

ORAL HISTORY IN THE CLASSROOM

**MONTANA HISTORICAL SOCIETY
ORAL HISTORY PROGRAM
PAMPHLET #2**



Vananda school, Vananda, MT

Big Sky. Big Land. Big History.
Montana
Historical Society

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USING ORAL HISTORY IN THE CLASSROOM

What is oral history?

Oral history is the systematic collection of primary resource material, obtained through the recording of planned interviews, consisting of first-hand accounts of experiences deemed of historical importance.

Why is it important?

Most historical texts focus on the lives of people who have been in positions of power. Their lives have often been thoroughly documented through various public and private records. There are many within our culture, however, who have interesting life stories that are not well documented. Oral history is a powerful and often poignant way to gather those important life stories.

How can oral history be used in teaching?

Oral history can be used in any subject area to build student skills and confidence. In the social sciences, interviews can be used to stimulate interest in local history, making history a more personal experience for the student and providing positive contact between the school and the community. Research and communication skills are emphasized throughout the process, augmenting reading and writing programs. Questions raised concerning objectivity and the role of memory build logic skills. And student social skills can be strengthened through instruction in informed and empathetic interviewing techniques.

What helps to make a good oral history project?

- Thorough research of available materials (primary and secondary) about one's topic to prepare intelligent questions and not duplicate information already available in other sources.
- Choosing a good project theme that interests students—and for which you can find good narrators. Ideally, your project should add new knowledge that will be of value to someone. Common projects include community history, family history, or how particular periods in American history (for example, the Vietnam War) affected individuals and/or the community.

- Good narrators who are willing and able to share first-hand information that is important to your project. Keep in mind that not everyone is good with young people or have the mental or physical skills to participate in an interview. **Screen the potential narrators very carefully.**
- Formally asking the narrator to participate in the oral history project with a letter and follow-up phone call.
- Conducting a pre-interview with the narrator to gather basic biographical information and establish the narrator's role in the events you wish to document. This is also a good time to clarify for the narrator what you expect of them, how the information will be used, and the purpose of release forms.
- Preparing an outline for the interview composed of mostly open-ended questions that solicit personal and extended responses from the narrator.
- Arranging a time and place for the interview that fits the schedule and comfort of the narrator. This is usually done over the phone and gives the interviewer a chance to calm any fears or concerns the narrator might have.
- Preparing a checklist to check your equipment and make sure that you have everything you will need: recorder, legal release forms, plenty of paper and pencils, an extension cord, batteries, and your composure.
- Arriving to the interview promptly, setting up with as little fuss as possible in a quiet spot, and allowing time for preliminary chatting to set the narrator at ease.
- Beginning the interview with simple questions about the person's family and background to ease them into the interview process.
- Engaging in active listening and using follow-up questions to solicit detailed responses.
- Avoiding confrontation or contradiction. Remember that you are gathering a person's perception of events and not "facts." You should raise challenging questions to force the narrator to think, but it is not meant to be confrontational.
- Asking one question at a time and not interrupting the narrator. Use paper and pencil to jot down follow-up questions or questions about spelling and so forth.
- Stimulating memories through photos, letters, diaries, or artifacts (remember to provide auditory descriptions of documents so the listener understands what is being described).

- Ending the interview with a couple of questions that allow for reflection or summation of the interview.
- Obtaining a completed legal release form from the narrator. Without it, the school runs a serious risk if they wish to use the interview for public purposes, including classroom presentations.
- Preserving the interview for future generations through proper labeling, indexing, and storage in a stable environment. (This might include making use copies for your school and donating the originals to a historical society).
- A summary index and/or transcript are a vital component for preserving the oral history and making it useful to researchers. As such, every interview should have either a detailed summary or a transcript.
- Thanking the narrator for his or her participation and providing him or her a copy of the interview or other products created from the interview.

HOW DO YOU TEACH STUDENTS TO CONDUCT GOOD INTERVIEWS?

Provide students with the opportunity to practice, discuss, observe, and model interviews before they go out into the community to conduct interviews themselves. This will provide students with the experience, confidence, sensitivity, and thoughtfulness that are essential to good interviewing. Here are some ideas to providing a stimulating and supportive environment for the student in the classroom setting:

1. Teach students the difference between open and closed questions. (Closed questions can be answered in one or two words.)
2. Invent transcripts to show good and not-so-good techniques:
 - a. All students receive copies of the invented transcripts. Two students read the interview out loud. The class silently checks those areas where improvement is possible. At the end, the class shares those observations.
 - b. The class reads several transcripts, inventing follow-up questions where possible.
 - c. The class reads a good interview and is asked to identify when proper techniques were used and how.
 - d. The class reads a flawed transcript and is asked to identify when bad techniques were used and how they might have handled the interview differently.
3. Simulate the interview process in the classroom:
 - a. Two students conduct a “fishbowl” interview in front of the class. The observers are asked to critique the interview—good and bad.
 - b. Students are paired up and conduct an interview, changing roles after a time to ensure both are interviewed. They return to the class for discussion of how the process felt. This encourages sensitivity.
 - c. Students are paired up and given an interview “no-no” that they must act out in front of the class. The observing students are asked to identify what is being portrayed and how the problem could be fixed.
 - d. Ask a confident and capable narrator to attend class and be interviewed by the class. Prepare questions for each student beforehand. Allow for some chaos in the classroom so students can hear the effects of outside noise on the interview.

4. Develop competent use of the equipment:
 - a. Create a checklist of things the students will need and have them prepare an “interview box” as quickly as possible.
 - b. Set up poor recording conditions and ask the students to fix them.
 - c. Conduct a poor-quality interview and have the students critique it in class, highlighting technical considerations like microphone noises, outside noises, starting the interview before the recorder is operating, volume problems, recorder malfunctions, and so forth.
5. Have students practice without a recorder on a family member.
6. All of these samples would be used after a basic introduction to what oral history is and why it is important. This might include questions such as the following:
 - a. What is history?
 - b. How does the historian find out about the lives of famous people?
 - c. Who is usually featured in history books?
 - d. Why are average people not usually highlighted in most history books?
 - e. What is objectivity and why is it important to historians?
 - f. What is the difference between personal memories and traditional stories?
7. Students should also be introduced to basic interviewing techniques:
 - a. This should include definitions and examples of open-ended questions and active listening skills.
 - i. “How do you know when someone is not listening?”
 - ii. “How do you know when they are listening?”
 - iii. “How do you feel when someone interrupts you?”

HOW DO THE STUDENTS CONDUCT THE INTERVIEWS?

Once the students have been trained in interviewing techniques, it is time for them to conduct some interviews.

- Depending on school policies, the interviews can be conducted in the home of the narrator or a quiet place in the school.
- The interviewing situation can be very intimidating for students so you may want to consider having the projects done in pairs. Student A will conduct the interview, and student B will be responsible for the recording equipment and basic support. For the next interview, they will switch roles.

HOW DO YOU KEEP TRACK OF WHO IS DOING WHAT?

There are many elements of oral history interviews that must be tracked to avoid costly mistakes and omissions. Set up a procedure for recording information and tracking duties and their completion—databases and card files work well as do check-off lists for each interview.

1. Create a potential narrators' list.
 - a. Include name, address, phone number, source, occupation, and significance to project.
 - b. Once the interview is completed, indicate that and any comments about recording and so forth.
2. Master schedule should be kept in classroom or office noting the date, time, and place for interview. Mark the schedule when the interview is complete.
3. Labels for each CD case should be made that include
 - a. the narrator's name
 - b. the interviewer's name
 - c. the date of the interview.
4. Create a file for all photographs or memorabilia that accompany the interview.
 - a. Be sure it is marked with name of the interviewee and other details.
 - b. Be sure all such items are labeled—use a soft #2 pencil on the back of the item to avoid damage.
5. Duplication information should be recorded.
 - a. All interviews should be immediately duplicated and the original placed in storage.
 - b. The copies will be used for transcription or class presentation.
6. Create folders for each interview that include
 - a. a narrator information sheet
 - b. a legal release form
 - c. an interview index
 - d. a summary or transcript
 - e. student notes and writings
 - f. copies of photographs or memorabilia
 - g. all correspondence (including a thank you letter from the student)

HOW DO YOU USE THE COMPLETED INTERVIEWS?

The possibilities for the final product are limited only by your imagination. You and your students should have a very clear idea of how the interviews will be used long before the interviewing starts. Here are just a few examples of assignments that teachers have made using oral history interviews:

1. The students present their favorite portions of the interview to the class by reading a transcript of that portion.
2. Students create a bulletin board using transcripts, quotes, pictures, letters, or photos from their interviews as well as historical research they conducted on the community or events discussed.
3. Students write a poem or fictionalized short story about the person they interviewed.
4. Students create a timeline of the narrator's life, using visual, written, or artistic representations of significant events in the narrator's life.
5. Students create multimedia presentations compiling information from various interviews.
6. Students compile, edit, and produce a booklet on their community or topics. This can take the form of portions of transcripts, a series of biographies based on interviews, or research papers that use interview excerpts as a primary resource.
7. Students can use videotape interviews, historical artifacts, and still photos to create a documentary.

No matter how your students present their projects, consider inviting community members, and especially the people interviewed and their families, to view the presentations. Having an authentic audience for their work raises the stakes for students and results in better projects.

Golden Rules



- 1. Do your homework.**
- 2. Meet and greet.**
- 3. Survey the location of the interview.**
- 4. Test the recorder before going to the interview.**
- 5. Always record using the external microphone.**
- 6. Always record using the AC adapter.**
- 7. Get the release form signed.**
- 8. Make a courtesy copy of the interview and send it along with a thank you note to your interviewee.**
- 9. Do the summary index.**
- 10. Have fun!**

CONCLUSION

It is very helpful for students to have the chance to debrief following an interview and/or the oral history project. Have a class discussion about what worked, what did not, what could improve the process, and things learned that were not expected. You may want to have a narrator do the same for the class to let the students understand how the other side feels.

Whatever form the interviews take, students should always be aware of the importance of treating the narrators with respect. If this simple rule is followed, the production of oral history can be a rewarding experience for everyone involved.

Good luck and have fun.

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LIFE HISTORY GENERAL OUTLINE

List five questions for each section. Try to make them open questions. (Open questions require more than two words to answer them.) Use a completed “Sample Biographical Questionnaire” or “Pre-interview Worksheet” and the “Life History General Outline II” to help you think of questions. Each group will be assigned one section. Be prepared to share your answers with the class.

I. Background (ask questions about their family—mom and dad, brothers and sisters, and themselves!)

- A.
- B.
- C.
- D.
- E.

II. Childhood (ask questions about things they did as a child; favorite toys; friends; social activities)

- A.
- B.
- C.
- D.
- E.

III. Work History (ask questions about the jobs they had)

- A.
- B.
- C.
- D.
- E.

IV. Military History (ask questions about where and when they were in the Army, Air Force, Navy, or Marines)

- A.
- B.
- C.
- D.
- E.

V. Children and Family (ask questions about spouse and children)

- A.
- B.
- C.
- D.
- E.

VI. Groups or Organizations (ask about church groups, fraternal organizations, women's organizations, service groups, and so forth, that they belonged to)

- A.
- B.
- C.
- D.
- E.

FAMILY STORY ASSIGNMENT

Assignment: Talk to a parent tonight about his or her favorite family tradition (holidays, birthday, or community celebration). Be sure to get details!

Try to find out the following:

- How old were they?
- Where did they live?
- What was their role in the event?
- Who participated in the event with them?
- How did they feel about the event then?
- How do they feel about the event now?

Take notes during the discussion and be prepared to share them with the class tomorrow!

BLOOPERS AND KUDOS

Assignment: This is a good fishbowl exercise with students working in pairs taking center stage and modeling good and poor interviewing techniques. Cut the paper so that each student has one instruction to act out. Call students up in pairs to perform their “blooper” or “kudo.” Have the students observing the mock interview critique the exercise.

1. Read the next question when your narrator is still thinking.
2. Interrupt the narrator with next question.
3. Show the narrator you are listening (hint nonverbally).
4. Act bored by what the narrator is telling you.
5. Ask a series of good follow-up questions.
6. Have problems with your recorder, fix them quickly, and return to interviewing.
7. Have problems with your equipment and freak out. (Hint: “Oh my gosh, this stupid machine isn’t working. . . . I’m going to flunk for sure.”)
8. Clearly explain the purpose of your interview.
9. Describe an object that the person is showing you during an interview.
10. The narrator shows you a picture during the interview, but you do not let the audience know what it is.
11. Ask only closed (yes/no) questions.
12. Be rude (e.g., don’t listen, interrupt, look bored, contradict the narrator, send a text message, answer your cell phone).
13. Deal appropriately with a narrator who is emotional.
14. Get upset and embarrassed at a narrator’s emotions.

TESTING YOUR EQUIPMENT EXERCISE

Choose one of the five jobs listed below (one each per group):

- Recorder setup
- Microphone setup
- Interviewer 1
- Interviewer 2
- Narrator

Read and perform the duties listed under your assigned job:

1. DIGITAL RECORDER SETUP PERSON

- a. Take the recorder out of the box and set it up properly.
- b. Set the volume control.
- c. Let the microphone person set up.

2. MICROPHONE SETUP PERSON

- a. Take the microphone out of the box and attach it to the recorder properly.
- b. Test the recording level by conducting an audio test.
- c. Play the recording to test the recording level.

3. INTERVIEWER 1

- a. Record an introduction: “This is _____ in Ms. Overholt’s class conducting an interview with _____ for our class project. The date is _____. We will be discussing _____ experiences as a sixth grader in Ms. Overholt’s class.”

4. INTERVIEWER 2

- a. Set the chairs up in a good position to conduct the interview.
- b. Show the narrator where to sit.
- c. Ask if the narrator is ready to start.
- d. If the narrator says “yes,” ask the following question: “Can you describe your first day in Ms. Overholt’s class?”

5. NARRATOR

- a. Answer the question in a few short sentences.

EVERYONE: Help place the chairs back out of the way. Turn the volume down on the recorder.

Place the recorder and microphone back in the box.

SAMPLE BIOGRAPHICAL QUESTIONNAIRE

Please answer only the questions that apply to you or that you feel comfortable discussing. Feel free to use the back of the form to complete your answers. THANKS FOR HELPING WITH OUR PROJECT!

- Name: _____

- Mailing Address (include room number): _____

- E-mail Address: _____

- Place of Birth: _____

- Date of Birth: _____

- Name of Spouse: _____

- Names of Children:
 - _____
 - _____
 - _____
 - _____
 - _____

- Names of Grandchildren:
 - _____
 - _____
 - _____
 - _____

- Father's Name: _____
Place of Birth: _____
Date of Birth: _____

- Mother's Name: _____
Place of Birth: _____
Date of Birth: _____

- Arrival of Family in Montana: Where? When? _____

- Arrival in County if Different from Above:

- Occupation(s):

- Groups or Organizations You Are or Were a Member Of:

LIFE HISTORY GENERAL OUTLINE II

I. Background

- A. Grandparents
- B. Parents
- C. Self and siblings

II. Childhood

A. Playtime

1. What games did you play?
2. Who were your playmates?
3. How did these change over time?

B. School time

1. Teachers
2. Best and worst subjects
3. Extracurricular activities?

C. Chores

1. Who did which chores in your family?
2. How did those change over time?

D. Recollections of community or family celebrations

1. Christmas or winter holiday
2. Festivals
3. Fourth of July
4. Birthdays

III. Occupational history

A. First job

1. Duties
2. Training

B. Career

1. How did you learn about this occupation?
2. What training did you have to have, and where did you get it?

C. Changes in how the job was done

1. What were the most important tools of your trade?

How did they change over time?

2. How is the job done now?

Repeat for each occupation.

IV. Military history

A. Service dates, locations, branch of service

B. Training

C. Discharge

V. Building a home

A. Birth of your children?

1. Where and when

2. In hospital? If not, who helped?

B. Cooking and cleaning

C. Changes over time?

VI. Volunteer work

A. Fraternal organizations

1. Who introduced you to this organization and how were you initiated?

2. Why did you decide to join?

3. Why do you think it is important?

4. What role did you play?

B. Political or civic organizations?

C. Church?

OPEN VERSUS CLOSED QUESTIONS

Directions: For each of the following, identify the open and closed questions. Put an O or a C in the blank preceding the item. For those you have identified as closed, rewrite them to make them open.

- ___ 1. Is that your favorite book?
- ___ 2. What is your favorite subject in school?
- ___ 3. Do you always go to the Sweet Pea Festival?
- ___ 4. Which extracurricular activities did you participate in?
- ___ 5. Is Choir a fun class?
- ___ 6. Why do you think volunteering to work with older people is a good thing?
- ___ 7. What is the best thing about going on a field trip?
- ___ 8. Who is the person dressed in white in this photograph?
- ___ 9. Where does Mrs. Johnson live?
- ___ 10. What do you do during your lunch hour?

Rewriting Closed Questions

Directions: Each of the following is an example of a closed question. (A closed question is one that can be answered in one or two words.) For interviews, you want to develop open questions. (An open question is one that encourages an answer of more than one or two words.) For each of the following, rework the question into an open question. **DO NOT ANSWER THE QUESTIONS.**

- 1. Do you know how to interview?
- 2. Where you nervous about interviewing Mr. Foley?
- 3. Have you learned anything about life in Montana during World War II?
- 4. Did you prepare for doing that interview?
- 5. Was it more difficult to interview your friend or a family member?

FAMILY HISTORY QUESTION IDEAS

The Basics: Make sure you get down the name and birth date of the person you are interviewing, as well as where the person fits in your family tree. Then choose any of the topics below and begin asking questions.

Childhood: What do you recall about your childhood? Where did you live and go to school? What do you remember best about your parents? What did you and your siblings do in your spare time? Were you a well-behaved child or a mischievous child? What styles of clothing did children wear then? What health-care issues did you face (normal childhood diseases and accidents, or more serious)? What kinds of cures were used?

Family Traditions: Did your family have any special traditions, such as things that they did on holidays or birthdays? What about family heirlooms? Is there anything that has been handed down from generation to generation?

Education: Where did you attend grade school and high school? How did you get to school? Who were your teachers? Were there special events that you enjoyed? Can you describe those?

Growing Up: When did you leave home? Why did you leave and where did you go? How did your life change? Did you feel grown up? Were you a little scared?

Historical Events: Which significant historical events have taken place during your lifetime? Were there wars, natural disasters, or political changes? How did these events affect you?

Hometown: What was the name of the place where you grew up? Was it a big city or a small town? Were there any special activities or festivals at different times during the year?

Immigration: How old were you when you immigrated to the United States? Where did you come from, and where and when did you arrive? How did you travel? By boat, plane, or train? How long did the trip take? What feelings did you have about coming to the United States? What was one of the biggest differences between the United States and your previous home?

Occupation: What did your parents do for a living when you were growing up? Did you ever help them out? Was your family financially comfortable? What was your first job? How old were you at the time? How did you get your job? What different jobs have you had during your life?

Physical Characteristics: What physical characteristics do people in your family share? Do they all have the same hair color or eye color? Whom in the family do you resemble?

Previous Generations: Did you know your grandparents or great-grandparents? What were their names? Where did they live? What stories can you tell about them and their lives?

Religion: What part did religion play in your family? Were you very religious? Did you go to religious services on a regular basis?

Other Possible Topics: Education, Politics, Military Service, Recreation, Entertainers of the Era, Family Personalities, Family Pets, Traveling, Dating, Clothing, Family Recipes, Favorite Songs or Poems, Family Medical History, Marriage and Raising a Family, and anything else that may be of interest to you and your family.

SETTING UP AN INTERVIEW

Once you have identified the person you want to interview, you should formally ask if he or she is willing to be interviewed, even if that person is a family member. This is a very important step in ensuring a good interview. You can do this through a letter and a follow-up phone call. The letter will allow you to tell the interviewee what you want to do, why you want to do it, and how the information will be used. It gives your family member a chance to gather his or her thoughts.

You will want to call your narrator a few days after the letter arrives to make arrangements for the interview. This will be a good time to answer any questions he or she might have.

Here is a sample letter:

Dear Auntie Josephine:

I am working on family history for a school project and it would be very helpful if I could sit down and talk with you. I am particularly interested in recording your memories of your parents and growing up in Nova Scotia. I would also like to look at any old photographs, letters, or scrapbooks you might have.

I won't need more than an hour of your time, and we can talk at your house. Any evening or weekend day would be fine. Please let me know what would be best for you.

Our assignment is to write a paper based on the interview and present it to the class. I would be glad to give you a copy when I am done.

Thank you for your help!

Pre-Interview Worksheet

1. Your name:
2. Name of interviewee (full name):
3. Interview topic:
4. Was the interviewee directly involved in the event or a witness?
 - a. Involved
 - b. Witness
5. Date, time, and location of interview:
6. Has the interviewee agreed to sign the release form and be recorded?
 - a. Yes
 - b. No
7. Did you explain the purpose and use of this project? Yes No
8. Has your interviewee been interviewed before? If yes, on what topic?
9. Biographical data of interviewee:
 - a. Year and place of birth:
 - i. Name and place of birth of parents:
 - ii. Places lived:
 - b. Married: Yes If yes, what year? No
 - i. Children
 - c. Education:
 - d. Work experience:
 - e. Nationality:
 - f. Interests/hobbies:
 - g. Military service: Yes No

- i. Branch of service:
- ii. Battalion, regiment, division, etc.:
- iii. Highest rank:
- iv. Wartime or peace ?
 - 1. Where stationed:
 - 2. Dates of service:
 - 3. Wartime service:
 - a. Where served?
 - b. Decorations?
 - c. Combat-related injury/injuries?
- v. Drafted or enlisted :

10. Additional information: Honors/awards, social organizations, political membership, family history, etc.:

11. Historical period or event the interview will focus on and what was going on during that period. Be detailed with dates.

12. Why did you choose this interviewee and period of focus?

13. Preliminary works consulted for historical contextualization:

14. Topic(s) of interview:

Audio/Video Time Indexing

1. Interviewer:
2. Interviewee:
3. Date of interview:
4. Location of interview:
5. Recording format:

Audio Type:

Video Type:

Cassette <input type="checkbox"/> Microcassette <input type="checkbox"/> CD <input type="checkbox"/> Digital (DAT) <input type="checkbox"/> DVD <input type="checkbox"/>	Cassette <input type="checkbox"/> Microcassette <input type="checkbox"/> CD <input type="checkbox"/> Digital (DAT) <input type="checkbox"/> DVD <input type="checkbox"/>
--	--

6. In five-minute intervals, summarize the interview topics in the order they occur during the recording and note the number and side of the recording (e.g., Tape 1, Side A.).

Minute mark Topic of discussion

0-5

5-10

10-15

15-20

20-25

25-30

30-35

35-40

40-45

45-50

50-55

55-60

ORAL HISTORY PROGRAM

PUBLIC PRESENTATIONS RELEASE FORM

I hereby give, convey, and consign to the **MONTANA HISTORICAL SOCIETY** as a donation for such scholarly, educational, academic, and historical purposes as the **MONTANA HISTORICAL SOCIETY** shall determine, according to the governing regulations of the Society, all legal title and interest in copyright in this (these) specific recorded public presentation and most particularly the exclusive right of reproduction, distribution, preparation of derivative works, public performance, and display (including presentation on the World Wide Web and successor technologies) except for those restrictions as stated below:

RESTRICTIONS: _____

Title of Presentation: _____

Date of Presentation: _____

Date of Agreement: _____

Presenter's Name (printed): _____

Presenter's Name (written): _____

Presenter's Mailing Address: _____

Send completed form to:
Rich Aarstad
Oral Historian
Montana Historical Society
PO Box 201201
Helena MT 59620-1201
#444-6779

MONTANA HISTORICAL SOCIETY

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RESTRICTIONS: _____

Date of Interview: _____

Date of Agreement: _____

Interviewee's Name (printed): _____

Interviewee's Name (written): _____

Interviewee's Mailing Address: _____

Interviewer's Name (printed): _____

Interviewer's Name (written): _____

Send completed form to:
Rich Aarstad
Oral Historian
Montana Historical Society
PO Box 201201
Helena MT 59620-1201
#444-6779

WHERE CAN I GO FOR MORE INFORMATION?

- Express Scribe: <http://www.nch.com.au/scribe/>
- American Life Histories: Manuscripts from the Federal Writers' Project 1936–1940: <http://lcweb2.loc.gov/wpaintro/wpahome.html>
- Smithsonian Institution
 - The Smithsonian Folklife and Oral History Interviewing Guide: http://www.folklife.si.edu/education_exhibits/resources/guide/introduction.aspx
 - Educational Resources, Smithsonian Center for Folklife and Cultural Heritage: http://www.smithsonianglobalsound.org/teaching_activities.aspx
- The American Folklife Center—Educational Resources: <http://www.loc.gov/folklife/edresources/index.html>
 - Veterans History Project, American Folklife Center: <http://www.loc.gov/vets/>
- Oral History Association K–12 Educators: http://www.oralhistory.org/wiki/index.php/K-12_Educators
- American Memory Project: <http://memory.loc.gov/learn/>
- StoryCorps: An Oral History of America: <http://www.storycorps.net/>

See the URLs for these successful projects:

- What Did You Do in the War, Grandma? http://www.stg.brown.edu/projects/WWII_Women/intro.html
- The Whole World Was Watching: <http://www.stg.brown.edu/projects/1968/>
- Veterans History Project: <http://www.loc.gov/vets/>
- Using Oral History: <http://memory.loc.gov/learn/lessons/oralhist/ohhome.html>