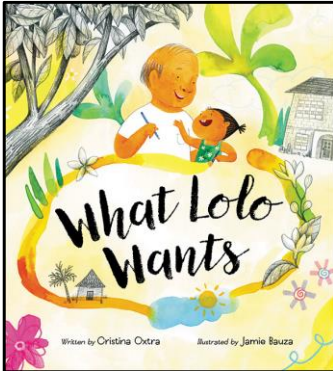


Additional Resource Guide: Fostering Intergenerational Connections Through Oral History and Storytelling



Book Title: *What Lolo Wants*

Written by: Cristina Oxta

Illustrated by: Jamie Bauza

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Age Range: 3 and up

About This Resource Guide

This guide aims to further the discussions and activities inspired by *What Lolo Wants* and help educators lead students in grades 4-6 in promoting intergenerational connection and exploring the idea of memory. In *What Lolo Wants*, Maria and her grandfather use art and food as points of connection when Lolo begins to lose his memory and words. Students will be asked to consider what points of connection they have with elders in their lives and how to begin to understand what life was like when they were younger.

Important Note: Students should be accompanied by a trusted adult for oral history interviews. This project may be difficult for some students, depending on how much support they can receive from families to get their interviews done. You may need to identify interview subjects for your students. You may want to partner with a senior citizen/elder group or living community in your area to pair students up with an elder.

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Examining Primary Sources and Oral History

Recommended for librarians, educators, caregivers/families, and other intergenerational groups that include children in upper elementary and middle grades.

Lesson 1: Introducing Primary Sources

What to Know and Consider:

- “Primary sources are the raw materials of history – original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place.” - Library of Congress
- Primary sources expose students to multiple perspectives on significant issues of the past and present. In analyzing primary sources, students move from concrete observations and facts to questioning and making inferences about the materials. Interacting with primary sources engages students in asking questions, evaluating information, making inferences, and developing reasoned explanations and interpretations of events and issues.
- Successful student interactions with primary sources require careful selection of primary sources that support learning objectives and are accessible to students based on their needs and interests.

Lesson Length: 45-60 minutes

Materials Needed:

- Access to the Library of Congress webpage (links embedded throughout the lesson plan).
- Computer, projector/screen, and possibly sound to share primary sources
- Copies of or digital access to the [Primary Source Analysis Tool](#) for students

Process:

1. Choose 4-5 primary sources of different types to analyze with students as a class, and then several for them to analyze on their own or with a partner. For Library of Congress primary sources specific to Minnesota, [click here](#). At the top of the webpage, you can filter to find different types of sources, including audio files, photographs, newspapers,

maps, etc. Selected Library of Congress Primary Sources collected and intended for classroom use [can be found here](#).

2. Create a slideshow of the primary sources to analyze as a class to show students.
 - a. Include one slide that gives the definition of primary sources to introduce to students: **Primary sources are original artifacts that were created during the time period being studied. They come in many forms, including photographs, documents, artwork, sound recordings, objects, maps, etc.**
 - b. Include one slide that shows the primary sources analysis process of Observe, Question, and Reflect (see image to the right).
2. Use the [Library of Congress Analyzing Primary Sources Teacher's Guides](#) to choose appropriate questions/prompts to pose for each step of the analysis process for each source you include: Observe, Reflect, Question.
3. Go through the slides you've created with students, and ask students to respond to the prompts you've selected as part of the primary source analysis process.
4. Additional questions to consider in your class discussion include:
 - a. Why are primary sources an important tool in learning about history?
 - b. How can primary sources help us understand a time period in a different way than just reading about it?
 - c. What do you think will be some important primary sources to depict life during the time period we are living in now? What will those sources say about life during this current moment?
5. Give students, partners, or groups various primary sources to analyze on their own using the [Primary Source Analysis Tool](#).
6. If you wish, use any of the follow-up activities provided in the [Teacher's Guides](#).



Lesson 2: Understanding Oral History and Identifying Interviewees

What to Know and Consider:

- Oral history is history that is captured from the memories and experiences of elders. Often, the history we learn in school is focused on famous people and big events. Oral history allows us to include the stories and experiences of everyday people, and when we talk with elders to capture their stories, we have the opportunity to strengthen those relationships.

- When recording oral history, it is important to keep in mind that memories are a mixture of facts and opinions, and both are important. How people make sense of their lives can give us valuable historical evidence, and it can help us relate to our own experiences.
- Oral history has been around since humans developed oral language to communicate. Some oral traditions in Indigenous and Native cultures were intentionally interrupted and lost through colonization and forced assimilation. Even so, many Indigenous and Native Americans continue to celebrate oral history as sacred, and they intentionally pass down some stories from one generation to the next through storytelling.

Lesson Length: 45-60 minutes

Materials Needed:

- Computer with internet access and speakers for sound
- *What Lolo Wants* by Cristina Ostra
- Two short, age-appropriate stories from [StoryCorps](#) to play for students that include an intergenerational connection. Examples include:
 - [The Threads of Love That Bind a Father and Daughter](#)
 - [Two Sisters Remember Their Mother and Her Legacy](#)
 - [A Legacy of Love: 83 Years Together](#)
- Copies of, or access to [Analyzing Oral History Document](#)
- [Handout: Oral History Interview Permission](#)

Process:

1. Before introducing oral history and this project to students, get in touch with families in advance to let them know about the expectations of the project, with the goal of understanding the importance of intergenerational connections and value in oral history and storytelling. This is where you'll need to know whether or not students and families will be in charge of finding an elder to interview or if you will be helping them connect with elders in your community. If you will have students finding their own elder to interview, some important points to communicate include:
 - a. The person whom students will choose to interview could be a relative, but it doesn't need to be. Give examples of different people they could ask, and offer to help make connections for children who need help.

- b. Let families know whether or not students can do this project with a partner or if it is independent. Letting students pair up may be helpful for some who will need support in finding someone to interview.
 - c. Give a detailed timeline of important dates and describe what their role as supporters will be. For some families, this role will be to help their child identify someone to interview, assist their child in asking permission of the interviewee, and help coordinate a time for them to conduct their interviews. For other families, they may need to be more involved in the interviews themselves by helping with recording or supporting their child with confidence or language interpretation.
 - d. Make the expectations of the project and their role as a caregiver clear, and offer communication in each family's home language.
 - e. Email or post the [Handout: Oral History Interview Permission](#)
 2. Begin the lesson by reminding students of the special relationship Maria and Lolo have by reviewing the first part of the story *What Lolo Wants* by Cristina Oxta, up until the point Lolo started not feeling well. Depending on how long it has been since the read-aloud lesson, you may choose to read the book to the class again. Ask students: *"Imagine Maria were to tell a story based on what she's learned about Lolo's life, based on what he told her throughout the years. What kinds of things do you think she'd tell us about?"*
 3. Explain what **oral history** is, and project or write on the board the definition: **Oral history is history that is captured from the memories and experiences of elders through storytelling.**
Explain: *The things you just guessed Maria would tell about in her story would be oral history.*
 4. Ask: *What have you learned about history from the stories adults have shared with you? (Give an example from your life if needed to help spark their responses.)*
 5. Play a [StoryCorps](#) story you chose for your students. Ask the following questions:
 - a. *How is this story an example of oral history?*
 - b. *What memories does/do the storyteller(s) share?*
 - c. *What surprises you most about the story?*
 - d. *What did you learn about the person/people telling the story that you might not have learned from reading a book?*
 - e. *What do you think later generations will find remarkable about this story?*
 6. Next, play another [StoryCorps](#) story you chose for your students, and have them discuss the Observe, Reflect, and Question prompts on the [Analyzing Oral History](#)

[Document](#). When they are finished, come back as a whole group and discuss what they came up with.

7. Explain the oral history project students will participate in. They will be conducting at least one interview with an elder (someone older than them who grew up in a different generation). The person they choose to interview could be a relative, but it doesn't need to be. The person they choose, however, should be someone they have a connection with or something in common with (interests, hobbies, cultural heritage, etc). Give examples of different people they might ask. Give a due date for their choice in who to interview.
8. Explain that after the interview process, students will create their own story using what they learned and making connections to themselves.
9. Give students a copy of the [Handout: Oral History Interview Permission](#) and a due date for its return.

Collecting Oral History Through Interviews

Lesson 3: Preparing for Oral History Interviews – Interview Tips

What to Know and Consider:

- These next two lessons may take longer than expected, but spending time helping students prepare for their interviews will make the whole experience richer for everyone involved. Showing examples, modeling, and practicing any or all parts of the process will help students feel more confident in their own interviews.
- By this point, if you have students who do not have someone to interview yet, check in with their family and help them find someone. This will be important to have in place before the next lesson.

Lesson Length: 45-60 minutes

Materials Needed:

- Your own slideshow with Interview tips, using the following resources:
 - [Minnesota Historical Society Oral History Guidelines](#)
 - [Minnesota Historical Society Oral History Question Formats](#)

- [Handout: Oral History Interview Tips](#)
- Copies of or access to: [Handout: Oral History Interview Tips](#)

Process:

1. Review the definitions of oral history and primary sources with students:
 - a. **Oral history is history that is captured from the memories and experiences of elders through storytelling.**
 - b. **Primary sources are original artifacts that were created during the time period being studied. They come in many forms, including photographs, documents, artwork, sound recordings, objects, maps, etc.**
2. Explain that today, you will talk about some interview tips, and students will begin to prepare for their upcoming oral history interviews.
3. Go through your prepared slideshow, outlining some of the major interview tips and things to remember. You don't need to include everything in this slideshow, as you'll review them all in the next activity. Keep this short, so there is time for the activity.
4. Give out copies of the [Handout: Oral History Interview Tips](#). Partner up students, and give each pair one of the interview tips from the handout, keeping who has which tip a secret from the rest of the class. Give partners time to come up with a short skit that shows what they should NOT do and how it would look/sound if they followed the tip assigned to them. Give them time to practice a little.
5. Invite partners to the front of class, one group at a time, to act out what they should not do for their tip. The rest of the class should guess which tip they had. Once the tip is guessed, the partner group can act out how they should practice that tip in their interview. Discuss any questions they have, and add any info groups missed. You may want to spend a little time brainstorming some good open-ended questions, as this can be a hard skill at first.

Lesson 4: Preparing for the First Oral History Interviews – Writing Questions

What to Know and Consider:

- By this point, students should know who they will be interviewing and have returned the [Handout: Oral History Interview Permission](#).
- If you are pairing students with community members or volunteers for this project, give them a chance to learn a little about the person they will be interviewing, so they

can best prepare what to talk about. Knowing the person's age, a little about their background and family when they were growing up, what their interests/hobbies are or were as a child, and things they wished for as a young person might be helpful for students to find a connection to focus on.

- Some students may need assistance with taking notes from their recorded interviews. Transcription software may be helpful for this part for some students as they compile information from their interview.
- [Lesson 8: Examining Story Formats](#) - Picture Books and Podcasts can be done anytime after this lesson.

Lesson Length: 45-60 minutes

Materials Needed:

- Copies of or access to: [Handout: Oral History Interview Questions and Notes](#)
- Copies of or access to: [Handout: Oral History Interview Tips](#)
- Whiteboard or chart paper and markers
- Five sheets of paper, one with each of the following question/prompt starters in large print:
 - Tell me about...
 - Describe...
 - What do you remember about...
 - Explain...
 - Expand on, or tell me more about...
- Slide with a short bio of someone you knew as a child that you would've interviewed if you were doing this project.

Process:

1. Begin by reviewing the definitions of oral history and primary sources with students:
 - a. **Oral history is history that is captured from the memories and experiences of elders through storytelling.**
 - b. **Primary sources are original artifacts that were created during the time period being studied. They come in many forms, including photographs, documents, artwork, sound recordings, objects, maps, etc.**

2. Tell students that today, they will work on creating questions to ask that will help capture interesting and detailed stories during their interview.
3. Show the slide of a short bio (name, picture if available, and any brief biographical information you have) about someone you knew as a child that you would've interviewed if you were doing this project, and read it to them. Tell the class why you would've interviewed the person and what you hoped to learn through their stories.
4. Next, ask the class for help writing interview questions or prompts. Refer them back to the [Handout: Oral History Interview Tips](#), and break the class up into five groups. Give each group a sheet of paper with one of the following question/prompt starters on it:
 - a. Tell me about...
 - b. Describe...
 - c. What do you remember about...
 - d. Explain...
 - e. Expand on, or tell me more about...
5. Give groups time to work together to write a question/prompt using the starter assigned to them. Groups should review the interview tips before deciding they are done to make sure it meets the criteria.
6. Give an opportunity for each group to share the question/prompt they came up with. Discuss as a group what makes the question/prompt a solid one (open-ended, brief and clear, sounds authentic and natural, invites a story). List these things on the whiteboard or chart paper under the title *"What Makes a Good Interview Question?"* Then ask the class if there's anything they'd change about it, and adjust as needed.
7. After the class shares the questions they came up with, talk about what some appropriate primary sources would be that could be asked about. For example, if you were to interview a grandparent about their favorite things to do as a child, you might ask about a photograph. Or, if you had asked about their favorite holiday, perhaps there's a recipe for a special dish that could be included.
8. Distribute or give digital access to the [Handout: Oral History Interview Questions](#). Give students time to come up with questions/prompts for their interviews, using the interview tips, the examples the class came up with, and the things you just added to the *"What Makes a Good Interview Question?"* poster/whiteboard. Assist students as needed.

Optional: Have students share their questions with a partner or small group. Partners/small group members can help each other revise questions.

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9. Do a short check-in at the end of class to see how students are feeling about the upcoming interviews. Use your own style of check-in, or something like this [dog one from Medium](#). Note who may need extra support from you.

Lesson 5: Analyzing Oral History Interviews and Preparing for the Follow-up Interview

What to Know and Consider:

- By this point, students will have completed their first interview and have written notes from their recordings, and they are ready to analyze them and prepare for the follow-up interview.
- This lesson should be done between the two interviews, so students have support in analyzing their first interview and preparing for the follow-up interview.
- In this lesson, students will use the “Observe, Reflect, Question” analysis tool to reflect on and summarize their first interview and prepare for their follow-up one.
- Modeling each step in this lesson will help students make connections more easily, especially since these are often new skills for students.

Lesson Length: two 45-minute sessions

Materials Needed:

- Copies of, or access to: [Handout: Oral History Interview Questions and Notes](#) (one completed by student and a new copy for the follow-up interview)
- Copies of, or access to: [Handout: Oral History Interview Tips](#)
- Copies of, or access to: [Oral History Interview Reflection](#)
- Copies of, or access to: [Handout: Oral History - First Interview Summary](#)

Process - Part 1:

1. Begin by doing a check in to see how the first interviews went for students. Give everyone a copy of the [Oral History Interview Reflection](#) (or create a survey online for students to take using the questions). Allow time for students to complete the reflection and collect, so you can briefly go through them to see who may need more support from you.
2. Students should have their completed [Handout: Oral History Interview Questions and Notes](#) with them. Give out copies of, or digital access to the [Handout: Oral History -](#)

[First Interview Summary](#). Review the Observe, Reflect, Question strategy, and tell them that after the next class, they should be ready for their second interview.

3. Give students time to answer the questions on the [Handout: Oral History - First Interview Summary](#). Then, have students share with a partner one thing from each category: an observation about their interview, a reflection, and a question they have for the follow-up interview. Model this as needed.



Process - Part 2:

1. Begin by having students share (verbally as you go around, on a whiteboard as they enter class, or by writing on a slip of paper) their answer to the following question: *For your second interview, what more do you want to know, and how can you find out?*
2. Model answering the above question yourself, perhaps weaving in a primary source. Explain and model how students may find out more by doing a little research and/or asking specific questions during the next interview.
3. Model how you could use the interview summary and notes from the first interview to write questions for the follow-up interview. Remind students that they want to make sure to gather additional details to tell a story, so their questions should be focused on gathering more information (and primary sources!). Allow time for students to use their interview summaries and notes to create new questions for their follow-up interview using a fresh copy of the [Handout: Oral History Interview Questions and Notes](#).
4. Wrap up by having each student share, in one sentence, what they intend to be the focus of their next interview based on what story they may want to focus on for their storytelling project. You may want to model this as well.

Using Oral History to Tell Stories

Lesson 6: Analyzing Oral History Interviews to Prepare for Storytelling

What to Know and Consider:

- By this point, students will have completed both interviews, have written notes from their recordings, and be ready to analyze them to offer a brief retelling of the oral history.

Lesson Length: 45–60 minutes

Materials Needed:

- Copies of, or access to: [Handout: Oral History – Follow-up Interview Summary](#)

Process:

1. Begin by doing a four corners check in. Make four signs, each with a different statement about how their follow-up interview went. You may come up with your own statements, or use the suggested ones below. Students choose one of four statements that is true about their interview experience, and they stand in the area of the room. After all students have grouped up, give them time to share with their group more about their experience regarding that statement and share examples. Make note of students who will need your support, so you can check in with them. Then, have each group report out any major themes to the rest of the class. Suggested statements for the corners include:
 - a. I learned more/new interesting information about the person I interviewed through their stories, and I know what story I want to tell.
 - b. I have done all the things, yet I'm unsure about what the focus of my story should be.
 - c. I had some difficulties with my interview, and I could use some support to figure out what story to tell.
 - d. I found connections or things in common with the person I interviewed, and I want to include them in my story.

2. Students should have their completed [Handout: Oral History Interview Questions and Notes](#) with them from both interviews, as well as their Handout: Oral History – First Interview Summary. Give out copies of, or digital access to the [Handout: Oral History – Follow-up Interview Summary](#). Review the Observe, Reflect, Question strategy, and tell them that after this class, they will decide what format they want to use to tell their story.
3. Give students time to answer the questions on the [Handout: Oral History – Follow-up Interview Summary](#). Check in with students who may need it based on the four corners activity. Then, have students share with a partner one thing from each category: an observation about their interview, a reflection, and a question they have for the follow-up interview, just as they had for the first interview.
4. At the end of class, do a quick poll to see how ready to start telling their story students are feeling.

Lesson 7: Examining Story Formats – Picture Books and Podcasts

What to Know and Consider:

- This lesson can be done anytime after Lesson 4. It can be done while you wait for the students to finish the interviewing process, so they can start thinking about what format they will put their final project into.
- This guide specifically mentions the formats of a picture book or podcast as the final project options, but feel free to add other format choices that are best suited for your students' interests, access to resources, or time constraints. The “I notice/I wonder” activity and the handout can be adapted for different formats.
- If podcasting in the classroom is new for you, there are some great resources out there to help, and there are budget-friendly ways to create them. Start by checking out [Podcasting in Elementary School from Edutopia](#) and [Strategy Share: Creating Podcasts in the Classroom from National Geographic](#).

Lesson Length: 45–60 minutes

Materials Needed:

- *What Lolo Wants* by Cristina Ostra
- Short sample of a student-friendly podcast, such as one from the [Circle Round Podcast](#) or [The Past and The Curious](#).

- Two large posters/pieces of chart paper, each divided in two columns: “I notice....” & “I wonder...” One poster should have the title “Picture Books” and the other one, “Podcasts”
- Copies of, or access to: [Handout: Oral History Final Project Choice](#)

Process:

1. Tell students that now is the time to start thinking about what format they will put their final project into.
2. Revisit the book, *What Lolo Wants* by Cristina Oxta, by reading it aloud to students, stopping every now and then to see what they notice about the physical book. You may ask, *What features about this book do you notice?* As you read the book aloud, stop to show the various aspects of the book you may have missed showing before, such as the inside of the front and back covers, title page, and the copyright page that includes a dedication and Tagalog translations. Stop at pages that do not have text, and see what students notice. Add any noticings students have throughout to the “I notice” column on the Picture Book poster. Then, ask students what they wonder about the way the book is designed or created. Answer any questions you can, and be sure to revisit the ones you have to think about or look up.
3. Next, play a sample of a student-friendly podcast, such as one from the [Circle Round Podcast](#) or [The Past and The Curious](#). Repeat the process of collecting student noticings and wonderings about the format or how it was created.
4. Talk about the different supplies needed for each project option, such as the technology and resources that can be used.
5. Have students complete the [Handout: Oral History Final Project Choice](#). If time doesn’t permit, this can be done another day. You can also come back to the final choices after **Lesson 8: Story Mapping**. Sometimes, it can be easier for students to make the choice regarding genre after they’ve put together the story they wish to tell.

Lesson 8: Examining Primary Sources in Oral History

What to Know and Consider:

- This lesson can be done anytime after the interviews are completed. Remind students regularly about primary sources and that they should be thinking about what primary sources will help in their storytelling final project.

- Spend time on the Library of Congress webpages embedded in the lesson to become familiar with how to search them for helpful sources. This will make it easier to show to students.
- Refer back to [Lesson 1: Introducing Primary Sources](#) for more information about guiding students in analyzing primary sources.
- When asking students to use primary sources, especially from the Library of Congress webpages, teach or review how to properly cite sources for their final projects.

Lesson Length: 45–60 minutes

Materials Needed:

- Access to the Library of Congress webpage (links embedded throughout the lesson plan).
- Computer, projector/screen, and possibly sound to share primary sources
- Access to [Library of Congress Teacher’s Guide: Analyzing Primary Sources](#) to help you guide students with responding to a primary source.
- Copies of, or digital access to [Handout: My Oral History Primary Sources](#)

Process:

1. Review the definition of primary sources with students: **Primary sources are original artifacts that were created during the time period being studied. They come in many forms, including photographs, documents, artwork, sound recordings, objects, maps, etc.**
2. Return to the following questions for further review:
 - a. Why are primary sources an important tool in learning about history?
 - b. How can primary sources help us understand a time period in a different way than just reading about it?
 - c. What do you think will be some important primary sources to depict life during the time period we are living in now? What will those sources say about life during this current moment?
3. Give students a tour of the following Library of Congress webpages, and show them how to search within them. Ask students what kinds of primary source examples from their own Oral History interviews could they find using the webpages. You may also take this further by giving students a chance to explore the webpages on their own, perhaps giving them a scavenger hunt to complete with a partner to become more familiar with how to navigate them.

- a. [American Folklife Center Collections: Minnesota](#)
 - b. [Library of Congress Online Collections: Minnesota](#)
 - c. [Library of Congress Blogs: Caught My Eye: Minnesota Collections at the American Folklife Center](#)
 - d. [Asian American and Pacific Islander Culture and Traditions: Resources in the American Folklife Center](#)
 - e. [Latinx and Latin American Collections: Resources in the American Folklife Center](#)
 - f. [American Folklife Center Collections: Indigenous Peoples of the Americas](#)
 - g. [Minnesota Digital Library: StoryMaps of Minnesota](#)
4. Have students review their two Interview Summary Handouts, making a list of primary sources they could use in their final projects on their [Handout: My Oral History Primary Sources](#). Guide students through the [Observe, Reflect, Question process of Analyzing Primary Sources](#), modeling this before they try it on their own.
5. Have students add any primary sources they can find from the Library of Congress webpages (such as maps to show places, or artifacts that could help tell the story of the person they interviewed).



Lesson 9: Story Mapping

What to Know and Consider:

- Story mapping helps students take the information from their interviews to put together the story they will tell. This lesson will help students further make sense of their interview and plan out the story they'll tell in their final project.
- You may decide to come back to have students choose their final project genre *after* this lesson. Sometimes, seeing the story mapped out helps students choose which type of genre to commit to.
- Create a poster version of [Handout: Oral History Story Map](#), an interactive whiteboard, or slides with the content of the handout to model the process and thinking that goes into the story map.

Lesson Length: 45-60 minutes

Materials:

- Copies of, or digital access to: [Handout: Oral History Story Map](#)

- Poster version of [Handout: Oral History Story Map](#), interactive whiteboard, or slides with the content of the handout
- *What Lolo Wants* by Cristina Oxta or another picture book showing an intergenerational connection

Process:

1. Tell students that today, they will have the opportunity to map out the story they'll tell in their final project using their interview notes, analyses, and summaries.
2. Model how to create a story map using the poster version, interactive whiteboard, or slides with the content of the [Handout: Oral History Story Map](#) using *What Lolo Wants* by Cristina Oxta or another picture book showing an intergenerational connection. You may need to review what "theme" means if it's not something you've talked about recently.
3. Model how to create a story map using the poster version, interactive whiteboard, or slides with the content of the Handout: Oral History Story Map using a sample podcast from [Circle Round Podcast](#) or [The Past and The Curious](#). You may even want to refer back to the first podcast you had students listen to in Lessons 2 or 7. Be sure to include a primary source in this part, so students can remember that for their own.
4. Give time for students to complete their story map using their interview analyses, summaries, and notes.
5. Collect and review each story map, and allow students to revise as needed before moving on.

Lesson 10: Storyboard and Script Creation

What to Know and Consider:

- Before this lesson, you may want to give another class period for students to explore more examples of children's books and podcasts (depending on the genre they chose to create for their final project). This can be done in partners or small groups. Have them review and discuss new noticings and wonderings about the genres as they see other examples. The more modeling that is done or examples that are provided, the more prepared and confident students will be for their own project.
- Create your own completed example version of both handouts below. Use podcasts and picture books that were used as models throughout the project, so students can see what a thoroughly completed sample looks like. Another option is to have

students practice completing the handouts using podcasts or picture books you provide as a way to practice for their own.

- The amount of class time you provide to students to work on creating their final projects will depend on your students, the resources available to them outside of school, and your school's policies/culture around homework. At the very least, build in class time for drafting, peer reviewing drafts, and check-ins with you along the way. You'll also want to plan due dates for the project throughout to keep students on track.

Lesson Length: 45–60 minutes (and subsequent class periods to work on the project)

Materials:

- Copies of, or digital access to: [Handout: Podcast Script](#)
- Copies of, or digital access to: [Handout: Picture Book Storyboard](#)
- Examples of completed versions of the handouts using a picture book and podcast you used earlier in this project as an example

Process:

1. Tell students that now is the time to take their story maps and create a script for their podcast or a storyboard for their picture book.
2. Give students a copy of, or digital access to, the appropriate handout ([Handout: Podcast Script](#) or [Handout: Picture Book Storyboard](#)). Talk through each one, and provide examples.
3. Once each student's script or storyboard is approved by you, they can begin creating the first draft of their project. See the "What to Know and Consider" section above. The number of drafts and check-ins along the way will depend on your students' needs and your capacity for this project.

Project Completion, Sharing, and Gratitude

1. As students work on completing their projects, be in contact with families and interviewees about how the projects will be shared. Options include:
 - a. Make the final projects available for folks to view online.
 - b. Host a Storysharing event at school or a local library, and invite families and interviewees.

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- c. Set up a display in the school where visitors and other school community members can view the projects and listen to the podcasts using a QR code.
 - d. Rotate featuring each student's project in classroom newsletters or your school's blog.
 2. Give students time in class to write letters/cards of gratitude for those they interviewed for the project. Help students get the cards/letters as well as a copy of the final project to their interviewees. Include your own note of thanks and be sure to show your appreciation for the role families played in the project.

NAME: _____

Handout: Oral History Interview Permission

Dear _____,

My class is learning about oral history, history that is captured from the memories and experiences of elders through storytelling. I would really like to interview you for my own oral history project. I hope to learn more about you, your life when you were younger, and what we have in common based on your memories.

For this project, I will need to conduct **two interviews and record them**. These can be done in person or online using video. After the interview process, I will put together my project, and I will come back with any questions I have. **Before I turn in my project, I will share it with you, so you can see it and check to see if I accurately portrayed your memories.**

Please sign below if you agree to participate in this project with me, and let's schedule a time for the interview. Thank you very much. I am looking forward to learning more about you!

Sincerely,

This form is due:

Interviews are due:

Student name: _____ Interviewee name: _____

Interview 1 date & time: _____ Location: _____

Interview 2 date & time: _____ Location: _____

Interviewee signature: _____

For questions or to give permission over long distance, you can email my teacher at:

Handout: Oral History Interview Tips

1. **Record the interview.** It doesn't have to be fancy. Use a phone, tablet, or computer. Make sure you know how to access the recording. Ask for help if you need it. Start your recording by stating the following information for both you and your interviewee:
 - a. Name
 - b. Age
 - c. Date
 - d. Location
 - e. Relationship of interview partner (how you know each other)
2. **Stay focused on their story.** Remember that your purpose is to learn about and record someone else's experiences rather than talk about yourself.
3. **Ask open-ended questions.** These will require more than a "yes" or "no" answer. Start questions with who, what, where, why, when, and how.
4. **Ask one question at a time.** If you ask a series of questions at once, your interviewee will likely only answer the first question.
5. **Ask brief questions.** This will keep the conversation moving, and they will grasp what you are seeking to know.
6. **Ask non-controversial questions.** If your interviewee is comfortable, they will tell you more.
7. **Moments of silence are ok.** If your interviewee needs a moment to think, allow them to do so before rushing to the next question.
8. **Be you, and don't worry about being perfect.** Your interviewee will feel more comfortable if they don't think you expect them to give perfectly composed responses.
9. **Listen quietly and actively.** Give an occasional smile or nod to let them know you are listening and interested.
10. **Don't interrupt a good story.** If you thought of a new question, or if the interview isn't getting to all the questions you prepared, it's ok. Jot down notes to remember for later, and remember your list of questions is only a guide, not a rigid plan.
11. **Help your interviewee keep their account focused on *their* experiences - what they saw, witnessed, felt.** If they start talking about what they heard or read, ask them about what they were doing or experiencing.
12. **Review the recording soon afterwards.** Listen and take notes, so you can remember the conversation as clearly as possible.

Adapted from: [Minnesota Historical Society Interview Tips](#)

NAME:

Handout: Oral History Interview Questions and Notes

*****REMEMBER TO RECORD YOUR INTERVIEW!*****

Begin by stating the following:

Your name: My name is _____

Interviewee name: This is an interview with _____

Interviewee age: They are _____ years old.

Date: Today is _____ **Interview:** (circle one) 1 2

Location: They are in _____

Relationship: They are/I know them through _____

*****REMEMBER TO ASK OPEN-ENDED QUESTIONS THAT INVITE A STORY*****

- Tell me about...
- Describe...
- What do you remember about...
- Explain...
- Expand on, or tell me more about...

Question:

Notes from response:

Question:

Notes from response:

Question:

Notes from response:

Question:

Notes from response:

Question:

Notes from response:

Question:

Notes from response:

Question:

Notes from response:

Question:

Notes from response:

Question:

Notes from response:

*****REMEMBER TO CONSIDER PRIMARY SOURCES TO HELP TELL THE STORY*****

Primary sources are original artifacts that were created during the time period being studied. They come in many forms, including photographs, documents, artwork, sound recordings, objects, maps, etc.

List any primary sources your interviewee mentioned or that you wish to look into:

NAME: _____

Handout: Oral History Interview Reflection

1. What are three words you can use to describe your first interview:

1.	2.	3.
----	----	----

2. What is one thing you learned by doing the first interview (about you, your interviewee, or the world)?

3. What primary sources were mentioned in the interview that you could follow-up on? (Did they talk about any important items, places, food, songs, news events?)

4. What do you want to do differently for your follow-up interview?

5. What support do you need for your next interview?

NAME:

Handout: Oral History – First Interview Summary



Instructions: Use this guide to analyze your first oral history interview by answering the questions in each section – Observe, Reflect, and Question. There is no correct order in the three sections, so start where it feels best.

OBSERVE

1. What details did you notice, either in the interview or afterwards as you listened to the recording?

2. How would you describe the mood of the person you interviewed? What makes you describe their mood this way?

3. Did it seem like an interview or a conversation? Explain, giving at least one example.

REFLECT

1. What can you tell about the person you interviewed (and about that person's point of view) based on the stories they told?

2. How did you feel as you heard the stories told in the interview? What emotions came up for you? Why?

3. What connections can you make with the person you interviewed after learning more about their life? Do you have anything in common?

4. What did you learn about history from this interview?

5. Use the space below to write a one-paragraph summary of your interview, as if you are using the interview to tell a story in third-person.

QUESTION

What else are you wondering about....

Who?	
What?	
When?	
Where?	

Why?	
How?	

Adapted from: [Teacher's Guide: Analyzing Oral Histories](#), Library of Congress

NAME:

Handout: Oral History – Follow-up Interview Summary



Instructions: Use this guide to analyze your follow-up oral history interview by answering the questions in each section – Observe, Reflect, and Question. There is no correct order in the three sections, so start where it feels best.

OBSERVE

-
1. What **new or different** details did you notice, either in the interview or afterwards as you listened to the recording?
-
-
-

2. How would you describe the mood of the person you interviewed? What makes you describe their mood this way?
-
-
-

3. How was this interview different from the first one? Explain, giving at least one example.
-
-

REFLECT

1. What **new** things can you tell about the person you interviewed (and about that person's point of view) based on the stories they told?
-
-
-
-

2. How did hearing the person's stories firsthand impact your own emotions? What did you notice about your own feelings?
-

-
-
-
-
3. Think about what you already know about the time period of the stories told. How does this oral history support, change or add to your current understanding of history?

-
-
-
-
-
-
-
-
-
-
4. Use the space below to write a one-paragraph summary of your interview, as if you are using the interview to tell a story in third-person.

QUESTION

What else are you wondering about that you may have to research or ask about?
Where can you find the answers to your questions?

Questions I have / Things I'm wondering

Where can I find the answers?

	Who can I ask?

NAME:

Handout: Oral History Final Project Choice

Which format would you like to do for your project? (Check one)

- Children's Picture Book
- Podcast episode (no longer than 10 minutes)

What is it about this type of project that appeals to you?


How will this format help you best tell the story of the person you interviewed?

What questions do you have about this format?


NAME:

Handout: My Oral History Primary Sources

Use this handout to brainstorm and analyze the primary sources you may reference in your final project.

Name of Primary Source (include type of source and where you can find it)	 <p>Observe: Describe what you notice.</p> <p>Reflect: What can you learn from this?</p> <p>Question: What do you wonder about?</p>

--	--

<p>Name of Primary Source (include type of source and where you can find it)</p>	 <p>Observe: Describe what you notice.</p> <p>Reflect: What can you learn from this?</p> <p>Question: What do you wonder about?</p>

NAME:

Handout: Oral History Story Map**CHARACTERS**

Who is the main character?

Description of main character:

How do you know them?

Who else will be mentioned? (names and relation to the main character)

SETTING

When does the story take place?

Where does the story take place?

What else was happening at that time?

EVENTS

List major events as they happened in the correct order, and describe the character's thoughts, feelings, or reflections of each event.

Event	Character thoughts/feelings/reflections
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

THEME

What is the story's theme, or the thing you want readers/listeners to think about?

NAME:

Handout: Oral History Podcast Script

Instructions: Create a detailed podcast script using this guide to build out your episode. Once the script is complete and approved, practice it out loud. This helps you adjust phrasing and check for awkward wording or transitions.

Content	Speaker / Sounds	Timing
Intro, including any music (start with a hook)		
Welcome/Introductions <ul style="list-style-type: none"> • Who are you? • Why are you here? • What can listeners expect? (give a teaser) 		
Body <ul style="list-style-type: none"> • Tell the story (create an outline from your story map) • Include details, quotes, or excerpts from your interview • Mention primary sources as they connect to the story • Include your own connections and why the story matters • Add sounds and music for extra effect 		
Outro <ul style="list-style-type: none"> • Recap key points • Thank guests/participants • Give people a call to action or something to think about/consider 		

NAME:

Handout: Oral History Picture Book Storyboard

Instructions: Create a detailed storyboard using this guide and your story map. Remember, some pages may have images with no text. Once the storyboard is complete and approved, begin with a draft of the text.

Event	Images to SHOW character thoughts /feelings (include at least one primary source)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
Title idea:	Cover image:

Connections to Minnesota State Standards

Minnesota State Standards Connections

Social Studies – Adopted 2024 (Anchor Standards by Strand)

Geography

- 2. Places and Regions: Describe places and regions, explaining how they are influenced by power structures
- 5. Culture: Investigate how a sense of place is impacted by different cultural perspectives.

History

- 1. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.
- 2. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.
- 3. Historical Sources and Evidence: Investigate a variety of historical sources by: a.) analyzing primary and secondary sources; b.) identifying perspectives and narratives that are absent from the available sources; and c.) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.

English Language Arts (Anchor Standards by Strand)

Reading

- 4. Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
- 6. Analyze influences on content, meaning, and style of text, including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspectives, in complex literary and informational texts.
- 8. Examine the impact of vocabulary, including words and phrases, on content, style, and meaning of complex literary and informational texts.

- 9. Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

Writing

- 1. Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
- 2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
- 3. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
- 6. Write narratives, poetry, and other creative texts with details and effective techniques to express ideas
- 7. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
- 8. Media Literacy in Writing: Support Writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

Listening, Speaking, Viewing, and Exchanging Ideas

- 1. Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well as other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.
- 2. Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.
- 3. Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content applicable to task, purpose, audience, and discipline.

About One Book | One Minnesota:

One Book | One Minnesota is a statewide book club that invites Minnesotans of all ages to read a common title and come together to enjoy, reflect, and discuss. One Book | One Minnesota is a program of The Friends of the Saint Paul Public Library, as the Minnesota Center for the Book, sponsored by Blaze Credit Union. Additional funding is made possible through an appropriation from the Minnesota State Legislature.

**About AmazeWorks**

The mission of [AmazeWorks](#) is to champion equity and belonging for all. We believe that everyone should see their families, identities, and lived experiences reflected in positive mirrors and windows into the lives of others who are different from them. AmazeWorks is happy to partner with Friends of the St. Paul Public Library's One Book | One Minnesota to offer this discussion guide because we all believe in the power of stories to inspire, educate, and connect us all.