The Interview is an in-depth exploration of the strengths and weaknesses of a single piece of evidence. This activity is particularly valuable as a pre-writing step or part of the preparation for a full-debate. Students work independently to choose one piece of evidence they believe strongly supports their claim and then they are interviewed by a peer about that chosen piece of evidence. The interview begins with a description of the evidence by the interviewee and then a series of questions posed by the interviewer. The interviewer is given a set of guiding questions and is encouraged to push their peers to truly consider whether the evidence they have chosen has any weaknesses due to assumptions, invalidity, or lack of detailed information. Once the interview has been completed, the students switch roles and repeat the process so both students act as interviewer and both students think critically about their chosen evidence.

The interview questions are meant to foster deep thought about the main ideas of the evidence presented, of the reasoning that ties that evidence to the claim, and of any potential weaknesses in the evidence. The goal of this activity s to place students at the center of their own learning where they help each other think critically and analytically, rather than relying on the teacher to facilitate this kind of critical analysis.

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| **Step** | **Teacher Move** | **Student Move** |
| **1** | Present the class with a topic or task |  |
| **2** | Assign students to sides for argumentation/debate |  |
| **3** | Once students have reviewed multiple pieces of evidence related to the topic/claim, have them pick one piece of evidence they feel strongly supports the claim  | Read and review all evidence from multiple sources on topic and choose the strongest piece of evidence to support your claim |
| **4** | Pair students up and review interview protocols | Move to sit with your partner |
| **5** | Pass out interview activity sheets and have first interviewer begin  | Interviewer questions partner about that person’s chose evidence |
| **6** |  | Partners switch roles and conduct second round of interviews |