



Activity	Theme 1 Activity 1
Lesson Name	Your History: Conducting Your Own Oral History Interview
Summary	After exploring the oral histories presented in <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> , students will learn to conduct their own oral histories to learn about the people, places, and events specific to their own family or community. Students will develop their own interview questions, conduct interviews with family and friends, and share what they've learned with one another. Students will additionally consider and a story from their own life they feel is important to add to the historical record to provide a more complete understanding of contemporary Eastern Shawnee history.
Objectives	Students will: <ul style="list-style-type: none"> • Understand that oral histories are a means of recording history. • Understand that oral histories help us learn about specific people, places, or events in the past through a human lens. • Understand how oral histories are conducted and what an interview is. • Learn about their own family/community heritage by conducting an interview. • Understand that all of us have important stories to share.
Essential Questions	<ul style="list-style-type: none"> • How can oral histories help us to understand the past and preserve our cultural heritage? • How can oral histories help us to learn about ourselves?
Materials	<ul style="list-style-type: none"> • <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> book • Interview Worksheet • Sharing Your Story Worksheet • Pens or Pencils • Recording device (if available)

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	<ul style="list-style-type: none"> ○ Actual recording of the interviews conducted is only recommended if a recording device is readily available. If a device is not available, the activity can be completed without it. Please note that most cell phones do include voice recording software and applications.
Vocabulary	<ul style="list-style-type: none"> ● Oral History—a process of collecting, usually by means of a recorded interview, recollections, accounts, and personal experience narratives of individuals for the purpose of expanding the historical record of a place, event, person, or cultural group. ● Culture — a people’s ways of being, knowing, and doing. ● Heritage—something of value or importance passed down by or acquired from a predecessor; recognized cultural identity and roots.
Preparation	<p>In preparation for this activity, students should become familiar with the oral histories included within <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i>. Oral history chapters include:</p> <ul style="list-style-type: none"> ● Chapter 12: An Interview with Chief Glenna Wallace ● Chapter 13: An Interview with Larry Kropp ● Chapter 14: An Interview with Winifred “Winkie” Froman and Brett Barnes ● Chapter 15: An Interview with Shawn King ● Chapter 16: An Interview with Norma Kraus
Procedure	<p><u>Introduction</u></p> <ul style="list-style-type: none"> ● Ask students to consider how historians and everyday people learn about the past. <ul style="list-style-type: none"> ○ Do we primarily use documents? If so, how do we learn about the lives of those people who could not read and write? ● Ask students to consider what types of information we may NOT be getting from only learning about history through documents. <ul style="list-style-type: none"> ○ Examples may include personal stories, emotions, memories, etc.



- Explain to students that one way historians and everyday people learn about the past is by asking questions or interviewing people who experienced or remember the events, times, and places we are interested in learning about. This process is called oral history.

Activity

- Explain to students that they will be conducting their own oral history of a family member. [If a student is unable to interview a family member, instruct him or her to interview someone they trust in the community. This could be a teacher, coach, neighbor, etc.]
- Have students work to create interview questions.
 - Explain to students that a historian must prepare for an oral history interview by choosing what questions to ask.
 - Have students consider what information they think would be the most important to collect from their selected family member. Then have students consider what questions might help them get this information.
 - Help students to develop different types of questions. Instruct students to make sure their questions are clear and open-ended. This means that the question will need more than a simple “yes or no” answer. An example of an open-ended question is “what was it like growing up in _____?” Questions that begin with “how” “what” or “why” are generally more open-ended than those that begin with “do” or “did.” Students can also refer back to chapters 12-16 in *The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity* to see the questions used in conducting these interviews.
- Instruct students to write their select questions on the *Interview Worksheet*.
- Have students interview their selected family member using the questions they selected. Instruct students to record the interviewee’s responses on the *Interview Worksheet*.



	<ul style="list-style-type: none"> ○ If a digital recording device is available, instruct students to digitally record the interview as well. <p><u>Wrap Up</u></p> <ul style="list-style-type: none"> ● After students have conducted their oral histories and completed the <i>Interview Worksheet</i>, ask students to verbally share what they learned about their family or community history by conducting the oral history interview. Ask students to consider: <ul style="list-style-type: none"> ○ How did your understanding of your family’s history change from before the interview to now? ○ How did it feel to interview a family member? What was fun about the experience? What was difficult? ○ How can conducting these sorts of oral histories help us to preserve our cultural heritage? Why is it important that we do this? ● Reiterate to students the importance of sharing oral histories as a means of preserving the cultural heritage of the Eastern Shawnee through the words of tribal citizens. ● Using the <i>Share Your Story Worksheet</i>, instruct students to consider a story from their own life they would share. What could others learn about the experience of being an Eastern Shawnee tribal member today through their story? Have students complete the worksheet and share their stories with one another.
Extension	<ul style="list-style-type: none"> ● Have students conduct oral history interviews of one another and compile a “classroom history.” Instruct student to consider the similarities and differences between their experiences and what they can learn from one another.
Differentiation	<ul style="list-style-type: none"> ● Provide students with interview questions. ● Students draw their personal stories.



<p>Historical Thinking Skills Addressed</p>	<p>Analysis, Interpretation & Decision Making</p> <p>c) Extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.</p> <p>Understanding Multiple Perspectives & Historical Empathy</p> <p>d) Perceive past events and issues as they were experienced by people at the time to develop historical empathy as opposed to present-mindedness.</p> <p>Historical Research Capabilities</p> <p>a) Obtain historical data.</p> <p>d) Identify, describe, and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, etc.).</p>
<p>Attachments</p>	<ul style="list-style-type: none"> • Interview Worksheet • Sharing Your Story Worksheet