



# 2014-2015 Handbook for Teachers/Sponsors

**KentuckyHistoricalSociety**

100 W. Broadway | Frankfort KY 40601 | 502-564-1792  
[history.ky.gov](http://history.ky.gov)

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KJHS has been a program of the Kentucky Historical Society since 1961, operated across the state through partnerships with teachers, parents and local historical groups.

# Welcome to the Kentucky Junior Historical Society

When was the last time your students said, “Wow, history is fun.”

Kentucky Junior Historical Society (KJHS) members are likely to say it more often than students who are not members. Why? Because history is fun when students approach it in a club-like setting, get involved in research and discovery, put their hands on historic objects or go out into the community to learn history close-to-home.

There is more to KJHS membership than fun, however. KJHS members also enhance their leadership, critical thinking, collaboration, creativity and communication skills — skills they will tap throughout their lives in the classroom, community and workplace.

This handbook provides an explanation of different KJHS components and activities and serves as a guide for starting and running a KJHS club in your area.

If you have questions that you don't find answered here, contact Cheryl Caskey, KJHS state coordinator, at 502-564-1792 ext. 4461 or [cheryl.caskey@ky.gov](mailto:cheryl.caskey@ky.gov).

Regularly check the KJHS pages of the [KHS website](#) and follow KJHS on Facebook to stay up-to-date on KJHS events, information and activities.

## Membership Requirements and Fees

KJHS membership is open to any Kentucky student in grades K-12.

- Annual membership fee: \$10/student.
- NHDKy regional contest participation fee: \$10/student (nonmember price: \$20)
- KJHS state conference/NHDKy state contest participation: \$15/member (nonmember price: \$30)

## Membership Benefits

- Free admission to KHS sites: Thomas D. Clark Center for Kentucky History, Old State Capital and Kentucky Military History Museum.
- Discounts in the KHS 1792 Store.
- Free attendance at a KJHS Super Sleuth Saturday archive workshop.
- One classroom visit by the KJHS coordinator to work with students on one of these hourlong activities:
  - NHD 101: The basics of NHD participation.
  - Primary source exhibit design activity.
  - NHD topic discussion and activity.
  - NHD project evaluation and assistance.
  - Introduction to primary sources and research.
- One basic school field trip to the Thomas D. Clark Center for Kentucky History (includes self-guided tours of "A Kentucky Journey," "Hall of Governors" and the Kentucky Military History Museum and an Old State Capitol guided tour.)
- Free admission to an NHD project workshop at KHS.
- Free support for club activities.
- Support materials tailored to KJHS club leaders and members.
- KHS lanyard or button.
- Club classroom poster (limited to the first 25 clubs that register and pay by Oct. 31).
- Discount registration fees for NHD contests and the state KJHS conference. (Members save \$10 on regional contest registration, \$15 on the KJHS conference/state NHDKy contest and pay no registration fee for the national NHD contest.)

### **KJHS Conference membership benefits include free:**

- Conference T-shirt.
- Admission to the HistoryMobile for your club (it costs \$750 a day to come to your school).
- Pizza party for students.
- Participation in arts activities.
- Participation in History Bowl and other conference contests.
- Participation in KHS Investigation Station activities.

- Admission to the Friday evening event at a local cultural organization.

## Club Structure

You may run your KJHS club in the manner that works best for you: Have a monthly “club day” or weekly meetings; meet after-school or evenings; embed KJHS into the curriculum through National History Day in Kentucky (NHDKy) participation; have one club for your school; join other schools in a county-wide KJHS club. Your structure is entirely up to you.

## How to Start a Club

- Obtain permission from your school administrators or other governing authorities.
- Advertise your first meeting:
  - Post fliers, available from KHS, about what KJHS offers.
- Involve parents, who can be instrumental in obtaining support from school administrators.
- Hold your first meeting(s):
  - Discuss activities you want to do as a club.
  - Allow students to express their interests.
  - Establish goals for the year (i.e., taking field trips, participating in NHDKy, attending the KJHS Annual Conference, volunteering at local historic sties, learning more about Kentucky's/your community's history, creating a club project.)
  - Select a club name.
  - Set the time and frequency of club meetings.
  - Decide what, if any, officers are needed and elect them.
- Invite the KJHS state coordinator, KJHS committee members or long-time KJHS sponsors to speak at your meeting.
- Complete the registration form and send it with payment to  
Cheryl Caskey, KJHS state coordinator | Kentucky Historical Society  
100 W. Broadway | Frankfort KY 40601

## We're Here To Help You

Throughout the year, communicate frequently with the state KJHS coordinator.

We want to know what you're doing and how we can help. We're happy to attend your meetings and activities.

Encourage your students to submit photos, articles and blog posts about club activities for posting on the [KHS website](#) and KJHS Facebook page.

## Suggested KJHS Club Activities

KHS recommends a variety of club activities that take students into their communities and allow them to gather and share information. If you have an activity that is not on this list, please let us know.

- Complete a National History Day in Kentucky project: See Appendix A for how to get started.  
This is a great way for students to express themselves creatively and enhances their problem-solving, analytical and critical thinking skills all through the lens of history.  
Allow them time to work on projects during club meeting times.
- Develop a historical marker tour  
Engage students with their local history and have them research historic events, places, or people from your community.  
Students can develop their technology skills as they locate historical markers in their community to create a tour that will be part of the KHS ExploreKYHistory smart phone app. Students can develop tours around a specific theme, person, event and/or place.  
For more information contact [Stuart Sanders](#), 502-564-1792, ext. 4420.
- Develop a website: See Appendix B for how to get started.  
Research a local historical event, group or person from your community and develop a website as a club project.  
There are several great free Web design programs that students can use to display their hard work and educate their community about their history.
- Conduct oral history interviews: See Appendix C for how to get started.  
Students can interview public figures, older members of their community and even family members. Everyone has a story and your club can be the one to help preserve it for the future.
- Take field trips to local historic sites.  
Many sites are free with KJHS membership cards! Just ask!  
Do you have particular site in mind? Let us know and we will help arrange field trips for you!
- Create a display for your school on some aspect of local history or even your school's history.  
Students can visit KHS or local history organizations and use their available primary sources for research. Ask the KJHS state office about displaying it at KHS!
- Volunteer at local history organizations.  
Many are small and almost always looking for help. Students can volunteer at events, work with collections and help research. Contact the state office for locations in your communities that may need volunteers.
- Attend library days.  
At KHS or at other locations around the state, your students can learn how to access and use primary sources.
- Correspond with other KJHS clubs.  
Plan a joint meeting. Ask the KJHS state coordinator how you can get in touch with clubs in your

area. Plan field trips together or collaborate on projects.

Let your students meet other people who are just as interested in history as they are!

- Begin a cemetery preservation project.

Cemeteries are important historical assets that tell about a community's past. They hold valuable resources for historical and genealogical research. More importantly, they are monuments to the people who once inhabited our communities.

Do you have a historic cemetery or gravesite in your community? Your club can help preserve this important resource for your community. Contact the organization in charge of the cemetery (a church, school, local historical organization or the town) about getting involved.

You can even use it as an opportunity to do family research or look into your local history.

- Take a field trip to KHS.

Visit the Educators' Resources section of the KHS website for more information.

## National History Day in Kentucky

KJHS members in the 4th through 12th grades may participate in the Kentucky affiliate of National History Day, NHDKy.

NHDKy is a yearlong academic program that challenges students to think like historians. They choose their own topic and conduct their own research in primary and secondary sources. Students can work in a group or individually, depending on the format they choose for their final project.

They have the option to present their findings in NHDKy competition, but they do not have to compete. They can choose instead to present their work in the school or in a local historical organization or library. They also have an opportunity to present their projects at the annual KJHS Conference.

NHDKy competition starts around March with regional events. A region's top entries in each category and division can compete at the state contest. In 2015, it will be at the University of Kentucky on April 24 and 25. The top two entries in each category and division at the state level are eligible to compete in the national competition, which takes place in mid-June at the University of Maryland in College Park.

### 2014-2015 NHDKy theme

This year's theme is "Leadership and Legacy in History"—broad enough to encourage students to investigate topics ranging from local and state history to U.S. and world history. Each NHDKy participant or group will choose a topic based on the theme. It can relate to one of their own personal interests, such as sports, medicine, science, education, war, technology...

### Presentation Formats

- Paper (individuals, grades 6-12)
- Exhibit (groups or individuals, grades 4-12)
- Documentary (groups or individuals, grades 6-12)
- Performance (groups or individuals, grades 4-12)



- Website (groups or individuals, grades 4-12)

### **Youth Division: Grades 4-5**

The youth division was created specifically for NHDKy. These elementary school students may compete in regional and state competition but cannot advance to the national contest because there is no division for them. Students in the Youth Division are not required to compete at the regional level to advance to the state contest, but we encourage them to take part in regional competitions so they have an opportunity to have their projects reviewed before state competition.

#### **Project Guidelines**

Students may work individually or in a group of up to five students and can submit an exhibit, performance or website. The topic must be related to the theme "Leadership and Legacy in History."

### **Junior Division: Grades 6-8**

### **Senior Division: Grades 9-12**

Middle and high school students have the option of competing in contests at the regional, state and national levels. They also may complete an NHDKy project in the classroom without submitting it for competition.

#### **Project Guidelines**

Students may work individually or in a group of up to five students and can submit a paper (individual only), exhibit, performance, documentary or website. The topic must be related to the theme "Leadership and Legacy in History."

Complete guidelines, rules and information about the regional and state contests are on the [KHS website](#) starting Sept. 23, 2014. Look under the heading "Learn" and select Educators' Resources. Get more information about NHD nationally at [nhd.org](http://nhd.org).



## KJHS Annual Conference and NHDKy State Contest

The annual KJHS Conference takes place on a Friday and Saturday each spring. All KJHS members can participate. Friday's agenda includes such activities as academic challenges and social events. On Saturday, contestants square off in the NHDKy state contest and KHS honors clubs and individuals at a closing ceremony. The conference provides a great opportunity for KJHS members and clubs to showcase the work they have done throughout the year and meet other members from across the state.

KJHS Annual Conference/NHDKy State Contest participation carries a \$15 per student fee for KJHS members and \$30 per student fee for others.

Here's what you can expect at the conference:

### Friday

This day is set aside for FUN! First, clubs have a chance to show what they know through History Bowl, Impromptu Composition, History Test and Exhibit competitions. Some are group; others are individual. (For more information, see Friday Competitions for Grades K-12 on page 8).

But there are plenty of other free activities in store for KJHS members:

- Visit the HistoryMobile —on site both days.
- Play historic games.
- Learn to write with a quill pen and do other arts activities.
- Get a history "tattoo."

- Get their hands on history at interactive Investigation Stations. Topics include Kentucky inventors and Civil War soldiers, but the list goes on.
- Attend the pizza lunch.
- Attend the evening's social event at a local historical site.

## **Saturday**

Two main activities take place on the final day of the KJHS Annual Conference: the National History Day in Kentucky state contest and the KJHS / NHDKy Awards Ceremony.

Students in grade 6-12 who have advanced from a regional contest square off in the final NHDKy competition of the year. Those who place well at the state level may go to the National History Day national-level contest in June. Unless they have chosen to participate in a regional contest, students in grades 4 and 5 present their projects to judges for the first time.

Performances and documentary screenings are open to the public during the competition. Exhibits are open to the public after judging has ended, so parents, grandparents and friends can take part in this special day.

The culminating awards ceremony honors students not only for their achievements at the conference, both in Friday's contests and the NHDKy competition, but also for their work throughout the year. A list of award categories and criteria starts on page 11.

Now on to the KJHS Conference competition details:

### **Friday competitions for grades K-12**

Youth Division: Grades K-5

Junior Division: Grades 6-8

Senior Division: Grades 9-12

### **Exhibit Competition**

Open to Youth, Junior and Senior divisions. Groups only (up to 5 students).

Students have 60 minutes to use a selection of primary sources to create an exhibit. Each group develops a topic using primary sources then develops a thesis statement about that topic which the primary sources support. Groups visually arrange their sources in a way to make their topic, thesis and supporting points clear to a viewer.

To prepare, we encourage students and teachers to take advantage of the primary sources activities available online at [history.ky.gov](http://history.ky.gov). These can help students understand how to use primary sources and practice developing thesis statements.

### **Kentucky History Test**

Open to Youth, Junior and Senior divisions. Individuals only.

This timed test combines multiple-choice and short answers. All questions pertain to Kentucky history and may be image and document based. Students can use the History Bowl study guide to prepare. Questions will be from the same categories as those listed in the guide.

### **Impromptu Composition**

Open to Youth, Junior and Senior divisions. Individuals only.

A timed, on-the-spot essay that pertains to Kentucky history. Students answer a question using provided primary source(s) as support. KHS will announce a general topic (person, group, event) or time period for each division to study a few months before the conference.

Student essays are evaluated on these criteria:

- Organization (20%)
- Clarity of argument (30%)
- Analysis/Interpretation (30%)
- Connection to source (20%)

### **Kentucky History Bowl**

Open to Youth, Junior and Senior divisions. Groups only. Clubs can have more than one team per division.

This quick-recall tournament is for teams of four members and one alternate. Questions are related to Kentucky history and do not feature current events. To study and prepare, students are encouraged to use the "Kentucky Encyclopedia" and any of these resources:

#### **Websites**

- Kentucky Historical Society: [history.ky.gov](http://history.ky.gov)
- Kentucky Department of Libraries and Archives: [kdla.ky.gov/resources.htm](http://kdla.ky.gov/resources.htm) - kentucky
- Kentucky Atlas and Gazetteer: [kyatlas.com/](http://kyatlas.com/)
- Kentucky Kid's Page: [lrc.ky.gov/kidspages/kids.htm](http://lrc.ky.gov/kidspages/kids.htm)
- Kentucky Links: [rootsweb.com/roots-1/USA/ky.html](http://rootsweb.com/roots-1/USA/ky.html)
- Kentucky State Parks: [parks.ky.gov](http://parks.ky.gov)
- Kentucky Tourism: [kytourism.com](http://kytourism.com)
- Louisville Courier-Journal: [courier-journal.com](http://courier-journal.com)
- Lexington Herald-Leader: [kentucky.com](http://kentucky.com)
- Official State of Kentucky website: [kentucky.gov](http://kentucky.gov)
- Kentucky Facts Booklet: [thinkkentucky.com/KYEDC/pdfs/KYFACTSBK.PDF](http://thinkkentucky.com/KYEDC/pdfs/KYFACTSBK.PDF)
- Kentucky Encyclopedia: [kyenc.org](http://kyenc.org)
- Kentucky Virtual Library: [kyvl.org](http://kyvl.org)
- Southern Cherokee Nation Kentucky: [southerncherokeenationky.com/historystories/](http://southerncherokeenationky.com/historystories/)

#### **Books**

Brown, Dottie. *Kentucky (Hello U.S.A)*. Minneapolis: Lerner Publications, 2002.

Clark, Thomas D. *A History of Kentucky*. Ashland: The Jesse Stuart Foundation, 1988.

Deady, Kathleen W. *Kentucky Facts and Symbols*. Mankato, Minnesota: Capstone Press, 2003.

Harrison, Lowell and James C. Klotter, eds. *A New History of Kentucky*. Lexington: University of Kentucky Press. 1997

Kleber, John, ed. *The Kentucky Encyclopedia*. Lexington: University of Kentucky Press, 1992.

Klotter, Freda C. and James C. *Faces of Kentucky*. Lexington: University of Kentucky Press, 2006.

Klotter, James. *Our Kentucky: A Study of the Bluegrass State*. Lexington: University of Kentucky Press, 1997.

Kummer, Patricia A. *Kentucky (One Nation Series)*. Mankato, Minnesota: Capstone Press, 2003.

Marsh, Carole. *Kentucky History: Surprising Secrets About Our State's Founding Mothers, Fathers, and*

*Kids!* Atlanta: Gallopade, 1997.

Marsh, Carole. *The Hard-to-Believe-But-True! Book of Kentucky History, Trivia, Mystery, Legend, Lore & More*. Decatur, GA.: Gallopade Publishing Group, 1993.

Potter, Eugenia, K., ed. *Kentucky Women: Two Centuries of Indomitable Spirit and Wisdom*. Louisville: Big Tree Press, 1997.

Stein, R. Conrad. *Kentucky (America the Beautiful Series)*. New York: Children's Press, 1999.

Thompson, Kathleen. *Kentucky (Portrait of America Series)*. Austin, TX: Raintree Steck-Vaughn, 1996.

Ulack, Richard, ed. *Atlas of Kentucky*. Lexington: University of Kentucky press, 1998.

Walther, Peggy Roney. *Kentucky: The Bluegrass State*. Montgomery, AL: Clairmont Press, 1994.

### **History Categories** (subject to change before November, 2015)

Each division has four history categories from which to choose questions, plus a wild card category that can include questions from any time period and content area. Questions can be about events that took place in Kentucky involving non-Kentuckians or about events outside Kentucky involving Kentuckians. There may be overlap between divisions.

**Youth Division.** Early Kentucky: First Kentuckians, Kentucky Statehood, Native Americans in Kentucky, Kentucky at War (can include any of the wars Kentuckians may have participated in, up to World War II).

**Junior Division.** Civil War, 20th Century Kentucky, Colonialism, Revolutionary War.

**Senior Division.** Antebellum Kentucky, World Wars I and II, Civil War and Reconstruction, 20th Century Kentucky.

More details about the specifics of each category are available in late fall.



## Annual KJHS Awards

Each year at the KJHS Conference, we honor KJHS members, clubs and sponsors with these awards:

### **Outstanding KJHS Member**

This award is presented to the KJHS member who exhibits exceptional leadership and involvement in his/her local club or community. It is not limited to local or state officers. The award will be given based on the nomination form, which must be signed by the club sponsor. A club may nominate one person for this award. The member must be in good standing with his/her club and the state KJHS office. Individual members must be nominated by a sponsoring adult.

### **Outstanding Youth KJHS Member**

This award goes to the K-5 KJHS member who exhibits exceptional leadership and involvement in his/her local club. It is not limited to local or state officers. The award is given based on the nomination form, which must be signed by the club sponsor. A club may nominate one person for this award. The member must be in good standing with his/her chapter and the state KJHS office. Individual members must be nominated by a sponsoring adult.

### **KJHS Leadership Award**

This award goes to a KJHS member who has been an active KJHS member for more than three years and has served for at least one year as an officer at the club or state level. The nominee has demonstrated exceptional leadership and service to his/her club and to KJHS through community service efforts, organizational leadership and consistent and dedicated participation in activities and events.

### **Club of the Year**

This award goes to a KJHS club that has exhibited the greatest activity, dedication and involvement

with KJHS over the past year. To be considered, a club must have maintained regular contact with the KJHS state office throughout the year regarding its activities.

### **Rookie Club of the Year**

This award goes to the new KJHS club that has exhibited the greatest activity, dedication and involvement with KJHS over the past year. To be considered, a club must have maintained regular contact with the KJHS state office throughout the year regarding its activities.

### **Sponsor of the Year**

Local club officers and members may nominate their sponsor for this award. Award selection is based on the sponsor's promotion of club activities, demonstration of leadership skills and dedication to furthering KJHS's purposes.

## Appendix A

# How to Start an NHDKy Project

### In The Classroom

The breadth of the 2014-15 theme, “Leadership and Legacy in History,” means that you do not have to dramatically change the information you give to your students. Many teachers incorporate the theme into their everyday teaching, asking students to look for relationship to the theme in each classroom lesson. You may want to do this by asking students at the end of each lesson or each week to explain the relationship to the theme.

### After School

If NHDKy will not be incorporated into the classroom, your students still can complete projects. If students have to complete a class project, encourage them to ask their teacher if they can complete an NHDKy project. Club meetings after school will provide the perfect time for the students to work on their projects outside of the classroom. Individual KJHS members who choose to complete a project are encouraged to devote time each week to working on their projects, either during school or after. Individual members should speak to teachers about their interest in History Day and how it might be incorporated it into regularly scheduled school projects.

### Archives Visits

We encourage you to take advantage of the resources available in your communities and at KHS. Join us for Super Sleuth Saturdays where students can learn how to find and use primary sources for their projects and to research their topics.

You can take an NHD field trip to KHS where your students will do a primary source activity that will teach them about primary source research and analysis.

For complete information on the national National History Day program, visit [www.nhd.org](http://www.nhd.org); for information on NHDKy and archives trips, visit [www.history.ky.gov](http://www.history.ky.gov) or [www.facebook.com/kyjhs](http://www.facebook.com/kyjhs).

## Suggested History Day Calendar

### Summer

- Download the theme book for the theme explanation and sample topics
- Read and understand the theme.
- Peruse the class textbook/class curriculum, making note of possible student research topics.
- Set a calendar of assignments and due dates corresponding with each grading period.

### August and September

- Introduce the theme.
- Show how the theme fits into the class curriculum.
- Explain sources.
- Develop a paperwork management system.

### September and October

- Support students in choosing a topic.

- Help students decide if their project will be done individually or as a group.
- Guide students in reading a variety of quality sources.
- Help students narrow and ask questions of the topic (e.g., Can I do the topic in the amount of time allotted? Are there enough resources to support a research project on this topic?).
- Attend an archives workshop.

### **October, November and December**

- Encourage students to read, read, read.
- Students need to begin analyzing sources.
- Help students develop a thesis.
- Explain formulating an interpretation and presenting research.
- Sign up for a National History Day field trip at KHS.

### **December and January**

- Introduce the possible methods of presentation: website, performance, exhibit, documentary or paper, and support students in being good decision makers.

### **February and March**

- Students should be revising and putting their research into the project type they chose.
- Continue revising and putting the finishing touches on their projects.
- Attend a district contest.

### **April**

- If your student's project advanced to the state contest, they should use April to further revise their project in preparation for the state contest on April 24 and 25, 2015.

## Appendix B

# How to Develop a Website

Creating a website about a historical figure, event, place or period related to your community is a great way to inform a wider audience about your local history. It also will help develop your students' research and technology skills.

Determine the scope of your website. Decide whether you will focus on one person, place, event or period for your community. The topic should be of interest to the club or student.

Search for other websites that address your topic. This can help you determine what information is already out there. If you find other sites, read them. They could be useful sources and you might want to see if you can use their information a new, fresh way. Consider what you do or don't like about the website, including content and navigation. This will help you plan your site. Some website examples are [cliohistory.org](http://cliohistory.org) or [senate.gov/artandhistory/history/minute/State\\_Houses\\_Elect\\_Senators.htm](http://senate.gov/artandhistory/history/minute/State_Houses_Elect_Senators.htm).

Begin researching primary sources. This will introduce students to their topic. Find primary sources for your topic at your local library, historic site or university. You also can use the Kentucky Historical Society collections. Many primary sources are searchable online.

Consider the type of media you want to include on your site, e.g., video, pictures, sound, documents or a combination.

Assign specific tasks to students. For example, assign students specific sources to review, sections to write or media to find. Someone who is tech-minded or design-oriented could be responsible for layout and navigation.

Write website content. Web pages shouldn't be novel length, but should provide the reader with the important information you wish to impart.

Choose your website builder. Suggested: [weebly.com](http://weebly.com), [webs.com](http://webs.com), [wix.com](http://wix.com) or [wordpress.com](http://wordpress.com). Each offers a variety of templates to make your website work for your topic.

## Appendix C

# How to Conduct an Oral History Interview

### Pre-Interview Preparations

- Think about your project. What do you want to learn from the oral history and what you want people to learn when they listen back to the recordings? Do you want to learn about World War II in your community? The Vietnam War? Education? Voting? Civil Rights? Social Justice?
- Conduct library/archive research about the topic, time period or event that your oral history interview will cover. This will help you frame your questions.
- Write the core questions, relevant to the scope of your topics, that you want your interview subjects to answer. BUT, don't get caught up in the script. You need to allow for questions to arise that you didn't anticipate. Try to limit yourself to five core topics to discuss during the interview.
- Identify your interview subjects.
- Make initial contact with people you want to interview via telephone, letter or email. Introduce yourself and your project and tell the person why he or she is important to your project.
- Schedule an interview. Don't offer or give the subject a script of questions in advance.
- Secure the equipment you'll need:
  - Recorder + cables, Microphone + cables, Release forms, Paper/pencil, Batteries (if needed)
  - Tape, flash card, CD, etc. (make sure you have enough to last 4-5 hours), Camera (if needed)
- Make sure your recording equipment works before you go to the interview.

### The Interview

- Review the purpose of the interview.
- Make sure the recording area is optimal:
  - Recorder and microphone are in a good place
  - You aren't in a crowded or noisy area
  - Volume is up, etc.
- Explain your project and the interviewee's relevance to it.
- Provide an audible header (title) for the interview at the beginning of the recording , i.e. "This is John Doe interviewing Jane Doe about her role in politics on Dec. 1, 2012."
- Begin with a simple generic question: "Tell me a bit about yourself?"
- Ask one question at a time, keeping the questions fairly simple. Remember, you'll have thought about your questions before the interview, but don't get stuck on them.
- Steer clear of yes or no answers. Keep things open-ended. This will make for a better interview.
- Don't interrupt or challenge the information provided.
- Write down potential follow-up questions as the interviewee talks. Take notes, but not so many

you stop paying attention to what the person is saying.

- Follow interesting digressions, but if the interview goes too far afield, bring it back to your primary scope.
- Note any names the person mentions during the interview. They could be possible interviewees!
- Close with a contemplative question like "What one thing has affected your life through the years?" Don't be afraid to stay and chat after the formal interview ends.
- Conduct only one interview per medium or data file.
- Get the release form signed only if you intend for the oral interview to be given to KHS. If this is the case, make sure the student's parent or guardian also signs the release form.
- Post-Interview Procedures
- Label the recording. Note: If working digitally, make sure the filename matches the label.
- Complete an interview information sheet while the interview is still fresh.
- Send a thank you note!
- Fulfill promises you've made (like providing a copy of the interview to the interviewee).

### **Ethics of Oral History**

- Informed Consent
  - Explain your project focus, the future repository of the project's interviews and how visitors to that repository will use them.
  - Nothing should be hidden from the interviewee.
  - Be sensitive to a person's concerns about the materials' usage and honor all conditions and restrictions the interviewee requests.
- Legal Concerns
  - Interviews are subject to U.S. copyright laws.
  - A written release must be present for public use of tapes and/or transcripts.
  - Interviews also are subject to libel and slander laws.

