



Generational Chain

Teach the Future

Agenda

- **Hook/Opening:** Image from the past
- **Interview Questions:** Write questions and conduct interview
- **Discussion/Assessment:** listening session and Socratic Seminar

Supplemental Materials:

- Blank student handout

Speaking and Listening Standards:

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Hook/Opening:

- Show a series of images of past times. Examples:
 - A painting from 193-211 AD in Egypt: http://thumbs.media.smithsonianmag.com//filer/Ancient-Art-Fayum-boy-193-211-2.jpg_600x0_q85_upscale.jpg
 - Photo of children from 1800s: <http://photo.net/general-comments/attachment/13912590/filemf26mt.jpg>
 - A photograph from 1930s Northern California: <https://matttolehistory.files.wordpress.com/2011/01/ida-and-ernest-roscoesmclate30s1.jpg?w=500&h=682>
 - A school photo from the 1970s: <http://rasiacobson.files.wordpress.com/2010/08/sc01ba58612.jpg>

[TEACHING NOTE: These questions can be posed as an independent writing task, a small group or partner discussion, or an all-group discussion.]

- Ask: How do you think these people's lives were different than yours? How do you think they were the same?

Interview Questions

- Ask: What have you heard from people older than you about how things have changed in the world?
- Explain: When we think about the past, present, and future, it's easy to get caught up in what things are like now, without thinking about how things have been in the past. People who have lived through a great deal of change, though, often have some amazing insights on what is likely to happen in the future. Your job with this assignment is to find out how people's lives have changed and understand their opinions on what changes might take place. We are going to record our interviews and share them so people can always remember to think about both the past and the future.
- Review tips for good interview questions.
- Play (or have students search for) two episodes of NPR's StoryCorps that show good interviewing and listening skills

[TEACHING NOTE: You may choose to have students delve more deeply into the StoryCorps website and spend more time noticing good interview techniques. Choose episodes where the interviewer asks good follow up questions and open-ended questions]

- Have students practice writing an interview question with a partner.
- Explain: Our goal is to find out how things have changed and opinions on how they might change. Think about experiences your interview subjects have had, and major events that have happened in history.
- Students write interview questions.
- Students complete interviews, recording using the StoryCorps app when possible