



Grandparent Interview

Resource ID#: 25950 Primary Type: Lesson Plan

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Students will interview a grandparent, relative, or friend on their perspective of a famous event in history and write a news article based upon the interview. They will also do research on the event, using a variety of sources, to develop questions to ask during the interview. Students will type their paper and submit it for peer review before giving a final copy to their teacher. The teacher will then create a newspaper template on a word processor and compile a complete newspaper for the class to enjoy!

Subject(s): English Language Arts	Grade Level(s): 6
Intended Audience: Educators	Suggested Technology: Computers for Students, Internet Connection
Instructional Time: 7 Hour(s)	Freely Available: Yes
Resource supports reading in content area: Yes	Instructional Component Type(s): Lesson Plan , Assessment , Formative Assessment
Keywords: oral history, journalism, twentieth century history, research, interview, interviewing	
Instructional Design Framework(s): Direct Instruction , Cooperative Learning	
Resource Collection: CPALMS	

PEDAGOGY

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Nature of Instructions: [Direct Instruction](#), [Cooperative Learning](#)
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PUBLIC REMARKS

By Reviewer 1

For the lesson "Grandparent Interview," the authors recommended certain ELA CCSS for grades 6-7, but CPALMS reviewers have aligned additional standards in which students were actively practicing those skills based on the descriptions given for the provided activities. Based on the content and rigor of the lesson, CPALMS reviewers have aligned this lesson with sixth grade.

SOURCE AND ACCESS INFORMATION

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Related Standards

Name	Description
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[LAFS.6.W.1.2:](#)

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

[LAFS.6.W.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[LAFS.6.W.2.6:](#)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[LAFS.6.W.3.9:](#)

- a. **Apply grade 6 Reading standards to literature** (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- b. **Apply grade 6 Reading standards to literary nonfiction** (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

[LAFS.6.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

[LAFS.6.SL.1.1:](#)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

[LAFS.68.WHST.1.2:](#)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.