Community Helpers Interview with Third Grade: An Oral History Class Activity  
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ACTION PLAN FOR INTERVIEWING (API)  
Oct. 2009 Teacher’s Workshop  
Library of Congress: Teaching with Primary Sources Program  
California University  
Instructors: Roberts / Lonich
§ I. STANDARDS AND REFERENCES

Reading, Writing, Speaking and Listening
http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf
1.4.3.B: Write informal pieces
1.4.8.B: Use primary and secondary sources

Career Education and Work
13.1.3.E: Describe the work done by school personnel and other individuals in the community.

§ II. INQUIRY-BASED LEARNING MODEL (IBLM)

This oral history activity uses the following IBLM:

- **Ask**- In small groups of 3-4, students will brainstorm what types of jobs are in their communities and we will list them.

- **Investigate**- Students will research a community helper of their interest (from the previously generated list the students came up with while brainstorming in their groups) using job descriptions provided by the teacher along with encyclopedias.

- **Create**- Students will develop interview questions based on the community helper of their choice.

- **Discuss**- Students will ask their questions of the community helper interviewee and take notes on what was discussed.

- **Reflect**- Students will share what they learned about their community helper through a presentation to the class.

§ III. DESCRIPTIVE WALK-THROUGH OF MY ACTIVITY

As part of a community helper unit in third grade, students will create a brochure about a community helper of their choice. They will obtain their information about the community helper to add to their brochure through an interview.
1. For the ask section of the IBLM, students will brainstorm a list of community helpers at the beginning of their community helper unit in small groups of three-four.

2. After all groups have shared their list of community helpers, each student will choose a community helper that interests him/her the most. Once their interviewee is selected, the teacher will provide students with a generic biographical data form that includes: name, age, and job title.

3. The students will be required to do research on their community helper to base their interview questions on. The students will use the library and can use books about community helpers or any books that may describe the job they chose to research. The students will also be allowed to use websites approved by the school district.

3a. The students will need to find the various data for their initial research, including: location of job, brief job description, job history, and the need for this type of job in the community. The research process will be conducted over two, forty-five minute periods during two school days. This represents the investigate section of the IBLM.

4. We are going to look at the types of community helpers we have in our community. After initial research is completed, I would like each of you to create a brochure about your community helper to advertise this type of job. The teacher will be directing the students on how to set-up a brochure. This will be a ‘working’ brochure. Meaning,
this is a rough draft of your brochure. Students will first include the research that you have already completed on your brochure. This information will go at the top of your brochure. Students will be told to leave big enough spaces at the bottoms of their brochures or enough columns to include the new information they will gather when they conduct their interview.

5. The teacher will model how to create interview questions from the student collected research. The teacher will prepare a mock brochure and conduct a mock interview with another teacher. This will be done because many students this age have likely never witnessed the interview process. After the mock interview is completed, the teacher will explain to the students that their questions should be based on their research. This represents the create section of the IBLM.

What follows is a list of steps for how to create interview questions:

- The teacher will present some example questions. (What is your official job title? What do you do during a typical work day at your job? Are you required to wear a special uniform? Did you need to attend college to obtain your job?)

- The students should also be aware that some of their questions can be personal to build a personal relationship with the interviewee. Example questions of this will be shown to the students as well. (Why did you choose this job? How long
have you worked at your job? What to you like/dislike the most about your job? What was something that got you interested in your job?)

- The students may use these questions once presented. Make them aware that they need to come up with their own questions as well.

- The students will brainstorm questions and the teacher will check if they are appropriate to ask their community helper.

- The students will be taught what is an appropriate question to ask the interviewee without offending them. They will be advised to not get too personal by asking questions, such as: family life, house, car, etc. Questions that could be appropriate would be things about a favorite hobby, favorite food, if they have any pets, etc.

6. Community Helper Week is an annual part of the curriculum so the interview spot will have been pre-determined. The interviews will be conducted in the library. The interviewees will be contacted prior to this week as well, so they can set aside time to be interviewed. The interviews will all be face-to-face interviews. The teacher and principal will be in the library with the students while the interviews are going on to help any child if needed. If some of the students have the same community helper, the students will simply wait to have their turn to have the chance to interview
their community helper. The interviews will last no longer then ten minutes.

7. The students will conduct their interviews with their community helper. This is the time where they ask their questions they created. The students will write down the answers to their questions as they are asking their questions so they can fill out more information on their brochures. During the interview the students will be expected to act appropriately and to be dressed properly. This represents the discuss section of the IBLM.

§ IV. MY ASSESSMENT TOOL

The students will be assessed on two separate items; both are included. They will be assessed on their brochure about the community helper they interviewed and they will also be assessed in the interview itself. Rubrics are provided for both of these activities so students know what is expected of them. The brochure (see Appendix A) will be presented to the class when they are completed. All information gathered from the interview should be included in the brochure. Once the brochure is presented to the class, the brochure will be turned into the teacher to be graded according to the rubric.

The interviews will be assessed by the teacher monitoring the students while they are conducting the interviews (see Appendix B. The teacher will walk around and grade students according to the
rubrics as the interviews are taking place. This represents the reflect section of the IBLM.
## Making A Brochure: Community Helper

### Appendix A: Brochure

#### Category: Writing Organization
- **4 (Excellent)**: Each section in the brochure has a clear beginning, middle, and end.
- **3 (Above Average)**: Almost all sections of the brochure have a clear beginning, middle and end.
- **2 (Good)**: Most sections of the brochure have a clear beginning, middle and end.
- **1 (Poor)**: Less than half of the sections of the brochure have a clear beginning, middle and end.

#### Category: Writing Grammar
- **4 (Excellent)**: There are no grammatical mistakes in the brochure.
- **3 (Above Average)**: There are no grammatical mistakes in the brochure after feedback from an adult.
- **2 (Good)**: There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.
- **1 (Poor)**: There are several grammatical mistakes in the brochure even after feedback from an adult.

#### Category: Spelling & Proofreading
- **4 (Excellent)**: No spelling errors remain after one person other than the typist reads and corrects the brochure.
- **3 (Above Average)**: No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.
- **2 (Good)**: No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.
- **1 (Poor)**: Several spelling errors in the brochure.

#### Category: Content Accuracy
- **4 (Excellent)**: All facts in the brochure are accurate.
- **3 (Above Average)**: 99-90% of the facts in the brochure are accurate.
- **2 (Good)**: 89-80% of the facts in the brochure are accurate.
- **1 (Poor)**: Fewer than 80% of the facts in the brochure are accurate.

#### Category: Attractiveness & Organization
- **4 (Excellent)**: The brochure has exceptionally attractive formatting and well-organized information.
- **3 (Above Average)**: The brochure has attractive formatting and well-organized information.
- **2 (Good)**: The brochure has well-organized information.
- **1 (Poor)**: The brochure's formatting and organization of material are confusing to the reader.
<table>
<thead>
<tr>
<th>Sources</th>
<th>Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.</th>
<th>Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.</th>
<th>Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.</th>
<th>Sources are not documented accurately or are not kept on many facts and graphics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Gained</td>
<td>All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.</td>
</tr>
<tr>
<td>Graphics/Pictures</td>
<td>Graphics go well with the text and there is a good mix of text and graphics.</td>
<td>Graphics go well with the text, but there are so many that they distract from the text.</td>
<td>Graphics go well with the text, but there are too few and the brochure seems &quot;text-heavy&quot;.</td>
<td>Graphics do not go with the accompanying text or appear to be randomly chosen.</td>
</tr>
</tbody>
</table>
Appendix B: Interview

Interview: Community Helper

Teacher Name: Ms. Diethorn

Student Name: ________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 (Excellent)</th>
<th>3 (Above Average)</th>
<th>2 (Good)</th>
<th>1 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labeling</td>
<td>The student put the date of the interview, place of the interview, full name</td>
<td>The student included the date of the interview, place of the</td>
<td>The student included the date of the interview and full name of</td>
<td>The student forgot to put the date of the interview OR the full name of the person being</td>
</tr>
<tr>
<td></td>
<td>of the person being interviewed, and the full name of the person being</td>
<td>interview on the videotape, audiotape, or report.</td>
<td>the person being interviewed on the videotape, audiotape, or</td>
<td>being interviewed on the videotape, audiotape, or report.</td>
</tr>
<tr>
<td></td>
<td>interviewed on the videotape, audiotape, or report.</td>
<td></td>
<td>report.</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Student can accurately answer several questions about the person who was</td>
<td>Student can accurately answer a few questions about the person</td>
<td>Student cannot accurately answer questions about the person</td>
<td>Student interrupted or hurried the person being interviewed AND forgot to thank the person.</td>
</tr>
<tr>
<td>Gained</td>
<td>was interviewed and can tell how this interview relates to the material being</td>
<td>who was interviewed and can tell how this interview relates to</td>
<td>who was interviewed was interviewed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>studied in class.</td>
<td>the material being studied in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politeness</td>
<td>Student never interrupted or hurried the person being interviewed and thanked</td>
<td>Student rarely interrupted or hurried the person being</td>
<td>Student rarely interrupted or hurried the person being</td>
<td>Several times, the student interrupted or hurried the person being interviewed AND forgot</td>
</tr>
<tr>
<td></td>
<td>them for being willing to be interviewed.</td>
<td>interviewed and thanked them for being willing to be</td>
<td>interviewed, but forgot to thank the person.</td>
<td>to thank the person.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interviewed, but forgot to thank the person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td>Before the interview, the student prepared several in-depth AND factual questions to ask.</td>
<td>Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.</td>
<td>Before the interview, the student prepared several factual questions to ask.</td>
<td>The student did not prepare any questions before the interview.</td>
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<td>-------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Notetaking</td>
<td>The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. Notes were added to immediately after the interview so facts were not lost.</td>
<td>The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. No additional notes were taken.</td>
<td>The interviewer took notes during the interview, but did so in a way that interrupted the &quot;flow&quot; of the interview. Additional notes may, or may not, have been taken.</td>
<td>The interviewer took no notes during or after the interview.</td>
</tr>
</tbody>
</table>