

Lesson Title: "To Listen is to Learn:" Interviewing Individuals for Personal History Research Project

Class	ENL English 9-10 for intermediate proficiency (WIDA levels 2.5-4.0+)
Timeline	1 day 83-minute lesson or 2 day, 45-minute lessons
IN ELA 9-10 Standards	<p>9-10.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p> <p>9-10.SL.2.4 Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
SWBAT	Student will be able to lead an interview with an adult using student-created questions.
Inquiry Questions	<p>Why is listening an act of love?</p> <p>Why is it important to ask good questions?</p> <p>What can we learn about ourselves and our personal history from others?</p>
Bellringer	<p>Silent Walking Discussion</p> <ol style="list-style-type: none"> Post these questions at five different stations: <ol style="list-style-type: none"> What makes a good listener? Who is someone (famous or not, dead or alive) you would love to have dinner with? What is a question you wish your friends would ask you? What is a question you wish your parents would ask you? What is a question you hate getting? For ~5 minutes, have students walk around and silently write their responses on post-it notes to each question.. Once everyone has responded to each question, count students off by 5, then have each group gather around a different question and discuss.
Lesson	<ol style="list-style-type: none"> Transition back to whole class by having each group share out 3 interesting post-it notes at their station. Allow for student responses/questions. Watch clip(s) from "Arab Indianapolis: A Hidden History" PBS documentary <ol style="list-style-type: none"> St. George's church members (~13:00-24:00) Edward Curtis, Samia Alajlouni, and Hiba Alalami in the kitchen cooking Arab food (~44:22-52:00) If time permits, watch interview clip(s) from StoryCorps <ol style="list-style-type: none"> Example 1: A Teen Asks Her Mom: 'When Can I Wear The Hijab?' Example 2: Longing For The Home She Left Behind: One Woman Reflects On The Refugee Experience Led by teacher, discuss/share out/talk about the importance of listening and asking good questions when interviewing someone. <ol style="list-style-type: none"> ASK: Students, what did you observe the interviews doing? What kind of questions did they ask? <ol style="list-style-type: none"> Focus on the importance of HOW and WHY questions to yield thoughtful, full-sentence responses Why is listening an ESSENTIAL life skill? DEVELOP as a class 5 student created questions for interviewing someone older about their journey to the US; you can do this on a whiteboard OR a document (designate 1 student as scribe). <ol style="list-style-type: none"> Some questions you all might develop: <ol style="list-style-type: none"> How did you/your family make the decision to immigrate? How did you feel when you arrived to the US? Why did you decide to come to Fishers, Indiana?

Activity/ Practice	<ol style="list-style-type: none">1. Pair up students.2. Explain that students will practice interviewing someone and being interviewed. Tell students that responses should be in complete sentences.3. Utilizing the questions developed as a class, have students interview one another and practice.<ol style="list-style-type: none">A. After a few minutes, have students change roles and practice again.
Deliverable	<p>Explain assignment to class. Every student will interview ONE family member OR community member about their journey to Fishers, IN (the US) that is at least 10 years older than the student. They will ask 8 questions, 5 created by the class, then 3 questions of their own.</p> <p>Deliverable: Student will submit one ≥ 5-minute audio file OR video interview + 1-paragraph reflection on the experience.</p>