



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 3: Lesson 1

Writing Interview Questions



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

I can interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.6.11)

I can conduct short research projects to answer a question. (W.6.7)

I can use several sources in my research. (W.6.7)

I can refocus or refine my question when appropriate. (W.6.7)

Supporting Learning Targets

- I can interpret an excerpt of a poem and make connections between it and other texts I have read.
- I can write interview questions that will provide me with the information I need in my newspaper article.

Ongoing Assessment

- Exit Ticket: Interview Questions



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (3 minutes)</p> <p>B. Connecting the Ideas in Texts: Introducing a Poem (17 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing Eyewitness Accounts in the Model Newspaper Article (10 minutes)</p> <p>B. Writing Interview Questions (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket (5 minutes)</p> <p>4. Homework</p> <p>A. Read your independent reading book.</p>	<ul style="list-style-type: none">• In this lesson, students work in triads to write interview questions for a hypothetical eyewitness of the 1906 San Francisco earthquake and fire. Students will be using these questions to guide them in finding the information they need from first-person accounts in the next few lessons. Ensure students understand that journalists interview real people, but as the earthquake and fire happened more than 100 years ago, most of the people who experienced it are no longer alive, so this isn't an option. (In fact, students may be interested to know that there only one two survivors left, one of whom is 112 years old).• Students will be using the questions they record on their exit tickets in the next lesson, so ensure you either collect them or have students store them for reference in the next lesson.• To address RL.6.11, at the beginning of the lesson students read a stanza of a poem written by an eyewitness of the earthquake and discuss how it is connected to the other texts they have read about the earthquake so far. Only one stanza has been chosen because this poem is complex and detailed analysis would take more time than is available. This stanza has also been chosen because of the connections to other texts the students have read and will read in the next few lessons.• In preparation for Lesson 2, organize Research Folders (see Supporting Materials of Lesson 2). Each triad needs a research folder and there should be enough of each article in the research folder for one per student. There should also be a glossary for each article, one per team.• Post: Learning targets.



Lesson Vocabulary	Materials
aesthetically pleasing; despoiled, toiled	<ul style="list-style-type: none">• Stanza 9 of “Poem of the Earthquake” (one per student and one for display)• Stanza 9 Close Reading Guide (for teacher reference)• Word-catcher (distributed in Units 1 and 2; students may need a new one)• Excerpts of “Comprehending the Calamity” (from Unit 2)• <i>Dragonwings</i> (book; distributed to students in Unit 1)• Connecting Texts anchor chart (new; teacher created; see supporting materials)• Connecting Texts anchor chart (answers, for teacher reference)• Performance Task Prompt for the 1906 San Francisco earthquake and fire (from Unit 2, Lesson 1)• Model newspaper article: “Sandy wreaks havoc across Northeast; at least 11 dead” (from Unit 2, Lesson 12)• Model newspaper article eyewitness accounts (for teacher reference)• Scrap paper (one piece per student)• Exit Ticket: Interview Questions (one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can interpret an excerpt of a poem and make connections between it and other texts I have read.” * “I can write interview questions that will provide me with the information I need in my newspaper article.” • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What do you think you will be doing in this lesson? Why?” • Select volunteers to share their ideas. Listen for them to explain that they are going to be reading a poem and then writing interview questions, because journalists often prepare questions for eyewitnesses before they interview them. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
<p>B. Connecting the Ideas in Texts: Introducing a Poem (17 minutes)</p> <ul style="list-style-type: none"> • Tell students that the 1906 San Francisco earthquake and fire was such a big disaster that many people wrote eyewitness accounts about it, like Emma Burke; it featured in novels like <i>Dragonwings</i>; and people also wrote poems and plays about it. • Display and distribute Stanza 9 of “Poem of the Earthquake.” Tell students this is an excerpt of a long poem written by a woman who was an eyewitness of the earthquake. • Read the poem and invite students to follow along silently in their heads. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What is this stanza about? How do you know?” • Select volunteers to share their ideas. Listen for them to explain that the stanza is about how the earthquake and fire destroyed people’s homes and their belongings, as well as killed people. 	<ul style="list-style-type: none"> • Consider grouping ELL students who speak the same first language to enable them to have a deeper discussion about the poem.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Use the Stanza 9 Close Reading Guide (for teacher reference) to guide students through the stanza in order to better understand the poem. • Invite students to record unfamiliar words on their Word-catcher. • Ask students to refer to their excerpts of “Comprehending the Calamity” from Unit 2 and Chapter 9 of the novel <i>Dragonwings</i> to discuss in triads: <ul style="list-style-type: none"> * “How are these texts connected? How do the experiences of Eliza Pittsinger compare to Emma Burke’s and Moon Shadow’s? What is similar about their experiences of the immediate aftermath earthquake?” • Select volunteers to share their responses. Record students’ ideas on the Connecting Texts anchor chart. Refer to the Connecting Texts anchor chart (answers, for teacher reference) for the kind of responses to guide students toward. 	

Work Time	Meeting Students' Needs
<p>A. Analyzing Eyewitness Accounts in the Model Newspaper Article (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to reread the Performance Task Prompt for the 1906 San Francisco earthquake and fire. Focus on the bullet that says the newspaper article must contain different perspectives: eyewitness accounts. Ask students to discuss in triads: <ul style="list-style-type: none"> * “What are eyewitness accounts? Why are they important in newspaper articles?” • Select volunteers to share their responses. Listen for students to explain that eyewitness accounts are quotes from people who actually saw and experienced the event. So their newspaper articles must contain quotes from people who actually saw and experienced the 1906 San Francisco earthquake and fire. • Display the model newspaper article: “Sandy wreaks havoc across Northeast; at least 11 dead.” Ask students to reread it to remind themselves of what it is about. • Tell students they are going to work in triads to underline the eyewitness accounts in a different color from the one they used to underline the factual information in the previous lesson. • Model this on the displayed newspaper article. Ask students: <ul style="list-style-type: none"> * “Where are the eyewitness accounts?” 	<ul style="list-style-type: none"> • Modeling what students are going to do helps to ensure that all students understand what is expected of them during independent work time. • If students have been grouped homogeneously, focus your attention on those triads who need additional support reading the text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Select one volunteer to share his or her responses. In a different color from the one used in the previous lesson, underline the eyewitness account suggested by the student on the displayed model newspaper article. Use the model newspaper article eyewitness accounts (for teacher reference) as a guide. • Invite students to work in triads doing the same thing with the rest of the article, marking up their own copies. • Circulate to support triads. Ask guiding questions: <ul style="list-style-type: none"> * “Is this an eyewitness account? How do you know?” • Refocus the whole group. Cold call students to share with the class the eyewitness accounts they underlined. Underline appropriate responses on the displayed article. Refer to the model newspaper article eyewitness accounts (for teacher reference) to guide students toward what should be underlined. • Ask students to look over all of the eyewitness accounts and discuss in triads: <ul style="list-style-type: none"> * “Why have these eyewitness accounts been included? What is their purpose in the article?” * “How much of the article is eyewitness accounts?” * “Are all of the eyewitness accounts from the same person? Why not?” • Select volunteers to share their responses with the whole group. Listen for students to explain that the eyewitness accounts have been included to give readers an emotional connection to the disaster and make them want to read on. Also listen for students to explain that there are only a few eyewitness accounts in the article and they are from different people—which provides different perspectives of the event. • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What can you learn from this for planning your newspaper articles about the 1906 San Francisco earthquake and fire?” <p>Cold call students to share their responses. Listen for students to explain that their newspaper articles must include eyewitness accounts of the disaster from a few different people in order to give readers an emotional connection to the disaster and compel them to read more of the article.</p>	<ul style="list-style-type: none"> •



Work Time (continued)	Meeting Students' Needs
<p>B. Writing Interview Questions (10 minutes)</p> <ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* “How do you think journalists get the quotes they need for their newspaper articles?”• Select volunteers to share their answers. Listen for students to explain that the journalists interview eyewitnesses.• Explain to students that in order to interview eyewitnesses, journalists first need to write questions that will help them find out the information they need to know.• Tell students that in this lesson they are going to write interview questions to ask eyewitnesses of the San Francisco earthquake and fire. It is important to make it clear here that students will not be interviewing real survivors of the earthquake, as almost all of those people are no longer alive; instead they will be using the questions they write to guide them as they read first-person accounts over the next few lessons.• Ask students to discuss in triads:<ul style="list-style-type: none">* “What makes a good interview question for eyewitness?”• Select volunteers to share their responses. Listen for students to explain that interview questions are:<ul style="list-style-type: none">– Precise: They get the eyewitness to tell you exactly what you need to know.– Open rather than closed: Closed questions require only yes or no answers, which do not gain much information and they “put words into the mouth” of the eyewitness.– Draw out emotions: They encourage the eyewitness to describe how the experience made him/her feel. This will be compelling for readers.• Record these on the board for students to refer to throughout the rest of the lesson.• Remind students of the prompt question:<ul style="list-style-type: none">* “How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?”	<ul style="list-style-type: none">• Asking students to help you generate criteria can ensure they have a firm understanding of what is expected of their work.• Some students may benefit from saying their questions aloud to you before recording them.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to think about this question:<ul style="list-style-type: none">* “Imagine you could talk to a survivor of the 1906 San Francisco earthquake—what would you ask that person to help you answer the prompt question? Refer to the criteria you developed for an effective interview question.”• Invite students to work together in triads to write three interview questions that fulfill the criteria on the board on scrap paper. <p>Circulate to support those students who may need assistance recording their ideas.</p>	<ul style="list-style-type: none">•
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Invite students to record the three questions their triad wrote on Exit Ticket: Interview Questions for reference in the next lesson.	<ul style="list-style-type: none">• Exit tickets are a good way to assess student learning in the lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book.	



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Supporting Materials



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Stanza 9 of “Poem of the Earthquake”

By Eliza A. Pittsinger

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<http://www.sfgenealogy.com/sf/history/1906/hgpoem.htm>



Stanza 9 Close Reading Guide
For Teacher Reference

(9 minutes)

Parts of the Poem	Teacher Directions
<p>1. It was the drama of the World;</p> <p>2. Our treasures were to ruin hurled</p> <p>3. Despoiled of all their glory—</p>	<p>(4 minutes)</p> <ul style="list-style-type: none"> • Ask students to discuss in triads: • * “What do you think she means by a ‘drama of the World?’ How do you know?” • Cold call students for their responses. Listen for and guide them to understand that it means it was a very significant world disaster. • Focus students on the second and third lines of the stanza and explain that <i>despoiled</i> means violently removed. Ask them to discuss in triads: • * “So what do you think the second and third line of the stanza mean?” • Select volunteers to share their answers. Listen for students to explain that it means their belongings were ruined as they were thrown around in the earthquake.
<p>4. Like horses wild the fires leapt</p> <p>5. The people toiled and many wept</p> <p>6. For those who ‘mid the ruins slept,</p> <p>7. But who shall tell the story?</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> • Tell students that the word <i>toiled</i> means to work extremely hard. • Ask students to discuss in triads: • * “Why did the people toil and weep?” • Cold call students for their responses. Listen for them to explain that the people worked to free other people from the ruins and they wept for the people who died. • Ask students to discuss in triads: • * “What does she mean in Line 6? Does she mean people were sleeping in the ruins?”



Stanza 9 Close Reading Guide
For Teacher Reference

Parts of the Poem	Teacher Directions
	<ul style="list-style-type: none">• Select volunteers to share their responses with the whole group. Listen for students to explain that it means people had died in the earthquake and their bodies were trapped in the ruins.• Ask students to discuss in triads:• * “What does the question in the final line suggest?”• Cold call students to share their responses with the whole group. Listen for them to explain that it suggests that so many people died in the earthquake and fire that there weren’t many left to tell the story.



Connecting Texts Anchor Chart

Text	Connections



Connecting Texts Anchor Chart
Answers, For Teacher Reference

Text	Connections
Stanza 9 of “Poem of the Earthquake”	<ul style="list-style-type: none">• It can be inferred that both Eliza Pittsinger and Moon Shadow in <i>Dragonwings</i> share the point of view that the earthquake and fires were upsetting and disturbing. Both describe death and the way that people worked hard to save others from the ruins.• Both Eliza Pittsinger and Emma Burke describe the way people lost their things; however, Eliza Pittsinger is more dramatic in her descriptions because her writing is a poem rather than an informative piece like Emma Burke’s.



Model Newspaper Article Eyewitness Accounts
For Teacher Reference

Sandy wreaks havoc across Northeast; at least 11 dead

By Matt Smith, CNN

updated 1:32 AM EDT, Tue October 30, 2012

(CNN)—Though no longer a hurricane, “post-tropical” superstorm Sandy packed a hurricane-sized punch as it slammed into the Jersey Shore on Monday, killing at least 11 people from West Virginia to North Carolina and Connecticut.

Sandy whipped torrents of water over the streets of Atlantic City, stretching for blocks inland and ripping up part of the vacation spot’s fabled boardwalk. The storm surge set records in Lower Manhattan, where flooded substations caused a widespread power outage. It swamped beachfronts on both sides of Long Island Sound and delivered hurricane-force winds from Virginia to Cape Cod as it came ashore.

Sandy’s wrath also prompted the evacuation of about 200 patients at NYU Langone Medical Center.

“We are having intermittent telephone access issues, and for this reason the receiving hospital will notify the families of their arrival,” spokeswoman Lisa Greiner said.

In addition, the basement of New York’s Bellevue Hospital Center flooded, and the hospital was running off of emergency backup power. Ian Michaels of the Office of Emergency Management said the main priority is to help secure additional power and obtain additional fuel and pumps for the hospital.

The storm hit near Atlantic City about 8 p.m. ET, the National Hurricane Center reported. It packed 80-mph winds at landfall, down from the 90 mph clocked earlier Monday.

Superstorm Sandy's wrath

“I’ve been down here for about 16 years, and it’s shocking what I’m looking at now. It’s unbelievable,” said Montgomery Dahm, owner of the Tun Tavern in Atlantic City, which stayed open as Sandy neared the Jersey Shore. “I mean, there’s cars that are just completely underwater in some of the places I would never believe that there would be water.”



Model Newspaper Article Eyewitness Accounts
For Teacher Reference

Dahm’s family cleared out of Atlantic City before the storm hit, but he says he stayed put to serve emergency personnel. At nightfall Monday, he said the water was lapping at the steps of his restaurant, where a generator was keeping the lights on.

The storm had already knocked down power lines and tree limbs while still 50 miles offshore and washed out a section of the boardwalk on the north end of town, Atlantic City Mayor Lorenzo Langford told CNN. He said there were still “too many people” who didn’t heed instructions to evacuate, and he urged anyone still in town to “hunker down and try to wait this thing out.”

“When Mother Nature sends her wrath your way, we’re at her mercy, and so all we can do is stay prayerful and do the best that we can,” Langford said.

And in Seaside Heights, about 30 miles north of Atlantic City, Police Chief Thomas Boyd told CNN, “The whole north side of my town is totally under water.”

Mass transit grinds to a halt

In New York, lower Manhattan’s Battery Park recorded nearly 14-foot tides, smashing a record set by 1960’s Hurricane Donna by more than 3 feet. The city had already halted service on its bus and train lines, closing schools and ordering about 400,000 people out of their homes in low-lying areas of Manhattan and elsewhere.

Flooding forced the closure of all three of the major airports in the area, LaGuardia, John F. Kennedy, and Newark Liberty. Water seeped into subway stations in Lower Manhattan and into the tunnel connecting Lower Manhattan and Brooklyn, while high winds damaged a crane perched atop a Midtown skyscraper under construction, forcing authorities to evacuate the surrounding area.

New York Mayor Michael Bloomberg told reporters there was an “extraordinary” amount of water in Lower Manhattan, as well as downed trees throughout the city and widespread power outages.

“We knew that this was going to be a very dangerous storm, and the storm has met our expectations,” he said. “The worst of the weather has come, and city certainly is feeling the impacts.”



Model Newspaper Article Eyewitness Accounts
For Teacher Reference

The storm was blamed for more than 2.8 million outages across the Northeast. About 350,000 of them were in the New York City area, where utility provider Con Edison reported it had also cut power to customers in parts of Brooklyn and Lower Manhattan to protect underground equipment as the storm waters rose.

But as water crept into its substations, Con Ed said it had lost service to about 250,000 customers in Manhattan—including most of the island south of 39th Street.

Taken from : <http://news.blogs.cnn.com/2012/10/29/hurricane-sandy-strengthens-to-85-mp/>