

Iran!

Unit IV:

Transcribing



UNIT IV, LESSON A

STORY MAP

OBJECTIVES: (students will be able to)

1. Identify main topics covered in the interview by creating a story map.
2. Summarize the content of their interview using the INTERVIEW LOG FORM.

STEP 1:

REMIND students of the story maps they created in Unit I. You may want to have them pull them out, or display the sample from “Scrap Heap Heights” on the overhead.

STEP 2:

Students **LISTEN** to their interviews in their entirety. Each student, regardless of whether they are in a group or not, should listen to the recording and create a story map as they are listening. Remind them that the relative size of the connecting lines in the map represents the importance of the topic in the interview.

STEP 3:

Once they have finished the Story Map, they should fill out the **INTERVIEW LOG FORM**. They can use their story maps to help them with the content summary section of the form.

This form will be filed with the recording on disk at the Alutiiq Museum. It is important that they do a good job of accurately summarizing the content of the interview *in the order it appears in the recording* so that it can be easily accessed by others in the future.

EXTENSION / REVISION OPTIONS:

This is a good time to have students examine the quality of their interview.

A brief conference with each group to discuss this would be valuable.

If, after looking at the story map and summary of content, they realize they need more information to write their article, then they need to:

- develop a guide to help them clarify what they need.
- schedule another interview.

Muani: program

K.I.B.S.D.

Oral history

INTERVIEW LOG

Tape #: _____

Type (circle one) Audio (length): _____ Video (length): _____

Interview Date: _____ Time: _____

Interviewer: _____ of _____ School

Interviewee (narrator): _____

Location: _____

Subjects covered: (briefly summarize in order on tape)

UNIT IV, LESSON B

TRANSCRIBING

OBJECTIVES: (students will be able to)

1. Master basic punctuation skills by transcribing their interviews.
2. Produce a completed transcript by following the attached guidelines.

This is the most tedious part of the entire project. It is very difficult to take the interview and put it on paper. There are hundreds of decisions that students will have to make every few minutes of interview tape.

- “Did he stop a sentence there?”
- “Do I put a comma or a semi-colon?”
- “How do I record that sound?”
- “Do I record that sound?”
- “How do I spell that?”

STEP 1: Use the attached **TRANSCRIPTION GUIDE** to help students transcribe their interviews. Go over these guidelines with them, and view the sample from the Ed Opheim Sr. interview. Their transcripts will be graded on how well they follow these guidelines.

STEP 2: **SET UP THE CLASSROOM AS A WORKSHOP**
The transcription phase of this project is an excellent time to teach mini-lessons on punctuation. I suggest setting up the class in a workshop format where you teach a specific skill the first five or ten minutes of class, and then let them work on their transcriptions, circulating to help them when they need it.

They will most certainly need punctuation lessons, and how to break up run-on sentences. Choose other mini-lesson topics based on the difficulties that arise.

TRANSCRIPT GUIDE

(5 points for each category)

— **TRANSCRIBE EVERYTHING.** We want a written record of everything that was said in the interview. Keep all the filler words, “um,” “uh huh,” “you see,” “yeah,” etc. When you start to write your article, you can decide how many of these to keep or omit.

— **MAINTAIN SPECIAL SPELLINGS.** If your narrator says, “Somewheres,” spell it that way. Don’t change it to “somewhere.” We are trying to preserve the narrator’s voice.

— **TO INDICATE INTERRUPTIONS or WHEN A SPEAKER DOESN’T FINISH A SENTENCE:** use 2 dashes.
Example: “Well, you see, there was nothing more I could--.”

— **USE BRACKETS FOR ADDED DESCRIPTIONS.** Remember, your reader doesn’t have the benefit of hearing HOW your narrator is speaking. Some of these may be important. Examples: [laughingly], [emphatically], [quickly], [softly], [heartfully], [angrily], [quietly], [slowly]. (good lesson potential for teaching adverbs)

— **USE INITIALS** to designate who is speaking (you or the narrator) after the first time you spell out the names. Ed Opheim = EO

— **RUNNING HEADERS:** the name of the narrator should appear on the top right corner of each page, along with the tape number. Page numbers should be in the top left. (see sample). In **WORD**, this is under the **VIEW** option.

— **IF YOU CAN’T MAKE OUT WHAT IS SAID...** listen again. Then ask someone else to listen. Don’t make something up! Leave a blank in the transcript. [????]. Go back and ask the narrator later.

— **DON’T WORRY ABOUT PARAGRAPHS YET.** Save that until it is complete.

— **AT THE END OF THE INTERVIEW:** type “END OF INTERVIEW.”

— **WHEN YOU HAVE FINISHED:**

- Title your interview using the date and initials. An Ed Opheim interview conducted on October 30th, 2001 would be: “10.30.01 EO.”
- Save a copy to the hard drive titled: *10.30.01 EO Transcript*
(This will be the copy that is burned onto a CD and turned in to the Museum.)
- Save another copy titled: *10.30.01 EO Article*
(This will be the copy that you edit, cut, and paste to craft your article)

SAMPLE TRANSCRIPT

From Ed Opheim Sr. Interview by Josh Wood (#10.30.01 – EO)

Page 2

Ed Opheim Sr. 10.30.01

Josh Wood: Why did you decide to plant deer on the Island?

Ed Opheim Sr.: Well like I say they were for subsistence use for the native people at that time--. Up to that time Kodiak was coming out of the depression and ah it was ah there was no other game on the islands. Except on Aliak there was ah-- they had a bunch of Caribou or Reindeer they called them and they brought over from ah Nome somewheres for subsistence for the people.

JW: Did you ever hunt deer on Kodiak Island?

EO: No I've hunted deer on Spruce Island. We went in the spring the whole family would get together and we'd go up on top of Spruce Island--. We were just on a picnic on a nice sunny day 50 years ago. It was fairly nice walking, the brush now is so thick you cant even see a deer but a we went up on the mountain. We brought a .22 along I don't know why and ah we got up on top of the mountain and there was deer everywhere; they were all around us laying down. And they was over on the edge of the mountain where it broke off right down to the beach on the other side of the island. Well it was such a big husky deer you know it had a lot of meat and ah we had a little jeep over there where we come up the mountain out of this [????] Off handed, not thinking, I shot the deer and a you know when it fell down, instead of falling it just laid over and rolled over and went down the other side of the mountain. We had to get down there and pack it all the way back up to the top of the mountain and then take it down to the jeep and ah I said from now on I'm never gonna shoot another deer. [laughter]
