

**GREAT MIGRATION 2002**  
**ORAL HISTORY/INTERVIEWING (INTRODUCTION)**  
**Revised Curriculum Package**

**Instructor:** Marlana Pugh Hamer  
**School:** James Ford Rhodes High School  
**Grade:** 9<sup>th</sup> Grade Success Academy  
**Subjects:** Freshman Seminar and English 1  
**Time:** 5 Days (85-minute Blocks daily)

**Objectives:**

- **The student will compose journal entries which relate to interview topics. (W2.1, W2.2)**
- **The student will practice active listening and interviewing skills. (S1.2, S1.4, S1.5)**
- **Working in pairs, students will interview one another; they will be required to create 10 interview questions on their own. (W2.3, S1.5)**
- **Working in pairs, students will deliver presentations about their interviews of one another. (S1.3)**
- **The student will be able to identify, then apply specific guidelines for completing successful interviews. (R3.2, S1.2, S1.4, S1.5)**
- **The student will be able to identify as well as create 5 types of interview questions (Introductory, Yes/No, Personal, Probe, Open-ended). (R3.2, R3.3, W2.3)**
- **Using a rubric, the student will be able to evaluate and discuss a student's taped interview with his grandfather. (S1.2, S1.5)**
- **The student will be able to read and analyze written interviews (R3.2, R3.3, W2.4)**

**Materials/Equipment:**

- Paper and pencil
- Interview guideline handouts (**Forms 59-1 and 61-1** from *Writing Smarter!* by **Keith Manos**), These forms can be further refined/revised by using the handouts provided by Wendy Singer and Susan Rothenberg. (See attached)
- Types of Questions for Interviews sheet (**60-1** from *Writing Smarter!*)
- Sample Interview worksheet (**60-2** from *Writing Smarter!*)
- Blackboard and/or overhead projector with transparencies
- Jacob's tape- - Student's taped interview with his grandfather
- Tape recorder
- ***Lemon Swamp and Other Places: A Carolina Memoir* by Mamie Garvin Fields with Karen Fields**

- Ethridge Carson handout and poster. (See attached handout)
- Selected Websites (*Library of Congress American Memory Project*, for example)
- *Encarta Africana* CD-ROM
- 7 or more Internet-ready computers

**Procedure:**

**Day One**

- Journal – What do you think makes you unique, different from others? Explain. Length: At least 5 sentences. (10 minutes)
- Introduction to the Week’s Lessons/Today’s Lesson on Interviewing one another. (5 minutes)
- Preparation for Class Interview – Students will first prepare 10 questions they feel are appropriate to ask their peers in a class setting: no “Yes/No” questions or overly personal ones; create questions that will allow you to really get to know the other person in a short space of time. (10-15 minutes)
- Class Interviews – Working in randomly selected pairs, students will interview one another. They must transcribe the other person’s exact responses to the questions. After the 2 interviews are complete, each pair will then create a Venn Diagram which illustrates 5 ways they are alike, and also 5 ways they are different: no obvious differences or similarities, such as age, race, or gender. Go for unique answers. Students will introduce one another tomorrow. (30-40 minutes)
- Based on what they learned about one another, each student will write a brief biographical sketch about their interviewee. (20 minutes)
- Wrap-up (5 minutes)

**Assessment/Evaluation:**

- Interview Questions
- Interview Oral and Written Responses
- Venn Diagrams
- Short Biographical Sketches

**Day Two**

- Journal – What was the most interesting thing you had in common with your interviewee? Explain why. (10 minutes)
- Review yesterday’s work. (5 minutes)
- Group Presentations – (Average class size is 25-30; allot about 5 minutes per pair) Students must introduce their partners, summarizing what was learned through their interviews as well as the creation of the Venn Diagrams. The audience (other students) will be allowed limited time to ask additional questions at the end of each presentation. (60 minutes)

- Wrap-up – Give feedback and allow students to do so as well in order to evaluate the day's activities. (10 minutes)

**Assessment/Evaluation:**

- Journals
- Group Presentations
- Student Oral Feedback/Evaluations

**Day Three**

- Journal – What interviewers do you like to watch on television (Barbara Walters, Larry King, Oprah Winfrey, etc.)? (10 minutes)
- Round Robin – Students will go around the room briefly summarizing their journal entries for today. (15 minutes)
- Brainstorming – The class will brainstorm ideas about what makes a good interviewer as well as a good interview/interviewee. A student volunteer can write the ideas on the blackboard or overhead. (15-20 minutes)
- Oral reading/Discussion – Read aloud and discuss the 2 Interview guidelines handouts (**Forms 59-1 and 61-1**) focusing on the areas they missed while brainstorming in class. (See attached handouts) (15-20 minutes)
- Press Conference – As a group, students will interview the instructor who will pretend to be a popular celebrity. It could conceivably be a “What’s My Line?” type of a press conference where through the line of questioning, the students have to guess who the teacher is supposed to be. Another option is for the instructor to let the students interview her as if they are preparing to write a press release about her. They can take notes, and eventually turn them into an actual press release. The teacher should also tape record the session so it can be played back as well as evaluated later. (15 minutes)
- Wrap-up – Homework is to complete the Sample Interview sheet (**60-2**). (See attached handout) (5 minutes)

**Assessment/Evaluation:**

- Class participation in Round Robin, Oral reading/Discussion, plus the Press Conference.
- Notes taken by the students during the Press Conference.
- Homework assignment due tomorrow.

**Day Four**

- Journal – What celebrity would you personally like to interview? Why? What are some of the main questions you would ask? (10 minutes)
- Round Robin – Students discuss round robin today's topic. (15 minutes)

- Review Days 1-3. (5 minutes)
- Jacob's tape – Following the instructor's guidelines about active listening, the students will actively listen to Jacob interview his grandfather. They will be required to take notes. (20-30 minutes)
- Evaluation – Using their notes and a rubric, students will work in groups of 2-3 evaluating Jacob's tape: Which questions worked? Which questions did not work? Overall, was it a successful interview? Why or why not? (20 minutes)
- Wrap-up – The homework assignment is for each student to select a parent or grandparent they intend to interview. Also prepare 10 or more interview questions. (5 minutes)

#### **Assessment/Evaluation:**

- Journals
- Class notes
- Small group evaluations
- Homework

#### **Day Five**

- Journal – What relative did you decide to interview in the near future? Why? What are some of the key questions you want to ask? (10 minutes)
- Review Days 1-4. The instructor will also read aloud excerpts from *Lemon Swamp and Other Places: A Carolina Memoir*. (10-15 minutes)
- Mini-lecture – Students will take notes while the instructor explains the guidelines for their first Oral History Interview Project. (15 minutes)
- Ethridge Carson handout and poster – Students will read aloud and then discuss the handout in order to better understand the recommended formats for their oral history interviews. A poster will also be displayed as well as explained by the teacher. In addition, there is a student poster sample that follows the same format. (20 minutes)
- In groups of 3-4, the students will browse suggested websites, which relate to oral history and interviewing techniques. *Encarta Africana* can also be used for these purposes. (25 minutes)
- Wrap-up – For homework, have students revise the questions they plan to ask their relatives. (5 minutes)

**Assessment/Evaluation:**

- Journals
- Class Notes
- Class discussion/participation
- Homework