

Kingdom Vacation - Day 1 (50-minute class period)

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Grade Level(s)

7th grade Science

Lesson Overview

Students will practice proper interview techniques, generate interview questions, and decide on a team approach to interviewing (who will do what), all towards determining the needs of their assigned kingdom from a scientist who studies organisms within that kingdom.

Learning Objectives

Students will be able to explain what they do and do not know about their kingdom before their interview, model effective interview strategies and polite interview protocols, and submit a written plan explaining their team approach to interviewing and researching.

Standards

Standards (Utah Science Grade 7):

- Objective 3 - Classify organisms using an orderly pattern based upon structure.
 - o Identify types of organisms that are not classified as either plant or animal.
 - o Arrange organisms according to kingdom (i.e., plant, animal, monera, fungi, protist).

Learning Goals:

- Academic: Students will be able to . . .
 - o Define research/interview questions
 - o Organize information according to organism need
 - o Connect empathy map to needs statement
- Socio-affective:
 - o Explain polite and productive interview strategies
 - o Interact productively in groups towards shared generation of novel product

Preparation

- Students should have been exposed to the 6 kingdoms, even briefly, before beginning this design challenge (enough so that when you assign them a kingdom during this lesson, they are not completely blindsided).
- Collect as many crafting and building materials as possible for prototype building (in Lesson 6)
- Consider the role and consequence of anthropomorphizing non-human organisms. The goal of the challenge is to increase empathy and identification with each kingdom by deeply considering the needs of each. At points, it is important to remind students that these are non-human organisms, and because of this we can never be certain about what they feel or want (but that this uncertainty should only motivate more concern and stewardship on the part of humans).

Materials and Resources

Students need:

- notebooks
- chart paper (not required, but nice for combining interview questions)
- markers (if using chart paper)
- writing utensils

Teacher needs:

- Online video access (try videos ahead of time!)
- Example Interview Analysis worksheet
- Document camera or interactive whiteboard (if possible)

Activity 1: Good vs. Bad Interviewer (20 minutes)

Give students the worksheet (Example Interview Analysis Worksheet):

- Watch the negative interview example.
(<https://www.youtube.com/watch?v=U4UKwd0KExc>)
 - Ask students to share out (via document camera, if available) their answers.
 - Think-Pair-Share ideas about how to fix mistakes, and list ideas on the board.
- Watch 6 minutes of the positive interview example.
(<https://www.youtube.com/watch?v=eNMTJTnrTQQ>)
 - Ask students to share out (via document camera, if available) their answers.
 - Think-Pair-Share: which interview skills will be easy for your students? Which will they need to work hard to make happen?

Activity 2: Generate Interview Questions (20 minutes)

In notebooks, students need one page per task (brainstorm, streamline, and roles)

- *10 minutes* - Individual Brainstorm - each student comes up with at least ten questions
- *5 minutes* - Share out and streamline team's questions into a single set
- *5 minutes* - Determine who will take what role (who will ask which questions, who will scribe, who will observe body language, etc.)

Troubleshooting

Activity 1 - Consider stopping the videos when you notice the first thing the interviewer messes up or does well, and model completing the worksheet. Allow students to do the next one in pairs. Finally, students will be responsible for the last three individually.

Activity 2 - Have prompting topics ready for groups and individuals as they generate questions, and perhaps get stuck. For example:

- Diversity within kingdom
- Food
- Shelter
- Habitat
- Relationships to other species/kingdoms
- What makes life hard/easy?

Assessment

Evidence of successful student achievement:

- On handout: individual written interview questions
- In individual notebooks: group written plan of roles and questions for interview