

- **Teacher's Name:** Sara Cieslewicz
- **School/City/State**
  - Susquehannock High School, Glen Rock, PA
- **Title of Lesson Plan or Unit**
  - Interviewing Basics and Profile Article Practice
- **Overview and Rationale**
  - Journalism students need to record facts and quotes accurately in order to properly represent a person's true self in a profile article. This lesson gives students information and insight on how to research and prepare before an article, what stellar interview questions are, how to create a conversational atmosphere with their interviewee, and how to use material given to write an eccentric profile article.
- **Goals for Understanding**
- **Essential Questions**
  - Where do stories come from?
  - What is the importance of balance and accuracy in stories?
  - How does a reporter find and use sources correctly for a story?
  - What's the best way to record the information one gathers for a story?
  - How is an interview successfully prepared for, planned out, and executed?
  - What qualifies as a good quote, and what are the different ways to use them?
  - What are the AP guidelines for punctuation and capitalization of quotes?
  - What are attributions, and what is their importance?
- **Critical Engagement Questions**
  - PA State Standard(s)/Assessment Anchors Addressed:
  - Reading/Writing/Editing: CC.11-12. R.I. 10, CC. 11-12. W.4-6, CC.11-12.W.8, CC.11-12. W.10, CC.11-12.L.2-2.b, CC.11-12.L.3-4.d
  - Staff Collaboration: CC.11-12. SL. 1-1.d, CC.11-12.SL. 2-3

- **Resources/Materials (List all materials/audio-visual needs.)**
  - Reporter Notebooks, recorders, pens/pencils, computers to type interview questions/articles, Google Doc accounts to share for peer editing purposes (could always just print these out for peer editing), Smart Board to project examples

- **Overviews and Timeline**

- ***Activity 1 (Two 50-minute class)***

- Students will understand via short lecture/class discussion (After reading the Reporting Basics chapter in Tim Harrow's "Inside Reporting"):

Reporters must take good notes (focusing on sight, sound, action, and emotion) to write a story, listening, interpreting, observing, and evaluating prior to writing.

To interview successfully, reporters plan all stages of the interview ahead of time; types of interviews include in person (the best way to interview), by phone (for quick interviews or confirmation of facts), by e-mail (a last resort because of the inability to see and hear the source), or at press conferences.

Reporters must use quotes to make stories more believable and human; the four ways to use quotes are direct quotes, indirect quotes, paraphrase, partial quote, and dialogue.

Reporters must follow the AP guidelines on punctuation and capitalization of quotes.

Through attribution, journalists cite their sources so that readers understand that the writers didn't fabricate the information.

Opinions, quotes and facts that are not common knowledge must be attributed. Obvious facts that we all observe don't need to be attributed.

- Students will watch the teacher demonstrate a proper interview with another teacher or student to show proper procedures using the recorder, asking questions in a conversational manner, taking notes, and verifying information.
- Students will be assigned a student they do not know well to write a profile article on.
- Students will brainstorm a list of 25 interview questions (no yes or no questions) and will have these approved by the teacher in terms of quality.
- Students will practice using the recorder prior to starting their interview
- ***Activity 2 (Two 50-minute classes)***
- Students will begin at least one interview from the two (reciprocal) interviews.

- Once finished, the other partner will interview the first.
- Students will transcribe all notes from their recorder onto a Word document.
- Students will analyze “what is the story? What is an interesting facet/fact about this person that I could write a profile on?”
- Students will be given the chance to ask more questions if need be to fill in any holes or find more information.
- **Activity 3 (Two 50-minute classes)**
- Afterward, students will begin writing their first draft (on a computer). Students will peer edit with three other students (not the one they interviewed with three different drafts).
- Once finished running their article through the peer editing system, students will discuss their fourth draft with the teacher.
- Based on this meeting’s conversation, students will make final edits to their article.
- Students will share their final drafts with the student they profiled, as well as with the rest of the class for feedback and ideas (what worked and what did not).
- **Assessment**
- Students will hand in the following for a grade: their interview questions, transcribed notes, multiple drafts attached to their final draft.
- **References Recommended**
- *Inside Reporting: A Practical Guide to Journalism by Tim Harrower 2<sup>nd</sup> Ed.*
- *Online Learning Center Resources: (access granted after purchase)*
- [http://highered.mcgraw-hill.com/sites/0073378917/information\\_center\\_view0/](http://highered.mcgraw-hill.com/sites/0073378917/information_center_view0/)