

Eyewitness to History



Grade Level(s): K-12th

Group Size: Individual

Length: Varies

Location: At-home

Oral History Activities Overview

Pre-K/Kindergarten: *I Am History*

Parents and students learn more about being historical resources themselves. Parents will conduct short oral history interviews daily, while students will respond. Parents will record answers using our **"Ask Me Diary"** worksheet template (or use the worksheet as a guide), verbatim, and collect them after a period of one month. Parents will refrain from correcting grammar or spelling to retain accuracy of narrative and preserve voice.

1st – 3rd Grades: *I Create History*

Students will learn to record their own oral histories. With the help of a parent, they will write their own short diary entries using our **"My Daily Flight Log"** worksheet packet (or use the worksheets as a guide) as prompts for their entries, then illustrate their entry. The packet will include diary 5 prompts. Students may choose to respond to the same prompt every day, or choose a new one each day, for a period of one month. Parents will refrain from correcting grammar or spelling to retain accuracy of narrative and preserve voice.

4th – 6th Grades: *I Understand History*

Students will learn the definition and significance of oral history. They will then examine an excerpt from oral history taken by Pearl Harbor Aviation Museum, and produce follow up questions for the passage. Students will first review the **"What is Oral History?"** page for a brief overview of oral history. Using the **"Read An Oral History"** worksheet, they will identify key phrases within the text that they feel they would like to learn more about. Students will then practice creating "follow-up" questions to ask the interviewee from the excerpt. Students are encouraged to do research to inform their questions.

7th – 8th Grades: *I Identify History*

Students will prepare to collect an oral history. Students will be given the oral history scope of Pearl Harbor Aviation Museum: to record the experiences of the individuals whom were witness to the bombing of Pearl Harbor and/or lived through WWII within the Pacific Theater. With this goal in mind, students will use the “**Potential Candidates**” worksheet to read about hypothetical individuals that fit within the museum’s call-to-action statement. Students will choose the best individual to interview, then explain the reasoning behind their selection. Students will then prepare a list of questions to ask during the interview.

9th – 12th Grades: *I Collect History*

Students will research, prepare for, and conduct an oral history utilizing the available materials around them. Students will select an individual to interview within their own lives. (This will be encouraged to be a person who lived through or participated in the efforts of WWII, but can be anyone including a household member, family member, grandparent, distant relative, etc.) Using the “**Collect an Oral History**” worksheet, students will then determine a goal for the interview (specific information they would like to record), do appropriate contextualizing research, design questions and follow up questions, formally schedule the interview, and then finally conduct the actual interview using pen & paper, phones, computers, etc. Students will follow the instructions laid out in the “**Guide to Oral History**” to conduct their interview.