

## Oral History “Close-Listening” Worksheet

To begin our class collaboration with the Texas After Violence Project (<http://texasafterviolence.org/>), please listen to one of the following hour-long oral history interviews:

- Video 1 of interview with Derrek Brooks: <https://tinyurl.com/mkh4dob>
- Video 1 of interview with Keith Brooks: <https://tinyurl.com/n7s5r8d>
- Interview with Joyce Hazzard Easley: <https://tinyurl.com/lby6jps>

Please complete the worksheet below as you listen. You will use the results of this worksheet in your contribution to the class exhibit on the Texas After Violence Project Digital Archive.

1) Who is the narrator of the interview you selected to listen to? What is the relationship of the narrator to Charlie Brooks, Jr.?

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2) As you listen, mark the times of moments in the interview that strike you as particularly interesting or significant (for example, if the narrator says something striking 10 minutes and 37 seconds into the interview, hit pause and write “10:37”).

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3) What are your observations about the narrator’s tone, style, and narrative? Are there ideas, terms, or concepts to which the narrator returns?

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4) How can you connect this oral history with our study of the Universal Declaration of Human Rights? What moments in the interview resonate for you as relevant in terms of human rights rhetoric we’ve studied this semester?

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*Turn page over.....*

5) Connect this oral history interview with at least one other text you've encountered in class this semester. How does the interview speak to, contextualize, or otherwise connect with that text? How does that text influence your understanding of the oral history interview?

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6) Identify one clip that is 2-10 minutes long that you think represents the essence or a particularly significant aspect of the interview. Write down the start and stop times here:

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In 2-3 sentences, explain your selection: why is this clip important? How is it representative of a significant message or theme of the interview?

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