ORAL HISTORY ANALYSIS

FIRST READING/LISTENING

Listen to the oral history:
   Describe the character, scene, setting, or element that had the biggest effect on you.

   Describe how your answer above made you feel.

   Based on your initial viewing/listening, what seems to be the theme?

Annotate the oral history:
   On a separate sheet of paper, write questions you may have about the characters, settings, scenery, or plot structure. Using context clues, write-in answers to your questions.

   Summarize the purpose of the oral history (What is the meaning?):

SECOND READING/LISTENING

   How did the subject of the oral history communicate his/her ideas or experiences?

   Cite two facts, opinions, and/or reasoned judgments used by the subject of the oral history about the topic:
   Facts:

   Opinions:

   Reasoned judgments:
Based on the facts, opinions, and/or reasoned judgments, what is the subject’s point of view about the topic?

State and explain the sentence from the subject that you consider to be the most important in this history.

**THIRD READING/LISTENING**

Why is this oral history seen as important and worth preserving?

How does this oral history connect to the topic/unit?

Compare and contrast the treatment of this topic in this primary source with the information in your textbook/secondary source.

What questions do you have about this oral history? How can you learn the answers to your questions?
ORAL HISTORY ANALYSIS (CCSS and Close Reading)

FIRST READING/LISTENING  First reading – comprehension; key ideas and details

Listen to the oral history:  #1 Explicit & Implicit – text & interferences
Describe the character, scene, setting, or element that had the biggest effect on you.

Describe how your answer above made you feel.

Based on your initial viewing/listening, what seems to be the theme?

Annotate the oral history:
On a separate sheet of paper, write questions you may have about the characters or setting.
Using context clues, write-in answers to your questions.

#7 Visual Literacy – use of diverse formats

Summarize the purpose of the oral history (What is the meaning?):
#2 Main Idea – central idea or theme

SECOND READING/LISTENING  Second reading – craft and structure

How did the subject of the oral history communicate his/her ideas or experiences?

#5 Text Structure – how information is presented

Cite two facts, opinions, and/or reasoned judgments used by the subject of the oral history about the topic:
#8 Argue & Support – fact, opinion, or judgment with evidence

Facts:

Opinions:

Reasoned judgments:
Based on the facts, opinions, and/or reasoned judgments, what is the subject’s point of view about the topic?
#6 Author Point of View & Purpose – shapes content

#8 Argue & Support – fact, opinion, or judgment with evidence

State and explain the sentence from the subject that you consider to be the most important in this history.
#8 Argue & Support – fact, opinion, or judgment with evidence

THIRD READING/LISTENING Third reading – connections; integration of knowledge and ideas

Why is this oral history seen as important and worth preserving?

How does this oral history connect to the topic/unit?

Compare and contrast the treatment of this topic in this primary source with the information in your textbook/secondary source.

What questions do you have about this oral history? How can you learn the answers to your questions?
ORAL HISTORY ANALYSIS (narrative)

“Experiencing War: Stories from the Veterans History Project.” Interview with Joe Pitts [10/8/2002]
http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlibafc2001001.02148/transcript?ID=mv0001

FIRST READING/LISTENING

Listen to the oral history:
Describe the character, scene, setting, or element that had the biggest effect on you.

By looking for details that are explicitly stated, students will describe the ones that affected them the most.

Describe how your answer above made you feel. Answers will vary.

Based on your initial viewing/listening, what seems to be the theme?

Students will infer different themes using context clues stated in the oral history.

Annotate the oral history:
On a separate sheet of paper, write questions you may have about the characters, settings, scenery, or plot structure. Using context clues, write-in answers to your questions.

Students will integrate and evaluate the content that is presented by responding to what is explicitly heard in the oral history; however, the questions that they generate could be based on prior knowledge and other ideas that they infer.

Summarize the purpose of the oral history (What is the meaning?):
Students will determine the purpose and analyze the development of the oral history by writing a short summary. Students’ summaries will be based on the prior notes that they made. Students should write a 2-3 sentence summary of the oral history and be able to infer a reason for its purpose.

SECOND READING/LISTENING

How did the subject of the oral history communicate his/her ideas or experiences?

Students will pay attention to the craft and structure of the oral history by analyzing specific details and how each part of the oral history works as a whole (different characters, the setting, etc.)

Cite two facts, opinions, and/or reasoned judgments used by the subject of the oral history about the topic:
Students will analyze the oral history to discern if the speaker is basing his/her history on facts or has modified it to create another meaning or to push an agenda.

Facts:

Opinions:
Reasoned judgments:

Based on the facts, opinions, and/or reasoned judgments, what is the subject’s point of view about the topic?
Students should analyze and synthesize the information gained from the first reading in order to come up with their answer to this question. This will enable students to understand how point of view shapes the content and style of a text.

State and explain the sentence from the subject that you consider to be the most important in this history.
By explaining the most important sentence, students will be analyzing how specific words work together to shape meaning and tone.

**THIRD READING/LISTENING**

Why is this oral history seen as important and worth preserving?
Again, answers may vary from student to student, but all students should be thinking about the importance of what or who is being represented in the oral history.

How does this oral history connect to the topic/unit?
Students need to analyze how this oral history is similar to what has been studied so far and be able to extricate specific details that support that connection. They also need to evaluate how the oral history helped them better understand the topic/unit.

Compare and contrast the treatment of this topic in this primary source with the information in your textbook/secondary source.
Students should analyze, synthesize, and evaluate this topic in this primary source and then evaluate how the same topic is represented against other sources.

What questions do you have about this oral history? How can you learn the answers to your questions?
Questions will vary. Students should think about other places or people who could answer their questions.