



ACTIVITY CHECKLIST



Q2 • Storytelling • High School • Local Hero Research Project

Before the Activity

- Review the Activity Overview for this activity.
- Coordinate with school staff to determine where final oral histories will be shared (library, website, community partner).
- Prepare sample oral histories (Studs Terkel, How We Go Home, StoryCorps).
- Decide project timeline (1-2 weeks) and expectations (HS requires multiple interviews and diverse sources).
- Prepare a brief introduction on oral history methodology.

During the Activity

1. Introduce Oral History

- Watch a short clip from Conversations with History: Studs Terkel or read selections from his work.
- Discuss:
 - How oral history expands who gets included in historical narratives
 - Why recording diverse voices matters
- (Optional) Introduce How We Go Home to show Indigenous contemporary voices.

2. Identify a Local Hero

- Brainstorm possible local heroes: veterans, Indigenous leaders, cultural figures, founders, scientists, activists, first responders, athletes.
- Encourage students to choose someone from the present or recent past (last ~50 years).
- Ensure a wide diversity of heroes across the class.
- Approve final student selections.



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3. Background Research

- Students gather multiple written sources:
 - Local news articles
 - Websites
 - Books or archive materials
 - Library resources (invite librarian if helpful)
- Students document:
 - What their hero is known for
 - Major actions or contributions
 - Challenges faced
- Review for reliability and citation quality.

4. Prepare Interview Questions

- Model how to write open-ended, ethical, and purposeful questions.
- Students create a 10–15 question list, combining factual and reflective questions.
- Review questions in class for clarity and depth.
- Provide Interview Best Practices and consent requirements.

5. Contacting Interviewees

- Students draft an interview request using the provided template.
- Students must:
 - Explain the project
 - Request permission
 - Offer flexible scheduling
 - Ask for consent to record or quote
- Support students in contacting:
 - Their chosen hero
 - Additional individuals who know them (if hero is unavailable or deceased)



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After the Activity (Interviews, Analysis & Sharing)

1. Conduct Multiple Interviews

- Students conduct at least two interviews:
 - Their hero (if possible)
 - Someone connected to the hero or an expert/organization familiar with their work
- Students take accurate notes or record (with permission).
- Reinforce professionalism, active listening, and respectful questioning.

2. Analyze the Story

- Students compare oral accounts with written sources.
- Students identify:
 - Key themes
 - Values or lessons
 - Social/historical context
 - How the hero's story connects to New Mexico's contributions
- Students complete written analysis based on the worksheet prompts.

3. Produce Final Product

- Students choose their final format:
 - Written profile/report
 - Multimedia presentation
 - Podcast or audio vignette
 - Digital story/map
- Final product must include:
 - Summary of findings
 - Direct quotes
 - Contextual research
 - Evidence from multiple sources
- Students proofread and cite all sources accurately.



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4. Present & Reflect

- Students present their hero to the class (3–5 minutes).
- Facilitate reflection discussion:
 - What makes someone a hero?
 - How do individual stories reveal larger historical movements?
- Students write thank-you notes to interviewees and supporters.