



**Legacy Washington High School Oral History Project Competition
January 2019 – April 2019**

In 1968 change was in the air. Everywhere. From Saigon to Seattle, Paris to Pasco. On college campuses, the campaign trail and evergreen peaks, Washingtonians were spurred to action. It was the year when Vietnam, civil rights, women’s liberation and conservation coalesced—the year when tragedy led the 6 o’clock news with numbing regularity. Nearly 50 million Baby Boomers were coming of age. The draft call for 1968 was 302,000, up 72,000 from the prior year. 1968 changed us in ways still rippling through our society a half-century later.

1968, The Year That Rocked Washington features a collection of online stories and an exhibit inside the State Capitol Building that explores the lives of 19 Washingtonians caught up in one of the most tumultuous years in world history. With profiles, compelling photos and artifacts, Legacy Washington documents activism and aftershocks of a landmark year in world history. To view the online exhibit and profiles visit: <https://www.sos.wa.gov/legacy/sixty-eight/>

Competition Overview: *1968, The Year that Rocked Washington*

Legacy Washington is conducting a statewide oral history project open to Washington State high school students to commemorate 50 years since this critical year. We invite Washington State teachers and high school students to help us in our effort to collect and record the oral histories of those Washington state residents who lived through those tumultuous times. Finalists in this competition (one will be selected from each grade) will have their oral histories published on the Office of the Secretary of State’s website, recognized at a special private reception at the State Capitol and receive a gift card prize along with a certificate of appreciation.

History comes alive for students through storytelling. Listening to stories told by those who lived through a historical event offers a unique perspective that is integral to a thorough understanding. Storytelling can give us the opportunity to connect to people despite differences in background, age, race, religion, or ability. We all fall in love, we experience heartbreak, we make poor decisions and face the consequences, we feel shame, we feel joy, we tell the truth, we hide behind lies, we laugh, we cry. By listening to stories of others, we can better understand the universal experience of being human.

This competition will give students a chance to go in depth to study more about Washington and U.S. Movements and Issues, by focusing the research on what happened during 1968 – both through the use of primary and secondary sources – including the interview each student conducts and records. The final product will be a written profile/essay (between 4-10 pages) on a selected person (who lived in 1968) compiled from interviews and research. Examples of various profiles can be found on the Legacy Washington website: <https://www.sos.wa.gov/legacy/stories/>

Project Dates/Deadlines, Directions and Resources

The project begins January 1, 2019 and all entries must be received no later than April 30, 2019. (Please see submission and entry form).

The final project is a written profile on an individual who lived in 1968. Projects must include an interview, research and writing. All final pieces must be written, between 4-10 pages and be able to be submitted electronically.

How should I decide upon what to research?

- You need to interview a live person and you could let your family drive your decision: Do you have a parent, grandparent or other relative who has lived in 1968 who has a story to share? Do you know someone who has put a cause above themselves?
- You could let your INTEREST in HISTORY or CULTURE drive the decision. What do you want to learn more about?

Some possible 1968 topics students could choose to explore (list NOT all-inclusive):

- Vietnam War
- Civil Rights
- Disability Rights
- Political Climate
- Tolerance
- Military Draft
- Women's Rights
- Student Movements

Oral History Assignment Checklist *(Use this checklist as a guideline only – this is not required and meant for general overview only)*

Step 1: Background

Topic Selection:

- Should be personally compelling
- Fit teacher assignment
- Doable to find an interview subject

Research:

- 3-6 credible sources should be annotated (citation, notes, explanation of credibility)
- Should answer basic questions about the topic such as who, what, when, where, and why
- Identify key events and their potential causes and effects (including political, cultural, geographic, and/or economic factors)

Step 2: The Interview

Subject selection:

- Choose a person who had firsthand experience
- Communication with the person should be respectful
 - Make sure that you have an understanding of the interviewee expectation
 - This could include cultural expectation
- Have a clear date, time, place should be agreed to for the interview (1-2 hours)

Interview Questions:

- Draft 10- 15 questions

- Questions should be open-ended
- Be respectful
- Come to the interview prepared with some background knowledge
- Be prepared to listen to what the interview says
- Be flexible and willing to ask follow-up questions (don't be afraid to go off script)

Recording of Interview:

- Make sure that you are meeting in a comfortable place
- Test your audio equipment beforehand
- Make sure that you have the ability to record the entire interview with one device (check your battery)
- The interview should be audio recorded (1-2 hours)

Step 3: Post Interview

Transcription:

- The interview should be transcribed word for word, expect for "umms" and "you knows."
- Fact check the information
- Make annotations as it is fact checked

Essay:

- Essay should go through all the steps of writing (drafts, edits, and the final essay)
- The essay should be a compelling narrative with a clear beginning, middle, and end.
- It should go back and forth between the specific story of the interview subject and the broader historical context as researched.

For oral history/profile examples please visit Legacy Washington: <https://www.sos.wa.gov/legacy/stories/>

Oral History Interview Tips & Resources

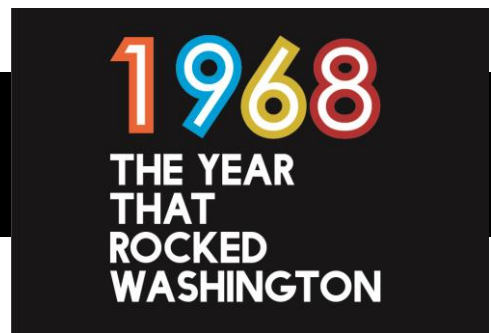
- Do your homework. Understand your topic and know your subject.
- Ask how he or she would prefer to be addressed (Mr., Mrs., Dr., etc.)
- Prepare questions that require in-depth answers and personal stories from your subject's life. These "open-ended" questions will invite the most telling responses. Avoid "yes" or "no" questions.
- Sometimes, it's smart to ask the same question differently.
- Check your device before the interview for storage space and battery charge. If you're using a recorder, remember to bring extra batteries.
- Choose a quiet and comfortable setting for the interview.
- Help your subject become comfortable with the process before you begin by explaining how the interview will work and how it will be used.
- *Actively* listen to your subject and ask appropriate follow-up questions.
- During the interview, check to make sure your device is working properly and still recording.
- Recognize if your interview subject is getting tired. One or two hours is typically an appropriate amount of time for a single interview session.
- Thank your subject and explain what will happen next. Ask your subject to review the final product for accuracy.

Writing an oral history essay

- Once you have transcribed your interview, *check for factual errors*. Memories can play tricks. Suppose, for example, that your subject told you that in the summer of 1969 she participated in the international Vietnam Moratorium Day? The fact is, it occurred on October 15.
- You already did some important research to write your interview questions. *Now you need to follow up to find information that can amplify your essay*. Wikipedia is one source, *but it can't be your only source* because Wikipedia entries routinely include errors—some of them very subtle, such as wrong dates. Do a thorough google search on the central topic of your oral history essay, and look for books and articles at your school library and public library. Try to determine whether the author is a respected writer or historian.
- Go through your oral history transcript and *highlight the most compelling passages*. You're looking for great quotes and stories.
- *Use the best quote or story in your first paragraph*. For instance: " 'When the helicopter they sent to rescue us was hit by a surface-to-air missile a hundred yards from our bunker, we thought we'd never get out of Vietnam alive,' my grandfather remembers."
- Begin to weave together a narrative based on the best stories from the interview, amplified by paraphrases and quotes from factual articles and books.
- Take great care not to pass off someone else's work as your own. *Plagiarism is just plain dishonest*. If you're using material from another source, *always* place it in quotation marks and name the author or source.
- An oral history essay typically includes major passages of quotes from the subject. But sometimes it's better to paraphrase if a quote is awkward or not particularly interesting.
- Every story should have a beginning, a middle and an end.
- Think long and hard about the ending. It might be another compelling quote. One great way to end an oral history interview is to ask something like, "What is the most important thing you've learned in your life? What lesson did you take away from the war, from the civil rights era, from living through 9-11?" That could bring the essay full circle and sum up its theme and importance.
- When you think you're done, be sure to print several copies. *Give the first one to your subject* and distribute the others to friends and relatives to proofread and give you feedback.
- Follow up with a visit to your subject to get feedback, including corrections.
- Make those changes. Then give the essay one final polish and proofread.
- Take great satisfaction in the fact that you are now an historian who has preserved and shared a story that is part of the fabric of American life.

1968: The Year That Rocked Washington

Oral History Competition Entry Form



Legacy Washington High School Oral History Project Competition

January 2019 – April 2019

Win!!

A finalist from each grade (9-12) will be selected. Selected winners will be presented with a gift card and a special certificate at an awards ceremony in June 2019. Finalists will also have their pieces shared on the Secretary of State's website and throughout social media.

Writers:

- Final written piece should be compiled from an interview and research conducted by the student
- Entries must be a minimum of 4 pages, no longer than 10 pages.
- Must include citations for any references.
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All participants:

- Should not use copyrighted material without permission and proper citation.
- Should include: student name, teacher name, school name, grade and school district.
- Must fill out a contest form (below) and follow submission guidelines.
- **Must submit their work by April 30, 2018.**

Name: _____ Grade: _____

Address: _____ City: _____ Zip: _____

Phone: _____ Email: _____

Entry Title: _____

Teacher: _____ School/School District: _____

Three ways to enter:

- Email your entry as an attachment (include name, address, phone number, school and teacher) to info@sos.wa.gov.
- Turn in your submission and entry form to the Office of the Secretary of State (416 Sid Snyder SW, Room 250, Olympia, 98501)
- Mail your submission and entry form to: Legacy Washington, Office of the Secretary of State, PO Box 40222, Olympia, WA 98504
- For more information email info@sos.wa.gov or call (360) 902-4171

Your name may appear on the Legacy Washington website and/or in other media



Rubric for **1968: The Year That Rocked Washington** Oral History Competition



Entries are due to Legacy Washington no later than Tuesday, April 30, 2019

For questions: (360) 902-4171 or laura.mott@sos.wa.gov

NAME: _____

	Exceeds 3	Accomplished 2	Approaching 1	Score
Development of Ideas/Thesis	<ul style="list-style-type: none"> The essence of the story is genuine, insightful and guides the piece Captures the meaning of the story with sensitivity and sophistication Captures the character of the interviewee 	<ul style="list-style-type: none"> Reveals a theme or essence of the story Expresses why the story matters Limits discussion of the interviewer’s perspective 	<ul style="list-style-type: none"> Needs a clearer essence Involved description of the interview process takes away from the story. Needs trimming. 	
Organization	<ul style="list-style-type: none"> The story unfolds in an engaging, compelling way The piece is fluid and seamless 	<ul style="list-style-type: none"> The story is organized in a logical and meaningful way Piece follows the arc of the narrative (unless altered with purpose) Transitions are smooth and fluid 	<ul style="list-style-type: none"> Information is there, but the story jumps around The sequence is hard to follow and doesn’t build Transitions are choppy 	
Descriptive Details	<ul style="list-style-type: none"> Rich, meaningful description enhances the development of the story Descriptive details of subject, setting, and process are woven through to enrich the piece 	<ul style="list-style-type: none"> Gives complete description of the character and setting Includes appearance, mannerisms, voice, sights, smells, sounds Weaves in description of the interview process 	<ul style="list-style-type: none"> Some descriptive details Still hard to visualize or know the person and place 	
Voice/Style	<ul style="list-style-type: none"> The interviewee’s voice and essence are richly developed Consistent voice and emerging style surprises, delights or moves the reader 	<ul style="list-style-type: none"> Captures the voice of the interviewee Uses quotations whenever possible Uses some literary devices to engage the reader 	<ul style="list-style-type: none"> Uses some variety in words and phrases/awareness of audience 	
Conventions	<ul style="list-style-type: none"> Accomplished control of a variety of sentence structures: simple, compound, and complex 	<ul style="list-style-type: none"> Sentences sound natural/not choppy or forced/simple and compound sentences 	<ul style="list-style-type: none"> Sentences are short, rambling , or contain a repetitive pattern 	



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 PO Box 40222
 Olympia, WA 98504-0222
 Tel: 360.902.4171

TOTAL SCORE: _____

www.sos.wa.gov/legacy/