

## Teacher Notes



# Documenting an Elder's Journey

## Activity 2 Interviewing an Elder and Writing a Narrative

### ***Activity Overview***

Students will interview an elder (parent, relative, person in the community) outside of the school environment using questions developed in this activity.

### ***Tip***

The portability of the TI-83 Plus, paired with the TI External Keyboard, makes it an ideal tool for conducting interviews outside of the classroom. Remind students to charge their devices' batteries before the interview.

### ***Directions***

#### ***Before the Activity Begins***

Review with students the objective of the interview: to collect a detailed account of an important journey.

Discuss with students interview technique. Willa K. Baum, author of *Oral History for the Local Historical Society*, has many useful tips for interviewers. One of these is "Don't use the interview to show off your knowledge, vocabulary, charm, or other abilities. Good interviewers do not shine; only their interviews do." More can be found online at <http://bancroft.berkeley.edu/ROHO/rohotips.html>.

## Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Genres: Hero's Journey
- ◆ **Topic:** Documenting an Elder's Journey
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 45-60 minutes

## Materials

- ◆ TI-83 Plus
- ◆ TI External Keyboard
- ◆ NoteFolio™ Application

***During the Activity***

Each student will interview his/her subject in a comfortable setting such as the home, a park, or a restaurant. Students will take notes during the interview using their TI-83 Plus and the external keyboard.

Review the use of the NoteFolio™ application. Suggest a name for their interview notes, such as JOUINT (for “Journey Interview.”) Remind the students to save their interview notes as they will need them to create their narrative.

***After the Activity***

Each student should bring in his/her interview notes to get suggestions from fellow students and the teacher for shaping the notes into a narrative and/or follow-up questions for a second interview.

Each student will use notes to write a narrative of the subject’s journey. Give students a window of time in which to write the narrative. Some students may discover that they need to conduct second interviews to get more details and anecdotes for their narratives.

Show students an example of citing an interview source according to MLA style:

Person Interviewed. Type of interview (personal or telephone). Date.

Example:

Nguyen, Bill. Personal interview. 13 February 2003.

A student who does a second interview will need to create a second citation.

For example:

Nguyen, Bill. Telephone interview. 19 February 2003.

Remind students that they will need to utilize two visual aids when giving their speeches.