Finding Inspirations from the Library: An Oral History Class Activity
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Elementary/ Special Education

ACTION PLAN FOR INTERVIEWING (API)
October 2009 Teachers Oral history Workshop
California University of Pennsylvania
Library of Congress Teaching with Primary Sources
Instructors: Nik Roberts, M.S., David Lonich, Ph.D.
I. Pennsylvania Teaching Standards:

Reading, Writing, Speaking and Listening
1.5.5.B. Writing using well-developed content appropriate for the topic.
1.5.5.C. Write paragraph that have a topic sentence and supporting detail.

II. Steps of the Inquiry-based Learning Model (IBLM) being used:

My inquiry-based learning model (IBLM) has the following five linear components:

- **Questioning**- Develop question to interview the librarian on the importance of using the library for resources.
- **Researching**- Gathering background information on the interviewee.
- **Discussing**- After the students listen to the interview a discussion on how the library helps them.
- **Creating**- The students will organize the information from the interview to write a paper.
- **Reflecting**- Students will share their writings with the classroom.

III. Procedure/ Descriptive Walk-through:

My selected topic is “Finding Inspirations from the Library.”

The oral history activity is how to use the library. My oral history activity is to interview a librarian. I will research by gather information on my interviewee through public record, school reports (newspaper), and the internet. I will gather information on the librarian’s date of birth, education, employment, and family.

Before conducting the interview, I will plan the questions to ask. The classroom will help with developing the questions prior to the interview. I will start by modeling how to develop three questions by using the research information. The students will be encouraged to use the research information and the three questions as a guide to develop ten more questions. The students will work in assigned groups to brainstorm and present ten more questions. This will address the questioning and researching sections of the inquiry-based learning model.

The interview will focus on the importance of having the community and school library. Topics will include: 1) How reading is the basis for all learning, and 2) what it would be like without the library and the librarian. Explain to the classroom that they will listen to the interview after it has been conducted and they will have a quiz and writing assignment.
To prepare for the interview, I will make sure that I have a blank cassette and the tape recorder is working. Next, I will label the tape with the date and topic of the interview, and the name of the interview subject. I will ensure I have the list of questions, and spare paper so I can write ideas for follow-up questions as the interviewee is talking. I will ask my interview subject if I can tape record the conversation. My interview will occur only with the librarian and myself in the classroom.

Begin the interview introducing your project. Introduce your interviewee and give a date time, and location on where the interview took place. For example;

“This is the classroom project on inspirations from the library. Today is October 27, 2009. This is the beginning of an interview with the Yough Middle School librarian; Mrs. L This interview took place in room 218 at Yough Middle School.”

The research and information on the interviewee is also presented. For example;

“Mrs. L was born on September 1, 1969. She has been a librarian for eight years in the Yough school district.”

The interviewer will then introduce themselves and thank the interviewee for taking their time to be interviewed. For example;

“My name is Mrs. Markle. I am a sixth grade reading and language arts teacher at Yough Middle School interviewing Mrs. L. Mrs. L, I appreciate you taking time to allow me interview you about your experiences as a librarian.”

At the beginning of the interview it is suggested to begin your questions for the interview by asking where and when the interview subject was born. Ask about their family. Where do they live? Ask the interviewee about their education. Do you have any hobbies or special interests? As a child did you enjoy reading? Do you have a favorite author or book?

Then you will go into questions describing her job. How did you decide to become a librarian? Where you inspired by a teacher? What made the person a good teacher? Did you keep in contact with the teacher? As the school librarian what are some of your job duties? What are some important features of the library that could help a student interested in a book or author? If a student has to research a subject how they find the references they will need? With all the new technology, how has this changed the way the library works? Do you encourage students to use their community libraries and what do they have to offer?

The interview will end with thanking the librarian for her time.
IV. My Assessment Tool:

The following assessment used will address the discussing, creating and reflecting sections of the inquiry-based learning model.

The classroom will be reminded to pay attention because after they listen to the interview they will be taking a quiz and will be given a written assignment.

The students will listen to the taped interview. After listening to the interview, I will briefly discuss with the students the importance of having a library. The discussion should focus on how the library helps them with any topic they are interested in learning more about and how the library helps them find books for enjoyment.

The students will be required to take a quiz (10 points) on the interview:

1. List at least three job duties the Librarian explained during the interview?
2. What were two reasons why the librarian chooses to be a librarian?
3. The librarian discussed being inspired by her grandmother. What did her grandmother do to inspire her to become a librarian?
4. When the librarian was a child, what was her favorite book?
5. List two ways you can find resources in the library for a research project?
6. What does a community library have to offer?

The students will then be instructed to write two paragraphs about what they discovered about the library. The students will reflect by presenting their writing to the class. The two paragraphs (10 points) will be assessed on the following criteria:

Breakdown of points:

Organization of information, use of the writing guide- 3 points

Grammar, spelling, sentence structure, punctuation – 3 points

Content, presentation of work – 4 points