

INTERVIEW NARRATIVE

essay kit

Strengthen the real-world writing skills of crafting a powerful oral history or interview essay in this **complete step-by-step** kit.

SO MANY USES

Add to any unit for a real PBL

Assign instead of a regular essay

Incorporate into your Current Issues, Civics, Social Studies, or ELA class

Use an end-of-course project

BOTH PRINT & PAPERLESS INCLUDED



POSSIBLE project ideas

Extend any unit by having students interview someone and asking *them* about the themes and topics learned.

EXAMPLES

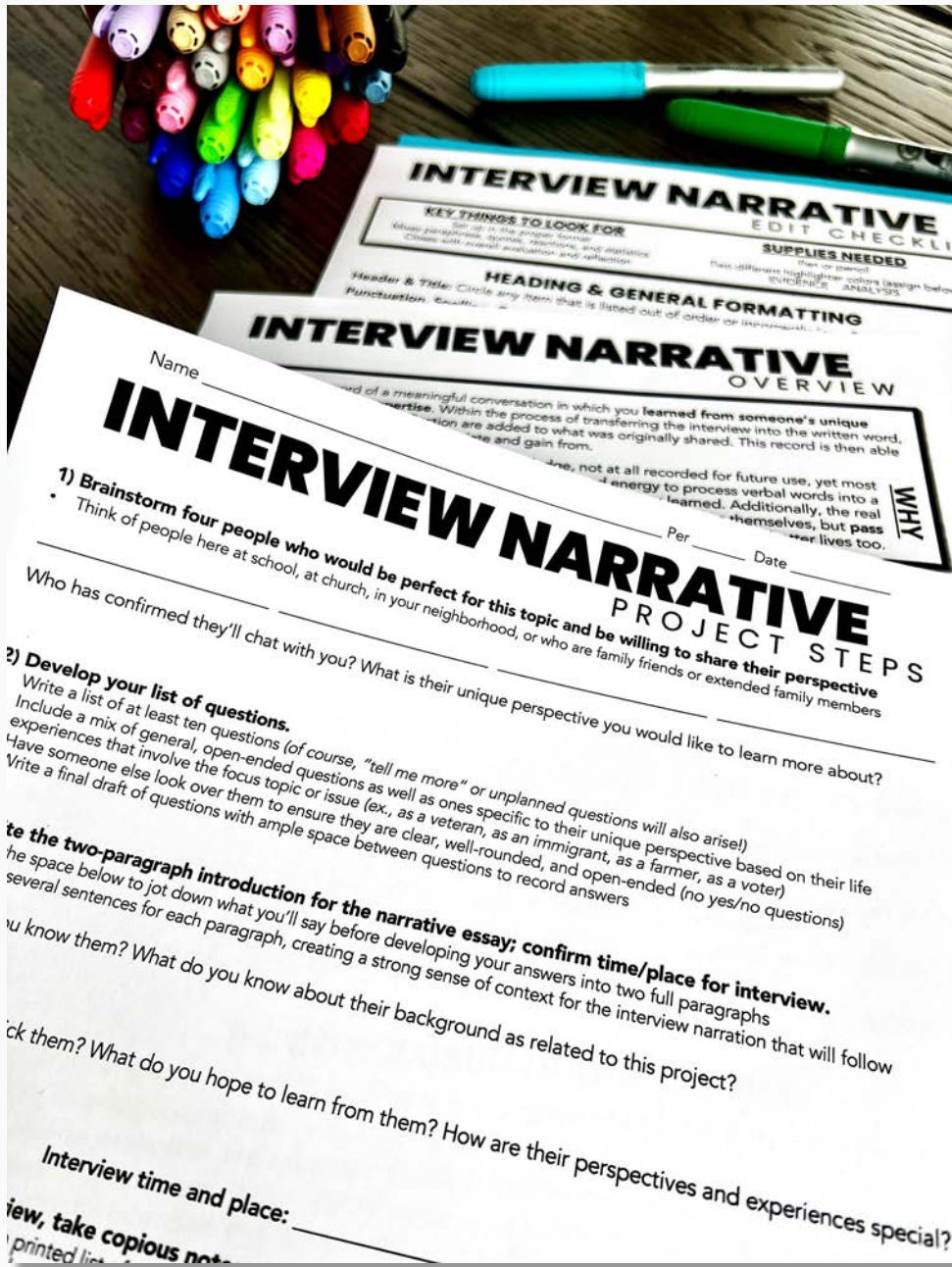
Civics: Students interview a community member about their thoughts on government and politics

US History: Students interview a family member or senior citizen about growing up in earlier times

Economics: Students interview someone about the current economy or financial advice

Sociology / Psychology: Students interview someone about what has shaped them the most

ELA: Students interview someone about a related novel theme (ex. coming of age, love and betrayal)



SUPPORT ALL *students*

Included forms and how-to sheets *highly scaffold the writing process* from start to finish.

WHAT'S INCLUDED

Step-By-Step Project Sheet
Overview, Brainstorming,
Researching & Outlining Sheets
Sample Essay, Edit Checklist
Reflections & Rubrics
Writing Skill Sheets

INTERVIEW NARRATIVE OVERVIEW

WHAT
A written record of a meaningful conversation in which you learned from someone's unique perspective and expertise. Within the process of transferring the interview into the written word, deeper meaning, and reflection are added to be shared for others to appreciate and grow from.

A conversation is a fleeting transfer of knowledge of life's lessons are shared verbally. Taking the written record gives you a much greater awareness of how heroes in life aren't those who keep insight a secret.

2 INTRODUCTION
Start with a clear yet brief summary of the purpose of the interview.
• Describe in a brief paragraph the person you interviewed, their unique perspective or experiences he/she has shared, and how they relate to your topic.
• Narrow to the goals of the interview, why you chose this person, and how their perspective or experiences match or differ from your own.

5-7 BODY
Narrate the main questions and topics of the interview. Use paraphrases, related statistics, and your own observations to support your ideas.
• Transfer the questions and answers into your own words.

REMEMBER
Follow the formatting guidelines exactly as provided
Mix narration of Q&As with your reactions
Close with an evaluation and overall reflection
Use the **bolded** sentence starters to get going!

Sally Student
Ms. Lemon
U.S. History
November 15 2024
Keeping Their Memories Alive: An Interview with my Great-Grandparents

I have always known my great-grandparents grew up during the Great Depression. In fact, my great-grandmother was born in the few days between Black Thursday and Black Monday in 1929. The Great Depression literally was their only reality. They both grew up on farms in different parts of the country. My great-grandfather was like to get by simply and live off the earth. I have been fortunate to live with them and see them frequently, but we had never discussed their childhood in detail until now. I want to have this knowledge and memory of them for myself and my children. The Great Depression and World War II. Especially,...

INCLUDING EVIDENCE SKILL SHEET

WHAT
The inclusion of, not only, specific examples from other sources to support your argument, but also the sources from which they are connected to your argument.
Empirical (measured) evidence is respected people or an expert's evidence to use if you write about a topic.

CREATING A WORKS CITED SKILL SHEET

WHAT
A works cited sheet is the official and very strictly formatted list of all the existing works referenced and pulled from in the creation of a new work. Sources are often referenced within the text where evidence appears, but at this list contains the complete source information to give proper credit and for others to further explore the topic.

WHY
Knowledge is meant to be built upon. What you have created is owed to the works of others before you. A complete and properly formatted list of the sources you used enables the next person to easily access them, and it pays credit to those who helped your work. It serves as a code of academic etiquette, not a proof against plagiarism.

MY TURN
Sum up what a source is unique with the source's author and title.
• In Kevin Peterson's article, "The Lewis and Clark Expedition," Lewis and Clark's journey is described as a "great adventure" rather than a "mission."
• Thomas Friedman, in his New York Times article, "The World is Flat," Abigail Adams's famous "Remember the Ladies" is cited as a "pioneering" document.
• Lewis Hine, in his famous collection of photographs, "Lunch Pail Boys," the lives of young boys in the coal mines are depicted as a "tragic" story rather than a "documentary" record.

REMEMBER
Follow the formatting guidelines exactly as provided
Use the same font and sizing as the original source
Reverse indent each new listing

start new page, label using center-justified
Works Cited
make a separate list page of essay
Adams 4
Egan, Timothy. "The Eight-Second Attention Span." The New York Times, 22 Jan. 2016, www.nytimes.com/2016/01/22/us/politics/the-eight-second-attention-span.html.
Russo, Marcello. Ariane Huffington. "First Figure Out Why. Then Use Your Phone-less First." School of Management, 2018, https://www.som.yale.edu/insights/first-figure-out-why-then-use-your-phone-less-first.
Thompson, Carolyn. "School of Management." 2018, https://www.som.yale.edu/insights/first-figure-out-why-then-use-your-phone-less-first.
Twenge, Jean M. "Stoicism." Aug. 2017, www.nytimes.com/2017/08/07/opinion/stoicism.html.
Twenge, Jean M. "Stoicism." Aug. 2017, www.nytimes.com/2017/08/07/opinion/stoicism.html.
Them." Time Magazine, 2018, www.time.com/2018/08/07/opinion/stoicism.html.

Interview Narrative Project Steps

- 1) Brainstorm four people who would be perfect for this topic and be willing to share their perspective.
 - Think of people here at school, at church, in your neighborhood, or who are family friends or extended family members.
 - 1. TYPE HERE
 - 2. TYPE HERE
 - 3. TYPE HERE
 - 4. TYPE HERE

Who has confirmed they'll chat with you? What is their unique perspective you would like to learn more about?

TYPE HERE
- 2) Develop your list of questions.
 - Write a list of at least ten questions (10 questions, but no more) or open-ended questions will allow you to explore a topic in depth.
 - Write a mix of general open-ended questions as well as more specific to their unique perspective based on their expertise that focus the focus topic or issue (ie, as a historian, as an engineer, as a farmer, as a scientist).
 - Make sure you have some open-ended questions that are open-ended, not open-ended (no people questions).
 - Write a list of questions with ample space between questions to record answers.
- 3) Write the two-paragraph introduction for the narrative essay, confirm time/place for interview.

FREQUENTLY ASKED *questions*

What grades is this best for?

It was designed for **high school students**. However, if your middle school students are strong writers and you are looking for a more real-world writing exercise, this could work. Be sure to examine the preview and product description closely to decide if this resource is a good fit for your students.

Is this editable?

The planning, outlining, and rubric forms are available in print PDF and an editable Google Doc file that can be customized to meet your student's needs. The how-to reference sheets are available in print PDF and non-editable Google Slides.

Can I use this in a homeschooling setting?

Definitely! **Step-by-step forms** for brainstorming, outlining, and editing forms and **detailed how-to sheets** with a sample essay and skill sheets guide you and your student(s) through this complete writing process for this writing format and skills.

What standards does this support?

Several! This kit supports writing, research, and social studies standards from various states, including:

- Develop writing by planning, revising, and editing
- Conduct research to answer a question; gathering relevant information from multiple authoritative sources
- Introduce, develop, and include details to create a rich narrative of events
- Follow proper grammar and punctuation conventions; create a works cited
- Produce clear and coherent writing that is appropriate to the task, purpose, and audience