

INTERVIEW LESSON

- ✓ *Students will identify one controversial event in their lives and interview two people about the event.*
- ✓ *Students will write probing interview questions.*
- ✓ *Students will write notes during interviews.*
- ✓ *Students will identify differences in perspective*

Alaska Content Standards:

- **A.** *A student should understand that history is a record of human experiences that links the past to the present and the future.*
 - *Understand that history relies on the interpretation of evidence*
 - *Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.*
- **C.** *A student should develop the skills and processes of historical inquiry.*
 - *Use historical data from a variety of primary resources, including oral accounts...*
- **D.** *A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.*
 - *Recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles.*

Materials: *Interactive student notebook, note cards*

Preview Question: *What one person would you interview if you could interview anybody? What questions would you ask?*

Group Activity: *Find two other people who asked the same type of question. Each trio share their questions. Make a class record chart of types of questions asked.*

Whole Group: *Distribute copies of What is History graphic (glue graphic in interactive students notebook). On overhead of same graphic write “point of view” and “interpretation.” Discuss that history is a collection of events, stories, people and places – subject to point of view and interpretation. Students are going to choose two people who they can interview about an event in their lives. The event should be significant, and the people should be adults.*

Distribute copies of “A good interview question” graphic. Glue graphic in note section of interactive student notebook. On overhead of same graphic, write “open ended” by What If, “leads to more questions” and “can be more than one answer” by Why and How, and “one answer” by “who where when.” Discuss that the further up the graphic you go, the “deeper” the question. Help students understand that while the bottom questions are important, the questions toward the top are “better” interview questions and that their interviews should include all levels.

Have students practice with a partner writing each type of question, then choose an event and the two adults they are going to interview. They should write their questions on note cards for their interview. Students then practice asking the questions with a partner and writing the answers in note form.

Assignment: Interview the two adults about your significant event and write notes on the note cards. Glue the note cards in the process section of interactive student notebook. These notes could be used as information to be included in a future personal historical narrative!