



# ACTIVITY CHECKLIST



## Q2 • Storytelling • Elementary Upper

### Local Hero Profile

#### Before the Activity

- Review the Activity Overview for this activity.
- Gather materials: read-aloud excerpt (from Lasting Echoes or Out of the Mouths of Slaves), brainstorming sheets, interview questions, the memo to adults, and permission form.
- Prepare examples of community hero roles (veteran, Indigenous leader, cultural figure, community organizer, founder, scientist, athlete, first responder).
- Develop Memo to adults about the project and Permission form for sharing stories and images in line with your school's policies
- (Optional) Coordinate with your librarian for a brief research mini-lesson.

#### During the Activity

##### 1. Introduction

- Ask students if they know stories about themselves from when they were babies.
- Students share with a partner; select a few to share with the class.
- Guide them to understand: Someone had to tell them these stories.
- Explain: Historians also use oral history to learn about events from people who lived them.
- Read a short excerpt from one of the suggested oral history books.



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## 2. Brainstorm Local Heroes

- Brainstorm as a class:
  - Everyday heroes (teachers, nurses, bus drivers)
  - Emergency heroes (firefighters, EMTs, police)
  - Cultural heroes (artists, athletes, Indigenous leaders)
  - Founders of local institutions
  - Community organizers
  - Government or civic leaders
- Encourage students to choose someone outside their family when possible.
- If students choose a role (not a person), help them find a real individual through articles or local organizations.

## 3. Create Interview Questions

- Brainstorm class questions:
  - What happened during a specific event?
  - What do you enjoy most about your work?
  - What challenges do you face?
  - What do you wish people understood about your job?
- Provide the interview questions with space for additional student-written questions.
- Review interviewing best practices.

## 4. Begin Research

- Give students time to research their chosen hero using books, library resources, or online articles.
- Students collect 1–2 newspaper articles or reliable sources about the hero.
- Students identify the qualities that make this person a hero.



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## 5. Send-Home Materials

- Send home:
  - Memo to adults about the oral history project
  - Interview questions
  - Permission form to share the story or photo
- Include resource list: NM State Library Newspaper Collections, oral history tips, top 10 interview questions.

## 6. Plan the Interview

- Students check with adults for support scheduling the interview
- Discuss where/how the interview may occur (in person, virtual, recorded, or handwritten notes).
- Review safety (adult support with technology, internet use, and transportation).

## 7. Conduct the Interview

- Students bring their questions and permission form.
- Remind them to be polite, prepared, and on time.
- Encourage recording (audio/video) when possible for accuracy.

## After the Activity

### Show & Share

- Students write a short profile including:
  - Hero's name and role
  - Qualities that make them a hero
  - What they learned from the interview
  - What they learned from background research
- Students share in partners, small groups, or whole-class discussion.
- Create a class bulletin board or collage.
- Students write a thank-you note to their hero.