

Create Your Own Oral History (11th Grade)

This lesson plan has been developed to help students understand perspective. By examining the stories of individuals, they can see the different perspectives on an issue. Different people view historical events differently depending on factors like gender, race, socio-economic status, age at the time of the event, and political affiliation. The oral tradition is important, but it is often forgotten about in modern times. Students will learn how they can be utilized. They cannot be taken as 100% true because memories fade or change over time, but they can offer a unique perspective that other sources may not.

Oral history is a great way to preserve the historical record with firsthand accounts. It preserves the stories of individuals who lived through pivotal time periods. A lot of students do not think about recording these stories for later use. Saving these stories is often a time sensitive matter because people do not realize the importance of historical events until enough time has passed and the people who hold the stories are of advanced age.

For the assessments, students will create their own oral histories, allowing them to learn about the process by reading it or by doing it themselves. The students have the option to create a photostory or video so that they could share the story of their interviewees using pictures of them as well as audio clips from the interviews.

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Materials Needed:

Teacher:	Student:
Oral Histories Lewis University History Center Archive	Recording Device (Smartphone)
	Questions from activity at Lincoln Landing
	Google Slides

Summary:

Students will learn about the importance of oral histories by creating their own, or analyzing oral histories provided by Lewis University. Students can choose to present their information through a reflection paper, a video/photostory, or a class presentation.

Standards:

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Learning Objective:

Students will be able to evaluate oral histories by synthesizing information into a personal project of their choosing.

Instructional Procedures:

Teacher	Students	Time

<p>At school, teacher provides background information about topics regarding local history. Teacher will also demonstrate what an oral history is and why a historian would conduct one.</p>	<p>Engaging in classroom activities.</p>	<p>n/a</p>
<p>Students will visit Lincoln Landing, as well as the historic downtown, to get a background on why it was built, etc.</p>	<p>Students listening</p>	<p>10 minutes</p>
<p>Provide assistance in coming up with questions relating to Lockport, Lincoln Landing or a topic of local history.</p>	<p>Students listening/ coming up with sample questions.</p>	<p>10 minutes</p>
<p>Break students into small groups and have each group come up with questions to be used in oral history.</p>	<p>Students working in small groups to come up with their own sample questions.</p>	<p>15 minutes</p>
<p>Teacher at Lincoln Landing will then introduce project (see assessments)</p>	<p>Students get work time</p>	<p>20 minutes</p>

Assessment(s): Students can choose one project...

Oral History w/ Reflection paper	Students will conduct an oral history using the interview questions created at Lincoln Landing. They will then write a 4-5 page reflection paper comparing the information gained from their oral history with other primary sources and secondary sources.
Analyze oral history w/ reflection paper	Students will analyze 3 oral histories from Lewis University Regional History Collection to synthesize information on the topic of their choosing. They will then write a 4-5 page reflection paper comparing the information from the oral histories to other primary sources and secondary sources.
Oral history w/ Photostory or Video	Students will conduct their own oral histories with the questions created at Lincoln Landing. They will then create a 2-3 minute photostory or video including audio from their interview.
Analyze oral history w/ Photostory or Video	Students will analyze 3 oral histories from Lewis University Regional History Collection and synthesize information on the topic of their choosing. They will then create a 2-3 minute photostory or video including audio from an interview.
Oral history w/ presentation	Students will conduct their own oral histories with the questions created at Lincoln Landing. They will then do their own supplementary research, using primary and secondary sources, and present to the class how their oral history compares to the information they found in their oral history (5-7 minutes).
Analyze oral history w/ presentation	Students will analyze 3 oral histories from Lewis University Regional History Collection and to synthesize information on the topic of their choosing. They will then do their own supplementary research, using primary and secondary sources, and present to the class how their oral history compares to the information they found in their oral history (5-7 minutes).

Adaptations or Accommodations needed:

Learners	Adaptations/Accommodations
Highly Proficient	Students will be able to choose the project they work on and can do additional interviews/ sources. They can also articulate the local significance of the event based on their own research and the information from their interviews.
ELL	Students will complete the assignment of their choosing, and they will be provided all background information prior to conducting/ analyzing any interviews. They will also be given additional time as well as the transcripts of all oral histories to analyze.
Struggling Learners	Same as ELL

Resources:

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