

MEET THE PRESS II

Performance Standard 28B.H

Students will choose an important historical figure (past or present) of the target language culture to research. The activity will be completed in pairs accordingly:

- *Knowledge*: know important data and events related to a historical figure;
- *Comprehension*: understand relevant information; and
- *Communication*: effectively convey information during interview.

Procedures

1. ***In order to interact in the target language in various settings, (28B)***, students should experience sufficient learning opportunities to develop the following:
 - Sustain conversation using familiar language patterns.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read and discuss the history of a country of the target language culture, and practice the necessary vocabulary and structures to give a biography of a person and describe common events in history.
4. Lead the class in brainstorming key figures in the target language culture(s), past and present, or provide a list of these figures.
5. Have students pair up, each pair choosing one figure to research and deciding on the role each will play, either a reporter or the person studied to conduct an interview, a la “Meet the Press” with the interview taking place shortly after a pivotal event (e.g., Napoleon after Waterloo, Benito Juarez after the overthrow of Maximilian or the Reforms, Martin Luther after posting the 95 Theses).
6. Both students should research the topic.
7. The “reporter” needs to be informed so that he/she asks pertinent questions, responds appropriately to the figure’s answers and is able to comment on the event/situation.
8. The historical figure needs to be able to answer the factual questions accurately and give a plausible response to questions requiring the character’s opinion.
9. Students can use one index card with notes on one side during the interview.
10. The interviewer should prepare a minimum of ten questions, and be prepared to pose additional questions as follow-up or clarification to what the interviewee says.
11. The interviewee should be ready to answer basic biographical questions about his/her life and the event which has just occurred. He/she should anticipate and think of how the figure might respond to a variety of questions.
12. Evaluate the student’s performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: knew the important details for the time period and figure.
 - *Comprehension*: respond with understanding.
 - *Communication*: used appropriate strategies and skills to convey information.

Examples of Student Work not available

Time Requirements

- One class period to distribute or generate the list of historical figures from which to choose, to explain the activity, and allow partners to plan
- Five days for in and out of class preparation
- Sufficient class time to present the interviews

Resources

- Textbooks and dictionaries as references for vocabulary
- History books and journals in their first language and in the target language for research
- If possible, some sources (e.g., magazines, newspapers, books, newscasts) from the target culture
- Foreign Language Rubric