

**Lesson:** Social Studies/Writing, Interview  
**Who:** Third Grade (Room 211)  
**When:** Thursday, Take Over Week 1

**Objective:** SWBAT articulate reasons for having an interview. SW generate list of questions to ask their interviewee. SWBAT identify and explain interview protocols.

**Standard:** PA Common Core, 1.4.3.B/D/V- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content (Explanatory Focus, Organization, Conducting Research).

PA Common Core, 1.5.3- Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions (Comprehension and Collaboration, Integrating and Evaluating Information, Presentation of Knowledge and Ideas, Conventions of Standard English)

National Curriculum Standards for Social Studies, 4: Individual Development and Identity  
Social studies programs should include experiences that provide for the study of individual development and identity.

**Materials/Preparation:**

Computer/Projector  
Chart Paper/Markers

**Warm-Up: (15 minutes):** Tell them we are watching video Show Interview Clip<sup>1</sup>, discuss it, make list of protocols

*Questions to ask:*

- What did you notice about the interview?
- Who is the interviewer? Who is being interviewed?
- Why are they having this interview? What does the interviewer want to learn?
- What did you notice the interviewer doing during the interview?

**Guided Practice (15 minutes):** Generate list of questions (mandatory and optional). Discuss taking notes during interview. Model interview with student (I interview). Pass out Scholastic Interview Protocol and use it to discuss interview<sup>2</sup>.

*Questions to ask:*

- What is the point of our interview?
- What do we want to know after the interview?
- What questions should we ask?
- What did protocols did you notice me doing?

**Independent Practice #1 (10 minutes):** Interview Partners<sup>3</sup>, Round 1. Remind them to think about what they wrote about in writers' workshop

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<sup>1</sup> [http://www.youtube.com/watch?v=1\\_AUn5po0mA](http://www.youtube.com/watch?v=1_AUn5po0mA)

<sup>2</sup> <http://www.scholastic.com/browse/article.jsp?id=3752516>

**Guided Practice (10 minutes):** Discussion IP #1.

*Questions to ask:*

- What worked well? What didn't?
- What is something you would do differently?
- Interviewee, how did you feel when interviewer do X?

**Independent Practice #2 (10 minutes):** Interview Partners, Round 2

**Wrap-Up (5 minutes):** Discuss why we're doing this and what we hope to achieve from interviews. Assign homework- pick someone to interview, explain they will have to give me a name tomorrow morning.

**Assessment:** My assessment during this lesson will be informal. I will eavesdrop during interviews to determine whether students are practicing the correct protocols and asking good questions. Additionally, I will have the group-generated list of protocols and questions to which to refer. This lesson will continue on Friday and next week, and true assessment of interviewing skills will take place after students conduct them.

**Anticipating Student Responses:** It is possible that students will be flummoxed when we get to the practice interviews. If that is the case, I will terminate the first round quickly and spend more time on the discussion, hopefully highlighting what to do differently.

**Accommodations:** Scholastic interview protocol is a supplemental resource for students who want to know more about interview process. For the two students who write on a kindergarten level, I will conduct a mini-lesson with them on how to write down a few words per response to help them remember what their interviewee says. Will also help them write an easier-to-read list of questions to bring to their interview.

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<sup>3</sup> Person across from them at desk.