

Name: [REDACTED] Date: 10/14/21 Period: 1st period

Oral History Project Plan

DIRECTIONS: The following is a plan that should be followed each day in order to make sure your Oral History Project is completed by the deadline. If it is not completed by the deadline it may not get graded in time to be counted for your First Quarter Grade, resulting in possible failure of the quarter.

NOTE ABOUT EDITING THIS DOC: Anywhere you see the blue prompt "(Highlight and type your answer here)," please highlight that blue text and then replace it with your own typed answer. Please leave the text BLUE. This makes it easier for me to grade:)

ASSIGNED: Thursday, October 14th, 2021

DUE: Monday, October 18th, 2021

ORAL HISTORY RESEARCH PLAN

PLAN YOUR INTERVIEW

Think about the things we have learned about in this unit. We have learned about the civil liberties located in the Bill of Rights. We have also learned about the civil rights that protect groups of people from being denied their access to their civil liberties.

1) Creating Research Questions: (Criterion B Skill)

Choose three topics that interest you from our unit. Then create three possible research questions that you would like to answer by conducting their oral history.

- **Example Topic #1:** 4th amendment
- **Example Question #1:** How have the 4th Amendment rights of my community members been respected in the past and present?
- **Example Topic #2:** Title IX
- **Example Question #2:** How has equal access to athletics affected the lives of the women in my life?

Topic: Title IX

Question: How has Title IX impacted the amount of opportunity over the years for women to participate in scholastic athletic events, and programs.

Topic: 14th amendment

Question: Did the 14th amendment really make such a difference in society at the time or did it take time to develop the principles of this law.

Topic:

Question: (Highlight and type your answer here)

2) Choosing a Source (Criterion B Skill)

Now think about someone in your life who may be able to answer one of these questions with some LIVED EXPERIENCE... Ask around. Tell people what you are working on and see if they have any great stories for you. If they do, ask them if they will be your interviewee.

Be careful who you choose! If the person doesn't have a lot to say, this may have been a poor source to choose. Make sure you choose someone who has LIVED experience in the topic you are researching. Choosing the wrong interviewee can make your Criterion B score go down.

Who are you going to interview? (they have to be able to go on tape BEFORE October 25th)

(My Mom)

Tell your interviewee about what we have been studying. Which research question does your interviewee think they can talk a lot about?

(My first research question will be the main focus of the interview (Title IX))

CREATING INTERVIEW QUESTIONS (Criterion B Skill)

Now you need to create at least three questions that get your interviewee talking about their lived experience with the research question. Your ultimate goal is TO ANSWER YOUR RESEARCH QUESTION. So create smaller questions that get your interviewee to answer it for you with stories from their life.

- 1) Initially when Title IX was passed, was there any noticeable difference in the approach of making sports more accessible for girls at that time?
- 2) How does accessibility compare, briefly following the passing of Title IX, to our modern day opportunities?
- 3) Finally, what is your perspective on the addition of Title IX to the CRA, and did it affect your lifestyle in any way at the time, if so how?

ORAL HISTORY UPLOAD

CONDUCT YOUR INTERVIEW: (Link to the recording assignment)

Remember to use our google classroom for the oral history project. You may use this on a chromebook, computer or phone. It should work on all, just make sure you have a working camera/mic on the device. Go to the assignment "Oral History Video" and click "Add or Create". You may have the option to record there. If you don't, you need to record a video using the software on your device.

NOTE ON AUDIO/VIDEO:

- 1) Make sure you are in a well lit place and that your subject is complete on screen.
- 2) Make sure you are in a QUIET place where you will not be interrupted.
- 3) Test your video once to check if you can see/hear well (delete the test when you are done and go for real).

Ask your interviewee your questions. Remember, you want some really great stretches of conversation (3-5 minutes) that you will be able to use to answer your research question as well as turn into a monologue for your English project. So, make sure to use follow up with questions like:

- What was that like?
- How did that feel?
- What did you think about that at the time?
- What do you think about that now?

And any other questions that come to mind.... Keep them talking:) Also remember to actively listen.

Etiquette and Active Listening

While they are speaking, stay off of electronics, maintain eye contact, nod and offer comments or questions when they pause. Remember to thank your interviewee when you are finished.

When you are finished, click done if you were able to record in google classroom. If you were not, go to google classroom and click "Add or Create" and upload your video. Remember: This should be done by October 25th!

TRANSCRIPT:(Due; 10/29)

You have to transcribe your interview here. There is an easy way to do this.

- 1) Bring up your video on your phone or another device where you can play it.
- 2) Make sure the blue text below in this section is highlighted.
- 3) On your computer, click on "Tools." Then, "Voice Typing."
- 4) Click on the red microphone and then press play on your other device with the volume turned up. The computer should transcribe what it hears.
- 5) Then, all you have to do is proofread to make sure the computer didn't lose anything or mishear anything.

NW: I am [REDACTED], and I'm here with [REDACTED] my mother the date is currently October 21st 2021 and how do we know each other?

RW: Well in your mother so that's how I know you.

NW: so I'm going to be interviewing her on Title Nine of the Civil Rights since she lived through that time period. So initially when Title IX was passed, was there any noticeable difference in the approach of making Sports more accessible for girls at

that time.

RW: I would say no because not to age myself but I was probably in elementary school when that when Title Nine was passed I don't think anyone talked about it at all I don't remember anyone discussing it definitely not in my household so I would go throughout my whole Elementary School time and I didn't see any difference at all and frankly probably going into middle school and high school I don't think it had that much of an effect.

NW: Personally, what do you think about that situation, and do you think that it should have been enforced more by the government at all?

RW: Well I think with things like this it takes time for people to accept it to understand how the funding would trickle down to help sponsor girl Sports I think maybe there was a lag there because they didn't know how to implement that and reach the girls and really promote that I think there was a lack of that for whatever reason I don't know what the reasons are but that was unfortunate that there was that delay.

NW: I can see that for sure, now for number two how does accessibility compare briefly following the passing of Title Nine compared to modern-day opportunities for women now in 2021?

RW: I think it's changed dramatically in my lifetime from I went to elementary school in the 70s and middle school and high school in the 80s and there was very little opportunity or promotion of girls Sports at all there was some I'm not going to say there was none but it wasn't something that at least in my family or my immediate group of friends and their families really promoting women's sports wasn't part of the culture at all you never saw women sports on TV I think the only time I ever really saw female athletes was during the Olympics and the coverage at that time was mainly on the more traditional female sports like ice-skating, gymnastics and maybe some track and field maybe some swimming but it wasn't like it is today I feel today maybe probably after I got out of high school sports became much more prominent among middle school high school girls Rec leagues came up when I was young there weren't really any Recreational Sports other than softball that was about it and it was fairly Limited but having nieces that were in school later I saw them being able to play and their families and it would become more of a culture that girls take Sports to wasn't just the boys.

NW: Finally, to cap it off, what is your perspective on the addition of Title 9 to the CRA and did it affect your lifestyle in any way at the time if so how?

RW: Unfortunately I don't think it affected my life immediately because it was so new and administrators and even even like I said culturally people didn't necessarily promote or support girls in a lot of sports I'm not going to say there was none I guess I want to say there weren't any but it's not like it is today where there were many more teams and you see it on TV and it is celebrated it was not like that so that didn't affect me immediately I see it now I think it's great I'm glad I have friends who have

daughters that play sports, and I think that's terrific I support them and want to promote that so I could definitely see the evolution of it and I think it's going to be a great thing still has a ways to go I think on it but It definitely made a difference.

NW: So you would 100% approve of it and you are a supporter of that of the passing of Title IX.

RW: yea unfortunately I think it took that type of intervention to sort of level the playing field if you will to promote girls and sports and it's hard to say is culturally would have gotten there eventually anyway, but I think it definitely gave it a jump start to get us where we are today for sure.

NW: That was some good information that's all I needed, thanks for your time.

RW: You're very welcome.

COMPLETE REFLECTION: The last part of this process on the social studies side of things. **You cannot do this without having done your interview.**

First paragraph

Introduce your topic, research question and your source (your interviewee). Discuss why you were initially interested in this particular topic.

The essential topic for my interview was Title IX, and the generational impact it had on leveling the playing field athletically, disregarding anyone's or race or sex. For extended information, I interviewed someone quite close to me, who also lived through the climax of Title IX, my mother. To be honest, I felt like there were a few other topics that may have attracted my interest more than Title IX, although I thought about it on an accessibility standpoint, and that conveniently Title IX would be the best topic for me. In the end though it was a fairly enjoyable interview and I'm happy with my topic selection, as well as interviewee.

Second Paragraph

What was your initial reaction to the interview? Did anything surprise you? Did any of the things you learned about the topic end up being proven true? What was difficult/easy about the interview process?

Initially when we were assigned the task of the interview, I immediately started brainstorming for what I might do, and Title IX seemed like the most reasonable fit for my interview. Surprisingly nothing really surprised me, at first I figured it may be a bit tedious, although I was later proven wrong it was fairly easy and almost nonchalant. Additionally, yes I do believe there were some things that my interviewee shared with me, that were very well true, therefore giving me a credible primary source on this topic. This project did have its Pros and Cons although, the easiest part surprisingly was the interview itself, I feel like it was pretty seamless, and went way better than I had expected, some bumps in the road were definitely creating the questions, and packing a lot of words into one to two sentences, other than that it was pretty smooth.

Third Paragraph

What did you learn about the research question? Write about your interview questions and discuss how your interviewee's answers them. Explain how these answers helped you learn more about your research question.

When undergoing the process of topic selection, as stated previously, I gravitated towards Title IX simply because it wasn't very complicated in my eyes, although I truly knew very little about the topic, in which my interview helped me understand the affects that Title IX had on many marginalized groups, and that it altered many people's lives, forthcoming because of all the new opportunity. I had several questions I planned to ask, but when needing to cut them all down to three questions, I asked very broad questions, while simultaneously asking questions on how it affected my interviewee personally, in order to record the full experience of Title IX and its impact. My interviewee answered my questions, using references from her personal perspective, she used relatives and immediate friends as reference to how it changed some of their lives, and generations to come, she also made the point that if Title IX were to be immediately enforced, there would've been more room for people like herself who are not seen as prodigies to have the chance to play sports. All of her answers were very detailed, and summarized the impacts, that Title IX had on many, what it changed, how it changed, and even when it changed, which all greatly benefit my understanding of this law, and its true importance.