

OHP MANUAL PART I

INTRODUCTION

Dear Student (and Parents),

Since 2000, the Oral History Project (OHP) has been an integral part of my Western Civilization curriculum. In 2002 Park Tudor was asked to partner with Senator Lugar's office and the Library of Congress Veteran History Project (VHP). Thus, student interviews which meet all the Library of Congress requirements are eligible for inclusion in the Library of Congress collection. Interviews with foreign veterans and civilians are also encouraged and these manuscripts instead become a part of our own Legacy Initiative Project at Park Tudor. Note, beginning in 2008-2009, even if a veteran/civilian has completed an interview for the VHP elsewhere, we still encourage them to tell their story to a Park Tudor student. We make transcripts and use this primary source for other projects.

This unique oral history and writing project provides a broad learning experience for students; it recognizes veterans and civilians from around the world who have served during times of war, and it provides an important connection between generations. Students will also receive a Veteran/Civilian Packet with required bio and signature forms which need to be filled out and returned according to dates set on their master calendar. It is imperative that students meet the deadlines, since this will ensure a productive and non-stressful experience. Thus, I ask for your assistance here. The complete Veteran/Civilian electronic forms are available on FirstClass for easier access (or may be downloaded from the Library of Congress site: <http://www.loc.gov/vets/kitmenu.html>). I also encourage students to ask their interviewee whether they have any additional letters, diaries or photos which they are will to copy and share with us. I am available to help with any substantial copying or scanning needs.

Finally, I encourage students to take on an important role as historians. Many students have enjoyed and learned a great deal from this experience. Those who seem to really enjoy this time or work and relish the opportunity to do more, may be invited at the end of the year to join the Legacy Initiative Project. On the Legacy Initiative, teams of students have an opportunity to edit letters, oral histories, and diaries, and do additional research and writing to prepare a manuscript for our next published book. Please read through this manual thoroughly in order to familiarize yourself with the scope and requirements of the project. Community service hours are given for work transcribing the interview! Please feel free to email or phone me regarding this project or any questions you may have.

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OVERVIEW

Goals:

- Complete an oral history interview and transcript for Library of Congress Veteran History Project and/or Park Tudor's Legacy Initiative Project
- Complete a well-researched essay paper based on original transcript and other necessary documents

Objectives: Students will

- Learn about historical events based on a first-person account
- Learn interviewing skills: perceptive listening & developing appropriate questions
- Learn how to relate interviewee to significant historical events
- Learn how to complete a verbatim & accurate transcript for the interviewee, the Library or Congress and/or Park Tudor's Legacy Initiative

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- Learn how to work with primary source materials, incorporate relevant research into a well-written and documented essay
- Complete an oral presentation about the veteran's/civilian's wartime service in class

TIME FRAME

| | | | |
|------------|---|-----|-------------|
| Quarter 1: | Find interviewee and complete interview (45 min +) | 25 | points |
| | Complete & return all required forms when due | 10 | points |
| Quarter 2: | Very good draft of transcript | 150 | points |
| Quarter 3: | Final transcript & polished essay based on transcript | 100 | points each |
| Quarter 4: | PowerPoint presentation to class | 25 | points |

Ten percentage points will be deducted for each day an assignment is late (due dates are on the class assignment calendar). Extensions will be given only for extenuating or non-avoidable problems (such as illness or death of veteran), and not for procrastination. Requests for excused extensions must be in writing with a parent's signature.

HOW TO USE THIS MANUAL

This manual has been designed as a guide to show how to complete forms or how to record an interview. There are suggestions for appropriate questions, how to go about creating a transcript, where to locate research information, and how to convert information in the transcript into a workable essay. There is an evaluation rubric both for the transcript and final essay. These serve as checklists so that one received the highest potential points for that assignment. It is essential that these guidelines be followed to the letter.

FINDING A VETERAN / CIVILIAN /HOLOCAUST SURVIVOR TO INTERVIEW

Whom should I ask for an interview?

Everyday more and more of the WWII veterans are passing away. In just a couple more years they will either be gone or unable to tell their stories. Thus, these veterans remain our number one priority! Consult with your parents first. Priorities exist . . .

- Is there a WWII family member who can tell a good story? (They do not have to live in Indiana!)
- If you locate a veteran who has *already* given an interview for the Library of Congress Veteran History Project, but NOT Park Tudor, they still may be interviewed if they are willing to do this. (This is a change in our policy, since we value their stories for our Legacy Initiative Project.)
- If you are not able to locate A WWII Veteran, then one who has served in the Korean War is the next choice. (Again, if they have told their story, but NOT to PT, they are still eligible.)
- Vietnam War is our third priority.
- The Gulf War is the last priority—the individual, though, cannot still be on active duty.

Where might I locate a veteran if there are none in my family?

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- Ask neighbors, church groups, bridge club, fellow workers, veterans' posts—all may be helpful, and ask Mrs. Lerch as the absolutely LAST resort. Do not procrastinate in finding a veteran, since you will be playing catch up the rest of the semester!

How do I know they if they will give a good interview with lots of information? Do a pre-interview over the phone if necessary. Pre-interview forms are on First Class as well. The pre-interview gives you general information. This will guide your initial research BEFORE you do the real interview. Allow yourself at least 2 weeks after the pre-interview, to collect historical background information and to adjust your intended questions. A week before your interview, sign up for a digital recorder in the Media Center. Do not wait until the last minute, since they will be in demand.

DO NOT PROCRASTINATE! Put the due dates in your assignment planner.

Is there an in-state or out-of-state preference?

Obviously interviewing someone local is the easiest, but this is not required. If you have a relative or family friend that fits the criteria and you and they are willing and able to do this over the phone, this can be arranged. Get back to me for details on how to do this. Note, for out of state (or even foreign) interviews, you need to allow extra time if you have to depend on mail or other means of contact.

Also cross-check the master database list to see if the prospective veteran has already been done by a Park Tudor student. I will post the most recent Excel sheet up on First-Class for your convenience (sorted alphabetically).

PHONE ETIQUETTE

Remember, when you phone a prospective interviewee (relatives included), first please identify yourself (your name and that you are a student at Park Tudor School). Then ask if this is a convenient time to call (avoid the dinner hour and never call after 9:00 PM). If this is not a good time to talk, ask when it would be convenient and then call them when they suggest. Remember, you represent Park Tudor School and you want to leave a positive impression! They may be generous of their time (and emotions) to provide you with an invaluable interview and you must show your gratitude for this.

Explain that you are calling to see if they are interested and willing to complete an interview for the Library of Congress Veteran History Project and/or Park Tudor. If this person is willing to be interviewed, then explain a little more about the process (time length, purpose of the recording, how the recording will be used at PT, that they will receive a copy of the transcript for their final approval. Explain, too, that you will need to conduct an interview that is a minimum of 45 minutes long—preferably longer. They will also have to fill out some permission and release forms from the L of C and/or for Park Tudor School. These can be completed in the two-week period before the actual interview and returned to you. Their L of C biographical form will give you the detailed information you need to do your initial research.

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DOING A PRE-INTERVIEW

How will I know if a veteran / civilian has a good or extensive story to tell?

The Pre-Interview questionnaire is posted in the Lerch HW folder on FirstClass. Explain to them before you set up a time for the formal interview, you would like them to complete a short pre-interview over the phone if possible. This will take no more than 5-8 minutes. Explain the purposes of the pre-interview. These are two-fold: 1) to confirm that they will be able to tell you a relevant account which meets the criteria, and 2) so that you can prepare for the main interview through historical study of pertinent events and in order to prepare additional questions related to their experiences.

Once the pre-interview has been completed, call to confirm a time for the actual interview. Note: Do your research and share with Mrs. Lerch any possible additional questions you plan to ask in the interview. At the time of the pre-interview (as soon as you can conclude they will be able to tell you a good story), set up your appointment for the interview. Thus, DO NOT leave them wondering what next. If it is determined from the response on the sheets that they do not fit the criteria for some reason, thank them for their time. Perhaps they can suggest another veteran you can contact!

If the individual agrees to be interviewed, they need to complete a brief pre-interview over the phone (or in person). Next, all required forms should be hand-delivered, emailed or mailed ahead of time to them, and then collected back at the time of the interview. All forms require a variety of signatures (student, veteran and parent). They are to be turned in to Mrs. Lerch as soon as the interview is completed so they can be copied and filed. The biography form is the most important for the details that it will provide—be sure the veteran gives all the specifics about the unit(s) served in (not just branch of service). Be sure they understand that the interview will run 45 minutes or longer. If they have a great story—and even talk for two hours, this is fine. Alert the interviewee that using letters, or photos will help jog memories—perhaps they can go through these prior to meeting with you as preparation.

If such documents are available (any letters, diaries, reminiscences or photos), also ask if the interviewee is willing to share these with our Legacy Initiative project. We are happy to make copies or photo CDs for them also. (Assure them that all originals will be kept safely locked in Mrs. Lerch's office so that they may be scanned or photocopied. They will be returned promptly.)

UTILIZING THE PRE-INTERVIEW QUESTIONNAIRE

The information they provide you is crucial—therefore use it! As soon as you receive these sheets (pre-interview questionnaire and L of C), give the originals to Mrs. Lerch. I will make a copy and return to you by the next day if possible.

The Biographical Data Sheet will give you the name or number of their military unit, rank, term of service. If they are a WWII veteran, for example, and they state they served in Europe and were in the Battle of the Bulge - your job is to read up on this particular battle, know the dates, locations (read the atlases) and strategic situation. With this knowledge you can fine-tune your questions and you will be more empathetic while listening to their story. If they indicate they were never a Prisoner of War (POW) then won't ask them in the interview if they were a POW! Oprah Winfrey never does a TV interview without preparation, nor should you!

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If you are well-prepared, you will be more relaxed in the interview and you will come off to the interviewee as someone who is genuinely interested in their story - as a result they are more likely to tell you a lot more!

The interviewee packet includes information on the type of questions which will be asked. This helps put the interviewee more at ease. The Library of Congress provides a list of possible questions – your job is to determine which are the best questions, eliminate those which do not apply, and add some which relate to your interviewee's experiences. There will be more on selecting these and additional questions in the next section. [See sample of suggested questions in that section of your manual. These are also available online.]

SETTING UP THE INTERVIEW

When / where should the interview be completed?

Set up the interview as soon as possible; yet, allow yourself a minimum of two weeks for effective preparation time! You have to 1) review the pre-interview results and 2) develop additional questions before doing the interview! Share your pre-interview results and potential new questions with me first. I may be able to help you add or change some questions and direct your pre-interview reading activities. Preparation is everything! Reserve your digital recorder and then learn how to use it! You may also refer to the bibliographies and research tips available on the Veterans History Project Web Site at www.loc.gov/folklife/vets/bib-intro.html, or ask our Media Center specialist (Mrs. K.).

When setting up the appointment, remember to ask where/when it will be most convenient for the interviewee. If in their home, be sure you are accompanied by a parent or other adult. 1) You need a **quiet location** in order to make the recording – this may be accomplished in a room at a library, here at Park Tudor after 4:00 PM weekdays or on the weekend (by special arrangement with me). 2) You need a block of uninterrupted time (45-90 minutes) not including setting up and reviewing any papers. If the prospective interviewee lives out of state (such as a relative or other family friend), the interview may be done long-distance via the phone. Mail a couple weeks ahead of time the possible questions and L of C required forms. You must get the forms back from the veteran before doing the interview.

In order to record a phone interview, you need access to a quiet location and a speaker phone on your end of the line. You will be placing a microphone / tape recorder next to the speaker phone in order to make the recording. (Please test the sound recording level first before beginning the interview so that your recording is audible.) It is also possible to use a digital recorder with earphone and mic. (We have a number of these gadgets available, so see Mrs. Gaughan in Media)

TIPS FOR A SUCCESSFUL INTERVIEW

The most successful interviews begin as soon as the interviewee can relax and has gained your trust. Don't just race into the questions—tell them a little bit about yourself perhaps, or why you're interested in knowing more about their experiences, and why their story is so very important to future generations. As soon as everyone seems more relaxed, then the interview can begin. **THIS IS IMPERATIVE:** Please test the sound recording level first before beginning the actual part of the interview so that you know the recording is audible! You and your interviewee should say a sentence or

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so, while the recorder is set to “record” (usually a red light is on). Play back tape or digital recorder to check on the sound level. Adjust level as needed. Move microphone if necessary. This crucial step will save you the embarrassment from having to redo the interview!

Every interview should contain several segments. Dividing an interview into segments allows for gathering important details while nurturing memory. In the case of the Veterans History Project, we are hoping to capture recollections of life experiences and of the most memorable moments in wartime. We also hope these interviews will shed light on how the veteran’s or civilian’s service influenced his or her postwar life. **The questions were developed to provide general guidance only.** It is important to let the interviewee tell his or her own story, so don’t feel obliged to ask all the questions we are suggesting or limit yourself to just these questions. LISTEN & REACT to what the interviewee is saying –ask logical follow-up questions, especially after they have talked about something really important.

ASKING THE QUESTIONS

- Avoid all questions that do not apply to your interviewee, and review the most relevant questions before the interview. Ask only questions that will require more than a *yes* or *no* answer. For example, the second question will get better results than the first:

“Did you have meals on board ship?” (Yes) **versus**
“Tell me about the type and frequency of meals on board ship.” (We usually ate three times a day and . . .)

- Be a good listener (do not talk over your interviewee’s responses), nodding or smiling to encourage and give the message, “I am interested.” If necessary, use verbal encouragement such as, “this is wonderful information!” or “How interesting!” Quiet pauses are essential—so let them think!
- Ask for specific examples if the interviewee makes a general statement and you need to know more. You could say, **“Could you explain that in more detail?”**
- Ask for definitions or explanations of words that the interviewee uses and that have critical meaning for the interview.
- Re-phrase and re-ask an important question several times, if you must, to get the full amount of information the interviewee knows. For example, “You mentioned, you fought in the Battle of the Bulge. Can you tell me when and where your unit was located? What were your thoughts at that time?”
- Be flexible. Watch for and pick up promising topics introduced by the interviewee, even if the topics are not on your interview guide sheet. You can do this by making notes of potential questions as you listen and ask them as soon as there is an opportunity. That way, you can ask a question at a pause in the interview without interrupting their train of thought. You do not want to miss an opportunity to find out more - even if it is later in the interview!

REQUIRED PAPERS & MATERIALS

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1) **Interviewer Forms:** Once the interviewee is determined, turn in your Interviewer Sheet signed by a parent or guardian. This is required for all students under 18 years of age. This form will be sent along with the other completed project to the Library of Congress. Collect all other signed veteran (interviewee) forms and turn in as well. Any missing forms will count against your transcript score!

2) **Digital Recorder MP3/wav files OR Audio-Cassette(s)**

The Library of Congress only accepts: 1) digital files saved as MP3/wav files on a CD, or 2) Audio tapes (NO MICRO CASSETTES or audio tapes of 120 minutes!) If you procrastinate and have to use an audio tape, Mrs. Gaughan will provide you with a 90-minute tape with case for the interview. Turn in the digital recorder as soon as the interview is completed. You will receive a CD of the file promptly after this. Note: The Library of Congress requests the following:

- “1. One interview per CD (and not multiple interviews). This is important for archiving and processing purposes
2. Do not in any way "LOCK" or "Write Protect" the CD. We need access to the content to make preservation copies and surrogates for researchers.”

Additional copies of the interview may be made for the interviewee if desired. All tapes and their cassettes, sound files on CDs **MUST** be turned in in good condition. Digital and standard tape recorders (suitable for 90 minute tapes) are available for check out from the Media Center (first come, first served). If you need help on how to use, be sure to ask! If you have your own recorder and it is good quality with a microphone, you may use this. If in doubt, check with me before using, not after. Label any audio tapes with your name and the veteran's name. **DO NOT** hand me an unlabeled tape or CD. I will re-label all interviews with computer-generated labels.

3) **Use a 9x11 or larger envelope** for storing your interviewee questions and research notes. It is essential to keep your project notes safely organized and labeled with your name and period. You may have opportunities to use these notes in a training session at school.

4) Print out the different parts of the **Oral History Manual** and have available in your Western Civ notebook. You need to be read this carefully. (Part I: Doing the Interview, Part II: Transcript, Part III: The Essay and PowerPoint)

CONDUCTING THE INTERVIEW

Here are some pointers for good interview manners:

- Be on time
- Be prepared. Have your questions ready, your notebook out, and your equipment in good working order. (You may want another person with you to also jot down additional questions to ask during the interview.)
- Be polite. Say *please* and *thank you*. Address interviewee formally (unless it's a relative) using Mr., Mrs., etc.

How do I ask the questions?

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- Start session by testing audio volume - be sure volume is correct and not too soft. Both interviewee and interviewer voices must be clearly audible. (If audio tape, allow tape to feed for at least 5 seconds before any recording starts - this saves omission of opening remarks!) if a digital recorder, be sure it is positioned close enough to both of you to pick up the sound. Too soft a volume will be difficult to transcribe later!
- Begin your recording with your prepared introduction (see sample in interviewee/er packet) which is based on information found on the Biographical Data Sheet, then start your line of questioning. (see questions)
- Listen actively and intently.
- Speak one at a time.
- Allow silence. Silence will work for you.
- Provide time for the person to answer questions. Be patient when answers take a long time.
- Ask one question at a time.
- Follow up your current question before moving on to the next (with any appropriate new questions)
- Be **flexible** – add questions as you think of them that relate to what they have just said. In other words, LISTEN & COMPREHEND, REACT to what they are saying!
- Start with less probing questions (for the record type of questions)
- Ask more probing questions later in the interview (wartime experience and impressions) once you have gained a good rapport with interviewee.
- Do not argue with or correct the interviewee. Oral histories are not always accurate, but they provide important information about feelings and impressions.
- Wrap up the interview with lighter talk. Do not drop the interviewee abruptly after an intense interview (questions on post war life good here).
- Pause for a breather or break if necessary.
- Do not count on photos to structure your interview, but you can use them as initial prompts. “Tell me about all the individuals in this photo. What can you remember about them?”
- If you have borrowed any photos for scanning, bring them to Mrs. Lerch ASAP so that you can return the originals as soon as possible. (Have a large labeled envelope along with you for this purpose.) If interviewee lives out of town and has photos to share, have them make copies on photo paper on the Kodak machines and send these instead of originals through the mail.
- End your interview by thanking your subject. **Note: Keep the recorder running beyond the “end” of the interview.** Why? The interviewee often thinks of something else to add – these are some of the best stories and you do not want them to get away!
- Ask the interviewee, once you have reviewed the tape, if it will be okay to ask some additional questions. Sometimes a gap in information does not become apparent until you listen to the whole interview, and you need to ask additional vital questions. This portion may be done over the phone if more convenient - or even via email and added in writing in brackets in the transcript.

AFTER THE INTERVIEW

After the interview promptly send your interviewee a thank you note! Also tell them they will receive a copy of the transcript as soon as it is available (in approximately 8 weeks). If the interviewee leaves town for the winter, be sure to have an alternate address or phone number for them so that you can contact them.

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- If you used a digital recorder, turn it in to Mrs. Gaughan with your name and the vet's name attached to the recorder. If an audio tape, turn in original tape to be digitized. You will be given a CD to use for transcribing. Your CD will be returned in to Mrs. Lerch when you are done transcribing. (OHP Manual Part II will explain this.) Otherwise, do the following to your taped interview:
- Label your tape cassette immediately, break the little tabs off so it cannot be recorded over (this has happened!)
- Listen to the tape/digital recorder ASAP - if it is incomplete or missing sections due to technical problems, this needs to be fixed as quickly as possible. If there are questions that **SHOULD HAVE** been asked, arrange to resume the interview for this purpose, in person or over the phone. **DO NOT LOSE THE TAPE/Digital Recorder** (This has happened and the interview had to be entirely redone! How embarrassing!)

SUGGESTED QUESTIONS TO ASK INTERVIEWEE

(Also available on-line) so you can add or delete questions and print out a copy for use during the interview. Remember, suggested maximum time for interview is 90 minutes, but may be longer with a digital recorder; this must be conducted in an **absolutely quiet environment (do not interview in a restaurant or similar noisy location!)**; let the interviewee respond, and keep your own comments out of the interview process. To have the most effective interview, give the interviewee a copy of potential questions ahead of time so they can compose some of their thoughts. They will appreciate your doing this—and you will too!

Potential Veteran Interview Questions

(Add to these questions more specific questions which are based on your pre-interview results & research)

(WWII, Korea, Vietnam, Afghanistan & Persian Gulf Wars)

Segment 1: Give information on date and place of interview, name of person being interviewed, birth date and current address, and the people attending the interview. Ask the veteran what war(s) and branch of service he/she served in, what was his/her rank, and where he/she served.

Use the follow introduction (Fill in information from the L of C Biography Data Sheet):

*"Today is _____ . I am _____ and I am interviewing
(interviewee's _____ name) _____ at
(address) _____. (State relationship to interviewee) Mr/Mrs
_____ is _____. Mr/Mrs. is _____ old and was born on
_____. Mr/Mrs. _____ served in (war) _____. Mr/Mrs. was
in (unit) _____ and held the following rank: _____ ."*

Segment 2: Jogging Memory [warming up]

Were you drafted or did you enlist?

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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 service?
What did it feel like?
Tell me about your boot camp/training experience.
How did you get through it?

Segment 3: Experience [large amount of interview time]

Which wars did you serve in (WWI, WWII, Korea, Vietnam, the Persian Gulf)?
Where exactly did you go?
Do you remember arriving and what was it like?
What was your job assignment?
Did you see combat?
Were there many casualties in your unit?
Tell me 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 get them?
Higher ranks may be asked about battle planning. Those who sustained injuries may be asked about the circumstances.

Segment 4: Life in the Service

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 events?
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?

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Segment 5: After Service

Appropriateness of 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?
Was your education supported by the G. I. Bill?
Did you make any close friendships while in the service?
For how long?
Did you join a veterans organization?

Segment 6: 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 veterans organization, what kinds of activities does your post or association have?
Do you attend reunions?
How did your service and experience affect your life?
Is there anything you would like to add that we have not covered in this interview?

Before turning off the recorder do the following: Redirect additional questions – if there are battle accounts or references to interesting people, rephrase as questions to get more details. Look over notes taken during the interview—are there other questions that can be asked as well? Ask veteran if it is okay to follow up with post-interview questions if necessary. Sometimes you will discover you needed to ask something crucial, but did not realize it. Once you have done some further research, then you can ask the “right” questions and you will need to contact them again. **Keep recorder going . . .** often there are what are known as “door-knob” questions—they remember something fabulous! You don’t want to miss this.

Civilian Interviewee Questions

(WWII, Korea, Vietnam, Afghanistan and the Persian Gulf)

Conduct interview in a quiet environment; let the interviewee respond, and keep your own comments out of the interview process.

Segment 1: For the record

Give introduction (sample follows based on Biography Data Sheet):

“Today is _____. I am _____ and I am interviewing
(interviewee’s name) _____ at
(address) _____. (State relationship to interviewee) Mr/Mrs
_____ is _____. Mr/Mrs. is _____ old and was born on

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_____. *Mr/Mrs.* _____ *served in (war)* _____. *Mr/Mrs. was*
in (unit) _____ *and held the following rank:* _____.

Segment 2: Jogging Memory

What is your name? For married women, what was your maiden name?

Age?

What was your family background? Educational background?

What is your current occupation? Current address?

At the time of the war, were you in a relationship, married or single?

What was your spouse's or partner's name and wartime occupation (if interviewed for that reason)?

If married, when and where were you married?

Did you have children at any time during the war?

Segment 3: Wartime Work [large amount of interview time]

Where did you live/work during the war?

What was your main wartime activity? Were you employed outside the home? In industry?

Why did you choose that activity?

What kind of training were you given?

What was your title? What kind of activities did you perform?

Who was your supervisor?

What was your specialty at work? What did you like and dislike about it?

What special rules or conventions did you have to follow?

With whom did you work?

If you had children, was there child care at work? If not, what arrangements did you make?

Were you unionized? Were you an organizer? How did you feel about the unions?

Did you develop friendships during training or the activity itself?

Did you have family and friends in the service or doing war work?

Segment 4: Life During Wartime

General:

How did you feel about the war? What were your family's or friends' feelings?

Did you live with family, friends, or coworkers?

In what ways did the war change your activities or habits?

Were you or others in your community treated differently because of your gender/ethnicity/race of other factors? If so, how did you or others react?

What were some of the first changes in your life after the war started?

What different responsibilities did you have to take on?

What social activities were you involved in at work or after work with coworkers?

How did you entertain yourself outside of work?

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Did you or others get married during wartime? What were the weddings like?
Did you worry that our side might not win?
Did you know anyone who was killed or wounded in the war?
Tell me about corresponding via letters or otherwise with friends or family in the service.
What effect did the war have on your physical and mental health or others you knew?
Do you think that medical care changed because of the war?
Did you have any worthwhile experiences because of the war?
What was the most memorable experience? Most memorable character? Most humorous experience?

World War II:

Was there a lack of social opportunities and friends because of the war?
How did your community respond to the war and civil defense (or other home front) initiatives?
Did child care activities change for mothers?
Tell me about shortages and rationing for food and gas.
Did you have a victory garden or other ways to get enough food?
How did you cope with wartime shortages?
Talk about recycling or rubber, grease, or other commodities.
To what extent was there hoarding or black market activity in your area?
How did you feel about war news from newsreels or radio?

Segment 5: Post War Experiences

How did you feel when the war ended? What did you do when you heard the news? (For WWII: Where were you on V-E Day? V-J Day?)
Did you keep your job or continue other wartime activities after the war?
Is there one thought about your wartime experience that you want to share with future generations?

Segment 6: Later Years and Closing

Is there anything else I should ask you?
Is there anything that you would like to add on this subject?

Do you have any letters, photos, diaries, etc. which will add to your story that you can share?

HOLOCAUST INTERVIEWEE QUESTIONS

[use the same introduction format as for veterans/civilians in samples shown above]

Date of interview:

Interviewer:

Name of Interviewee:

Address:

I. General Information & early years:

What is your full name?

OHP MANUAL PART I

Where were you born and when?
Where did you grow up?
What was your childhood like?
When did you begin school?
What was your school like? Was it a Jewish school?

II. Family Information:

Describe your family – your parents, grandparents, siblings . . . Give their names and approximate ages when the war began.
What did your family do as a profession? If they had a business – describe this.
Where were you and how old were you when the Nazis came to power?
When did you notice changes for your family? How did they affect you personally?
How did things change for you and your family as a result of the Nazi occupation?
How did/or did not observing the Sabbath change?
Did you have other friends or family who were similarly affected? What happened to them?

III. Life in camps or as a refugee . . .

What was day-to-day life like before you went into the concentration camp? (assuming this occurred . . . if not, use a different type of questions).
Were members of your family ever arrested by the authorities?
When was this and how were you arrested?
If you were sent to a Concentration Camp, where was it?
What was your very first impression of this?
What happened to your family members upon arrival?
How long were you in the concentration camp?
What was a regular day like in the camp?
What kinds of things did you do in the concentration camps?
How did you manage?
Did everybody in your family stay together or were you split up?
How were you treated by the soldiers?
How were you treated by others in the camp? Helped? Not helped?
Were you just in one camp or did you go to more than one?
When were you deported to the first camp . . . to another camp, etc?

IV. Post-War Experiences

When were you rescued or released from your camp?
Who rescued you?
What happened next?
Were you able to relocate family members? If so, where? If not, do you know what happened to them?
What happened post war? How did you end up in America?
Do you have any final comments?

V. Final Comments

Do you have any words of wisdom for this and future generations that you would like to share?
Do you have any letters, photos, diaries, etc. which will add to your story that you can share?