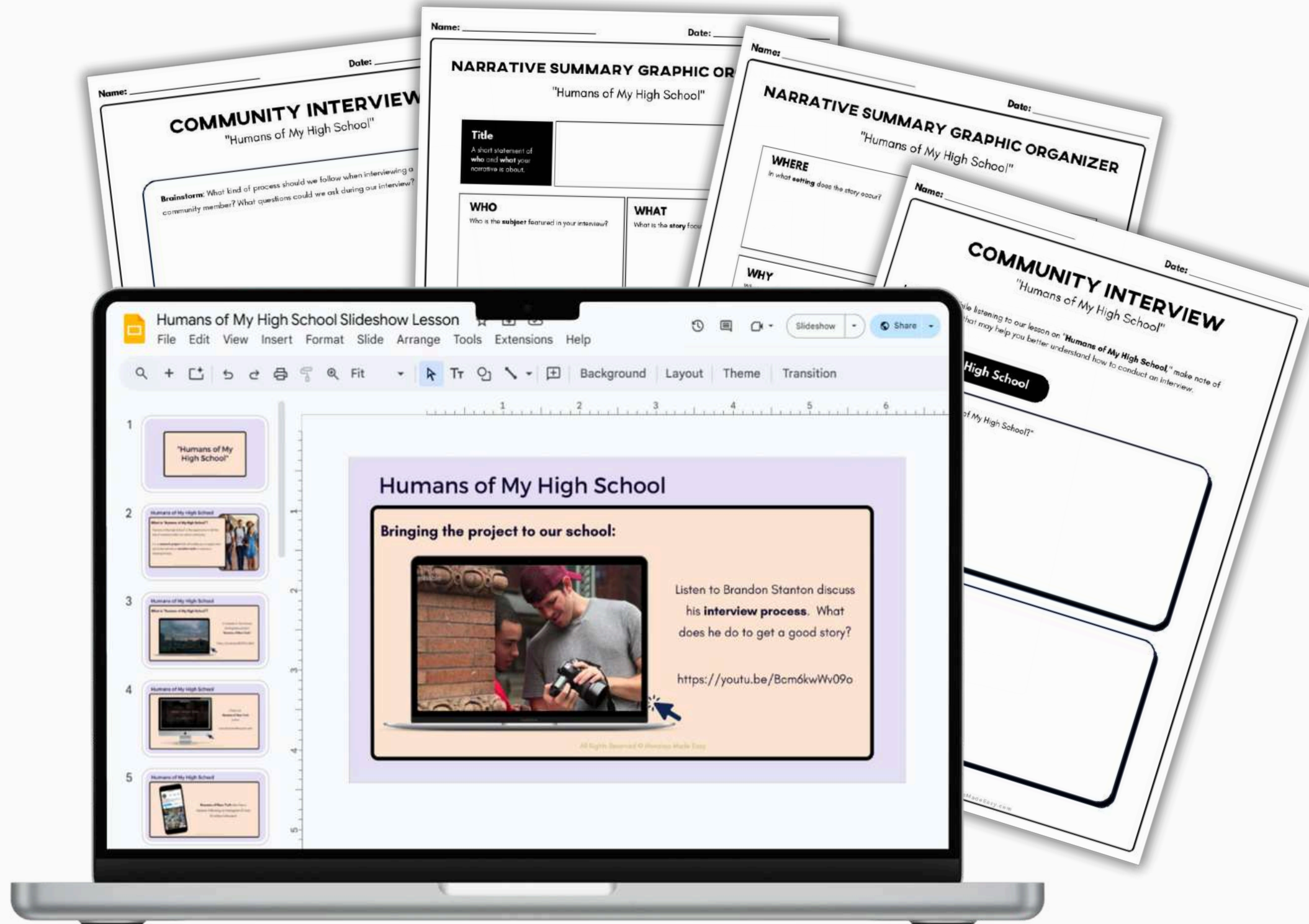


Community Interview Project

This project includes everything you need to facilitate community interviews within your school!



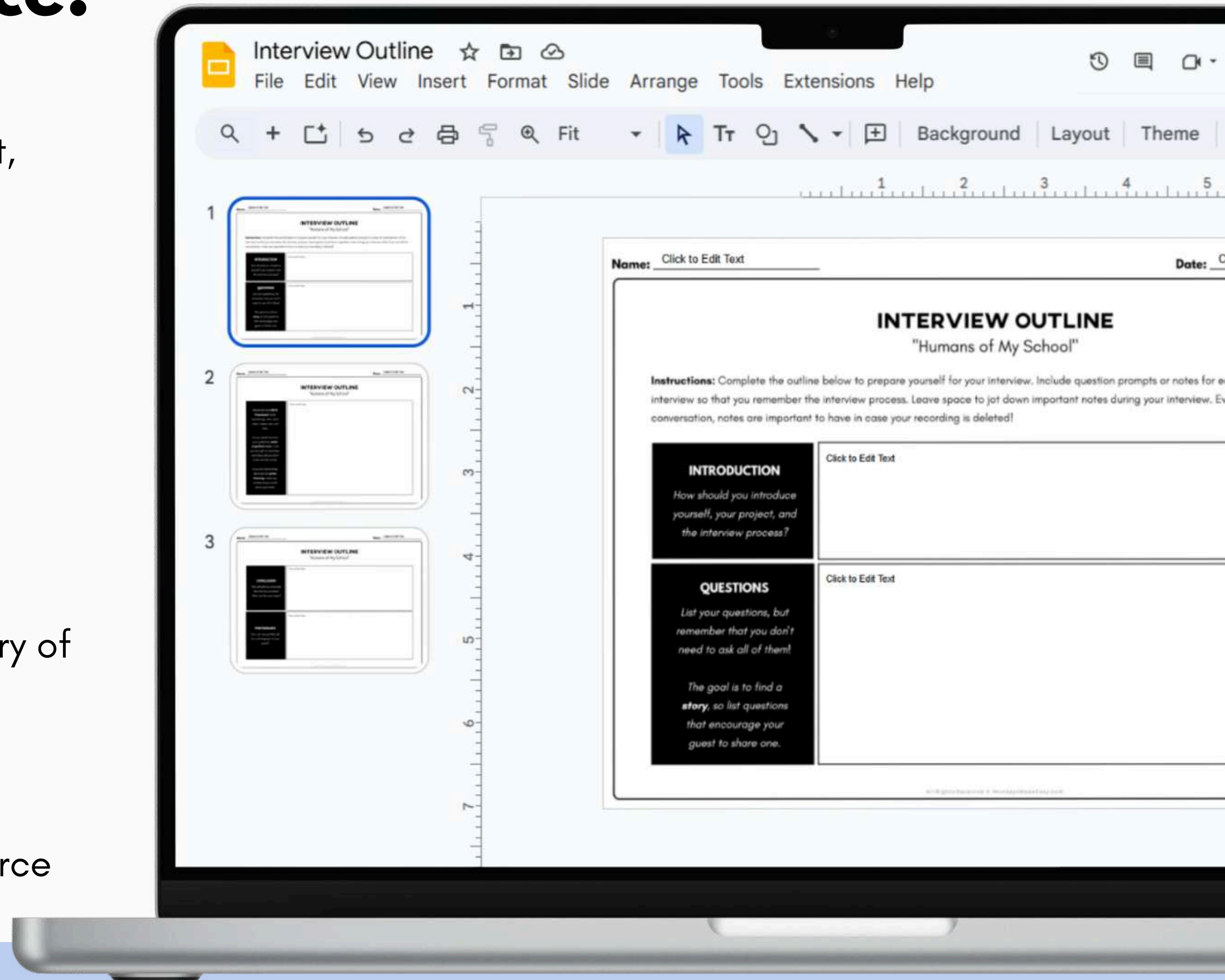
- **Guide students through the interview process** using a structured slideshow lesson and guided notes that teach respectful interviewing skills and story development.
- **Support student writing with graphic organizers** that scaffold both the interview and summary stages using the W5-H framework for depth and clarity.
- **Assess learning with an editable 4-level rubric** that clearly outlines expectations and simplifies grading.

Perfect for practicing interviewing skills and teaching how to lead an interview!

PURCHASE HERE

Included with this resource:

- ✓ “Humans of My School” **Slideshow Lesson**
 - Explore Brandon Stanton’s interview project, “Humans of New York”
 - Teach interviewing skills and the interview process
- ✓ “Humans of My School” **Guided Note**
- ✓ **Interview Outline** Graphic Organizer
 - Scaffold the interview process
- ✓ **Narrative Summary** Graphic Organizer
 - Use the W5-H Framework to write a summary of interview
- ✓ **Editable** 4-Level Interview Project **Rubric**
- ✓ **Teacher Instructions** for how to use this resource



Includes Digital Version for Google Drive®

Includes Interactive Slideshow Lesson

This slideshow introduces students to the “Humans of My School” project

Humans of My High School

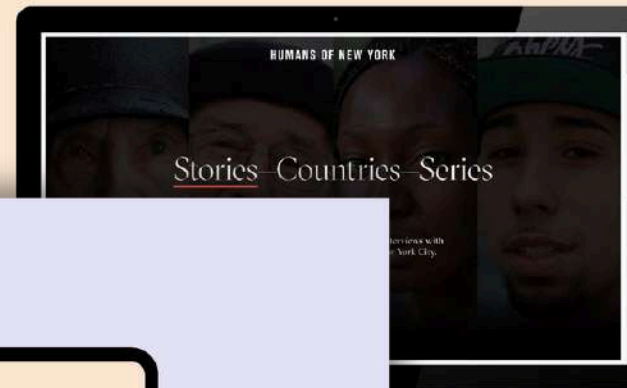
What is "Humans of My High School"?

"Humans of My High School" is the opportunity to tell the tale of someone within our school community.

It is a **research project** that will enable you to apply what you've learned about **narrative texts** to capture a meaningful story.



Humans of My High School



Check out
Humans of New York
online:
www.humansofnewyork.com

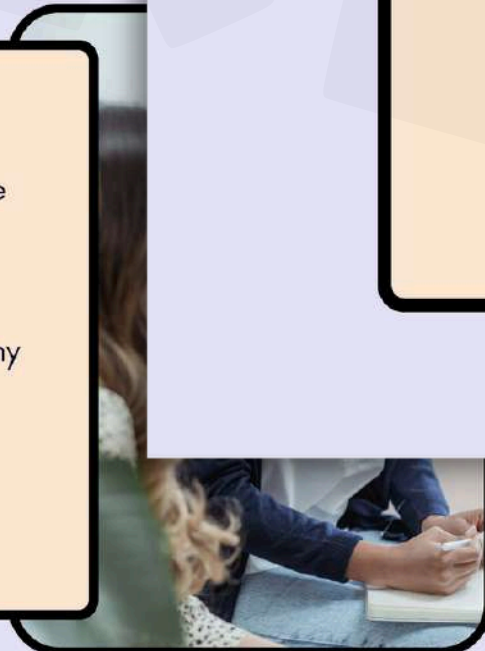


The Interview Process

1. Introduction:

- Make sure to **thank your guest** for being part of the interview.
- Explain the **purpose** of your interview.
- Let your guest know they can **pass on or decline** any questions that they would not like to answer.

All Rights Reserved © Mondays Made Easy



"Humans of My High School"

All Rights Reserved © Mondays Made Easy

Humans of My High School

Bringing the project to our school:



Listen to Brandon Stanton discuss his **interview process**. What does he do to get a good story?

<https://youtu.be/Bcm6kwWv09o>

All Rights Reserved © Mondays Made Easy



Based on Brandon Stanton's **"Humans of New York!"**



Interview Outline Graphic Organizer

Guide students through the interview process with this step-by-step graphic organizer

Name: _____ Date: _____

INTERVIEW OUTLINE
"Humans of My High School"

Remember the **W5-H Framework** while interviewing: who, what, when, where, why, and how.

As your guest answers your questions, **make simplified notes**: write just enough to remember what they tell you (don't write word for word).

As you're interviewing, demonstrate **active listening**: make eye contact as you write down your notes.

Name: _____ Date: _____

INTERVIEW OUTLINE
"Humans of My High School"

Instructions: Complete the outline below to prepare yourself for your interview. Include question interview so that you remember the interview process. Leave space to jot down important notes d conversation, notes are important to have in case your recording is deleted!

INTRODUCTION
How should you introduce yourself, your project, and the interview process?

QUESTIONS
List your questions, but remember that you don't need to ask all of them.

The goal is to find a **story**, so list questions that encourage your guest to share one.

Name: _____ Date: _____

INTERVIEW OUTLINE
"Humans of My High School"

CONCLUSION
How should you conclude the interview process?
What are the next steps?

PHOTOGRAPH
How can you politely ask for a photograph of your guest?

All Rights Reserved © MondayMadeEasy.com

Students will **prepare interview questions** and have space to note responses

Includes Writing Outlines and Supports

Students will use the narrative summary graphic organizer provided to draft their final writing piece

The image shows two overlapping copies of a 'NARRATIVE SUMMARY GRAPHIC ORGANIZER' for the topic 'Humans of My High School'. Each form includes fields for Name and Date. The first form is partially filled out with the following sections:

- Title:** A short statement of **who** and **what** your narrative is about.
- WHO:** Who is the **subject** featured in your interview?
- WHAT:** What is the **story** focussed on in this interview?
- WHEN:** In what **time frame** does the story take place?

The second form shows the following sections:

- WHERE:** In what **setting** does the story occur?
- WHY:** What are the **reasons** behind why this story exists, or why this story took place?
Hint: To explain why, we should refer back to "what." Indicate the cause or motivation behind the story.
- HOW:** What are the **details** as to how the story took place?
Hint: To explain how, we again should refer to "what." Explain, step-by-step, how the story happened.

Both forms have a watermark 'MEE' and a footer: 'All Rights Reserved © MondaysMadeEasy.com'.

**FIVE
QUESTIONS
MODEL
(W5H)!**

Includes Editable & Ready-to-Print 4-Level Rubric

Modify this rubric to meet the unique needs of your classroom

“Humans of My High School”: 4-Level Rubric

File Edit View Insert Format Tools Extensions Help

100% Normal text Lato 9 B I U A

1 2 3 4 5 6 7

Name: _____

Grade (%) _____

“Humans of My High School”: 4-Level Rubric

Category	Level 1 (0-49%)	Level 2 (50-64%)	Level 3 (65-79%)	Level 4 (80-100%)
Knowledge	Approaching success with summarization of directly and indirectly stated ideas in narrative texts Limited knowledge of text structure and organizational elements See comments below	Summarizes directly and indirectly stated ideas from narrative texts with some success Moderate knowledge of text structure and organizational elements See comments below	Successfully summarizes directly and indirectly stated ideas from narrative Considerable knowledge of text structure and organizational elements	Skillfully summarizes directly and indirectly stated ideas from narrative Knowledge of text structure and organizational elements significantly exceeds expectations
Inquiry	Approaching success with selection, explanation, and organization of narrative summary Limited identification of the main idea of narrative stories See comments below	Selection, explanation, and organization of narrative summary are somewhat successful Identifies the main idea of narrative stories adequately See comments below	Successful selection, explanation, and organization of narrative summary Effectively identifies the main idea of narrative stories	Selection, explanation, and organization of narrative summary significantly exceeds expectations Skillfully develops the main idea of narrative stories
Communication	Writing is approaching success in choice of language and appropriate tone See comments below	Writing demonstrates some success in choice of language and appropriate tone See comments below	Writing demonstrates effective choice of language and appropriate tone	Writing demonstrates skilful choice of language and appropriate tone
Application	Limited knowledge of conventions of standard language (spelling, grammar, punctuation) Limited application of W5-H framework	Moderate knowledge of conventions of standard language (spelling, grammar, punctuation) Adequate application of W5-H framework	Considerable knowledge of conventions of standard language (spelling, grammar, punctuation) Successfully applies W5-H framework to summarize narrative stories	Conventions of standard language significantly exceed expectations (spelling, grammar, punctuation) Skillfully applies W5-H framework to summarize narrative stories

Name: _____

Grade (%) _____

“Humans of My High School”: 4-Level Rubric

Category	Level 1 (0-49%)	Level 2 (50-64%)	Level 3 (65-79%)	Level 4 (80-100%)
Knowledge	Approaching success with summarization of directly and indirectly stated ideas in narrative texts Limited knowledge of text structure and organizational elements See comments below	Summarizes directly and indirectly stated ideas from narrative texts with some success Moderate knowledge of text structure and organizational elements See comments below	Successfully summarizes directly and indirectly stated ideas from narrative Considerable knowledge of text structure and organizational elements	Skillfully summarizes directly and indirectly stated ideas from narrative Knowledge of text structure and organizational elements significantly exceeds expectations
Inquiry	Approaching success with selection, explanation, and organization of narrative summary Limited identification of the main idea of narrative stories See comments below	Selection, explanation, and organization of narrative summary are somewhat successful Identifies the main idea of narrative stories adequately See comments below	Successful selection, explanation, and organization of narrative summary Effectively identifies the main idea of narrative stories	Selection, explanation, and organization of narrative summary significantly exceeds expectations Skillfully develops the main idea of narrative stories
Communication	Writing is approaching success in choice of language and appropriate tone See comments below	Writing demonstrates some success in choice of language and appropriate tone See comments below	Writing demonstrates effective choice of language and appropriate tone	Writing demonstrates skilful choice of language and appropriate tone
Application	Limited knowledge of conventions of standard language (spelling, grammar, punctuation) Limited application of W5-H framework See comments below	Moderate knowledge of conventions of standard language (spelling, grammar, punctuation) Adequate application of W5-H framework See comments below	Considerable knowledge of conventions of standard language (spelling, grammar, punctuation) Successfully applies W5-H framework to summarize narrative stories	Conventions of standard language significantly exceed expectations (spelling, grammar, punctuation) Skillfully applies W5-H framework to summarize narrative stories

Comments:

Formatted for Google Docs®!

See what others are saying...

Here's what teachers like you are loving about this **Community Interview Project!**

★★★★★ **Extremely Satisfied**

This was a very engaging (but still challenging!) activity to wind up the year with last spring--my students interviewed members of the school community before they "graduated" and moved on to the high school. It was a perfect farewell project for them and gave them opportunities to practice so many standards that are valuable not only in ELA, but in life--like listening, asking follow-up questions, paying attention to someone's story, showing respect for varied backgrounds and experiences, etc. It is definitely one I'll turn to again!

– Nancy M.

★★★★★ **Extremely Satisfied**

I am so beyond excited to implement this project with my students! With everything that is going on in our country right now, I feel like this is the perfect project to gain multiple different perspectives on life to embrace diversity!

– Nicole Z.