

## Suggested Student Oral History Products

### The oral history interview project

Projects may include: photographs or other realia from the time period described by the interviewee (search [National Archives](#) or [Library of Congress](#) collections) or specific meaningful quotes from the oral history interview transcript. These student final products focus on written, oral, and visual assignments, which accommodate different learning styles and academic strengths. Let students be creative in developing ways in which they can extend their skills of analysis, interpretation, and their ability to create something new. All projects need to demonstrate additional research outside of class so that when students make their final presentation, they are incorporating new information that the class has not already learned.

### Oral history interview differentiated menu of student projects

- Write a letter to the interviewee with two or three more questions that the student would like to ask. If the interviewee is still alive, please forward to [admin@adst.org](mailto:admin@adst.org) and ADST will try to forward to the interviewee for a response. If they are not alive, students could research possible answers.
- Create an [interactive online timeline](#) (or illustrate a timeline) of the interviewee's events with an photos, videos, or other realia with an overlay of landmark events in U.S. history & world history during this time period
- Create a documentary film, digital history video, PowerPoint, on this time period in history, incorporating quotes from the interviewee's oral history.
- Create a one-person play: Portray the interviewee using direct quotes using the oral history content
- Create a museum display featuring objects that represent themes from the time period and interview in a shoe or boot box. Be sure to neatly write a title and brief description for each item on an index card. Minimum 8 cards for 8 objects.
- Write a script for Reader's Theater portraying a dramatic reenactment of an event or events from the oral history, including facts about the historical event. Include a narrator who gives an epilogue/afterward explaining how the story ends (since most oral histories are just about one experience, not the big picture). Assign parts to classmates to read in class.
- Create a detailed 3-D map of the areas where the diplomat lived and/or important areas described in the oral history.
- Invent a board game based on what you have learned about the diplomat's life. Write the rules so that classmates can play it in class. (Test it out with family or friends first to make sure your game works.) *Alternative:* Create a "Special Edition" of an existing board game with special pieces relating to the event – create and explain these – as well as questions relating to the diplomat and time period.
- Create a soundtrack of various types of music which appropriately represent themes from the interviewee's life with a 2-3 sentence description of why each song was included. Include native music

that would have been popular at the time of the historical event. Add your own selections that reflect the diplomat's life. Minimum 10 songs. Use [ReadWriteThink's CD/DVD cover creator](#) or similar program.

- Create a scrapbook that documents the life of the diplomat during this time period with explanations for each entry or page. Include relevant quotes from the interviewee. (Minimum: 8 pages)
- Draw a storyboard/cartoon illustrating scenes from the interviewee's life. Use full-sentence captions, at least one per page. (Minimum: 8 cartoon blocks on 1 page of 8 ½ x 11" paper)
- Create a picture collage of scenes from the life of the diplomat's oral history and attach a typed paragraph description (minimum: 10 sentences) about why you included certain images, for example, what the image represents, the importance or significance of the image to the diplomat's story.
- Select challenging vocabulary from the diplomatic oral history. Teach the definitions of at least 10 words and develop a game for vocabulary review for the class. Make both the worksheet AND answer key.
- Do a "You Are There" newscast of an important event in their oral history as if it were happening in the present. Research the event to include other accurate details of what happened. Include images or guests if possible. Write the script for the talk show interview with the diplomat who has time traveled to the present to tell us about his or her daily life, job responsibilities, challenges faced, observations about the local society in country, meals, etc.
- Write a news or magazine article about the diplomat's experience during the historical event or about the issue.
- Extend the oral history topic by visiting a senior citizen's home or family members about the topic and reporting on their stories. Develop a list of 10 questions to ask before the visit. [The National Endowment for the Humanities \(NEH\) EDSITEMent!](#) has a great resource for conducting oral history interviews.

## Standards

This unit is aligned with the following [Virginia Department of Education History and Social Science Standards of Learning](#):

- **World History and Geography: 1500 A.D. (C.E.) to the Present**  
**The Modern Era**  
WHII.1, WHII.12, WHII.13, WHII.14, WHII.15
- **The United States History: 1865 to Present**  
USII.1, USII.7, USII.8, USII.9
- **Virginia and United States Government**  
GOVT.1, GOVT.3, GOVT. 12, GOVT. 13
- **Civics and Economics**  
CE.1, CE.4, CE.10, CE.14

(Based on [Howard Gardner's Multiple Intelligences](#) and adapted from:  
<http://www.socialstudies.org/sites/default/files/publications/y1/1604/PulloutScanned.pdf> & <https://edsitement.neh.gov/oral-history-educational-experience#tk008>)