



Curriculum Guide

TEEN CHICAGO

Grades 7–12

ChicagoHistoryMuseum

Educator's Note



Dear Educator,

Despite their prominent role in our culture, teenagers are underrepresented in museums. Through the Teen Chicago Project, the Chicago History Museum brought together teenagers, Museum staff, and scholars to study teen experiences across generations, neighborhoods, racial groups, and ethnic communities.

Over the course of two years, the fifteen members of the Teen Council worked hard to collect more than one hundred oral histories about growing up in Chicago. With the help of the teens, Museum staff used these interviews to create an exhibition, develop programs, inform publications, and build a website (www.teenchicago.org).

Based on the success of the Teen Council's oral history project, the Museum presents this curriculum guide, which details the oral history process for use in your classroom. We would like to thank consulting teachers Barry Kritzberg of Morgan Park Academy and Stephanie Stevens of the Latin School of Chicago for their help with this project. We hope these materials will encourage you to use oral history as a teaching method and become a way for students to discover their own histories.

Sincerely,
The Teen Chicago Project Staff

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Oral History in the Classroom



What is oral history?

Oral history is a type of storytelling, a research method, a documentary art form, and a flexible teaching tool. It provides students with a direct link to the past and gives them an opportunity to exchange information, ideas, emotions, ethics, and values across generational, economic, ethnic, racial, and social barriers. Oral histories about teenage life allow students to think through their opinions on a variety of relative topics, including school, family, friends, growing up, and dating.

Oral history allows students to guide their own learning and teaches them to make important distinctions between memories and historical events. It reveals the inconsistencies and contradictions in history and broadens students' historical consciousnesses. By studying and practicing oral history techniques, students enhance their conversation and listening skills and come to realize that they are participants in history.

How to use this CD

The oral history interview clips on the enclosed CD are organized into five main themes: **work, family, popular culture, school,** and **identity**. Along with the suggested activities, you can use the CD as a general introduction to oral history or to help prepare your students to conduct their own oral history interviews. The activities are intended to connect personal stories to larger historical trends and will illustrate the many dimensions of Chicago's history through the eyes of historical teenagers.

The goals for the CD and its related materials are to:

- Give students the opportunity to talk about their lives and the issues affecting them.
- Help students see their lives and the lives of adolescents throughout history as valuable, interesting, and worthy of historical analysis.
- Teach students how to use oral history as a critical and participatory method of gaining knowledge.
- Allow students to develop their sense of historical consciousness and recognize both change and continuity over time.

This curriculum meets the following Illinois State Learning Standards:

English Language Arts: State Goal 4

Listen and speak effectively in a variety of situations.

Social Studies: State Goal 16

Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

Track List for the Teen Chicago CD



Introduction

- Track 1** Music
- Track 2** Introduction to the CD by Ray Yang
- Track 3** Introduction to the Teen Chicago Oral History Collection by Alana Heber
- Track 4** Music
- Track 5** Street sounds

Work

- Track 6** Introduction by Vanessa Alvarez
- Track 7** Studs Terkel interview
- Track 8** Richard Hanson interview
- Track 9** Sammy Skobel interview
- Track 10** Music
- Track 11** Street sounds

Family

- Track 12** Introduction by Landon Jones
- Track 13** Herb Kent interview
- Track 14** Rhonda Gumpel-Thomas interview
- Track 15** Jim Duignan interview
- Track 16** Music

Popular Culture

- Track 17** Introduction by Jerron Greer
Roberta Cooper and Deanne DeGraff interview
- Track 18** Laura Hoepfner interview
- Track 19** David Stovall interview
- Track 20** Music
- Track 21** Street sounds

School

- Track 22** Introduction by Bakir Bicakcic
Jodee Blanco interview
- Track 23** Jodee Blanco interview (continued)
Jacqueline Ammar interview
Harold Arai interview
- Track 24** Music

Identity

- Track 25** Introduction by Ari Fulton
Kathy Starck interview
Karin Pritikin interview
- Track 26** Mario Nieves interview
- Track 27** Mario Nieves interview (continued)

The Chicago History Museum extends a special thank you to Josh Hadro, a graduate of New Trier High School and Columbia University, who composed, performed, and produced the music tracks for this CD.

Meet the Teen Council



The Teen Council. Back row (from left): **Alana Heber**, Charles Fox, **Jerron Greer**, **Bakir Bicakcic**, **Ari Fulton**, and **Landon Jones**. Middle row: Hai Minh Nguyen, Erin Vaughn, May Szeto, **Vanessa Alvarez**, and Adam Salazar. Kneeling: Claire Elderkin, Sable Griffin, and Matt Kane. Bottom: Vicky Wigutow.

Vanessa Alvarez, a graduate of Notre Dame High School for Girls, attends the University of Illinois at Chicago. As a spokesperson for the Teen Chicago Project, Vanessa delivered speeches and gave interviews in both English and Spanish.

Bakir Bicakcic, a graduate of Whitney Young High School, attends Northern Illinois University. He is a web programmer and graphic designer. While working at CHS, Bakir helped develop the Teen Chicago website.

Ari Fulton, a graduate of the Chicago Academy for the Arts, attends DePaul University. She is a writer and aspiring theater professional and played an integral role in developing the Teen Council play, *Coming of Age*.

Jerron Greer is a recent graduate of George Henry Corliss High School. He enjoys music, hanging out, and living on the city's South Side. Jerron emceed many of the Museum's teens-only events.

Alana Heber is a recent graduate of Francis W. Parker School. She is currently living and studying in Israel and plans to enroll in college in fall 2006. Alana became one of the project's strongest teen interviewers.

Landon Jones, a graduate of Simeon Career Academy, attends DePauw University in Greencastle, Indiana. Landon's knowledge of music and movies constantly astounded the Teen Council and made him a popular emcee at many teen events.

Ray Yang was the Museum's Teen Council Coordinator.

Interviewee Bios



Jacqueline Ammar was a teen in the 1970s. She is of Polish descent and lived with her family in Chicago's Lincoln Square neighborhood. As a teen, Jacqueline was influenced by ethnic and racial changes in her community and high school.

Harold Arai was a teen in the 1950s. His family relocated to Chicago after World War II and lived in the Frances Cabrini Homes on the city's North Side. Arai was one of the first Asian Americans to attend Francis W. Parker School.

Jodee Blanco was a teen in the late 1970s and early 1980s. She attended Carl Sandburg High School, where she was bullied, teased, and abused by her classmates. She is the author of the best-selling *Please Stop Laughing at Me* (2004).

Roberta Cooper and **Deanne DeGraff** were teens in the 1950s. They attended Von Steuben High School on Chicago's North Side and fondly remember their visits to Riverview Park. Roberta and Deanne are still friends today.

Jim Duignan was a teen in the 1970s. He was interested in writing and enjoyed the music of Led Zeppelin and Earth, Wind & Fire. He teaches education at DePaul University in Chicago.

Rhonda Gumpel-Thomas was a teen in the 1970s. She grew up in a multiracial neighborhood in Hyde Park but attended a predominantly white high school. As a result, Rhonda struggled with not being accepted by her African American friends.

Richard Hanson was a teen in the 1930s. He lived near Irving Park Road and Western Avenue and earned three dollars per week working in a typewriter repair shop.

Laura Hoepfner was a teen in the 1970s. She grew up in Rogers Park, attended Sullivan High School, and loved the Clash, Styx, and platform shoes. She says she had an "ideal" adolescence and felt she became a teenager the "moment she stepped into high school."

Herb Kent was a teen in the 1940s. His passion for radio, which he developed as a teenager, led to a lifelong career. At age nineteen, he broke through racial barriers when he was hired by a major TV network. He is still known in Chicago on W103 as "Herb Kent, the Cool Gent."



Continued from page 4

Mario Nieves was a teen in the 1960s. During the 1950s, his family emigrated from Puerto Rico to Chicago. He lived in the Le Claire Courts housing projects on the Southwest Side. He attended Lindbloom, Kelly, and Kennedy High Schools and enjoyed being on the wrestling team.

Karin Pritikin was a teen in the 1960s. Although Karin originally lived in Evanston, she became a teen runaway. She was very involved in politics and folk music and participated in demonstrations during the 1968 presidential convention.

Sammy Skobel was a teen in the Maxwell Street area during the 1940s. Although legally blind, he was a track star at Crane Technical High School and became a professional roller derby player.

Kathy Starck was a teen in the 1980s. She grew up in Naperville and attended Naperville High School. She loved music, learned about the Santeria religion from her mother, and experienced discrimination because of her Hispanic heritage.

David Stovall was a teen in the 1980s. He grew up in Calumet Heights and attended Luther South High School. As a teen, he loved to party and listen to hip-hop music with his buddies.

Studs Terkel was a teen in the 1920s. He lived in a five-room flat on Oakley Boulevard and Division Street and later worked in a men's boarding house on Grand Avenue and Wells Street, where he learned to tell and listen to stories. He was an avid reader, loved radio, and attended McKinley High School, where he was on the debate team.

Activity: Response Writing



Summary

Students will listen to an oral history and write their personal reaction.

Materials

- Teen Chicago CD
- Pens or pencils and paper

Procedure

Estimated time: One class period

Immediately after completing an oral history interview, it is important to write down a quick impression of the experience. This summary will fix the interview in the student's mind and create a springboard for later analysis and interpretation. It also reinforces active listening. Eventually, when students conduct their own interviews, a summary will help them remember the environmental and interpersonal issues occurring at the time of the interview, which may affect the interview's quality.

As a class, choose and listen to an interview clip from the Teen Chicago CD. Afterward, instruct students to write a quick one-paragraph impression of what they've heard. Their summary should include both the most interesting and most important points of the interview. Besides giving a summary of the interview, students should consider the following questions: Is this a truthful account? How can you tell? If not, what is the underlying significance the interviewee is trying to convey? Have students share their impressions with their classmates.

Educator's note: If your students will use the oral history interviews to write research papers, ask them to formalize their response writing into a summary sheet, so they can easily retrieve information when it is time to write the paper. (A sample summary sheet is available on page 18 of this curriculum.) In a real interview, students should add information about the environmental factors influencing the interview—such as overhead fans, interruptions, and emotional reactions to topics discussed—to their summary sheets.

Activity: Storytelling

Summary

Students will use the Teen Chicago oral histories as a springboard to construct their family histories.

Materials

- Teen Chicago CD
- Pens or pencils and paper
- Tape recorder and audiotapes (optional)

Procedure

Estimated time: One class period

As a class, listen to the family section of the Teen Chicago CD (tracks 12 to 15). Afterward, divide into small groups to discuss the following questions. Ask a student in each group to record the group's answers:

- Are conflicts between generations typical or necessary? Why or why not?
- What is the main source of conflict between you and your parent(s)?
Between you and your sibling(s)?
- What influences teen-parent relationships? Teen-sibling relationships?
- How are teen responses to family life the same as they were in the past?
How are they different?
- What roles and responsibilities are appropriate for teenagers in families today?
- How are family stories created? What purpose do they serve?

Ask a student (someone other than the note-taker) from each group to report the group's answers to the class.

Using the answers as a prompt, divide students into pairs. Ask each student to tell a unique or memorable story about his/her family. The story can focus on a person, an event, or a period of time.

Educator's note: If the resources are available, audiotape the conversations. Students can use the tapes to write a short story expanding and refining their verbal accounts. The tapes could also become the beginning of an audio collection for a larger family history project.

Activity: Rites of Passage

Summary

Students will listen to three interviews with teenagers from various time periods and write an artistic essay based on a “rite of passage” or transition into adulthood.

Materials

- Teen Chicago CD
- Pens or pencils and paper
- Drawing materials (colored pencils, markers, etc.)

Procedure

Estimated time: Two class periods

Day 1

As a class, listen to the clips from interviews with Studs Terkel (track 7), Kathy Starck (track 25), and Karin Pritikin (track 25). Afterward, lead a discussion. You can use the following questions as a guide or ask students to speculate on the experiences of the people on the CD.

Studs Terkel

- What was the worst moment of Studs’s teenage life? Why?
- How do you think it changed him?
- What was the worst moment of your teenage life?

Kathy Stark

- What was the biggest challenge Kathy faced? How did she handle it?
- What experience marked your transition into adolescence?

Karin Pritikin

- How did Karin’s family characterize girls?
- How did the school she attended characterize girls?
- Do girls today feel pressure to behave in a certain way? What about boys?



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Other questions for discussion:

- How are teens portrayed in today's society?
Are these portrayals accurate? How do they impact you?
- What are society's attitudes toward dating and sex?
Do they differ from your opinions?
- What role does religion or spirituality play in your life?
- What experience defined (or will define) your transition into adulthood?

Day 2

As a class, define "rite of passage" using the ideas generated from the discussion on Day 1. Place your definition in a prominent place in the classroom. Brainstorm a list of rites of passage: starting high school, getting your driver's license, getting your first kiss, etc.

Divide the class into small groups. Assign each group (or ask them to select) a rite of passage from the list. Instruct them to discuss why it is important and how it marks the transition from being a teenager to being an adult. Ask students to consider the following criteria found in rites of passage from traditional cultures—contact with nature, ordeal and challenge, solitude, public witness, and symbolic representation. How are these represented in their rite of passage?

In conclusion, ask each student to write a few paragraphs about a rite of passage in his/her life. It can be a traditional rite of passage (a bar/bat mitzvah or going to the prom) or it can be more personal (winning a contest or event or making a hard choice about a friendship). All stories should begin with a symbolic representation, either described in words or with drawings.

Activity: Connecting to History

Summary

Students will research one of the interviewees featured on the Teen Chicago CD using the interview transcripts on the Teen Chicago website and write a journal entry from the perspective of the interviewee.

Materials

- Teen Chicago CD
- Computers with Internet access or printouts of selected transcripts
- History textbooks or library access
- Pens or pencils and paper

Procedure

Estimated time: Three class periods

Educator's note: Prior to teaching this lesson, students should have a general understanding of oral history. Ideally, students would also be familiar with the Teen Chicago Project and have completed other activities from this curriculum guide, such as the Response Writing activity. You can tailor this activity to a specific time period by asking that students select an interviewee from a specific era.

Day 1

Ask each student (or pair) to review the Teen Chicago CD track list (page 2) and choose an interviewee. Students can choose a person that intrigues them or someone they would like (or hate) to be.

Help students navigate the Teen Chicago website. Go to www.teenchicago.org. Under "Teen Forum" (the orange box in the top right) click "Learn more." At the top of the page, click "Conduct an Interview." Scroll down to "Sample Interview Transcripts." The direct URL is www.teenchicago.org/interview.asp.



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Students can review the transcript solely onscreen or print it for later reference. Instruct students to read their interviewee's transcript and take notes, which should include:

- The dates of the interviewee's teenage years
- The names of her neighborhood and high school
- A description of his relationship with his family
- Notes about the slang words she used or the things he did for fun
- A list of the people and places mentioned in the interview

Day 2

Have students review their notes from Day 1 and hold an informal discussion of the information they gathered. Ask students to identify an event or trend that happened during their historical teen's (interviewee's) adolescence. Give them time to research and become familiar with the various experiences and opinions surrounding the event or trend.

Instruct students to combine their primary and secondary source research into a diary entry from the perspective of their historical teen. Students should describe what the teen would think and feel about the event or trend and what he or she would do. Remind students to include both "personal" details and historic facts from their research.

Day 3

Ask for volunteers to read excerpts of their journal entries to the rest of the class. Afterward, have a discussion about their experiences:

- What is it like to read/hear diary entries about historical events?
- How does it influence your idea of the events or the people in the story?
- Would you rather read about history in textbooks or personal narratives? Why?
- What can you learn from different types of sources?

Hang the journal entries on the walls, bind them into an informal book, or publish them on your class website.

Activity: Spoken Word



Materials

- Teen Chicago CD
- Pens or pencils and paper
- Scissors and glue



Summary

Students will listen to oral histories about popular culture and use creative writing to analyze the stories.

Procedure

Estimated time: One class period

As a class, listen to the popular culture section of the Teen Chicago CD (tracks 17 to 19). As they listen, ask students to jot down words or short phrases used by the interviewees to describe music, dance, fashion, and slang. Some examples include: "bamboo earrings," "just like *That '70s Show*," and "Everybody wanted to be a DJ." Afterward, instruct students to add phrases describing their musical, dance, and fashion preferences to their lists.

Ask students to cut apart their list into individual words and phrases. Either individually or in small groups, students should then arrange the words and phrases into a story or poem as if using magnetic poetry pieces. When they have completed their piece, ask students to glue the story or poem onto a second sheet of paper. Students should aim to fill one side of a page, which will result in a two-minute spoken word performance to share with their classmates.

End the lesson with a short class discussion: Teenagers are often said to be the first to experiment with new styles in fashion, music, dance and language. Does popular culture influence teenage behavior or do teenagers influence popular culture?

Creating Your Own Oral History Project

Educator's note

Oral history applies a defined, but flexible, interviewing technique. It involves completing background research on an interviewee and the topic of the interview; developing a series of interview questions; conducting and transcribing the interview; and creating a final product from the interview. Final products include written essays or books of poetry; articles for school or local newspapers or websites; or dramatic performance pieces. When combined with photography, oral history testimony can also be used to create mini-exhibitions for display at school functions.

Background Research and Developing a Survey

Students should spend nearly one-third of their time doing preliminary research, including locating potential interviewees and creating the survey. It is important for students to thoroughly understand their topic before creating the survey, which will help them select their interviewees. To develop the survey, ask students to identify the themes of their topic and create lists of questions under each theme. A survey of thirty-five questions will yield a sixty- to ninety-minute interview.

Interviewing

Oral history interviews can take place anywhere and are usually recorded on audio or videotape; this recording becomes a new historical source. Assign students to groups of two or three to conduct their interviews; if interviews are conducted in pairs, the student taking notes can also operate the tape recorder. Dividing roles allows students to focus on the specific tasks. If students are required to complete more than one interview, ask them to alternate roles to gain experience in all areas. When interviewing in a classroom, take into account bells and intercom interference and post a Do Not Disturb sign on the classroom door.

Transcription

Transcribing interviews will help students understand the importance of speaking slowly and clearly and selecting a quiet location for the interview, as the tape will include environmental sounds. Since transcribing is very time consuming, it is advisable to ask students transcribe a portion (the first 20 minutes or so) of the interview to get the feel of it.

The Basics of Interviewing

By Claire Elderkin



Claire Elderkin, a former member of the Teen Council, is a student at the University of Chicago.

Want to do interviews of your own?

Here's an overview of how the Teen Council conducted their oral history interviews. I'll explain each role in the interview, the equipment we used, and what we did with an interview once it was completed.

With oral history, you can experience history through the stories of an eyewitness. It can be a fun and enlightening conversation. We hope you enjoy interviewing as much as we did. Remember: The key is simply to relax and have a conversation.

Team Interview Roles and Responsibilities

It's important that the interview team be comfortable with one another and able to work together. Try not to steal your fellow interviewer's boyfriend or insult her hair right before the interview (an exception, however, should be made for mullets). In the Teen Council interviews, three people were present—an interviewer (obvious, right?), a tech operator, and a note-taker. All three—not just “the interviewer”—could jump in with their own questions when they felt like it.

Interviewer

This person has the hardest job. They have a set of questions to ask, but no one wants to be interviewed by someone reading off a page in a monotone voice. The interviewer should be very comfortable with the questions, so he/she can jump around and skip questions the interviewee may have already answered. Don't forget about the legal stuff like a release form (if applicable). Think of this as a guided conversation, and feel free to have fun.

Tech operator

This person sets up the tape recorder, microphone, etc. He/she also takes pictures of any objects the interviewee may have brought. While this may seem like the snooze job, it is of vital importance. Think of what the interviewer and note-taker would do to you if you screwed up the tape!

Note-taker

Not much description needed here. Just take notes of the interview. These should be typed up later, so don't write in Sanskrit if you can help it.



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Interview Equipment

It's a good idea to do an equipment check before each interview. Test the tape recorder batteries, microphone, and audiotapes.

- Tape recorder with microphone plug-in We used a Sony TCM-5000EV.
- Audiotapes If you can afford it, record on only one side. It improves the sound quality.
- Tabletop microphone with noise reduction This device is small and picks up sound nicely.
- A quiet room with comfortable chairs, a table for equipment, and ice water
- Notepad and pens
- Extra audiotapes and batteries Running out mid-interview is not cool.
- Set of questions to help guide the interview Sample questions are on pages 16 and 17.
- Release and consent form A sample form is on page 19. You wouldn't want to get in trouble with the law.

After completing the interview, make a folder.

On the folder, write down the date and the names of those who participated in the interview. Our folders contained the following:

Pre-interview questionnaire

Assaulting people on the street and demanding they participate in an interview is not advisable. Instead, call up a potential interviewee and get some initial information by telephone. Begin with an explanation of your project. If the person agrees to be interviewed, ask for his/her contact information, including address and e-mail. The conversation should include three to five questions to give you basic background information on your topic and prep your interviewee for the interview.

Notes from the interview

Photocopy the note-taker's notes and include them in the file.

Summary sheet

A summary sheet is tedious to write, but worth it. It's a good idea to complete this right after you finish an interview, while it's still fresh in your mind. This summary will help you remember and easily locate the information you discovered while doing the interview. A sample summary sheet is on page 18.

Release and consent form (if applicable) Don't lose this.

Thank-you note

Send a note to the interviewee to thank him/her for his/her time and participation. Photocopy the note and include the copy in the file.

Teen Chicago Oral History Questions



The Teen Council developed these interview questions.

Setting and period

- In what decade were you a teenager?
- Do you have an enduring memory of your teen years?
- Do you remember discussing events/politics as a teenager?
Did any of these events shape your life? How?
- Did any significant personal experiences shape your life? How? Why?
- What was the most important invention that affected your teenage years?
- How is the world different now from when you were a teen?

Family and culture

- Who lived in your household?
- Describe your family's daily life.
- Describe your home and how it looked.
- Describe your relationship with your family while you were a teen.
What did you do together? How did the relationship impact you?
- Would you change the way you were raised? How?
- What is your family's background, race, or ethnic group?
- In what neighborhood or township did you live? What were the neighborhood boundaries? Was there any tension between racial or ethnic groups?
- Describe your neighborhood. What were the community and religious centers?
Did you belong to any?

School

- Where did you go to school?
- What was school like? Describe a typical school day.
- What extracurricular activities were available to you? Did you participate?
- What do you remember the most about school?
- What types of peer groups, cliques, or social pecking orders were in place at your school? Were they based on gender, class, ethnicity, race, or interests?
Did you belong to one? How did it affect you?



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Work

- As a teenager, what did you want to do when you grew up?
- What kinds of jobs did you have as a teenager? What did you learn?
- How did you spend your money?
- What types of jobs did your friends have?

Style and popular culture

- What fads, trends, or slang words do you remember?
- What was your favorite style of music? Who were your favorite musicians?
- What were some of the fashion trends during your teenage years?
- Did you identify with any important or popular people or images?

Leisure time

- What did you do in your free time? When were you expected home?
- Did you and your friends have a special “hang out”? Describe it.
- Were you aware of any juvenile delinquency or gang activity? Describe. Were you acquainted with any participants?
- Describe your social life.
- Do you remember your first date? What was your most memorable date or relationship in high school?

Maturation and identity

- What were the attitudes toward sex and dating? Did you agree?
- When do you think you became a teen?
- How were teens portrayed in society? Was this accurate? Did it impact you?
- What were the hardest choices you had to make as a teenager?
- Who inspired you as a teenager?
- Describe your teenage religious beliefs.
- What event or experience defined your transition into adulthood?

Reflective questions

- What didn't you do as a teenager that you always wanted to do?
- Did life turn out the way you dreamed it would? Explain.

Sample Summary Sheet



SUMMARY SHEET

General topic: _____

Name of interviewee: _____

Name of interviewer: _____

Date and location of interview: _____

Personal Information about the Interviewee

Date of birth: _____ Years as teen: _____

High school attended: _____

Racial/ethnic background: _____

Teenage neighborhood: _____

Parent(s) occupation(s): _____

Religious affiliation: _____

Current occupation: _____

Brief Synopsis _____

Interview Summary _____

(Continue the interview summary on a separate sheet of paper, as needed.)

Sample Consent Form



CHICAGO HISTORY MUSEUM

ORAL HISTORY RELEASE AND DONATION FORM

I, _____, the undersigned, have been interviewed by _____ on _____ in conjunction with the "Teen Chicago" initiative. This interview has been recorded on _____ (audiotape or videotape).

I hereby give and relinquish any claim to the interview recording and to any transcription made of it (the material) to the Chicago History Museum and authorize the Museum to use this material as it deems appropriate to this project (with its related exhibition, publication, and program uses) and for its other exhibition, research, public access, publication, and educational activities, including future promotions and marketing. _____*

In donating this material, I understand that it will be made available for research use at the Chicago History Museum and that researchers may quote briefly from it for publication under the "Fair Use" doctrine, of the Copyright Law of the United States (Title 17, U.S. code). I also authorize the Museum at its discretion to provide copies of this material to individuals and to other educational institutions for their collections, where this material may also be examined for research use. _____*

* Please initial paragraphs regarding copyright and literary rights to this material.

Interviewee _____ Date _____
(signature)

Name _____ Phone number _____

Address _____

Interviewer _____ Date _____
(signature)

Interviewer name _____

Received for the Chicago History Museum by _____ Date _____
(signature) (date)

Name _____ Museum phone number _____

Name Interview Exercise

Summary

This exercise will introduce students to interviewing techniques and familiarize them with the oral history process.

Materials

- Pens or pencils and paper
- Books or other resources, including information about given names and surnames, such as baby name books and genealogy websites.

Procedure

Estimated time: One class period

As homework the day prior, ask students to research their name (both first and last) by talking to members of their family, conducting a web search, or visiting the library. Students should jot down their notes for reference in class the next day.

Group students in pairs and instruct them to take turns interviewing each other. Remind each interviewer to take notes, which he/she will use to give a one- to two-minute presentation at the end of class. Each interview should take only five to ten minutes. The presentations will take up the remainder of the class period.

Share these interviewing tips with students:

- Use open-ended questions so the narrator can tell his/her story:
“Tell me about a time when . . .”
- Develop and use on-the-spot follow-up questions:
“Why do you think that happened?”
- Avoid leading questions that are overly negative: “Didn’t you just hate. . . ?”
- Get physical descriptions of people and places as often as possible.
- Work from prepared questions but allow for flexibility.

Sample Interview Questions

- What is your full name? Do you have a nickname? What is it?
- How did your parents choose your name?
- Are you named for anyone? If so, do you look or act like that person? How?
- What is the meaning of your first name?
- What ethnic group does your name represent?
- If you could pick a different name what would it be? Why?
- Tell me a story about your name or the person for whom you were named.

Additional Resources

Teen Chicago Timeline

- 1856:** Chicago High School, the city's first public high school, opens at Western Avenue and Monroe Street.
- 1869:** Due to increased enrollment, Chicago opens North, South, and West Division High Schools in various parts of the city.
- 1883:** The Illinois General Assembly passes compulsory education legislation, which requires all children ages eight to fourteen to attend school for at least twelve weeks each year.
- 1893:** Due to the increased number of graduates, Chicago holds its last citywide high school graduation.
- 1899:** Chicago police raid the "Pirates of Illinois," a band of youthful dime novel readers.
- 1900:** Nationwide, 630,000 (10.2 percent) of 14 to 17 year olds are enrolled in high school.
- 1900:** According to the U.S. census, 1,750,718 children ages 10 to 15 are employed.
- 1901:** Marshall High School on the city's West Side holds the first junior prom.
- 1903:** Illinois passes a child labor law that limits children's workdays to eight hours.
- 1903:** The Illinois State Legislature passes an amendment requiring basic literacy skills in order to obtain an age certificate (work permit).
- 1904:** Psychologist G. Stanley Hall releases *Adolescence*, one of the first studies to identify adolescence as a specific stage of human development.
- 1904:** The National Child Labor Committee is organized to promote legislation to end child labor.
- 1906:** Lake View High School becomes the first school in Chicago to issue hall passes.
- 1908:** Englewood High becomes Chicago's first public high school to use caps and gowns at graduation.
- 1910:** According to the U.S. census, 1,990,225 children ages 10 to 15 are employed.
- 1910:** The Chicago Boys Club is founded.
- 1910:** The Chicago Council of Boys Scouts of America is incorporated.
- 1911:** Lucy Flower, the city's only technical high school for girls, opens at Twenty-sixth Street and Wabash Avenue.

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- 1913:** Study of “sexual hygiene” is added to the Chicago high school curriculum.
- 1915:** Less than 20 percent of Chicago’s youth ages 14 to 17 attend high school.
- 1916:** Congress passes the Keating-Owen Act, which sets the stage for future legislation restricting youth work.
- 1930:** According to the U.S. census, 667,118 children ages 10 to 15 employed nationwide.
- 1938:** Lane Tech becomes the first high school in the nation to offer driver’s education courses.
- 1944:** *Seventeen* magazine begins publication.
- 1949:** 45 rpm records are introduced.
- 1951:** J. D. Salinger’s *The Catcher in the Rye* is published.
- 1954:** In *Brown v. Board of Education*, the Supreme Court rules segregation on the basis of race in public schools unconstitutional.
- 1956:** Elvis appears on *The Ed Sullivan Show*, and 13-year-old Frankie Lymon asks teens, “Why Do Fools Fall in Love?”
- 1964:** At Midway Airport, the Beatles arrive in Chicago for the first time to play a concert at Comiskey Park.
- 1967:** Chicago’s Riverview Amusement Park closes.
- 1971:** Congress passes the Twenty-sixth Amendment, which lowers the voting age from 21 to 18.
- 1980:** Nationwide, 86 percent of American teenagers complete high school.
- 1984:** Congress passes the Uniform Drinking Age Act, which reduces transportation funding to states that have not raised their minimum drinking age to 21; by 1988, all states have done so.
- 2000:** The Chicago-area graduation rate in public and private schools is 79.7 percent; the dropout rate is 8.7 percent.

Additional Resources

Annotated Bibliography

Teenage History

Online Resource

"Teen Chicago." The Chicago History Museum. www.teenchicago.org. Accessed in spring 2006.

With the guidance of the Teen Council, the Museum developed this site in collaboration with Weatherhead Experience Design. The site features an introduction to the oral history process and clips of oral histories collected by the teens; an in-depth look at the Teen Chicago exhibition; bios of all of the members of the Teen Council; a brief history of adolescence; and a teen forum and art gallery.

Printed Resources

Austin, Joe, and Michael Willard, eds. *Generations of Youth: Youth Cultures and History in Twentieth-Century America*. New York: New York University Press, 1998.

This comprehensive collection of historical monographs addresses a wide range of teen experiences across the twentieth century. Austin and Willard use a formational approach to the study of youth, which threads the chapters together. This is a good stand-alone read.

Frosch, Mary, ed. *Coming of Age in America: A Multicultural Anthology*. New York: The New Press, 1995.

Authors of different ethnic backgrounds contributed to this collection of stories, which provides valuable insights into and perspectives about the experience of growing up in the United States.

Hine, Thomas. *The Rise and Fall of the American Teenager*. 1st ed. New York: Perennial, 2000.

This thoughtfully written historical overview examines changes in teenage experiences across the twentieth century. Hine also challenges stereotypes about teenagers by addressing economic factors, educational issues, and the realities of being a teen.

Lewis, Sydney. *A Totally Alien Life-Form: Teenagers*. New York: The New Press, 1997.

In this collection of forty oral histories from teenagers across the United States, including the Chicago area, Lewis chronicles the social, intellectual, economic, and emotional struggles of teenagers. Lewis's attitude toward her interviewees is one of empathy and respect.

Palladino, Grace. *Teenagers: An American History*. New York: Basic Books, 1996.

Palladino's historical essay addresses how the institution of high school shapes teenagers' lives. Her highly entertaining and informative work also discusses intersections between teen and popular cultures.

Additional Resources

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Oral History

Online Resources

Museum staff accessed all of the following online resources in spring 2006.

Shopes, Linda. "Making Sense of Oral History." George Mason University.

www.historymatters.gmu.edu/mse/oral

Developed by historian Linda Shopes, this site's colorful and deceptively simple design houses clear, detailed oral history information, including guidelines for teachers and students and sample oral history interviews.

Terkel, Studs. "Studs Terkel: Conversations with America." Chicago History Museum and Michigan State University. www.studsterkel.org

Terkel's site is divided into seven galleries, based on the Studs Terkel radio program, *Division Street: America, Hard Times, The Good War, Race, Talking to Myself*, and a collection of greatest hits selected by the author. The education section features a how-to oral history guide and activities for high school students.

"The Whole World Was Watching: an oral history of 1968." South Kingstown High School and Brown University. www.stg.brown.edu/projects/1968

This online resource discusses the political and social upheaval resulting from the Civil Rights Movement, Vietnam War, and Women's Rights Movement. The site contains transcripts, audio recordings, and edited stories of a series of interviews conducted during the spring of 1998. Glossaries and timelines give useful background information.

Printed Resources

Perks, Robert, and Alistair Thomson, eds. *The Oral History Reader*. New York: Routledge, 1998.

This anthology on the theory and practice of oral history features international experts, including Michael Frisch, Alessandro Portelli, and Charles Morrissey. It also includes a chapter on oral history for young children.

Ritchie, Donald A. *Doing Oral History: A Practical Guide*. Twayne's Oral History Series 15. New York: Twayne Publishers, 1995.

This classic guide on the methods and practices of oral history is suitable for middle and high school students.

Yow, Valerie Raleigh. *Recording Oral History: A Practical Guide For Social Scientists*. Thousand Oaks, CA: Sage Publications, Inc., 1994.

This guide is appropriate for more advanced researchers, who are interested in conducting in-depth interviews or addressing questions of ethics and interpersonal relationships. It includes summaries, which contain excellent resources, and recommended reading lists.



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