

Your final paper assignment for this course is to conduct an interview and do research. The directions for this project are detailed below. As always, if you do not understand the directions for the assignment, it is **your responsibility to ask questions!**

This paper assignment will be recorded as **2 test grades** and will be **due on Monday, May 9, 2011 online at Turnitin.com no later than 7:50 AM**. Late papers will receive significant point deductions. Please refer to the *Papers & Electronic Communications Policies* document for more information. DO NOT neglect to do this assignment. Since it counts twice, it will heavily weight your 4th quarter grade. Use it as an opportunity to do well.

Instructions:

1. Find a relative, friend, neighbor or someone else you know who has experienced first-hand one of the following historical events that we are covering this quarter:

Great Depression	John F. Kennedy Assassination
World War II	1960s Civil Rights Movement
Korean War	Vietnam War
Cuban Missile Crisis	(or other important US historical event up to 1980)

NOTE: Some Bishop Kenny teachers may qualify as interviewees. I will have a list available in the classroom.

Criteria:

- The person must have been an **adult at the time of the historical event** (unless a specific exception is made below or by special arrangement with me)
- If selecting someone who experienced one of the three wars above, he/she must have been a member of the armed forces who participated in a specific engagement abroad (i.e. battle or campaign) or worked in a war-related position or industry.
- For the Cuban Missile Crisis, this person must have been an adult living in Florida or other target city during the crisis or if he/she was in school in 1962, he/she must have been over the age of 13.
- For the Kennedy assassination, this person must have been old enough (adult) to understand and experience the social and political effects of the assassination, the Warren hearings, and the political effects (or the Robert Kennedy assassination during the 1968 election campaign).
- For the Civil Rights movement, the person must have been a member of one of the demonstrations, or experienced first-hand one of the demonstrations, or the person may have experienced school integration (high school age). Examples: member of SNCC, SCLC, Martin Luther King demonstration, bus boycott, march on Washington, Jacksonville Ax-handle riot of 1960, etc.

*If you wish to interview a person who does not exactly meet the criteria above, please let me know. I will consider the circumstances and decide if the person is an acceptable choice for this assignment. **You must let me know who you plan to interview FIRST, and no later than Monday, April 4th (in person).***

2. Once you have selected someone, conduct the interview.

- Be sure to set-up a specific place and time to do the interview. I encourage you to select a family member. If you decide to interview a non-family member, do so ONLY with your parent's permission and at a date, time, and place that your parents are aware of.
- You should dress appropriately for the interview and be prepared with a set of questions to ask.
- Basically, your assignment is to find out specific details of this person's experience. Examples include: a story from a specific battle, or a person's first-hand experience from the time period.
- Take good notes of what the interviewee tells you.

- Remember that older people, most of the time, enjoy the opportunity to share knowledge of the past with young people. Allow your interviewee to enjoy the experience.
 - If there is a particular topic that your interviewee is not comfortable discussing, then omit the topic.
 - **Interviews over the phone are acceptable.**
3. After the interview, briefly research the historical event using your textbook, another print source, and an online source (**must use all three**). Make notes on what you have researched and compare them to what you learned in the interview. You are invited to find more helpful sources using the online databases provided by the Bishop Kenny Media Center.
 4. Write a 3-5 page paper based on the following outline (3 **full** pages of text minimum, 5 pages maximum):
 - I. **Introduction** – introduce the historical event, who you interviewed and how they participated in the event (briefly)
 - II. **Summary of the Historical Event** – using your research, give a basic summary of the event.
 - ✓ Be sure to use in-text citations for ANY information (not necessarily in quotations or paraphrased) that you gain from an outside source (whether it be from the textbook, the print source, the online source, or the interview).
 - ✓ If you interviewed someone who participated in one of the wars, tell why the U.S. became involved in the war, how the war was fought and how it ended. You may also include a basic summary of an important battle in a war if your interviewee was a participant.
 - ✓ If you are using the civil rights movement, give a summary of the specific event. If you are using “school integration,” you will want to include information about *Brown v. Board of Education*.
 - ✓ Be sure to tell how the event is significant to U.S. history.
 - ✓ If you do not understand, please ask me!
 - III. **Summary of the Interview** – summarize the following:
 - ✓ how did the person participate in the historical event?
 - ✓ summarize what the person told you about his/her participation
 - ✓ give specific details from the interview (i.e. battles, marches, locations, reactions, etc.)
 - IV. **Summary of what was learned**
 - ✓ Compare and/or contrast what you learned from your research with what you learned from the interview
 - ✓ Does the historical information you researched relate to what the interviewee told you?
 - ✓ Did you learn anything new? What did you find most interesting?
 - ✓ **This is one of the few times where first person is acceptable!** However, do not use second person (“you”) or the plural (we, us, our).
 - V. **Conclusion**
 - ✓ Wrap-up with a conclusion based on the historical event. Tell how the interview and the research illustrated how the event occurred.
 - ✓ Also, **tell why a first-hand account of a historical event is necessary to understanding history**. In other words, could a historian truly tell what happened without getting information from someone who was there (primary source)?
 - VI. **Works Cited** – you must provide a works cited page in MLA format. This is in addition to the in-text citations. On the works cited page, you are to include the textbook, the print source used, the online source used, and **the proper citation for an interview**. See the *Writers, Inc.* text for all citation formats. (NOTE: The Works Cited page does not count for the page length requirement)

Information Sheet and Grading Rubric for Oral History Project

This paper will be graded holistically, therefore, it is imperative that you follow ALL instructions and meet ALL requirements.

The A paper

Rubric Score 100 | 95

- Contains a clear, well-developed thesis that properly introduces the historical event and the person interviewed.
- Contains a detailed summary of the specific historical event and tells how the event is significant to history.
- Specifically tells how the interviewee directly experienced the event and gives specific examples.
- Effectively compares the event with the interview and tells what was learned.
- Concludes with analysis on the event and the importance of oral history.
- All sources are properly cited in-text and on the works cited page. **(this must be met to receive an A grade).**
- Paper is well written and well organized.
- All instructions are met.

The A- or B+ paper

Rubric Score 92 | 90 | 88

One of the above criteria is not fully met.

The B paper

Rubric Score 85 | 82 | 80

- Contains an introduction that introduces the topic and interviewee.
- Contains a summary of the historical event and may not be specific enough or tell the significance to history.
- Tells how the interviewee experienced the event, may be missing some specific examples.
- Does compare the event with the interview.
- Does conclude with analysis on the event and the importance of oral history.
- Most sources used effectively.
- Citations are correct.
- Paper is mostly well written; may have some simple errors.

The C paper

Rubric Score 78 | 75 | 72 | 70

- Several key components of the paper are not effectively done (see A list above); OR
- Paper does not have enough specific examples either from the research or the interview or both to be considered effective;
- Paper does not cite sources appropriately or use sources well **(automatic C)**;
- Paper is difficult to understand and does not clearly meet all requirements.

The D paper

Rubric Score 68 | 65 | 62 | 60

- Major requirements are not met.
- Does not use any outside research **(automatic D)**.

The Failing paper

Rubric Score 50 | 30 | 0

- Paper is inadequate or is missing too many requirements to be considered for a passing grade.
- Plagiarism **(automatic 0 and referral as an Honor Code Violation)**

20 points are deducted for each day late

1 point is deducted for each specific spelling, grammar or proofreading error

3 points are deducted for each major formatting error