



**ORAL HISTORIES
AND PODCASTS**



DIGITAL

ST LOUIS

An Urban Place-Based Learning Model





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SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Digital East St. Louis: An Urban Place-Based Learning Model
Oral Histories and Podcasts

Oral Histories and Podcasts

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Introduction

This curriculum module takes participants through two comprehensive projects: 1) conducting and recording oral history interviews, including the creation of indices of content drawing upon the preferred methods of the field; and 2) weaving together multiple oral histories and participants' oral narration to tell stories about their city in podcasts. As explained in the Overview, participants chose several themes tied to the project's place-based learning approach that focused the content of their resultant oral history interviews and podcasts.

This module provides participants an opportunity to practice Common Core Standards skills in interpreting diverse media and developing an artifact of their own. In this way, students are practicing methods described by the [International Society for Technology in Education's Standards for Students](#) (2020). They are learning how to be "digital citizens" and "knowledge constructors" through socially-responsible contributions to their community. The module is designed to support participants as they build skills of self-efficacy and collaboration. Participants practice self-direction to complete tasks and function independently even as they reach the common goal of producing a podcast together.

Oral History

Oral history interviewing collects the memories, thoughts, and ideas of people about a historical event or place. The [Oral History Association](#) (2020) is an excellent resource for learning more about the field and its practices. K-12 students usually learn about history through the significant dates and descriptions in textbooks. By conducting their own oral history interviews, however, participants learn to value the unique experiences of people in their community. They also begin to conceptualize how culture plays a role in shaping and defining places, including the town they call home.

Oral history interviewing is a hands-on method for teaching participants about active listening, non-verbal cues, and interpersonal communication. In order to be informed interviewers and ask applicable questions, participants must conduct their own research into local history. They then learn how to write open-ended questions that focus the interviewee on a particular topic. They must consider how their own persona influences what the interviewee is willing to share. In addition, through practice, they learn how to ask relevant follow-up questions and guide the interview into a more thorough consideration of the subject. The participants gain skills in professional audio recording, including setting up the ideal sound environment and using recording equipment to capture a high-quality sound file. After conducting interviews, participants use audio engineering software to create indices for each oral history recordings to make them accessible for others.

Podcasting

Podcasts are spoken stories or episodes saved as digital audio files made available for streaming and download on the internet. They are often shared as part of a larger series. Using podcasts as a medium in which participants analyze oral histories

and develop their own narratives empowers them to view themselves as technologists, historians, and authors.

By producing their own podcasts, participants learn what makes a good story and how to draw upon the indices created while analyzing their oral histories in order to interweave segments in the service of a logical narrative. Podcasting gives participants practice in the process of writing for multimodal formats. They create story maps using movable post-it notes to experiment with the most impactful structure for their stories. Drawing upon tutorials, participants experiment with audio editing software, adding music and sound effects to further enhance the emotional impact of their productions.

Equipment and Software

Any handheld digital recording device will work effectively for creating podcasts. We used handheld mp3 recorders, but most smartphones can easily record high quality audio. For iPhones, we recommend the [Voice Memos](#) app that is included by default, and for Android devices, we recommend the [Smart Recorder](#) app. In addition to handheld devices, we also used [high-end plug-in microphones](#) to set up realistic recording stations for participants. Instructors might consider a day wherein participants collaborate to construct a recording studio with egg carts for sound buffers and other easy-to-adapt fixes to construct the ideal environment.

There are several options for editing audio files. [Audacity](#) is a free, open-source platform for audio editing that can be easily downloaded to most computers, except for Chromebooks. Audacity is widely used for audio editing and has many online tutorials and resources. [Soundtrap](#) is an online editing environment that offers a free one-month trial for educators and will work on any computer including Chromebooks. The module includes tutorials for both platforms.

Curriculum Goals

Essential Questions

- What is oral history?
- What can be gained from oral history as compared to other methods of learning about the past?
- How do the everyday experiences of people shape the identity of a place and its inhabitants?
- What is a “podcast”?
- How can podcasts be used to share history and culture?
- How are podcasts different from other forms of media?
- What are the elements that comprise a good story?
- Why is it essential to conduct research using multiple source formats?
- How do you craft pertinent research questions?

Key Knowledge and Skills to be Gained

Participants will:

- Know the definition and purpose of oral history.
- Write open-ended interview questions.
- Consider aspects of interpersonal communication and non-verbal cues in their interview practice.
- Learn to set up the environment and equipment to record an interview with good sound quality.
- Use audio editing software to index an audio recording.
- Conduct research using multiple source formats.
- Plan the elements of a story to construct a logical, compelling narrative using story mapping and scripting processes.
- Use audio editing software to clip, split, join and otherwise edit a podcast for dramatic effect using voice, music, and ambient noise.

Standards Addressed

International Society for Technology in Education Standards for Educators

- 3a - Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- 5a - Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

International Society for Technology in Education Standards for Students

- 1b - Students build networks and customize their learning environments in ways that support the learning process.
- 3a - Students plan and employ effective research strategies to locate information

and other resources for their intellectual or creative pursuits.

- 3b - Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 4b - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 6b - Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Common Core English-Language Arts

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-LITERACY.SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Summary of Lessons and Activities

Section 1 – Oral History Interviews (8 days)		
Curriculum Section	Objectives	Activities Completed
1.1 Introduction to Oral Histories	<ul style="list-style-type: none"> Describe an oral history Compare and contrast aspects of high-quality oral histories 	<ul style="list-style-type: none"> 1.1.1 Listening for the Story
1.2 Open-Ended Questions	<ul style="list-style-type: none"> Contrast open-ended questions Create good interview questions 	<ul style="list-style-type: none"> List of questions
1.3 Audio Recording Scavenger Hunt	<ul style="list-style-type: none"> Evaluate a recording for quality Consider factors to create a good recording environment 	<ul style="list-style-type: none"> 1.3.1 Audio Recording Scavenger Hunt and recordings
1.4 Recording and Audio Editing Tutorials	<ul style="list-style-type: none"> Record an interview with another student Create a basic recording with editing 	<ul style="list-style-type: none"> Audio files created through tutorial
1.5 Developing Interview Skills	<ul style="list-style-type: none"> Use professional interview skills Evaluate others' interview skills 	<ul style="list-style-type: none"> Interview activity
1.6 Conducting Interviews	<ul style="list-style-type: none"> Conduct an oral history interview 	<ul style="list-style-type: none"> Interview recordings
1.7 Indexing Oral History Interviews	<ul style="list-style-type: none"> Select important parts of interviews Summarize interview answers 	<ul style="list-style-type: none"> Oral history interview indices
Section 2 – Creating a Podcast (14 Days)		
1.8 Introducing Podcasts and Choosing Central Questions	<ul style="list-style-type: none"> Define podcast Identify a Theme Question 	<ul style="list-style-type: none"> Initial podcast plans
1.9 Research	<ul style="list-style-type: none"> Conduct relevant research based on central question Learn about differences in source format content 	<ul style="list-style-type: none"> 1.9.1-5 Finding Information
1.10 Podcast Story Mapping	<ul style="list-style-type: none"> Identify an audience Create a story map Develop collaborative planning skills 	<ul style="list-style-type: none"> Story Maps 1.10.1 Podcast Tasks
1.11 Creating Podcasts	<ul style="list-style-type: none"> Choose and export audio clips Make scripts and recordings Add music and audio effects 	<ul style="list-style-type: none"> Completed Podcasts

1.1 Introduction to Oral Histories

Recommended Time: 50 Minutes

OVERVIEW

In this lesson, participants listen to oral histories and learn why oral history should be valued. Participants begin by creating a brief history of their own, then listen to oral histories and evaluate them, determining what their key components are.

Participants will be able to...	Opportunities for Assessment
Define oral history	Student responses
Consider aspects of oral histories	Class discussions and Listening for the Story sheets
Compare aspects of oral histories	

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• Computers• Headphones• Headphone splitters• 1.1.1 Listening for the Story	<ul style="list-style-type: none">• <i>StoryCorp Griot</i> (2020): https://storycorps.org/discover/griot/• <i>Library of Congress</i>, “Oral History and Social History (2020): https://www.loc.gov/teachers/classroommaterials/lessons/using-history/procedure.html• <i>Tenement Museum</i>, “Oral History Lesson Plan” (2019): https://www.tenement.org/wp-content/uploads/2019/02/Oral-History-Lesson-Plan-Upper-Elementary.pdf

PROCEDURE

Opening (10 minutes) <ol style="list-style-type: none">1. Discussion – What is “history”?<ol style="list-style-type: none">a. Ask participants to share their thoughts about the definition of history: what is it? Who makes it? What sources can you use to learn about it?b. Explain to participants that while history textbooks talk primarily about the lives of explorers, war generals, etc. we all make history every day through the decisions we make and how we inhabit space and share our lives with other people.
Activity Body (30 minutes) <ol style="list-style-type: none">2. Participants stories from when they were a baby.<ol style="list-style-type: none">a. Participants work in pairs to tell one another stories their family members have told them about when they were babies.b. One or two volunteers share these stories with the rest of the group.

- c. Use the stories to talk to participants about how stories were passed down to them; someone else had to tell them about their past. How accurate does that make the story? What elements did the storyteller highlight? What might have been lost or gained through storytelling?
- 3. Participants listen to oral histories from the Griot Project.
 - a. Working in pairs with headphone splitters, participants listen to three oral histories
 - b. They record observations on the Listening for the Story worksheets.
- 4. Participants talk to their partner about what they heard in the interview, considering the items from their worksheet about what the stories considered, their sound quality and their importance.

Closing (10 minutes)

- 5. Class discussion – “What are characteristics of good oral histories?”
 - a. Participants share what they’ve learned through the listening process.
 - b. Discussion should consider:
 - i. How does an interviewer frame questions to draw out an interviewee?
 - ii. What were some aspects of quality follow-up questions?
 - iii. What have they learned about sound quality through their listening experience?

1.2 Open-Ended Questions

Recommended Time: 50 Minutes

OVERVIEW

In order to conduct oral history interviews, participants need to practice writing strong questions. Asking “open-ended” questions is essential to conducting content-rich interviews. Participants practice this skill on each other and determine best practices.

Participants will be able to...	Opportunities for Assessment
Evaluate question types	Student responses
Create questions appropriate interviews	Class discussions and question lists

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• 1.2.1 Asking Good Questions PowerPoint	<ul style="list-style-type: none">• An oral history from Story Corps (2020): https://storycorps.org/

PROCEDURE

Opening (10 minutes) <ol style="list-style-type: none">1. Discussion – What sort of questions are good for oral histories?<ol style="list-style-type: none">a. Draw on oral histories listened to previously, or listen to a new one.b. Highlight what questions were asked and why.
Activity Body (30 minutes) <ol style="list-style-type: none">2. Present the “Asking Good Questions” PowerPoint.<ol style="list-style-type: none">a. Closed- and open-ended questionsb. Biased questionsc. Double-barreled questions3. In small groups, participants ask each other a variety of open-ended and close-ended questions and compare responses.4. In pairs/small groups, participants brainstorm five good interview questions designed to help the interviewee elaborate on specific subjects with the hopes of retrieving at least five pieces of information. The instructor should write the expected information on the board. Examples include age/grade, where they go to school, favorite classes, favorite things to do outside of school, careers they are interested in, etc.
Closing (10 minutes) <ol style="list-style-type: none">5. Class discussion – Share results and make a list of best practices.

1.3 Audio Recording Scavenger Hunt

Recommended Time: 50 Minutes

OVERVIEW

Participants learn what works and what doesn't while experimenting with their own audio recordings. This lesson forces participants to create a variety of recordings and then to evaluate their quality.

Participants will be able to...	Opportunities for Assessment
Evaluate recording quality	Scavenger Hunt discussion
Judge a location on its suitability for recording an interview	Class discussions and Recording Scavenger Hunt

STANDARDS ADDRESSED

- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.

PREPARATION

Materials

- Portable audio recording device (or phones)
- Headphones (optional)
- [1.3.1 Audio Recording Scavenger Hunt](#)

PROCEDURE

Opening (15 minutes)

1. Discussion – Basic functioning and technical overview of recorders. Though each set of recorders is unique, common topics you might address include:
 - a. microphone location
 - b. how to record and stop recording

Activity Body (25 minutes)

2. Recording Scavenger Hunt
 - a. Participants will use the scavenger hunt to move around the location making recordings with specific characteristics in groups.
 - b. Participants listen to those recordings and evaluate their quality.

Closing (10 minutes)

3. Discussion – After reviewing recordings, discuss what makes a “good recording location” and what other factors they should consider for better recording quality. Discussion should include:
 - a. Microphone placement
 - b. small vs. large spaces and the use of sound buffers
 - c. volume, tone, speed, and voice modulation

1.4 Recording and Audio Editing Tutorials

Recommended Time: Two 50-minute periods

OVERVIEW

In this lesson, participants record a practice interview, then learn how to use audio editing software. This practice run for conducting oral history interviews will also inform how they conduct interviews and give them an opportunity to see the entire process from start to finish in a short amount of time. The remainder of the curriculum is essentially a more elaborate version of what they'll work through in this lesson.

Participants will be able to...	Opportunities for Assessment
Record an interview with another student	Audio recordings
Explain the basic functions of audio editing software	Class discussion, teacher questioning, and completed audio projects
Create a unique edited audio recording using filters/effects	Completed audio project.

STANDARDS ADDRESSED

- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE.6c - Participants communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

PREPARATION

Materials <ul style="list-style-type: none">• Speakers or headphones• Computers• 1.4.1 Audacity Tutorial• 1.4.2 Soundtrap Tutorial
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PROCEDURE

Opening (5 minutes) <ol style="list-style-type: none">1. Discussion – Give an overview of the lesson and introduce software.
Activity Body (30 minutes) <ol style="list-style-type: none">2. In pairs or small groups, participants review the previous lesson by writing up three basic interview questions.3. They then practice interviewing and recording one another.4. Participants use the resultant recordings to experiment with the software and completed the audio editing tutorial.
Closing (15 minutes) <ol style="list-style-type: none">5. Discussion – Share some edited clips with the class, discussing how they were made.

1.5 Developing Interview Skills

Recommended Time: 50 Minutes

OVERVIEW

To prepare to conduct the “official” interviews, participants will need to further practice developing questions and using effective interviewing techniques. In this lesson, by practicing and providing one another feedback, participants will learn how to conduct proper oral history interviews. They will also finalize a script of question for interviews.

Participants will be able to...	Opportunities for Assessment
Use professional oral history interview techniques	Practice interview activity
Evaluate someone else’s interview skills	

STANDARDS ADDRESSED

- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials

- Buzzers, such as from the game Taboo or anything that makes noise
- [1.5.1 Example Interview Script](#)

PROCEDURE

Opening (5 minutes)

1. Discussion – Review of open-ended questioning.

Activity Body (25 minutes)

2. Discussion – What makes a good oral history interviewer?
 - a. Recommendation: Model good and bad interviewing
 - b. Good Interviewing:
 - i. Silent after asking a question
 - ii. Asks open-ended questions
 - iii. Waits 5 seconds after interviewee answers before they ask another question
 - iv. Uses nonverbal cues to make interviewee comfortable
3. In groups of three, participants practice being interviewers.
 - a. One person is the interviewer
 - b. One person is the interviewee
 - c. One person monitors the interviewer and “buzzes” them when they demonstrate poor interviewing skills (cutting the interviewee off, making noise, etc.)

Closing (20 minutes)

4. Class activity – Developing Questions

- a. Participants work in pairs to determine a series of questions that would be helpful for exploring the generalized topic that pertains to their podcasts (e.g. food in East St. Louis).
- b. The group comes back together to provide feedback on questions.
- c. The group votes on a final set of questions that will comprise the interview script.

1.6 Conducting Interviews

Recommended Time: 50 Minutes

OVERVIEW

After practicing interview skills, recording audio, and seeing an overview of the full oral history process, participants conduct interviews. You might consider taking participants to a nursing home or senior center or inviting guests to come to you. It may be possible to have participants conduct them at home with family.

Participants will be able to...	Opportunities for Assessment
Conduct an oral history interview	Interview recordings
Produce recordings with high sound quality	
Ask appropriate follow-up questions during an interview	

STANDARDS ADDRESSED

- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE.6c - Participants communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

PREPARATION

Materials <ul style="list-style-type: none">• Audio recording equipment• Headphones, if applicable• Printed interview scripts for each interviewing team• Interviewees
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PROCEDURE

Opening (5 minutes) <ol style="list-style-type: none">1. Briefly review recording skills, possible technology pitfalls, and interviewing before the interviews begin.
Activity Body (40 minutes) <ol style="list-style-type: none">2. Conduct interviews<ol style="list-style-type: none">a. Have interviewers work in pairs. To give them experience, it is best if they have the opportunity to interview at least two people.b. They will take turns in the role of sound technician and interviewer.
Closing (5 minutes) <ol style="list-style-type: none">3. Collect all recordings before participants leave so you do not lose the files. They may need to turn in recorders, download files, or email them to you.

1.7 Indexing Oral History Interviews

Recommended Time: 50 Minutes

OVERVIEW

In order for the interviews to be usable by all participants, the files must be indexed to explain what content is discussed during particular times within the interview. After indexing their interviews, participants will have a better understanding of what each interview contains, and will be able to quickly find relevant audio.

Participants will be able to...	Opportunities for Assessment
Define indexing as it relates to interviewing	Class discussion and indices
Select important pieces of information from interviews	Indices
Summarize interview answers	

STANDARDS ADDRESSED

- ISTE.3b - Participants evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE.4b - Participants select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials

- Computers
- Headphones and splitters
- Method for participants to access files (e.g. Google Drive, Dropbox, flash drives, or a pre-loaded computer)
- [1.7.1 Interview Index](#)

PROCEDURE

Opening (10 minutes)

1. Discussion – Oral History Interview Indices. Guiding questions:
 - a. What topics did each interviewee talk about?
 - b. What methods can you use to quickly find information? You might discuss indices in textbooks as an example or searching online as similar to needing “keywords” in the audio to make it searchable.

Activity Body (30 minutes)

2. In pairs, participants index sample interviews:

- | |
|---|
| <ul style="list-style-type: none">a. One student is in charge of running the computer and one student writes.b. They listen to the same interview at the same time and use an “indexing log” with timestamps and a short summary to record pertinent. The log should also include the name of the interviewee and interviewer. |
| <p>Closing (10 minutes)</p> <ul style="list-style-type: none">3. Discussion – Comparing and contrasting student indexes.<ul style="list-style-type: none">a. How detailed should we be?b. How accurate is our time keeping?c. Why is this useful? |

1.8 Introducing Podcasts and Choosing a Central Question

Recommended Time: 50 Minutes

OVERVIEW

Podcasts are a series of audio recordings on a common theme, typically distributed online. Podcasts often contain music and audio effects, interviews, and scripted speaking. In this lesson, participants will be introduced to podcasts and begin to conceptualize the story they might tell. During this pivotal lesson, students also begin working in their podcasting teams, practicing collaboration skills and working to come to a consensus about the central question that will frame their podcasts. Instructors may direct participants to their own topics and/or podcasts, or have the group collectively share a theme and make several episodes that contribute to the overarching theme.

Participants will be able to...	Opportunities for Assessment
Define podcast	Student responses
Identify possible topics for an in-depth podcast relating to oral histories	Group possible topics lists, and podcasts

STANDARDS ADDRESSED

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

ISTE.4a - Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">Large sheets of paper	<ul style="list-style-type: none">A Sample podcast, such as <i>We Live Here</i>, St. Louis Public Radio http://www.welivehere.show/

PROCEDURE

Opening (15 minutes) <ol style="list-style-type: none">Discussion – “What is a Podcast?”<ol style="list-style-type: none">Define podcast for students.Play a sample podcast. Some guiding questions:<ol style="list-style-type: none">What was the podcast about?What question did the podcast answer?What tools did the podcast use to tell a good story?
Activity Body (20 minutes) <ol style="list-style-type: none">Participants are assigned to podcasting groups that they will work with as they complete their podcasting projects.Groups will brainstorm open-ended questions they could use to frame their podcasts. They choose a central question for their podcast after judging each question on their list based on the following criteria:

- a. Is it interesting?
 - b. Did it come up in the oral history interviews?
 - c. Would there be other sources to find information about it?
4. The group then comes up with a list of smaller, related questions that they will need to research in order to build the podcast and lists them on the left side of large sheet of paper. These more focused questions will help them think about the specifics they'll need to learn. Examples:
- a. What is soul food?
 - b. Where did soul food begin?
 - c. How has soul food changed?
 - d. How does each region cook soul food differently?
 - e. What restaurants have been good places to eat soul food?
 - f. How do the dishes prepared relate to seasons and holidays?

Closing (15 minutes)

5. Groups share their "Podcast Theme Question" and receive feedback.

1.9 Podcast Research

Recommended Time: 50 Minutes

OVERVIEW

Participants are introduced to the rudiments of selecting relevant research across several source formats. The teacher pre-selects source materials relevant to local history from books, newspapers, radio, online, and virtual references and students practice using the resources to find useful additional information for inclusion in their podcasts.

STANDARDS ADDRESSED

- ISTE.3a - Participants plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE.3b - Participants evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• Computers• Large sheets of paper with research questions developed during previous lesson• File that contains research links students will need to conduct beginning research on their podcast (DESTL used a Google Document with Links to all research resources to make the second half of the lesson proceed efficiently).• Research Guide Sheets, including: 1.9.1 Finding Information in Books, 1.9.2 Finding Information in Newspapers, 1.9.3 Finding Information on the Radio 1.9.4 Finding Information Online 1.9.5 Finding Information Using Virtual References.	<ul style="list-style-type: none">• A Sample podcast, such as <i>We Live Here</i>, St. Louis Public Radio http://www.welivehere.show/• <i>New York Times</i>: https://www.nytimes.com/• NPR: https://www.npr.org/• A selection of books related to their podcasts' topics chosen in advance, for example, Andrew Theising's <i>Made in USA: East St. Louis, the Rise and Fall of an Industrial River Town</i> (2003)• Websites, local newspapers, radio station archives, directories or other resources where students can easily research local history

PROCEDURE

Opening (15 minutes)

1. Discussion – Why do you conduct research using sources from multiple formats?
 - a. Share an example of a radio story and a snippet from a book that highlights how content is often shaped by the format in which it appears.
 - b. Ask students what differences they notice. They might highlight:
 - i. length of the source.
 - ii. detail of the source.
 - iii. the kind of story discussed.
 - iv. the purpose.

Activity Body (25 minutes)

2. Individually, or in pairs, participants will research the questions they crafted in lesson 1.7 using guiding worksheets for each source format:
 - a. Books (books on the topic you've selected in advance for students).
 - b. Newspaper (*New York Times* or Newspaper.com).
 - c. Radio (NPR).
 - d. Websites (websites of local historians).
 - e. Virtual Reference Resources (Gale Reference).

NOTE: This will not be the only research that participants do. Introducing them to the resources available will allow them to more easily go back to find information as they make their podcasts.

Closing (10 minutes)

3. Groups each share two to three things they have learned from conducting their research and receive feedback.

1.10 Podcast Story Mapping

Recommended Time: 50 Minutes

OVERVIEW

In order to help groups develop an agreed-upon central plan, participants make a post-it note story map in this lesson. Story maps are an easy way to organize main elements of a story with the opportunity to imagine alternative sequencing by moving the order of the notes and adding and subtracting content easily. After creating their story maps, participants can work independently or in smaller groups to complete their podcasts, allowing them to practicing twenty-first century skills central to collaboration and project management.

Participants will be able to...	Opportunities for Assessment
Identify an appropriate audience for class podcasts	Class discussion
Create a story map to plan the podcasts' logical organization	Story maps

STANDARDS ADDRESSED

- ISTE.4a - Participants know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE.6c - Participants communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials

- Indices from oral history interviews
- Poster board or large wall post-its
- Post it notes of different colors
- [1.10.1 Podcast Tasks to Complete](#)

PROCEDURE

Opening (5 minutes)

1. Discussion – Who is the audience for our podcasts?
 - a. Who do the participants assume will listen to their podcasts?
 - b. What would their audience most like to know?
 - c. To what does their audience most respond?

Activity Body (40 minutes)

2. Each group will work together to plan out their podcast using a big poster board and post-it notes with specific plans for podcast content. Each color of post-it will represent a different kind of audio (student voice, interview clip, music/ambient noise). Participants should specifically note where their research from lesson 1.9 can add useful information to the podcast:

- a. Intro
- b. Interview clips
- c. Transitions
- d. Music
- e. Outro

2. For the remainder of the day, groups use “task sheet to assign tasks required to complete the podcasts. Help them consider how much time they have to complete the podcasts and how they might assign tasks by the day.

Closing (5 minutes)

3. Group review – “What did I do today, and what am I going to do tomorrow to help complete our podcast?”

1.11 Creating Podcasts

Recommended Time: Three 50 Minute sessions

OVERVIEW

The remainder of the module can extend over several days, but at least 3 sessions is ideal. Teams will open and end the session by checking in on their progress, but they may spend the rest of their time working on their own or with a partner. This system helps participants maintain a sense of ownership over their work and have a clear sense of their role in the project. It also provides instructors with an opportunity to check in with groups on a daily basis and to monitor their progress.

Participants will be able to...	Opportunities for Assessment
Choose and export audio clips	Podcasts
Record intros, outros, and transitions	
Edit a podcast using previous recordings	

STANDARDS ADDRESSED

- ISTE.1b - Participants build networks and customize their learning environments in ways that support the learning process.
- ISTE.4a - Participants know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- ISTE.6b - Participants create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE.6c - Participants communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

PREPARATION

Materials	Resources
<ul style="list-style-type: none">• Headphones with splitters• Recording equipment or phones• Computers• Story maps• Audio editing software (Audacity/Soundtrap)• Audio Editing Tutorials• 1.10.1 Podcast Tasks to Complete	<ul style="list-style-type: none">• Online databases where students can obtain loyalty-free music and sound effects, such as Freesound or IncompeTech.

PROCEDURE

Opening (5 minutes)

1. Group review – “What am I going to do today to help complete our podcast?”

<ul style="list-style-type: none"> a. Have participants review the task sheet and coordinate their responsibilities for the day. b. Decide together how they would like to split up the work and whether they prefer independent or collaborative labor throughout the period.
<p>Activity Body (40 minutes)</p> <ul style="list-style-type: none"> 2. Participants work on various required tasks to complete the podcasts, including: <ul style="list-style-type: none"> a. Identifying and clipping audio from oral history interviews. b. Writing and revising scripts for the intro, transitions, and outro. c. Recording intro, transitions, and outro. d. Finding music (set a time limit, as this becomes distracting). e. Joining clips together in audio editing software. f. Mixing audio together and smoothing transitions. g. Updating story maps. 3. Check in with groups as they work to monitor progress and guide them.
<p>Closing (5 minutes)</p> <ul style="list-style-type: none"> 1. Group review – “What did I do today, and what am I going to do tomorrow to help complete our podcast?”

Note: If there is time, on the final day, have a celebration and listen to all of the Podcasts together.

Evidence of Learning

Performance Tasks

- Interview questions – Participants will generate a set of questions to ask during oral history interviews. These questions will reflect their understanding of open-ended questioning techniques.
- Oral History Interview Recordings – Participants will generate oral history interviews, demonstrating their skills in audio recording, as well as their usage of interpersonal communication skills and non-verbal cues, such as providing enough time for answers and follow-up questioning.
- Podcast Storyboards – Participants groups will complete storyboards while planning their podcasts. These storyboards should be updated throughout the project.
- Podcasts – Participants will create podcasts as the summative project. These podcasts will include audio editing skills, planning skills, as well as collaboration and a variety of writing and speaking skills.

Oral History Interview Rubric

Score	Interview questions	Questioning Skills	Recording Quality	Organization and presentation
2	<ul style="list-style-type: none"> • All interview questions are open-ended and relevant for interviewee • Several follow-up questions are asked to clarify or deepen answers 	<ul style="list-style-type: none"> • All interview questions are asked clearly • Participant remains quiet during entire interviewee answer • Participant waits after each question for interviewee to finish 	<ul style="list-style-type: none"> • Voices are clear and understandable throughout recording • Few, if any, non-interview sounds can be heard on recording 	<ul style="list-style-type: none"> • Presentation of data is clear and organized
1	<ul style="list-style-type: none"> • Some interview questions are open-ended and relevant for interviewee • Few follow-up questions are asked to clarify or deepen answers. 	<ul style="list-style-type: none"> • Most interview questions are asked clearly • Participant remains quiet during entire interviewee answers • Participant often waits after each question for interviewee to finish 	<ul style="list-style-type: none"> • Voices are somewhat clear and understandable throughout recording • Some non-interview sounds can be heard on recording 	<ul style="list-style-type: none"> • Presentation of most data is clear and organized
0	<ul style="list-style-type: none"> • Interview questions are not open-ended or relevant for interviewee • No follow-up questions are asked to clarify or deepen answers 	<ul style="list-style-type: none"> • Few or no interview questions are asked clearly • Participant does not remain quiet during entire interviewee answer • Participant does not wait after each question for interviewee to finish 	<ul style="list-style-type: none"> • Voices are not clear and understandable throughout recording • Many non-interview sounds can be heard on recording 	<ul style="list-style-type: none"> • Presentation of little or no data is clear and organized

Worksheet and Tutorial Appendix

1.1.1 Listening for the Story

Complete the tables below for each of the interviews you are assigned. Include significant time stamps next to the bits of information you list below.

Interview 1
Name:
Sound quality:
Ambient noises:
Interesting facts/details:
Places mentioned:
Things you'd like to know more about:

Interview 2
Name:
Sound quality:
Ambient noises:
Interesting facts/details:
Places mentioned:
Things you'd like to know more about:

1.2.1 Asking Good Questions PowerPoint

ASKING GOOD QUESTIONS

QUESTIONS TO ASK YOUR PARTNER

- What did you eat for breakfast this morning?
- How do you get to the grocery store?
- Do you spend time with friends after school?
- What is your favorite thing to do?
- Describe your ideal weekend
- Tell me a story about a time when you had fun.

CLOSED-ENDED QUESTIONS

Closed-ended questions only have one answer:

- Do you like basketball?
- Did you have fun at the park?
- How many donuts did you eat?
- How did you get to school today?

OPEN-ENDED QUESTIONS

Open-ended questions are questions that lead to longer, detailed answers. They do not have one-word answers:

- What is your favorite place in the city?
- What do you remember about growing up in East St. Louis?
- How has the city changed since you've been here?

BIASED QUESTIONS

Biased questions suggest an answer in the question itself:

- Do you agree that there isn't good food in East St. Louis ?

Revised question: Where do you like to eat in the city and why?

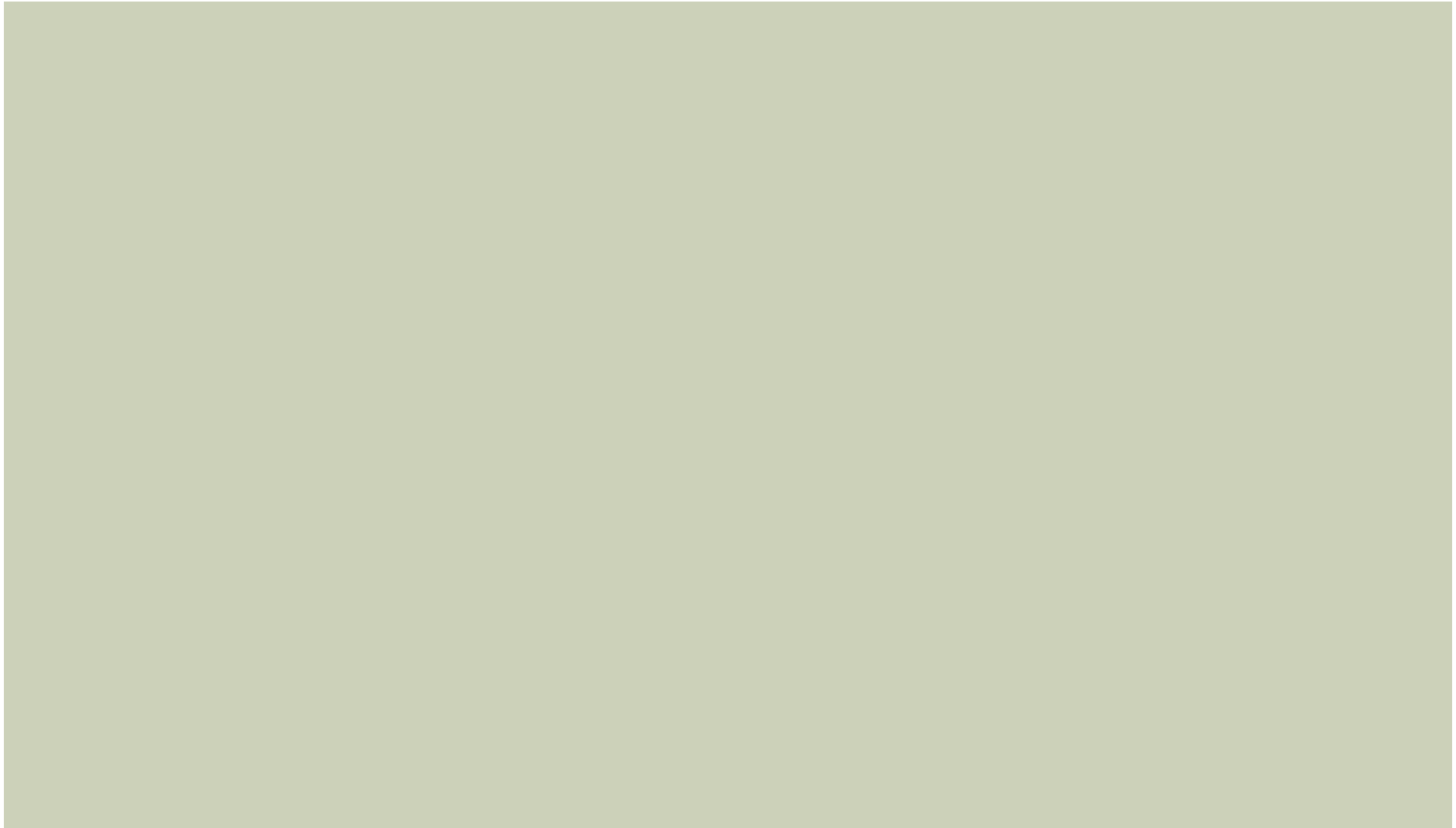
With the follow up...

Where don't you like to eat in the city and why?

DOUBLE-BARRELED QUESTIONS

Double-barreled questions ask more than one thing.

- What environmental problems does East St. Louis have, and how should the city government fix them?
- Make sure to ask one question at a time and prepare follow-up questions that anticipate a variety of answers.



Happy Interviewing!

1.3.1 Audio Recording Scavenger Hunt Worksheet

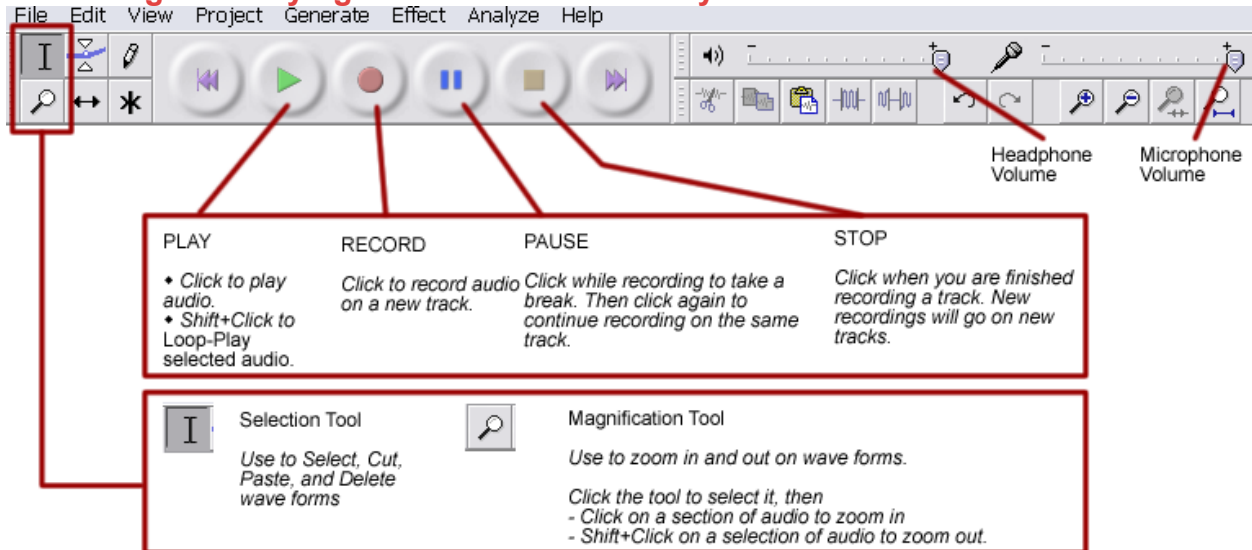
Use your recorder to record a clip for each task on the list.

Record #	Recording Task	Notes
	With MIC Sensitivity on High , answer the question “why did you join Digital East St. Louis?”	
	With MIC Sensitivity on Low , have your partner answer the question “why did you join Digital East St. Louis?”	
	Record saying your address while far away from your recorder.	
	Record your partner saying their address while very close to the recorder.	
	Make a 2-minute recording outside .	
	Make a recording of a one-question interview with your partner somewhere with an echo .	
	Record answering a question while being too loud .	
	Record answering a question while being too quiet .	
	Make a recording talking about a restaurant near someone that’s talking .	
	Explain what your favorite class was last year near a machine making noise .	
	Write down a question and your answer. Make a recording saying what you wrote down .	
	Make a recording talking to an adult .	
	Make a recording with the recorder sitting on a table in front of you.	
	Record your partner counting to 20 while moving the recorder around .	


1.4.1 Audacity Tutorial

This tutorial covers recording and editing audio using a program called Audacity. Audacity is an open source (FREE) audio editor that can be used to edit interviews, podcasts, music, and any other sound files. You can download it at home and use it for free (<https://www.audacityteam.org/download/>).


Recording and Playing Audio Files in Audacity




Record

Use the record  button to record your audio. Once you press record, speak clearly into your microphone so that you can see the waves on the screen change according to your voice.

Pause

Use the pause  button to take a break from recording. If you press pause, you can come back to the recording and still record on the same track.

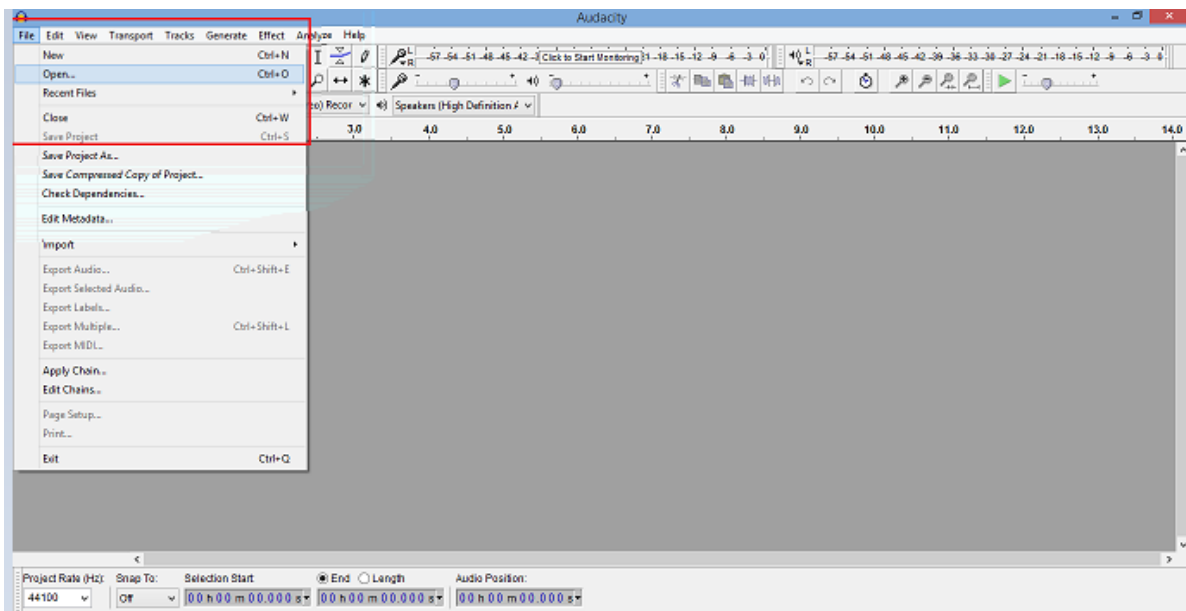
Stop

Use the stop  button when you have finished recording and are ready to save or export the file.

Opening an Audio File

File > Open...

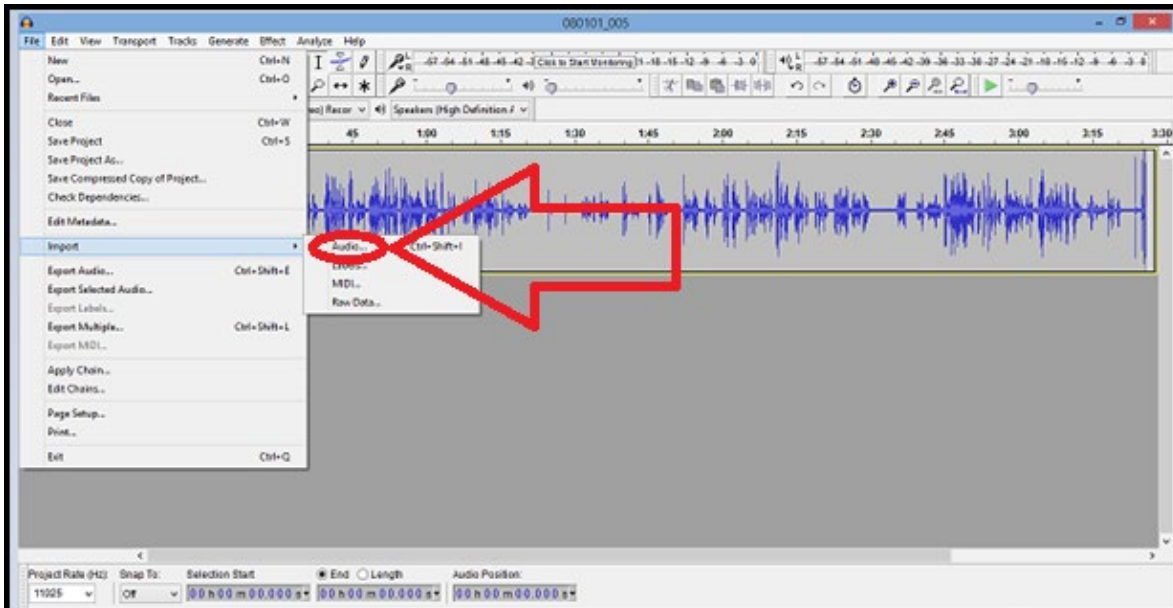
Open imports each file you select into its own new project window.



Importing an Audio File

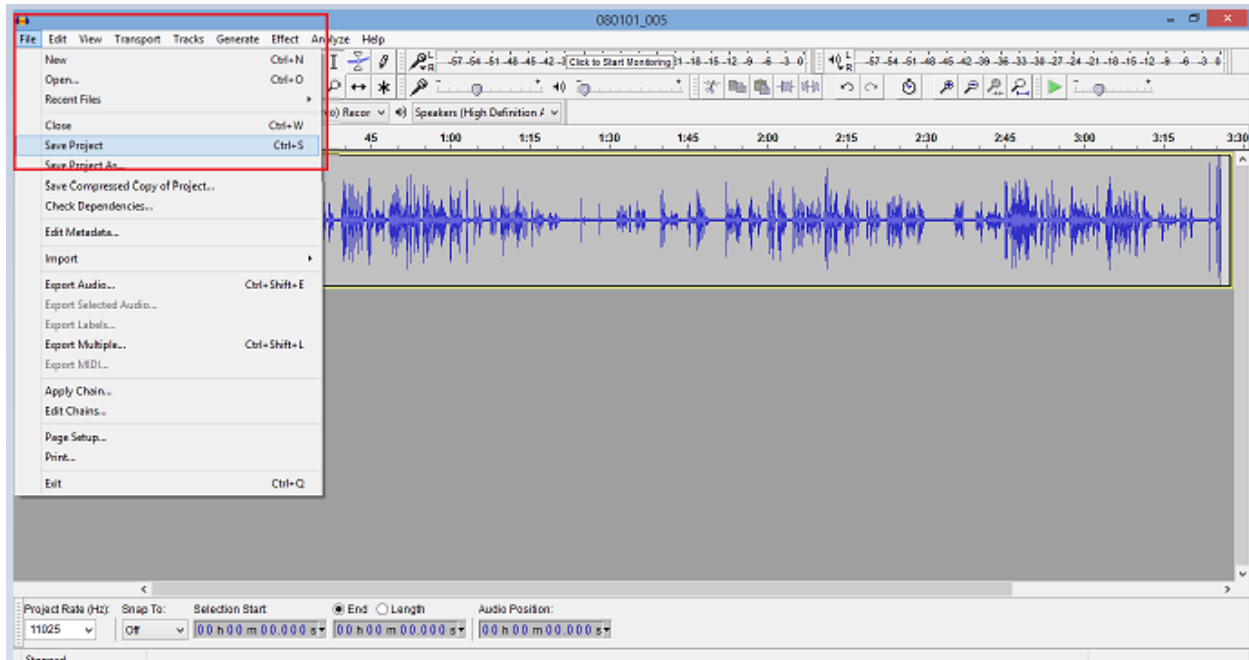
File > Import > Audio...

Select **File > Import > Audio**, then choose one or more audio files. Audacity will import the selected file(s) into **the existing project**. This is useful to bring the content of one or more audio files into a project that already contains audio (for example, to mix several audio files together into a mashup).



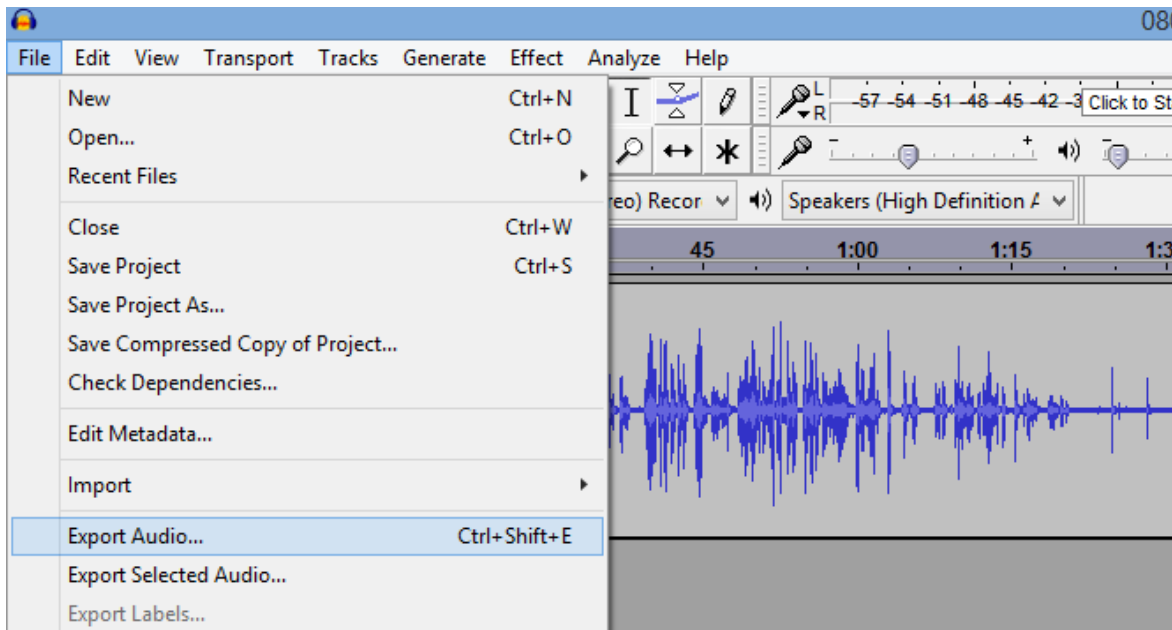
Saving Your Project

You save a “**project**”, not a file—until you are completely finished with your editing. When you are finished, you will export a new file. But until then, you will just go on saving your project as many times as necessary to avoid losing your work.



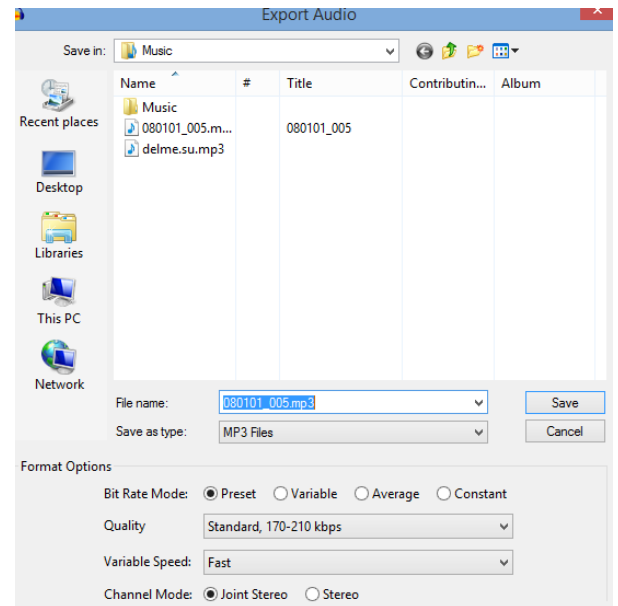
Making .mp3 files

Exporting in .mp3 format turns your project into an .mp3 file. You can choose to export all of the tracks in your project, a single track, or any part of a track.



- 1) **File > Export Audio...** It exports all the audio tracks in the project.

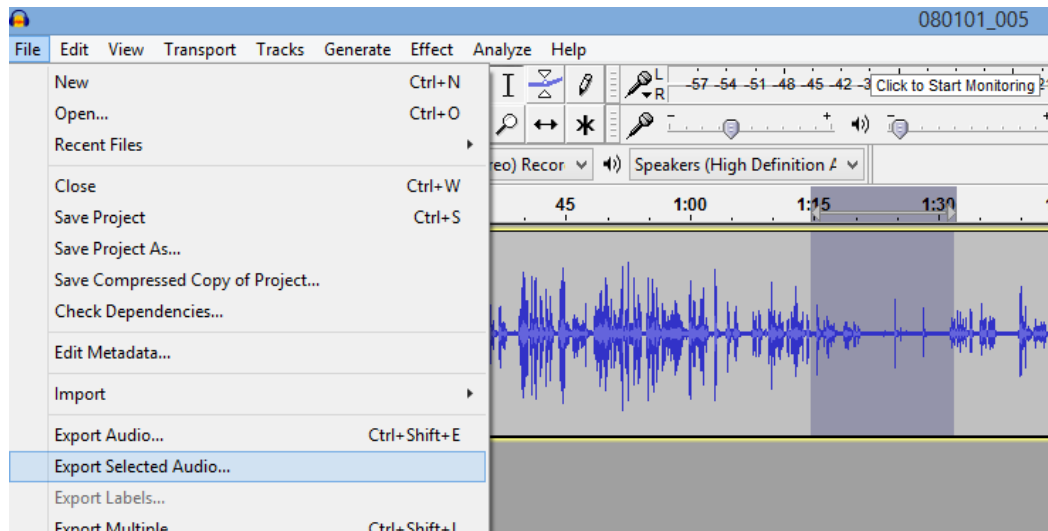
1. Choose a destination and a name for your file.
2. Choose "Save as type" as MP3.
3. Click Save.



2) Export a clip

File > Export Selected Audio...

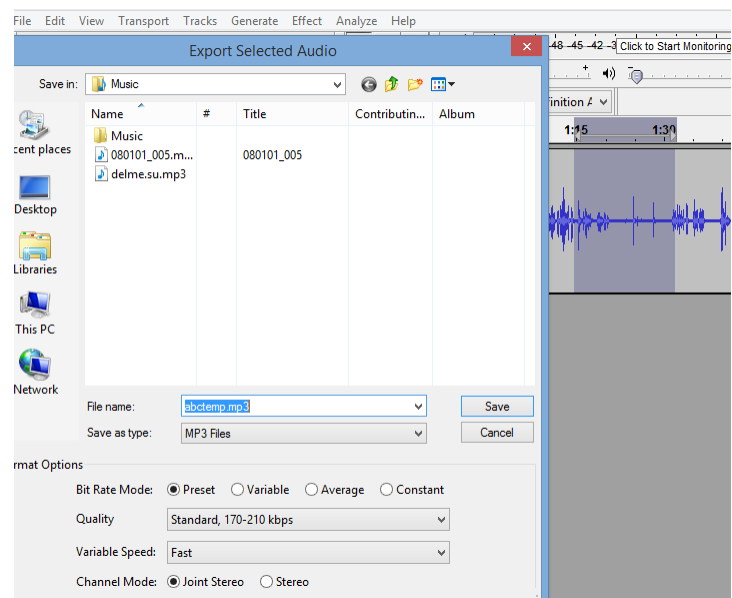
Exports only the selected audio.



1. Choose a destination and a name for your file.

2. Choose Save as type as MP3.

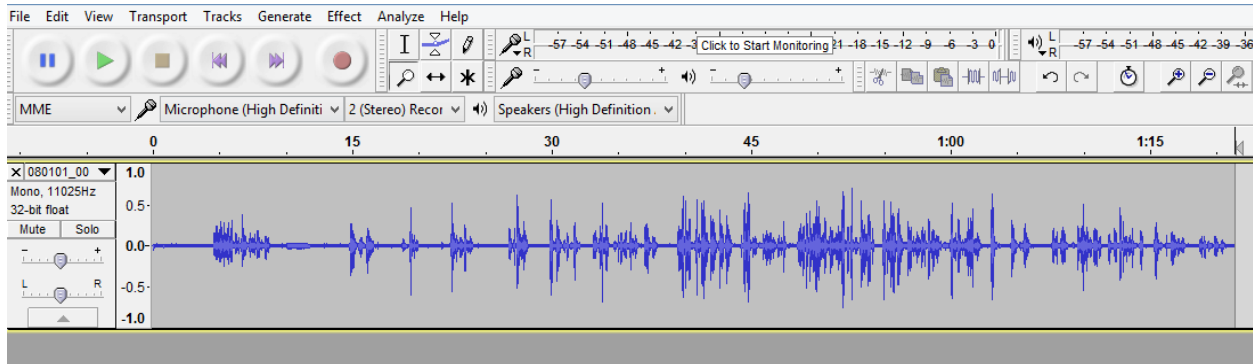
3. Click Save.



Mixing an Audio Track with a Background Music Track

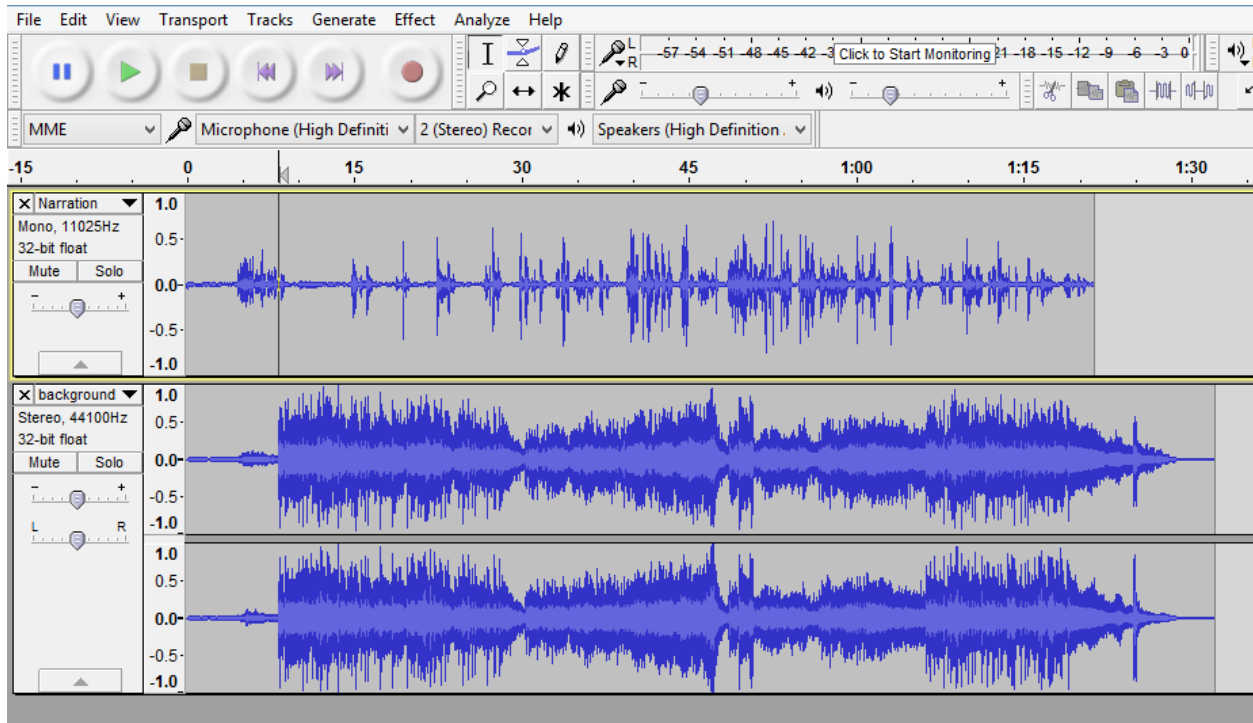
Import a Narration (Main Audio Track):

Choose **File > Import > Audio** and open the audio track that you will mix with background music.



Import the background music file:

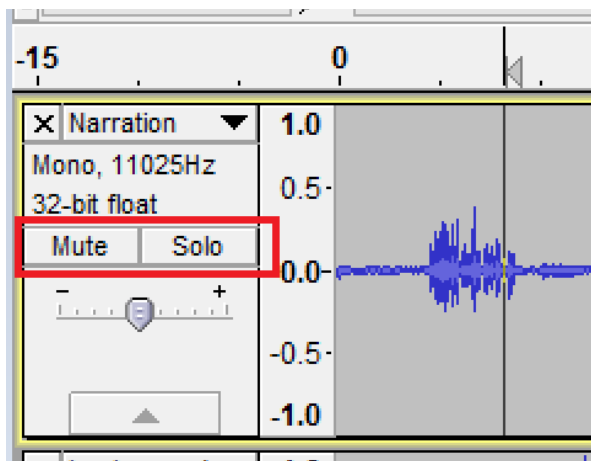
Choose **File > Import > Audio** and open the background music file you've chosen for the project. Audacity imports the music file into your project and puts it in its own stereo track.



Rename the tracks to "Narration" and "Background" for conventions by clicking on the arrow button on each of the names and then clicking on the name option to rename.

Mute and Solo:

These buttons are located at the Track Control Panel at the left of each track. Clicking the **"Solo"** button will cause only that track to be heard when you press Play. Clicking the **"Mute"** button will turn that track off - it will not be included in the mix when you press the Play button.

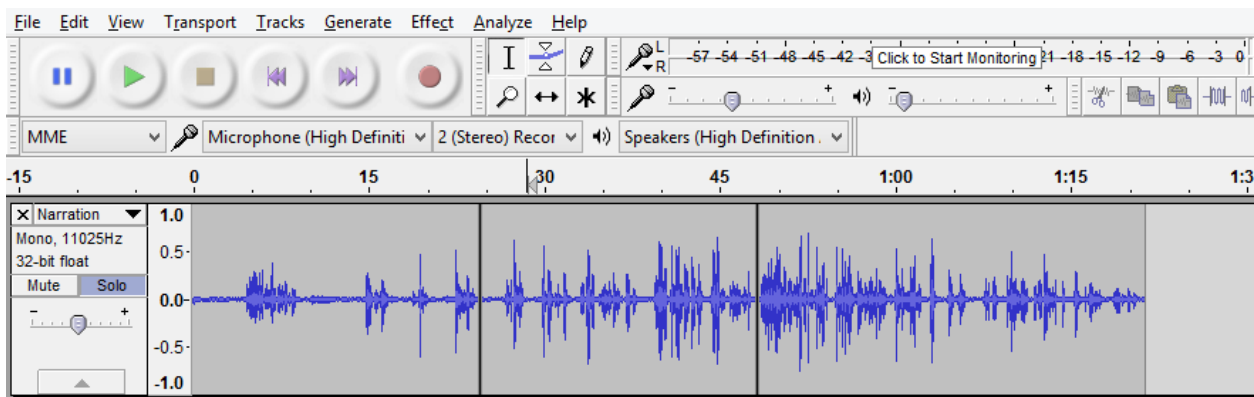


Cutting the Narration Track/Actual Audio Track:

Start by clicking the "Solo" button on the narration track. Assuming that we want to cut the narration into three separate segments, find the spots on the track to cut the narration track, between which we would like to include our background music.

Use the selection tool to find the points on the track. Choose **Edit > Clip Boundaries > Split** - a split line appears. There are now two clips on the narration track. Similarly, put a split point between the second and third portions of the narration.

Click on the solo button again before you move to the next step to hear both the narration and music tracks.



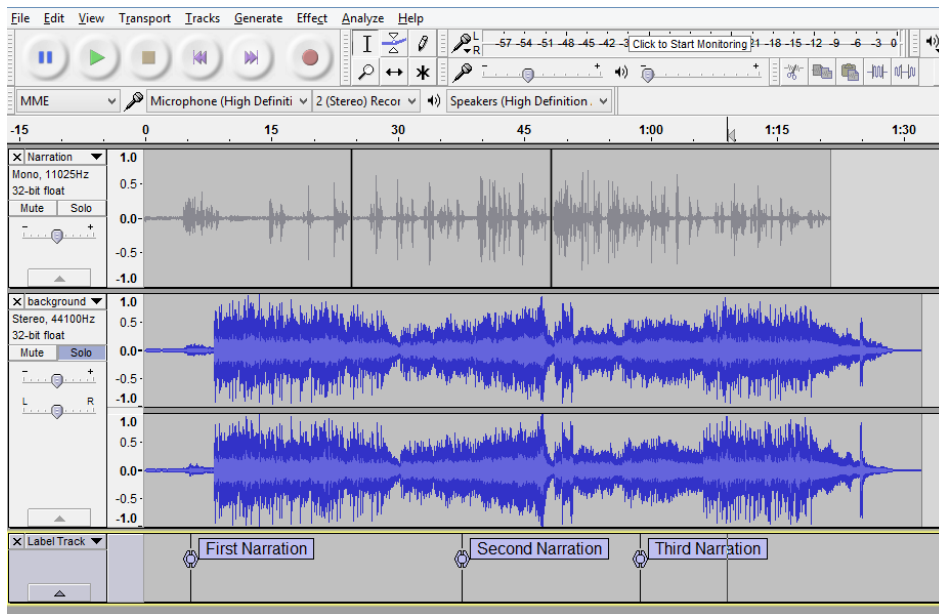
Marking places on the Background music where we want the narration track to start:

Our goal is to cut the narration to fit the music. We need to pick the spots in the background music track where we want the three clips to start. Start by clicking the "Solo" button on the background music track.

Identify the point in the background music track where you want the narration to begin. Click at that point with the Selection Tool.


Choose Tracks > Add Label at Selection. Type a name for the label, for example "First Narration".

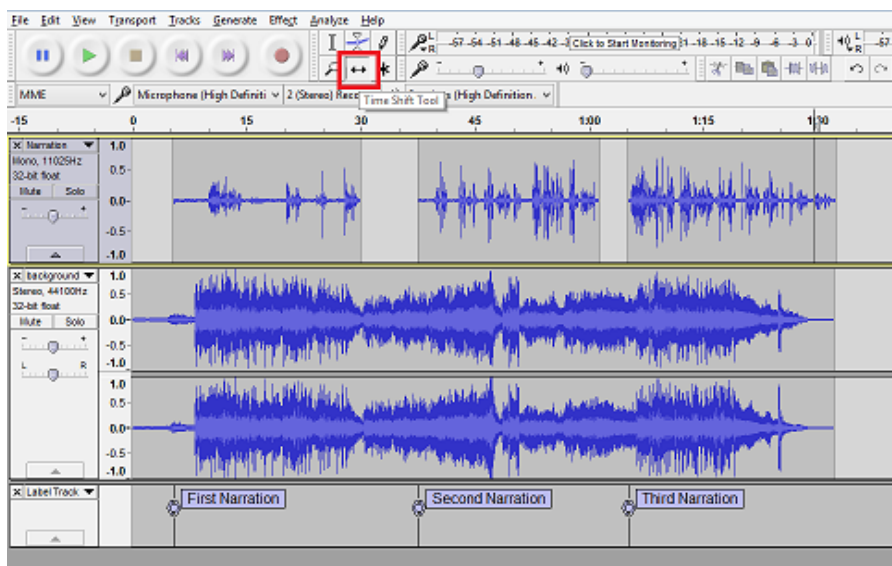
Similarly, identify the points in the background music track where you want the second and third narration clips to begin, and create labels at those points.



Click on the solo button again before you move to the next step to hear both the narration and music tracks.

Move Clips as per the Labels:

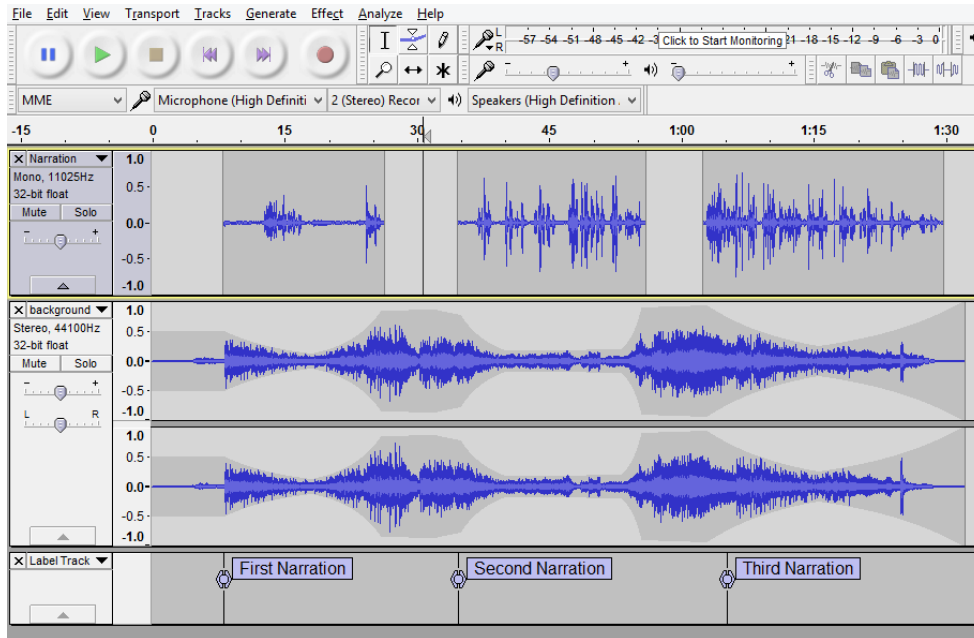
Using the Time Shift Tool  drag the third narration clip so that the start of the clip lines up with the third label. Audacity will help you line this up perfectly - when the start of the clip lines up with the third label a yellow Boundary Snap Guide will light up. Similarly, drag the second narration clip to line up with the second label, and drag the first narration clip to line up with the first label.



Adjust volumes of the tracks:



Select the *Envelope Tool* from the Tools Toolbar. In the music track, click to create a control point a second or so before the first narration clip begins. Click to create a second control point just as the narration starts. Drag the second control point down to reduce the volume of the music track. Adjust the first and second control points to get the length and depth of the fade you want. In a similar manner create the fade up at the end of the first narration clip. Continue in this manner doing the fades on the music track for each clip in the narration track. You can always go back and change the fades.



Check Your Mix

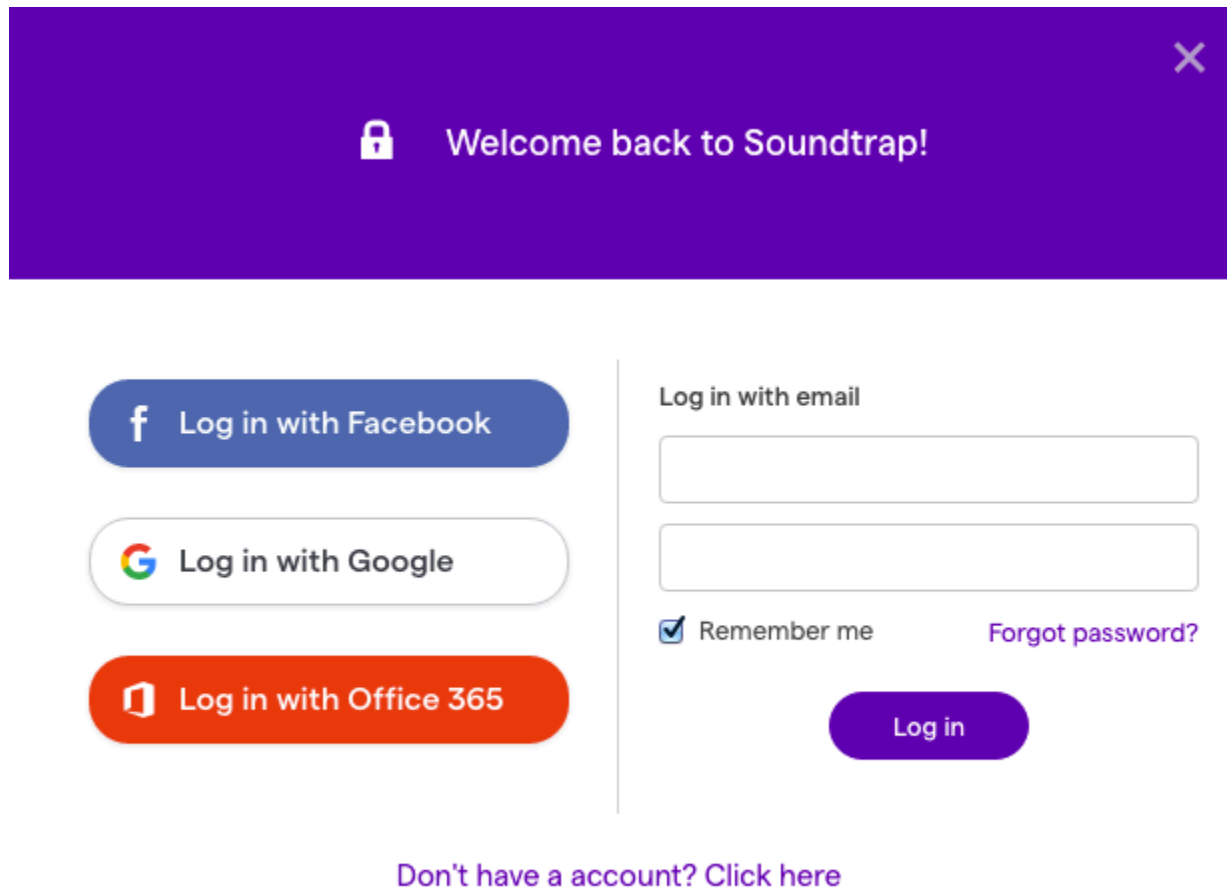
Play the mix and check after adjusting the volume.

1.4.2 Soundtrap Tutorial

You will be working with Soundtrap's audio studio to create the podcast.

Logging In

First visit soundtrap.com. Then click the Log In button on the top right. You will then get this screen:

The image shows the Soundtrap login interface. At the top, there is a purple banner with a white padlock icon and the text "Welcome back to Soundtrap!". Below the banner, on the left, are three large, rounded buttons for social login: "Log in with Facebook" (blue), "Log in with Google" (white with a Google logo), and "Log in with Office 365" (orange). To the right of these buttons is a section titled "Log in with email". It contains two empty text input fields for email and password. Below the password field is a checkbox labeled "Remember me" and a link "Forgot password?". At the bottom of this section is a purple "Log in" button. Below the entire login section is a link that says "Don't have a account? Click here".

×

🔒 Welcome back to Soundtrap!

f Log in with Facebook

Log in with Google

Log in with Office 365

Log in with email

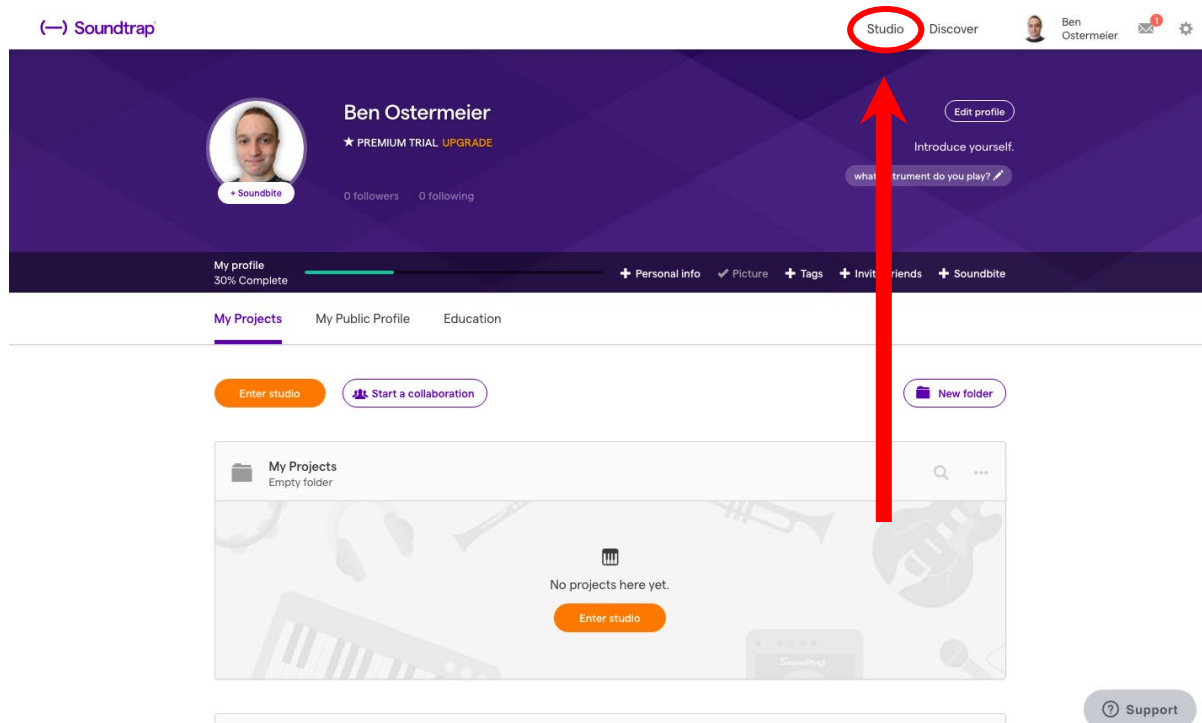
☒ Remember me [Forgot password?](#)

Log in

[Don't have a account? Click here](#)

Choose **Log in with Google**. This will connect with your Google account on your Chromebook.

You will then a screen like this:



Click **Studio** at the top right.

It then asks you to pick a template:

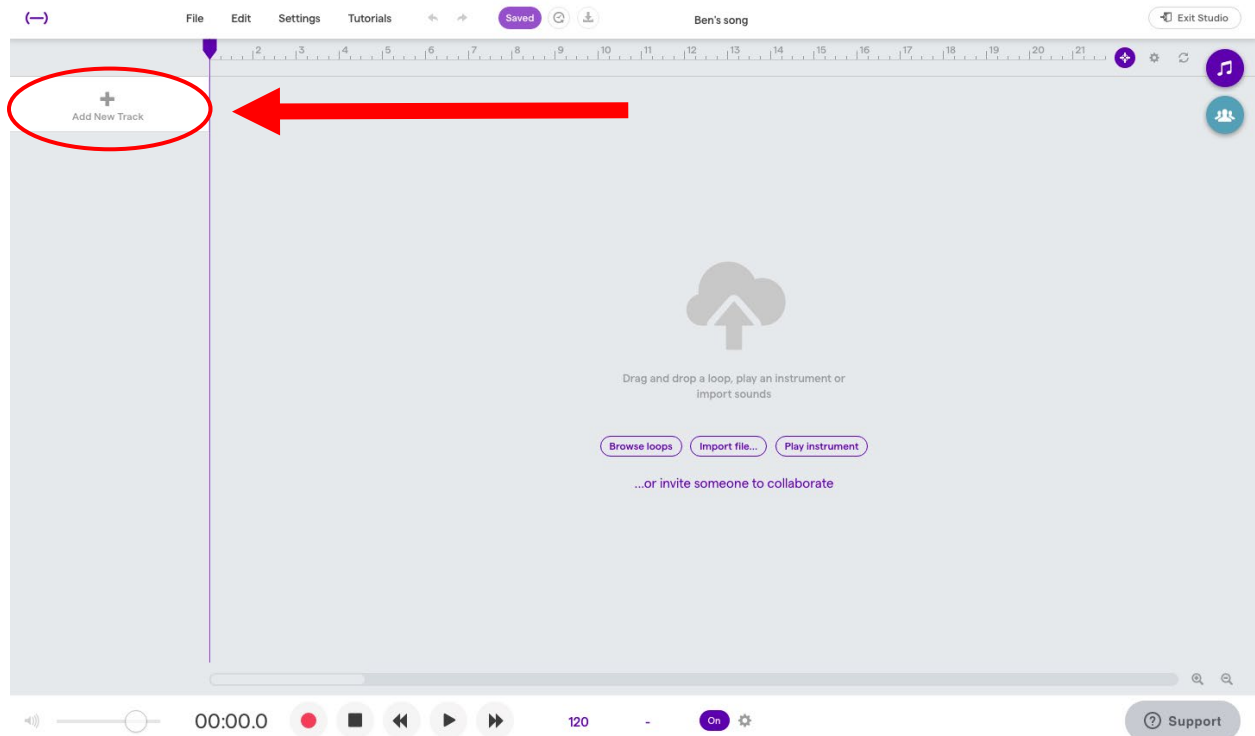


Choose **Blank**.

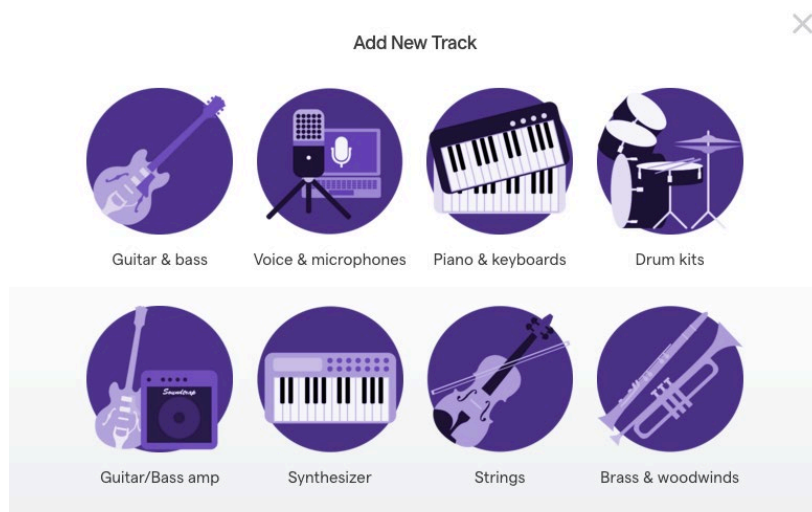
You are now in the studio, which is where you will be making the podcast.

Importing audio

First, we need to add some audio to the program. Let's start with your interview files.



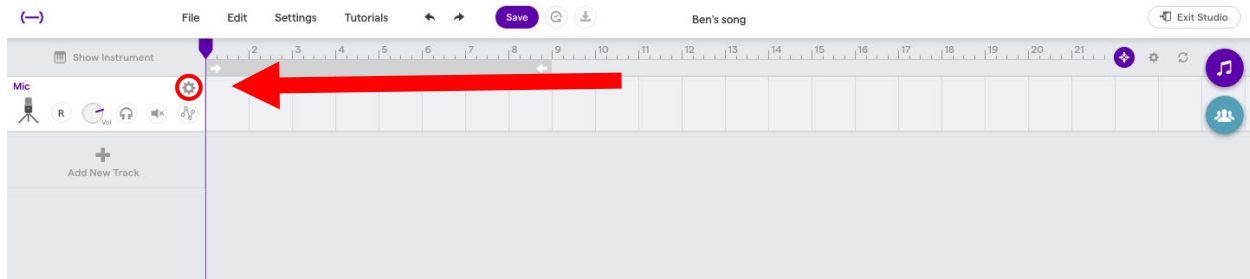
Click **Add New Track**.



[Or open loop library](#)

Select **Voice & microphones**.

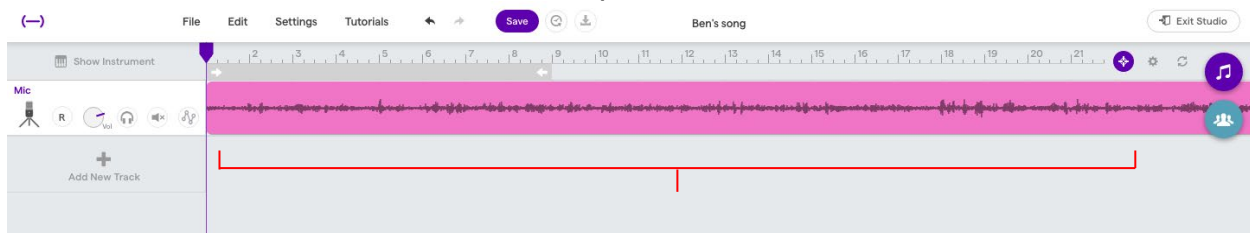
You now have an empty track for voice recordings.



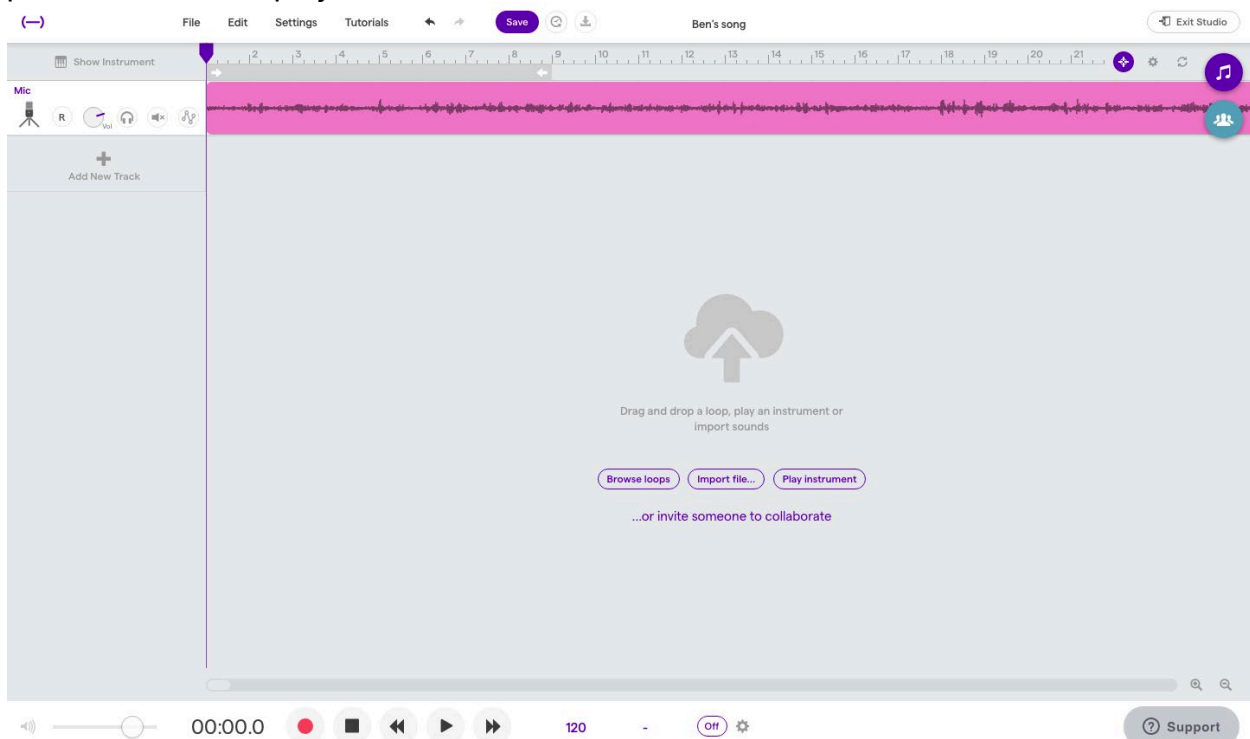
If you hover your mouse over the white box on the left side of the track, a gear will appear. Click the gear, and then click **Import...**

Then, navigate to wherever your audio file is stored on your Chromebook. Click the file and then click **Open**.

Your audio file should now be in Soundtrap, and will look like this:



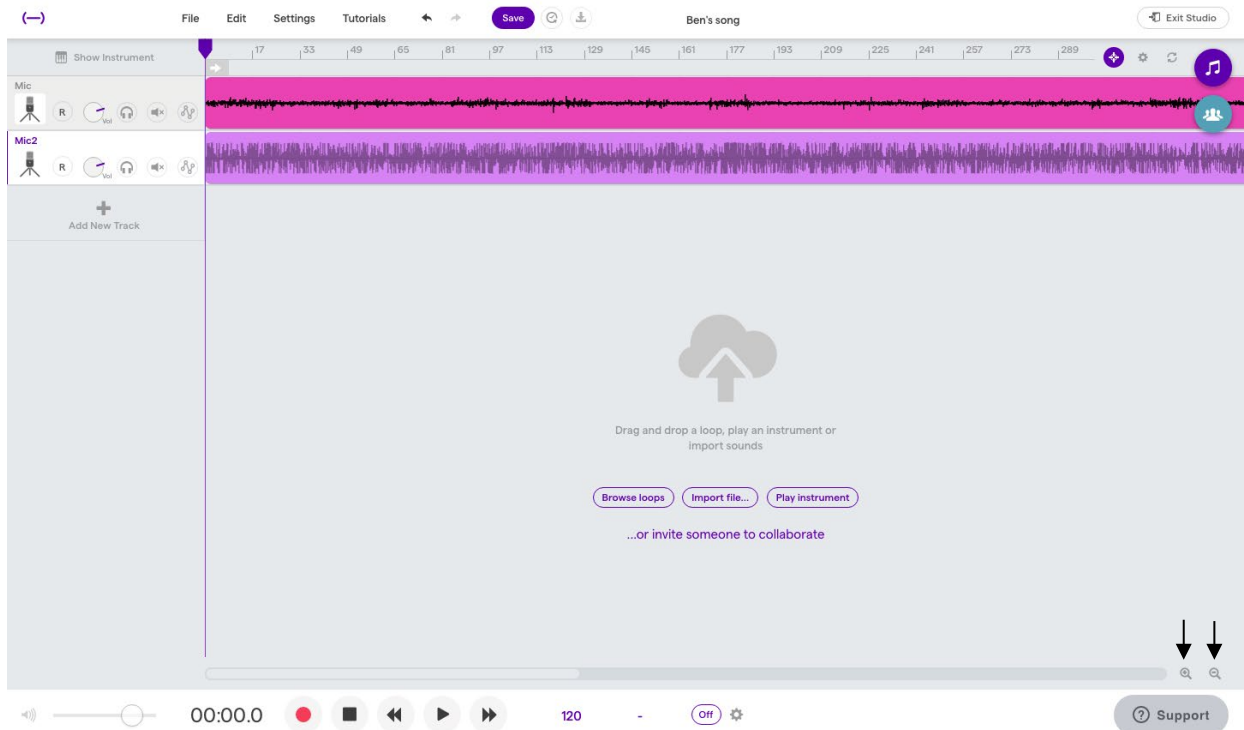
You can add multiple audio files as needed, including music. Just repeat the previous process. Here is a project with two audio files:



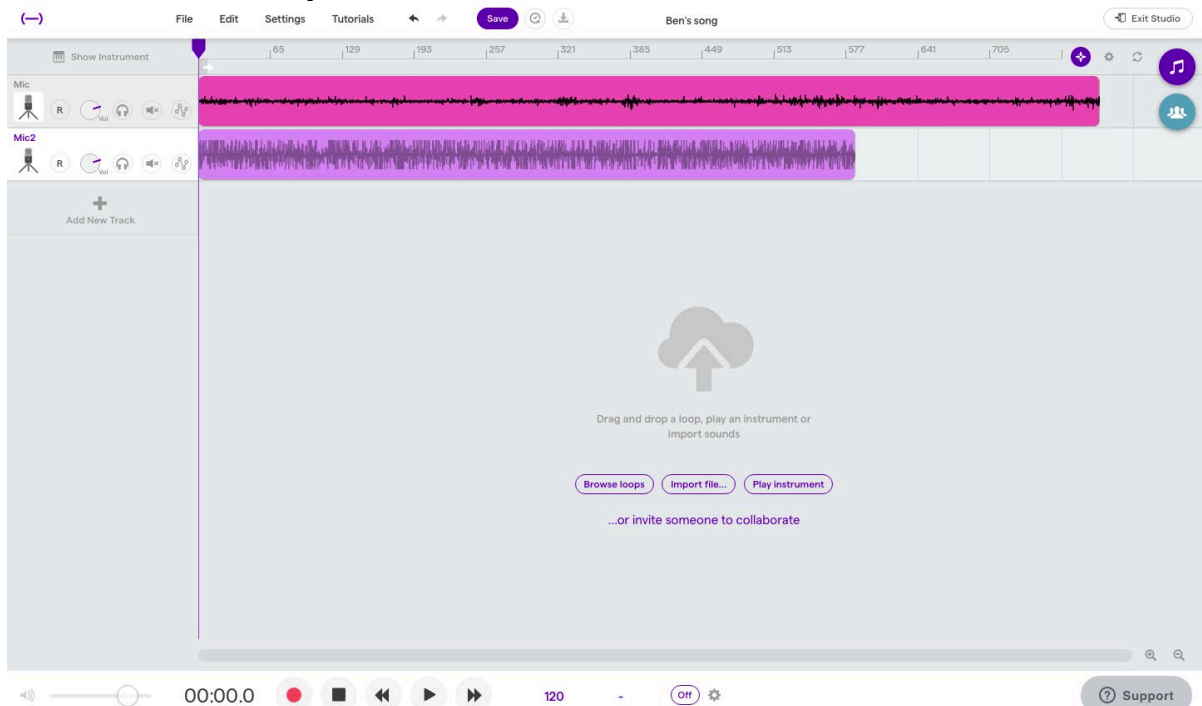
Playing audio

The first audio file I added is 25 minutes long and not fully visible unless I zoom out.

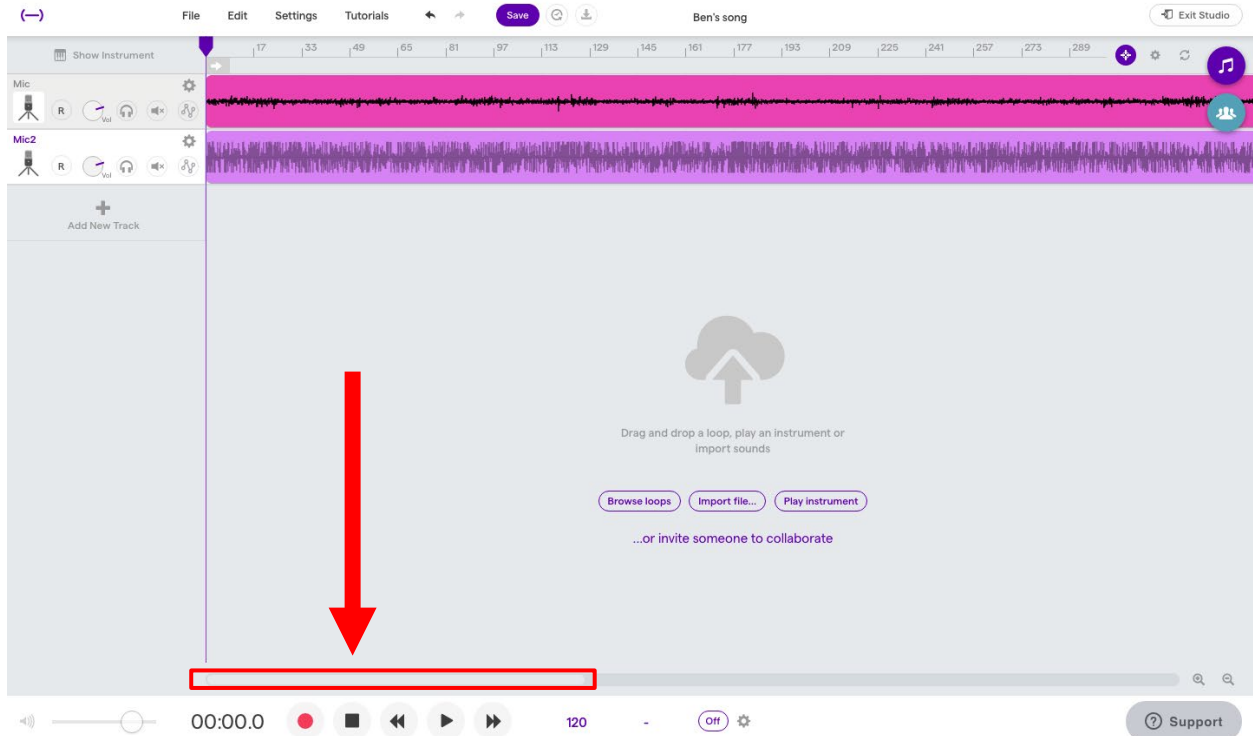
You can zoom in and out on the audio using the magnifying buttons on the lower right:



Here is the studio fully zoomed out:



If you're zoomed in, you can also use the scroll bar at the bottom to move forwards and backwards through the audio:





Below the scrollbar are the playback controls:




The numbers at the far left represent your playback position, so if it reads “01:03.5” it means you are at one minute, three seconds, and five milliseconds.

Next to the numbers is the record button.  You will not be using this button.

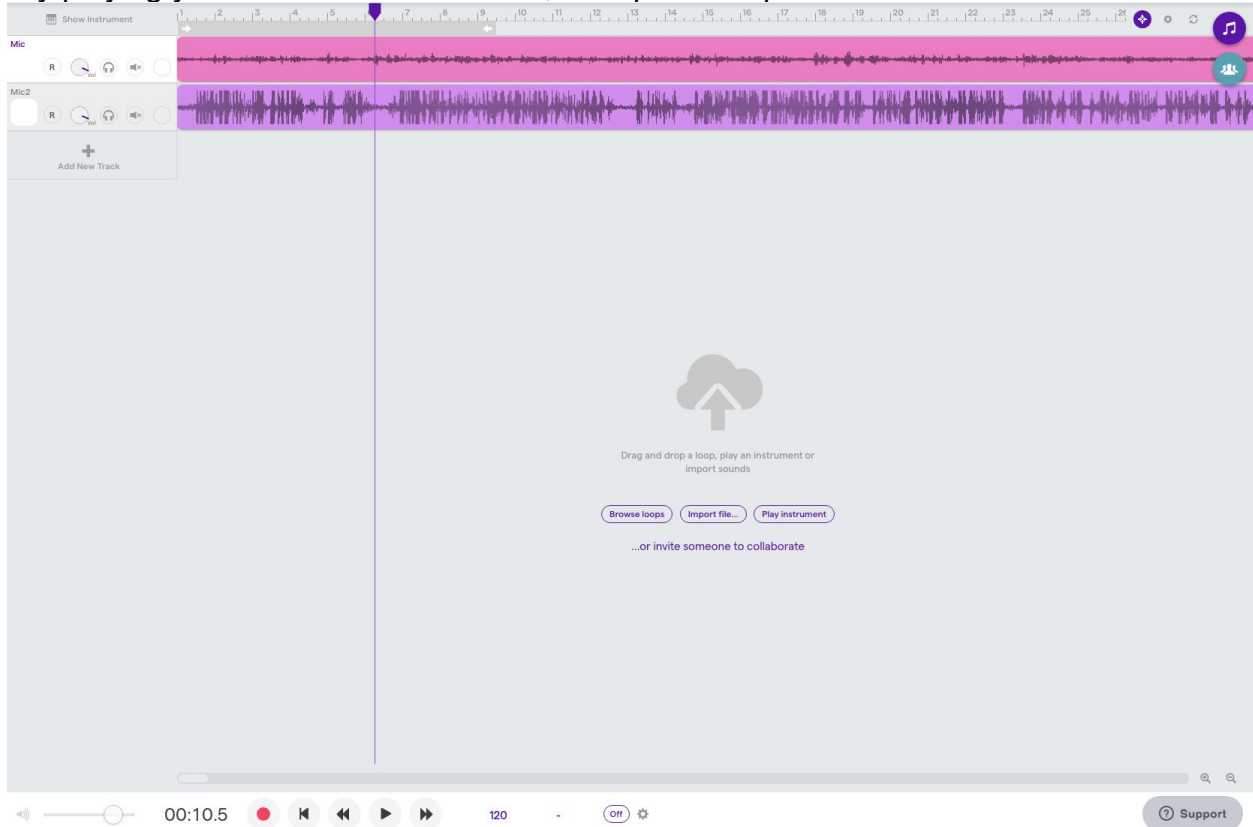
Next is the stop button.  If you press the button while it is playing, the audio will stop.

Next is the rewind button.  It moves the audio back a few seconds.

Next is the play button.  Press this button to play the audio.

Last is the fast-forward button.  It moves the audio forward a few seconds.

Try playing your audio for a short time, then press stop.



Notice as you're playing how the purple, vertical line moves to the right. This line is your playback position within the audio.

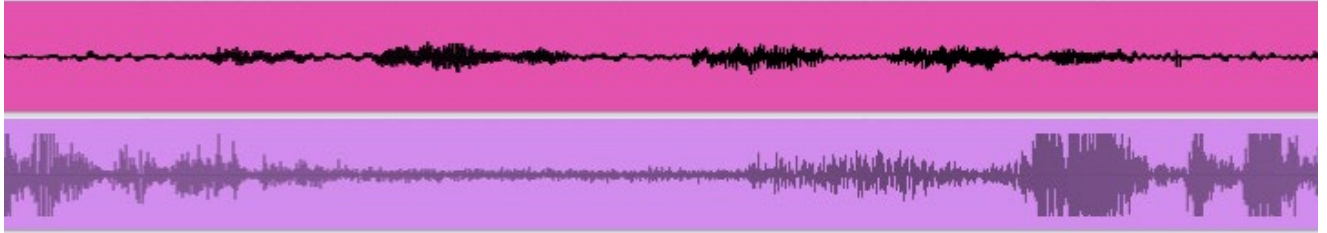
If you have multiple audio files on top of each other, like in this screenshot, notice also how both files play at the same time.

Editing Seeing Audio

Before you start editing, it is helpful to recognize what is going on in the audio track just by looking at it. Digital audio is represented visually as a wave. The higher the wave, the louder the audio:



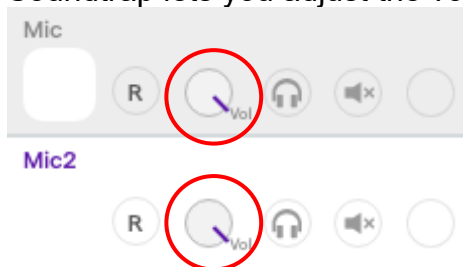
Here is a closeup of the audio. The circled areas have higher waves, so they represent when the person is talking. The shorter waves outside the circles are the quiet parts when the person isn't talking.



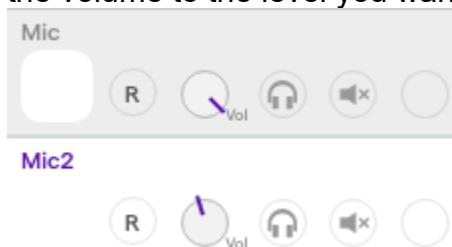
Now compare the two audio tracks. Notice how the second track, also a voice recording, has even higher waves than the first. Therefore, the second file is louder than the first.

Adjust track volume

It is important for multiple audio files to have approximately the same volume. Soundtrap lets you adjust the volume of each individual track.



If you look at the right side of the track, you will notice a volume adjuster. In this image, both tracks are at the loudest volume. If you click the adjuster, you can raise or lower the volume to the level you want.



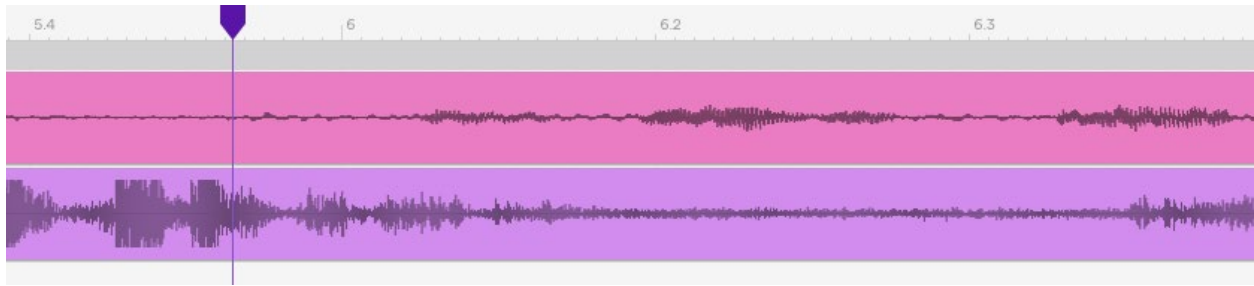
Here, I have lowered the volume of the second track, making it and the first track roughly the same volume.

Splitting Audio

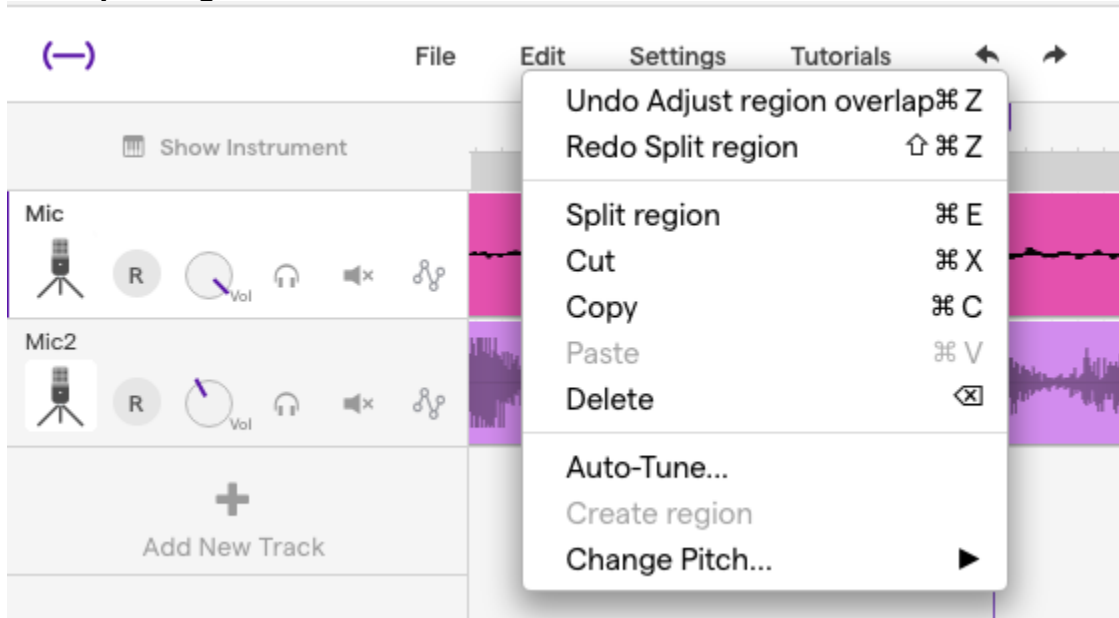
Probably the most useful tool in audio editing is the ability to split an audio track into multiple parts. This also lets you delete parts of the audio you don't want.

Here I am going to split the first track and put audio from the second track in between the split.

First, get the vertical, purple line at the start of the audio section you want to cut. I'm making sure to put it when a person isn't talking:



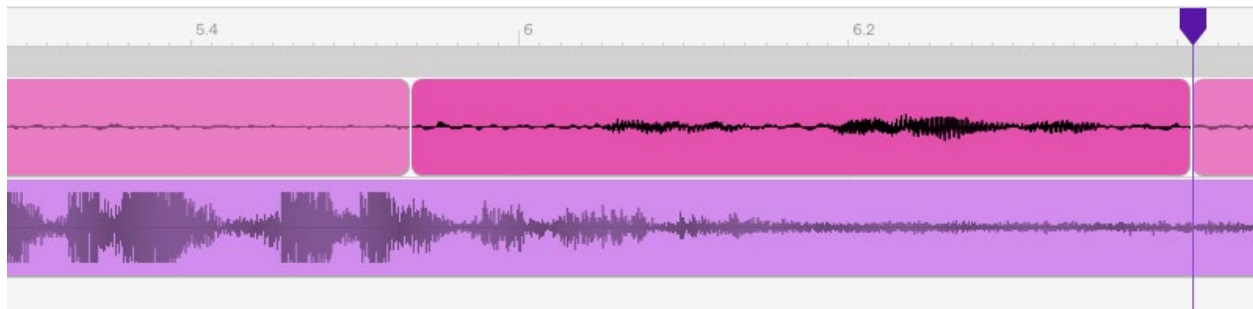
Next, click on the first track so that it is brighter, then go to the top and click **Edit** and then **Split Region**:



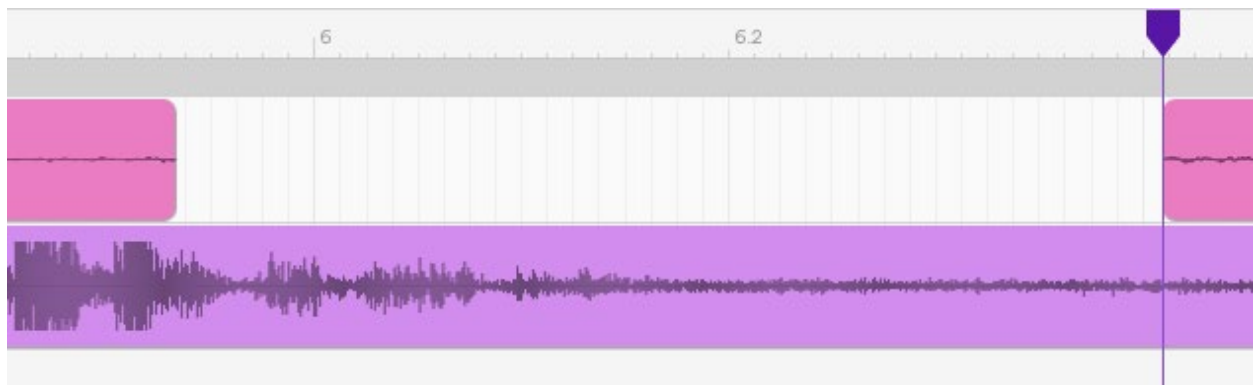
Now the first track is split into two audio segments at the purple line:



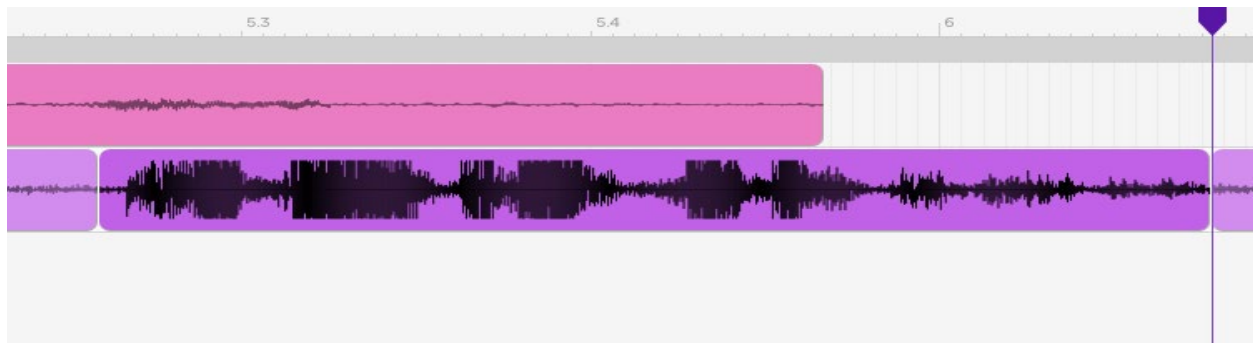
Now go to the end of the section you want to remove from the first track and do the same thing so you now have three segments:



Now select the segment you want to remove and press **Delete**. The segment is now gone:



Now we want to get the desired audio from the second track. Split the track into three segments as we did with the first track:

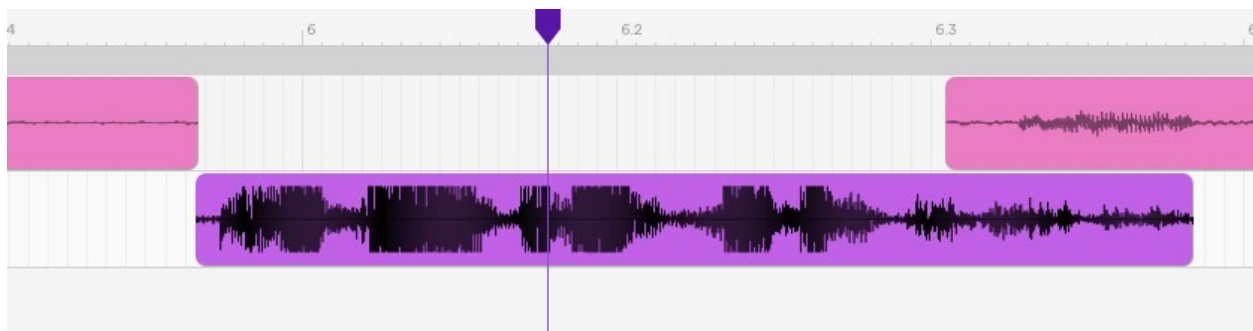


This time however, click the segment to the left of the desired track and press **Delete**, and click the segment to the right of the desired track and press **Delete**.

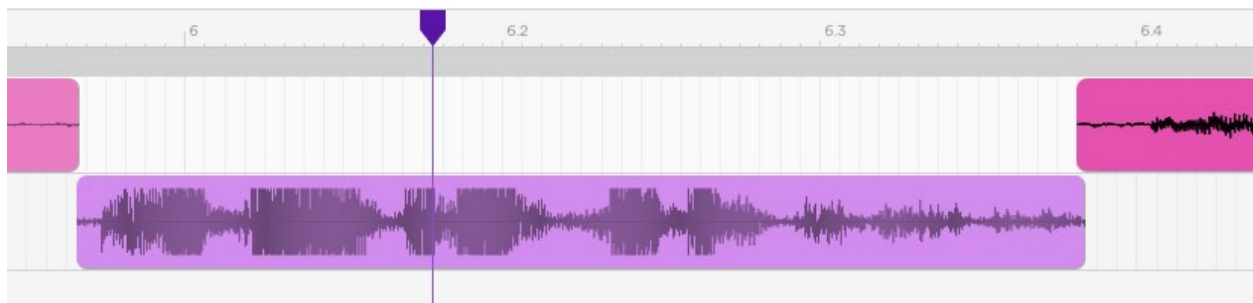


Moving Audio

Now that we have the audio we need, we just need to move it to the right spot. Click on the second track's segment and drag it to the right until it lines up with the end of the first track's first segment:



Now notice how the second track's segment is still longer than the blank space in the first track. Click and drag the first track's second segment until the blank space is the same length as the second track:



The two tracks are now properly mixed.

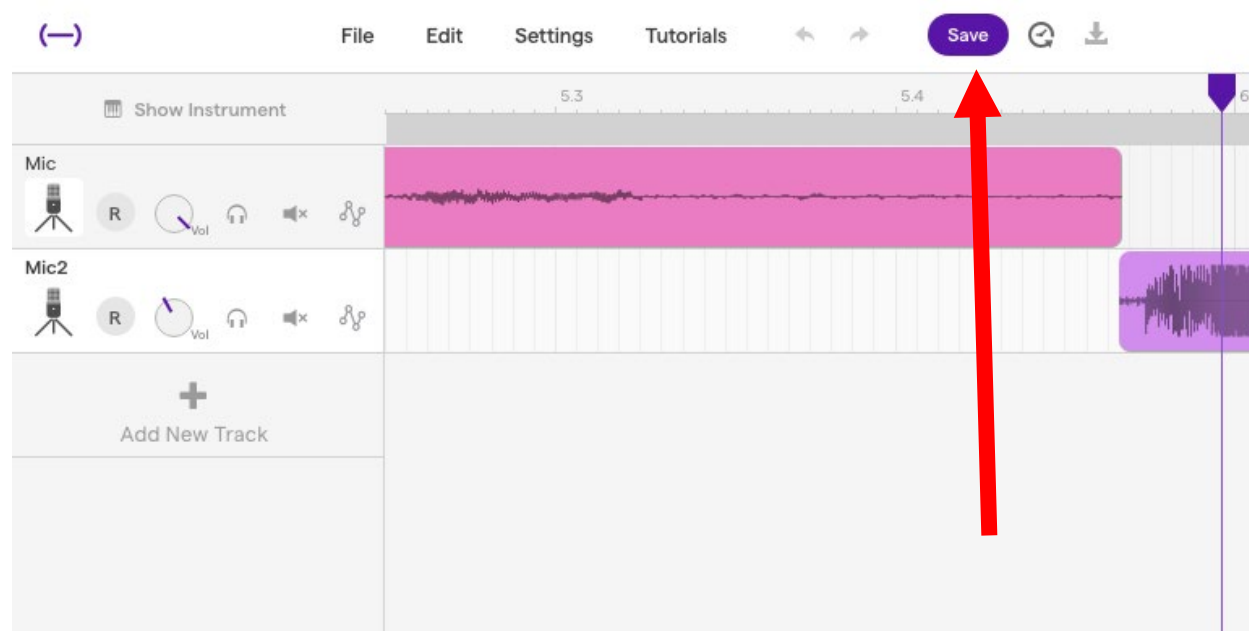
You can then add the audio from track two again as a third track to keep getting audio.

Moving forward, you may find it easier to separate all the segments you want from the audio you have and delete all the unnecessary parts. You can then move the audio around until you have it in the order you want.

Saving

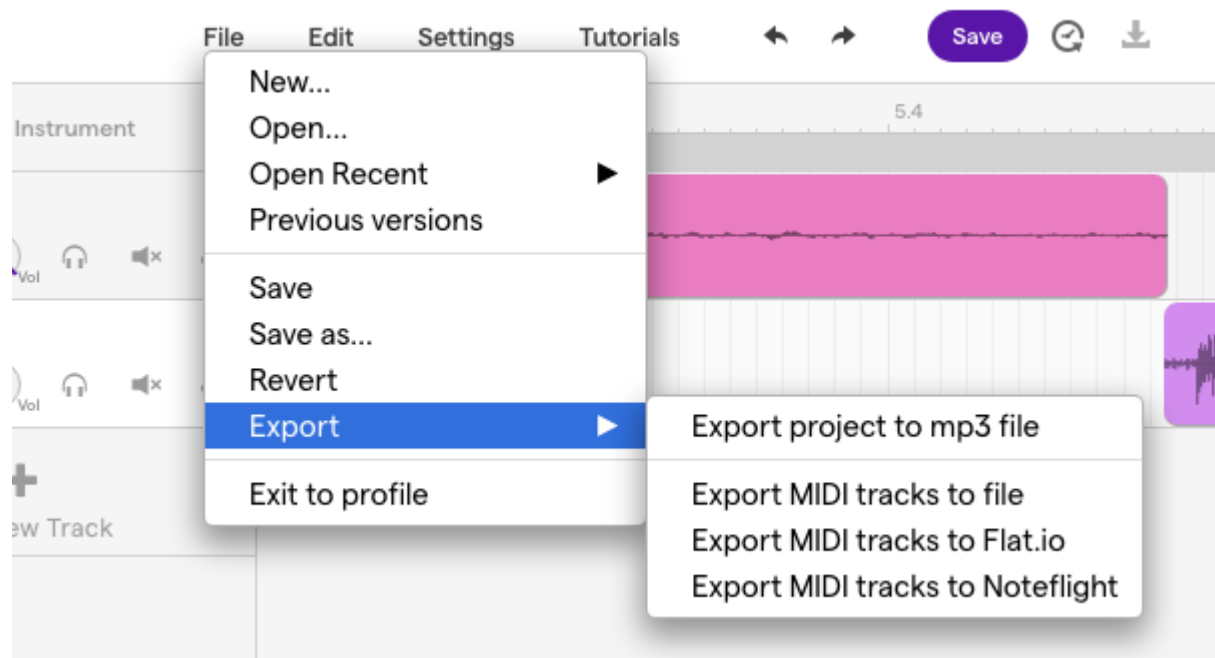
Once you are done editing, you can export a final audio file from Soundtrap.

First, click the save button at the top:



This may take awhile, but once it is done the project will then save in Soundtrap, meaning you can access it again from the website.

Now we can export the audio. Click **File**, then **Export**, and finally **Export project to mp3 file**:



It may give you this message:

The project is being mixed on our servers, please try again in a minute.

OK

If it does, you will have to wait a bit until it is ready to export. You can tell if it is still mixing if it says this at the top:

Saved



Mixing...

Once it is ready, the mp3 file will download.

1.5.1 Example Interview Script

Remember Good Interviewing Skills:

- Stay silent during the interview
- Pause between their answer and your next question
- Don't forget to ask "Why?"
- Use good nonverbal communication and body language
- Speak loudly and clearly
- Speak slowly

1. For a sound check, ask the person you are interviewing to state their name, and then spell it.
2. What was school like for you as a child?
3. What educational experiences most impacted your life?
4. How did your experience as a student at school mold you as a person?
5. What types of dishes did you and your family, or community, make growing up? Did you have special ones for holidays and events?
6. What popular restaurants were around when you were growing up and what did they serve?
7. What music have you listened to through your years?
8. What experience have you had with local music?
9. How have fashion trends changed over time?
10. Did being into fashion matter in your time?
11. What sports were the main focus of East St. Louis? Why?
12. Were women allowed to participate in sports in East St. Louis? If so, which ones were allowed?
13. In your words, how would you say the government is addressing the pollution situation? Why?
14. Has the pollution and littering benefitted the families of East St. Louis or placed burdens on the families? Why?
15. _____
16. Is there anything that I missed?

1.7.1 Interview Index

[illegible]

1.9.1 Finding Information in Books

Go through one book at a time, completing the following tasks.

1. Scan the Table of Contents at the front of the book for any references to your research question and/or search terms.
2. Look for your search terms in the alphabetical index at the back of the book.
3. There might not be something worthwhile in every book. Whenever you find an interesting fact or detail that applies to your research question, write down the title of the book, the page number where it occurs, and a brief description of what you've learned in the following chart.

Book	Page(s)	Information for Podcast

How might you use this research in your podcast?

1.9.2 Finding Information in Newspapers

1. Go to the New York Times link in the links file.
2. Try your search terms and pairings in the search box at the top right of the screen. Make sure you put quotation marks around terms that contain multiple words, like "Madison County."
3. Notice that at the top of the listing, you can sort the findings by Newest, Oldest, and Relevance. You may want to sort by newest or oldest if history is a factor in your research. Otherwise, relevance may be the most effective.
4. Scan through the list of findings, and skim those articles that seem applicable to your research question.
5. Read more closely when you find an article that will help you answer your questions. Note that we do not have free access to all articles.
6. Document your findings in the chart below.

Article Title	Date	Information for Podcast

How might you use this research in your podcast?

1.9.3 Finding Information on the Radio

- Visit the *National Public Radio* link in the links file.
- Click on the search icon at the top right of the screen.
- Try your search terms and pairings in the search box at the top right of the screen. Make sure you put quotation marks around terms that contain multiple words, like “Madison County.”
- The database has a sort by “best match” and a “sort by date” option. You may want to try both sorting methods.
- Scan through the list of findings, and skim those transcriptions/radio broadcasts that seem applicable to your research question. Feel free to listen rather than read.
- Document your findings in the chart below. Be sure to add any timestamps that will help you return to useful information.

Story Title	Date	Information for Podcast	Timestamps

How might you use this research in your podcast?

1.9.4 Finding Information Online

- Navigate to Google and try your search terms using Google's search engine.
- Skim the listed returns for relevant information.
- Add what you find to the chart below.

Website Title	URL	Information for Podcast

How might you use this research in your podcast?

1.9.5 Finding Information Using Virtual References

- Visit an assigned computer to try searching in the Gale Virtual Reference Library.
- In many cases, you can listen as well as read.
- Add important findings in the chart below.

Article Title	Reference Book	Information for Podcast

How might you use this research in your podcast?

1.10.1 Podcast Tasks to Complete

Task	Who	Description	Completed
Story map		Plan your podcast with your group. Make a story map with a poster and post-it notes with all of the content that your podcast will need.	
Write the Intro		Make a script for the introduction of the podcast. This should include your names, a bit about the project, and your podcast theme question.	
Record the Intro		Record the scripted introduction, then upload it. Make sure to name it correctly.	
Write the Outro		Make a script for the end of the podcast. It should include a brief summary, an “answer” to your theme question, and a goodbye.	
Record the Outro		Record the scripted outro, then upload it.	
Write Transitions		Make a script for the transitions between clips in the podcast.	
Record Transitions		Record the scripted transitions, then upload them. Make sure to name them correctly.	
Choose the Interview Clips		Choose the interview clips that you’ll have in your podcast using the index.	
Gather the Interview Clips		Find the interview clips that you’ll put in your podcast using the index. Export the clips into new mp3s.	
Combine Sound Clips		Import and join together all of the sound clips you have for the podcast. Make sure you check the story map for their order.	
Find Music		Find relevant music that you can use for the podcast.	
Find and Record Ambient Noise		Find sounds/noise that fits into your podcast and record it. Then, upload those clips.	
Blend Music and Voice Recordings		Make the music that you chose work with the voice recordings that you’ve imported into the podcast.	