

Oral History A Guide for Teachers (and Others)



THAD SITTON, GEORGE L. MEHAFY, & O. L. DAVIS, JR.

Oral History A Guide For Teachers And Others

Donald A. Ritchie



Oral History A Guide For Teachers And Others:

Oral History Thad Sitton, George L. Mehaffy, O.L. Davis, 2011-05-18 More than a mode of gathering information about the past oral history has become an international movement Historians folklorists and other educational and religious groups now recognize the importance of preserving the recollections of people about the past The recorded memories of famous and common folk alike provide a vital complement to textbook history bringing the past to life through the stories of those who lived it Oral History is designed to introduce teachers students and interested individuals to the techniques problems and pleasures of collecting oral history The authors themselves experienced educators examine the uses of oral history in the classroom looking at a wide range of projects that have been attempted and focusing on those that have succeeded best Besides suggesting many possible projects they discuss the necessary hardware and its use recording equipment and procedures interview outlines and preliminary research photography and note taking in the field transcription and storage of information legal forms and more For the teacher the authors offer helpful advice on training students to be sensitive interviewers in both formal and informal situations How can oral histories collected in the classroom be put to use The authors discuss their uses within the curriculum in projects such as oral history archives publications such as the popular Foxfire books and other media productions and in researching current community problems Useful appendixes survey a variety of reference tools for the oral historian and describe in detail how a Foxfire concept magazine may be developed

Doing Oral History : A Practical Guide Donald A. Ritchie, 2003-08-07 Oral history is vital to our understanding of the cultures and experiences of the past Unlike written history oral history forever captures people s feelings expressions and nuances of language But what exactly is oral history How reliable is the information gathered by oral history And what does it take to become an oral historian Donald A Ritchie a leading expert in the field answers these questions and in particular explains the principles and guidelines created by the Oral History Association to ensure the professional standards of oral historians *Doing Oral History* has become one of the premier resources in the field of oral history It explores all aspects of oral history from starting an oral history project including funding staffing and equipment to conducting interviews publishing videotaping preserving materials teaching oral history and using oral history in museums and on the radio In this second edition the author has incorporated new trends and scholarship updated and expanded the bibliography and appendices and added a new focus on digital technology and the Internet Appendices include sample legal release forms and information on oral history organizations *Doing Oral History* is a definitive step by step guide that provides advice and explanations on how to create recordings that illuminate human experience for generations to come Illustrated with examples from a wide range of fascinating projects this authoritative guide offers clear practical and detailed advice for students teachers researchers and amateur genealogists who wish to record the history of their own families and communities

Handbook of Oral History Thomas L. Charlton, Lois E. Myers, Rebecca Sharpless, 2008-03-13 In recent

decades oral history has matured into an established field of critical importance to historians and social scientists alike Handbook of Oral History captures the current state of the art identifies major strands of intellectual development and predicts key direct *Educating About Social Issues in the 20th and 21st Centuries Vol. 3* Samuel Totten,Jon Pedersen,2014-01-01 EDUCATING ABOUT SOCIAL ISSUES IN THE 20th and 21st Centuries A Critical Annotated Bibliography Volume 3 is the third volume in a series that addresses an eclectic host of issues germane to teaching and learning about social issues at the secondary level of schooling ranging over roughly a one hundred year period between 1915 and 2013 Volume 3 specifically addresses how an examination of social issues can be incorporated into the extant curriculum Experts in various areas each contribute a chapter in the book Each chapter is comprised of a critical essay and an annotated bibliography of key works germane to the specific focus of the chapter **Dialogue with the Past** Glenn Whitman,2004-09-15 Oral history is a marvelous force for empowering young people with a love of history But educators today may wonder how they might use it to inspire their students while still teaching the necessary curriculum and meeting standards In Dialogue with the Past Glenn Whitman addresses these concerns from his own rich experience and that of many other teachers and students He helps readers understand the background and methodology of oral history guides them in creating and conducting an oral history project in the classroom and directly addresses the issue of meeting standards Peppered with useful tips examples from students and teachers and reproducible forms along with a comprehensive bibliography this book will be a vital and inspirational tool for anyone working with secondary students Visit the authors web page **Doing Oral History** Donald A. Ritchie,2003-08-07 Oral history is vital to our understanding of the cultures and experiences of the past Unlike written history oral history forever captures people s feelings expressions and nuances of language But what exactly is oral history How reliable is the information gathered by oral history And what does it take to become an oral historian Donald A Ritchie a leading expert in the field answers these questions and in particular explains the principles and guidelines created by the Oral History Association to ensure the professional standards of oral historians Doing Oral History has become one of the premier resources in oral history It explores all aspects of the field from starting an oral history project including funding staffing and equipment to conducting interviews publishing videotaping preserving materials teaching oral history and using oral history in museums and on the radio In this second edition the author has incorporated new trends and scholarship updated and expanded the bibliography and appendices and added a new focus on digital technology and the Internet Appendices include sample legal release forms and information on oral history organizations Doing Oral History is a definitive step by step guide that provides advice and explanations on how to create recordings that illuminate human experience for generations to come Illustrated with examples from a wide range of fascinating projects this authoritative guide offers clear practical and detailed advice for students teachers researchers and amateur genealogists who wish to record the history of their own families and communities History of Oral History

Thomas Lee Charlton, Lois E. Myers, Rebecca Sharpless, 2007 Gathered here are parts I and II of the Handbook of Oral History which set the benchmark for knowledge of the field The eminent contributors discuss the history and methodologies of a field that once was the domain of history scholars who were responding to trends within the academy but which has increasingly become democratized and widely used outside the realm of historical research This handbook will be both a traveling guide and essential touchstone for anyone fascinated by this dynamic and expanding discipline **The Oxford Handbook of Oral History** Donald A. Ritchie, 2012-10-01 In the past sixty years oral history has moved from the periphery to the mainstream of academic studies and is now employed as a research tool by historians anthropologists sociologists medical therapists documentary film makers and educators at all levels The Oxford Handbook of Oral History brings together forty authors on five continents to address the evolution of oral history the impact of digital technology the most recent methodological and archival issues and the application of oral history to both scholarly research and public presentations The volume is addressed to seasoned practitioners as well as to newcomers offering diverse perspectives on the current state of the field and its likely future developments Some of its chapters survey large areas of oral history research and examine how they developed others offer case studies that deal with specific projects issues and applications of oral history From the Holocaust the South African Truth and Reconciliation Commissions the Falklands War in Argentina the Velvet Revolution in Eastern Europe to memories of September 11 2001 and of Hurricane Katrina the creative and essential efforts of oral historians worldwide are examined and explained in this multipurpose handbook *History of Oral History* Leslie Roy Ballard, 2007-04-09 Gathered here are parts I and II of the Handbook of Oral History which set the benchmark for knowledge of the field The eminent contributors discuss the history and methodologies of a field that once was the domain of history scholars who were responding to trends within the academy but which has increasingly become democratized and widely used outside the realm of historical research This handbook will be both a traveling guide and essential touchstone for anyone fascinated by this dynamic and expanding discipline *Book of Days* C. Edward Wall, 1987 [Thinking about Oral History](#) Thomas L. Charlton, Lois E. Myers, Rebecca Sharpless, 2007-10-15 Part III and IV of Handbook of Oral History now available in paper for classroom use *Teaching Popular Culture in the Humanities Classroom* Katherine Hampsten, Ashley Archiropoli, Elizabeth Fish Hatfield, 2024-12-15 From the television we watch and the films we consume to the experience of user generated content this volume explores various forms of popular culture as teaching tools Teaching popular culture well hinges on the application not the mere inclusion of popular culture artifacts It is the nuance of praxis where theory meets practice the artful marriage of academic knowledge with popular culture In this volume the authors leverage popular culture as a powerful teaching tool that is familiar and accessible This tool provides a lens for approaching complex academic experiences and elucidating new concepts in applications that have been tested and applied in the classroom Each essay outlines the theory that underpins elegant integrations of popular culture into learning **Practicing Critical Oral**

History Christine K. Lemley, 2017-09-08 *Practicing Critical Oral History Connecting School and Community* provides ways and words for educators to use critical oral history in their classroom and communities in order to put their students and the voices of people from marginalized communities at the center of their curriculum to enact change. Clearly and concisely written, this book offers a thought-provoking overview of how to use stories from those who have been underrepresented by dominant systems to identify a critical topic, engage with critical processes, and enact critical transformative justice outcomes. Critical oral history both writes and rights history so that participants, both interviewers and narrators in critical oral history projects, aim to contextualize stories and make the voices and perspectives of those who have been historically marginalized heard and listened to. Supplemented throughout with sample activities, lesson plan outlines, tables, and illustrative figures, *Practicing Critical Oral History Connecting School and Community* is an essential resource for all those interested in integrating the techniques of critical oral history into an educational setting. *Resources in Education*, 2000-10

The Power of Oral History Narratives Toni Fuss Kirkwood-Tucker, Frans H. Doppen, 2023-06-01 The significance of this book is its uniqueness. First, the book contains a collection of fourteen chapters that capture the personal, professional, and historical experiences of international global scholars and artists to which they were subjected in their native country and after they immigrated to the United States. What makes this book project highly unusual in comparison to other publications is that these international global scholars and artists experienced historical events of trauma and joy in their native country and in their newly adopted country of the United States that lie deeply buried in their sub-consciousness; that these memories are unforgettable and still painful for them; that these memories are a constant companion in their daily lives; and that the experienced historical events of trauma and joy have shaped their professional and personal lives to this very day. There exists a paucity in the global education literature of this far-reaching topic, and thus it has the potential to enhance and diversify the global education literature. Second, the significance of this book lies in the pedagogical power of the oral history narrative tradition and its impact on students at the secondary and tertiary levels in education. When one's lived experiences of trauma or joy occur during a critical time in history, they rarely yield unforgotten memories and deeply held private knowledge that do not come to light without a storyteller. When first-hand accounts are shared publicly, they can bring powerful insights into past historic events to the very present. Thus, the pedagogical strength of this book contributes to knowledge creation in the classroom as oral histories move students from abstract textbook descriptions to concrete and compelling lived stories associated with historical happenings. This pedagogy leads students to become more critical of historical events of the past and develops in them a deeper understanding of the past. Consequently, oral history narratives enable teachers and teacher educators to enrich the abstract text of textbooks with the authentic voice of the individual. A third significance of this book lies embedded in the rich historical perspective displayed by storytellers of non-native international global scholars and artists from around the world who portray their lived-through first-hand experiences such

as child labor communism hate hunger fascism fear intolerance discrimination prejudice poverty war protest and death Finally a major purpose of this book is to expose young learners from around the world to empowering non native international role models in global education and the arts from nations in Africa Asia the Caribbean Eurasia Europe the Middle East and South America who build bridges not walls between peoples and nations **Oral History, Education, and Justice** Kristina R. Llewellyn, Nicholas Ng-A-Fook, 2019-09-12 This book addresses oral history as a form of education for redress and reconciliation It provides scholarship that troubles both the possibilities and limitations of oral history in relation to the pedagogical and curricular redress of historical harms Contributing authors compel the reader to question what oral history calls them to do as citizens activists teachers or historians in moving towards just relations Highlighting the link between justice and public education through oral history chapters explore how oral histories question pedagogical and curricular harms and how they shed light on what is excluded or made invisible in public education The authors speak to oral history as a hopeful and important pedagogy for addressing difficult knowledge exploring significant questions such as how do community based oral history projects affect historical memory of the public What do we learn from oral history in government systems of justice versus in the political struggles of non governmental organizations What is the burden of collective remembering and how does oral history implicate people in the past How are oral histories about difficult knowledge represented in curriculum from digital storytelling and literature to environmental and treaty education This book presents oral history as a form of education that can facilitate redress and reconciliation in the face of challenges and bring about an awareness of historical knowledge to support action that addresses legacies of harm Furthering the field on oral history and education this work will appeal to academics researchers and postgraduate students in the fields of social justice education oral history Indigenous education curriculum studies history of education and social studies education Literacy in Grades 4-8 Nancy L. Cecil, Joan P. Gipe, Merrill E. Marcy, 2017-07-05 Comprehensive yet succinct and readable Literacy in Grades 4 8 Third Edition offers a wealth of practical ideas to help preservice and practicing teachers create a balanced and comprehensive literacy program while exploring the core topics and issues of literacy in grades 4 through 8 It addresses teaching to standards differentiating instruction for readers and writers motivating students using assessment to inform instruction integrating technology into the classroom working with English learners and struggling readers and connecting with caregivers Selected classroom strategies procedures and activities represent the most effective practices according to research and the many outstanding classroom teachers who were observed and interviewed for the book The Third Edition includes added material connecting the Common Core State Standards to the instruction and assessment of literacy skills a combined word study and vocabulary chapter to help readers integrate these important topics in their teaching more on technology including comprehension of multimodal texts enhancing writing instruction with technology tools and teaching activities with an added technology component added discussion of teacher techniques during text discussions strategic

moves that help students become more strategic readers Key features In the Classroom vignettes more than 50 activities some with a technology component questions for journal writing and for projects and field based activities troubleshooting sections offering alternative suggestions and activities for those middle grade students who may find a particular literacy focus challenging **Subject Guide to Books in Print** ,1991 **The Black Women Oral History Project. Cpl.** Ruth

Edmonds Hill,2013-06-21 No detailed description available for BLACK WOMEN ORAL HISTORY PROJECT CPLT E BOOK

The Oral History Manual Barbara W. Sommer,Mary Kay Quinlan,2009-05-16 The Oral History Manual grounds oral historians in the practice of oral history taking the reader through the entire process from the idea for a project through the completed archived interviews

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