

E-Moments Projects: Use with Any Technical Subject Area

Project 1: Expanding Thinking Through the Eye Witness News Moment

Estimated Lesson Length:	50-90 minutes
Recommended Grades:	7-12th Grade
Objective(s): The student will be able to:	
✓ Students recite, retain and identify concepts in current unit of study.	
Materials, Supplies, Equipment, References and Other Resources:	
Course Text Course Notes	

Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest approach: Refreshing prior learning.	<i>Students will need paper and pen/pencil for this step. After completing attendance and announcements, explain to the students that today they will be sharing the information they have been learning so far in their unit of study with a live audience. To prepare for this process, they will need to review their notes and create a list of 10 questions using the content they have covered so far in the unit.</i> Three of the questions need to be short answer. For example, "What popular breed of cattle is black?" Three additional questions need require longer answers like, "How do you tell the difference between a maple tree and an oak tree?" The style of the other four questions is up to the student's personal choice. Remind them their goal is to help each other retain the information presented. Allow 7-10 minutes for them to compile questions from their notes.	10 minutes
2. Introduce eye witness report	At the end of 7-10 minutes, ask the students how many of them have watched the evening news lately. From those individuals who said yes, ask for a volunteer to explain what happens when a television reporter interviews an eye witness on the scene of an important event. Allow them to share the scenario. Explain that they are about to make the information in their notes come alive and be newsworthy!	5 minutes
3. Explain roles and procedure for eye witness report	<i>Example of directions to share with the students:</i> Today we will use a little different technique to review the important information you have been studying. When I say "Start" you will have 5 seconds to find a partner near you. After you have your partner, quickly determine who is the oldest and then quietly focus your attention back to me for the rest of the instructions. "Start" <i>When pairs have formed continue with:</i> In a few minutes you will be conducting a live interview you're your partner. For the first round of interviews, the oldest partner will be the eyewitness and the younger partner will be the reporter. Reporters, when I say "It's time for an Eye Witness Report," you will begin your interview by sharing with the audience in TV Land your	15-20 minutes

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Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
	name and current location. Then ask the name, age and hometown of your eye witness. Follow that with your list of questions. Remember; ask the questions like a reporter trying to get to the bottom of a deep, dark, important story. Put emotion in to it! Eye witnesses, your role is then to respond to the reporter's question with as much information as you have, not including your notes! After seven minutes I will say it's time to return to the studio. That will be your cue to sign off from the interview and send the audience back to me. We will discuss your interviews and switch roles. What can I clarify? <i>If none then start the interviews with the cue: It's time for an Eye Witness Report!</i>	
4. Discussion	Before switching roles ask for the eye witnesses to describe which questions were difficult to answer to the rest of the class. Ask the reporters to share the correct answers to those questions. <i>Note: Keep a list of these questions to leave with the instructor.</i> Then have the partners switch roles and begin the interview process in Step 3 again with the roles reversed. Following the second round of interviews, again discuss those answers that the eye witnesses were not able to answer.	10-15 minutes
6. Summary, review and projects to collect	Congratulate the students on their excellent reporting! Ask them to turn in their list of questions with their name on it.	5 minutes

Items to collect for instructor:

- ✓ Question list from each student.
- ✓ List of questions that gave the students difficulty.