

WORLD WAR II LIVING HISTORY I-The Cataclysm of the 20th Century
WORLD WAR II LIVING HISTORY II-The Holocaust and Humanity
Hudson Falls High School Fall, 2015/Spring, 2016

Instructor: Mr. Matthew Rozell

SUNY Geneseo Alumni Educator of the Year 2013
NSDAR National Recipient Founders' Medal for Education 2012
Organization of American Historians Teacher of the Year 2010
NYS DAR Outstanding Teacher of American History 2009
United States Holocaust Memorial Museum Teacher Fellow

“Good history requires a good story.”



The Final Fall Project: 20% of course grade

- Research and Oral History on an aspect of World War II: **75% of project total**
 - Historical Contextualization Research Paper (4-6 pages)
 - Commentary /Historical Analysis (2-3 additional pages)
- Formatting and Mechanics: **15% of project total**
 - Bibliography- MUST HAVE- use <http://www.citationmachine.net/mla>

Final Draft, hard copy and electronic: DOUBLE-SPACED, Times New Roman 12

ENTIRE FINAL PROJECT DUE Wednesday, 1-20-16 at class time

Fair Notice: absence excuse not acceptable that day!

(When you email, you must request confirmation of receipt *if you are not in school that day.*)
marozell@hfcasd.org

ON THE FOLLOWING PAGES, THE PROJECT IS BROKEN DOWN INTO PARTS.

IT IS ADVISED THAT YOU REFER TO THE SCORING RUBRIC BEFORE BEGINNING, AND ALSO BEFORE YOUR FINAL SUBMISSION.

IT IS FURTHER ADVISED THAT YOU *DO NOT PROCRASTINATE.*

Statement of Purpose

Why are you doing this project?

Why is oral history important?

What is the value of oral history and **YOUR** history project?

Summarizing an Oral History Transcript

You are responsible for incorporating a 1-page biography of the interview subject. As best as possible, your biography should include:

- ☐ Where and when your interviewee was born and lived
 - ☐ Occupation(s); Educational background and degrees
 - ☐ Family information
 - ☐ Additional information from their background that might have influenced their life (i.e., religion, hobbies, interests, etc., any interesting facts that might provide some insight into the nature of your subject.
- Also include the name of the original interviewer(s) and date (s) of the interview.

Transcribing and Editing the Interview

TRANSCRIPTION/EDITING GUIDELINES:

- Expect four hours of transcription for every hour of interview depending on the quality of tape and interviewee.

TIMES NEW ROMAN 12/DOUBLE SPACED ONLY

- Punctuate to convey the speaker's meaning, to retain the style and flow of discussion and to help create a readable manuscript.
- Retain the questions posed by the interviewer, but pare down rambling questions, i.e., edit out fumbling, starts and stops.
- Preserve chit-chat and tangential information to indicate the formality or informality of the interview session. Add additional notations in [brackets], e.g., chuckles, laughs, shouts, whispers, or lengthy pauses.
- Leave in repetitions of word, phrases, or stories if they show emphasis and/or convey the narrator's feelings and attitudes.
- Eliminate false starts and superfluous crutch words. (Ummmmmmmmmmmmmm....")
 - Note the need for additional information, such as first names, dates, definitions of technical, obsolete or slang terms. Add information in [square brackets] in the text or as information footnotes at the bottom of the page.
- Label your transcription appropriately: see heading below.

Heading:

Carrol Walsh

US Army, sergeant, tank commander, ETO

Date of Interview: July 31, 2001

Length of Interview: 1 hour 58 minutes

Interviewer: Matthew Rozell

Transcribed by Jack Bucket '16 and Jill Hill '16,

Hudson Falls High School

December, 2015

NYSMM website: URL page of interview

Sample below

Matthew Rozell: How old are you?

Carroll Walsh: 80 this year.

M.R.: What branch were you in?

C.W.: Army.

M.R.: In the army?

C.W.: Yes.

M.R.: Can you recall your dates of service, even if it's just from year to year?

C.W.: From, I think, October 1940 to October of '45.

M.R.: What was your job?

C.W.: Well, it was just basic infantry training.

M.R.: What was the highest rank you achieved?

C.W.: Second lieutenant.

M.R.: You were in Europe, correct?

C.W.: Yes.

M.R.: European Theatre?

C.W.: Yes, ETO as we would say.

M.R.: What were the major campaigns you were involved in?

C.W.: Normandy, Northern France, Belgium, and Holland. I think it would be like the central plains Germany, central plains Germany I think they would call it.

The Historical Contextualization Research Paper

The context of the oral history will be enhanced by your thorough understanding of the history around it.

The purpose of the 4 to 6 page historical contextualization research paper for this oral history project is twofold:

- (1) To provide the context in which readers can understand the interview (i.e. what was happening, specifically, during the time in which the interview covers);
- (2) Allow the student to become an expert in the period or event their interview will be focusing on perhaps offering fresh interpretations on the subject. Research provides context from which the oral history can be supported, or refuted.

Your research should draw from "sophisticated" primary and secondary sources that must include the **experts** in the area you are focusing on (i.e., Thomas Childers on World War II). It may include sources from Terkel, or those primary sources mentioned in Miller. Use Miller to provide a solid background, if applicable. Make sure that their interpretations are reflected in your contextualization. You may use the internet for one or more sources of information, but remember to check them for validity with established sources. Wikipedia may not be used as a stand-alone internet source! I also have an extensive library I will share with you.

- In order to understand the broad context of the history you are researching, you may even try to examine "newspapers of the day" (i.e., The New York Times, Washington Post) that highlight what was being covered during the period you are studying. I have many of these. Ask.
- Any successful research paper requires revision. If you turn in a first draft as completed work, it will most likely be bad, with the corresponding grade. Keep in mind that you may be revising this historical contextualization research paper in order to insure that any new history that emerges out of your oral history is reflected in the historical contextualization. (See next page)

Historical Analysis

Here you will extend your research by providing more personal commentary on this activity and the analysis of the interview itself.

Questions in considering historical value that should be answered in your analysis

- How does the transcription reinforce, as well as challenge, the history researched in the historical contextualization research paper?
- What does the transcription say about the particular period or event that the interview focuses upon (what might the transcript not say as well)?
- What new information does the transcript provide about the period or event that was examined?
- What does the interview contribute to **our larger understanding** of the period or event that was examined?
- How does the individual fit into the whole of history?
- What is valuable especially for someone who doesn't read the whole interview (see below)?
- What seemed to be important to the interviewee and why?
- How much of the interview can be verified by my research? What questions remain and how can they be answered?
 - At the end of this part, cut and paste 3 segments of text from the transcript that can be taken out of context to provide the reader with a "snapshot" of your subject.

(See our website "Interviews" page for examples of this.)

FORMATTING THE FINAL DRAFT

- I. Title page
 - ☐ Title that reflects the project's subject
 - ☐ Your name
 - ☐ Interviewee's name, date of interview
 - ☐ Original Interviewer's Name
 - ☐ Instructor's name
- II. Table of contents
- III. Statement of Purpose
- IV. Biography
- V. Historical Contextualization (incorporate parenthetical citations.)
- VI. Historical Analysis
- VII Works Cited/Bibliography (MLA style- see <http://www.citationmachine.net/mla>)
- VIII. Original Interview transcription

Final Project Layout:

<p>Title Page</p> <p>1 page</p>	<p>Table of Contents</p> <p>1 page</p>	<p>Statement of Purpose</p> <p>1 paragraph on 1 page</p>	<p>Biography</p> <p>1-2 pages</p>	<p>Historical Contextualization</p> <p>4-6 pages</p>	<p>Historical Analysis</p> <p>2-4 pages</p>
<p>Works Cited-Bibliography</p> <p>1 page</p>	<p>Transcription</p> <p>Many pages</p>				

Checklist:

____ All of the above, sequenced hard copy, Times New Roman 12 point font (what you see here). **One document.**

____ Project digitally organized into **one** Microsoft Word document, emailed to Mr. Rozell at marozell@hfcSD.org no later than **due date above**

The Final Project: 20% of course grade

Scoring Rubric

Student Name _____

Biography/Statement of Purpose -5% of project total:

B1) Does the student provide the reader with a strong sense of the interviewee's background, using extended use of dates, details and anecdotes to provide context? Has interviewee's past been clearly established in the context of the interview period? Is purpose for the project clear?

5 4 3 2 1 0

Historical Contextualization Research Paper / Historical Analysis- Commentary on Interview – 40% of project total (0-5, multiplier is 2)

HC1) Overall: Does the student establish a strong historical background for understanding the interview, drawing evidence from a minimum of three primary and secondary sources in approximately 4-6 pages?

5 4 3 2 1 0

HC2) Does the historical contextualization provide a clear context for understanding the interview (the **“big picture”**)?

5 4 3 2 1 0

Historical Analysis:

HA1) Does the student provide a competent discussion of the effectiveness of oral history that clearly establishes historical value, in approximately 2-3 pages?

5 4 3 2 1 0

HA2) Does the student employ the application of historical contextualization in order to assess where the interview fits into the historiography of the particular period of event (**how the “little picture” fits into the “big picture”**)? Is the interview transcript used, through quotations, to support interviewer's interpretations?

5 4 3 2 1 0

Formatting/Transcript/Mechanics:

Historical contextualization/analysis/transcript- Mechanical notes: 40% of project total (0-5, multiplier is 2)

M1) Does introduction engage the reader in a dramatic fashion? Does conclusion reveal adequate student reflection on this learning activity? Is sentence structure varied and engaging, or is it choppy and repetitious? Are new thoughts developed in new paragraphs? Are student's thoughts clear, and consistently conveyed through writing?

5 4 3 2 1 0

M2) Is it apparent at least three quality sources, including print, have been consulted? Is the depth of the research apparent and adequate?

5 4 3 2 1 0

M3) Is grammar (punctuation, spelling, and capitalization) adequate, or do errors distract reader and detract from overall quality of the historical background? In the transcript, does the punctuation and spelling retain and convey the speaker's meaning? Does the punctuation and spelling enhance the style and flow of the discussion? Have additional notations in brackets, [e.g., chuckles, laughs, shouts, whispers, or lengthy pauses] been added to clarify the transcription?

5 4 3 2 1 0

M4) Have words or phrases in question been identified **boldly** in the transcription text? Has the **transcriber sought instructor clarification** on ambiguous/unclear/ obscure statements or references before submitting? Does the transcription include informational footnotes, if necessary, that clarify ambiguous/unclear/ obscure statements or references, for the benefit of future researchers?

5 4 3 2 1 0 (NA-default 5)

FINAL FORMATTING:

15% of project total:

FM1) Is the final project properly formatted and ordered according to final draft instructions for title page and contents? Does each section (as indicated in T of C) begin on new page with **appropriate heading**? Are pages numbered appropriately, in **one Microsoft Word** document? Is the transcription properly spaced (DOUBLE-SPACED, Times New Roman 12), professional in appearance overall?

5 4 3 2 1 0

FM2) Are works cited properly, with appropriate parenthetical citations and a proper bibliography at the end? Have all sources been appropriately credited, as outlined by the MLA Handbook? (please use Citation Machine <http://www.citationmachine.net/mla> for consistency)

5 4 3 2 1 0

FM3) Has student submitted all electronic data in appropriate format in **one Microsoft Word** document, as well as hard copy? Is hard copy in appropriately labeled manila folder?

5 4 3 2 1 0

Total Score will be
tallied and emailed
electronically.