

Grade _____

March, 2008

Unit Topic	Discovering self; Discovering Community
Overview	Students will learn about self, family and community and the connection among all three through interview skills.
Enduring Understanding	To better understand the relationship, role and responsibility among self, family and community.
Essential Questions (ANESU Core EQs are numbered)	What is community? What is my role within the community? What is meant by values; what are my values, and what are the values of my community?
Focusing Questions	How do I ask questions to guide a conversation toward the information that I want? What questions can I ask that will give me interesting stories or information?
ANESU Power Standards	
N/A	
Other Standards and Grade Expectations	
COMMUNICATION <i>Writing:</i> 1.9—Narrative, W7&W8—Expressive Essay, W17—Reflective Essay <i>Listening:</i> 1.13— Clarification and Restatement, 1.14—Critique <i>Expression:</i> 1.15— Speaking <i>Information Technology:</i> 1.20—Communication of Data, 1.21—Selection REASONING AND PROBLEM SOLVING <i>Questioning/Problem Solving:</i> 2.1—Types of questions, 2.2 Problem Solving Process <i>Approach:</i> 2.8 Taking Risks <i>Abstract and Creative Thinking:</i> 2.12 Flexibility, 2.13 Product/ Service <i>Relationships:</i> 3.13 Roles and Responsibilities, (3.15—Career Choices) <i>Service:</i> 4.1 Service	
Assessments	
Writing assignments Technology product: Photostory, Audio and/or video interview	
Content & Vocabulary	For content, see Learning opportunities. Community Values VoxPop

<p>Skills</p>	<p>Students will learn effective interview techniques to acquire valued information. Students will write effectively to communicate ideas. Students will use technology to share experiences and learning.</p>
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<p>Suggested Resources</p>	<p>The Folklife Center—Greg Sharrow</p> <p><i>Various Community members for interviewing:</i> (Possible beginning list below)</p> <p>Lauren Parren and computer experts in the school Farms: Cows—7 Hills Farm Organic Vegetable – Lewis Creek Farm (former student) Restaurants: Mary’s at Baldwin Creek Bobcat Café Principal of School: Andy Kepes Mr. Seibert -- Builder who uses “green” techniques: (present student’s dad) Norris Berry Farm (former student) Hospice—This organization is amazing and having them help me personally when my parents died was a life changing experience—no pun intended. Todd Goodyear (former student) Lincoln Youth Minister and frequent substitute Chris Bohjalian – author (former student connection)</p>
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<p>Learning Opportunities/ Instructional Strategies</p>	<ol style="list-style-type: none"> 1. Discuss the idea of an interview, what its purpose is and the skills of questioning, listening and follow up. 2. “People Skills” instruction such as rephrasing vs. firing out questions, silence in wait time and active listening. 3. Pair interview practice within class and then critique. 4. Assignment: Interview family member to elicit family stories revolving around “home and family”. As a class, brainstorm and evaluate possible questions. 5. After interview, write reflective essay on the experience. 6. Students share with the class their experience of interviewing. What did you learn? Discuss common values that surfaced. What matters? 7. HW assignment: Possible writing prompts: What matters to me? What is an injustice that I’ve seen or experienced? What do I care about? This (home, school, town, state, country, world) would be a better place if.... 8. Discuss idea of “public service announcements” that students will create and the possible venues: assemblies, local radio and TV stations. 9. Students will write their “announcements” perhaps using a “Unified Paragraph” structure. 10. Introduce technology: recording devices and “Flip” cameras. (Hopefully, Greg Sharrow will be able to join us at this juncture!) I will share some products from “Discovering Community” such as audio CD and Photostories developed
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as well as movies made.

11. (Because of time, space and lack of equipment, this part is still unclear in my mind, however, I am thinking that perhaps the social studies teacher will be willing to double block and that I may be able to invite people in, rather than send students out, and that each group can be comprised of 7 or 8 students per guest interviewee.)

Students will choose a community member and/ or method of recording that intrigues them. Students will individually compose 8-10 questions, and then, within the group, share possible questions in order to prepare for interview.

12. Interview day

13. Computer time to work on product.

14. Share products within class as well as at assemblies, TV and radio stations, etc.

15. Students will write about what they have thought about since the interview—any advice..., Is there anything from this experience that you want to remember and apply to your own life? What do we have in common and where do we differ? How am I living, working toward or experiencing what I see as worthy goals for my life?