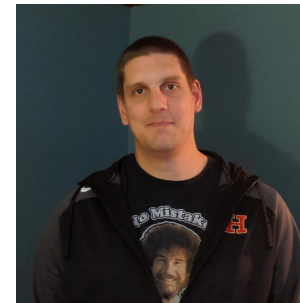
Project Title:

History Today

Description:

I would like to seamlessly integrate current events into both my World History and US I classes as an assessment of skills, conceptual thinking, and essential understanding rather than as an artificial or disconnected "add-on."

[Related NYT Resource](#)

**Scott Kallens**

Social Studies
Hillsborough High School
Hillsborough, NJ

Project Title:

Empowering Student
Activism by Combating
Systemic Racism Locally

Description:

Students will examine the pervasive nature of racist systems, and how they reinvent themselves when threatened, in order to find context in modern issues of social justice.

[Related NYT Resource](#)

**Jessica Kirkland**

English Language Arts
Park View High School
Sterling, VA

Project Title:

"What Will I Be Urgent
About?": Teaching Students
to Be Activists

Description:

Using the Learning Network's writing curriculum and their Civil Conversation project, students will track issues of social justice that matter to them and create in a variety of genres to "show up with urgency" for these issues.

[Related NYT Resource](#)



New York Times Teaching Project, 2020-2021



Ben Klash

English Language Arts
Beaverton High School
Beaverton, OR

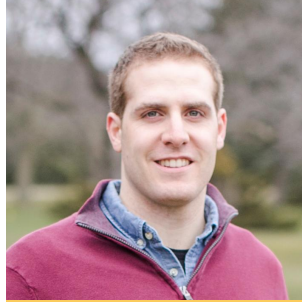
Project Title:

Connecting Community:
Student-Choice Multimedia
Projects

Description:

Students will use photos and interviews with figures outside of their school lives to create a multimedia project that connects the different communities they belong to.

[Related NYT Resource](#)



Sam Kohn

Social Studies
Campus International High
School
Cleveland, OH

Project Title:

The Cold War 20/20

Description:

Students will create a brief podcast assessing the impact of a Cold War leader and examining how they should be remembered today.

[Related NYT Resource](#)



Michael Kokozos

Social Studies
Gulliver Prep
Pinecrest, FL

Project Title:

The Virtue Project:
Rethinking Virtual Activism

Description:

This project seeks to illuminate the difference between "being virtuous" and "virtue signaling" by developing and applying a virtual virtue framework to digital activism case studies to entertain processes of digital citizenship and acquire problem-solving skills.

[Related NYT Resource](#)



Andrew Kollen

Social Studies
Irvington High School
Fremont, CA

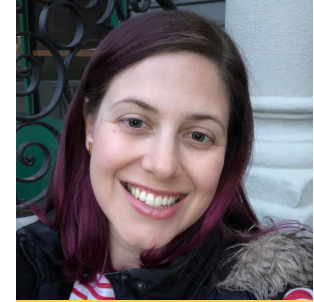
Project Title:

Insta-Activist Project

Description:

My Government students will choose a current social and/or political issue, research their topic using The Times, and create an Instagram-like feed of pictures, quotes, articles, and opinion pieces to help educate themselves and others in becoming activists in their communities.

[Related NYT Resource](#)



Kristin Lawlor

English Language Arts,
Journalism, ENL
The Young Women's
Leadership School of The Bronx
The Bronx, NY

Project Title:

2020, My Camera Phone,
and Me: A Photo Essay

Description:

Using their cameraphones, students will create a photoessay of the highs and lows of 2020 to tell a story about their communities, their families, remote learning, or other aspects of their life right now.

[Related NYT Resource](#)



Hannah Lipman

English Language Arts
Newburg Middle School
Louisville, KY

Project Title:

Who's Responsible for
Remembering? Who Gets
Remembered?

Description:

Students will analyze the concept of historical memory through Times resources; consider what important events they themselves have borne witness to; and, finally, create short videos examining "Who's responsible for remembering?" and "Who gets remembered?"

[Related NYT Resource](#)



Tessa Maglio

English Language Arts
South Milwaukee High School
South Milwaukee, WI

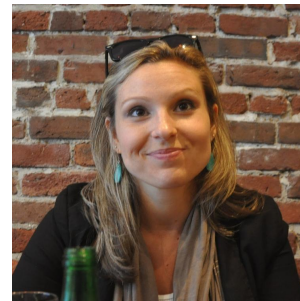
Project Title:

Current Event Synthesis
Prompt

Description:

Students will create an AP-Lang-style synthesis prompt, including cited sources, which must include journalism (both written and visual) from The Times as well as other sources.

[Related NYT Resource](#)



Tiffany Mathes

English Language Arts
Beaverton High School
Beaverton, OR

Project Title:

Storytelling: The Wisdom of
Our Elders

Description:

Students will interview and source stories from a respected elder and adapt one story of their choice into a complete narrative told from a first-person perspective, which will then be shared with their peers in a story-hour performance.

[Related NYT Resource](#)



Tatianna McKinney

Social Studies
Trinity Preparatory School
Winter Park, FL

Project Title:

Genius Hour: Social Justice
Podcast Project

Description:

Using social justice as a framework, students will research, edit and record a five-minute podcast episode about the importance of their topics and possible solutions for them.

[Related NYT Resource](#)



Kathleen Mills

English Language Arts
Bloomington High School
South
Bloomington, IN

Project Title:

"Rhetoric Is the Art of Ruling
the Minds of Men"

Description:

Using The Times to drill down on rhetoric that matters in real-world debates.

[Related NYT Resource](#)



New York Times Teaching Project, 2020-2021



Brian Milz

Special Education
West De Pere Middle School
De Pere, WI

Project Title:
Contest Club

Description:
My project will be to create a club/extracurricular for my middle school special education students that encourages and helps them to enter various contests, and provides support for them from our faculty.

[Related NYT Resource](#)



Mary Reid Munford

English Language Arts,
Social Studies
The New School
Atlanta, GA

Project Title:
The Past Is Present

Description:
Our US History class will examine a New York Times article, image, or graphic each week, and use it to connect our past to present and to practice making thematic connections across time.

[Related NYT Resource](#)



Sharon Murchie

English Language Arts
Bath High School
Bath, MI

Project Title:
Writing Our Own Lives

Description:
Using the archived New York Times "Lives" column, students will explore choice and voice as they analyze "lives" essays for authors' craft and then write their own submissions for either The Learning Network narrative contest or the Common App essay.

[Related NYT Resource](#)



Lena Papagiannis

Social Studies
John D. O'Bryant School of
Mathematics and Science
Boston, MA

Project Title:
Noticing, Holding,
Remembering: We Are the
History

Description:
Inspired by the centrality of photojournalism to the Times, I want to create a project that invites students to notice their world, hold their noticings, and actively remember them by recording and posting audio, video or written diary entries.

[Related NYT Resource](#)



Avery Pickford

Mathematics
Lick-Wilmerding High School
San Francisco, CA

Project Title:
A "Close Read" of Data
Visualizations

Description:
My statistics students will use resources from "What's Going On in This Graph" to strengthen their ability to critically assess media they consume.

[Related NYT Resource](#)



Erin Pinsky

Social Studies
Joel Barlow High School
Redding, CT

Project Title:
Native American
Experiences and Public
Policy

Description:
Students will pursue action research projects that examine recent public policy on diverse indigenous nations, with the aim of presenting policy guidance and community initiatives that connect the historical experiences of Native Americans to today's current issues.

[Related NYT Resource](#)



Kate Plows

Arts
Strath Haven High School
Wallingford, PA

Project Title:
Making Impactful
Photography Practical

Description:
A coaching tool featuring real-world photojournalism examples and exercises from The Times and The Learning Network will help teachers integrate digital photography into their assignments, with support and assessment models that will help students succeed.

[Related NYT Resource](#)



Michael Potter

English Language Arts
Hilton High School
Hilton, NY

Project Title:
Voices from Afar

Description:
Students will discuss shared texts with peers from other parts of the country, building enough of a relationship to eventually conduct interviews in hopes of gaining and recording an array of perspectives beyond what they are normally exposed to.

[Related NYT Resource](#)



Jeanette Price

English Language Arts,
Foreign Language
Columbia Falls High School
Columbia Falls, MT

Project Title:
So Sorry: The Modern Role
of Apologizing (or Not) in
Public and Private Contexts

Description:
After evaluating when we should or should not be apologetic, students will critically analyze the rhetoric of apologies and appraise their effect today where cancel culture and #sorrynotsorry coexist.

[Related NYT Resource](#)



Kendra Radcliff

English Language Arts
Druid Hills High School
Atlanta, GA

Project Title:
Human Issues Compilation:
Fiction Tells the Truth

Description:
Students will create a human-issues video compilation that merges the human and social issues of our world with the universal themes they unearth from teacher-selected short stories; stories from The NYT's Decameron Project; and articles, images and media from elsewhere in The Times.

[Related NYT Resource](#)



New York Times Teaching Project, 2020-2021



Jodi Ramos

English Language Arts
Stevenson Middle School
San Antonio, TX

Project Title:
Sentences That Matter,
Mentor, and Motivate

Description:
Using articles from The New York Times, we will collaborate to create a resource of mentor sentences for educators to use when teaching common grammatical structures

[Related NYT Resource](#)



Donna Schou

Photography, CTE
Lynnwood High School
Bothell, WA

Project Title:
My World...My Lens

Description:
After analyzing, critiquing and researching images published in the NYT, my photography students will present their own image or images, along with written reflective descriptions, that describe the worlds they see through their individual lenses.

[Related NYT Resource](#)



Teresa Scollon

English Language Arts
TBAISD Career-Tech Center
Traverse City, MI

Project Title:
Becoming Investigators

Description:
Students will prepare for a second-semester investigative journalism project by reading deeply ("What the Eyes Don't See" by Dr. Mona Hanna-Attisha) and broadly (readings and resources); learning rhetorical structures; interviewing adult subject matter experts; and learning critical research skills.

[Related NYT Resource](#)



Joel Snyder

Social Studies
Animo Pat Brown Charter
High School
Los Angeles, CA

Project Title:
The Policies That Shape Our
Lives

Description:
Based on the ballot measures in California in November's election, students will research an issue in the NYTtimes in order to understand and make recommendations for voters in their community.

[Related NYT Resource](#)



Jenny Stirrat

Librarian
Northeast Early College High
School
Austin, TX

Project Title:
Everybody's a Critic

Description:
By developing an entry for the Learning Network's Review Contest, students will learn how to form opinions about culture and how to support these opinions effectively in writing.

[Related NYT Resource](#)



Nicholas Stone

Social Studies
Millennium High School
New York, NY

Project Title:
Contemporary Controversies

Description:
Students lead one another through an investigation and evaluation of a NYT columnist's opinion on a controversial issue.

[Related NYT Resource](#)



Rebecca Temple

English Language Arts
Madison Central High School
Madison, MS

Project Title:
Projects Inspired by, or
Based on, The 1619 Project

Description:
AP Language and Composition students will use the 1619 essay by Nikole Hannah-Jones, "The Idea of America" and the entire 1619 podcast to explore the theme of "the past is our present" and to focus on how Mississippi is still reckoning with our past.

[Related NYT Resource](#)



Meta Mikal Tews

English Language Arts
Yukon Middle School
Yukon, OK

Project Title:
Finding Truth Through
Narrative Writing

Description:
Students will create personal narrative essays and visual projects after learning about the lives of different marginalized groups and exploring their own personal truths.

[Related NYT Resource](#)



Jen Wilkosz

Social Studies
Berlin High School
Berlin, CT

Project Title:
Form a Political Party
Platform

Description:
After analyzing current political platforms and websites, students will create their own based on their beliefs and then run individual campaigns for a mock election.

[Related NYT Resource](#)



Keshia Williams

Science
Lee High School
Montgomery, AL

Project Title:
Environmental Justice:
Empowering Students
Through Data

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