ACTION PLAN FOR INTERVIEWING
“THE FIRST THANKSGIVING?”

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DURATION: 3 HOURS
OCTOBER 18, 2010
SUBJECT AREA/COURSE
- English & Social Studies

PA TEACHING STANDARDS
- Reading, Writing, Speaking, and Listening
  1.2.3.D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers

- Arts and Humanities
  9.2.3.K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling - plays, oral histories - poetry, work songs - blue grass).

- History
  8.1.4.C. Identify a specific research topic and develop questions relating to the research topic

MATERIALS
- Book: If You Were At... The First Thanksgiving by Anne Kamma one per every two students
- Picture of Pilgrims landing on Plymouth Rock and description of what happened
  - http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html
- Question words visual aid

INQUIRY-BASED LEARNING
I will use an Inquiry-Based Learning Model (IBLM) with the following components:
- Ask... the students to think about the First Thanksgiving
- Create... an interview for a pilgrim
- Investigate... what happened on the First Thanksgiving
- Discuss... what was found
- Reflect... on personal findings/ teacher rubric
DESCRIPTION OF PROCEDURES

I would use this Action Plan for Interviewing around the Thanksgiving Holiday. The main goal of my activity is to have students learn through research the experience of the pilgrims and their first thanksgiving while becoming better writers through the use of an interview.

To introduce my lesson, I will start by reading sections from the book: *If You Were At... The First Thanksgiving* by Anne Kamma. A few sections a feel that would be good to introduce would be “How it all began,” “Why the pilgrims wanted to celebrate,” and “What was the first thing pilgrims did to get ready.” I would then ask the students what they thought it would be like to have been a pilgrim during The First Thanksgiving. After writing down answers on the board, I will introduce to the students the six questions words; who, what, where, when, why, and how.

Using a visual aid of these six questions words, I will have the students start thinking about questions they would like to ask about the First Thanksgiving. I will use a think aloud to model how to develop questions to get information needed about pilgrims. For example, “Who celebrated the First Thanksgiving?” “Why did they want to celebrate?” “When did the First Thanksgiving happen?” I will then allow the students to create a minimum of 15 questions they would like to use to interview a
pilgrim. They would have to have at least one question using each of the question words discussed. I would also inform them that the deeper the question, the better the answer will help them in continuing their project.

After creating their interview questions and their questions are approved by me, I will allow each student to pair up (either on their own or teacher directed) and use the book *If You Were At... The First Thanksgiving* by Anne Kamma, the website http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html to investigate their answers, and other sources to answer their questions.

The students will then, on their own, discuss what they found by writing a composition on The First Thanksgiving. They will have to use their questions and answers found to create their composition. The students will follow the writing process to create their composition. This composition will teach students to be better writers through the use of creating interview questions.

Before presenting their work, each student will use a rubric that will be used to grade their project reflecting what they have. The rubric will also then be used by the teacher to give a final grade reflecting off of the student’s work.
## ASSESSMENT

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<tbody>
<tr>
<td><strong>Interview Questions</strong></td>
<td>Has a who, what, when, where, how, and why question</td>
<td>Has 5 out of 6 questions</td>
<td>Has 4 out of 6 questions</td>
<td>Has 3 out of 6 questions</td>
<td>Has 2 out of 6 questions</td>
<td>Has 1 or less questions</td>
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<tr>
<td><strong>Minimum of 15 questions</strong></td>
<td>Has 14-12 questions</td>
<td>Has 11-9 questions</td>
<td>Has 8-6 questions</td>
<td>Has 5-3 questions</td>
<td>Has 1 or no questions</td>
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<tr>
<td><strong>Group work</strong></td>
<td>Works great with partner</td>
<td>-</td>
<td>-</td>
<td>Struggles with partner</td>
<td>-</td>
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<tr>
<td><strong>Composition</strong></td>
<td>Includes much information gathered through interview</td>
<td>-</td>
<td>Includes a decent amount of gathered information</td>
<td>-</td>
<td>Includes little gathered information</td>
<td>Composition not complete</td>
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