

Wright State University

CORE Scholar

Gateway to Dayton Teaching American History:
Citizenship, Creativity, and Invention

Local and Regional Organizations

2003

Oral History Project: Lesson Plan for Grade 10

Follow this and additional works at: <https://corescholar.libraries.wright.edu/dtah>

Repository Citation

(2003). Oral History Project: Lesson Plan for Grade 10. .
<https://corescholar.libraries.wright.edu/dtah/57>

This is brought to you for free and open access by the Local and Regional Organizations at CORE Scholar. It has been accepted for inclusion in Gateway to Dayton Teaching American History: Citizenship, Creativity, and Invention by an authorized administrator of CORE Scholar. For more information, please contact library-corescholar@wright.edu.

Lesson Plans

Oral History Project

Grade(s): 10

Suggested Time: 2-3, 45 minute classes

Materials

Tape recorder or video recorder
Microphone
Cassette tapes
Permission forms filled out by interviewee
Copies of WPA Ex-Slave Narratives
Associated images

Core Instruction

Teacher will define oral history
Teacher will present and discuss examples of oral history interviews
Class will discuss the advantages and disadvantages of oral histories in historical research
Class will review how to develop questions and conduct interviews
Students will identify oral history candidate (family member or group of community members identified prior to project)
Class will develop question specific to the interviewee and practice using equipment on each other
Students will conduct interviews and summarize them in a report
Students will present report to the class

Follow-up Activity

Students can combine oral histories with photographs into a hallway or classroom exhibit

Assessment

Students will be evaluated on the strength of the interview, the summary report, and presentation

Standards

History 9-10, Benchmark F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

- *Indicator:* Grade 10, GLI 9. Analyze the major political, economic and social developments of the 1920s including: a. African-American migrations from the South to the North

People in Societies 9-10, Benchmark A: Analyze the influence of different cultural perspectives on the actions of groups.

- *Indicator:* Grade 10, GLI 1. Describe how the perspectives of cultural groups helped to create political action groups such as: a. The National Association for the Advancement of Colored People (NAACP)

Social Studies Skills & Methods 9-10, Benchmark A: Evaluate the reliability and credibility of sources.

- *Indicator:* Grade 10, GLI 1. Determine the credibility of sources by considering the following: b. Agreement with other credible sources; d. Accuracy and consistency of sources