

UCF Veterans Legacy Program Curricular Materials



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Lesson Title	Oral History Across Generations (Focus on Veterans from Florida)
Grade(s)	6th Grade
Time (Minutes/ Days)	The lesson plan is created for 10 days using around 30 - 45 minutes per day for the first five days. However, the project is easily adaptable to fit your students' needs.

Lesson Overview

The Oral History Project brings veterans' stories to life through the study of oral history, analysis of biographies, and creation of biographical and open-ended questions. Students will be exposed to audio-visual oral history interviews and learn how to create their own interview questions, in which they will complete a mock oral history interview on a veteran who is buried in a National Cemetery in Florida.

Essential Questions

- What is oral history?
- Why is oral history beneficial?
- How can we use oral history in the classroom?

Florida State Standards

6th Grade Standards:

- SS.6.W.1.1 - Use timelines to identify the chronological order of historical events.
- SS.6.W.1.3 - Interpret primary and secondary sources
- ELA.6.C.1.4 - Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.
- ELA.6.C.1.5 - Improve writing by planning, revising, and editing, considering feedback from adults and peers.
- ELA.6.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing
- ELA.6.C.3.1 - Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
- ELA.6.C.4.1 - Conduct research to answer a question, drawing on multiple

UCF Veterans Legacy Program Curricular Materials



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- reliable and valid sources, and refocusing the inquiry when appropriate.
- ELA.6.C.5.1 - Integrate diverse digital media to enhance audience engagement in oral or written tasks.

Required Materials

[Oral History PowerPoint Slides](#)

Oral History Interviews:

1. Celina Yebba
 - a. Times: 0 seconds to 3 minutes and 34 seconds
 - b. War or Conflict:
 - i. Operation Enduring Freedom, Afghanistan
 - c. US Air Force
 - d. Born in Florida
 - e. Central Florida, RICHES of, "Yebba, Celina M. interview" (2014). Veterans Oral Histories. 319.
<https://stars.library.ucf.edu/veteransoralhistories/319>
2. Michael Arp
 - a. Times: 4 minutes and 46 seconds to 9 minutes and 11 seconds
 - b. War or Conflict:
 - i. Operation Enduring Freedom, Afghanistan
 - c. Born in Florida
 - d. Central Florida, RICHES of, "Arp, Michael R. interview" (2016). Veterans Oral Histories. 484.
<https://stars.library.ucf.edu/veteransoralhistories/484>
3. Richard Barber
 - a. Times: 22 minutes and 30 seconds to 24 minutes and 50 seconds
 - b. War or Conflict:
 - i. World War II; Korean Conflict
 - c. Buried in Cape Canaveral National Cemetery
 - d. Central Florida, RICHES of, "Barber, Richard L. interview" (2011). Veterans Oral Histories. 68.
<https://stars.library.ucf.edu/veteransoralhistories/68>
4. William Coles
 - a. Times: 37 minutes and 39 seconds to 39 minutes and 54 seconds
 - b. War or Conflict:
 - i. Korean Conflict
 - c. Buried in Florida National Cemetery
 - d. Central Florida, RICHES of, "Coles, William T. interview" (2015). Veterans Oral Histories. 397.
<https://stars.library.ucf.edu/veteransoralhistories/397>
5. Marianela Arreaza-Moreno

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U.S. Department of Veterans Affairs
National Cemetery Administration



Department
of History



- a. Times: 38 minutes and 33 seconds to 41 minutes and 33 seconds
 - b. War or Conflict:
 - i. Operation Enduring Freedom, Afghanistan
 - c. Immigrated to Florida in 2008 prior to her service
 - d. Central Florida, RICHES of, "Arreaza-Moreno, Marianela interview" (2016). Veterans Oral Histories. 500.
<https://stars.library.ucf.edu/veteransoralhistories/500>
6. Lou Ellen Bell
- a. Times: 8 minutes 43 seconds to 9 minutes and 39 seconds
 - b. War or Conflict:
 - i. Vietnam Era
Central Florida, RICHES of, "Bell, Lou E. interview" (2015). Veterans Oral Histories. 401.
<https://stars.library.ucf.edu/veteransoralhistories/401>

[Michael Angel Freije's Biography](#)

UCF VLP Grade Level Biographies:

- [Elementary Level Biographies](#)
- [Middle School Level Biographies](#)
- [High School Level Biographies](#)

Example script for final presentation (See Below)

Learning Objectives

Oral History Project:

- This project will take students through the lives of many veterans who are connected to Florida by birth, immigration, or burial in a National Cemetery located in Florida.
- Throughout this project, students will gain an understanding of what oral history is and why it is important. In addition, students will be able to see into the lives of veterans who have served across multiple conflicts within our nation's history through recorded oral histories, biographies, and research of historical events.
- The students will use biographies of veterans, provided through the UCF Veterans Legacy Program, as a guide for their "Oral History Project." The students will analyze the biography of their selected veteran, research conflicts and events around the period their selected veteran was alive, create questions for an Oral History Interview, and respond to those questions using the knowledge they have gained from analyzing and researching their veteran's life.

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Procedure

Day 1:

Slide 1 - Oral History Project

Slide 2 - Objectives

- Today we will begin our Oral History Project. This project will take us through the lives of many veterans who are connected to Florida by birth, by immigration, or through burial in a National Cemetery located in Florida.
- Throughout this project, you will gain an understanding of what oral history is and why it is important. In addition, you will be able to see into the lives of Veterans who have served across multiple conflicts within our nation's history through recorded oral histories, biographies, and research of historical events.

Slide 3 - What is Oral History?

- We will begin by introducing the concept of oral history and why it is important.
 - Oral history is the process of gathering someone's personal story.
 - Oral history is an amazing way to preserve dates, names of people, locations, events, and more. It is a look inside of how the person was feeling and their thoughts surrounding the topic of discussion.

Slide 4 - How do we collect Oral History?

- Oral history consists of the interviewer (the person asking the questions) and the interviewee (the person answering the questions).
- The interviewer will ask for consent to ask questions prior to the interview.
- The interviewee gives consent to be interviewed.
- Before the interview, the interviewer will create a list of cohesive and chronological questions.
 - For example, birth, school, and enlistment. You want to avoid going from enlistment to birth as it may cause confusion or interrupt the flow of the interview.
- Oral history is collected through audio or video formats.

Slide 5 - How Do We Prepare?

- A successful interview relies on *preparation*.
- Before the interview, you will gather as much information about the person you are planning to interview. This can be done in a more casual setting such as a phone call or an e-mail.
 - Information such as their birth date and place, major moves in their lives, family history, their branch of the military, war(s) fought, family life, and more may be discovered, helping you guide your formal interview.
- Once the above information is gathered, you will begin your research.
 - A good place to start is with historical information of events and

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conflicts that occurred around their lifetime (such as the Great Depression, 9/11, WW2, changes in their branch of military, etc.).

- Using the information from the interviewee and your research, create a timeline to help guide your questions.

Slide 6 - What Types of Questions?

- When you begin writing your questions for the formal interview, you want to keep them open-ended. Open-ended questions will guide the interviewee to answer with a response instead of a simple yes or no. Your goal is for them to tell their story, not for them to constantly give single-word answers.
- However, when asking biographical questions such as where the interviewee was born or the date of an event, a single-word or short response is needed to gather basic information.

Slide 7 - Stay Away From Yes or No Questions:

- Here are examples of Yes or No questions to stay away from. These types of questions will disrupt the flow of the interview.
 - Did you like it when you traveled for work?
 - Did you enjoy being in the Army?
 - Were you happy to be home after the war?

Slide 8 - How Can We Adjust the Questions?

- Here are ways to take a Yes or No question and turn it into an open-ended question.
- What do you notice about the first word in each of the new questions compared to the old questions? The words what, how, when, where, and why can help adjust the question to open-ended.
 - Where did you travel to in your time in the military?
 - This may create a list of places, but you will be able to follow up with questions to guide the interviewee to elaborate on their time at each place.
 - What memory stands out from your time in the Army?
 - This question will help avoid any questions that may lead to an untruthful response or cause any annoyance if they disagree with part of the question. For example, asking if they enjoyed the Army may lead them to feel uncomfortable if they did not enjoy it.
 - How was your home life when you returned from the war?
 - Again, we do not want to assume that everyone returning home was happy. Many people have traumatic experiences when they're deployed and we do not want to lead their response in any way.

Slides 9 to 15 - Example Question Game:

- The students will be placed in groups of four. A question will show on the screen and the students will discuss which question type it is (Yes or No,

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National Cemetery Administration



Department
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Open-Ended, or Biographical). If the question is a Yes or No question, the students will then rewrite the question to be open-ended.

- 1. What year did you join the US Navy?
 - Biographical - no change needed
- 2. Can you explain what it was like to be stationed on a destroyer?
 - Open-Ended - no change needed
- 3. Did you like it when your family moved from Cuba to Florida?
 - Yes or No - change needed
 - Example: What was the experience of moving from Cuba to Florida like for you and your family?
- 4. What were your reasons for joining the US Army?
 - Open-Ended - no change needed
- 5. Did living through the Great Depression affect you?
 - Open Ended - no change needed
- 6. Did you and your wife get married in 1965?
 - Yes or No - change needed
 - Example: What was life like for newlyweds in 1965?

Day 2:

Slide 16 - Oral History Interviews

- Today, we will watch portions of three different oral history interviews. We will watch different parts of each interview, analyze the interviewer's questions and actions, and discuss our findings!
 - (Students can be placed in a group of two to four students depending on the class size).

Slide 17 - Veteran: Celina M. Yebba

- Our first Veteran is Celina M. Yebba, who was born in Central Florida. She, at the time of the interview, was serving in the United States Air Force. We are going to analyze the first three and a half minutes of her interview. Your group will dissect how the interviewer began the interview and what types of questions the interviewer asked.
 - Video portion to watch: 0:00 - 3:34

Slides 18 - Analyzing the Interview:

- (This is a review of the questions verbally asked on the previous slide to discuss with the students).
- How did the interviewer begin the interview?
 - The interviewer began the interview by stating the date, introducing himself, and who he was interviewing. In addition, he gave minimal background information on the interviewee such as her name, her branch, conflict, and rank. He also shared the location of the interview and what program the interview was for.
- What did you notice about the types of questions at the beginning of the interview?

UCF Veterans Legacy Program Curricular Materials



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U.S. Department of Veterans Affairs
National Cemetery Administration



Department
of History



- They all had topics like birth place, birth year, parents' occupation, family members & age, education pre-Air Force, family members who served, and if she spoke with them about their time in the military, and why she wanted to join the Air Force.
- What did you notice about the interviewee's response to the different types of questions?
 - She gave short answers for the majority of the questions as they're biographical-type questions.
 - She expanded on the open-ended question "Why did you want to join the Air Force?"

Slide 19 - Veteran: Michael R. Arp

- Our next Veteran is Michael R. Arp, who also was born here in Florida and served in the US Air Force. We are going to see the portion of his interview shortly after the beginning where the biographical information was collected. While watching the interview, your group will write down the questions asked and analyze what period in the Veteran's life was discussed.
 - Video portion to watch: 4:46 - 9:11

Slide 20 - Analyze the Interview:

- (This is a review of the questions verbally asked on the previous slide to discuss with the students).
- What questions were asked by the interviewer?
 - Where did you go for basic military training?
 - What were your expectations before going?
 - What happens upon arrival?
 - How was the first day?
 - Tell me a little bit about medical screening, inspections, getting your uniform for the first time.
 - Inspections? Getting your uniform?
- What period of Michael R. Arp's service was discussed based on the questions asked?
 - Basic Training - remind students that it is the interviewer's job to ask questions in chronological order. Once the biographical information is asked, the next step in a service member's timeline would be when they enlisted or were drafted into the military.
 - If needed, discuss the difference between enlisted and drafted at this time.
 - Enlisted: willingly joining the armed forces by meeting a set of criteria
 - Drafted: one is ordered to serve in the armed forces for a set time
- What happened when the interviewer asked, "Tell me a little bit about

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U.S. Department of Veterans Affairs
National Cemetery Administration



Department
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medical screening, inspections, getting your uniform for the first time.”?

- Michael answered the first part of the question. The interviewer then reiterated the parts of the question that were not answered. When formulating your questions, try to keep it simple. This will help the interviewee fully answer your questions. However, if you notice a piece of your question was not answered, you can do as the interviewer did and reask the part of the question.

Slide 21 - Veteran - Richard Barber

- Our last Veteran for today is Richard Barber who is buried in Cape Canaveral National Cemetery here in Florida. He served in the US Army. The section of his interview that we are going to listen to today revolves around his time spent overseas during WWII. His unit travels through different parts of Europe. We are going to be listening to the middle of his story so it may not make sense. However, your job is to analyze what the interviewer does while Richard is telling his story.
 - Video portion to listen: 22:30 to 24:50

Slide 22 - Analyze the Interview:

- Were there any questions asked? Why?
 - No, Richard was telling his story in order of the events that happened. He did not need to be asked a question at this time.
- What did the interviewer do while Richard was telling his story?
 - He gave subtle cues that he was listening. For example, “mmhmm” and he responded to Richard saying he was having a ‘senior moment.’
- When interviewing, we want to reassure the interviewee that we are listening and engaged. This can be done non-verbally by nodding your head or verbally by saying “yes”, “mmhmm”, or other simple responses. You do not want to interject with opinions or responses as it may take away from the authenticity of the interviewer, or it may lead to the interviewee losing their train of thought.

Day 3:

Slide 23 - Becoming the Interviewer

- Today we will watch portions of three more Oral Histories and YOUR GROUP will create the next set of question(s) for the interviewee. This means you must pay attention to what the interviewee says to create the next logical question(s). Sometimes when you’re conducting an oral history, you may think of an “On the Spot” question that isn’t on your previously prepared questions. It is okay to stray away from your script if it means digging deeper into the interviewee’s story!

Slide 24 - Veteran: William Coles

- Our first Veteran is William Coles, who served in the US Air Force. William is buried here in Florida in the Florida National Cemetery, which is

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National Cemetery Administration



Department
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located about an hour west of Orlando. Remember, your job is to focus on what William is saying and create an “On the Spot” question to encourage further elaboration on the topic or event he is discussing. We will be listening to his story surrounding his life post-military.

- Video portion to watch: 37:39 - 39:54

Slide 25 - “On the Spot” Questions

- What question(s) could you ask William if he happened to pause here to help him continue with his story?
 - Review student-created questions. Ensure that they are questions that will help William chronologically continue his story.
 - Examples of questions:
 - What skills from your time in the US Air Force helped you achieve this certification?
 - What did you do once you had the certification from RCA Institute?
 - Can you elaborate on how the GI Bill helped you through your schooling? Follow up - Did it only pay for school or other expenses as well?

Slide 26 - Veteran: Marianela Arreaza-Moreno

- Our second Veteran is named Marianela Arreaza-Moreno, who immigrated from Venezuela to Florida when she was around 16 years old due to her family winning the Visa Lottery. She served in the US Army. Just as we did with William, we are going to be listening to a portion of Marianela’s interview and come up with an “On the Spot” question based on where we pause the video. Focus on what she is discussing and be ready to share your questions after!
 - Video portion to watch: 38:33 - 41:33

Slide 27 - “On the Spot” Questions

- What question(s) could you ask Marianela if she happened to pause here to help her continue with her story?
 - Review student-created questions. Ensure they’re questions that will help Marianela chronologically continue her story.
 - Examples of questions:
 - What was an average day like while you were stationed in Germany?
 - Were you stationed anywhere other than Germany?
 - What were the living quarters like while stationed in Germany?

Slide 28 - Veteran: Lou Ellen Bell

- Our last interview is with Lou Ellen Bell, who served in the US Navy Nurse Corps during the Vietnam Era. She is buried at Florida National Cemetery.
- This is our last time to practice creating “On the Spot” questions, so make

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U.S. Department of Veterans Affairs
National Cemetery Administration



Department
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sure you're listening to what Lou says and write down one to two questions to guide the next portion of the interview!

- Video portion to watch: 8:43 - 9:39

Slide 29 - "On the Spot" Questions

- What question(s) could you ask Lou if she happened to pause here to help her continue with her story?
 - Review student-created questions. Ensure they're questions that will help Lou chronologically continue her story.
 - Examples of questions:
 - Could you describe a typical day from your time in the service?
 - What were some challenges you faced from the constant movement between specialties and locations?
 - Were you ever stationed outside of American soil? Can you share what that was like?

Day 4:

Slide 30 - Meet Your Veteran

(Prior to today's lesson, have your students grouped into pairs. They will complete the presentation together; one as the interviewer and one as the interviewee).

Today you and your presentation partner will be assigned a Veteran who you will research and create an Oral History Presentation on. We will use our class period to get to know your Veterans. All of the Veterans whose biographies we will be using are buried or memorialized here in Florida at a National Cemetery. 'Memorialized' means their remains were never recovered and they're remembered through a memorial.

- Below are the links to different reading levels of the same eight biographies.
 - Please review the biographies and choose which level would best fit your paired students. Elementary and high school levels have been included to help serve those below and above a middle school reading level. Please note that students who use the Elementary ones will have limited information which will make their projects shorter than those using the middle or high school levels.
 - [Elementary Level Biographies](#)
 - [Middle School Level Biographies](#)
 - [High School Level Biographies](#)

Slide 31 - Creating Questions

- Before we work with our partners, let's look at a paragraph from the biography of veteran Michael Angel Freije. While I read the first paragraph, I would like you and your partner to help me identify important biographical information or information for open-ended

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questions that I could use for an Oral History interview.

- [Michael Angel Freije Biography](#)
- What biographical information could we use to create Oral History interview questions?
 - Where and when he was born - Santurce district of San Juan, PR on July 22, 1913.
 - When and who he married - Amelia Del Valle on October 28, 1933.
 - When his children were born and what their names were - Miguel Jr. was born around 1934 and Nilda was born in 1937.
 - When he arrived in NY and presumably stayed in the US - March 5, 1937
 - How he traveled to and from the US - ship
 - When he registered for the draft - in 1940
 - Where he settled down - Jacksonville, FL
- What other information could we use to create open-ended questions?
 - What was life like in PR as a child? - this general information will need to be researched as it was not in the biography.
 - Why did you choose to change your name from Miguel to Michael? - this information is discussed in paragraph 2 of the biography and the students would be able to use this information to answer the question.

Slide 32 - Creating Questions Based on Your Veteran's Biography

- Now it is your turn to read your Veteran's biography and create questions for your Oral History Presentation. Remember, you should have an array of biographical and open-ended questions. Here is an example of the questions we created with Michael Angel Freije on a T-chart.
- While creating your questions, write down the information you'd like to research to help complete the storyline. For example, the war or conflict your Veteran served, information on the branch they served in, the economic situation during that time, and other important details to paint the complete picture of your Veterans' lives.
 - Students can also use a digital format for creating their questions based on your/their preference. (See template below)

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National Cemetery Administration



Department
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Veteran: Michael Angel Freije

Biographical	Open Ended
<ul style="list-style-type: none">When and where were you born?<ul style="list-style-type: none">July 22, 1913 in Santurce district of San Juan, PRWhen did you get married?<ul style="list-style-type: none">Marned Amelia Del Valle on Oct. 28, 1933Did you and Amelia have any children?<ul style="list-style-type: none">Yes, Miguel Jr was born around 1934 and Nilda was born in 1937How did you travel back and forth to the U.S.?<ul style="list-style-type: none">By shipWhen you decided to move to the US, where did you decide to live?<ul style="list-style-type: none">Jacksonville, FLDid you enlist/join the draft?<ul style="list-style-type: none">Registered for the draft (1940)	<ul style="list-style-type: none">What was life like in PR as a child/young adult?<ul style="list-style-type: none">Research needed*Why did you choose to change your name?<ul style="list-style-type: none">discussed in paragraph 2

Day 5 and 6:

Slide 33 - Researching Events:

- Today, we will be researching events which occurred during your veteran's life. Let's revisit the first paragraph from Michael Angel Freije's biography. As we reread the paragraph, keep the following questions in mind: What events could we research if he were our assigned veteran?
 - (There are premade questions on the next slide. If you'd like your

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National Cemetery Administration



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students to do this independently first, stay on this slide and use the next slide as a review. However, if you'd like to model and do it as a whole group lesson, please go to the next slide now.)

Slide 34 - What events could we research?

- As we are reading, we are looking for parts of history in our Veteran's life. We want to paint the scene of our Veteran's story. When reading the first paragraph, I ask myself, "What was life like in the 1900s in Puerto Rico?" and seeing as I wasn't alive and living in Puerto Rico at that time, I want to research to gain a better understanding. The paragraph also mentions America's involvement in Puerto Rico... why were they there, what was their purpose? Researching these events will help us understand what life may have been like for Michael.
- When I continue, I notice that Puerto Rican citizens gained US citizenship through the Jones Act. I am going to research this act to understand the why and the how. *Why* was it put into place and *how* did it affect Puerto Rican citizens?
- Last, it states that Michael registered for the draft. We learned earlier that a Veteran can either enlist or be drafted. Since Michael was drafted (mentions this in paragraph 2 of the essay) I am going to research information about the draft around 1940.
- As you read through your veterans' biographies, keep an eye out for different events to research. I would like for your group to find between three and five different items to research. Make sure you include questions surrounding the items you have researched.
- Some examples of questions to be asked in the interview:
 - What was life like in San Juan, PR in the early 1900s? (Although we do not know the exact details of Michael's life, we can share general information around the average person's life in PR at this time).
 - How did the Jones Act affect your life? (Though we can't know how deeply this impacted his life, we can see in the biography that he traveled frequently back and forth from the US. He may have not had the opportunity to do so if the Jones Act was never put in place).
 - Why did you register for the draft in 1940? (This can be asked to include information about the Selective Service and Training Act).
- At this time, you and your partner will reread your biography and pick three to five items to research and create questions to incorporate into your previously created questions.

Day 7 - 9:

Slide 35 - Oral History Presentation Expectations:

- Now that you and your partner have created questions and researched information for your interview, we are going to go over the expectations of your Oral History Presentation.

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National Cemetery Administration



Department
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- You and your partner will create a mock oral history interview of your veteran's life using the questions you created yesterday. You will begin by creating a script timeline with dialogue for the interviewer and interviewee.
- Ensure you have a variety of biographical and open-ended questions. Now, understand that you yourselves are not the veterans and you will only answer open-ended questions based on what you read in your biographies. If needed, you can use the research of certain conflicts or events in history to gain a better understanding of what your veteran went through to add broad details. For example, if your veteran served in the Navy and you know what vessel they were stationed on, you can include information about the ship.
 - (Monitoring your students is suggested as war-related searches can lead to graphic images).
- While working on your project, you will plan, revise, and edit to ensure there are minimal mistakes in the written portion of your presentation—the script for your interview.
- Each group will have 5 minutes max to present their script for the class. You and your partner will have time to practice to ensure your presentation is clear and cohesive.
 - (This project may take multiple days or weeks depending on the daily time you have with your class(es). Please feel free to assign a due date/amount of time that fits best for you and your students).
 - (This project can be adapted in a multitude of ways:
 - Recording the oral history interview in a video format or audio recording.
 - Only including the script vs a presentation or recording.
 - Creating a PowerPoint/Google Slides with audio components.)
- Here is an example of a script using the first paragraph of Michael Freije's biography:

UCF Veterans Legacy Program Curricular Materials



VA



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National Cemetery Administration



Department
of History



Oral History Presentation
Veteran: Michael Angel Freije
By: Student 1 and Student 2

Interviewer: Hello, my name is Student 1 and today is July 5, 2024. Today, We are with Student 2, who will share information as Michael Angel Freije in a mock oral history interview at Springs Middle School.

Interviewer: Good morning, I am here with Michael Angel Freije, who served in the United States Army during World War II. To begin, can you tell me where and when you were born?

Michael Angel Freije: I was born in the Santurce district of San Juan, Puerto Rico on July 22, 1913. (There is minimal information on Michael's family which is why there are no questions on that subject).

Interviewer: What was life like in San Juan when you were growing up?

Michael Angel Freije: By the time I was born, Puerto Rico had been under US control for 15 years. When I was about three or four, the US gave us dual citizenship through the Jones Act. It took a while for the country to see any significant changes but in San Juan, we saw political and economic changes almost immediately.

(<https://www.loc.gov/collections/puerto-rico-books-and-pamphlets/articles-and-essays/nineteenth-century-puerto-rico/puerto-rico-and-united-states/>)

Interviewer: Tell me about your family in PR.

Michael Angel Freije: When I was 20, I married my first wife. Amelia and I had two children, Miguel Jr. and Nilda. My first wife and I divorced and my children stayed in Puerto Rico with Amelia when I moved to the US.

Interviewer: When and where did you move to the US?

Michael Angel Freije: I moved in 1937 and I chose Jacksonville, Florida as my home.

Interviewer: In 1940, the US issued the Selective Training and Service Act which required men from 21 to 45 to register for the draft. Can you share your experience with this act?

(<https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/draft-and-wwii>)

Michael Angel Freije: I went to the Duval County local board and had to fill out the draft registration card.

Interviewer: What types of questions are asked on the draft?

Michael Angel Freije: Your name, address, birth date and place, a person of contact who will be stateside - I had to use a friend of mine in New York as my person of contact since all of my family was back in Puerto Rico. They also ask about your job, your height and weight, eye and hair color.

(<https://www.familysearch.org/ark:/61903/3:1:3Q9M-CSDY-5KFQ?view=index&personArk=%2Fark%3A%2F61903%2F1%3A1%3AQ2CP-JB54&action=view>)

- In order to avoid plagiarism and depending on how your students cite their sources, I have linked the websites where information was found in the research portion on the script itself. If your students know how to cite sources, you can disregard the example and have them cite it using the method taught in class.

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U.S. Department of Veterans Affairs
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Day 10:

Slide 36 - Presentation Day Expectations

- Today is presentation day! You and your partner will present your mock oral history interview for the class. Let's go over some expectations you will have as an audience:
 - Respect the presenters.
 - Write down any questions you may have and ask them AFTER the interview is complete.
 - Remember to keep the presentations under five minutes.
 - When you're finished with your presentation, please turn in the script.
- I look forward to seeing each and every one of your mock oral history interviews!

VETERAN:

Biographical

Open-Ended

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Oral History Presentation Example
Veteran: Michael Angel Freije
By: Student 1 and Student 2

Interviewer: Hello, my name is Student 1 and today is July 5, 2024. Today, We are with Student 2, who will share information as Michael Angel Freije in a mock oral history interview at Springs Middle School.

Interviewer: Good morning, I am here with Michael Angel Freije, who served in the United States Army during World War II. To begin, can you tell me where and when you were born?

Michael Angel Freije: I was born in the Santurce district of San Juan, Puerto Rico on July 22, 1913. (There is minimal information on Michael's family which is why there are no questions on that subject).

Interviewer: What was life like in San Juan when you were growing up?

Michael Angel Freije: By the time I was born, Puerto Rico had been under US control for 15 years. When I was about three or four, the US gave us dual citizenship through the Jones Act. It took a while for the country to see any significant changes but in San Juan, we saw political and economic changes almost immediately.

<https://www.loc.gov/collections/puerto-rico-books-and-pamphlets/articles-and-essays/nineteenth-century-puerto-rico/puerto-rico-and-united-states/>

Interviewer: Tell me about your family in PR.

Michael Angel Freije: When I was 20, I married my first wife. Amelia and I had two children, Miguel Jr. and Nilda. My first wife and I divorced and my children stayed in Puerto Rico with Amelia when I moved to the US.

Interviewer: When and where did you move to the US?

Michael Angel Freije: I moved in 1937 and I chose Jacksonville, Florida as my home.



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Interviewer: In 1940, the US issued the Selective Training and Service Act which required men from 21 to 45 to register for the draft. Can you share your experience with this act?

<https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/draft-and-wwii>)

Michael Angel Freije: I went to the Duval County local board and had to fill out the draft registration card.

Interviewer: What types of questions are asked on the draft?

Michael Angel Freije: Your name, address, birth date and place, a person of contact who will be stateside - I had to use a friend of mine in New York as my person of contact since all of my family was back in Puerto Rico. They also ask about your job, your height and weight, eye and hair color.

<https://www.familysearch.org/ark:/61903/3:1:3Q9M-CSDY-5KFQ?view=index&personArk=%2Fark%3A%2F61903%2F1%3A1%3AQ2CP-JB54&action=view>)



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