

TEACHER'S GUIDE

The Historical Society of Long Beach's 19th Annual "TELL ME YOUR STORY"

WOMEN'S ORAL HISTORY AND WRITING CELEBRATION 2006

PURPOSE: Oral history is the perfect tool to meet multiple Content Standards in Social Studies/History, English and Geography while integrating women's history into the curriculum.

- Teaches oral history as a research method that also transfers to life communication skills.
- Supports language fluency through listening, questioning, and biographical narrative writing.
- Teaches history in time and place and illustrates cause and effect through personal stories.
- Integrates local history with California, national and international history.
- Integrates the role of individuals, family, communities, institutions and government in the lives of individuals.
- Makes history come alive through the stories of elders.
- Supports character building through skills development and respectful communication with elders.
- Shared stories teach empathy and respect across generations and diverse ethnic/racial communities.
- **Meets California State Standards: Listening and Speaking 1-2; Continuity & Changes 3.3-3.5; Reading 2.0.**

SUGGESTED SUPPORT EXERCISES: Timeline reinforces integration of story into state, national, and international history. Migration map supports geography. Classroom sharing enhances learning. Listen to existing oral history interviews from CSU Long Beach web site: www.csulb.edu/voaha.

TRAINING VIDEO: Adventures in Oral History: How to Do Oral History in the K-12 Classroom available in LBUSD school libraries, through CSULB Oral History Program (562) 985-5428, or from the Historical Society of Long Beach (562) 495-1210.

MATERIALS: Students need STUDENT INSTRUCTIONS, INTERVIEW OUTLINE, and RELEASE FORM.

ENTRY FORMAT: Please select up to **five** essays from each class to submit to the Historical Society. Use the RELEASE FORM as the front page. Essays should be five pages or less including documents and typed with 1" margins. The **essay title** should include the storyteller's name and year of birth. Send copies because essays and documents are not returnable. Individuals may submit essays.

REWARDS: Certificates of participation for students (attached). Program at the Historical Society—Students will be selected citywide to read their essays. Students, storytellers, and teachers will be invited and honored. Some stories may be published in the Historical Society newsletter, The Long Beach Historian or in local newspapers. Students, storytellers, and teachers are honored with books and certificates at a public program.

PROGRAM SELECTION CRITERIA: A Committee of Readers selects stories that are thoughtful, organized, historically significant, unusual, multi-cultural, and poignant. Support documents such as photos, letters, newspaper articles, etc. are encouraged!

ENTRY DEADLINE: **February 28, 2006** The Historical Society of Long Beach
Mail to: PO Box 1869, Long Beach CA 90801 or deliver to: 110 Pine Ave #1200, or Karen Harper at 253 Argonne Ave. Questions please call (562) 495-1210, 439-9856, hslb@historicalsocietylb.org.

Supported in part by a grant from the Arts Council for Long Beach and the City of Long Beach.

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PLANNING AN ORAL HISTORY THEMATIC UNIT

1. Select a theme... Literature based, Content based, Concept based

2. Identify key concepts and generalizations—Social Science Content Standards

3. Determine the skills and strategies the students will be using...

- Language Arts Content Standards
- ELD Content Standards
- Developmentally appropriate reading instructions

4. Select interrelated activities to facilitate student learning Identify a person/narrator to interview about the theme or topic

- Conduct background research
- Brainstorm interview questions
- Create an interview outline
- Interview the narrator
- Discuss the interview with peers (collaborative learning groups)
- Summarize or transcribe the interview (writing workshop)
- Evaluate interview (What was learned? How was it learned?)
- Ongoing centers or cooperative group work to further explore the theme
- Evidence: interview recordings; KWLH charts; Thinking Maps; Venn Diagrams; Time-lines; Vocabulary development

5. Select Learning Resource Books

- Magazines
- Trade books
- Supplemental texts
- Maps
- Photos
- Music
- Artifacts
- Field trips
- Videos
- Documents

6. Methods of Evaluation

- Peer evaluations
- Audio tapes observation
- Summaries
- Transcriptions
- Video project

STUDENT INSTRUCTIONS

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1. PREPARE:

- A. CHOOSE a GRANDMOTHER or OLDER WOMAN to interview (storyteller).
- B. Gather information about your topic and time period by reading sources such as the encyclopedia, articles, books, newspapers, textbooks, and the Internet. Talk to other people with knowledge. Ask your librarian for help.
- C. Prepare an interview OUTLINE OF TOPICS as a guide for your questions. Use the INTERVIEW OUTLINE as an example. Brainstorm with others to think of good questions.
- D. Prepare your means of recording the interview: notes, tape recorder, or video camera. Practice using your equipment with a parent or friend.
- E. Make an appointment for the interview. Explain the purpose of the interview. Interviews usually last for one to two hours.
- F. Ask your storyteller to gather related documents such as photographs, letters, diaries, newspaper articles, mementos, etc.

2. INTERVIEW

- A. Complete the RELEASE FORM together.
- B. Turn on your recording machine. Put in the tape. Press the record button.
- C. Start with GENERAL OPEN ENDED QUESTIONS. *"Please tell me about ...?"*
- D. LISTEN CAREFULLY. Give your storyteller plenty of time to think and talk. Be encouraging, friendly, and patient. Show interest on your face.
- E. ASK FOLLOW UP QUESTIONS. Ask for more information when you are interested or confused. *"Please tell me more about ..."* Use the question words, *"who, how, what, why, when, and where."*
- F. Ask about feelings and opinions: *"How did you feel about that?" "What did you think about ...?"*
- G. Ask the storyteller if they want to tell you about any other memories or ideas.
- H. Review documents. Ask to copy documents you want for your essay.
- I. THANK the storyteller for his/her time, help, memories, and ideas.

3. WRITE

- A. BIOGRAPHICAL NARRATIVE Summarizing the Interview.
 1. **Title:** Put the storyteller's name and birth year in the title.
 2. **Introduction:** Explain why you chose the storyteller. Explain the historical time and place of the story.
 3. **Body of the Narrative:**
Describe your storyteller, her family, her appearance, and her character.
Describe her communities.
Tell important parts of her story and your favorite parts. Use details.
Explain how cause and effect are part of the story.
Describe ways your storyteller and her community make a difference and are part of history.
 4. **Conclusion:** Summarize how your storyteller contributed to her family, neighborhood, country, etc. Talk about important things you learned for your own life from your storyteller and your interview experience.
- B. Or a **MONOLOGUE** written in the **first person** to tell the story including the information above.

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STUDENT INTERVIEW OUTLINE, LEVEL I

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1. Please tell me about your **CHILDHOOD**. (Time and Place, Cause and Effect)
 - A. When and where were you born?
 - B. Where did you grow up? What was it like there?
 - C. Who was in your family? What was your family life like?
 - D. What did your family do to make a living?
 - E. Tell me about your chores, play, and pets?
 - F. Tell me about your **community**--neighborhood, school, friends?
 - G. How, why, and when did you move to Long Beach/California?
 - H. How was it different from the old place--land, community, transportation, and activities?
2. Please tell me about your **ADULT YEARS**. (Time and Place, Cause and Effect)
 - A. Tell me about becoming an adult? Work, family, friends, activities, clubs?
 - B. How did Long Beach/California change your life? At home? At school? Work?
 - C. How did your race/ethnicity and being a girl affect your choices?
 - D. What major events in history changed your life? How? (The Depression, wars, civil rights/social movements, disasters, etc.)
 - E. How has the **community** changed—land, city, neighborhood, transportation, activities?
 - F. Did you work to improve your community or change unjust situations? How?
3. **CONCLUSIONS** (Critical thinking)
 - A. Please tell me what makes you proud, sad, and happy.
 - B. How did people change your life, and who were they?
 - C. What would you do differently?
 - D. What else would you like to tell me?
4. **SUPPORT:** A **timeline** may help you understand the story and write the summary of your storyteller's life. A **migration map** may also help.
5. **WRITE** a **summary** or a **first person story** of your storyteller's life.
Read the Student Instructions page for more directions.

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THANK YOU for contributing to WOMEN'S HISTORY and for making another person feel special by recording her memories! If you have questions, want to learn more about Long Beach history, or to get help with your essay call the Historical Society at (562) 495-1210.

STUDENT INTERVIEW OUTLINE, LEVEL II

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Create a topical **OUTLINE** to use for **QUESTIONS**. The following questions are **suggestions**.

1. **Childhood:**

- A. Please tell me about when and where were born?
- B. Where did you grow up? What was it like there?
- C. Who was in your family? What was your family life like? (Home, chores, pets, activities, rewards, punishments, holidays)
- D. What did your family do to make a living? How did that affect your life?
- E. Tell me about your community—neighborhood, school, friends?
- F. Were you treated differently from boys at home and at school?
- G. How did race or ethnicity affect your choices? How did you feel about any differences?
- H. Did your family talk about or take action regarding women's equality and racial equality?

2. **Historical Events:** Impact on you and your family. (Ask when appropriate in interview.)

- A. Local Events: Earthquake, floods, discovery of oil, employment, unionizing, riots, etc.
- B. National And International Events: Migration, Suffrage, Depression, Wars (WWI, WWII, Korean War, military coups, Southeast Asian War), Cold War, Civil Rights Movement, Women's Movement, etc.

3. **California:** (Ask when appropriate in the interview.)

- A. How, why, and when did you move to Long Beach/California?
- B. How was it different from the old place--land, community, transportation, and activities?
- C. How did Long Beach/Southern California change your life? At home? At school? In your work?

4. **Teenage Years:**

- A. How did your life change and stay the same in high school? Why?
- B. Who influenced or encouraged you the most? How and Why?
- C. Were you treated differently from boys at home, at school, at work? How and Why? (Jobs, curfews, dating, access to education, courses of study, treatment by teachers, sports, entertainment, sex education information, clothing, etc.)

5. **Adult Years:**

- A. How did your life change and stay the same? Why?
- B. Were you treated differently from men? How, when and why? (Work in the home, pay, marriage choices, child rearing duties, voting rights, leadership possibilities in organizations and government, divorce rights, child custody rights, credit or access to money)?
- C. How do you feel about differences? Have you worked for women's equality or in other social movements?

6. **Analysis:**

- A. Has the women's movement changed your thinking or actions? How?
- B. What other changes have most affected you? What would you change about society?
- C. What makes you proud, sad, and happy?
- D. Who changed your life? How and why?
- E. What would you do differently?
- F. Is there anything else would you like to tell me?

THANK YOU for contributing to women's history and for making another person feel special by recording her memories! Questions or to learn more about Long Beach history, or to get help call (562) 495-1210.

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Teacher _____

Grade _____

School _____

INTERVIEWER/STUDENT (name) _____

Address _____

City, State, Zip _____

Phone _____

School _____ Phone _____

School Address _____

STORYTELLER (name) _____

Address _____

City, State, Zip _____

Phone _____

Birth date _____ Birthplace _____

Relation to interviewer _____

Time Period of Story _____

Location of Story _____

ORAL HISTORY RELEASE

I give the interview of (date of interview) _____ to the Historical Society of Long Beach to be used in such educational ways as the organization or executive director shall determine.

Signature of Storyteller _____ Date Signed _____

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