Experience Oregon

Grades 1–2 Unit

Post-Visit Lesson Two

This curriculum may be successfully used with or without a museum visit.
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# Post-Visit Lesson Two

## Overview: Becoming Oral Historians for Our School Community
Students brainstorm a list of people in the school or neighborhood who serve helpful roles in their community. Students prepare to interview different community members by practicing interviewing skills.

## Essential Question(s)
- How do the different members (roles) of my school and/or community help the people around them?
- Why does it take many individuals working together to create a school community?

## Delivery Time
Two 30-minute sessions or three 20-minute sessions

## Academic Vocabulary
Terms that teachers may have already defined with their students, and are not necessarily specific to historical studies.
- Activist (extension)
- Document
- Future
- Present
- Record (v)
- Government Official (extension)

## Materials Needed
- Chart paper, markers
- Classmate Interview Form worksheet sample and copies for all students/student groups
- Community Member Interview Form worksheet sample and copies for all students/student groups
- Clipboards and pencils
- Projector for interview forms or document camera

## Step by Step Instructions

### PART ONE:

**Step One: Introduce the School Community Oral History Activity**
Tell students they have already learned a lot about what historians do to understand the past. Another thing that historians do is **document** the present so that people in the future will be able to better remember the past.
One way historians document the present is by taking oral histories from people. This is when an historian asks somebody questions about their life now or in the past, and then records the answers somehow.

We are going to record an oral history of our school community. That way, ten or more years from now, people will be able to read our oral history book and know more about the history of this school. This book will also be useful in the present, today, to help other people (parents, other classes, teachers, etc.) know important people in their community. We will be working together to record oral histories of our community members so that we can learn about them, their roles, and their responsibilities.

Step Two: Brainstorm a List of People in Your School Community
Ask students to think of some of the roles people play in their school. You may want to specify that you are trying to think of roles aside from the role of student. Start students off with a couple of examples to get them going. As students offer suggestions, write them on the chart paper. Your final list may include the following, but may also include others:

- First grade teacher
- Principal
- Vice principal
- Crossing guard
- Learning specialist
- Cook
- Custodian
- Music teacher
- PE teacher
- Art teacher
- Foreign language teacher
- Curriculum coordinator
- Teacher aide
- Librarian

Step Three: Assign Students to a Community Member
Assign students in pairs to a community member. Decide if you would like to incorporate student choice, have kids pick out of a hat, or assign students yourself.
PART TWO:

Step One: Introduce Classmate Interview Form
Tell students that when historians take oral histories, they need to know how to interview people. To prepare for interviewing people in our school community, we will practice interviewing another student in the class about their life. These are not the same questions we will be asking the community members; this is just for practicing how to interview. Share with students the Classmate Interview Form and read over the questions.

Step Two: Model the Interview Process with a Student
Select a student volunteer and ask them three questions from the form. Record their answers. Ask observers what they noticed about what you did when you were interviewing. Write their answers down on a piece of chart paper. This list can serve as criteria for conducting an interview and can be incorporated into an assessment checklist or rubric. The list could include some of the following (try to work all of these things into your modeling).

The interviewer:
› Introduces themselves at the beginning
› Speaks clearly
› Makes eye contact
› Records answers
› Asks a question if they weren’t sure about something
› Thank the person they interviewed

Step Three: Have a Student Model the Classmate Interview Process with You
Ask for a student volunteer to repeat the interview process, except have them interview you. Again, they should only choose three questions from the form. Help them record the answers as need be. Afterwards, ask the class how the interviewer did? What criteria did they hit? Focus on the positive and give general reminders at the end.

Step Four: Review Form
Project the Classmate Interview Form and walk your students through how to record answers. You can point out that they don’t need to write down every word someone says, just the important parts of the answer. Show students where to write their name and where to write their partner’s name. Remind them that they will be writing about the other person, not themselves.
| Step by Step Instructions (continued) | **Step Five: Students Interview Each Other**  
Group students into pairs and hand out the [Classmate Interview Form](#) copies and clipboards.  
Circulate while students write their names and the partners’ names. Then have students interview one another.  

**Step Six: Share and Reflect**  
Bring the students back together for sharing time. Ask for volunteers to share something they learned about their partner. Then, ask students to share compliments for what their partner did well when interviewing. Also ask students, “what is something you think you could have done better as an interviewer?”  

**PART THREE:**  
**Step One: Introduce Community Member Interview Form**  
Project a copy of the [Community Member Interview Form](#) and read over the questions. See if they need any clarifications on the questions. Tell students they will be using the same exact skills they used when they interviewed a classmate when they interview a community member. Review the criteria list for what good interviewing skills look like. Since students will be interviewing in pairs, remind them that they will be taking turns asking questions and recording. Allow time for additional student questions.  

**Step Two: Conduct Interviews**  
Distribute copies of the [Community Member Interview Form](#) and clipboards to student pairs. Have them write their names on it. Show them the name of the person they will be interviewing. Allow a couple of minutes for students to make an “interview plan:” who will ask the first question? Who will be the first recorder? Fill their names into the slots that correspond with their task. Next, allow time for students to conduct interviews.  

| Assessments | The completed interview forms serve as the assessment.  
You can also create a simple checklist of interview criteria for students to give to interviewees for feedback. |
### Teacher Notes

› How will you set up interviews with community members? Will you reach out? Will students make/give invitations/requests?

› Consider logistics around conducting interviews. Will they all take place at once? Will they take place at different times, according to the community members’ availability? Will students all interview in the same place/area? Will they travel to different parts of the school? Is there an aide or adult volunteer who can help?

› How will you illustrate your oral history? Will students take photos of community members? Will you? Or should students draw portraits?

### Support for All Students

Group pairs of students by different literacy levels.

› Students can audio-record their interviews.

› Adjust the Interview forms.

› Add or take away questions
  - Alter the answer area to a “fill-in-the-blanks” format
  - Give possible answers to questions and have student(s) circle the answer
  - Allow student(s) to draw a picture instead of writing an answer

### Extensions

Conduct an oral history interview at home.

If you prefer, you could extend this activity outside of the school into the neighborhood or town. A possible list of community members in your neighborhood could include:

› Business owner
› Banker
› Librarian
› Doctor/Doctor’s assistant
› Firefighter
› Police officer
› Teacher
› Bus driver
› Letter carrier
› Government official
› Activist
› Builder
| Extensions (continued) | › Museum curator  
 › Historian  
 › More |
|------------------------|--------------------------------------------------|
| Additional Educator Resources | For more lessons and worksheets relating to interviewing and oral histories:  
 › “Teachers’ Notes for Oral History Project” from iRespect  
 › “Oral History Projects” from the National Council of Social Studies |
| Oregon Social Sciences Standards | The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.  
 › 1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).  
 › 1.6 Describe ways people celebrate their diverse cultural heritages in the community.  
 › 1.7 Locate and identify important places in the community (school, library, fire department, cultural places).  
 › 1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.  
 › 1.14 Make connections between the student’s family and other families, the student's school and other schools.  
 › 1.17 Explain the use of different kinds of historical sources to study the past.  
 › 1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.  
 › 2.6 Analyze the different ways students can have an effect on their local community.  
 › 2.13 Identify cultural characteristics of the community. (Geography)  
 › 2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)  
 › 2.18 Differentiate between events that happened in the recent and distant past. and events in neighborhoods and communities. |
| Oregon Social Sciences Standards (continued) | 2.19 Develop and analyze a timeline of events in the history of the local community 2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities. |