

An Interview with a Family Member: Speaking and Listening Skills for Cultural Explorations Two Days~45 minutes each

Content Objectives:

1. TSW identify cultural events in which he or she has participated and relate that experience to the class.
2. TSW write five interview questions to ask an older friend or relative. TSW conduct an interview with an older friend or relative and retell a story from the interview to the class.

Language Objectives:

1. TSW conduct an interview with a family member and write a transcript of that interview.
2. TSW make an oral presentation retelling a story learned from the interview with a family member.

Vocabulary: culture, interview, transcribe, primary source, introduction, conclusion

Content Standards:

ELA

- Standard Two: Students write competently for a variety of purposes and audiences.
- Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.
- Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.
- Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
- Standard Seven: Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

DAY ONE: INTERVIEW PREPARATION

Anticipatory Set:

5 min

TTW will show a slide show of selected images from the New Orleans Museum of Art's permanent collection while playing Louis Armstrong music in the background. TTW ask if the images or music bring to mind any particular events from their lives. TTW tell TS that they will play a game of *Interactive Bingo* to get them thinking of cultural events they may have experienced.

Procedures:

10 min

Interactive Bingo

TTW explain the rules for the cultural Bingo game as follows: Students are to mark their boards with a bean when the event or activity that is called out is something that they have done before. After each square is called out by the teacher, one student who marked their board will be called on to tell the class about their experience. The game board will include phrases such as "Went to a crawfish boil this year" and "Went to a Mardi Gras parade this year" and "Ate red beans and rice recently." TTW give each student one Bingo game board (see Activities and Worksheets on workshop CD) and several red beans to use as markers. TTW draw pieces of paper with phrases written on them from a bowl and read them to the class.

After someone has declared Bingo the game is over. The teacher may decide to allow for a second or third place finisher in order to continue hearing stories from students. After the game, TTW ask students if there were stories told by their classmates which they would like to know more about. TTW tell students they will have the opportunity to learn more during an interview.

Guided Practice:

20 min

TTW ask students if they have ever interviewed anyone before. TTW tell students that interviews can be used as a **primary source** to find out information from another individual. TTW tell students that an important aspect of an interview is asking the right questions. TSW work in pairs and begin by looking at representations of one or two works of art from NOMA's collection. TSW work together to develop questions that may help an interviewee to recall an interesting event in their lives. TSW write down questions on a piece of paper or in a writing notebook.

TTW ask students to share some of the questions that they developed. TSW discuss why some questions would be good to ask and what kind of information might be obtained. TSW write down questions **or** TTW type

student's questions on a digital document and then print copies for students.

Independent Practice:

10 min

TSW select 2 or 3 images from NOMA's collection to use as a conversation starter. (Images may be provided as photocopies or on a class website). TSW develop a series of 5 questions to ask an older relative in an interview.

Closure:

5 min

Homework Assignment

TSW conduct a written interview with an older friend or relative. Interviews should be due two to three days later so that students will have time to meet with their relative and complete the interview. TTW explain that we will want to get permission from each interviewee and that a permission form (see sample below) should be signed. Information obtained in the interviews will be used to make a class presentation.

DAY TWO: ORAL PRESENTATION

Anticipatory Set:

5 min

TTW draw an item from the Louisiana Bingo game out of a bowl and ask TS if it reminds them of a story that they learned during an interview. TSW come to the front of the class and share a short story with the class (this may be a student's own or a family tale). TTW offer constructive criticism after the student's presentation ("I like the way you are looking at the class as you tell this story." "Please speak up when addressing the group.")

Guided Practice:

10 min

TTW ask students what makes a good presentation when speaking to a group. TTW respond and TTW write the answers on the board (TTW prompt students so that all of the following responses are listed: speak clearly and loudly, make eye contact with the group, speak in concise sentences, have a clear topic, include an introduction and conclusion). TTW give each student a worksheet on which to outline their presentation (see Worksheets and Activities on workshop CD). TSW take out their notes from their interview and outline their presentation. If the presentation will be graded, TTW provide TS with a checklist or rubric for assessment.

Independent Practice:

20 min

TSW work in small groups of 4 – 6 students to prepare and present individual oral presentations. Each student will give a presentation to their small group and the group will offer constructive criticism. TTW move throughout the classroom to see as many presentations as possible. (Presentations may be delivered to the entire class on multiple days).

Closure:

5 min

TTW ask one or two students to give their presentation to the entire class. When appropriate, TTW display the reproduction of a work from NOMA's collection on the board. TSW make comments and ask questions of the presenter.

Materials

Day 1

Louisiana Bingo game board (see CD)

Red beans

Selection of works from NOMA's collection (digital or color photocopies)

Permission for interview (see sample below)

Day 2

Presentation Worksheet (see CD)

Digital images of selected art works

Assessment:

TTW monitor students during the Bingo game and call on different students to share their experiences. The interviews conducted with family members can be collected and graded with a checklist or rubric for writing questions, writing answers and following directions. The interviews may be graded with a checklist or rubric.

Accommodations:

Interviews can be conducted in the classroom only among students. Students may record interviews on a recording device. Students can work in pairs.

Suggested works for this project:

Brown Pelican from *Birds of America*, 1828 - 1838, John James Audubon

Battle of New Orleans, 1815, Jean Hyacinthe de Laclotte

We Stand Together, George Rodrigue

Milk Vendor, Abraham Willemsens

Restrained, Deborah Butterfield

Interview Release Form

Name of person being interviewed:

Place of interview (include parish):

Name of interviewer:

Date of interview:

I understand that this interview is part of a class project and will be seen only by the students and teachers of_____. I give my permission that this interview may be used for educational purposes.

Please **do** **do not** use my name (circle one).

Signature of Interviewee

Date