

QUAKE CHASERS: Educator's Guide

Lesson 1: Interview Like a Pro! (grades 6-12)

Step 1: Brainstorming Questions

With class, discuss what makes a good interview, how you get to know someone and how you might discover interesting things about them: One basic answer: You need to ask effective questions! But how do you know what to ask?

Partner your students up for their interviews. One interviewer/interviewee (discuss vocabulary if necessary)

1. Use <https://padlet.com/> to create a digital bulletin board. Your students will brainstorm at least 3-5 questions each to ask the interviewee to get to know him/her/them.
2. Make sure the questions will force them to REVEAL something about themselves!
3. Add your name under your questions.

Step 2: More questions!

1. Take a look at our Padlet of questions.
2. What might be the first question you ask when you begin your interview?
3. Have students post or share out a question then add one more INTERESTING question to the Padlet!

Step 3: Super-size it!

The key to getting to know someone and experiencing an interesting interview is to use FOLLOW-UP questions. You must be an active listener. When your interviewee discusses something unusual that you didn't expect, pause, and then think of follow-up questions to ask to further the discussion. Use specific details and focus in on the topic that sparked your interest!

1. Practice Supersizing a sample question using this chart.
2. Once your students feel comfortable, pair them up again and have them start their interview.
3. Have them record responses. Discuss the difference between **paraphrasing** and using a **direct quote**. Answers should be a balance of both. At least 10 questions is a good start.
4. Choose a select number of questions you'd like them to Supersize.

[Click here for Google link to Supersize-it chart:](#)

[The Only Icebreaker Chargers Will Ever Need:](#)

Step 4: Time to plan biographies!

1. Have students re-read their 10 questions--make sure there is enough content to write a 2-page biography of classmate. Instruct them to go back and check direct quotes and ask follow up questions.

2. In groups, pairs or individual, have students read an assigned chapter/biography of QUAKE CHASERS.

3. Next, on poster paper, create a graphic organizer that shows the breakdown of the biography (HINT: list categories like introduction, hook, childhood, job/science, struggles, success, advice, goals, etc.)

4. Discuss text structure with class. You may want to chart/post their findings about the structure of each selected chapter

5. Now, outline your biography with a graphic organizer. Make sure you understand what will go into your introduction, body paragraphs, conclusions. (paraphrase/direct quotes, narration.) Any thinking map/graphic organizer of your choice.

Step 5: Write biographies

- a. Instruct students to use all their notes, classroom discussion and model text from Quake Chasers to write their biographies.
- b. Depending on skill level, you may need to scaffold biography structure more specifically or use sentence frames if needed.

Extend: Step 6: Have students post their biographies to your classroom management system or to any digital platform that works. You can also “publish” their biographies in a class book. Students may like to read their biographies aloud to the class or share out snippets. One easy share-out is a 3-2-1 reflection.

3 things you learned about the person

2 things you had in common

1 thing that surprised you most