

Scholastic.com Writing Workshop: Oral history

Worksheet 1: Smart Quotes Mini-Lesson

Complete these sentences by adding the missing quotation marks.

Student name: _____ Date: _____

1. John said, That's my coat.
2. Jack said, I have a coat like yours.
3. Is the pizza here? asked Hillary.
4. I love extra cheese, said Jamie.
5. Grandmother asked, Did you plant beans, peppers, and melons in your garden?
6. No, I only planted beans and melons, answered Ashley.
7. William exclaimed, I can't believe we're finally here!
8. This beach, said Dad, is more beautiful than ever.

9. The lost scouts screamed, How will we ever get out of here?

10. Help! shouted the scoutmaster. We can't find our way out of this cave!

Rules for using Quotation marks:

1. A speaker's exact words (also called dialogue) must be surrounded by quotation marks.

Example: "I love flowers," said Jessie.

2. Opening quotation marks (example: ") are used to mark the beginning of the speaker's words, and closing quotation marks are used to mark the end of the speaker's words (example: ").

3. Commas and periods are always placed inside the closing quotation marks.

Example: "I like chips," said Milly.
Jason replied, "I love pretzels."

4. Use a comma to introduce a quotation after a dialogue tag.

Example: Tyler replied, "Blue is my favorite color."

5. If dialogue is split or separated, use quotation marks to surround each part that is spoken.

Example: "Yes," said Bobby, "I love cheese pizza."

6. If a quotation is not split or separated, don't close the quotation until the speaker is finished. This could sometimes involve numerous sentences.

Example: "Please write your name on your paper before you begin. Once you finish, bring your paper to the front of the room and place it on my desk," said the teacher.

Worksheet 2: Choosing Someone to Interview

Sometimes it's hard to decide on a person to interview. Everyone seems to have a story. Oral histories are best when you are truly interested in the person you choose to interview. Browse through this list for help deciding on a subject for your oral history project.

Student name: _____ **Date:** _____

Family

- Mother
- Father
- Grandmother
- Grandfather
- Aunts or Uncles

Neighborhood

- A lifelong resident of your hometown
- A veteran
- An immigrant
- A friend's interesting relative

School

- A teacher you had when you were younger
- The principal
- The technology expert
- A school sports hero

Community

- The mayor
- A police officer
- A fire fighter or EMT
- A veterinarian
- Or even a taxi driver, pizza maker, builder, sanitation worker, dog groomer...everyone has a story. If it's interesting to you, it's probably interesting to others!

Names of 3 possible people to interview:

Who is your final choice for an interview? Write down their contact information here:

Name: _____

Address: _____

Telephone number: _____

Email: _____

Worksheet 3: Interview Checklist

Student name: _____ **Date:** _____

Name of person I will interview: _____

Interview date: _____

Interview time: _____

Interview location: _____

Estimated length of Interview:
(Try to allow at least 30 minutes)

I have gathered background information on my subject.

I have gathered background information on the time period or event my subject will be discussing.

I have written a comprehensive list of questions for my subject.

I have access to a working tape recorder for use during the interview.

I have a pen or pencil and paper for taking additional notes during the interview.

Worksheet 4: Interview Notes

Student name: _____ Date: _____

My Question:

Answer:

My Question:

Answer:

My Question:

Answer:

My Question:

Answer:

My Question:

Answer:

My Question:

Answer:

My Question:

Answer:

My Question:

Answer:

My Question:

Answer:

My Question:

Answer:

Worksheet 5: Draft Outline

Student name: _____ Date: _____

Use this worksheet as you review your interview tape or notes.

Possible Titles:

Important Points to Include:

Great Quotes I Plan to Use:

Possible Beginning "Hooks"

Possible Endings:

(First Main Idea)

I. _____

(Supporting Details)

A. _____

B. _____

C. _____

(Second Main Idea)

II. _____

(Supporting Details)

A. _____

B. _____

C. _____

(Final Idea)

III. _____

(Supporting Details)

A. _____

B. _____

C. _____

Worksheet 6: Peer Review Checklist

Writer's name: _____

Partner's name: _____

Writer's subject: _____

Suggestions

1. The main idea is stated clearly in a topic sentence.
2. There are details that support the main idea.
3. Events are told in an order that makes sense.
4. Quotes are used to show what the interviewee said.
5. It ends with a strong conclusion that restates the main idea using different words.

Worksheet 7: Editing

Student name: _____ Date: _____

Editing Checklist

Capitalization

Each sentence starts with a capital

All names begin with a capital

Each important word in title begins with a capital letter

Organization

Handwriting is neat or will be printed on the computer

Order of events is easy to follow

Beginning and ending make sense

All sentences are complete and include a subject and a verb

Punctuation

Quotation marks are used when directly quoting the person I interviewed

Commas are used when necessary (pause, series or list, quotations)

Sentences end with a period or other appropriate ending punctuation

Spelling

Words are spelled correctly or if using the computer, spell check is complete

