



STORIES of  
**NEBRASKA QUILTERS**

# GRACE SNYDER

Tiny Stitches, Big Life

## CLASSROOM ACTIVITY & LESSON PLANS

By Di Kitterer Ryter  
and Sarah Winans, Kloefkorn Elementary School

These lesson plans and activity are inspired by Grace Snyder's story and her quilts and are designed to help meet Nebraska State Social Studies and Language Arts Standards for fourth grade.

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## I. What Do You Know About Quilts? ACTIVITY

### Length

30 minutes at the beginning and end of the unit.

### Lesson Objective

Students will explain how quilts serve as primary sources for studying Nebraska history.

### Nebraska State SOCIAL STUDIES Standards

*By the end of fourth grade, students will:*

- Standard 4.4.2.b.** Describe how Nebraska and the Great Plains Region have changed over the course of time using documents, maps, and other artifacts.
- Standard 4.4.3.b.** Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.
- Standard 4.4.4.a.** Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration.

### Nebraska State LANGUAGE ARTS Standards

*By the end of fourth grade, students will:*

- Standard 4.1.6.i.** Use narrative text or informational text to develop a multi-cultural perspective.
- Standard 4.1.6.p.** Respond to text in writing.

### Resources & Materials

- Quilt image from the Grace Snyder module, or an actual quilt.  
<http://nequilts.org/snyder>
- Bulletin board, paper, or computer to record responses.

### Introduction

This activity introduces quilts as historical artifacts or primary sources portraying aspects of Nebraska's heritage, history, and culture. Use the activity at the beginning and at the end of a unit of study on Grace Snyder or on the homesteading experience.

### Process

1. Display a quilt or quilt image so that all students may view it.
2. Designate a student to record responses.
3. Lead a class discussion to identify what students know. Ask:
  - a. What do you know about quilts?
  - b. What can quilts tell us about the past?
  - c. What do you know about the people who made them?
  - d. What evidence do you predict a historian could use/analyze when studying a quilt?

You may choose to write or record their responses and display them. There are no right or wrong answers.

4. Next, list questions students have about the quilt shown or about quilts in general:
  - a. What do you want to know about quilts?
  - b. How do quilts reflect Nebraskan or American values?
  - c. How can you use quilts to study the past?



## I. What Do You Know About Quilts?

5. Record student responses. Identify methods the class may use to find answers to their questions. Methods will vary, but could include interviews, library, or internet research, etc.
6. Allow students to explore the web module on Grace Snyder on their own, or project the website and click through it. If you like, you can mute the audio, and have students read the information out loud.
7. Have students write an initial response to this guiding question:

“How do quilts serve as primary sources for studying Nebraska History?”

Then, provide students opportunities to add evidence and/or revise this answer throughout the module.

8. Repeat this quilt exercise again at the end of this unit of study to determine what new knowledge students have gained from the module. Have students write a final response to the question in #7, using evidence to back up their new statement.



## I. What Do You Know About Quilts? EVALUATION RUBRIC

Name \_\_\_\_\_

COMPETENCY	EXCELLENT 4 points	GOOD 3 points	SATISFACTORY 2 points	NEEDS IMPROVEMENT 0-1 point	POINTS EARNED
<b>Pre-Module Oral Class Discussion</b>	Participated completely & added new insights	Participated quite a bit	Participated some	Little Participation	
<b>Post-Module Oral Class Discussion</b>	Participated completely & added new insights	Participated quite a bit	Participated some	Little Participation	
<b>Post-Module Formative Statement</b>	Answers the question completely	Answers the question	Somewhat answers the question	Fails to answer the question	
	Supports response with more than 2 pieces of evidence	Supports response with two pieces of evidence	Supports response with one piece of evidence	Does not support response with evidence	
	Demonstrates purposeful, thoughtful revision as evidence of new learning or understanding	Demonstrates revision as evidence of new learning or understanding	Demonstrates minimal revision as evidence of new learning or understanding	Demonstrates little or no revision as evidence of new learning or understanding	

**TOTAL POINTS** \_\_\_\_\_



## II. Analysis of Material Culture LESSON PLAN

### Length

1-2 class periods.

### Lesson Objectives

1. Students will define “artifact”.
2. Students will use evidence from quilts to make inferences.

### Nebraska State SOCIAL STUDIES Standards

*By the end of fourth grade, students will:*

- Standard 4.1.6.** Identify significant individuals, historical events, and symbols in their community and in Nebraska and explain their importance.
- Standard 4.1.7.** Use higher level thinking processes to evaluate and analyze primary sources and other resources.
- Standard 4.4.3.b.** Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.
- Standard 4.4.4.a.** Analyze sources in Nebraska history through determination of credibility, contextualization, and corroboration.
- Standard 4.4.5.b.** Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources.

### Nebraska State LANGUAGE ARTS Standard

*By the end of fourth grade, students will:*

- Standard 4.4.1.a.** Select and use multiple resources to answer guiding questions.

### Resources & Materials

- Quilt image from this module, or an actual quilt.  
<http://nequilters.org/snyder>
- **Artifact Analysis Worksheet** (*at the end of this document*)

### Introduction

Using primary documents, sources, and artifacts (pictures, quilts, diaries, newspaper articles, dishes, etc.) to discover the secrets of the past is essential in teaching history in the classroom. They allow the researcher/student to develop an understanding of multiple perspectives of the past.

Learning about Nebraska’s heritage and culture through Grace Snyder’s life and quilts helps students understand and appreciate the challenges of homesteading life. In this lesson, students, with a partner, select and analyze one of Grace Snyder’s quilts. They may use questions from the Artifact Analysis worksheet (next page) to help guide their inquiry.

### Process

1. Ask students to define an artifact. Then, have them visit the “**1. Introduction**” page in the Grace Snyder module to find out how their answers compare to the website’s version.  
<http://nequilters.org/snyder01>
2. Distribute **Artifact Analysis Worksheet** (*at the end of this document*) to students.
3. Display a quilt or image of a quilt from this module for the class.
4. Analyze the quilt as a class. Ask students to provide examples from the quilt or from their own knowledge to support their answers/observations.



## II. Analysis of Material Culture

5. Ask students to pair up and, with their partners, select a different quilt from the online exhibition to analyze. Using the Artifact Analysis worksheet, students will answer as many of the questions about their quilts as they can. Students must provide evidence from the image to support their analysis.
6. Ask students to share their analysis to the class in a 1-2 minute presentation of their findings. If possible, students should display the image of their quilts.
7. To conclude, lead a class discussion comparing and contrasting a few of the quilts.



## II. Analysis of Material Culture EVALUATION RUBRIC

Name \_\_\_\_\_

COMPETENCY	EXCELLENT 4 points	GOOD 3 points	SATISFACTORY 2 points	NEEDS IMPROVEMENT 0-1 point	POINTS EARNED
<b>Oral Class Discussion</b>	Participated completely & added new insights	Participated quite a bit	Participated some	Little Participation	
<b>Artifact Analysis Worksheet</b>	Filled out correctly, fully, & thoughtfully	Some items filled out, mostly correct	Some items filled out, few correct	Assignment not understood, or poorly filled out.	
<b>Oral Class Presentation</b>	Tone, posture, and volume are appropriate and enhance the presentation	Tone, posture, and volume are appropriate	Tone, posture, and volume are mostly appropriate	Tone, posture, and volume are not appropriate	
	Includes more than 3 inferences based on evidence made about the quilt	Includes 3 inferences based on evidence made about the quilt	Includes 2 inferences based on evidence made about the quilt	Includes fewer than 2 inferences based on evidence made about the quilt	

**TOTAL POINTS** \_\_\_\_\_



## II. Analysis of Material Culture ARTIFACT ANALYSIS WORKSHEET

This worksheet is intended to help guide the inquiry and analysis of an artifact. Record your responses to as many items as possible – you may not be able to answer all. For each response, answer the following question with specific evidence:

***“What do you see that makes you say that?”***

Type of artifact	Who created the artifact?
When was it created?	Where was it made?
Measurements (height, width, depth, weight, capacity, etc.)	Materials used
Colors	Identifying marks, design, labels, names, initials
Tools and techniques used to make the artifact	Function of the artifact (How was it used?)
Who used it (gender, class distinctions, rituals)?	Evidence of use (new, worn)
Design inspiration	What is the intention of the maker?
Is there anything unusual about this type of artifact, i.e. distinguishing marks?	What does the artifact tell us about the people who made it and their era?
Does this quilt corroborate the themes of other quilts from this era?	



### III. Oral History Interview LESSON PLAN

#### Length

Two class periods, with time for independent student work between.

#### Lesson Objectives

1. Students will prepare and conduct an oral history interview.
2. Students will present learning from the oral history interview.

#### Nebraska State SOCIAL STUDIES Standards:

*By the end of fourth grade, students will:*

- Standard 4.4.3.b.** Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.
- Standard 4.4.5.a.** Develop questions about Nebraska history
- Standard 4.4.5.b.** Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources
- Standard 4.4.5.c.** Gather historical information about Nebraska
- Standard 4.4.5.d.** Present historical information about Nebraska

#### Nebraska State LANGUAGE ARTS Standards:

*By the end of fourth grade, students will:*

- Standard 4.3.3.c.** Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- Standard 4.4.1.** Research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).

#### Resources & Materials

- **How to Conduct and Utilize Oral History Interviews** (*at the end of this document*)
- **Sample Oral History Interview Script with Questions** (*at the end of this document*)
- **Oral History Interview Checklist** (*at the end of this document*)
- **Oral History Reflection** (*at the end of this document*)
- Pen and paper, or computer
- Tape or audio recorder, video camera or cell phone camera (optional)

#### Introduction

Our information comes from a variety of sources — textbooks, TV, pictures, diaries, the Internet, and people. Due to their first-hand knowledge, interviewing people with unique experiences is an important tool for investigating history.

Quiltmaking is a tradition often passed down through generations. People make quilts for many reasons: for warmth, comfort, artistic expression, and to mark special events such as weddings and births. Investigating historic, old, or antique quilts and their makers allows us to gain a better understanding of the people, traditions, and society of times past.

Conducting interviews gives us insight into peoples' heritage, experiences, and history. This information allows students to compare the past and present and identify how communities have changed over time.

In this lesson, students will conduct an interview with someone whom they think can provide information about Nebraska's heritage, history, and culture. Students may interview a family member, a friend, or other. The interviewee should be a quilter, or someone who grew up around a person who made quilts or who used handmade quilts.



### III. Oral History Interview

#### Process

1. Lead a discussion of the methods we use to gather and learn new information; through textbooks and other written material, videos, discussions, observations, interviews, and many other methods. You may discuss the benefits and disadvantages of each of these methods with students. Lead the discussion to the value of interviewing people with direct experiences.
2. Make copies and hand out **How to Conduct and Utilize Oral History Interviews** (*at the end of this document*). Lead a discussion comparing the previous discussion with information in this document.
3. The objective of this assignment is to learn about Nebraska's past. Brainstorm with students some possible interview subjects and types of questions to ask. Questions should focus on past experiences, for example:
  - a. How long have you lived in Nebraska?
  - b. What was it like when you were a child?
  - c. What did you do for fun?
  - d. How did you get to school?
  - e. What jobs did people do?
  - f. Can you describe your quilt?
  - g. What does your quilt represent?
4. Once students have brainstormed questions, have each one prepare a script to use in the interview. The script should have an introduction, list of questions, and a conclusion to thank the interviewee. If students have difficulty with this step, hand out the **Sample Script** (*at the end of this document*) and go through what they would like to keep for their own scripts.
5. Students may practice interviewing each other in class while recording responses. Emphasize that students should not write word for word what people say, but should write down the main idea (key words). This will allow students to concentrate more on what the interviewee is saying without interrupting him or her.
6. If your class is large enough, this activity works well in groups of 2 to 3 students. Allow students at least a few days to find an interview subject, arrange, and conduct the interview. Explain to students how to be polite when setting up a convenient time with the interviewee for the interview. Hand out the **Interview Checklist** (*at the end of this document*) and go through it with the students. Students may want to take a camera or cell phone to take a photo of the interviewee and some of the quilts to include in the report.
7. Have students write a one-two page summary of the interview from their notes. Or have students use the **Reflection** handout as a guide (*at the end of this document*).
8. Ask students to present their findings to the class.



### III. Oral History Interview

9. After the presentations, have students discuss the following:
  - a. Were there common experiences between the quilters?
  - b. What were the major differences in the stories?
  - c. How did these quilters and their quilts reflect the times and locations in which the quilts were made?



### III. Oral History Interview EVALUATION RUBRIC

Name \_\_\_\_\_

COMPETENCY	EXCELLENT 4 points	GOOD 3 points	SATISFACTORY 2 points	NEEDS IMPROVEMENT 0-1 point	POINTS EARNED
<b>Oral Class Discussion</b>	Participated completely & added new insights	Participated quite a bit	Participated some	Little Participation	
<b>Written Summary Paper</b>	Included many interview facts & anecdotes, interesting presentation	Included some interview facts & anecdotes, interesting presentation	Included few interview facts & anecdotes, rote presentation	Included very few interview facts or anecdotes, dull presentation	
	Clearly written, correct grammar & spelling	Clearly written, w/ few grammar & spelling errors	Not clearly written, w/ several grammar & spelling errors	Poorly written, w/ many grammar & spelling errors	
<b>Oral Class Presentation</b>	Tone, posture, and volume are appropriate and enhance the presentation	Tone, posture, and volume are appropriate	Tone, posture, and volume are mostly appropriate	Tone, posture, and volume are not appropriate	
	Shares many specific examples of information gained from the interview and supports with quotes/words from the interviewee	Shares many specific examples of information gained from the interview	Shares some specific examples of information gained from the interview	Shares few specific examples of information gained from the interview	
	Connects information from the interview to understanding of Nebraska history using specific examples/evidence	Connects information from the interview to understanding of Nebraska history	Connects some information from the interview to understanding of Nebraska history	Does not connect information from the interview to understanding of Nebraska history	

**TOTAL POINTS** \_\_\_\_\_



### III. Oral History Interview

## HOW TO CONDUCT AND UTILIZE ORAL HISTORY INTERVIEWS

Oral history is the process of collecting an individual's spoken memories of his or her life, of the people he or she has known, and the events in which he or she witnessed or participated. Oral history is another technique historians use to help them interpret the past. Oral histories can be used to supplement written records, complement secondary sources (what has been written by historical scholars), and to provide information that would exist in no other form.

Using oral histories as a source can also pose problems. Interviewees are human. They can forget things. Their memories can play tricks on them. You have to be very careful as a historian when you use oral history as a source.

Teachers need to explore activities that help students strengthen their abilities to develop good interviewing techniques. The teacher might conduct a personal interview with a person representative of whomever the students will be interviewing (an elderly person, etc.) in the classroom.

Students could then practice interviewing one another in the classroom as part of a paired activity. The practice interviews can help students develop awareness of key techniques that will help them when they conduct an actual interview. The teacher and/or students can offer suggestions on what the characteristics of a good interview are. The teacher may also want to review passages from actual transcripts of interviews to illustrate key attributes of successful interviews.

Caution students that oral history (conducting interviews) is not a substitute for basic research. Students should research printed and electronic resources for background information and historical accounts of the issue, event, or personality being studied.

Consider the following suggestions on how to how to conduct and utilize oral interviews.

#### Preparing:

1. **Decide which individuals would be most appropriate to interview.** There are many ways to find someone to interview. Ask your family members. Contact veterans' organizations, church groups, civic organizations etc. Put a request in your local newspaper or school's newsletter or website. It's a good idea when you find someone to have them complete a brief preliminary questionnaire to give you some background on the person.
2. **Schedule the interview as soon as possible and by telephone if possible.** Confirm the meeting time and date a day before conducting the Interview.
3. **Learn as much as possible about the topic of your interview before conducting the interview.** Contact the local media reporters for suggestions on related topics, sources, etc. Carefully read the person's completed questionnaire. Make up a list of questions from things on the questionnaire. Do enough preliminary research so that you are able to ask intelligent questions. Prepare a brief outline of questions you will be asking.
4. **Make sure you are familiar with your recorder.** Make sure any equipment you will be using is working properly (camcorder, tape recorder, etc.) and secure the interviewee's permission to record the interview. Practice to make sure you can operate. Have an extra tape in case the interview is longer, or in case the tape would break.
5. **When selecting the location for the interview, ask the interviewee where he or she would be most comfortable.** Choose a place that is quiet and free of distractions.



### III. Oral History Interview

#### HOW TO CONDUCT AND UTILIZE ORAL HISTORY INTERVIEWS (cont.)

##### Conducting the Interview:

1. **Dress appropriately and create a good impression.**
2. **When you get to the interview, chat briefly with your interviewee to get him or her feeling relaxed and comfortable with you.** Explain, again, to the interviewee your purpose for the interview. Do not begin the interview abruptly. Introduce yourself, make the interviewee as comfortable as possible, and review the interview process you will be using. Be sure to let the interviewee know how much you appreciate getting the chance to talk.
3. **During the interview, keep things moving.** Express an interest in what the interviewee is saying and listen carefully. Make a conscious effort to be unbiased and try not to influence how the interviewee will answer your questions. Have your questions ready, but do not rely totally on them. By listening carefully to what the person is speaking about, you can come up with additional questions. Use open-ended questions as well that allow the interviewee to respond more fully about his or her feelings and observations.
4. **Use a tape recorder, camcorder, or smart phone recorder to more accurately record the interview.** In addition, take notes and accurately record the correct spelling of name, places, etc. Silence can be productive. Do not rush the narrator to respond.
5. **You may need to have the interviewee sign a legal release form** enabling you to use any information gained through the interview for research purposes.
6. **Know the physical limitations of the person you are interviewing.** If the person has a hard time hearing, make sure you speak up loudly and clearly. Don't let an interview drag on endlessly. If you still have areas to cover, you might want to take a short break.
7. Have a good closing question that helps the interviewee summarize his/her statements and helps bring closure to the interview.
8. **Be sensitive.** Indicate to the interviewee that his/her answers will be reported anonymously if requested. Some subjects may provoke an emotional response. If a person starts to cry, you might turn off the tape recorder for a few minutes.
9. **After the interview,** send a thank you note to the person being interviewed within one week of the interview. If you transcribe the interview, send your interviewee a copy of the tape, transcription or photographs, or if you don't transcribe the entire tape, send the paper you wrote.

##### Examining:

1. Prepare a written summary, note cards, and/or outline of the key points discussed in the interview that are relevant to your topic.
2. What perspective did the interviewee give you about the topic?
3. What did the interviewee tell you about the lifestyles, culture, political atmosphere, economic issues, education, etc. of the time period being studied?
4. Is the interviewee a dependable source of information? Did the interviewee have a difficult time remembering dates, places, and events?
5. Compare/Contrast the information given to you by the interviewee with the factual information you have learned from researching other primary and secondary sources.



### III. Oral History Interview

#### HOW TO CONDUCT AND UTILIZE ORAL HISTORY INTERVIEWS (cont.)

**Determine Its Usefulness:**

1. What information from this interviewee is useful for the development of your topic?
2. What does this information contribute to the development or analysis of your topic? How can incorrect information or biased viewpoints be used?
3. How can the information gained from your interview be most effectively used in your research project?
4. Oral history can be used to validate other data, to collect opinions reflecting different points of view, to acquire background or perspective, and to collect "up-to-date" data.
5. In summary, oral history can also demonstrate cause and effect, objectivity versus subjectivity, reality versus abstraction, fact versus opinion, and attitudes then and now.

**Bibliography:**

*American Memory. Life History Manuscripts from the Folklore Project.* WPA Federal Writer's Project 1936-1940. Summary of Resources. U.S. History Content.

<http://lcweb2.loc.gov/wpaintro/wpahome.html>

Lanman, Barry A. and Mehaffy, George L. *Oral History in the Secondary Classroom.* Oral History Association, 1988. "Pointers How to Prepare for and Use an Oral Interview." Indiana History Day. Indiana: Historical Bureau, 1989. Located in Magazine of History. Summer 1990. p. 54.

Young, Michael, former History Department Chair, Omaha Burke High School. Original content.



### III. Oral History Interview

#### SAMPLE ORAL HISTORY INTERVIEW SCRIPT with QUESTIONS

We are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_,  
and we are interviewing \_\_\_\_\_ at \_\_\_\_\_ School  
in \_\_\_\_\_, Nebraska.

It is \_\_\_\_\_ (date), and we are going to ask Mrs./Miss/Mr. \_\_\_\_\_  
some questions to learn what her/his life is like as a quilter.

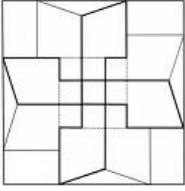
Thank you for speaking with us, \_\_\_\_\_.

Will you please begin by telling us a little bit about yourself and your family?

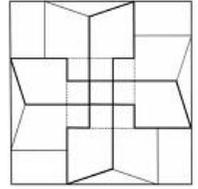
- How long have you lived in Nebraska?
- What is your favorite thing about living in Nebraska?
- Why do you quilt? (Or: Why do you think your relative or friend made quilts?)
- How many quilts do you think you have made?
- What three words would you use to describe your quilts or your experiences as a quilter?
- What colors do you like to use in quilts?
- What sorts of family history do you put into your quilts?
- Tell about your life as a quilter.
- Please tell about the easiest quilt block you have done?
- What do you like the most about quilting?
- Please tell about your favorite quilt.
- Why did you start quilting? When do you first become interested in quilting?
- Please share some of your favorite quilting stories.
- Describe your favorite quilt blocks.
- How does quilting make you feel and why?
- Describe your most recent quilt.
- Tell about a quilt you made as a gift for someone special.
- Who inspires you to quilt?
- What design do you use the most and why?
- Where do you get your quilting materials — batting, needles, and fabric?
- What is your biggest frustration about quilting?
- How do you share your love of quilting with others?
- Would you ever take a job as a quilter? Why?
- Do you make quilt tags for your quilts? If so, please tell us about them.
- If someone was thinking about trying to make his or her first quilt, what advice would you give to them?
- How do you think quilting is important to Nebraska history?

**Before we end the interview, is there anything else you would like to share with us about quilting?**

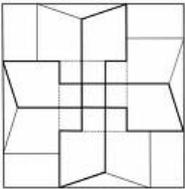
**Thank you for sharing your wonderful stories and experiences with us!**



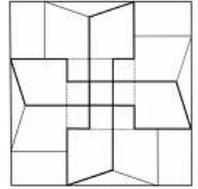
### Oral History Interview CHECKLIST



- Make sure you have a pencil, the biography form, and your question list.
- Introduce yourself to your interviewee. Make him or her feel welcome.
- Test the equipment.
- Begin your interview with the introduction. The interviewer asks the prepared questions.
- If your interviewee brought any special quilts, take a few pictures with the camera.
- Thank the interviewee for sharing his or her stories about quilting.
- Make sure you have picked up all forms and equipment.



### Oral History Interview CHECKLIST



- Make sure you have a pencil, the biography form, and your question list.
- Introduce yourself to your interviewee. Make him or her feel welcome.
- Test the equipment.
- Begin your interview with the introduction. The interviewer asks the prepared questions.
- If your interviewee brought any special quilts, take a few pictures with the camera.
- Thank the interviewee for sharing his or her stories about quilting.
- Make sure you have picked up all forms and equipment.



### III. Oral History Interview REFLECTION

Interview of \_\_\_\_\_ by \_\_\_\_\_

1. What are some things you learned about the person you interviewed?

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2. What did you learn about writing?

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3. What were you surprised to learn?

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5. What was the most interesting story or memory that was shared?

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6. If you could do the interview again, what other questions might you ask?

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### III. Oral History Interview REFLECTION (cont.)

7. What was the best question that your group asked? Why?

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8. What did you learn about oral history by doing this project?

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9. What was the most valuable thing you learned from this experience?

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10. What advice do you have for other students doing an oral history project?

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11. What else do you want to share about the person you interviewed?

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