

The Immigrant Story

Lesson 3 Models of Interviews

Social Studies/Language Arts
Grades 9-12

Overview and Purpose

Students will approach this unit with a discussion of what makes an effective story, examine and discuss models of stories, and understand what their final project will look like.

Essential Question

What makes a good interview?

Social Studies Standards

4: Individual Development and Identity:

- *How do individuals grow and change physically, emotionally and intellectually?*
- *Why do individuals behave as they do?*
- *What influences how people learn, perceive, and grow?*
- *How do individuals develop over time?*
- *How do social, political, and cultural interactions support the development of identity?*
- *How are development and identity defined at other times and in other places?*

Source: <https://www.socialstudies.org/standards/strands>

Objectives

Students will identify characteristics of effective interviews, listen to and analyze a second model of one, learn about empathetic listening, and learn how to lead an interview.

Materials

- Instructor's computer and projector
- Internet access for instructor
- Student notebooks and writing utensils or electronic devices for recording notes, documents, video clips and Google slides presentations and/or documents to accompany lessons

Lesson Plan

Activity 1: Listen to clip of a recorded interview

Teacher Guide	Student Guide
• Students will listen to a 15-minute selection or the entire 45-minute recording of this interview with journalist Rachel Ramirez, who moved to the U.S. mainland from Saipan, conducted by a high school student. They should follow along using this interview transcript. (15 or 45 minutes)	• Listen to a 15-minute or 45-minute selection of this recorded interview. Follow along using this interview transcript. Based on what you hear, be prepared to answer the question: What are the factors that make an effective interview?

Activity 2: Interview Model

Teacher Guide	Student Guide
- Students will analyze the interview clip they heard and discuss the question: What are the factors that make an effective interview? - They will share their response and further discuss what stood out to them about the interview in small groups, and then one person from each group will share a brief response with the class. (10+ minutes)	In small groups, analyze the interview clip you heard, taking notes on things that stand out to you. Further discuss factors that make an effective interview, and choose one group member to share your ideas briefly with the whole class.

Activity 3: Preparing to be an empathetic interviewer; interviewing tips

Teacher Guide	Student Guide
- Students will discuss the difference between sympathy and empathy, and view a video: Brené Brown on Empathy. (Refer to slides 6 and 7 of the document "Interview Planning.") - They may discuss examples of showing empathy from their lives or in the media. - Students will then watch a brief video with interviewing tips. Play the video "Journalism: How to Lead an Interview." Students should take notes on this and share insights in small groups. (15 minutes)	- Discuss the difference between sympathy and empathy, give examples, and share your thoughts on the short animated video. Where do you notice examples of empathy in the media? In your own life? - Watch the video "Journalism: How to Lead an Interview." Take notes on what you learn. - If there is time, discuss what you learned in small groups.

Activity 4: 1. Get informed consent and photography release signed by interview subjects. 2. Send out pre-interview survey questions.

Teacher Guide	Student Guide
- Students will reach out to their interview subject, and get the Informed Consent and Photography Release document signed. - They will send an email to their subject in which they ask questions such as these.	- Email your interview subject the Informed Consent and Photography Release form, and insure that they have signed and returned them to you. - Send an email to your interview subject in which you ask questions such as these.

Additional Notes

- Even if students were assigned to work on this project in groups initially, each individual student will be responsible for their own separate coding work, narrative outline, peer editing work and rough and final drafts of their story.

Additional Resources

- Presentation: "[Interview Planning](#)"
- Documents: "[Sample Pre-Interview Questions](#)," "[Informed Consent/Photo & Release Form](#)," and "[Rachel Transcript](#)"
- Audio file: "[Rachel Ramirez P01\(5\).mp3](#)"
- Youtube videos: "[Journalism: How to Lead an Interview](#)," and "[How to Tell a Great Story](#)"
- Websites: www.theimmigrantstory.org