



**2007-2008
Eisenhower Project
Talk Show Interviews
Based Short Stories
By
Dawn A. Cardona
West New York Middle School
8th Grade Writing Teacher**



CoolClips.com

Participants:

West New York Middle School

^{8th} Grade Language Arts Students

Dawn Cardona, Writing Teacher

George Edler, Reading Teacher

Purpose: Collaborating with the Reading, Language Arts, and Audio Visual teachers, students will read seven short stories, focusing on story elements, specifically, characterization, in preparation for creating a talk show interview highlighting behaviors and actions of students' favorite characters.

Academic and Technological Objectives:

- Students will read critically for information and identify elements of the short stories.
- Students will identify characters' thoughts and actions.
- Students will select their favorite story, divide into groups of four or five, and decide who will be the talk show host and the characters from the chosen story.
- Students will learn watch talk shows such as *Oprah* and *Ellen Degeneres* in order to become familiar with their format.
- Talk Show host will, first, write questions for each character that will be represented from the story.
- Other students will write responses to the questions while staying true to their character's personality.
- Students will film talk show.
- Students will edit the film and add music they select to go with their show.

Standards:

Writing: 3.2.8a1, 3.2.8a2, 3.2.8a3, 3.2.8a4, 3.2.8c1, 3.2.8d1, 3.2.8d2, 3.2.8d4, 3.2.8d5, 3.2.8.13

Reading: 3.1.8d1, 3.1.8e1, 3.1.8f1, 3.1.8g1, 3.1.8g2, 3.1.8g3, 3.1.8g5, 3.1.8g7, 3.1.8g9, 3.1.8g10, 3.1.8h1, 3.2.8d9

Computers: 8.1.8a5, 8.1.8a8, 8.1.8a10, 8.1.8b2, 8.1.8b4, 8.2.8b5

Materials:

Seven short stories

Writing Utensil

Lined White Paper
Camcorder with Tripod
Cassette to film
Microsoft Word
Computer
Costumes for characters
iMovie (Audio Video equipment at High School used to edit film)
Setting for interviews

Lesson Plans

(Preparation plans for writing are to be completed by the Reading teacher before beginning the writing section of this project. *See Reading plans created by George Edler)

Lesson One

Time Frame: (1 – 40 minute period)

Objective: To begin to understand how to write an interview.

Activity: Students will have completed reading all seven stories that we will be using for the project. They will decide which story they want to focus on for the project. Once placed into groups, they will discuss who will be host and who will play the characters. They will decide on a style of talk show they will emulate. They will watch a couple of talk shows to help make this decision.

Materials: One episode of *Oprah* and one of *Ellen*.

Accommodations: Extended time, less complicated assignments

Lesson Two

Time Frame: (1 – 40 minute period)

Objective: Students will decide exactly how they would like their group's show to take place. (Who will be interviewed first, second,

last...? What costumes should they wear? What important themes and details should be focused on?)

Activity: Each student will explain what he or she has decided to focus on in the show. They will supply a rough sketch as to what information they are going to cover in their individual dialogue to avoid their newspaper being repetitive or contradictory to one another's responses.

Materials: Paper
Pen

Accommodations: As per IEP.

Lesson Three

Time Frame: (2 – 40 minute periods)

Objective: Students will use Microsoft Word in order to print their Interviews for their Eisenhower Project.

Activity: Students will be in the computer lab all day. They will type up their rough drafts. They will each have a chance to type up the information they have completed for their interviews.

Accommodations: As per IEP.

Materials: Computer Lab
Microsoft Word

Lesson Four

Time Frame: (1 – 40 minute period)

Objective: Students will work with groups to read their interviews out loud. They will correct any discrepancies about the facts in the story.

Activity: Each group has been selected based upon the story they chose to interview on. The way that they answer questions asked by the interviewer should be true to the character and the facts in the story. They will make corrections, revise, and retype scripts.

Accommodations: As per IEP

Materials: Original scripts
Microsoft Word

Lesson Five

Time Frame: (1 – 40 minute periods)

Objective: Students will rehearse their corrected scripts and decide on costumes and backdrop for their interviews.

Activity: Students will return to their groups and decide on staging for their interviews. They will discuss the order of the characters being interviewed. They will decide what kind of backdrop they will create for the show. Finally, they will rehearse.

Assessment: Interviews will be scored based on rubric. (See below)

Lesson Six

Time Frame: (2 – 40 minute periods)

Objective: Students will create a backdrop for their talk show interviews.

Activity: Students will work on creating a setting that is appropriate for the story they will be discussing.

Materials: Poster board and markers.
Additional art supplies as need for project.

Lesson Seven

Time Frame: (1 – 40 minute period)

Objective: Students will have a dress rehearsal of their talk show.

Activity: Students will work within their groups and run through the entire interview in costume and with props.

Assessment: Mr. Edler and I will use teacher-made rubrics from Rubistar.com.

Lesson Eight

Time Frame: (2 – 40 minute periods)

Objective: Students will film their talk show interviews.

Activity: Students will create their set, dress up as the characters they are portraying, and interview one another about their interpretation of the events in their chosen story. Other students will film them and edit the tape. They will include music selected by the group members and convert the tape to disk.

Materials: Video camera
Tripod
Tape
Computers
Disks

Works Cited:

www.yahoo/images.com
www.rubistar4teachers.org

Student Sample: “A Retrieved Reformation”

Introduction:

Good evening everyone. This is Stephanie Osegueda and I'll be your host for tonight. Tonight we will meet a convicted criminal who had to change his life, make a life altering decision and mysteriously disappear. I will talk to a bank-robber who came to a town and decided to change who he is and what he was. The question is, can a person change their identity and personality, put the past behind them and start a new life? Tonight we will meet the bank-robber, his lover, a banker, a cop and a victim who will come together and tell their miraculous story. The question will be unfolding tonight.

Jimmy Valentine/Emilio:

Tonight I'm going to interview the man behind the mask. He thought he can change his criminal life and get with the girl of his dreams. Did he make it? Let's introduce Jimmy Valentine.

1. Jimmy, what made you go into safe crackling as a profession?
2. How does it feel being locked up in jail for so long?
3. Ben Price once commented, “You're a criminal and you'll never change”, how did you feel about him saying that?
4. What made your life style change as soon as you saw Annabel?
5. What was going through your mind when the little girl was in the safe?

Annabel/Naihomy:

Now we will talk to the girl who has her own interest in bad boys. The joy in Jimmy's life, let's introduce Annabel.

1. How did you meet him?
2. How did you feel when you found out that Ralph Spencer was the criminal known as Jimmy Valentine?
3. Did you go with him or leave him?
4. Did you accept Jimmy?

Ben Price/Alvin:

We will now talk to the cop whose last name has nothing to do with his job. He hates Jimmy and is looking forward to seeing him in jail one of these days. Here is Ben Price.

1. What was your reaction when the wanton wanted Jimmy Valentine to be released?
2. What made you figured, when safes were being cracked, that it was Jimmy Valentine?
3. Did you think Jimmy would ever change?
4. Why didn't you arrest Jimmy Valentine at the bank once you knew it was him?

Mr. Adam/Ernesto:

Now let's introduce the banker who runs his own bank and supports Annabel. Here is Mr. Adam.

1. Why did you decide to go into banking?
2. What was your reaction when you heard the safes were being cracked?
3. Did you like Ralph Spencer or as you now know Jimmy Valentine?
4. What were you thinking when Ralph Spencer cracked your "uncrackable" safe?

Agatha/Leslie:

Now the little girl that is now afraid of the dark and safes. Here is Agatha.

1. Why did you go in the safe?
2. What was your reaction when the safe closed?
3. How was your life after that experience?

Closing:

The difficulties the world faces had no limits. What lies beneath the truth is a story and stories were meant to be told. Goodnight everyone!

Personal Narrative:

This is my third year participating in the Eisenhower Program. Just as in the past, I teamed up with the Reading teacher, Mr. Edler, to work on the project. This year we worked with the students to create talk show interviews based on seven short stories which were read with Mr. Edler. I have to say that this project really started out very well. We started out the school year in full force. With my upcoming maternity leave looming in the near future, we really needed to get a move on this project. Thankfully, before I had to leave, all of the stories were read, the students chose their groups, and wrote their scripts. I was able to read and correct the scripts and read them out loud together in class.

I was, however, unable to do Lesson Six, which was to create a backdrop with the students for their setting. Due to time constraints, since the NJASK was moved up to April, we weren't able to hold dress rehearsals before filming. Mr. Edler was wonderful and did more than half of the filming before I returned from my leave. What I realized, but it was too late to do anything about it, was that most of the filming was only focusing on the interviewee (story character) and not the interviewer. For the last three interviews, we moved the camera back to get a wider shot of both speakers. Many students, sadly, did not come through with costumes. Without the proper backdrop and costumes, many of the interviews looked like two kids hanging out and talking about a story they read instead of it being more like a real talk show.

I feel that most of the students learned quite a bit about characterization and paying close attention to detail in order to write the scripts. It was a great learning experience for them. They seemed to have a lot of fun with it. That's what it's all about; making learning interesting and fun. I learned that having a partner, especially in my situation, is so helpful. I don't know how I would have completed this without Mr. Edler. Overall, it was quite a bit of work, but completely worth the experience.