



Cross Curricular Activity: Evaluating Interviews Taped Edition

Type of Teacher Tool: Whole Group, Individual Student

Targeted Grade Level(s): 5-8, 9-12

Targeted Curriculum Areas: Language Arts, Curriculum Area of Interview subject

Learning Objectives:

The learner will:

1. develop questions for an interview with a particular individual.
2. evaluate an interview conducted with that individual.
3. reflect on their own ability to conduct interviews and how this activity might have influenced their thinking and ability on this subject.

NATIONAL STANDARDS

Common Core English Language Arts Standards

Speaking and Listening—Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.6-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Speaking and Listening—Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.6-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.6-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.6-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

Resources/Materials Needed:

Video from Educate.Today website page where this Teacher Tool was found

Teacher Instructions:

1. Before students view the interview in the video above, view the interview yourself to provide your students background information on the person being interviewed, the purpose of the interview, and the audience the interview is directed toward. Based on that knowledge, have students think about what they would want to ask the person and why.
2. Let the students know that the interview had to occur within a specified time frame but could be stopped and started during that time frame and edited as desired before publication.
3. Have students consider how the time frame provided for the interview might influence what questions they would ask and the order they would ask them.
4. Have students consider how doing the interview in a taped setting rather than live in front of an audience might influence the questions they would ask and the order they would ask them.
5. As additional steps to think about potential questions to ask, students could research the person interviewed to learn more about who they are and what they do.
6. Once students have completed their research, have them develop five questions each believe would be most important to ask the person and the order in which they would ask the questions.
7. If all students in the class are participating in this activity, students could discuss their potential questions with each other to determine, as a group, the ten questions they believe would be most important and the order in which they would ask them.
8. Once students have determined their questions, have them view the interview and compare the questions they would have chosen to ask to the ones that were asked.
9. Looking once again at the audience that would be watching this interview and the time available for the interview, how would the students evaluate the questions asked?
 - a. Do they find them all appropriate? Why or why not?
 - b. Would they like to insert one or more of their questions into the interview? If so, where would they ask the question? Why at that point?
 - c. Would they choose to eliminate any of the questions asked? Do they believe one or more of their questions would have been more appropriate? If so, why?
 - d. Would they now change any of the five questions they would have asked? If so, what question would they change it to? Why?

Extension Assignment Options

1. Have students consider how their questions would change if the audience for the interview was different. What would be their top five questions if the audience was:
 - a. Adults reading an arts, culture, entertainment, science, or history magazine
 - b. TV viewers watching an arts, entertainment, culture, science or history program
 - c. Elementary, middle school, or high school students
 - d. Another audience of your choice
2. Have students consider how their questions would change if the time frame for the interview was different. What, if anything, would change if they had:
 - a. Five more minutes
 - b. Ten more minutes
 - c. Three less minutes
3. What questions do they have for the interviewer concerning the set up of the interview, why it occurred where it did, questions asked, final edit, etc.? As part of the interactive nature of Educate.Today, we welcome responses from teachers and students to what they have viewed on the website. If you'd like to e-mail any of these questions to the interviewer for his/her response, please do so at info@educate.today and put the words "Questions about Interview" in the subject

line.

Assessment/Evaluation Options

1. Student reflection/journal writing on insights gained into the interview process and how these insights might affect interviews they conduct in the future.
2. Student discussion as they evaluate the interview watched and offer their ideas about its effectiveness and any changes they would advocate for the interview.