**The accelerated students will write a news article for a summative project. Your classmates are the target audience for your article. For your article, you may choose your topic, but you should have a primary source, a person to interview. Your topic should relate to your audience in some way.**

**This packet will help you develop questions and integrate the response into a journalist article. Before you begin, predict the central idea and the big idea of your article.**

Predict the central idea of your article? This should be a sophisticated statement about your topic. Write your central idea in this space.

What is the big idea of your Press Release? For our Journalism Unit, we discussed the ideas conflicting information and changing perspective. You may have another big ideas, but make sure you discuss with a teacher. Consider what you want the reader to learn from your article.

**Next, you need to consider your questions. Good interview questions are open-ended questions.**

• The ability to ask open-ended questions is very important in many situations, including newswriting or documentary filmmaking.

• An open-ended question is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings.

• It is the opposite of a closed-ended question, which encourages a short or single-word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions.

• Open-ended questions typically begin with words such as "Why" and "How," or phrases such as "Tell me about..."

• Often they are not technically a question, but a statement which implicitly asks for a response.

• These types of questions are useful in getting more information.

**Examples**

|  |  |
| --- | --- |
| **Closed-Ended Question** | **Open-Ended Question** |
| Who will you vote for this election? | What do you think about the candidates in this election? |
| What color shirt are you wearing? | Why did you wear that color shirt today? |

**Next, we will review types of questioning. Questioning or inquiry is an important part of education that is often underutilized by students. Often teachers pose questions, and students answer.**

**However, when students learn to ask good questions, they can enrich their educational experience. When students learn to ask high level questions, they can deepen their knowledge and create connections to other material. Using a variety of question types will strengthen your article.**

**To help you generate a variety of questions, you can use one of two models.**

***The Costa Model for Questioning***

In the space below, label the ‘house’ with the correct terms.

**Gathering**

**Processing**

**Applying**

***The Bloom Model for Questioning***

In the space below, label the chart with the correct terms.

|  |  |
| --- | --- |
| **Knowledge** | **Recalling information** |
| **Comprehension** | **Understanding meaning** |
| **Application** | **Using learning in new situations** |
| **Analysis** | **Identifying parts and relationships** |
| **Synthesis** | **Using parts to create a new whole** |
| **Evaluation** | **Judgment based on criteria or logic** |

**Next, try writing some questions for your interviewee. Use either the Bloom Model or the Costa Model to develop questions.**

**Press Release Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Type** | **Question** |
|  |  |
| **Response:** | |
|  |  |
| **Response:** | |
|  |  |
| **Response:** | |
|  |  |
| **Response:** | |
|  |  |
| **Response:** | |
|  |  |
| **Response:** | |
|  |  |
| **Response:** | |
|  |  |
| **Response:** | |

Make sure you are polite and gracious to your interviewee. Plan ahead, and find a suitable time to conduct your interview. Give him or her as much time as needed to respond to questions. A lack of planning on your part should not inconvenience anyone else.

**How do you incorporate your interview into an article? Use the following example.**

Middle School Adds Study Hall to Improve Learning by Sari Goldson

A new middle school study hall was put into place at the beginning of the school year that is intended to allow students to accomplish more during the school day.

The cafeteria study hall was created by the middle school Response to Intervention Team, Assistant Principal Jason Caudill explained. This team consists of Caudill, counselor Tara Louys, English teacher Chevy Sidel and humanities teacher Elizabeth Jax, Caudill added.

“We have a bigger than usual 8th grade class this year so the study halls have gotten really big,” Caudill explained. “This is partially because there are so many kids, and partially because the teachers have more classes than usual.”

Since there are so many eighth graders at the middle school, some of the teachers had to sacrifice their study halls for more teaching class periods, Caudill said.

Most teachers in the past have had five regular teaching periods, a planning period, and a study hall, but history teacher Michelle Rowley-Welsch has too many teaching periods due to the number of her students and had to sacrifice her study hall, he added.

With the loss of some study halls, the remaining ones became too crowded and became very difficult for the students to work in this environment, Caudill explained.

“The teachers felt they couldn’t work with kids in small groups, which meant they couldn’t give all their students the help they needed,” he added.

The cafeteria study hall idea was put into action in the first few days of school, Caudill said.

Eighth grader Virginia Anderson thinks that the new experiment has both positive and negative aspects.

“I get more work done in here,” Anderson stated. “It’s so much quieter and everyone’s so much more focused on their work. But it’s hard to work in groups because you are so confined to the space.”

Eighth Grader Helen Girin does not think the new study hall is a positive experience.

“We don’t really get to go anywhere to get help from teachers,” Girin said. “The only way is to use a pass that you got from a teacher earlier that day.” Girin continued to say that she dislikes other aspects of the study hall. “They should allow more people to go to the library and not be monitored as much everyday,” Girin recommends. “We should have more freedom.”

Anderson also said that the pass system could improve so it can go more smoothly. “It could be more flexible and we shouldn’t have to have passes all the time,” Anderson said.

Although students seem to have had some difficulty with the new study hall arrangements, Girin said that she still finds the experiment useful. “We got to experience something new, something we haven’t done before,” Girin said. Girin added that she thinks the quiet environment in the cafeteria has a positive impact on the students’ use of time and allows them to accomplish more. “We focus more closely on the work at hand,” Girin stated.

Anderson said that the new study hall allows many people to get much of their homework done more quickly.

“You’re not distracted by people talking like you are in normal study hall,” Anderson said.

Although there are many improvements that can be applied to this new addition to the school, the RTI team has been witness to many of the previous problems being solved, Caudill said.

“This is similar to the high school study hall and will help eighth grade students become prepared for the years to come in that section of their education,” Caudill explained.

Caudill said that he thinks that there is definitely room for improvement in this venture.

“The way we communicated the idea could have been improved,” he said. “It’s not my first choice, but it is a good solution for the problems we were facing.”