

TEACHER'S GUIDE

Some secrets change you.

If I Lie Corrine Jackson

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THE BOOK

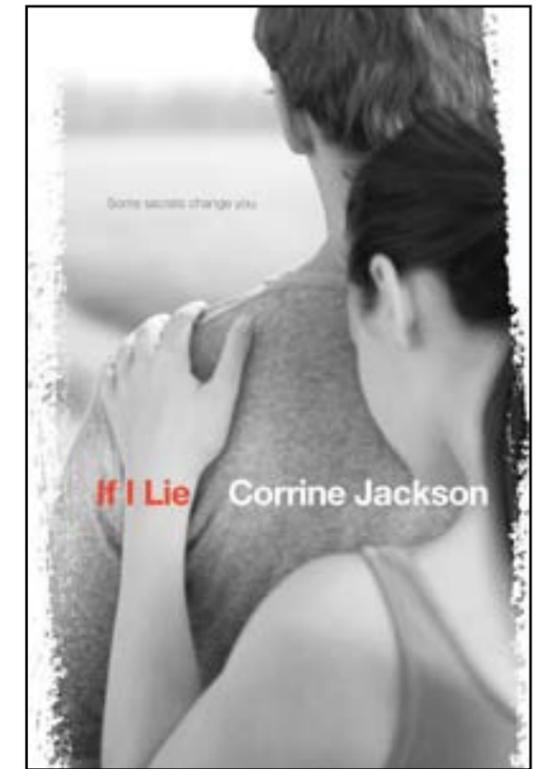
Cheater. Traitor. Slut.

Quinn's done the unthinkable: she kissed a guy who is not Carey, her boyfriend. And she got caught. Shunned by everyone she knows, Quinn loses her friends, her reputation, and her identity. Because Carey's not just any guy—he's a Marine who's serving overseas, and he's beloved by everyone in their small military town.

But Quinn didn't cheat. She could clear her name, but that would mean revealing secrets she's vowed to keep—secrets that aren't hers to share. So she stays silent, and waits for Carey to come home.

Then Carey goes MIA, and Quinn must decide how far she'll go to protect her boyfriend . . . and her promise.

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ABOUT THE AUTHOR



Corrine Jackson lives in San Francisco, where she works at a top marketing agency managing campaigns for several Fortune 500 clients. She has bachelor and master degrees in English, and an MFA in Creative Writing from Spalding University. Visit her at CorrineJackson.com or on Twitter at @Cory_Jackson.

ABOUT THE AUTHOR OF THIS GUIDE

Laurie Wielenga is an English teacher and journalism advisor at Orange High School in Southern California. Prior to her work as an educator, she worked as a newspaper reporter and has written for *The Orange County Register* and the *Whittier Daily News*, among other publications.

COMMON CORE ANCHOR STANDARDS FOR DISCUSSION QUESTIONS AND ACTIVITIES

READING LITERATURE: KEY IDEAS AND DETAILS

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

READING LITERATURE: CRAFT AND STRUCTURE

- Interpret words and phrases as used in the text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

READING INTEGRATION OF KNOWLEDGE AND IDEAS

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING: TEXT TYPES AND PURPOSES

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WRITING: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

For more info on Common Core Standards, visit:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

DISCUSSION QUESTIONS BY CHAPTER

CHAPTER 1

1. How would you characterize Quinn's father? Give examples from both the dialogue and the setting that support your answer.
2. Quinn says there has been a scandal, but does not tell you what it is. What does this add to the story?
3. Select a metaphor or simile in this chapter and explain how it is effective.
4. Who calls Quinn? Why do you think he doesn't speak? Predict what role you think he will play in this story.
5. Where is the novel set? What makes it different from most towns?
6. Why does Quinn go by her last name?
7. Compare how Quinn's father reacts to her mother's leaving with how he treats Quinn.

CHAPTER 2

1. Quinn says, "Every thought I have wraps around Carey." Read the paragraph before this line and analyze how the structure mirrors this statement.
2. What do Carey's actions in regards to Mr. Winterburn show?
3. What is ironic about the phrase "Jamie's red, white, and blue body?" (p. 11) How do you feel about Jamie in this chapter?
4. Quinn talks about being SOMEBODY versus NOBODY. What does she mean by this? How does Carey make her feel?
5. What does the incident in Bob's Creperie show about Quinn's friends? How do her reactions characterize her in your opinion?
6. What kind of friendship does Quinn seem to have with Nikki and Angel in the flashback?
7. How would you characterize Blake? Give details from the chapter to support your answer.

CHAPTER 3

1. What happened to Carey in Marjah?
2. What do we learn about Blake and Quinn in this chapter? Was this revelation foreshadowed in previous chapters? If so, where?

3. Quinn thinks, "We. Didn't. Cheat." (p. 24) Why do you think Blake isn't aware of this? What is Quinn keeping from him?
4. What is the secret Quinn's been keeping? How would you characterize her for keeping this a secret?
5. What does the flashback in this chapter reveal about Quinn's mother? How do you think this affects Quinn in her decision to keep the secret?
6. Quinn says there are different types of silences. Compare them. (p. 29)
7. To what does Quinn compare different kinds of silences at the end of this chapter? Explain each of her comparisons.

CHAPTER 4

1. What does Quinn's work at the VA hospital say about her?
2. George and the others call Quinn "Sophie" here. What does this represent to her?
3. Why does George's support mean so much to Quinn?

CHAPTER 5

1. Why is school worse for Quinn in this chapter than it has been in recent months?
2. Why do you think Jamie is the only one not to ignore Quinn?
3. Knowing Carey's secret, how do you feel about the Facebook incident?
4. Quinn says in this chapter that "Carey's Quinn faltered." (p. 41) What does she mean by this? How is Carey's Quinn different from the true Quinn?
5. There are allusions to *The Scarlet Letter* and its protagonist Hester Prynne. If you have not read that book, look up a summary online. What is *The Scarlet Letter* about? How is Quinn like Hester? How is she different from Hester? What other imagery in this chapter hints at the A in *The Scarlet Letter*?
6. Quinn chooses not to tell Angel, even knowing she wouldn't tell anyone. Why? What does this say about Quinn? About Angel? About the town?

DISCUSSION QUESTIONS BY CHAPTER (continued)

CHAPTER 6

1. Quinn describes Blake's words as a "dare and a plea." (p. 48) How can they be both? What does he really want to happen? How do you know?
2. Why is Quinn angry at Blake for asking her to tell the secret?
3. Quinn quotes her father's words about a moment defining a person. How do her choices in the past define her to the town? How does her choice to keep Carey's secret define her in your eyes?

CHAPTER 7

1. Quinn compares "tricking the camera" to tricking people that she's more than she really is. (p. 57) How does Quinn feel about herself? Given that she is the only person who knows the whole story, is this ironic? Why do you think she feels this way?
2. The number of crows Quinn sees is clearly symbolic here when Quinn recounts the nursery rhyme she knew as a child: "Seven for a secret never to be told." (p. 57) How else can crows be symbolic for the secret? For Quinn herself?
3. Why doesn't Angel go to the vigil? What do her actions in this scene say about her?

CHAPTER 8

1. What reasons does Quinn give for not noticing the clues that Carey was gay?
2. Carey had considered not telling Quinn the truth but chooses to do so. How do you feel about his keeping the secret? How do you feel about the fact he felt he had to hide it?
3. How does Quinn feel after the vigil? How does she deal with the bullying?
4. What is it like living in Sweethaven? What are the positive aspects of living there? What are the negative aspects?

CHAPTER 9

1. Why do you think Quinn's father chose to have her work at the VA hospital as a punishment? What is ironic about this?

2. Uncle Eddy appears at the end of this chapter. How long has it been since Quinn has seen him? What do you predict will happen?

CHAPTER 10

1. "A red filter colors my vision," Quinn says. (p. 81) What does this metaphor mean?
2. Trace the emotions that Quinn experiences as she sees her mother.
3. What promise does Quinn break to her mother in the flashback? Why does Quinn break it? How do you think this relates to her keeping her promise to Carey?

CHAPTER 11

1. What does Quinn compare her rage to when she says, "The rage, rekindled when my mother nonchalantly walked through the hospital, burns slow and bright. I think my skin glows with it"? (p. 87) How is the comparison an effective one?
2. Quinn says her clothing armors her. What kind of figurative language is this? How can clothing act as armor?
3. What double standard does Josh's behavior reveal?

CHAPTER 12

1. Why is Blake at the dance? What does this say about him? About Angel?
2. Blake comes to Quinn's rescue but it angers her further. Do you agree or disagree with her reaction?
3. Explain Blake's anger in this scene. Who is he most angry at and why? Support your answer with evidence.
4. What does Carey's letter to Quinn say about him as a person?

CHAPTER 13

1. In the flashback, who initiates the romance between Blake and Quinn? When does this happen and under what circumstances?

DISCUSSION QUESTIONS BY CHAPTER (continued)

2. How are things different with Blake than they were with Carey? What do you think this reveals about Quinn's feelings?
3. When does Carey ask Quinn to lie for him? Now that you know the sequence of events, how do you feel about Quinn's agreeing to keep Carey's secret?

CHAPTER 14

1. Quinn tells Uncle Eddy that someone objects to every name she has. What does each variation of her name (Sophie, Quinn, Q) represent to her and to others?
2. Do you think she will go to the meeting with her mother? Why or why not?
3. What revenge does Quinn take upon her father and why? Do you feel this is fair? Explain.
4. What brings Quinn and her father closer? Why do you think this happens?

CHAPTER 15

1. Why does Quinn's mother compare eleven-year-old Quinn to her father in the flashback? Who do you think seventeen-year-old Quinn is most like and why?
2. Does Quinn speak to her mother at the cafe? Explain Quinn's actions and her feelings when she sees her mom.
3. Why does Quinn feel she has betrayed her father?

CHAPTER 16

1. Mr. Horowitz points out Quinn's passion for working with the military as if he didn't expect it. Given the role the military has played in Quinn's life, is her interest surprising? Explain.
2. Why does Quinn contradict herself when she thinks, "I hate them. I really wish I hated them" about her classmates? How does she truly feel about them?
3. Jamie's comparison of Quinn to Quinn's mother affects Quinn strongly. Why?
4. What do the flashbacks about Quinn, Nikki, and Angel reveal about Nikki even before the scandal? What do they reveal about Angel?

CHAPTER 17

1. Explain why Quinn feels sitting in the laundry room is ironic.
2. Explain Angel's anger at Quinn. How is it different from most other people's?
3. What favor did George ask Quinn to do for him? What significance do you think the name Quinn looks up has for George?
4. Quinn tells Blake that whatever damage she's done, she made up for it and doesn't owe anything to him. Do you agree? Explain.

CHAPTER 18

1. "Two guys and I love them both. Loyalty divides and subtracts me from both of them," says Quinn about Carey and Blake. Explain this metaphor.
2. What does Blake say happened that kept him from confessing it was him in the picture? What promise did he make? How is this "ironic?"
3. Quinn says she and Blake each sacrificed for Carey. What do their actions say about them and their relationship with Carey?

CHAPTER 19

1. Who is Charlie Deacon? What is surprising about him? What does this say about George and about the military?
2. Brotherhood and sacrifice are usually viewed in a positive light, but the words seem to anger Quinn. How does she relate the word "sacrifice" to Carey? To her father?
3. Quinn makes an analogy between the military and "screwed up families" at the end of the chapter. How are they alike?

CHAPTER 20

1. The "secret" about Quinn being a vegetarian finally comes out. How does her father react? What does this say about their relationship and how it's changed?
2. Who does Quinn run into at the cafe? How does she feel about the encounter? Are her feelings justified?

DISCUSSION QUESTIONS BY CHAPTER (continued)

CHAPTER 21

1. How do Quinn's visits with George provide an escape from her situation? What does he represent to her?
2. What is ironic about what Quinn says about her middle name, Topper?
3. Do you feel any sympathy for Quinn's mother in this chapter? Why or why not?
4. "Your father said—" Quinn's mother says before cutting herself off. What do you think she meant to say here?

CHAPTER 22

1. When Quinn tells Carey he broke her heart, he seems to disbelieve her. What might he suspect about Quinn's feelings?
2. Why does Quinn compare her emotions to a kaleidoscope? How is this simile effective?
3. "It felt a little like someone had died," Quinn says about her conversation with Carey. What are they mourning here? In what ways is it like a death?

CHAPTER 23

1. Quinn says she feels Carey betrayed his parents with his lack of trust. How can you betray someone by not trusting them? Explain.
2. What do Quinn's actions toward Mrs. Breen in the garden store tell you about her? Do you respect Quinn for her behavior here?
3. Quinn compares her feelings about her mother and her feelings about Mrs. Breen. In what way are the situations similar in Quinn's eyes? How are they different?

CHAPTER 24

1. Quinn says she wonders if her father will even know the favor he did her by making her work at the VA hospital. Do you think he knows? What do you think was his motivation for making her work there?
2. Who does George invite to Quinn's party? What is his motivation? What does this tell you about George's place in Quinn's life?

3. Trace Quinn's feelings from seeing her mother arrive at the party to the end of the chapter.
4. How do you think Quinn's father feels when he sees Sophie?

CHAPTER 25

1. Who do you feel the most sympathy for when Quinn's mother and father are fighting? Why?
2. In the flashback, Quinn's father says her mother is making Quinn "just like her." Why would this upset ten-year-old Quinn, who loved her mother? Why does the memory of it upset Quinn now?
3. George's illness and her parents' fighting make Quinn yell at both of her parents. Does she make any valid points or do you feel she's being unfair? Explain.

CHAPTER 26

1. Explain what Quinn means when she says, "Maybe if I hadn't covered for Carey, I would be stronger." How has covering for Carey affected her?
2. In the flashback, what is it Carey says that makes Quinn cover for him, despite her anger? What does this say about her motivations?
3. Explain the circumstances that led to the photograph that started the scandal.
4. Blake apologizes when Quinn says she felt abandoned. Given the information he knew at the time, do you feel that he should apologize for this? Why or why not?
5. How do you feel about the reunion of Quinn and Blake? Do you think it will last? Why or why not?

CHAPTER 27

1. What does the gift Quinn's father gives to her say about their relationship at this point? How has it evolved?
2. Quinn says the signs regarding George's illness have been there all along. How else has she ignored warning signs in the past?
3. How long does George have left? How does he try to protect Quinn?

DISCUSSION QUESTIONS BY CHAPTER (continued)

CHAPTER 28

1. Mr. Horowitz asks Jamie, "What is it you don't like about these pictures, Miss Winterburn? Is it because they don't show us as the best versions of ourselves?" Consider and explain the role photography plays in this novel.
2. How does Quinn handle Jamie in this chapter? What does this show about Quinn as a character?
3. Why is Blake upset when Quinn shows up at the garage? Do you feel he has a right to be upset?
4. What news do Blake and Quinn get in this chapter?

CHAPTER 29

1. What has happened to George? What does Quinn say she will finish for him and why?
2. Who fills Quinn in on Carey's condition? What does this say about their relationship?
3. What was Quinn's father's defining moment? Does this revelation change how you feel about Sophie? Explain.
4. Quinn sees one crow outside the hospital window. What does this crow represent? How does it fit with the earlier crow symbolism?
5. How would you characterize Quinn's actions toward George at the end of this chapter? What kind of person is she?

CHAPTER 30

1. What items does George leave to Quinn? What does this tell you about their relationship?
2. How does Quinn's mother help her? How has their relationship changed?
3. Quinn confronts her father about his decision to keep Sophie away. How does he react? Do you agree or disagree with his reasoning?
4. Trace Quinn's emotions during the phone call from Mr. Breen.
5. What is Quinn's message to Carey? Do you respect Quinn for giving this message or not? Explain.

CHAPTER 31

1. Why does Quinn choose to move?
2. Quinn says about the words on her locker, "I no longer believe that they're true." What does this say about her feelings about herself both at the beginning of the book and now?
3. Why doesn't Quinn feel vindicated when Carey's secret is finally revealed to Blake?
4. Quinn corrects Blake and tells him her name is Sophie. Why is the name important to her?
5. How does Quinn defend Carey's actions to Blake?
6. Why is Blake angry at both Quinn and Carey? Do you feel he is justified in his anger?
7. Explain Quinn's choice regarding her relationship with Blake. What does she mean when she says she needs to "be first for once"? How has she put others first throughout this situation?

CHAPTER 32

1. Why does Quinn use quotes around the word "friends"? How does Quinn respond to their reactions regarding Carey's secret?
2. Mrs. Breen calls to tell Quinn that Carey needs her and she goes to him. Relate this to the reason why she kept his secret.
3. What project are Quinn and her father working on together? What does this say about their relationship now?
4. Quinn says, "That girl died and Sophie was born out of the ashes." What mythological creature is being alluded to in this quote? How does it suit Quinn?
5. Mrs. Breen reveals yet another lie that has been told. What was her motivation? How does Quinn react?
6. George's words continue to advise Quinn after his death. What lessons did he teach her that are important now that she sees Carey?
7. How does Quinn act in this final defining moment? How would you define her as a character here at the end of her journey?

VOCABULARY WORDS BY CHAPTER

CHAPTER 1

reverence
pleasantries
battalion
methodical
translucent
sacrilegious

CHAPTER 2

brig
roulette

CHAPTER 3

surrogate
quarantine
avert
palpable
deployed

CHAPTER 4

uninitiated
distraught
orchestrated
indefinitely
antiseptic

CHAPTER 5

solidarity
refuge
capitalize
venomous
smear campaign
posturing
retribution
vapid
niggling
minion

CHAPTER 6

kibosh
incriminating
pompous
reconvene
truism

CHAPTER 7

vigil
copse
overexposure
reignited

CHAPTER 8

hindsight
cicada
pining
stoic

CHAPTER 9

memento
memorabilia
composition
self-entitled
gurney

CHAPTER 10

upheaval
ballast
recoiled
incoherent
surveillance

CHAPTER 11

nonchalantly
subtle
forte
ambushed
chiffon
decadent
materialize
belligerent

CHAPTER 12

sluggishly
tentative
fallout

CHAPTER 13

skittered

CHAPTER 14

dissipated
dialysis
righteous
indignation
plebe
disdain
languid
concedes

CHAPTER 15

picturesque
constituted
indistinguishable
shrapnel
curlicue
spontaneous
fray

CHAPTER 16

gelatinous
doted
grueling

CHAPTER 17

barb
majestic
resolute
grandiose
limbo
predator
antagonize
belated
plausible

CHAPTER 18

elicit
malicious
manipulative
tacit

CHAPTER 19

vulnerable
homophobic
latrine

CHAPTER 20

blackmail
bypassed
regulation
skepticism
ceasefire
withstand
instigated
incredulous

CHAPTER 21

reprimand
frigid
interject
tentative

CHAPTER 22

disoriented
disheveled
revelation

CHAPTER 23

tenuous
rivulets
kerosene
pas de deux

CHAPTER 24

grudgingly
ringer

CHAPTER 25

brooded
brittle

CHAPTER 26

solace
seared

CHAPTER 27

chortles
obstinate
spate
maudlin

VOCABULARY WORDS BY CHAPTER (continued)

CHAPTER 28

blockade
collage
intervenes
savoring
correspondent
dismissive
nondescript
liaison
preempt

CHAPTER 29

ventilation
speculation
impending
remission
resuscitate

CHAPTER 30

executor
eulogy
perimeter
rebar
condemnation
assent

CHAPTER 31

relieve
mystified
vindicated
inflicted

CHAPTER 32

commiserate
reprimanded
pragmatically

ACTIVITIES ALIGNED WITH COMMON CORE STANDARDS

- Determine a theme of *If I Lie* and show how it has developed over the course of the novel. Support your ideas with at least three specific events in the story. (*Reading: Key Ideas and Details/Writing: Literary Analysis*)
- Determine two themes of *If I Lie* and make a soundtrack for the novel using songs that convey these two themes. For each song, include a copy of the lyrics and a paragraph you have written that explains how the song fits one of the themes and where in the story the song would take place. Include at least ten songs. (*Reading: Key Ideas and Details/Writing: Literary Analysis*)
- Write an essay in which you analyze how a character of your choice has changed over the course of the novel. Cite specific events to support your thesis. (*Reading: Key Ideas and Details/Writing: Literary Analysis*)
- Choose a brief scene from the novel and rewrite it from the limited-third-person point of view. Then, in a well-written and detailed paragraph, compare the original to the new scene. What is lost in the third-person narrative that the original has, if anything? Explain. (*Reading: Craft and Structure/Writing: Narrative/Writing: Literary Analysis*)
- Choose a scene where Quinn's emotions are particularly strong. Determine her tone in this passage. Create a "word cloud" using the words or phrases that contribute to her tone. Present your word cloud to the class. You can make your word cloud by hand or use a website like worldle.net or tagxedo.com to create it. (*Reading: Craft and Structure*)
- Research a topic related to the novel such as photojournalism, the Vietnam War, the Iraq War, or the Veterans History Project. Write a report and present your information to the class. Be sure to cite all sources used accurately. (*Writing: Research/Listening and Speaking*)
- Choose a defining moment in your own life and write a story about it using figurative language and at least one flashback, using *If I Lie* as a model. (*Writing: Narrative*)

ACTIVITIES ALIGNED WITH COMMON CORE STANDARDS (continued)

- Make a “found poem” that shows how Quinn changes over the course of the novel. To do this, pick several phrases or lines from throughout the poem and arrange them in a new, interesting, and poetic way. (*Reading: Key Ideas and Details/Reading: Craft and Structure*)
- Read *The Scarlet Letter* by Nathaniel Hawthorne and write an essay in which you compare Hester Prynne and Quinn. Support your ideas with specific events and quotes from each novel. (*Reading: Integration of Knowledge and Ideas/Writing: Literary Analysis*)
- Find a poem that you feel represents a theme or a character in *If I Lie*. Write a brief essay analyzing the poem and relating it to the novel. Use specific evidence from both the poem and the novel to support your idea. (*Reading: Key Ideas and Details/Reading: Craft and Structure/Writing: Literary Analysis*)

VETERANS HISTORY PROJECT — FOR EDUCATORS & STUDENTS

All Veterans History Project information has been borrowed from their website with permission.
(<http://www.loc.gov/vets>)

The Veterans History Project (VHP) is an important aspect of Quinn and George's relationship. If students are inspired by Quinn's experience, they may consider interviewing a veteran in their life or community.

Students and youth groups throughout the United States have contributed significantly to the Veterans History Project. The VHP encourages participation of students tenth grade and above. Indicating the school or group on the required forms with interview submissions will ensure proper credit in the database.

ABOUT THE VETERANS HISTORY PROJECT

The Veterans History Project (VHP) honors American war veterans and the civilian workers who supported them by preserving stories of their service to our country. The U.S. Congress voted unanimously in October 2000 for legislation to create the Veterans History Project at the American Folklife Center at the Library of Congress. VHP relies on volunteers throughout the nation to collect veterans' stories on behalf of the Library of Congress. They depend on people like you to record and submit first person narratives by wartime veterans.

VHP archives its collections at the Library of Congress and makes them available to researchers and the public. In addition to compiling a unique archive for scholars, the Veterans History Project hopes to inspire future generations with these stories of service to our country.

VETERANS HISTORY PROJECT — FOR EDUCATORS & STUDENTS (continued)

HOW STUDENTS AND TEACHERS CAN GET INVOLVED

Visit www.loc.gov/vets/vets-home.html to download a Field Kit. The Field Kit pdf outlines the five steps for participating in the Veterans History Project:

- STEP 1: LEARNING ABOUT VHP
- STEP 2: INTERVIEW PREPARATION
- STEP 3: HOW TO CONDUCT AN INTERVIEW
- STEP 4: HOW & WHERE TO SEND IN YOUR COLLECTION
- STEP 5: WHAT HAPPENS TO YOUR COLLECTION AT VHP

GUIDELINES FOR STUDENTS/YOUTH PARTICIPATION

These observations are based on the Veterans History Project's experiences with young adult volunteers:

- Appropriate grade levels: grades 10–12 and higher. Lower grades require significantly more guidance and supervision.
- The VHP wants oral histories that tell more than the dates and places of service: wartime veterans and civilians have extensive stories to share.
- They also accept original letters, diaries, and photographs with the recorded interview.
- Educators may want to familiarize students with interviewing:
 - Have students study and report on the VHP Experiencing War website: <http://www.loc.gov/vets/stories/>
 - Work with the school librarian or media specialist
 - Practice interviewing
 - Assign readings and view videos such as *Saving Private Ryan* or *We Were Soldiers* to provoke group discussion
 - Background resources on each war are available on the VHP website.
- Interviews should be at least thirty minutes long.
- Help your students structure their interviews:
 - Background and entry into the service
 - Training
 - Wartime service and experiences
 - End of service and life afterwards
 - A sample interview from a youth participant is available online: <http://www.loc.gov/vets/youth-resources.html#samples>
- Adapt the VHP sample questions and ask other questions as the interview unfolds. Do not interrupt or rush through questions.
- If transcribing an interview, check the spelling of unfamiliar terms and place names. A sample interview transcript from a youth participant is available online.
- Teachers should review the quality of each submission prior to shipping to the Library of Congress.
- All forms must be fully completed, including the Biographical Data Form and Audio and Video Recording Log Form. Samples of Audio and Video Recording Logs from youth participants are available online.
- The Interviewer Release Form must be signed by a parent or guardian if the interviewer is under eighteen.



Visit <http://teach.simonandschuster.net> for more resources for educators and librarians.

