

UNIT # 6 Interviewing Skills – Journalism – Radio and Print / Monologues	TIMEFRAME: 1 and a half weeks
BIG IDEA(S): Speaking: - Performing a monologue - Conducting a live interview - Listening and comprehension Reading - Reading effective interviews. - Reading fluency and oration. - Understanding different kinds of questions comprehensive questions vs. simple questions. - Comparing and contrasting different interviews. Vocabulary/Grammar: - Learning journalism jargon. - Understanding root words. - Forming words with prefixes and suffixes. - Using context clues to figure out meaning. Writing - Journalism copy interviewing - Radio broadcast interviewing scripts - Writing effective questions	ESSENTIAL QUESTIONS: - What are monologues? - How can you write an effective monologue? - Who is your audience when writing / performing a monologue in print, video, and radio? - What are effective interview questions? - What research is needed to conduct for an effective interview? - How do you analyze an interview? - What makes an effective interviewer? - How do you take notes during an interview to ask follow up questions? - How do you know interviews are authentic? - When are questions too personal? - How is listening a part of interviewing? - What is the role of a reporter? - What is body language? - What is the difference between subjectivity and objectivity?
ENDURING UNDERSTANDINGS: - Students will understand that they should articulate their tone and dictation. - Students will understand how to be an effective interviewer. - Students will understand that an interview can be for many purposes: entertainment, information, or influence. - Students will understand how to formulate effective questions for the appropriate interviewee and the interview format. - Students will understand what a monologue is and how to analyze and write one. - Students will understand how to be an effective listener as an interviewer. - Students will understand that there are different styles of interviews. - Students will understand what it is like to be an interviewee and interviewer.	
READING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: - RL.9-10.10 - SL.9-10.1
- Students will read and view effective interviews. - Students will analyze different styles of reporting. - Students will analyze open ended and close	Tier 1 Resources/Materials: http://www.acep.org/Advocacy/Effective-Media-Interview-Techniques/ http://www.nbcnews.com/id/3032608/ - Google search for famous tv and radio

ended questions. - Students will learn how to prepare for an interview by gathering knowledge through research of the interviewee and the topic. - Students will critique famous tv and radio personalities who interview. - Students will discuss and compare and contrast interviewing strategies for roundtable discussions and one on one interviewing. Students will learn the role of being a moderator or facilitator. - Students will research famous written, radio, and television monologues.	monologues.
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - W.9-10.9 - SL.9-10.1a
- Students will read interviews in periodicals to understand the purpose. - Students will read interviews to notate questions and answers. - Students will read about close ended and open ended questions. - Students will analyze what the purpose of a monologue could be in a broadcast. - Students will understand the meaning of rhetorical questions in monologues.	Tier 2 Resources/Materials: http://www.cbsnews.com/60-minutes/ http://www.nytimes.com/2004/10/12/opinion/12scanlan.html?_r=0
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - RIT.9-10.8 - W.9-10.8
- Students will research their interviewer and the topic(s) of conversation(s). - Students will summarize various interviews that they've read and watched. - Students will role play interviewing close ended and open ended questions. - Students will notate questions on different monologues they've seen or heard. - Students will identify different tones of speakers in monologues.	Tier 3 Resources/Materials: Internet search
STUDENT WORK PRODUCTS/ ASSESSMENTS: - Research developed on interviewer and topic to use for their performance interview. - Summaries of interviews read and watched analyzing the format, questions, answers, and topics. - Detailed notes on identifying monologues.	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Depending on interviewer, topics – it could be a wide range.
WRITING	RELEVANT RESOURCES/MATERIALS/CPIs

Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: W.9-10.1
- Students will write paraphrases of interviews they've watched, read, and heard. - Students will write their own open ended and close ended questions that will script an interview. - Students will write follow up questions in both open ended and close ended formats. - Students will write different versions of 2 minute monologues through various genres. - Students will research known experts on a topic in the news in order to develop a panel to interview.	Tier 1 Resources/Materials:
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - L.9-10.1 - W.9-10.1c - W.9-10.10
- Students will complete journal writing about the process of writing interview questions and what they've learned in their research. - Students will create an outline for the setup of a one on one talk show interview (when will there be breaks? What order are your questions? Who will be the guest(s)? - Students will develop a list of open ended and close ended, as well as follow up questions for their interview. - Students will create a list of open ended and close ended discussion formatted questions in order to moderate a roundtable discussion interview that draws on the strengths of each panelist.	Tier 2 Resources/Materials: - Journal
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - SL.9-10.4 - W.9-10.2b - W.9-10.5
- Students will have written at least two 2 minute monologues on two different topics. - Students will have written interview questions for a 10 minute interview. - Students will write their own outline for a 10 minute interview show.	Tier 3 Resources/Materials:
STUDENT WORK PRODUCTS/ ASSESSMENTS: Paragraph summaries of interviews	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Students may type their narrative.

researched, journals, outline notes, written interview questions.	
VOCABULARY/GRAMMAR/SKILLS	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: • L.9-10.4 • L.9-10.4c
• Students will define unfamiliar vocabulary words from the novel while silently reading. • Students will define words from new unit in Vocabu-Lit. • Students will define literary device words such as “alliteration,” repetition,” and “extended metaphors.”	Tier 1 Resources/Materials: • Teacher-made vocabulary materials • Symbolism handout (on server) • Dictionaries, Dictionary.com
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: • L.9-10.4a • L.9-10.4b
• Students will complete the assigned practice sections from unit in Vocabu-Lit, including finding synonyms and antonyms, completing the sentence, and filling in analogies. • Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet. • Students will play a review game of vocabulary words in order to apply the words to real life.	Tier 2 Resources/Materials: • Vocabu-Lit grade 9 book • Vocabu-Lit grade 9 teacher’s manual • Hypothesis sheet • “Vocabulary: How I Teach It” on Literacycookbook.com • Download Zone -> Building Robust Vocabulary
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: • L.9-10.4d
• Students will complete vocabulary quizzes to demonstrate mastery of the words. • Students will find examples of literary devices in the works read this unit. They will keep a chart on these literary devices and apply them to their own memoir speech.	Tier 3 Resources/Materials: • Vocabulary quizzes • Literary devices chart – on server
STUDENT WORK PRODUCTS/ ASSESSMENTS: • Vocabu-Lit exercises, vocabulary quiz	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: • Vocabulary review game played on ENO board
TEST PREP/ NJ ASK PREP	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: • W.9-10.7
• Students will complete vocabulary handouts on chosen vocabulary from the	Tier 1 Resources/Materials: • Teacher-made vocabulary handouts on

novel. Students will use background knowledge to participate in a discussion comparing memoirs and autobiographies.	chosen vocabulary.
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - W.9-10.1 - SL.9-10.1a
Students will complete quizzes on the chapters to demonstrate knowledge of the material and understanding of the novel.	Tier 2 Resources/Materials: Teacher-made quizzes
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - L.9-10.3a - W.9-10.2e
- Students will write a speech, a shortened memoir. - Students will speak in front of the class.	Tier 3 Resources/Materials: Student speeches
STUDENT WORK PRODUCTS/ ASSESSMENTS: Student speech, quizzes	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
SPEAKING/ LISTENING/ VIEWING	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 CPIs: SL.9-10.2
- Students will view two different self-portraits from artists and write down ten words or emotions that the art brings up in them. - Students will watch “Address at the March on Washington,” taking notes on the audience, mood, tone, and message of the speech. - Students will complete a self-reflection on their speech and presentation. - Students will listen to a reading of “The Gettysburg Address” and compare the wording and meaning to the mood the wording creates.	Tier 1 Resources/Materials: - Vincent Van Gogh’s “Self-Portrait” (http://www.vangoghgallery.com/misc/selfportrait.html) - Pablo Picasso’s “Self-Portrait” (http://pablo-picasso.paintings.name/blue-period/gallery/self-portrait.php) “Address at the March on Washington” (http://www.youtube.com/watch?v=IwoAn-FcxFw) - Student self-reflection “Gettysburg Address” (http://www.npr.org/templates/story/story.php?storyId=1512410)
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: - SL.9-10.1c - SL.9-10.1
- Students will read biographical information about Vincent Van Gogh and Pablo Picasso. Students will note analyze how the lives of these men framed their self-portraits. Students will have a class discussion about this. - Students will respond to two different students’ self-portraits. They must write two paragraphs describing the emotions they feel from the pictures and how they	Tier 2 Resources/Materials: - Biographies of Picasso and Van Gogh (found on the internet) - Literature circles prompts

see the other student. Students will participate in small group discussions about When I Was Puerto Rican using the “Literature Circles” prompts.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 CPIs: - SL.9-10.5 - SL.9-10.1b
- Students will create their own self-portrait using pictures, color and objects. They may use the computer to complete this project or use a piece of construction paper. The project must summarize how the students feel about themselves and how they view themselves. - Students will come to class having read “The Gettysburg Address” and “Address on the March on Washington.” In seminar form, students will explain why these are both considered great speeches. Students must note specific examples and quotes from the text and what literary devices are included in each speech. Preparation, participation, and thoughts will be assessed using a checklist. - Students will give a speech about a personal experience. They will have a 3-4 minute time limit and the speech must include literary devices learned in this unit.	Tier 3 Resources/Materials: - Computer - Microsoft Power Point - Self-Portrait direction sheet - Self-portrait rubric (responses included in the rubric) - Seminar checklist - Student speech
STUDENT WORK PRODUCTS/ ASSESSMENTS: Self-portrait (graded according to rubric), Student responses, seminar checklist	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: Power point, use of internet to watch videos of address and speeches
ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):	