



Topic: "Interview with a Legend"

Grade: 8th

An integrated lesson plan covering 3 sessions of approximately 50 minutes each.



Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- Integration of technology
- Story telling/anecdotal information
- Non-competitive group and teamwork
- Performance-based assessment and rubrics
- Visual presentations and practice through technology and other means
- Project-based assignments that integrate family and community
- Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to teach students how the skills they learn in English should carry over into all their subjects including Social Studies. Using information gathered in Social Studies, student will write an interview with an introduction, questions/responses & conclusions relating to a character in early American history. After reviewing oral presentations, students will be interviewed in front of the class by the Social Studies teacher.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- To produce a Microsoft Word 2000 document with formatting.
- paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres
- use text structure, such as cause and effect, to locate and recall information
- establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
- incorporate source materials into their speaking and writing (for example, interviews, news articles, encyclopedia information)
- write and speak in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately
- recognize an author's or speaker's point of view and purpose, separating fact from opinion
- use organizational features of electronic information (for example, microfiche headings and numbering, headings for accessing nested information in hypertext media), and library and interlibrary catalog databases
- locate and select relevant information
- read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.)

Social Studies:

- Know the general chronological order of events and people in history.
- Use chronology to examine and explain historical relationships
- Know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data.
- Know how to interpret and evaluate primary & secondary sources of historical information.

Strategies to Address Native Americans and At-Risk Students

- Explain purpose of the lesson.
- Present whole picture of skill before isolating component skills/concepts.
- Be highly structured and predictable.
- Provide constant structure.
- Recognize and build on learners' strengths and prior knowledge.
- Simplify language but not content.
- Reinforce main ideas and concepts through rephrasing rather than through verbatim repetition.
- Allow time to respond.
- Work with an aide or the Resource teacher.
- Create outcome-based assessments.

Colorado State Standards

- Students read and understand a variety of materials.
- Students write and speak for a variety of purposes and audiences
- Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- Students read to locate, select, and make use of relevant information from a variety of media, reference, and technology sources.
- Students read and recognize literature as a record of human experience.

Websites

Required: N/A

Support:

www.ushistory.com

www.historychannel.com

<http://www.academicinfor.net/histus.html>

Pre-requisites

- Completed note taking on the historical individual selected in Social Studies.

Required Materials

- Paper & pencil for rough draft
- “Frederick Douglass, Portrait of a Freedom Fighter” by Sheila Keenan ISBN 0-590-48356-0

Handouts

- Sample interview (Handout 1)
- Activity checklist (Handout 2)
- MS Word checklist (Handout 3)
- Lesson Rubric (Handout 4)

Required Equipment/Technology

- Computer lab

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Instructor Notes
Discuss why people are remembered in history.	Read ...“Frederick Douglass, Portrait of a Freedom Fighter” by Sheila Keenan ISBN 0-590-48356-0
Go over and discuss handouts.	Go through each handout and allow questions & clarifications.

Presentation

Look at an example of a student’s work from a previous year.	By sharing a previous students work, the kids can get a good look at how creative they can be.
Watch the video of student’s interviews from previous years.	After watching the video, discuss what is involved in giving an oral presentation.

Performance and Practice

Part I – 1 – 2 days

Instructions for students	Teacher notes
Discuss that the interview needs to begin with an introduction that explains who they are, who they are interviewing and the purpose of the interview.	Explain that the interview needs to begin with an introduction that explains who they are, who they are interviewing and the purpose of the interview. Ask under what circumstances might a historical figure have been interviewed. Remind them that between 1700-1900 there were no radios or televisions. An individual could be interviewed for a newspaper or at a town-meeting.
Discuss the importance of asking questions in a chronological order.	Explain that the questions/responses that they develop should begin with the individual’s early life and following through to the end of their life, but they should not ask when they died. There can be an afterward in which the person’s death can be discussed.
Students will write an introduction, 15 questions/ responses and conclusion.	Monitor the classroom so you are available for individual help.

Part II - 1 day

Complete the Ms Word checklist with your teacher as you write a final draft.	If students do not know MS Word, work with them through the MS Word Checklist (Handout 3) so that they can write the final interview in MS Word.
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Write the final interview in MS Word and turn it in. Presentations will be the following week.	Collect student work and congratulate everyone on a great achievement by reviewing the objectives and noticing accomplishments in each area. After presentations are finished, complete the rubric on each student.
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Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. Are students “connecting” to lesson objectives? How?
5. How is this lesson “integrated”?

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. How are students performing? Are all of them able to meet 80% of the lessons objectives? If not, what am I doing to help them achieve more?

Technology

1. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?

Handouts

Hand 1 – Student Sample

Reporter Kelly Dennison: Thank you, Mrs. Adams, for taking the time for me to interview you for the New York Times.

Abigail Adams: You're welcome, I am glad to help you.

Reporter Kelly Dennison: When and where were you born?

Abigail Adams: I was born November 11, 1744 in Weymouth, Massachusetts.

Reporter Kelly Dennison: Mrs. Adams did you have a formal education?

Abigail Adams: If that means if I went to school, then no Mr. Dennison I didn't. I did learn at home, mostly I taught myself from the many books I read, my grandmother also taught me.

Reporter Kelly Dennison: When did you marry John Adams? How old were you?

Abigail Adams: Mr. Adams and I were married October 25, 1764. I was 19 when we were married.

Reporter Kelly Dennison: How many children did you and Mr. Adams have?

Abigail Adams: Mr. Adams and I had 3 sons and 2 daughters.

Reporter Kelly Dennison: What was it like being with Martha Washington while your husband when your husband was the Vice President?

Abigail Adams: I became good friends with Mrs. Washington. We put on many activities together while our husbands worked together.

Reporter Kelly Dennison: What was it like being the wife of a President?

Abigail Adams: I believe that it was a great thing that I was the wife of a President, because I think I helped change Mr. Adams career. I think this because with our ideas together we helped change peoples thoughts about women's rights.

Reporter Kelly Dennison: What do you think about women's rights?

Abigail Adams: I believe that it is wrong that married women cannot own land. Like in my letter to Mr. Adams, I wrote "Don't push such unlimited powers into the hands of the husbands. Remember all men would be tyrants if they could."

Reporter Kelly Dennison: What did you mean when you wrote that men would be tyrants if they could?

Abigail Adams: I was trying to make the point that men would rule over the women if they could, and they wouldn't let us do anything, but if women have their rights then the men can't really take over everything.

Reporter Kelly Dennison: Do you believe that the letters to your husband were just family letters or do you believe you that they changed something?

Abigail Adams: I believe that I did help change some things from the letters I have wrote, so far. If it weren't for Mr. Adams then nothing will ever change. I think that with my strong words I will change a lot in the history for women.

Reporter Kelly Dennison: When was your husband in office? Did it change your life any?

Abigail Adams: My husband was in office from 1797-1801. It did not change my life by much. I had many more duties to do.

Reporter Kelly Dennison: Did you enjoy the time you spent with your husband while he served as the 2nd President of the United States?

Abigail Adams: The time that I actually spent with Mr. Adams was mostly on business trips, but anytime with my husband and the rest of my family, was time well spent.

Reporter Kelly Dennison: Why did you join Mr. Adams in Europe in 1784?

Abigail Adams: I went to be with my husband, because I love to support him. So I would do anything to be with him and help him out.

Reporter Kelly Dennison: Do you believe that women should keep speaking their ideas as you have?

Abigail Adams: Yes, I believe that all women should speak their minds. I will speak on behalf of women in public or private.

Reporter Kelly Dennison: During the Revolutionary War what did you do?

Abigail Adams: During the war, I was a teacher for children. I did many duties for the country, since my husband was in office. The war was a hard time, because I was away from my husband for a long time, and for a loving family, that is hard.

Reporter Kelly Dennison: Do you believe that you will keep the interest of helping women's rights?

Abigail Adams: Yes, I believe that up to my dying day, I will keep fighting for women to have equal rights.

Reporter Kelly Dennison: I want to thank you again for the time you took to sit down and talk with me Mrs. Adams.

Abigail Smith Adams died in Quincy, Massachusetts, on October 28, 1818. Two years after her interview with Kelly Dennison. She died seven years before her oldest son became the 6th President of the United States. Mr. John Adams died July 4, 1826.

Activity Checklist

Handout 2

Discuss that the interview needs to begin with an introduction that explains who they are, who they are interviewing and the purpose of the interview.	
Discuss the importance of asking questions in a chronological order.	
Students will write an introduction, 15 questions/ responses and conclusion.	
Complete the Ms Word checklist with your teacher as you write a final draft.	
Write the final interview in MS Word and turn it in	



INTEGRATING TECHNOLOGY

Word I Check List for

“Interview with a Legend”

Session **Objectives:** (1) to explore Microsoft Word 2000 and apply its basic features

Skills Checklist

<input type="checkbox"/> Open Microsoft Word 2000	
<input type="checkbox"/> Navigate menu and toolbars bars (Alt-Tab; Set Up; Tool Options)	
<input type="checkbox"/> Create new document – blank document	
<input type="checkbox"/> Format text – style (bold, italic, underline)	
<input type="checkbox"/> Format text - justification	
<input type="checkbox"/> Copy / paste, Find/Replace	
<input type="checkbox"/> Insert picture from Clip Art Gallery	
<input type="checkbox"/> Insert bullets	
<input type="checkbox"/> Insert symbol	
<input type="checkbox"/> Save document as a DOC file	

Notes:

Lesson Rubric

Handout 4

Rubric for Interview With a Legend project

Criteria: specific behaviors, products, and qualities we are looking for in a student's work	In Progress	Basic	Proficient	Advanced
Historical Information	Some facts of the person's life & accomplishments are presented but are not interesting.	Several facts of the person's life are presented. Information is mostly correct but it is not very interesting or energetic.	Key facts of the person's life are presented. Information is interesting & historically accurate.	Most or all-important facts of the person's life are presented. Information is interesting, energetic & historically accurate.
Organization	The information is in an order that leaves us confused. There is no introduction or conclusion.	The information is in an order that makes sense most of the time. It is missing either the introduction or conclusion.	The information has a recognizable introduction & and conclusion with supporting details.	The information tells things in an order that works well & is interesting with a good introduction & conclusion
Writing Conventions	Mistakes really get in the way of understanding the writing. There is no real evidence that this paper has been proofread or edited.	There are numerous mistakes in the final draft.	If you had proofread the paper better, you would have caught the few remaining mistakes.	Even careful reading reveals no glaring errors. The paper reads as if you spent lots of time proofreading and editing.
Oral Presentation preparation	There is little, if any, evidence of preparation, organization or practice for the interview.	There is some evidence of preparation and organization. Notes cards were used but relied on too much.	There is evidence of preparation, organization & interest in the topic. Note cards were used, but only referred to occasionally.	There is evidence of strong preparation, organization & enthusiasm in the topic. Even though note cards were prepared, they were rarely used.
Oral Presentation delivery	The delivery is awkward & little eye contact is made. Difficult to hear.	Delivery is understandable. Eye contact is periodically made & you can be heard.	Delivery is of interest. Eye contact is made, though not maintained. You can be clearly heard by the class.	Delivery is engaging. Eye contact is made & maintained. An expressive voice is used that can be clearly heard by the audience.