


Community and Civic Participation  
Unit plan by Michael Freydin

<p><b>Essential Question:</b> What do our communities need, and what are our roles in supporting our communities? How are communities from all over the world alike and/or different? To what extent should people be involved in the affairs of their community members? What are the basics of interviewing?</p>	
<p><b>Topic:</b> Voices of the 2020 Pandemic</p>	<p><b>Skill:</b> Point of View</p>
<p><b>Focus Question:</b> How did the COVID-19 pandemic affect individuals in various communities within the United States?</p>	
<p><b>Higher Order Thinking Question:</b> What would make a person residing in a community feel a sense of belonging to, or isolation from their community?</p>	
<p><b>Materials and Resources:</b> Students will use the following websites to help create a visual understanding of their communities and neighborhood in years past, and how the COVID-19 pandemic has affected both communities and individuals.</p> <ul style="list-style-type: none"> <li>• <a href="#">Street Photos of NYC from the 1980s</a></li> <li>• <a href="#">Demographic Data</a></li> <li>• <a href="#">Street Art Confronts the Pandemic</a></li> </ul> <p><b>Pulitzer Center Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The COVID-19 Writers Project (C19WP)</a></li> <li>• <a href="#">Looking for America</a></li> <li>• <a href="#">Photo Essay: CRISIS</a></li> <li>• <a href="#">Portrait of a Pandemic: Lao Artist Mourns Sense of Community During Coronavirus</a></li> <li>• <a href="#">Portraits of a Pandemic: E. Kensington Cafe Owner Finds a Window to Business Survival</a></li> <li>• <a href="#">Portraits of a Pandemic: This West Philly High School Teacher Struggles to Reconnect With Her Students</a></li> <li>• <a href="#">Portraits of a Pandemic: How This Philly Pastor Is Steering Her Flock and Family Through the Uncertainty of Coronavirus</a></li> <li>• <a href="#">Puerto Ricans in the US Live in Counties With the Highest Possibility of COVID-19 Infection and Death</a></li> <li>• <a href="#">Photo Essay: Behind Veil and Breathing Mask</a></li> <li>• <a href="#">Can This Crisis Be Used to Build a Better Future in Argentina?</a></li> <li>• <a href="#">Kimberly: A Young Woman's Story of Isolation in SF's Mission District</a></li> </ul>	
<p><b>Mini Lesson to prepare students for this unit:</b> How can young historians determine a subject's point of view and evaluate their argument for the effects of the COVID-19 pandemic on local populations?</p>	
<p><b>Background:</b> Journalism can play multiple roles at different times: it can inform, educate, inspire, and motivate people. It can expose corruption, spark conversations, understanding, and reflection about our very different and shared experiences as humans. It can allow people to see something or someone from a different perspective, or a new light.</p>	

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<b>Day One: What makes up a community?</b>	
<b>Notes to Teacher</b>	<p><b>Goal 1:</b> Connecting Pictures to Themes  <b>Goal 2:</b> Connecting Articles to Themes</p>
<b>Formative Assessment</b>	<p><b>Goal 1:</b> What can I learn from this story? What questions can I ask about these themes?  <b>Goal 2:</b> Now that I know what questions I can ask, whom can I ask these questions? How would I go about finding a person or source to help me learn about this theme?</p>
<b>Warm-up</b>	<p><u>Utilize Visual Thinking Strategies as applied to Pulitzer Center photographic artifacts.</u></p> <ol style="list-style-type: none"> <li>1. Take a few moments to examine the photograph below. What details do you notice? What details would <b>not</b> have been there last year?</li> <li>2. What is the story we can visualize behind this image? What's going on in this picture?</li> </ol> <p><i>If the student needs to elaborate to make their statement clearer ask:</i></p> <ol style="list-style-type: none"> <li>3. What makes you say that?</li> </ol> <p><i>If the conversation comes to a halt you may ask:</i></p> <ol style="list-style-type: none"> <li>4. What else can we find? <i>Answers will vary.</i></li> </ol> <p><u>Anticipated Answers:</u></p> <ul style="list-style-type: none"> <li>- I see a woman in a mask; I see a woman in front a school building; There are very few people; I would expect there to be a lot more people in front of a school during the day; This is probably because of the pandemic, because she is wearing a mask and there are few people out.</li> </ul> <div style="text-align: center;">  </div> <p style="text-align: center;"><small>"Untitled." Image by Mateo Ruiz González. United States, 2020.</small></p>
<b>Connections</b>	<ul style="list-style-type: none"> <li>- In past lessons, we have learned of immigrant groups coming to the United States.</li> <li>- We have learned that while they came at different times, and from different places, there was similarity in the reasons why many immigrant groups migrated here.</li> <li>- We also learned that some immigrant groups made choices to</li> </ul>

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	<p>remain close to members of certain groups, and to re-establish or reinvent their communities in the United States.</p> <ul style="list-style-type: none"> <li>- Today, we will begin to learn how certain global events, such as the COVID-19 pandemic, can challenge what it means to be a part of a community, how communities themselves are affected, and how individuals whose voices may have been historically underreported are coping with these events.</li> </ul>
<b>Contextual Model</b>	<ol style="list-style-type: none"> <li>1. Read the article included below from Portrait of a Pandemic, which is the project that also featured the image from the warm up.</li> <li>2. As students read they should consider the following:             <ul style="list-style-type: none"> <li>○ What can I learn from this story? What questions can I ask about these themes?</li> <li>○ Now that I know what questions I can ask, whom can I ask these questions? How would I go about finding a person or source to help me learn about this theme?</li> </ul> </li> <li>3. Focus on Point of View skills.</li> <li>4. Model Activity through think-alouds and read-alouds.</li> <li>5. Inform students that they will be engaging in a similar activity, creating a collaborative Padlet.</li> </ol> <p>Article: <a href="#">Portrait of a Pandemic: Lao Artist Mourns Sense of Community During Coronavirus</a> by Errin Haines</p>
<b>Quick Check</b>	<p><u>Ask:</u> When Vilayphonh says that the pandemic “affects your identity and what you can and can’t be proud of,” what kinds of things does she have in mind?</p> <p><u>Anticipated answer:</u> Student responsiveness will be gauged as they respond to questions posed throughout introduction to see what connections they are making to their prior knowledge.</p>
<b>Work Period</b>	<p>Individually and in groups, students will:</p> <ul style="list-style-type: none"> <li>● Task 1: Listen and Learn: teacher introduction to the topic;</li> <li>● Task 2: Engage: read secondary sources (links below) from which they will learn about the effects of COVID-19 on individuals and on communities in Philadelphia, PA.</li> <li>● Task 3: Evaluate: relevant information from provided sources.</li> <li>● Task 4: Students will reflect on how the pandemic is influencing their families, drawing conclusions on how their experiences are similar and/or different from the people featured in the article they read. They will also use the articles to evaluate who makes up a community, and then to think about who makes up THEIR community.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">Portraits of a Pandemic: E. Kensington Cafe Owner Finds a Window to Business Survival</a></li> <li>● <a href="#">Portraits of a Pandemic: This West Philly High School Teacher</a></li> </ul>

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	<p><a href="#">Struggles to Reconnect With Her Students</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Portraits of a Pandemic: How This Philly Pastor Is Steering Her Flock and Family Through the Uncertainty of Coronavirus</a></li> </ul>
<b>Formative Assessment</b>	<p>Exit Slip</p> <ol style="list-style-type: none"> <li>1. Goal 1: What can I learn from this story? What questions can I ask about these themes?</li> <li>2. Goal 2: Now that I know what questions I can ask, whom can I ask these questions? How would I go about finding a person or source to help me learn about this theme?</li> </ol>
<b>Share Out</b>	<ul style="list-style-type: none"> <li>- Today we learned about the isolating effects of COVID-19 on communities.</li> <li>- We also learned about how many individuals are struggling to maintain a connection during an isolating time.</li> <li>- This is important to know because we as student journalists must question and redefine what it means to be a community, an individual in such a community, and what support we can offer other individuals.</li> </ul>
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Imagine your own family and your own community.</li> <li>2. What similar themes did you recognize when reading the experiences of individuals from today's artifacts?</li> <li>3. Do you think these themes will be found in other communities, and by other individuals? Explain your reasoning.</li> </ol>
<b>Homework</b>	<p><u>Higher Order Thinking Question:</u> What policies could nations enact to address issues brought up in this unit?</p>

<b>Day Two: How do people experience things within the community?</b>	
<b>Notes to Teacher</b>	<p><b>Goal 1:</b> Connecting Pictures to Themes  <b>Goal 2:</b> Connecting Articles to Themes</p>
<b>Formative Assessment</b>	<p><b>Goal 1:</b> What can I learn from this story? What questions can I ask about these themes?  <b>Goal 2:</b> Now that I know what questions I can ask, whom can I ask these questions? How would I go about finding a person or source to help me learn about this theme?</p>
<b>Warm-up</b>	<p><u>Utilize Visual Thinking Strategies as applied to Pulitzer Center photographic artifacts.</u></p> <ol style="list-style-type: none"> <li>1. Take a few moments to examine the photograph below. What details do you notice? What details would <b>not</b> have been there last year?</li> <li>2. What is the story we can visualize behind this image? What's going</li> </ol>

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	<p>on in this picture?  <i>If the student needs to elaborate to make their statement clearer ask:</i></p> <p>3. What makes you say that?  <i>If the conversation comes to a halt you may ask:</i></p> <p>4. What else can we find? <i>Answers will vary.</i></p> <p><u>Anticipated Answers:</u>          I see a firetruck; I see an ambulance; They are taking a sick man away; He is awake but he has a mask on; The EMT also seems to have face protection on; I think this is during the COVID-19 pandemic, they are taking a sick man away to the hospital in an ambulance because he may have coronavirus; Before this year, people being taken to hospital did not have to wear masks.</p>  <p><small>"Morning Call." Image by Mateo Ruiz González. United States, 2020.</small></p>
<p><b>Connections</b></p>	<ul style="list-style-type: none"> <li>- In past lessons, we have learned of immigrant groups coming to the United States.</li> <li>- We have learned that while they came at different times, and from different places, there was similarity in the reasons why many immigrant groups migrated here.</li> <li>- We also learned that some immigrant groups made choices to remain close to members of certain groups, and to re-establish or reinvent their communities in the United States.</li> <li>- Today, we will begin to learn how certain global events, such as the COVID-19 pandemic, can challenge what it means to be a part of a community, how communities themselves are affected, and how individuals whose voices may have been historically underreported are coping with these events.</li> </ul>
<p><b>Contextual Model</b></p>	<ol style="list-style-type: none"> <li>1. Read the first half of the article <a href="#">"AP Road Trip: Racial Tensions in America's 'Sundown Towns.'"</a> <ol style="list-style-type: none"> <li>a. Focus on Point of View skills.</li> <li>b. Guide students in considering what they learn about the impact of COVID-19 on the community profiled in the article, and to compare that to the ways their communities have been affected.</li> <li>c. Model Activity through think-alouds and read-alouds.</li> </ol> </li> <li>2. Inform students that they will be engaging in a similar activity, creating a collaborative Padlet.</li> </ol>

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<b>Quick Check</b>	<p><u>Ask</u>: When Victoria Vaughn says “You can feel them looking at you, feel them staring,” she said. “I’ve never had anybody say anything (racist) to me in Vienna, but I’ve definitely felt the way they felt about me,” what do you think she means? What kind of experience is that for her? Have you ever felt this kind of experience in your own life?</p> <p><u>Anticipated answer</u>: Student responsiveness will be gauged as they respond to questions posed throughout introduction to see what connections they are making to their prior knowledge.</p>
<b>Work Period</b>	<p>Individually and in groups, students will:</p> <ul style="list-style-type: none"> <li>● Task 1: Listen and Learn: teacher intro to topic;</li> <li>● Task 2: Engage: read secondary sources from which they will learn about the effects of COVID-19 on individuals and on communities.</li> <li>● Task 3: Evaluate: relevant information from provided sources.</li> <li>● Task 4: Students will review reporting from different parts of the world that look at how families have been affected by the virus, and how they are adapting.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">Looking for America</a></li> <li>● <a href="#">Puerto Ricans in the US Live in Counties With the Highest Possibility of COVID-19 Infection and Death</a></li> <li>● <a href="#">Photo Essay: Behind Veil and Breathing Mask</a></li> <li>● <a href="#">Can This Crisis Be Used to Build a Better Future in Argentina?</a></li> </ul>
<b>Formative Assessment</b>	<p>Exit Slip</p> <ol style="list-style-type: none"> <li>1. Goal 1: What can I learn from this story? What questions can I ask about these themes?</li> <li>2. Goal 2: Now that I know what questions I can ask, whom can I ask these questions? How would I go about finding a person or source to help me learn about this theme?</li> </ol>
<b>Share Out</b>	<ul style="list-style-type: none"> <li>- Today we learned about the isolating effects of COVID-19 on minority communities</li> <li>- We also learned about how race and class and income affect these communities in ways that other communities may not have to experience</li> <li>- This is important to know because we as student journalists must question and redefine what it means to be a community, an individual in such a community, and what support we can offer other individuals.</li> </ul>
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Imagine your own family and your own community.</li> <li>2. What similar themes did you recognize when reading the experiences of individuals from today’s artifacts</li> <li>3. Do you think these themes will be found in other communities, and by other individuals? Explain your reasoning.</li> </ol>

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Homework	<u>Higher Order Thinking Question:</u> What policy could nations enact to address issues brought up in this unit?
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Day Three: How do individual people experience things within the community?	
Notes to Teacher	<p><b>Goal 1:</b> Connecting Pictures to Themes  <b>Goal 2:</b> Connecting Articles to Themes</p>
Formative Assessment	<p><b>Goal 1:</b> What can I learn from this story? What questions can I ask about these themes?  <b>Goal 2:</b> Now that I know what questions I can ask, whom can I ask these questions? How would I go about finding a person or source to help me learn about this theme?</p>
Warm-up	<p><u>Utilize Visual Thinking Strategies as applied to Pulitzer Center photographic artifacts.</u></p> <ol style="list-style-type: none"> <li>1. Take a few moments to examine the photograph below. What details do you notice? What details would <b>not</b> have been there last year?</li> <li>2. What is the story we can visualize behind this image? What's going on in this picture?</li> </ol> <p><i>If the student needs to elaborate to make their statement clearer ask:</i></p> <ol style="list-style-type: none"> <li>3. What makes you say that?</li> </ol> <p><i>If the conversation comes to a halt you may ask:</i></p> <ol style="list-style-type: none"> <li>4. What else can we find? <i>Answers will vary.</i></li> </ol> <p><u>Anticipated Answers:</u>            I see a house; I see a window with a message on it; It says New York Strong; It is supposed to be an inspirational message; I saw these during the COVID-19 quarantine, kind of like "we will get through this."</p>  <p><small>"Maujer St." Image by Mateo Ruiz González. United States, 2020.</small></p>
Connections	<ul style="list-style-type: none"> <li>- In past lessons, we have learned of immigrant groups coming to the United States.</li> <li>- We have learned that while they came at different times, and from different places, there was similarity in the reasons why many</li> </ul>

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	<p>immigrant groups migrated here.</p> <ul style="list-style-type: none"> <li>- We also learned that some immigrant groups made choices to remain close to members of certain groups, and to re-establish or reinvent their communities in the United States.</li> <li>- Today, we will begin to learn how certain global events, such as the COVID-19 pandemic, can challenge what it means to be a part of a community, how communities themselves are affected, and how individuals whose voices may have been historically underreported are coping with these events.</li> </ul>
<b>Contextual Model</b>	<ol style="list-style-type: none"> <li>1. Read the first half of the article "<a href="#">Kimberly: A Young Woman's Story of Isolation in SF's Mission District</a>" by Sindya Bhanoo and Lola Nogueer.</li> <li>2. Focus on Point of View skills, with a specified focus on how artistic expression can be used to humanize and personalize a greater community experience.</li> <li>3. Model Activity through think-alouds and read-alouds.</li> <li>4. Inform students that they will be engaging in a similar activity, creating a collaborative Padlet.</li> </ol>
<b>Quick Check</b>	<p><u>Ask:</u> When Kimberly says "Every Tuesday, we get free food. Fresh fruit, vegetables, milk, eggs. It helps." What do you think she means? What kind of experience is that for her? Have you ever felt this kind of experience in your own life?</p> <p><u>Anticipated answer:</u> Student responsiveness will be gauged as they respond to questions posed throughout introduction to see what connections they are making to their prior knowledge.</p>
<b>Work Period</b>	<p>Individually and in groups, students will:</p> <ul style="list-style-type: none"> <li>● Task 1: Listen and Learn: teacher intro to topic;</li> <li>● Task 2: Engage: Students read the rest of the article below from which they will learn about the effects of COVID-19 on an individual.</li> <li>● Task 3: Evaluate: relevant information from provided sources to consider how the experiences of individuals reflect the experiences of a community.</li> <li>● Task 4: Students will compare what they learn about other parts of the world to their own experiences. (If no one is sick, what measures did adults take? What was the fear of infection)?</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">Kimberly: A Young Woman's Story of Isolation in SF's Mission District</a></li> <li>● If there is time, students could also review the following resource: "<a href="#">Alone in a Pandemic: 'I Am Used to Living Alone, but I Miss My Chats, My Cafecitos and Talking About My Memories.'</a>"</li> </ul>
<b>Formative</b>	Exit Slip


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<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Goal 1: What can I learn from this story? What questions can I ask about these themes?</li> <li>2. Goal 2: Now that I know what questions I can ask, whom can I ask these questions? How would I go about finding a person or source to help me learn about this theme?</li> </ol>
<b>Share Out</b>	<ul style="list-style-type: none"> <li>- Today we learned about the isolating effects of COVID-19 on minority communities in San Francisco</li> <li>- We also learned about how race and class and income affect these communities in ways that other communities may not have to experience</li> <li>- This is important to know because we as student journalists must question and redefine what it means to be a community, an individual in such a community, and what support we can offer other individuals.</li> </ul>
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Imagine your own family and your own community.</li> <li>2. What similar themes did you recognize when reading the experiences of individuals from today's artifacts</li> <li>3. Do you think these themes will be found in other communities, and by other individuals? Explain your reasoning.</li> </ol>
<b>Homework</b>	<p><u>Higher Order Thinking Question:</u> What policy could nations enact to address issues brought up in this unit?</p>

<b>Day Four: How can art be used to express the <i>effects</i> on the community, but also to <i>affect</i> the community?</b>	
<b>Notes to Teacher</b>	<p><b>Goal 1:</b> Connecting Pictures to Themes  <b>Goal 2:</b> Connecting Articles to Themes</p>
<b>Formative Assessment</b>	<p><b>Goal 1:</b> What can I learn from this story? What questions can I ask about these themes?  <b>Goal 2:</b> Now that I know what questions I can ask, whom can I ask these questions? How would I go about finding a person or source to help me learn about this theme?</p>
<b>Warm-up</b>	<p><u>Utilize Visual Thinking Strategies as applied to Pulitzer Center photographic artifacts.</u></p> <ol style="list-style-type: none"> <li>1. Take a few moments to examine the photograph below. What details do you notice? What details would <b>not</b> have been there last year?</li> <li>2. What is the story we can visualize behind this image? What's going on in this picture?</li> </ol> <p><i>If the student needs to elaborate to make their statement clearer ask:</i></p> <ol style="list-style-type: none"> <li>3. What makes you say that?</li> </ol>

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	<p><i>If the conversation comes to a halt you may ask:</i></p> <p>4. What else can we find? <i>Answers will vary.</i></p> <p><u>Anticipated Answers:</u>          I see a large mural on a wall; It says “Forgive Me Jesus”; It has Bible images and Jesus holding up a man; But I also see “Jesus was Black period” in spray paint graffiti at the bottom; I think this may have been during the 2020 BLM marches across the country; I would not have seen this graffiti on this wall before the marches, but in 2020 in many communities there was more focus on black identity.</p>  <p style="text-align: center;"><small>“Jesus Was Black.” Image by Mateo Ruiz González. United States, 2020.</small></p>
<p><b>Connections</b></p>	<ul style="list-style-type: none"> <li>- In past lessons, we have learned of immigrant groups coming to the United States.</li> <li>- We have learned that while they came at different times, and from different places, there was similarity in the reasons why many immigrant groups migrated here.</li> <li>- We also learned that many people were affected by the recent COVID-19 pandemic, which has affected individuals and communities alike.</li> <li>- Today, we will learn how art can be used to express the effects on the community, but also to affect the community.</li> </ul>
<p><b>Contextual Model</b></p>	<ol style="list-style-type: none"> <li>1. Discuss the main artistic ideas behind Soap Bear, Hippie Bear; Healthcare Hero; and Pure’ll Gold, which are presented in the article <a href="#">Street Art Confronts the Pandemic</a> by Charu Suri.</li> <li>2. Focus on Main Idea/Central Idea skills. Remind students that artists, like journalists, make choices as to what they put into their creations, as well as what they leave out. These choices are made intentionally to communicate stories and ideas</li> <li>3. Model Activity through think-alouds.</li> <li>4. Inform students that they will be engaging in a similar activity, creating a collaborative Padlet.</li> </ol>
<p><b>Resources</b></p>	<p><a href="#">Street Art Confronts the Pandemic</a></p>
<p><b>Quick Check</b></p>	<p>In the work Healthcare Hero, why do you think the subject is drawn with wings? What message is the artist trying to send here?</p>

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<b>Work Period</b>	Individually and in groups, students will: <ul style="list-style-type: none"> <li>● Task 1: Listen and Learn: teacher intro to topic;</li> <li>● Task 2: Engage: read secondary sources from which they will learn about the effects of COVID-19 on individuals and on communities.</li> <li>● Task 3: Evaluate: relevant information from provided sources.</li> <li>● Task 4: Students create a project that reflects their learning, in the form of a collaborative Padlet.</li> </ul>
<b>Summative/Formative Assessment</b>	Students create a project that reflects their learning, in the form of a collaborative Padlet. <ul style="list-style-type: none"> <li>● Padlet must demonstrate what students have learned about the effects of COVID-19 on individuals and on communities.</li> <li>● Images that compare and contrast the experiences of their families and the experiences of a family from another part of the world.</li> <li>● Padlet must include picture and caption from something you have learned either:             <ul style="list-style-type: none"> <li>○ from the stories you have read</li> <li>○ from interviewing members of your family or of your community.</li> </ul> </li> </ul>
<b>Share Out</b>	Looking at your Padlet, what are the themes you have highlighted? What readings or stories have touched you the most? Why do you think you were able to connect to those voices?
<b>Closing</b>	Inspired by a story you explored, students describe or create a project that highlights an under-reported story about the impact of COVID on families in their communities.
<b>Homework</b>	<u>Higher Order Thinking Question:</u> What policy could nations enact to address issues brought up in this unit?

### Day Five: Optional Extension to conduct an interview

**Writing Situation:** Throughout this year we are studying how the United States related to its immigrant and native populations. We evaluate our own place in history, and in our nation's history. As we continue this year, you will be documenting this history, through various projects. For this project, students will describe how individuals – possibly members of underrepresented groups in their communities– have been affected by the COVID-19 pandemic crisis. Through the process of interviewing, you will discover how your interview subjects connect to this pandemic differently than to any other major historical event. Your informant may be a family member, a friend, a relative, someone you meet in your neighborhood.

**Task:** Identify a person in your community who you can interview about how their lives have been impacted by the COVID-19 pandemic. Interview your informant for at least an hour. You may consult your informant again later if you want to, and he or she is willing. You may want to record the interview, so you can focus on the conversation without having to write extensive

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notes. If so, ask beforehand if your informant is comfortable with being recorded, and comply with his or her wishes. Do not pressure anyone to be recorded. If your informant generalizes about what people in their culture do, or what Americans do, try to get specific examples or stories from their personal experience. The idea is to learn enough to briefly outline your informant's story, and more importantly, his or her observations about life in the country he or she came from, his or her impressions about the US, and how they are related. Ask your parents/guardian some or all of the following questions to get an understanding of their experiences.

**Preparing for an Interview:** A good interviewer tries to avoid Yes or No questions. A good interviewer uses two different kinds of questions, each with an appropriate purpose. Closed-ended questions have specific answers, such as "I was ten years old." Open-ended questions have non-specific answers; they often invite the teller to tell more stories.

Examples of closed-ended questions:	Examples of open-ended questions:
"Did you like school?" "What was your sister's name?" "How old were you when you got your first job?"	"What were some things you liked about school?" "What sorts of games did you and your sister play?" "What was it like for you to stop school to go to work?"

Closed-ended questions are useful for extracting particular information. If the interviewer is confused about when something happened, a closed-ended question gets the answer quickly. Open-ended questions start the flow of conversation. They are more useful to elicit stories.

<b>Practicing Interview Skills</b>	<ol style="list-style-type: none"> <li>1. Brainstorm 10 questions you would ask the interview subject in your upcoming assignment.</li> <li>2. Share your questions with the class to create a grand list.</li> <li>3. Turn to a partner in your group. Practice your interview skills by using the guided practice sheet.</li> <li>4. Reverse roles and have your partner interview you.</li> </ol>
<b>Objective</b>	Increase communication skills and research a family member by way of an interview.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Review the steps that are needed to interview a person.</li> <li>2. Select a family member (preferably not your immediate family – an uncle or aunt, grandparent, etc.).</li> <li>3. Follow the steps discussed to conduct a productive interview. Develop questions that are directed toward a major event in that person's life (i.e., a move to a new location, involvement in a war, or their part in starting an organization, Childhood memories of growing up, an older relative that they knew as a child, etc.) This may be done by telephone if the person does not live nearby. Be sure you arrange convenient time for them.</li> </ol>

*This unit was created by Michael Freydin as part of the fall 2020 Pulitzer Center Teacher Fellowship program on Media, Misinformation, and the Pandemic.*

	4. Record your answers and be prepared to share your information about this person. Twelve questions at minimum.
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**Differentiation, Scaffolding, and Workshop Model Seating:** Group seating grouping and placement-based upon Prosper pretest and post-test skills assessments, behavioral needs, linguistic needs, IEP goals, baseline assessment, and conferencing. An engaging and interactive introduction will be given. Introduction may include visual components to engage students who need visual stimuli. Visual components may include handouts or organizers.

ELL/IEP/FELL/SIFE students may receive a Vocabulary in Context or embedded definitions. Students may receive differentiated reading. ICT/SETTS teachers may instruct selected groups. Varying academic levels: individual writing time to allow students to progress at their own ability level. Auditory learners: encourage small-group discussion to create notes for information.

**Extension Activity** for Early Finishers may include Extended Reading.

- [Waiting for a Kidney During a Pandemic](#): This is a very specific story about a woman who is waiting for a kidney transplant.

Scaffolding	Class 1	Class 2	Class 3	Class 4	Class 5
Identified by pretest data, students not proficient in central idea may receive <b>main idea</b> scaffolded support.					
Identified by pretest data, students not proficient in determining the meaning of words /phrases may receive <b>vocabulary</b> in context.					
<b>Un-scaffolded</b>	All other students	All other students	All other students	All other students	All other students