

Fieldwork Project Management Overview Katrina and its Aftermath

At every stage of any project, work with students to determine their interests and involve them in the decision making process.

Stage 1

Determine topic. (In this case the topic is Hurricane Katrina and it's Aftermath.

Design logistics.

When will the project start and end?

What will the product be?

Will students work individually or in groups?

Who do you need to get permission from?

Who do you need to invite to class?

What handouts and resources do you need?

Stage 2

Begin fieldwork.

Begin writing activities.

Practice with as many classroom activities as possible. Have students interview each other and bring in others to assist the students in learning how to interview.

Be very specific about the product you expect from the students. Let them know ahead of time how they will be graded.

Develop products and presentations.

Stage 3

Evaluate the project.

What were the strengths of the project?

What were the weaknesses?

What worked?

What didn't work?

Would you do the project again? If so, what would you do differently?

Letter to Parents and Caregivers

Date:

Dear Parents and Caregivers,

Our class will be studying the effects of this year's hurricanes during the next few weeks. Students will conduct primary source research by interviewing people at school, at home, and/or in the community. They will also be learning to ask good questions, listen well, take notes, follow-up on interesting points or missing information, follow directions and a sequence, and behave politely. Students may want to interview you, another family member, or a community member. They must get permission of those they interview to share the results. Finally, they will compile their research and develop a final product and be graded on both.

Students will be interviewing each other, then someone in your family or community about their experience with the hurricane. They are to ask questions, and record the answers. They will bring the info back to class. To prepare for this task, they will interview about a more familiar topic - their name. So, please tell your child the story of how they were given their name.

Please contact me with any questions you may have about this project.

Thank you,

(Teacher's name)

_____ (Student's name) has my permission to conduct fieldwork research, interview community members, take photographs, and/or make recordings.

Parent or Caregiver

Date

Listening Log - Community Soundscapes

Length of Listening Session _____

Name _____ Date _____

KIND OF SOUND HEARD What is the specific sound you are hearing?	WHAT MADE THIS SOUND Does it come from nature, the radio, TV, students, friends, family members?	DESCRIPTION OF SOUND What word(s) would you use to describe the sound?

Interview Folder List of Contents

Name _____ Date _____

Listed below are all of the forms needed for conducting this project. Make sure you

- Write the date you use the form
- Place a checkmark to make sure it is there.
- Add any new forms your teacher gives you.

Date	Form in folder (Put checkmark if there)	No. and Name of Form
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____

Sample Fieldnotes: Teen Memories of Grade School Traditions

By Maida Owens, Louisiana Folklife Program

These fieldnotes and interview transcript are provided for teachers and students as an example of how one folklorist took a research idea and developed it. These notes show how serendipitous fieldwork can be. It is difficult to predict exactly how a field project will develop, where ideas will come from, who will cooperate, and who won't.

Teachers should note that fieldnotes are highly personal and vary among researchers. This format is similar to journaling and uses two-column, steno pad format

FRIDAY, JULY 23, 1999

I asked 17-year-old Rachel about being interviewed about paper folding. She seemed a bit shy about it, but agreed to be interviewed. She immediately folded a fortuneteller, but I said that I didn't have the tape recorder at home to do the formal interview, so we couldn't do it right now. I told her the type of things that I would ask her.

At what age did she do this type of paperfolding?

Why did she do it? In what types of situations did she do it?

Why did she stop doing it?

Suddenly a paper airplane whizzed by. Rachel's 19-year-old brother had overheard our conversation, made a paper airplane, and shot it at me. I asked him if he would agree to be interviewed, and he said, "No way. Absolutely not." I asked why, and he said that he didn't want to be on the Internet. So I asked if I could include a photo of his airplane in the project, and he said that would not be a problem.

THURSDAY, AUGUST 26, 1999

Rachel and I decided to set up the interview for Saturday, September 4, since both of us were free in the afternoon. Also, the weather was expected to be good, so we could do the photographs outside. Rachel's grandmother overheard us and asked what we were doing. After we explained, she said that when she was little, she always made a paper hat. She asked for a piece of newspaper - it had to be made out of newspaper, not any other type of paper - and quickly folded a hat. I asked if we could photograph her making a hat, and she said, "Certainly," but she would not be in town on the 4th. She said that it looks a lot like a boat also. They called it both.

NOTES

Remember to discuss with her the next time she is in town. I wonder if she would be willing to be interviewed or have photographs put on the Internet. I wonder if she used the funny papers to give it color.

SATURDAY, SEPTEMBER 4, 1999

This would be a good day for doing the interview, but not the photographs because it was

raining. So we decided to go ahead with the interview and wait on the photographs. We were alone in the house, and we didn't expect anyone.

I set up the tape recorder and tested the sound level. I listened for any sounds. No appliances were running (except the refrigerator, which was quiet). The TV and radio were off. No fans were running. The air conditioner didn't seem to be a problem.

I told Rachel that I was ready. So we sat down, but as we did I realized that our kitchen chairs squeaked loudly, so we switched chairs. I wanted the clearest recording possible even if it wouldn't be used online. Transcribing over background noises is very annoying. I knew that it was worth the extra effort just to make transcribing easier.

NOTES

Even though we have a special transcribing machine at work, I will use the recorder and do it at home. This is a short interview and not worth the effort needed to set up the special equipment.

Transcript of Interview

Louisiana folklorist Maida Owens interviewed her daughter, Rachel Bergeron, on Saturday, September 4, 1999, at their home in Baton Rouge about making paper objects.

Maida: I remember you making items out of paper, one in particular where you would tell a fortune. Do you remember doing that?

Rachel: It was in grade school that I would do that. It was a pretty popular thing to do. You would fold the paper to where you would move it with your fingers. . . . It was made so that you would have four parts to it on the top that would have different colors. And you would ask someone to pick a color. And then you would spell out the color and move back and forth the little piece of paper and whatever. . . . Inside would be numbers, and whichever ones you would land on, you would then ask the person to pick a number. Then you would fold up the paper and underneath that would be the fortune. And then you would tell them the fortune. [The fortune] would be something that we [had made] up.

Notes: It would be good to have a photo of Rachel holding the paper item showing names of colors on the outside.

Maida: What kind of fortunes would be there?

Rachel: Things about your future or your personality. One might be "You will be very rich," or "You are nice." Many different things would be written on them.

Notes: Get a close-up photo of paper item showing numbers and one fortune.

Maida: Kind of like Chinese fortune cookies?

Rachel: Yes, a lot like that, but not so mysterious. A little more, child-like.

Maida: You said, "We would do this." Who is 'we'? What age were you?

Rachel: Mainly kindergarten through 4th-grade students would do that. And it was mainly

girls who would do that.

Maida: Would the boys have anything to do with it?

Rachel: Not usually. I think some boys did, but I don't remember many of them.

Maida: But it was mainly a girl-thing. What kind of paper would you use? Was it special?

Rachel: It was just regular writing paper that you would use, and you would have to cut it off to make it into a square, so that you could do it right.

Note: Remember to get a photo of Rachel making first fold.

Maida: How did you learn how to do it?

Rachel: From other kids my age.

Maida: Did you formally have to ask them? Or did you just watch them and figure it out? Was there a class?

Rachel: No, it was just something that I just picked up. From seeing other people, or someone might have shown me it. A lot of people did it all the time, so, you know, it wasn't that hard.

Maida: What do you mean by that, "Some people would do it all the time?"

Rachel: People would make lots of them.

Maida: They were really into the fortunetelling? Or making them?

Rachel: It was fun to make, and it was fun to play with during class.

Maida: During class?

Rachel: Uh-huh.

Maida: So it was something you weren't supposed to be doing?

Rachel: Probably not.

Maida: Which probably made it even more fun?

Rachel: Maybe.

Maida: Well, if it was so much fun, why did you stop doing it?

Rachel: It was just kind of one of those phases. I don't know why I stopped.

Maida: So you out grew it?

Rachel: Yes, I think it was just something that you out grow.

Maida: Girls folded this kind of paper. Were there other things that you remember? Or did boys fold other types of things?

Rachel: Yes, I remember people making paper airplanes and spit balls and stuff. Usually that was more of a boy-thing, but girls did do it, but not as much.

Maida: What were the airplanes like?

Rachel: There were lots of different types of airplanes. Some would be the ones you would typically see, long and coming to a point. And then others would be all sorts of crazy-looking things.

Maida: More elaborate?

Rachel: Yes.

Maida: The more elaborate ones, were they the sort of thing they would learn in classes or part of science class?

Rachel: No. No.

Maida: So they just taught each other?

Rachel: I think so, yeah.

Maida: And what about the spit balls? It seems like a spit ball is just a wad of paper.

Rachel: Yeah.

Maida: They aren't more elaborate than that?

Rachel: No

Maida: Did girls do the paper airplanes much?

Rachel: Yes, I'm sure. I don't really remember.

Maida: Right now you are 17, and you are thinking back to when you were?

Rachel: Ten.

Maida: Let's go through how you do the fortune telling. Pretend that I am another child. And how would you do this?

Rachel: Okay. Pick a color.

Note: Get a close-up showing the names of colors on the outside.

Maida: Red.

Rachel: [Moves the paper each time a letter is said.] R - E - D. Pick a number.

Maida: Six.

Rachel: [Moves the paper each time a number is said.] One, two, three, four, five, six. Pick another number.

Maida: Two.

Rachel: [Lifts up the paper flap to reveal a written fortune.] The fortune is that you will marry a frog.

Note: Get a close-up showing numbers with one side raised to show the fortune.

Maida: Thanks for sharing this with me today.

My fortune caught me off guard. Since we knew each other so well and we had kind of

rehearsed the interview, I thought I knew how it would go, but she surprised me. I wish I had kept the recorder going to capture our laughing and teasing after the interview.

Finally, I asked Rachel to sign a release form, which I also signed as her parent/guardian since she was under 18.

Taking Notes / Making Conclusions Worksheet

Name _____ Date _____

Walk around a neighborhood and observe the outsides of homes and gardening styles. Write notes about your observations in the Taking Notes column. Later, think about your notes and write some conclusions you can make about what you saw in the Making Conclusions column. Explain them to the class.

TAKING NOTES

MAKING CONCLUSIONS

1. The front yard(s) have _____

1. _____

2. I saw these plants/trees in many yards ____

2. _____

3. I saw these colors in many yards _____

3. _____

4. I saw these decorations in some yards ____

4. _____

5. The prettiest yard had _____

5. _____

How *Not* to Conduct an Interview

Reporter: Hey. Hey you....

Guest: Who, me?

Reporter: Yeah, you... come here. I have to ask you some questions. *Get over here.*

Guest: Yes, what would you like to know?

Reporter: What's your name?

Guest: Gary.

Reporter: What?

Guest: Gary.

Reporter: Really? Gary? I hate that name. Hey... where are you from?

Guest: Shreveport.

Reporter: Are you married?

Guest: No.

Reporter: What's your wife's name?

Guest: I said I'm NOT married.

Reporter: Oh. Are you here on vacation?

Guest: Yes.

Reporter: Where are you from?

Guest: As I said, I'm from Shreveport.

Reporter: Shreveport . . . that's where they have the Jazz Festival.

Guest: No, that's New Orleans. I'm from Shreveport.

Reporter: Is your wife from New Orleans?

Guest: Shreveport, ... and no, I'm not married.

Reporter: Don't blame me. So, what have you seen so far in Baton Rouge?

Guest: So far I've seen the State Capitol and the Governor's Mansion.

Reporter: I think the State Capitol is stupid. It's a big waste of money. It's just like this giant candy box, so it's supposed to be totally awesome or something. AS IF. You should see the Governor's Mansion instead.

Guest: Well, as I said, I HAVE seen the Governor's Mansion.

Reporter: Cool. Are you going to see Mount Rushmore?

Guest: Well, I might some day, but Mount Rushmore isn't in Louisiana.

Reporter: Whatever. Okay, I'm done, you can go.

The Reluctant Guest

Reporter: Do you like teaching?

Guest: Yes.

Reporter: What do you like most about teaching?

Guest: Students.

Reporter: What was your worst experience as a teacher?

Guest: The fire.

Reporter: How long have you been teaching?

Guest: A long time.

Reporter: Do you keep in touch with any of your students?

Guest: The astronaut and the zydeco musician who won a Grammy Award.

Reporter: Well, thanks for your time.

Guest: Sure.

Notetaking Worksheet

Name _____ Date _____

TASK: Listen carefully to the speaker, reader, or tape. Write down key words, important ideas, special language, terms, and questions.

Reflect on your notes and write about your notes on the **right** side.

Notes	Reflections and/or Critiques

Fact-Based, Open-Ended, and Follow-Up Questions Worksheet

Name _____ Date _____

PART 1: Classifying Questions

Label each question below in the blank provided. For Fact-Based questions, write "FB;" for Open-Ended questions, write "OE;" and for Follow-Up questions, write "FQ."

Definitions

Fact-Based Question: calls for single facts as responses

Open-Ended Question: asks the interviewees to explain details in their response

Follow-up Question: questions that arise during the interview

- _____ 1. What is a typical morning like for you?
- _____ 2. When were you born?
- _____ 3. You said earlier that you were named after your aunt and that you like her very much. Can you tell me more about why you like her so much?
- _____ 4. Would you tell me about your memories of sitting on a porch with your grandmother?
- _____ 5. What is your address and phone number?

PART 2: Listening for Follow-Up Questions

For each statement below, write two Follow-up questions in the spaces provided. Write "FB" next to Fact-Based questions and "OE" next to Open-Ended questions.

1. I was named after my Uncle George.

FQ#1: _____

FQ#2: _____

2. My favorite food is gumbo.

FQ#1: _____

FQ#2: _____

3. My family drinks only Community Coffee.

FQ#1: _____

FQ#2: _____

4. One thing I'll always want to keep is the baby bracelet I got when I was born.

FQ#1: _____

FQ#2: _____

5. My uncle is teaching me how to carve ducks out of wood.

FQ#1: _____

FQ#2: _____

Naming Traditions

Start your interviewing by sharing something you know about your own name as you introduce yourself. Then ask for your interviewee's full name and correct spelling. The questions below will help you get started as you research your interviewee's naming traditions.

Name of Interviewer _____ Date _____

Full Name of Interviewee _____

Female or Male (circle)

Who named you?

What do you know about your name?

Were you named for anyone?

Has your name ever changed?

What do you like about your name?

Have you ever had a nickname?

Tell a story about your name.

What would you name a child? A pet?

Written Release Form

Full Name of Person Interviewed

(print): _____

Address: _____

City/State/Zip: _____

Phone: () _____

Place of Interview: (include Parish): _____

Name of Interviewer: (print): _____

Interviewer's School: _____

Date of Interview: _____

I understand that this interview and any photographs, tape recording, or video recording are part of scholarly research by students at the school named above. I give permission for the following (check all that apply):

_____ May be used for educational purposes and research at the above school.

_____ May include my name.

_____ May be included in a school publication or exhibit.

_____ May be included in another educational publication or exhibit.

_____ May be used but DO NOT include my name.

_____ May be deposited in a school, parish, or state archive.

_____ Other (explain) _____

Signature of Interviewee

Date

Signature of Parent or Guardian if
Interviewee is a Minor

Date

INTERVIEW CHECKLIST

Name _____ Date _____

BEFORE YOU LEAVE

- _____ Choose a person to interview and make an appointment with him or her at a quiet place.
- _____ Make sure all supplies and forms are in your **Interview Folder** and you have the equipment you need.
- _____ Practice using the tape recorder, camera, or other equipment.
- _____ Prepare a list of questions to guide the interview. If you use the prepared question bank, make sure you ask two or three questions of your own.
- _____ Beforehand, write in your journal about things that may affect the interview.

DURING THE INTERVIEW

- _____ Locate a quiet place to setup, and if you are using a recorder test it out.
- _____ Begin by recording the biographical data. Explain to your Interviewee exactly what will be taking place and have him or her read the **Oral Permission Form** into the recorder.
- _____ Start with general, biographical information and narrow to specific questions.
- _____ Pause early in the interview to check your tape recorder.
- _____ Do more listening than talking
- _____ Take necessary notes in your Journal. Ask for clarification of special language and terms.
- _____ Take pictures of the Interviewee.
- _____ Have Interviewee sign a **Written Permission Form**.

AFTER INTERVIEW

- _____ Write follow-up field notes about your impressions, ideas, and questions you still need to ask.
- _____ Label your tapes. Complete your **Tape Log** and/or **Photo/Slide Log**.
- _____ Start transcribing as soon as possible.
- _____ Analyze your findings to identify the important points. Decide if any follow-up is needed.
- _____ Send your Interviewee a thank-you note

Tape Log

Be sure to store the log with the tape.

Tape # _____ Type (circle one) Audio (length) _____ Video (length) _____

Date(s) _____ Time(s) _____

Date(s) _____ Time(s) _____

Interviewer _____

of _____ (Name of School)

in _____ (Town and Parish)

Interviewee _____

Place of Interview _____

Subjects (briefly summarize in order)

Comments and Questions

Word List

Photo Log

Photographer(s) _____

Date(s) _____ Time _____

Location(s): A. _____

B. _____

C. _____

Subject(s):

1. _____

2. _____

3. _____

4. _____

5. _____

For print photos be sure to label each photo by writing lightly on the back or on the frame of the slide with a #2 pencil. Put both the location letter and the subject number.

For digital photos, be sure to include in each file name enough information to identify the photo and refer to this log.

Conducting an Interview Evaluation Checklist

Name _____ Date _____

Task: Hurricane Interview

Directions: Listed below are some quality features that will assure that your research will be accurate and complete. Make an **X** to show that a task was accomplished. First, use this checklist to assess your own performance. At the end of the lesson, your teacher will assess your performance and give you a grade.

Quality Features	Self	Teacher
1. I brought the signed letter back to school. (Handout 2)	_____	_____
2. I interviewed someone. (Handout 12)	_____	_____
3. I filled out the interview sheet. (Handout 20, 21 or 22)	_____	_____
4. I asked two or three questions of my own.	_____	_____
5. I completed the response journal sheet. (Handout 24)		
5. I brought all the sheets back to school and turned them in to the teacher.	_____	_____
6. I made a presentation of my work.	_____	_____
7. All of the work I handed in was neatly written and complete.	_____	_____

Fieldwork Rubric

Name _____ Date _____

Task: You will be assessed on your ability to prepare carefully, practice needed skills, conduct fieldwork productively and accurately, process and archive materials properly, and present your findings.

Performance Element	Accomplished ___ Points	Developing ___ Points	Beginning ___ Points	Total Points
Preparing	<ul style="list-style-type: none"> * Identifies appropriate interviewee. * Prepares needed materials and tools. 	<ul style="list-style-type: none"> * Identifies interviewee. * Prepares some of materials and tools. 	<ul style="list-style-type: none"> * Interviews inappropriate person. * Inappropriate use of materials and tools. 	
Practicing	<ul style="list-style-type: none"> * Uses equipment properly * Practices interviewing * Completes relevant items in the <i>Before</i> section of the Interview Checklist. 	<ul style="list-style-type: none"> * Uses equipment a little * Practices interviewing a little * Omits some items in the <i>Before</i> section of the Interview Checklist. 	<ul style="list-style-type: none"> * Fails to use equipment properly. * Fails to practice interviewing. * Omits most items in the <i>Before</i> section of the Interview Checklist. 	
Conducting Fieldwork	<ul style="list-style-type: none"> * Collects appropriate notebooks, forms, surveys and checklists. * Asks meaningful questions, records accurately. * Takes high-quality photos; labels prints, etc. * Completes items in the <i>During</i> section of the Interview Checklist. 	<ul style="list-style-type: none"> * Collects most of forms, etc. * Asks mostly meaningful questions, records mostly accurate. * Takes a large amount of high-quality photos, labels them adequately. * Omits some items in the <i>During</i> section of the Interview Checklist. 	<ul style="list-style-type: none"> * Collects inadequate forms, etc. * Takes insufficient photos, labels them inadequately. * Omits most items in the <i>During</i> section of the Interview Checklist. 	
Processing Fieldwork Materials	<ul style="list-style-type: none"> * Materials labeled and ready for archiving. * Transcribes tapes accurately; proofs and edits transcriptions. * Archives recorded materials where they will be protected. * Completes Tape Log and Photo Log. 	<ul style="list-style-type: none"> * Most materials ready for archiving. * Transcribes some tapes inaccurately; proofs and edits most transcriptions. * Archives most recorded materials where they will be protected. * Tape Log and/or Photo Log incomplete. 	<ul style="list-style-type: none"> * Few or no materials ready for archiving. * Transcribes most tapes inaccurately; proofs and edits few transcriptions. * Archives few recorded materials where they will be protected. * Tape Log and/or Photo Log incomplete. 	

Presenting Findings	<ul style="list-style-type: none"> * Chooses appropriate medium for presenting findings. * Followed directions for product * Conveys a message through product. 	<ul style="list-style-type: none"> * Chooses less appropriate medium for presenting findings. * Followed some directions for product. * Conveys message through ordinary presentation. 	<ul style="list-style-type: none"> * Chooses inappropriate medium for presenting findings. * Followed less of the directions for product. * Fails to convey a message through presentation. 	
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Audience Feedback

The audience evaluates the student's fieldwork according to how carefully and accurately the student can prepare carefully, practice needed skills, conduct fieldwork, process and archive materials properly, and present the findings.

Audience Comments

Louisiana Content Standards

- ELA-1-M4** Interpreting texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific). (1, 2, 4, 5)
- ELA-2-M2** Using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions. (1, 2, 4,)
- ELA-2-M5** Recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue). (1, 4)
- ELA-7-M2** Problem solving by using reasoning skills, life experiences, accumulated knowledge, and relevant available information. (1, 2, 4)
- ELA-3-M3** Demonstrating standard English structure and usage. (1, 4)
- ELA-4-M2** Giving and following directions/procedures. (1, 4)
- ELA-4-M4** Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving). (1, 2, 4, 5)
- ELA-5-M4** Using available technology to produce, revise, and publish a variety of works. (1, 3, 4)
- H-1A-E2** Recognizing that people in different times and places view the world differently. (1, 3, 4)
- H-1A-M6** Conducting research in efforts to answer historical questions. (1, 2, 3, 4)
- CL-1-D4** Identifying and describing social, geographic, and historical factors that impact cultural practices. (3, 4)

Teacher Interview

Name of teacher _____ Date _____
School _____ Class _____

When did you decide you wanted to become a teacher?

Why?

How long have you taught?

What subjects do you teach?

What do you like about teaching?

What do you dislike about teaching?

Have you taught in any other schools?

Tell a story about teaching.

Be sure to ask two or three questions of your own.

Individual Roles in the Field

LEAD INTERVIEWER and NOTE TAKER

Interviewer _____ Date _____
Interviewee _____

TASKS

- At the interview, introduce yourself and the group.
- Before you begin the interview, read the **Oral Release Form** into the tape recorder.
- Coordinate with the tape operator to perform a "sound test."
- You will ask most of the questions, but be courteous and allow others to ask questions also.
- At the end of the interview, ask Interviewee to sign the **Written Release Form**.
- During the interview, take notes on key words and ideas.
- After the interview, thank the interviewee.

CHECKLIST: Did you:

- ___ Organize your materials in advance?
- ___ Introduce yourself and all the members of the group to the Interviewee?
- ___ Begin the interview by reading the **Oral Release Form** into the tape recorder?
- ___ Stop the interview so that the tape operator could test the tape recorder, making sure that the Interviewee could be heard and that the equipment is working properly?
- ___ Lead the interview by asking most of the questions, but allowing all group members to participate?
- ___ Take notes by writing down key words and phrases, making sure that you spelled special terms and names correctly?
- ___ Have the Interviewee sign the **Written Release Form** at the end of the interview?
- ___ Thank the Interviewee for his/her time?
- ___ Conduct the interview in an ethical, courteous, and respectful manner?
- ___ File **every** piece of paper from this Interview in the **Archive Folder**?
- ___ Write and send the Interviewee a thank-you note?

MATERIALS AND EQUIPMENT

- ___ Journal paper and clipboard, **Notetaking Forms**, or laptop computer
- ___ Pens and pencils
- ___ The list of questions generated by your group
- ___ **Folklife Interview Form, Written Release Form, Oral Release Form**
- ___ Stationery for thank-you note.

Individual Roles in the Field

TAPE OPERATOR and LOGGER

Interviewer _____ Date _____

Interviewee _____

TASKS

- Set the index marker to ZERO.
- Check the tape recorder. If possible, use an external microphone and headphones.
- Position the microphone near the Interviewee for the best sound.
- Pause to check the sound level and the equipment at least once.
- Change the tape when it is finished.
- Label the tapes with names, date, and setting.
- Observe the battery power.
- During the interview and while the tape is running, fill out a **Tape Log**.

CHECKLIST: Did you:

- ____ Bring extra batteries and tapes?
- ____ Place FRESH batteries in the tape recorder?
- ____ Test the machine in advance to ensure that it is working properly?
- ____ Place the microphone close to the Interviewee? (If possible, use a microphone that plugs into the machine, rather than a built-in one.)
- ____ Set the counter to ZERO?
- ____ Pause the tape to test the recorder after the **Oral Release Form** was read, ensuring that you can hear the Interviewee and that the equipment is working properly?
- ____ If headphones are available, did you listen to the entire interview through headphones so that you could continually check the sound?
- ____ Fill out a **Tape Log**, listing key subjects, and match the subjects with the tape counter?
- ____ Monitor the tape so that you can change it when it is finished?
- ____ Monitor the battery power?
- ____ Label the tape with names, date, and setting of the interview? See the sample below?

Community Guest's Name. Nov. 23, 2007. Greenfields Middle School, Greenfields, Louisiana
--

MATERIALS AND EQUIPMENT

- ____ Tape recorder(s) or video camera(s)
- ____ Microphones
- ____ Headphones
- ____ Extra batteries
- ____ Extra film

Individual Roles in the Field

PHOTOGRAPHER

Interviewer _____ Date _____
Interviewee _____

TASKS

- Your purpose is to document information, not necessarily to express your artistic sensibilities.
- Take a variety of shots. Begin with "wide-angle" shots that document as much of the setting as possible.
- Take a series of close-ups of people, if appropriate.
- Take extreme close-ups of objects.
- When shooting outdoors, remember to have the sun at your back.

CHECKLIST: Did you:

- ___ Bring along extra batteries and film?
- ___ Test the camera in advance to ensure that it is working properly?
- ___ Thoroughly look at the environment to evaluate what should be photographed?
- ___ Photograph the setting of the interview?
- ___ Ask people for permission to take their photograph?
- ___ Make sure that anyone being photographed has signed a **Written Release Form**?
- ___ Take close-up photographs of the people, if you have permission to do so?
- ___ Take close-up photographs of relevant objects and/or documents?
- ___ Shoot from a variety of angles?
- ___ Keep the sun to your back when outdoors?
- ___ Take many photographs, knowing that some will not turn out well?
- ___ Label slides, prints, diskettes, and memory cards; and identify which log sheets they correspond to?
- ___ Log your photos by number on a **Photo or Slide Log** if using film?
- ___ Print the photos, number them, and record them on a **Contact Sheet** if using a digital camera?
- ___ Print extra copies of photos to give to the Interviewee as a way of saying thanks?

MATERIALS AND EQUIPMENT

- ___ Digital or 35mm camera
- ___ **Photo or Slide Logs** and/or **Contact Sheets** for digital photos
- ___ Extra batteries
- ___ Extra film
- ___ **Written Release Form**

Individual Roles in the Field

ILLUSTRATOR

Interviewer _____ Date _____
Interviewee _____

TASKS

- Your task is to "map the space." Answer these questions to help you visualize:
- What and where is this place?
- What is it used for?
- How big is it?
- What grabs your attention?
- How are the streets laid out? What do the houses look like?
- What kinds of things do you see?
- Are there a lot of trees and flowers?
- How do people use the space?
- What does their appearance indicate about the space?
- What activities do you see?
- Do any overall themes emerge?
- Draw a diagram of the space being observed. Sketch rooms, objects, streets, houses, plants and flowers, material culture, people, cars—anything that provides a sense of place.

CHECKLIST: Did you:

- _____ Gather paper, pencils, and pens in advance?
- _____ Thoroughly observe the setting to decide what should be drawn?
- _____ Draw an overall sketch of the space where the interview has taken place: the rooms, objects, streets, houses, foliage, objects, people, cars, bikes, animals, etc.?
- _____ Do drawings that provide an overall "feel" for the place?
- _____ Include the people and their appearance in your drawings?

MATERIALS AND EQUIPMENT

- _____ Sketchpad
- _____ Pencils, color pencils, or charcoals
- _____ Tape measure

Individual Roles in the Field

VIDEOGRAPHER

Interviewer _____ Date _____

Interviewee _____

TASKS

- Your purpose is to document information, not necessarily to express your artistic sensibilities.
- Decide whether you will video alone or with a team.
- Calculate how many tapes you will require. Make sure you have enough.
- Hold the camera steady. If this is not possible, use a tripod.
- Check the sound for background noise or wind.
- Check for backlighting.
- Take a variety of shots. Begin with "wide-angle" shots that document as much of the setting as possible.
- Take a series of close-ups of people, if appropriate.
- Take extreme close-ups of objects.
- When shooting outdoors, remember to have the sun at your back.

CHECKLIST: Did you:

- _____ Bring along extra batteries and tapes?
- _____ Test the camera in advance to ensure that it is working properly?
- _____ Thoroughly look at the environment to evaluate what should be videotaped?
- _____ Videotape the setting of the interview?
- _____ Ask people for permission to videotape them?
- _____ Take close-ups of the people, if you have permission to do so?
- _____ Make sure that anyone being videoed has signed a **Written Release Form**?
- _____ Take close-ups of relevant objects and/or documents?
- _____ Shoot from a variety of angles?
- _____ Keep the sun to your back when outdoors?
- _____ Label tapes, diskettes, and memory cards; and identify which log sheets they correspond to.
- _____ Complete **Tape Log(s)** and store them with the tapes?
- _____ Ask a media specialist or other expert for help if needed?

MATERIALS AND EQUIPMENT

- _____ Video camera
- _____ Tripod
- _____ Extra batteries
- _____ Extra tapes
- _____ Tape Log(s)
- _____ **Written Release Form**

Oral Release Form

Record this statement at the beginning of an audio or video recording of an interview in the presence of the interviewee. Circle the documentation method(s) used.

This is _____
(Name of Interviewer)

of _____
(Name of School)

in _____
(Town and Parish)

on _____
(Date)

I am interviewing, photographing, tape recording, or video recording

(Name of Interviewee).

Do you understand that portions of this interview may be quoted or used in a publication or exhibition for educational purposes? (Interviewee responds)

Folklife Interview Form

Collector: _____ Date: _____

School: _____ Grade Level: _____

Interviewee (include maiden name): _____

Interviewee's Address: _____

Phone: (_____) _____ Parish: _____

Ethnic Heritage: _____

Circumstances of Interview: _____

Interviewee's Date and Place of Birth: _____

Occupational Experience: _____

Hobbies and Interests: _____

Folklore Collected: _____

Learned how, from whom, AND
WHEN? _____

Hurricane Responders Interview Sheet

Note: Many of the questions on this sheet were originally developed by the Hurricane Research Coalition. Some have been adapted for Louisiana Voices.

How and when did you hear about the hurricane?

What was your first reaction?

Tell me about your experience as the hurricane approached.

Where were you when the storm hit? What did you do during the hurricane?

What did you do in the first day after the storm hit?

When did you start helping others?

Why did you want to help?

Where (location) did you help?

How were you able to help others?

Were you trained to do this job before the hurricane?

Where you a volunteer? If so, why did you volunteer?

Does any special story about your work stand out in your mind?

How do you feel about the work you did? Would you do it again?

Don't forget to ask two or three questions of your own.

Hurricane Research Question Bank

People Who Evacuated

Note: Many of the questions on this sheet were originally developed by the Hurricane Research Coalition. Some have been adapted for Louisiana Voices.

Background

Where did you live before Hurricane Katrina?

How long have you lived there?

What did your neighborhood look like before the hurricane? What was your home like?

What kinds of traditions were in your neighborhood/city? (Mardi Gras, St. Patrick's Day, boatbuilding)

What happened to your home?

How has the storm changed the way you think about your community?

Hurricane Info

How and when did you hear about the hurricane?

Tell me about what happened as the hurricane approached.

Evacuation

When, how, and why did you evacuate?

Who was with you?

What did you take with you? Why?

How and why did you decide where to go?

Did you experience any effects from the hurricane there?

Post-hurricane

Where did you go right after the hurricane?

What was it like there?

What was different or strange to you?

What interesting, horrible, funny experiences have you had?

Going Home

Have you gone home? Why or why not?

If you went home, how long after the storm did you get to see your home?

What happened to your home? Your neighborhood?

Work

Tell me about your work before the hurricane.

Do you have the same job? If not, what happened to the job?

If you have a new job, what is it?

Do you like your new job?

School and Children

Do you have any children? If so, how many?

How have your children reacted to the hurricane?

Are your children going to their old school or a new school?

If they are going to a new school, do they like it?

Rebuilding

If your house or neighborhood needs to be rebuilt, how would you like to see it rebuilt?

What are your hopes and fears for the future of your community?

Be sure you ask two or three questions of your own.

Hurricane Research Question Bank

People Who Did Not Evacuate

Note: Many of the questions on this sheet were originally developed by the Hurricane Research Coalition. Some have been adapted for Louisiana Voices.

Background

Where did you live before Hurricane Katrina?

How long have you lived there?

Describe your neighborhood before the hurricane. What was your home like?

What kinds of traditions were in your neighborhood/city? (Mardi Gras, St. Patrick's Day, boatbuilding)

What happened to your home?

How has the storm changed the way you think about your community?

Hurricane Info

How and when did you hear about the hurricane?

Describe your experience as the hurricane approached.

Non-evacuation

Why did you stay?

Who was with you?

What happened during the hurricane?

Post-hurricane

What happened after the hurricane was over?

How did your home and neighborhood look?

What interesting, horrible, funny experiences have you had?

Work

Tell me about your work before the hurricane.

Do you have the same job? If not, what happened to the job?

If you have a new job, what is it?

Do you like your new job?

School and Children

Do you have any children? If so, how many?

How have your children reacted to the hurricane?

Are your children going to their old school or a new school?

If they are going to a new school, do they like it?

Rebuilding

If your house or neighborhood needs to be rebuilt, how would you like to see it rebuilt?

What are your hopes and fears for the future of your community?

Be sure to ask two or three questions of your own.

Transcribing an Interview Worksheet

Name _____ Date _____

Instructions: Select a short portion of a tape to transcribe in the text box below, or on notebook paper. Before starting, write the number on the tape counter at the beginning point. Transcribe until you fill all the lines in the text box. When you have finished filling up the text box, write the ending number on the tape counter. Here are some points to remember:

1. Write down each word you hear. Stop the tape when needed, rewind occasionally and listen to the same section as you read along, making sure you wrote the words in the correct order. You may need to do this several times. If you can't understand the words, ask another person to listen or simply leave a blank space.
2. Each time a new speaker talks, use their full name and then initials so readers can follow along. Maria Hernandez would be MH, etc.
3. People talk much differently than they write. They begin new sentences without finishing the old one. They may add a lot of extra words (called "crutch words") such as "you know" and "yeah." If you think the words are crutch words and you want to leave these out of your transcript, say so at the beginning. "I removed crutch words and false starts from this transcript." Also say whether you are including all the "uhs" and "ums" and "ahs."

Some hints:

- Sometimes sentences aren't complete. That's okay. Just write what you hear. When a sentence is not complete, put a dash at the end (-).
- To add your own comment or explain something that the interviewee didn't fully say, put brackets [] around your words. For example, "I learned how to do it [to crochet] when I was nine years old."
- Don't try to make your transcript sound better by adding your own words or correcting grammar.
- Use standard spelling and don't try to write in dialect or "how it sounds." In other words, write "that" instead of "dat," even if "dat" is what you hear.
- Sometimes it's not easy to see where one sentence ends and another begins. Just write it the best way you can. The main idea is that the transcript is accurate and comes close to how the speaker really sounds.
- If you can't hear the words, leave a blank and come back to it later or have someone else listen to the tape. If you still can't figure it out, use ellipses . . . three spaced dots . . . to represent something left out.
- If you want to emphasize a word, use *italics*.

Writing About an Interview Worksheet

Name _____ Date _____

Instructions: Answer these three questions about your interview to help you understand how the interview affected you.

What surprised you?

What interested you most?

What stirred or disturbed you?

Adapted with permission from *Fieldworking: Reading and Writing Research* by Bonnie Sunstein and Elizabeth Chiseri-Strater. Bedford/St.Martin's, 2002 (2nd edition). www.fieldworking.com

Preparing a Presentation Worksheet

Name _____ Date _____

I: Preparation

- Before you begin, review the materials you've gathered.
 - Which photographs are most relevant?
 - What words of the Interviewee are most important?
 - What conclusions have you drawn?
 - What has been revealed in the illustrations and mapping of the space?
- Create a **Thesis Statement** to guide your presentation. What is the "heart of the story"? When you think about the interview, what seems to be most important? Here is an example:
The heart of our Interviewee's story was that she was helping to keep her family name alive by managing the family business.

Write your **Thesis Statement**: What is "the heart" of your Interviewee's story?

- Write three **Main Points** that support your Thesis Statement.

II: Putting The Presentation Together

- General Guidelines for Presentation
 - Try to have at least one thing to hold up and pass around.
 - If teams are presenting make sure all group member participate in the development of the presentation.
 - Use as many materials as you can. (tapes/transcripts; photographs; illustrations and maps; fieldnotes).
 - Make use of the Interviewee's direct words at least once.
- Slides: Use large text and clear photographs. They should contain:
 - Create a title for the presentation.
 - Give the name of Interviewee (and position if appropriate, date and location of interview.)
 - Make sure you present your Thesis Statement: The "heart of the story" plus background information about fieldwork that helps audience to understand it.
 - State your three main points.
 - Tell what you learned from this interview.
 - Assert your conclusions: You and/or group members' reactions: What surprised you? What interested you? What stirred or disturbed you? (Handout 24)

III: The Presentation

- 1. One student should introduce the group members.
- 2. Each student should speak during the presentation.
- 3. Each student should speak clearly, and help the audience understand the value of the project.

Oral Presentation Rubric

Name _____ Date _____

Title/Topic _____

Performance Element	Distinguished	Proficient	Apprentice	Novice	Possible	Actual
Awareness of Audience	<ul style="list-style-type: none"> * Greatly increases audience understanding and knowledge of topic; * Effectively convinces an audience to recognize the validity of a point of view. 	<ul style="list-style-type: none"> * Raises audience understanding and awareness of most points; * Clear point of view, but development or support is inconclusive and incomplete 	<ul style="list-style-type: none"> * Raises audience understanding and knowledge of some points; * Point of view may be clear, but lacks development or support. 	<ul style="list-style-type: none"> * Fails to increase audience understanding or knowledge of topic. * Fails to effectively convince the audience. 		
Strength of Material, Organization	<ul style="list-style-type: none"> * Clear purpose and subject; * Pertinent examples, facts, and/or statistics; * Conclusions/ideas are supported by evidence; * Major ideas summarized and audience left with full understanding of presenter's position. 	<ul style="list-style-type: none"> * Has some success defining purpose and subject; * Some examples, facts, and/or statistics support the subject; * Includes some data or evidence which supports conclusions or ideas; * May need to refine summary or final idea. 	<ul style="list-style-type: none"> * Attempts to define purpose and subject; * Weak examples, facts, and/or statistics, which do not adequately support the subject; * Includes very thin data or evidence in support of ideas or conclusions; * Major ideas may need to be summarized or audience is left with vague idea to remember. 	<ul style="list-style-type: none"> * Subject and purpose are not clearly defined; * Very weak or no support of subject through use of examples, facts, and/or statistics; * Totally insufficient support for ideas or conclusions. Major ideas left unclear, audience left with no new ideas. 		
Delivery	<ul style="list-style-type: none"> * Relaxed, self-confident and appropriately dressed for purpose or audience; * Builds trust and holds attention by direct eye contact with all parts of audience; * Fluctuation in volume and inflection help to maintain audience interest and emphasize key points. 	<ul style="list-style-type: none"> * Quick recovery from minor mistakes; * Appropriately dressed; * Fairly consistent use of direct eye contact with audience; * Satisfactory variation of volume and inflection. 	<ul style="list-style-type: none"> * Some tension or indifference apparent and possible inappropriate dress for purpose or audience; * Occasional but unsustained eye contact with audience; * Uneven volume with little or no inflection. 	<ul style="list-style-type: none"> * Nervous tension obvious and/or inappropriately dressed for purpose or audience; * No effort to make eye contact with audience; * Low volume and/or monotonous tone cause audience to disengage. 		

Rubric adapted from Rochester City School District Oral Presentation Rubric at <http://www.servtech/public/germaine/rubric.html>.