

PODCAST PROJECT: 1980's

Student Name: _____

Description: Welcome to the first podcast project for your class. In case you didn't know, podcasts are either audio or video files (mostly mp3's) that are created to serve a variety of functions. Some are about news, sports, entertainment, and culture, but ours are about history. Usually podcasts are updated regularly through a RSS or iTunes feed, so listeners can subscribe to them. Ours are a one-time event (unless the class wants to set up some running extra credit work). So how will this work? You will 1) **be doing an interview of a individual or group**, 2) **writing a script** of that interview, and then 3) **recording it** as an audio file.

CATEGORY	5	4	3	2
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself or herself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Sound Quality	Both the interviewer and the person being interviewed can be heard/understood very clearly on the tape with no wind or background noise.	Both the interviewer and the person being interviewed can be heard/understood very clearly on the tape but there is some wind or background noise.	The person being interviewed can be heard/understood very clearly on the tape but the interviewer's voice is not easily heard.	The sound quality is poor making it hard to hear/understand the person being interviewed.
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Politeness	Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person.
Formatting & Editing	The student edited and organized the transcript in a way that made the information clear and interesting.	The student edited and organized the transcript in a way that made the information clear.	The student edited and organized the transcript but the information was not as clear or as interesting as it could have been.	The student did NOT edit or organize the transcript.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.
Podcast Script	The report is well organized and contains accurate quotations and facts taken from the interview.	The report is well organized and contains accurate facts taken from the interview.	The report contains accurate quotations and facts taken from the interview.	The report is lacking facts and quotations from the interview OR the quotes and facts are not accurately reported.
Note-taking	The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. Notes were added to immediately after the interview so facts were not lost.	The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. No additional notes were taken.	The interviewer took notes during the interview, but did so in a way that interrupted the "flow" of the interview. Additional notes may, or may not, have been taken.	The interviewer took no notes during or after the interview
Reflection	The student writes a one page journal concerning 1) what they learned about the 1980's through this project and 2) lists 5 skills they developed through this learning experience.	The student writes a one page journal concerning 1) what they learned about the 1980's through this project and 2) lists 4 skills they developed through this learning experience.	The student writes a half page journal concerning 1) what they learned about the 1980's through this project and 2) lists 3 skills they developed through this learning experience.	The student does not write a reflection journal entry.

POINTS/GRADE

Value	Task	Description
5	Selection of a topic	Choose a famous journalist /newscaster or individual to be interviewed from the time period.
10	Collect quotes	Collect 20 quotes from the individual you have chosen to role-play.
10	Biographical description	Write a one page biographical description of the individual you have chosen to research. Include all relevant information.
10	Script First Draft	Write a first draft of your script. Remember that the interview is 5 minutes per person (10 minutes for 2, 15 for 3, etc.)
15	Script Final Draft	Complete your final draft of the script. Be sure to include multiple topics in your conversation. (5 for A, 4 for B, 3 for C, etc.)
50	Final rubric grade	The teacher and you will collaboratively assess your performance through the rubric checklist. Be sure to include all topics.
100	FINAL GRADE	