

### ESTIMATED TIME

4 class periods over the span of about two weeks

### PREREQUISITES

- Lesson 26 Question Asking and Lesson 27 Interviewing Other People would be helpful to teach before or in conjunction with this lesson if students have little experience interviewing. In this lesson students will be learning about interviews and documentation, so they need no prior knowledge of these processes, although it may be easier if they have had some experience with these things.
- Students need to have worked at an internship site for at least two weeks in order to have a basic understanding of how the site functions so that they can analyze the organizational structure.
- Collect or have students collect published information (brochures, newspaper articles, employee manual, product information, company information) about the internship site to use in the research.
- Computers with Internet access will be needed to conduct some research.

### RESOURCES AVAILABLE

- *Organizational Structures Rubric*
- *Student Reflections*
- *Organizational Structures Paper Guidelines*
- *Works Cited Worksheet*
- *Interview Questions*
- *Interview Preparation*

### ACROSS THE CURRICULUM

The skills related to this project are ones that will be applicable in any subject area. Students are being asked to develop an interview to give to an adult, compose a paper that analyzes their internship site, and to pour through information relevant to their site. Due to the complexity of this lesson, students will be using a number of higher order skills that will carry over into other classes. Adapt this lesson to a study of any organizational structure regardless of whether it is a school, job, or community organization.

## LESSON PLANNING

### LESSON GOAL

Investigate the organizational structure of the job site to understand and contribute to the mission of the organization.

### Essential Question

Why is it important to understand the organizational structures of different environments?

### Student Expectations

1. Participate in class discussion about the mission of your internship site.
2. Complete *Student Reflections* assignment.
3. Review research materials and record information on *Works Cited* worksheet.
4. Select questions from the *Interview Questions* handout.
5. Set up an interview(s) at your internship site and fill out *Interview Preparation* form.
6. Conduct an interview.
7. Complete a rough draft of the *Organizational Structures* paper.
8. Revise the *Organizational Structures* paper after receiving feedback.
9. Complete the reflection assignment.

### LESSON OBJECTIVES

1. Prepare and execute interviews with key people at their internship sites to develop and practice interviewing skills to gather information.
2. Analyze the internship site organizational structure to understand community.
3. Gather, organize, and write aspects of a formal research paper, including accurate citations. To understand the requirements of credible research.
4. Use research to develop understanding of organizational structures.

### RATIONALE

When first year students are placed in internship, job or even different school sites, they often have difficulty understanding how they contribute to the overall mission of the site. This causes them to feel lost, useless, and can generate bitterness toward their work, the site, and/or the site mentor. This lesson helps them understand more about the site and their role within the organization. This has helped generate better student involvement and cooperation because they understand their role and importance.

This lesson is placed before 26 Question Asking and Lesson 27 Interviewing Other People so that students experience a holistic view of a research project before they practice individual skills. Some teachers use the subsequent lessons to refine students' interviewing skills as they gather more information about their sites. Other teachers prefer to teach the skills before or during the research process.



Organizational Structures Rubric



Organizational Structure Paper Guidelines



Student Reflections


## PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Begin the lesson by distributing the *Organizational Structures Rubric* to introduce the lesson and explain how students will be evaluated. Then ask each student to take one minute or less to address these questions.
  - What is your internship site?
  - What is the mission of your site?
  - What is your role at the site?

Explain that in this lesson students will conduct research to learn more about their sites and develop understanding about the mission and how they can contribute to it.

### ASSESSMENT

**Discussion** Participate in discussion about internship sites.

- 2. INDIVIDUAL** After students have discussed the mission of the site as well  **ASSIGNMENT 1** review the *Organizational Structure Paper Guidelines*, which provides a complete overview of the project. Answer any questions they have about the project. Then have them complete *Student Reflections* questions about their sites. This is the beginning of their research into their organizational structures paper. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

### ASSESSMENT

**Student Reflections** Complete the *Student Reflections* about the internship site.

- 3. INDIVIDUAL** Have students review available materials that describe the organization and its mission, including any information on the Internet about the organization. Have students take notes on these materials and keep a works cited page, using the *Works Cited Worksheet*. Encourage students to note their citations as they find them. Explain that students will submit a list of works cited with their final paper and it saves a lot of time if they don't have to look up all their sources again.

### ASSESSMENT

**Works Cited** Begin a works cited list.

- 4. SMALL GROUPS** After their research on collected materials has been completed, have students work in small teams to each develop at least three interview questions from areas for which they do not yet have information. Have them use the *Interview Questions* document for ideas.



Works Cited Worksheet



Interview Questions and Interview Preparation



Student Pages

## ASSESSMENT

**Interview Questions** Develop at least three interview questions.

- 5. INDIVIDUAL** Have students each identify a person at their sites who can answer the selected questions and then complete the *Interview Preparation* worksheet. Encourage students to use this document at the interview as well. Work with students and their mentors and/or site supervisors to establish the necessary interview(s) with the correct people and at times appropriate to their work schedule. Students will need a week to set up and conduct their interviews.

## ASSESSMENT

**Interview Preparation** Complete the *Interview Preparation* and set up an interview.

- 6. INDIVIDUAL** Once the interviews are complete, students should begin composing a rough draft of their papers. Have them refer to the *Organizational Structures Paper Guidelines* to make sure they address all of the criteria. When the rough draft is complete, have students use the *Sakai* Assignments Tool to submit their rough draft for review.



## ASSIGNMENT 2

## ASSESSMENT

**Rough Draft** Complete a rough draft of the *Organizational Structures* paper.

- 7. INDIVIDUAL** Have students revise, edit, and proofread their papers using the comments on the rough draft. Then have students use the *Sakai* Assignments Tool to submit a final draft, complete with citations, notes, and worksheets completed during the lesson.



## ASSIGNMENT 3

## ASSESSMENT

**Final Draft** Submit the final draft of the *Organizational Structures* paper.

## REFLECTION

Once students have completed their second draft, have them review the initial questions in the document *Student Reflections*. Have students answer those questions again and identify any changes in their answers from the first time to the second time. Have them use the *Sakai* Assignments Tool to submit both sets of reflections for evaluation.



## ASSIGNMENT 4

## ASSESSMENT

**Reflection** Revisit *Student Reflection* questions.

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule

### EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

### LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

## Ohio Academic Content Standards

### Grade 9 English Language Arts

#### Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.

## ASSESSMENT

Use the *Organizational Structures Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Plan on providing students with IEPs a great deal of support in this lesson. Discuss possible strategies with the student's IEP coordinator or the school's IEP specialist before committing to a course of action. These may include assisting in setting up the interviews, accompanying the student to the interview, and assisting in transcribing notes and keying the paper.

### GIFTED AND TALENTED

Gifted students should be challenged every step of the way for this assignment as they are being asked to perform some higher-order tasks. If students need further challenging, they may be asked to interview more people, ask more questions during their interview, submit another draft of their research paper, or help their peers edit their papers or prepare for their interviews.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Access these sites for additional information about citations.

- MLA format: <http://owl.english.purdue.edu/owl/resource/557/01/>
- For citations: <http://easybib.com/>