

+ History Across Broward Initiative -Oral History Project



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Table of Contents

Project Overview and Objectives	3
State Standards	4
Lesson Plan.....	5 - 7
Evaluation and Assessment (Rubrics).....	8 - 9
Release Forms	10 - 11
Oral History Interview Protocol.....	12 - 25
Resource List	
-Websites	26
-Bibliography	27 - 29
Student Work Sample	
-Student Transcript	30
-Student Reflections	31 - 32
Program Poster	33

History Across Broward Initiative -Oral History Project

Project
Overview
&
Objectives

The oral history project is designed to allow students to be directly involved with the documentation of local history. Oral history interviews have been widely recognized by many historians as a unique and distinctive technique by which to document the history of a specific individual, family, organization or group, community, time-period, or event. Each new oral history interview is a new primary resource - a rare record of one-of-a kind first-hand historical and anecdotal information in the storyteller's own voice. The History Across Broward -Oral History Project attempts to obtain detailed information on individuals, why and when they came to Broward, where they worked, attended church and their recollections of events that occurred in Broward County *or* documenting the service of military veterans. The information collected is then donated to the Broward County Historical Commission for inclusion in their oral history collection.

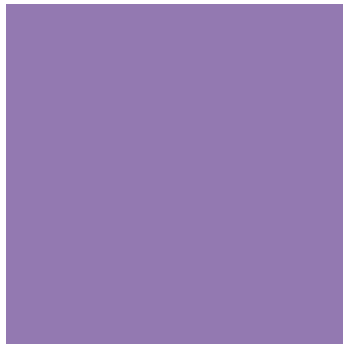
Objectives

1. Research community oral history projects and establish the scope and focus of the project.
2. Generate interview questions. These will focus on cultural aspects and living conditions in Broward County and the United States.
3. Form interviewing partners and learn how to use recording devices and cameras.
4. Write a thank you card or letter to each individual that was interviewed.
5. Transcribe and edit the recorded interviews.

6. Write a reflection based on their experience preparing and conducting the oral history and transcript. Students are also expected to reflect on what they learned about Broward County and American History.

7. Use the material from the interviews to write articles to be published in school or community newspapers.





State Standards

Language Arts

- LACC.910.RH.3.7 Integrate quantitative or technical analysis (e.g., charts, research data with qualitative analysis in print or digital text.
- LACC.910.WHST.1.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- LACC.910.WHST.1.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LACC.910.WHST.1.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- LACC.910.WHST.1.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- LACC.910.WHST.1.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LACC.910.WHST.1.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- LACC.910.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.
- LACC.910.SL.1.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- LACC.910.SL.1.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- LACC.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



Lesson Plan

Title: History Across Broward Oral History Project

Description/Abstract:

In this 1-day lesson, students will learn about the role, status and function of Griots in West African societies. Students will also discuss how oral histories are a valuable component to understanding historical events.

Essential Question/Vocabulary:

1. What is Oral History?

Duration of Lesson:

55 minutes

Instructional Procedures:

Introduction/Lesson Lead-In:

1. The teacher will begin by asking students how is history recorded or passed on to others? What is the importance of oral history or family stories in recording and understanding history? Ask students if they remember the election/inauguration of Barack Obama, the 9-11 Attacks, or other recent/significant historical events students might be familiar with. Ask a few students to share their stories. Ask students if the shared stories add to our understanding of the historical event in question. Ask students how they would verify the story shared by their classmates. Ask students who is responsible for sharing and collecting the stories of everyday people, celebrities, presidents etc. Is the oral history important to our understanding of American and Broward County history?

Steps to Deliver:

1. Explain to students that Oral history is an orderly process that is used to collect memories and personal commentaries of historical significance through recorded interviews. The recordings of the interviews are transcribed, edited, and then placed in a library or archives. These interviews may be used for research, publications, radio or video documentaries, museum exhibitions, dramatizations, or other forms of public presentation. Oral history implies that the storyteller is providing first-hand knowledge of an event, person, or life experience in a structured well-planned interview situation.

Additional Notes:



Lesson Plan

2. Post a copy of the following quotes about Dr. James Sistrunk and ask the student the following questions:

- A. To what extent is the narrator providing first hand knowledge?
- B. Explain how this information would be significant to a historian.

If you were doing a project on Dr. James F. Sistrunk would the following be helpful to your research?

“He [Dr. James F. Sistrunk] was here when I came to Fort Lauderdale. I was in his presence a couple of times- never as a patient, but just meeting him. He drove around in his car real slow, because you have to remember that we didn’t have roads -that’s what we called paved roads, with a cigar in the side of his mouth, chewing on it; I remember he had his hat cocked on the side.”

Source: Hazel K. Armbrister, interviewed by Chelsea Blackmon, Boyd H. Anderson High School, Lauderdale Lakes, FL, December 12, 2014

“Dr. Sistrunk would catch the train and come to Deerfield in the morning and work on people, and take the train back to Fort Lauderdale in the evening. He saved a lot of people’s lives like that, by having a black doctor. A white doctor had no time.”

Source: Archie McKeithen, interview by Roberto Fernandez, III, audio recording, Lauderdale Lakes, FL., April 8, 2014.

3. Ask Students “Why is Oral History Important?”

- Historical documents and books can't tell us everything about our past.
- They often concentrate on famous people and big events, and tend to miss the ordinary people living ordinary lives.
- They neglect people on the fringes of society, e.g., the poor, disabled, ethnic communities.
- Oral history fills the gaps and gives voice to history that includes everyone.

4. Break the students up into groups and provide each group with a copy of the interview protocol. Ask them to review the interview protocol. Ask them to suggest other questions that could be added to the list.

5. Have a student interview a member of their group using the general and community interview questions from the interview protocol. Students need to record their interview using an audio recorder (or a cell phone). While the interview is in progress instruct the other members of the group to write down any comments or follow up questions. Remind them not to interrupt the student conducting the interview. They can always pass their questions to the interviewer.

6. Review with students what they learned by interviewing their classmates. What information did they learn about their friends and their connection to people and places in Broward County? Have students write a reflection on how the information they learned in the interview could be helpful to historians studying high school students.



Lesson Plan

7. Ask students to think about a family member, teacher or school staff member they would like to interview. Have the student begin developing a list of questions they would like to ask the person. Once students have developed questions, encourage them to write a letter informing the person about the project and asking them if they would be interested in being interviewed.
8. Once the student has the consent of the interviewee, they need to schedule an appointment to conduct the interview. Prior to the beginning of the interview, students need to have the interviewee release form signed (This should be done a week or two in advance of the interview or could be included in the initial letter sent to the interviewee). Students then need to conduct their interview. Students need to make an audio recording of the interview.
9. Immediately following the interview, students need to send a thank you note to the interviewee. A hand written note is best.
10. Students then need to begin transcribing the oral history they collected.
11. Once the oral history has been transcribed, have the students write a reflection on what they learned about Broward County, American History, their family history and what new insights they have about historical methods.
12. Collect all of the oral histories and reflections and have them bound into a book. This book now becomes a reference for the classroom.
13. Contact your local library and find out how they would like the oral histories submitted. Be sure to include the transcripts and reflections.

Additional Notes:



Student Handout

History Across Broward Oral History Project

The oral history project is designed to allow you to be directly involved with the documentation of local history. Oral history interviews have been widely recognized by many historians as a unique and distinctive technique by which to document the history of a specific individual, family, organization or group, community, time-period, or event. Each new oral history interview is a new primary resource - a rare record of one-of-a kind first-hand historical and anecdotal information in the storyteller's own voice. For our project, we are attempting to obtain detailed information on individuals, why and when they came to Broward, where they worked, attended church and their recollections of events that occurred in Broward County *or* documenting the service of military veterans. The information you collect will be donated to the Broward County Historical Commission for inclusion in their oral history collection.

Assignment	Due Date	How grade is determined
4 GB Flash-Drive (Project materials collected)	Week 1	Submission Grade R1
Research and Interview Questions developed	Week 2	Submission Grade R2
Interviewee Release Forms Completed	Week 4	Submission Grade R2
Interviewer Release Forms Completed	Week 4	Submission Grade R2
Oral History Conducted (Audio file submitted)	Week 4	Refer to Oral History Project Rubric
25% Transcript Completed	Week 5	Submission Grade R1
50% Transcript Completed	Week 6	Submission Grade R1
Final Transcript Submitted	Week 7	Refer to Oral History Project Rubric
Student Reflection on Project	Week 8	Refer to Project Reflection Rubric

Submission Grade R1: Monday (Due date) A; Tuesday B; Wednesday C; Thursday D; Friday 59%; After 50%

Submission Grade R2: Friday (Due date) A; Monday B; Tuesday C; Wednesday D; Thursday 59%; After 50%



HISTORY ACROSS BROWARD-ORAL HISTORY PROJECT RUBRIC

Criteria	Not Proficient	Novice	Competent	Proficient
Technology	<p>0 % Audio recording is of poor quality and is difficult to hear.</p> <p>Audio File submitted is corrupted.</p>	<p>60 % Audio recording is sometimes difficult to be heard and/or distractions detract from quality .</p>	<p>80 % Audio recording is of acceptable quality and can be clearly heard with few distractions that do not detract from quality.</p>	<p>100 % Audio recording is of high quality with no distractions.</p>
Performance Questions, Understanding of topic, Organization and flow if Interview	<p>0 % Questions show little or no research and understanding of topic.</p> <p>Few or no open-ended questions are asked.</p> <p>Student rarely asks follow up questions resulting in an incomplete interview. Organization of interview makes no sense and is awkward.</p>	<p>60 % Questions show some research and understanding of topic.</p> <p>Some open-ended questions are asked.</p> <p>Student sometimes asks follow up questions resulting in a somewhat incomplete interview.</p> <p>Interview is somewhat disorganized and is sometimes awkward in flow.</p>	<p>80 % Questions show research and understanding of topic.</p> <p>Usually open-ended questions are asked.</p> <p>Student usually asks follow up questions resulting in a complete interview.</p> <p>Interview is organized and flows appropriately.</p>	<p>100 % Questions reflect thorough research and depth of understanding of topic.</p> <p>Majority of questions are open-ended.</p> <p>Student always asks follow up questions resulting in an in-depth, complete interview.</p> <p>Interview is logically organized and flows naturally due to student skill.</p>
Project Criteria Length of Interview Length of Transcript Typed, Proofread, Format	<p>0 % Recorded interview is 25 minutes or less.</p> <p>Student transcribed 25 min. or less of interview.</p> <p>Typed transcript is not in 12 pt. Times New Roman font and has many errors in format.</p> <p>Transcript has many spelling and proofing errors.</p> <p>Transcript does not follow assigned format.</p> <p>Transcript File submitted is corrupted;12 pt. Times New Roman font and has many errors in format.</p>	<p>60 % Recorded interview is almost 30 minutes.</p> <p>Student transcribed almost 30 minutes of interview.</p> <p>Typed transcript is in 12 pt. Times New Roman font.</p> <p>Transcript has some spelling or proofing errors.</p> <p>Transcript has errors in format that detract from understanding.</p>	<p>80 % Recorded interview is 35 minutes.</p> <p>Student transcribed 30 minutes of interview.</p> <p>Typed transcript is in 12 pt. Times New Roman font.</p> <p>Transcript has few spelling or proofing errors.</p> <p>Transcript has few errors in format.</p>	<p>100 % Recorded interview is more than 35 minutes.</p> <p>Student transcribed the entire interview.</p> <p>Typed transcript is in 12 pt. Times New Roman font.</p> <p>Transcript has no spelling or proofing errors.</p> <p>Transcript has no errors in format.</p>



HISTORY ACROSS BROWARD-ORAL HISTORY PROJECT

Interviewer Oral History Release Form



I, _____ in view of the historical and scholarly value
(Name of interviewer: type or print)

of the information contained in the interview(s) with _____
(Name of interviewee: type or print)

Knowingly and voluntarily permit Broward County Public Schools and the Broward County Libraries Division the full use of this information, the recordings and resulting transcripts and all other materials collected, and hereby grant and assign to Broward County Public Schools and the Broward County Libraries Division all rights of every kind pertaining to this information, whether or not such rights are now known, recognized, or contemplated, except for such restrictions as are specified below.

It is understood that Broward County Public Schools and the Broward County Libraries Division will share this information with other historical societies and groups which will allow anyone to listen to the audio recording and read the transcripts and use them in connection with their research or for other educational or scholarly purposes.

(Date)

Accepted and Agreed:

(Interviewer's signature)

(Interviewer's Printed Name)

(Interviewer's Parent signature)

(Interviewer's Parent Printed Name)

(Supervising Teacher signature)

(Supervising Teacher Printed Name)

HISTORY ACROSS BROWARD-ORAL HISTORY PROJECT
Interviewee Oral History Release Form



I, _____, am a participant in the History Across Broward Initiative project, (hereinafter called “project”). I understand that the purpose of the project is to collect audio- and video-files and selected related historical materials (such as photographs and manuscripts) that may be deposited in the permanent collections of Broward County Public Schools and the Broward County Libraries Division. The deposited documentary materials may be used for scholarly, and educational purposes. I understand that Broward County Public Schools and the Broward County Libraries Division plan to retain the product of my participation as part of its permanent collection and that the materials may be used for exhibition, publication, presentation on the World Wide Web and successor technologies, and for promotion of the institution and its activities in any medium as related to scholarly and educational purposes. I hereby grant to Broward County Public Schools and the Broward County Libraries Division ownership of the physical property delivered to the institution and the right to use the property that is the product of my participation (for example, my interview, performance, photographs, and written materials) as stated above. By giving permission, I understand that I do not give up any copyright or performance rights that I may hold. I also grant to Broward County Public Schools and the Broward County Libraries Division my absolute and irrevocable consent for any photograph(s) provided by me or taken of me in the course of my participation in the project to be used, published, and copied by Broward County Public Schools and the Broward County Libraries Division and its assignees in any medium.

I agree that Broward County Public Schools and the Broward County Libraries Division may use my name, video or photographic image or likeness, statements, performance, and voice reproduction, or other sound effects without further approval on my part at all times hereafter.

ACCEPTED AND AGREED

Signature _____ Date _____

Printed name _____

Address _____

_____ Zip _____

Telephone (____) ____ - _____

History Across Broward Oral History Project Interview Protocol

Turn on the audio or video recorder.

At the beginning of the interview you want to include a brief introduction and consent statement similar to the sample below.

This is [INTERVIEWER NAME] conducting an interview with [NARRATOR'S NAME] at {LOCATION AND ADDRESS OF INTERVIEW SITE} on [DATE OF INTERVIEW]. [NARRATOR'S NAME], do I have your permission to record this interview?

“This is Roberto Fernandez conducting an interview with Sharlene Bell Harris at Boyd H. Anderson High School, 3050 NW 41st Street, Lauderdale Lakes, Florida, on January 22, 2008. Ms. Harris, do I have your permission to record this interview?”

GENERAL INTRODUCTION

Please state your full name and present address.

Where and when were you born?

How long have you lived at your present home?

When did you come to Broward County?

Why?

With whom?

What neighborhood or community did you live at first?

How many people lived in your home?

Anyone besides you immediate family?

COMMUNITY

Define your neighborhood or community.

What are the geographic boundaries?

What was most important to people in that community?

How has the community changed within your lifetime as far as physical appearance is concerned?

What were the “bad sections” of town?

Can you describe them?

What were the gathering places in your neighborhood or community?

What did you do for fun?

Where did the men go and where did the women go?

Were there places specifically for single people?

NEIGHBORHOOD

What do you remember about your home and your neighbors' homes?

Who were your neighbors?

Which relatives lived nearby?

What were the occasions for family gatherings?

What do you remember about them?

CHILDHOOD

What are some of your earliest childhood memories?

What was the greatest joy or sadness of your childhood?

Who were your childhood role models?

What were the things that you enjoyed as a child?

How were you expected to behave in front of adults?

How were decisions made in your family?

Who made decisions about housekeeping, budget, etc.?

How about other decisions like schooling, moving, occupation, approval of marriage?

Do you ever remember any conflicts over decisions or decision-making?

Who took the responsibility for childcare and discipline?

Did you treat your own children the same or differently than your parents treated you?

What do you remember about your grandparents?

Where did they live?

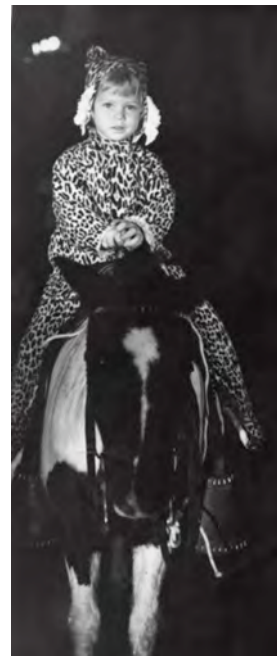
When did you see them?

How often did you see them?

What would you do with them?

Did they ever talk about their youth or share any stories with you about their lives?

FAMILY LIFE



PRIMARY EDUCATION

How much schooling did you get?

Where did you go and for how long?

Did you attend school for the entire school year?

What did you like and dislike about school?

How did the teachers discipline students?

How were your parents involved in your schooling?

What kinds of things did you learn in school?

What were the major differences between your education and your parents' education or your children's education?

COLLEGE AND UNIVERSITY

Did you go to college? If so, what school did you attend?

Why did you decide to go to college? Why did you choose to attend (Insert Name of University/College)?

What did you hope going to college would do for you?

Did many of your friends or relatives go to college or was this unusual?

How did you pay for college?

Did you work while you were a student?

How did you find work? Who did you work for? What were your duties? What were you paid?
Did you learn anything valuable from this work?

Describe your first day on campus.

Was there any hazing of freshmen? How did you and/or others respond?

Where did you live? If not in the dorm, how did you find a place to live?

Who were your roommates? Did you know them before or were they chosen for you? Describe them.

Describe your dormitory room.

What was your major and why did you choose it? Did you change it; and if so, to what and why?

What was your favorite class? Why?

What was your most memorable class? Why?

Who was your most memorable professor? Why?

What rules applied to dormitory living--housekeeping, quiet hours, lights out, closing hours, visitors, etc.?

For women, describe the closing hours, sign out procedures, dress codes, and any other specific regulations for women.

Who made these rules and how were they enforced (i.e., by residence assistants, a student-run dorm council, university administrators)?

What were the penalties? Can you recall any specific example of someone breaking these rules? What happened to them?

What activities were you involved with? [Student government, honorary and professional clubs and societies, service clubs, theater/music groups, newspaper or annual, etc.] What were the major activities of this group?

Describe fellow members and any faculty or administrators who were involved.

Did you hold any offices? How did you get this position? Was it appointive, elective? Describe process.

What sports if any did you take part in? Who was the coach? How were teams selected? What was the most prestigious sport? Why?

Social Life? Dances-dress, drinking? bands-black? chaperons? sponsors, frequency.

Dates- activities, frequency.

Concerts, theater, other cultural activities sponsored by your College/University?

Riding with boys? rules about this?

Did you belong to a sorority or fraternity? Why? Why not?

Describe rush. What were the criteria by which pledges were chosen? Why did you choose the sorority/fraternity you did?

Describe your house or meeting rooms.

Describe initiation. Was there any hazing involved?

Describe other activities, ceremonies, etc.

What was the role of sorority/fraternities on campus?

Which ones were most prestigious? Why?

Did s/f affiliation affect who you dated?

What was the greatest contribution of your college experience to your later life?

What do you wish your college or university had given you that it didn't?

EMPLOYMENT AND CAREER

What was your first job?

What were your wages?

How long did you stay at this work?

What other jobs have you held?

For how long?

What job did you like the best and which job did you like the least?

Who else worked in your family?

RESTAURANTS AND DINERS

What are some of your favorite restaurants to dine at with friends and family?

Egg N' You is a popular restaurant in Fort Lauderdale, have you eaten there? What memories do you have from Egg N' You?

Jaxson's Ice Cream Parlor and Restaurant is a popular restaurant here in Broward that opened in 1956. Have you ever eaten there? What memories do you have that happened at Jaxson's?

DEPARTMENT STORES, MALLS AND SHOPPING

What are some of your favorite stores and malls to shop at with friends and family?

Where did you buy clothes?

Where did you buy food?

Where did you get your hair done or cut?

Why did you patronize these businesses?

Broward Mall is a popular mall that opened in 1978.

What do you remember about the opening of Broward Mall (Westfield Mall)?

How did Broward residents feel about the mall?

What was your first impression about the mall?

Do you remember when the movie theater was built in 2014?

How did people feel about the new theater?

What was your first impression of the Movie Theater?

Sawgrass Mills Mall is a popular mall that opened in 1990 and attracts tourists from around the world. What do you remember about the opening of Sawgrass Mills Mall?

How did Broward residents feel about the mall?

What was your first impression about the mall?

DEATH AND CEMETERIES

When someone died, how long did you keep the body?

What about wakes?

What were the beliefs about what happened to persons after death?

What role did the benevolent society play in funerals and burials?

What did a burial cost?

Where did you bury people?

What cemeteries are around your community?

What did you bury people in? (clothes)

What materials did you send with them?

HOSPITALS AND MEDICAL CARE

What did you do when someone was ill or injured?

What hospital or doctor's office did you go to? How did you get there?

Were your children born in a hospital or at home?

Did a doctor or a midwife assist in the delivery?

Did you grow or gather plants for home remedies?

Where did you get medical treatment?

How often did you go to the doctor?

How were babies delivered?

How much did a midwife cost?

Who were they?

Did you see a midwife bag?

Where did people learn to be midwives?

What did you do for...

- a. Colds?
- b. Mosquitoes?
- c. Broken bones?
- d. Stomach aches?
- e. Headaches?
- f. Serious illnesses.

Do you remember any special treatments or home remedies your family was known for?

Have you recently been to a hospital?

Which Hospital?

Where is it located?

Why were you there?

What do you remember about Dr. James Franklin Sistrunk?

What do you remember about Dr. Von D. Mizell?

HOTELS

Do you remember any hotels in Broward County?

What was the name of the Hotel?

When did it open?

Where was it located?

Did you every stay or visit the hotel?

CRIME AND SAFETY

Did you leave your doors unlocked?

Were you ever robbed?

Did you walk in the neighborhood after dark?

Was there a neighborhood policeman?

Where was the fire station?

Do you recall any major fires?

ATTRACTIONS, RECREATION AND ENTERTAINMENT

What were the different entertainment options in your neighborhood and how did you decide what you would do on any given evening?

Did you attend the theater?

Did you ever go to the movies?

Did you ever go to a concert?

MUSIC

Where were you first exposed to music?

What kind of songs did you sing?

Would you describe music as part of family gatherings?

What role did music play in your family/community?

Did you use shape note singing?

How familiar are you with quartet singing?

What did your mom sing while she did housework?

When you were little, what were your favorite songs?

Can you still sing any of these songs? Would you?

Where were you exposed to dance? How/Where?

SPORTS

What was the most prestigious sport when you were growing up?

Where was that sport played?

What sports, if any, did you take part in?

Who was the coach?

How were teams selected?

In 1998, the Florida Panther Hockey Team moved to the Arena in Sunrise. Have you attended any games?

Since 1959, Broward County was a Spring Training site for several baseball teams. Do you remember any teams that played here? (Yankees -1996, Orioles 1959-2009; Washington Senators/Texas Rangers 1961-86)

AGRICULTURE (FARMING & RANCHING)

How many gardens did you plant a year?

What were the types of gardens?

When did you start planting?

How did you learn when to plant things?

Who worked in the garden?

Who hoed it? Who weeded it?

What did you do with the food?

Who cooked it?

How was food used in celebrations like Christmas or harvest?

What did you have in your yard (chickens, dogs...)?

How did you preserve the food?

What did you do about deer eating the plants? About weeds?

How do you plant by the moon or by the almanac?

What livestock did you have (chickens, cows, pigs, etc.)?

If so, who took care of the livestock?

How old were you when you started doing your first chores?

Where did you get milk?

What time of year was for butchering?

Would you tell me a little about fishing and hunting?

Who did the fishing and hunting in your family?

Where were the good spots?

When did you hunt and fish?

RELIGION AND SPIRITUALITY

Did your family attend church? Where?

Who made up the congregation?

Who were some of the leaders and what did they do?

What was your church's and minister's role in civic affairs?

Was your church an important influence on the neighborhood?

Did everyone know the pastor? What kinds of church social functions were there?

Were there social groups for young people?

What churches did your neighbors attend?

Do you currently attend church?

If you do not attend, why?

If you do, what churches have you attended and why?

BAPTISMS

Where were baptisms performed?

What music do you remember?

What did you wear?

At what age were you baptized?

What kind of gifts did you receive?

Was there a celebration afterwards?

Who performed the baptism?

What time of year did it take place?

What preceded the baptism? (Revival, classes) How many people would be baptized at one time?

WEDDINGS

What was it like when you were “courting” or “keeping company?”

How common was it to get married?

Why did people get married?

Was there a dowry?

What food was served?

Where and when were you married?

Who performed the ceremony?

What happened when there were mixed marriages?

What music did you have at weddings?

How would you describe the ceremony?

Was “jumping the broom” included?

Were you ever married? At what age? What did you wear?

Do you remember any particular controversy in your community/neighborhood?

How was it settled?

What was the role of boycotts of businesses, schools, transportation?

When did you first vote?

What do you remember about people organizing around voting?

How did you get local/national news?

Which newspapers did you read?

Who were the most important people in your community?

Who were the important black national figures in this time?

What was it like being black in the South at that time?

What were the signs and symbols of the Jim Crow era?

What were some of the differences you encountered? Schools, public places?

Who were some of the people fighting against segregation?

Who was fighting for segregation?

What role did soldiers returning from WWII play in the movement?

What role did women play in the movement?

What role did churches play in the movement?

How did the Civil Rights Movement affect your life?

Was there an NAACP in your community?

What do you remember about Eula Johnson and her involvement in the Fort Lauderdale Wade-In's?

What were the main voluntary associations or clubs in your community?

Who could join them?

What did you think of the fraternal organizations and the sororities?

Do you belong to any organizations?

If so, how are decisions made at meetings?

How are conflicts resolved within the organization?



Initial Entry:

Were you drafted or did you enlist?

Where were you living at the time?

Why did you join?

Why did you pick the service branch you joined?

Do you recall your first days in the service?

What did it feel like?

Tell me about your boot camp/training experience(s).

Do you remember your instructors?

How did you get through it?

Experiences:

Which war(s) did you serve in (WWI, WWII, Korea, Vietnam, the Persian Gulf)?

Where exactly did you go?

Do you remember arriving and what it was like?

What was your job/assignment?

Did you see combat?

Were there many casualties in your unit?

Tell me about a couple of your most memorable experiences.

Were you a prisoner of war?

Tell me about your experiences in captivity and when freed.

Were you awarded any medals or citations?

How did you earn them?

Higher ranks may be asked about battle planning. Those who sustained injuries may be asked about the circumstances.



¹ The questions used in this section were taken directly from the Library of Congress Veteran's History Project website: <http://www.loc.gov/vets/questions.html>

Military Life: (Ask questions about life in the service and/or at the front or under fire.)

How did you stay in touch with your family?

What was the food like?

Did you have plenty of supplies?

Did you feel pressure or stress?

Was there something special you did for "good luck?"

How did people entertain themselves?

Were there entertainers?

What did you do when on leave?

Where did you travel while in the service?

Do you recall any particularly humorous or unusual event?

What were some of the pranks that you or others would pull?

Do you have photographs?

Who are the people in the photographs?

What did you think of officers or fellow soldiers?

Did you keep a personal diary?

Discharge from the Military: (Questions will vary if the veteran had a military career.)

Do you recall the day your service ended?

Where were you?

What did you do in the days and weeks afterward?

Did you work or go back to school?

Did the G.I. Bill support your education? How?

Did you make any close friendships while in the service?

Did you continue any of those relationships? For how long?

Did you join a veteran's organization?

Later Years and Closing:

What did you go on to do as a career after the war?

Did your military experience influence your thinking about war or about the military in general?

If in a veteran's organization, what kind of activities does your post or association have?

Do you attend reunions?

How did your service and experiences affect your life?

CONCLUDING THE INTERVIEW

Is there anything you wanted to talk about that we didn't get to?

Is there anything we didn't talk about that you would like to add?

At the conclusion of the interview, be sure to thank the narrator for agreeing to participate with the project.

Turn off the audio or video recorder.

Resources

Local History Websites



HISTORICAL SOCIETIES IN BROWARD COUNTY

Broward County Library

<http://www.broward.org/Library/History/Pages/default.aspx>

Coral Springs Historical Society

<http://www.coralsprings.org/history/minimuseum.cfm>

Deerfield Beach Historical Society

<http://www.deerfield-history.org/>

Fort Lauderdale Historical Society

<http://www.fortlauderdalehistoricalsociety.org/>

History Across Broward

www.historyacrossbroward.com

Hollywood Historical Society

<http://www.hollywoodhistoricalsociety.org/>

Oakland Park Historical Society

<http://www.oaklandparkhistory.org/>

Plantation Historical Society

<http://www.plantation.org/Museum/historical-society.html>

Pompano Beach Historical Society

<http://www.pompanohistory.com/phc/>

Tamarac Historical Society

<http://tamarachistoricalociety.webs.com/>

Wilton Manors Historical Society

<http://www.wiltonmanorshistoricalociety.org/>

BROWARD COUNTY HISTORIC SITES

Bonnet House

<http://www.bonnethouse.org/>

Flamingo Gardens

<http://www.flamingogardens.org/>

Ft Lauderdale Navel Air Station

<http://www.nasflmuseum.com/>

Hillsboro Lighthouse

<http://www.hillsborolighthouse.org/>

Old Davie School House

<http://odshm.ch2v.com/>

Old Dillard Museum

<http://www.broward.k12.fl.us/olddillardmuseum/>

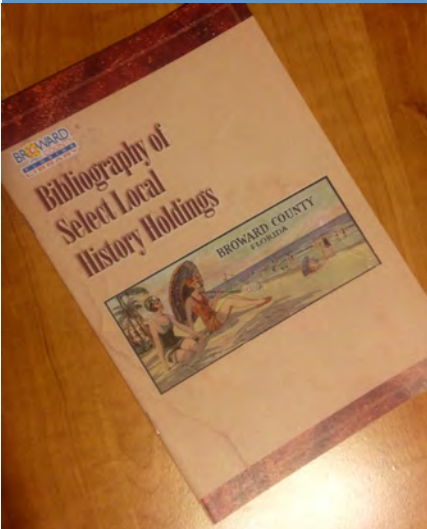
Stranahan House Museum

<http://www.stranahanhouse.org/>



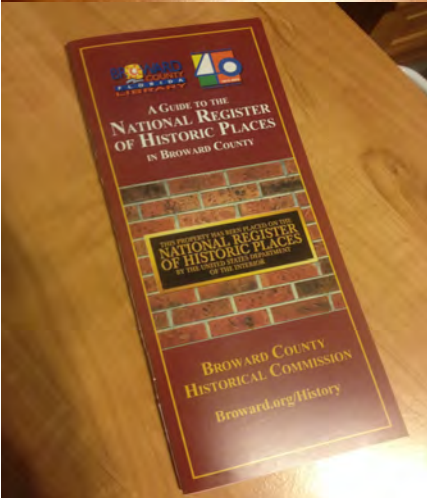
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THE REFERENCES LISTED BELOW FOCUS ON BROWARD COUNTY AND FLORIDA HISTORY.



Broward County Libraries Division. (2012). *Bibliography of Select Local History Holdings*. Fort Lauderdale, FL: Broward County Libraries Division.

Developed by the Broward County Libraries Division, the *Bibliography of Select Local History Holdings*, includes books and other resources on the history of Broward County and many of its cities and towns. The bibliography can be obtained at any Broward County Public Library and is free of charge.



Broward County Historical Commission. (2014). *A Guide to the National Register of Historic Places in Broward County*. Fort Lauderdale, FL: Broward County Libraries Division.

This guide, developed by the Broward County Historical Commission, is an informative guide that helps identify many historic sites in Broward County that are on the National Register of Historic Places. Historic sites in Broward include the Hillsboro Inlet Lighthouse Station, Lock No.1 North New River, The Link Trainer Building, and several historic homes and schools. The brochure also contains QR codes that link to websites with additional information. This guide can be obtained at any Broward County Public Library and is free of charge.



Arcadia books are a valuable resource for students as they provide a wealth of knowledge, in addition to the over 120 photos that each book provides. These books are published by both professional and hobbyist historians. These books allow students to visualize history and many of the pictures are easily accessible to students if they visit the appropriate historical society or organization. These books can be obtained from local historical societies.

A complete bibliography of Broward County Arcadia books can be found on the next page



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Student Sample Transcript

Please note this is a one-page sample of an eight-page transcript.

BOYD H. ANDERSON HISTORY ACROSS BROWARD INITIATIVE ORAL HISTORY PROJECT

INTERVIEWER: CHELSEA BLACKMON
NARRATOR: HAZEL K. ARMBRISTER

DATE OF INTERVIEW: 12/12/2013

Suggested Citation:

Hazel K. Armbrister, interviewed by Chelsea Blackmon, Boyd H. Anderson High School, Lauderdale Lakes, FL, December 12, 2014.

[Topics: African-Americans, Racism, Growing up in Broward County, Contribution to History, Segregation]

This was an interview with Hazel K. Armbrister at Boyd H. Anderson High School 3050 NW 41st Street Lauderdale Lakes, Florida, December 12, 2014

BEGIN TRANSCRIPT

CB: Hello Miss Armbrister, my name is Chelsea Blackmon and I will be interviewing you today. The questions I will be asking you today come from sheer curiosity. Tell us about yourself, your life.

HKA: I arrived in Fort Lauderdale on Jan. 22, 1950. I had been told in Greenville, Florida; that's North Florida that there was work in Fort Lauderdale and that I could make money. Greenville is the oldest part of Florida, and there wasn't much work to be found there. I had not completed high school, I had made it to the tenth grade. Mrs. Bell and her sister came home for Christmas and I met them through a friend, and they were talking about the money you could make on the Gold Coast, which was what you call Fort Lauderdale now. Back then it looked completely different than what it is now. I don't know who had a vision for it, but the area itself is different. Right at this school actually, cows were being farmed out here. I had a friend that herded the cows at here. Being 19, I got to know the young people in the community. On Sundays, we would all pile in a friend's car and visit people. We had fun by visiting somebody when they whistled for us to come when they were on a horse. That was our recreation. When I got off the bus in Fort Lauderdale, I got off at where the library is on 1st and Andrew. It was across the street from what was Burdines Department Store. All of the commerce was on Andrews Ave., beginning at Broward basically. There was a fence on the north side of the building. None of what you see in Downtown Fort Lauderdale today is what I saw, except for Burdines and the Old McKoy jewelry building. There is nothing there to reminisce about what it used to be.

CB: How did your parents explain racism to you as a child?

HKA: I never thought of it. But, then I would have to go back to the little town I was born, which was Perry, Florida. At that time it was the Saw Mill Town. If you read Florida history, you will find out that a lot of not very pleasant things was happening in and around. If you heard about Rosewood, you would be able to understand when I say I did not experience Rosewood, but I did experience the Methodist church, the AME church. It was burned down at night, and I remember my father holding my hand while standing on the corner and we watched the church burn down. When I got to fifth grade, the first half of fifth grade; during the Christmas break, our school burned down. And so we never had a school building, as long as I was in school. In Perry, I could not walk on the sidewalk if there was a white person walking along the sidewalk. I had to step off the sidewalk, and wait for them to walk by. You couldn't make eye contact with them either.

Student Sample Reflection

Reflection- Sample 1.

I honestly have to say when I first heard we were getting a project like this I was turned off for a number of reasons. I knew it was the fourth quarter and I was ready to just relax and enjoy the time remaining of my senior year. I am also someone who is not very interested in history, much less history projects, so I was positive that I was going to do the alternative written assignments in order to pass the fourth quarter. After careful thought and consideration, I realized that I was sick and tired of writing essays because I felt like that's all my senior basically consisted of. So I decided to go along with doing the oral history project and I actually have to say I enjoyed every minute of it. From meeting someone new who has impacted the Broward County community, to interviewing him, and even stopping my 54 minute interview every five seconds to write my transcript, I enjoyed it all!

I learned a lot while working on this project. I interviewed Calvin Glidewell, the Chief Executive Officer at Broward Health Medical Center. He welcomed me into his office with open arms ready to answer all of the questions I prepared for him to answer. If there is anything I learned while interviewing Mr. Glidewell, it was that Broward Health Medical Center has come a long way. It started off in an apartment building with 48 beds, 1 operating room, 1 X-Ray machine and no air conditioning. One would think to themselves, how did anyone even survive in that type of environment? Well they did it! And it has blossomed into a beautiful hospital now. Every time I go there and even hear my mom speak about it, I always tell her she works in a mall. The hospital has flourished into better equipment and better technology but the mission of serving the Broward County community has stayed the same and that is what impressed me the most.

My plan in the beginning stemmed from an idea from my mom. I told her about the project and she knew of the perfect person that I could interview in order to achieve the goals of the project. I was thrilled to hear and read about the person she told me about. The lady, Dr. Jasmin Shirley and her family, were very influential and important to the Broward County community a couple of decades ago and even up until this very day. Her father was a very important doctor in the Broward County community as he has delivered close to 6,000 babies. His children, Jasmin Shirley and Carmen Shirley, are now doctors who have their own practice in the Broward County community. So after hearing all of this information about Dr. Shirley, I knew as well that she would be a perfect person to interview. However, because of her busy schedule I was unable to interview her and I have to say that was the most disappointing part of this whole project. I had questions in mind that I would have loved to ask her and learn about myself. And if there was anything else I would do differently in this project, it would definitely include meeting Dr. Shirley. Overall, I enjoyed the project and would even consider doing something like this again in the future.



Student Sample Reflection

Reflection- Sample 2.

This last class project helped me realize a few things about Theory of Knowledge (T.O.K.) in various aspects. Throughout the year we had our major projects such as the extended essay and prescribed title that question how reliable our information was and then this final project just built on this idea. While conducting my oral history, I was nervous whether or not I was gathering enough information. However, that caused a problem because what exactly was enough information? Since I did not go into my oral history knowing exactly what questions I wanted to answer then the information that I could gather was limitless. I found myself zoning in and out while conducting this oral because I was stuck between trying to find more questions, listening to build onto the questions, and withholding questions for the sake of the interviewee's privacy. I found myself thinking in terms of anthropology often and at first I thought that this was bad but then I remember that T.O.K is universal. When editing and revising my transcript of the oral history the things that I learned in T.O.K were clearer. Simple things such as acronyms for I.B and F.I.U and A.B.D seem simple to me and maybe a few other readers when read in context. But then I realized (not arrogant) that I don't know where the transcript or oral could end up and who would know these acronyms that seem like a given to us. This reinforces that knowledge specifically "words" are ambiguous, what is IB, International Baccalaureate to me isn't the same for someone else. There is another example that represents this clearly when I asked Ms. Cole, interviewee, if she could name any traditions that she once had. She did not what I meant by tradition even though English is both our first language. This puts into perspective how hard it must be for anthropologists studying a culture with an entirely different language. Overall this was a very interesting and challenging project that I enjoyed.



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“History is everything that happens in a community.”

Dr. Cooper Kirk
1st Broward County Historian



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Explore Your Community!

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