

Veterans Legacy Grant Program

Santa Fe Community College

7th Grade New Mexico History Unit: New Mexico Cultural Heritage VLGP Artifact Analysis

Lesson 5: Mock Interviews (ELL and Below-Level Student Support)

Compelling Unit Question: How do I research and analyze reliable sources?

Guiding Lesson Question: How can English-learning or special education students participate in the process of the VLGP unit?

Supporting Question(s): How might veterans describe their own lives? What can we infer from the records we have about their lives? What gaps exist in our knowledge of their lives?

Lesson Rationale

This lesson is to be used if a class contains students who are far below their English reading level, either due to disability, language acquisition, or other explanation. It should be used in conjunction or following the biography lessons.

Priority Standards

7.8. Make connections between current events, historical materials, and personal experience.
7.76. Identify causes and consequences of US government policies that impacted the territory of New Mexico.
7.1. Develop compelling questions about a relevant topic of interest

Learning Objectives

Students will develop questions that they would ask the veterans from the biographies. Then, students will conduct a mini-interview with a student who is familiar with at least one of the veterans buried in Santa Fe National Cemetery.

Language Objectives	Students will inquire and speculate about the lives of veterans throughout New Mexico's history.
Pacing Suggestion	55 minute class period
Materials Needed	Biographies Notebook paper

Steps	Suggested Pacing	Step by Step Instructions
1 Warm Up	10 minutes	- While other students are working on their biography assignments, students of lower reading levels or who are English learners can begin to draft questions that they would ask if the other student was a veteran. - Explain to the students that they should start simply, and pretend that it would be a real interview. - Instruct the students to draft their questions on to a piece of paper or in a blank digital document, and to leave space for a response. - They can begin with basic questions: Who are you? Where are you from? Why did you join the military? When and where did you serve? Tell me something interesting about your life.

2

Lesson

30 minutes

- When the other students have completed their biography assignments, pair the students who are English learners or have learning disabilities with the students who have completed a biography assignment.
- Have the students conduct a mock interview. Students should type or write paraphrased answers down.
- After about 5-10 minutes for an interview, have the students rotate, and complete another interview.
- After two-three interviews have been completed, depending on what time allows, move on to the activity wrap up.

3

Discussion and Closing

10 minutes

- Ask the students to brainstorm the gaps and possible reasons for the gaps in the lives of the various veterans represented in this lesson.
- Ask willing students to share with the class the responses to their interviews.
- Get a variety of responses to share the stories of veterans across different time periods.

Formative Assessments

Interview questions and responses

Summative Assessments

Future Summative Assessment:

Formative assessments throughout the unit can help students perform successfully the final project suggested for the Unit: *Artifact Analysis - Final Expository paragraph/essay*