This curriculum may be successfully used with or without a museum visit.
Developed by Sarah Anderson and David Martinez in consultation with OHS staff and advisory board.
| **My Oregon Experience: Becoming Historians** | Students explore the meaning of community and how people in Oregon have helped their communities. As a culminating activity, students will learn more about the people in their school community and the roles they play to make the school successful. |
| **Overview** | Students work together to define community using books. |
| **Essential Questions** | › What is the difference between a neighborhood and a community?  
› What makes a neighborhood?  
› Who makes up a community?  
› How do people and places help to make the community healthy and successful? |
| **Enduring Understanding(s)** | › Historians use artifacts and photographs to learn about people from the past.  
› My artifacts can teach people about me and my family and I can learn about other people and their families from their artifacts.  
› Museums are an important part of our community and can teach us about our local history. |
| **Delivery Time** | 30 minutes |
| **Oregon Social Sciences Standards** | › **1.2** Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).  
› **1.6** Describe ways people celebrate their diverse cultural heritages in the community.  
› **1.7** Locate and identify important places in the community (school, library, fire department, cultural places).  
› **1.13** Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.  
› **1.14** Make connections between the student’s family and other families, the student’s school and other schools.  
› **1.17** Explain the use of different kinds of historical sources to study the past.
<table>
<thead>
<tr>
<th><strong>Oregon Social Sciences Standards (continued)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>› <strong>1.22</strong> Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.</td>
</tr>
<tr>
<td>› <strong>2.6</strong> Analyze the different ways students can have an effect on their local community.</td>
</tr>
<tr>
<td>› <strong>2.13</strong> Identify cultural characteristics of the community. (Geography)</td>
</tr>
<tr>
<td>› <strong>2.16</strong> Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)</td>
</tr>
<tr>
<td>› <strong>2.18</strong> Differentiate between events that happened in the recent and distant past.</td>
</tr>
<tr>
<td>› <strong>2.19</strong> Develop and analyze a timeline of events in the history of the local community</td>
</tr>
<tr>
<td>› <strong>2.24</strong> Compare and contrast past and present situations, people, and events in neighborhoods and communities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>› Community</td>
</tr>
<tr>
<td>› Neighborhood</td>
</tr>
<tr>
<td>› Culture</td>
</tr>
<tr>
<td>› Diversity</td>
</tr>
<tr>
<td>› Different</td>
</tr>
<tr>
<td>› Similar</td>
</tr>
<tr>
<td>› Museum</td>
</tr>
<tr>
<td>› History</td>
</tr>
</tbody>
</table>

| **Pre-Visit Lesson One** | **Defining Communities**  
Students explore various books about “communities” and collectively create a definition for: **community**. |  

| **Pre-Visit Lesson Two** | **Exploring Oregon Communities**  
Utilizing photos from *Experience Oregon* and other online resources, students analyze what various members of the communities are doing and the possible impact they/the event can have on the community. |  

| Pre-Visit Lesson Three | **How Do I Help My Community?**  
Students collectively, and then individually, chart ways they positively support their communities: family, classroom, school. |
| Museum Visit | Students identify different communities and community members who have lived in Oregon over time and their role in their communities. |
| Post-Visit Lesson One | **Debrief the Visit to Experience Oregon**  
Students debrief their visit to Oregon Historical Society and reflect on the contributions Oregonians have made to their communities. |
| Post-Visit Lesson Two | **Becoming Oral Historians for Our School Community**  
Students brainstorm a list of people in the school or neighborhood who serve helpful roles in their community. Students prepare to interview different community members by practicing interviewing skills. |
| Post-Visit Lesson Three | **Creating School Community Oral History Book**  
Students create pages for their Community Member Guidebook (2–4 sessions) and compile the book. |
| Learning Goals | Students will learn and practice a variety of historical skills including primary and secondary source analysis and recording oral histories. |
| Content Specific Vocabulary | › **Artifact:** an object made or changed by people  
› **Community:** a group of people living together in one place  
› **Exhibit:** a display or show that uses artifacts and documents to tell a story. The exhibit could display the first cars made in Oregon with a picture of people at that time driving the cars. This exhibit would be about old cars.  
› **Historian:** a person who studies the past  
› **History:** the study of the past  
› **Museum:** a place that stores and exhibits objects that have historical, cultural, scientific, or artistic importance. Museums are usually open to the public and are places where people can research and learn.  
› **Museum Curator:** someone who works in a museum and creates exhibits, or displays, that use artifacts and documents to tell a story. For example, a museum curator might pick 20 baskets to show how Indians use plants to make baskets. |
<table>
<thead>
<tr>
<th>Content Specific Vocabulary (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>› Neighborhood: an area where people live near one another. Usually a neighborhood is a smaller part of a city or large town. There are other words used besides neighborhood to describe areas with lower populations. For example, a town or township may not have neighborhoods because of its small size.</td>
</tr>
<tr>
<td>› Oregon Historical Society: a history museum and research library in Portland, Oregon, that collects and shows artifacts and documents from the past so everyone can learn how people in Oregon lived in the past.</td>
</tr>
<tr>
<td>› Primary Source: information about an event or time in the past made by someone who lived during that time and learned about or participated in the event or time. Some examples include a letter, speech, or artifact, such as a basket or shoe, as long as they were made or used by the person at that time.</td>
</tr>
<tr>
<td>› Primary Source Photograph: a photograph that was taken in the past and is used as a primary source</td>
</tr>
<tr>
<td><strong>Pre-Visit Lesson One</strong></td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Overview: Defining Neighborhood and Community</strong></td>
</tr>
</tbody>
</table>
| **Essential Question(s)** | › What is the difference between a neighborhood and a community?  
› What makes a neighborhood?  
› Who makes up a community?  
› How do people and places help to make the community healthy and successful? |
| **Delivery Time** | 30 minutes |
| **Vocabulary** | › Community  
› Neighborhood  
› Culture  
› Diversity  
› Different  
› Similar  
› Museum  
› History |
| **Materials Needed** | › Two or more books from the [Communities and Neighborhoods booklist](https://example.com) from Multnomah County Library  
› Two pieces of chart paper, one labeled “In a neighborhood” and the other labeled “What is a community?” |
| **Step by Step Instructions** | **Step One: Collect Background Knowledge**  
Tell students that we will be learning about [neighborhoods](https://example.com) and communities. Tell students a [community](https://example.com) is a group of people living together in one place. A neighborhood is an area where people live near one another. Usually a neighborhood is a smaller part of a city or large town. There are other words used besides “neighborhood” to describe areas with lower populations. For example, a town or township may not have neighborhoods because of its small size. |
### Step by Step Instructions (continued)

Next, ask students:

*“What are important places that make up a neighborhood?”*

Answers may include things like: homes, parks, stores, hospital, etc. Record answers on chart paper.

### Step Two: Share Books

Read a picture book with the class. Check for understanding along the way. Afterwards, ask students if there is anything they would like to add to their neighborhood list after reading the book? Are there any places they saw in the books that they didn’t have on the original list? Add them to the list.

Repeat this process with another book. Consider reading even more books.

If students didn’t mention **museums**, add it to the list and ask students what museums are. What are some different examples of museums?

What is a **history** museum?

### Step Three: Defining Community

Once you have finished sharing books, make sure your students understand the difference between a neighborhood and a community (a neighborhood is a place where people live, a community is the group of people who live near each other). Help them to understand the difference and then record the definition of community on chart paper.

### Assessments

Choose one of the books and write about or discuss:

› How is this **similar** to or **different** from the neighborhood/town where you live?

### Teacher Notes

If you live in a rural area, you can change the language in this lesson to focus on your town instead of the neighborhood.

This lesson could take place over several class periods depending on how many books you choose to share.
### Teacher Notes (continued)

An extended definition of “community” beyond people who live near each other is the idea that a community can also be made of people who share similar attributes. What does this mean? What are examples of this kind of community?

### Support for All Students

- Teacher may wish to provide two examples of places to add to the chart before soliciting student input.
- Provide pictures of common neighborhood places to add to the chart.
- Explore your town/neighborhood on Google Maps with the students before asking them to brainstorm places.
- Select a book in Spanish, or other language, if appropriate.

### Extensions

Compare and contrast the communities/neighborhoods in the different books.

Have students illustrate and write about a place in the neighborhood that is special to their family. Share.

[Map Your Neighborhood](#) from Scholastic is a multi-day unit that encourages students to use their senses to explore their neighborhood and school.

### Additional Educator Resources

The lesson [What is Community](#) from Teaching Tolerance leads students to identify people and places that make their neighborhood special.
# Pre-Visit Lesson Two

## Overview: Exploring Oregon Communities
Students are introduced to primary source analysis using photographs and the Photograph Analysis Sheet. Students infer how people in the photos are helping their communities.

## Essential Question(s)
- How do historians analyze a photograph using context clues?
- What are the different roles in a community?
- How do different people/places support and help a community?
- What evidence can I give to support my claims?

## Delivery Time
One 30-minute session or two 20-minute sessions

## Vocabulary
- Oregon Historical Society
- Past
- Primary source photograph
- Artifact
- Historian
- Observation
- Inference
- Evidence

## Materials Needed
- Copies of Mayor Joseph Carson Demonstrates with Students for whole class analysis (or you can project if you also have a document camera for the analysis sheet)
- Projected copy of the Photograph Analysis Sheet
- Printed copies of primary source photographs from the Experience Oregon exhibit

*Optional:* magnifying glasses that students can use when examining photos

## Step by Step Instructions

**Step One: Introduce Primary Source Photographs**
Tell students they will visit the Oregon Historical Society museum to learn more about Oregon communities, the history of Oregon, and how historians analyze the past. While they are at the museum they will see many things, including photos of neighborhoods, communities, and community members.
Before they go, they need to learn how to “read” a photograph, just like a historian, in order to learn about the past. Share a personal, firsthand account of a memorable event from your life: a graduation, a birth, a bad day. If you have pictures or documentation, display those. Alternatively, ask a student to share a firsthand account. Define that their recollection of this event, because it is something they personally experienced at that time, is a primary source. If they wrote about when it happened, or took a picture, or had an artifact from the event, those would also be primary sources. A primary source is something created by a person experiencing an event or during a particular time frame. It can even be a newspaper article, if it was written very close to the event.

Historians spend a lot of time studying primary sources to get an idea of what happened in the past. When looking at or reading a primary source document they do two things: first they observe and then they infer. We will practice being historians today by looking at primary source photographs from the Oregon Historical Society.

Step Two: Modeling How to Use the Photograph Analysis Sheet

Distribute copies of Mayor Joseph Carson Demonstrates with Students to pairs of students. Display the Photograph Analysis Sheet on an overhead projector or a document camera so students can see you fill out the form.

› Introduce students to what an observation is, if they are not already familiar. An observation is something you can point to in the photo. Making an observation means just naming what you see, and not trying to tell the story of what you think is happening in the photograph.

An observation is different from an inference. An inference is when you try to make sense of a photograph based on your observations. It is when you try to guess what is happening in the photograph or when you try to tell a story based on what you see.

You want to stress that in the observation section, students are only naming what they see. They are not making guesses about what is happening, why it is happening, when it happened, or where it happened. That is for the next section.

› Now direct students to the Mayor Joseph Carson Demonstrates with Students and give them a minute to look closely at it. Then have them help you fill in the “Observation” section on the first side. As you gather observations from students, make sure to point out if what they offer is an inference, instead of an observation. Write down student responses on the projected sheet.
### Step by Step Instructions (continued)

› Next turn the sheet over and have students practice making inferences. Use the questions on the form to guide this discussion and record some student response.

› Solicit student response and thoughts regarding the “Further Analysis” section and the “Community Connections” section.

#### Step Three: Students Practice Photograph Analysis in Small Groups or Pairs

Split the class into small groups of 2–3 and give each group/pair one of the primary source photographs and a copy of the Photograph Analysis Sheet. Before students begin to work independently, review one more time the difference between an observation and an inference.

#### Step Four: Share Analysis

After about ten minutes (or when groups are finished) gather together to share some of their ideas. Ask each pair/group: What is their story of this photo? Why do you think this? How are people in your photo helping their community? You could also have students do this in small groups.

### Assessments

- Photograph Analysis Sheet

### Teacher Notes

- N/A

### Supports for All Students

› Have students fill in the Photograph Analysis Sheet along with you during step two.

› Instead of having each pair/small group work with a different photo, have the entire class work with the same photo to give more opportunities for students to learn from each other.

› Instead of having students write answers on the Photograph Analysis Sheet, they can talk about their ideas or dictate them into a recording device.

### Extensions

Help students develop their observation and inference skills with this fun lesson from Scholastic: “Mystery Bags to Develop Observation and Inference Skills.”

### Additional Educator Resources

- Additional document analysis worksheets for working with primary sources from the National Archives.
## Pre-Visit Lesson Three

<table>
<thead>
<tr>
<th>Overview: What Roles Do People Play in Their Communities? What Responsibilities Do They Have?</th>
<th>Students brainstorm a list of potential community members and the roles they play in their communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question(s)</td>
<td>What roles do people play in their communities?</td>
</tr>
<tr>
<td>Delivery Time</td>
<td>One 30-minute session</td>
</tr>
</tbody>
</table>
| Vocabulary |  › Role  
   › Responsibility  
   › Museum Curator  
   › Exhibit |
| Materials Needed |  › Chart paper and marker  
   › [How Am I Helpful in My Community?](https://example.com) reflection/assessment |
| Step by Step Instructions | **Step One: Brainstorm Community Members’ Roles**  
Create a T-chart on a piece of chart paper. Title the chart “Community Members.” At the top of the first column, write “Role.” Tell students now that we have talked about community and neighborhood and looked at photographs of people helping their community, we are going to create a list of people we might find in a community based on the role they play. Explain what “role” means by using teacher as an example. You could start off the list with another suggestion, such as doctor, firefighter, truck driver, or museum curator. Work with students to create a list.  

**Step Two: Brainstorm Community Members’ Roles and Responsibilities**  
Discuss the idea that each role comes with responsibilities. For example, the role of teacher comes with the responsibility of educating (young) people in the community, the responsibility of a doctor is to help people stay healthy, and the role of a history museum curator is to help people understand and remember the past. |
### Step by Step Instructions (continued)

Add “Responsibility” to the top of the second column. Go down your list of roles and work with students to fill in the “responsibility” column.

#### Step Three: Students Reflect on How They Help Their Community

Students complete the graphic organizer: [How Am I Helpful in My Community?](#) to reflect on how they see themselves as helpful parts of their communities in the:

- Family
- Classroom
- School

Share answers with a partner.

#### Step Four: Prepare for Oregon Historical Society Visit

We will be visiting a history museum in Portland called the Oregon Historical Society. When we go there, we will see examples of lots of different communities who have lived in Oregon over time. One of your jobs is to find community members in the exhibit and learn their role in their communities. We will share what we found after our visit. Remember that this exhibit was created by museum curators who are members of the community. Think more about the role of historians and curators in our community when we are at the museum because after our visit, we will have an opportunity to act as historians for our school!

### Assessments

- How Am I Helpful in My Community? sheet

### Teacher Notes

- N/A

### Support for All Students

- Teacher may wish to write two examples of roles/responsibilities on the chart before soliciting student input.
- Provide pictures of people in common roles to add to the class chart.
- Students can fill out the graphic organizer with illustrations or they can dictate to a helper.

### Extensions

- Students can illustrate one of the ways they help their community.
- If you are teaching this at the beginning of the year, this would be a good segue into creating classroom jobs.
<table>
<thead>
<tr>
<th>Extensions (continued)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>› Community Helpers from Education.com provides a printable worksheet and online quiz.</td>
<td></td>
</tr>
<tr>
<td>› For a deeper delve into this topic, consider this 40-page, California social studies K–3 unit: Community Helpers Social Studies Unit Plan</td>
<td></td>
</tr>
<tr>
<td>› Brainstorm with students: What other communities do we belong to?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Educator Resources</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Museum Visit</strong></td>
<td>What are some different communities who have lived in Oregon? Try to identify different community members in the exhibit and see if you can learn their role in their communities.</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Teacher Notes</strong></td>
<td>Consider taking photos (no flash!) of different people highlighted in the exhibit to review during the classroom debrief.</td>
</tr>
<tr>
<td><strong>Post-Visit Lesson One</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Overview: Debrief the Visit to Experience Oregon</strong></td>
<td>Students debrief their visit to Oregon Historical Society and reflect on the contributions Oregonians have made to their communities.</td>
</tr>
</tbody>
</table>
| **Essential Question(s)** | › Who are some people we learned about in the *Experience Oregon* exhibit?  
› What did we learn about how they helped their communities? |
| **Delivery Time** | One 30-minute session or two 20-minute sessions |
| **Materials Needed** | › Chart paper or whiteboard and markers with a T-chart, one column titled “Community Member” and the other titled “Role”  
› *Experience Oregon* Portrait of an Oregonian |
| **Step by Step Instructions** | **Step One: Brainstorm People from Experience Oregon**  
Tell students, “When we visited the Oregon Historical Society, we were on the lookout for people who held roles in their communities. Who are some of the people you remember?” For this part, you don’t need to explore roles, just remember the people. As students offer names of people, write them in the first column under “Community Members.” As you write the name, students may say a few things about the person and what they did in order to help everyone remember the part they played in Oregon history. This is when you can use the photos taken at the exhibit to help children remember.  

**Step Two: Understanding Roles**  
Tell students that each of the people on the list played a role in their community. For some of the people it will be easier to determine what role they played than for others. Remind students what “role” means by reviewing the chart from Pre-Visit Lesson 3. Ask students what role any one of the people from the exhibit played in their community.  

Some may be easier than others. For example, students may have found a business owner, a doctor, or a mayor in the exhibit. As you write the role next to the person, ask students more about what they know about that role and/or how that person impacted their community. |
### Extensions (continued)

#### Step Three: Reflect

Ask students what they learned about **community** from the exhibit? Was there anything that added to their understanding? Was there anything that surprised them? You may want to point out that in addition to being members of their family and neighborhood communities, people often play roles as members of their cities, towns, and state. You can add to your definition of community from Pre-Visit Lesson One.

#### Step Four: Draw

Ask students to choose one person they learned about in the *Experience Oregon* exhibit to illustrate in the [Portrait of an Oregonian](#) sheet. Under the picture, write the role the person played in their community. The portraits do not need to be based on a photograph of the person, but you can encourage students to include props or items in the drawing that show us the person's role in the community.

<table>
<thead>
<tr>
<th>Assessments</th>
<th><em>Experience Oregon</em> <a href="#">Portrait of an Oregonian</a> sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Notes</td>
<td>N/A</td>
</tr>
<tr>
<td>Support for All Students</td>
<td>Provide photos of notable Oregonian to help students remember people from the exhibit. Or, find photos for them once they choose their person to help with the portrait-making.</td>
</tr>
<tr>
<td>Extensions</td>
<td>Add more to the <a href="#">Portrait of an Oregonian</a> sheet from the exhibit. Write about how they helped their community and/or one or two facts about the person.</td>
</tr>
<tr>
<td>Additional Educator Resources</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Post-Visit Lesson Two

<table>
<thead>
<tr>
<th>Overview: Becoming Oral Historians for Our School Community</th>
<th>Students brainstorm a list of people in the school or neighborhood who serve helpful roles in their community. Students prepare to interview different community members by practicing interviewing skills.</th>
</tr>
</thead>
</table>
| Essential Question(s) | › How do the different members (roles) of my school and/or community help the people around them?  
› Why does it take many individuals working together to create a school community? |
| Delivery Time | Two 30-minute sessions or three 20-minute sessions |
| Vocabulary | › Document  
› Future  
› Present  
› Record (v)  
› Activist (extension)  
› Government Official (extension) |
| Materials Needed | › Chart paper, markers  
› [Classmate Interview Form](#) worksheet sample and copies for all students/student groups  
› [Community Member Interview Form](#) worksheet sample and copies for all students/student groups  
› Clipboards and pencils  
› Projector for interview forms or document camera |
| Step by Step Instructions | **PART ONE:**  
**Step One: Introduce the School Community Oral History Activity**  
Tell students they have already learned a lot about what historians do to understand the past. Another thing that historians do is document the present so that people in the future will be able to better remember the past.
One way historians document the present is by taking **oral histories** from people. This is when an historian asks somebody questions about their life now or in the past, and then **records** the answers somehow.

We are going to record an oral history of our school community. That way, ten or more years from now, people will be able to read our oral history book and know more about the history of this school. This book will also be useful in the present, today, to help other people (parents, other classes, teachers, etc.) know important people in their community. We will be working together to record oral histories of our community members so that we can learn about them, their roles, and their responsibilities.

**Step Two: Brainstorm a List of People in Your School Community**

Ask students to think of some of the roles people play in their school. You may want to specify that you are trying to think of roles aside from the role of student. Start students off with a couple of examples to get them going. As students offer suggestions, write them on the chart paper. Your final list may include the following, but may also include others:

- First grade teacher
- Principal
- Vice principal
- Crossing guard
- Learning specialist
- Cook
- Custodian
- Music teacher
- PE teacher
- Art teacher
- Foreign language teacher
- Curriculum coordinator
- Teacher aide
- Librarian

**Step Three: Assign Students to a Community Member**

Assign students in pairs to a community member. Decide if you would like to incorporate student choice, have kids pick out of a hat, or assign students yourself.
PART TWO:

Step One: Introduce Classmate Interview Form
Tell students that when historians take oral histories, they need to know how to interview people. To prepare for interviewing people in our school community, we will practice interviewing another student in the class about their life. These are not the same questions we will be asking the community members; this is just for practicing how to interview. Share with students the Classmate Interview Form and read over the questions.

Step Two: Model the Interview Process with a Student
Select a student volunteer and ask them three questions from the form. Record their answers. Ask observers what they noticed about what you did when you were interviewing. Write their answers down on a piece of chart paper. This list can serve as criteria for conducting an interview and can be incorporated into an assessment checklist or rubric. The list could include some of the following (try to work all of these things into your modeling).

The interviewer:
› Introduces themselves at the beginning
› Speaks clearly
› Makes eye contact
› Records answers
› Asks a question if they weren’t sure about something
› Thank the person they interviewed

Step Three: Have a Student Model the Classmate Interview Process with You
Ask for a student volunteer to repeat the interview process, except have them interview you. Again, they should only choose three questions from the form. Help them record the answers as need be. Afterwards, ask the class how the interviewer did? What criteria did they hit? Focus on the positive and give general reminders at the end.

Step Four: Review Form
Project the Classmate Interview Form and walk your students through how to record answers. You can point out that they don’t need to write down every word someone says, just the important parts of the answer. Show students where to write their name and where to write their partner’s name. Remind them that they will be writing about the other person, not themselves.
### Step Five: Students Interview Each Other
Group students into pairs and hand out the [Classmate Interview Form](#) copies and clipboards.

Circulate while students write their names and the partners’ names. Then have students interview one another.

### Step Six: Share and Reflect
Bring the students back together for sharing time. Ask for volunteers to share something they learned about their partner. Then, ask students to share compliments for what their partner did well when interviewing. Also ask students, “what is something you think you could have done better as an interviewer?”

### PART THREE:

#### Step One: Introduce Community Member Interview Form
Project a copy of the [Community Member Interview Form](#) and read over the questions. See if they need any clarifications on the questions. Tell students they will be using the same exact skills they used when they interviewed a classmate when they interview a community member. Review the criteria list for what good interviewing skills look like. Since students will be interviewing in pairs, remind them that they will be taking turns asking questions and recording. Allow time for additional student questions.

#### Step Two: Conduct Interviews
Distribute copies of the [Community Member Interview Form](#) and clipboards to student pairs. Have them write their names on it. Show them the name of the person they will be interviewing. Allow a couple of minutes for students to make an “interview plan:” who will ask the first question? Who will be the first recorder? Fill their names into the slots that correspond with their task. Next, allow time for students to conduct interviews.

### Assessments
The completed interview forms serve as the assessment. You can also create a simple checklist of interview criteria for students to give to interviewees for feedback.
**Teacher Notes**
› How will you set up interviews with community members? Will you reach out? Will students make/give invitations/requests?
› Consider logistics around conducting interviews. Will they all take place at once? Will they take place at different times, according to the community members’ availability? Will students all interview in the same place/area? Will they travel to different parts of the school? Is there an aide or adult volunteer who can help?
› How will you illustrate your oral history? Will students take photos of community members? Will you? Or should students draw portraits?

**Support for All Students**
Group pairs of students by different literacy levels.
› Students can audio-record their interviews.
› Adjust the Interview forms.
› Add or take away questions
  • Alter the answer area to a “fill-in-the-blanks” format
  • Give possible answers to questions and have student(s) circle the answer
  • Allow student(s) to draw a picture instead of writing an answer

**Extensions**
Conduct an oral history interview at home.

If you prefer, you could extend this activity outside of the school into the neighborhood or town. A possible list of community members in your neighborhood could include:
› Business owner
› Banker
› Librarian
› Doctor/Doctor’s assistant
› Firefighter
› Police officer
› Teacher
› Bus driver
› Letter carrier
› Government official
› Activist
› Builder
| Extensions (continued)       | Museum curator
|                            | Historian
|                            | More
| Additional Educator Resources | For more lessons and worksheets relating to interviewing and oral histories:
|                            | “Teachers’ Notes for Oral History Project” from iRespect
|                            | “Oral History Projects” from the National Council of Social Studies |
## Post-Visit Lesson Three

<table>
<thead>
<tr>
<th><strong>Overview: Creating School Community Oral History Book</strong></th>
<th>Students create pages for a School Community Oral History Book and compile the book.</th>
</tr>
</thead>
</table>
| **Essential Question(s)** | › How can we use interview notes to write complete sentences?  
› How can we use writing to teach others about our community? |
| **Delivery Time** | Three 20- to 30-minute sessions |
| **Materials Needed** | › Graphic organizers for writing book sentences (optional)  
› Book Page Template copies for each pair of students  
› Editing Checklist  
› First Page Insert |
| **Step by Step Instructions** | **Step One: Debrief the Interviews**  
Gather students together to debrief once they have all completed interviews. Possible debrief questions could include:  
› Who had a good experience with their interview that they would like to share?  
› Who had a problem during their interview?  
› What was one thing that you did well during the interview?  
› What is one thing your partner did well?  
› Is there anything you would have done differently?  
› What is one thing you learned about the person you interviewed that you didn’t know before? |
|  | **Step Two: Model How to Write Sentences Based on the Interviews**  
› What is a complete sentence? Why is one word not a complete sentence?  
› Give sentence starters as a model on chart paper. Possibilities include:  
  • _________’s role in our school community is _________.
  • He/She/They helps the school community by _________.
| Step by Step Instructions (continued) | • The thing that _________ likes best about our school is _________.  
› Give [graphic organizers](#) for writing book sentences to students who need it. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step Three: Draft Sentences about the Community Member</strong></td>
<td>Have students reassemble in their interview pairs. Make sure all student pairs have their <a href="#">Community Member Interview Form</a> and, if desired, a copy of the <a href="#">graphic organizer</a> for writing book sentences. Students work together by talking about sentences and taking turns writing.</td>
</tr>
<tr>
<td><strong>Step Four: Revise Sentences</strong></td>
<td>Once students finish writing a draft of their sentences, they use the <a href="#">Editing Checklist</a> to edit their work before having an adult check their work.</td>
</tr>
<tr>
<td><strong>Step Five: Create Final Pages for Guidebook</strong></td>
<td>Students create final drafts in their best handwriting or hand-in for teachers to type. If adding a drawing, students collaborate on planning and adding details.</td>
</tr>
<tr>
<td><strong>Step Six: Compile Book</strong></td>
<td>Compile all the final drafts together. Include the <a href="#">First Page Insert</a> at the beginning. Consider what the cover will be. Should it be created by a student artist? Should it be a group photo of the class? Should it be a photo of the school in the present year? Students can participate in making this decision.</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>Observe how students are working together in pairs and how they are sharing tasks.</td>
</tr>
</tbody>
</table>
| **Teacher Notes** | › You could have students create a plan at the beginning to decide who will be the writer and who will be the illustrator.  
› Consider how you will share the book. Will it be on display in the school office? Will you make copies for other classrooms? Will you have an event for student to present their work to family members and members of the school community? |
<table>
<thead>
<tr>
<th><strong>Support for All Students</strong></th>
<th>Student dictates sentence to an adult.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extensions</strong></td>
<td>Your guidebook can also include:</td>
</tr>
<tr>
<td></td>
<td>› A map that indicates where to find each person in the school or neighborhood</td>
</tr>
<tr>
<td></td>
<td>› A drawing of a tool that each person uses to do their job</td>
</tr>
<tr>
<td></td>
<td>› A “historian page” that includes a map that shows where the Oregon Historical Society is, tools needed for an oral historian, and an historical photo of Oregon Historical Society</td>
</tr>
<tr>
<td></td>
<td>Other possible additions:</td>
</tr>
<tr>
<td></td>
<td>› Historical photos of your school or neighborhood, along with a simple timeline</td>
</tr>
<tr>
<td></td>
<td>For teachers and students who want to do more around school community:</td>
</tr>
<tr>
<td></td>
<td>› What is something we could add to our school to make it better? (students brainstorm, present ideas, and vote on one)</td>
</tr>
<tr>
<td></td>
<td>› Write or present to the principal</td>
</tr>
<tr>
<td></td>
<td>Collect oral histories about what people think was the most important event in the school or community’s history.</td>
</tr>
<tr>
<td><strong>Additional Educator Resources</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>