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Lesson Plan: My "GRANDperson" Oral History Project (grades 6-8)

Debra L. Quarles

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Lesson Plan

Course/Grade Level:

- Social Studies/3rd and/or 6th Grade

Topic/Title

- My “GRANDperson” Oral History Project

Historical Time Period(s):

- Modern America and the World Wars (1914-1945)
- Contemporary America (1945-present)

Thematic Question:

- Who is that special someone in your life who you think is GRAND?

Standards/Benchmarks/Indicators:

- ELA Common Core/Scope & Sequence Connections (6th Grade)

Writing:

- 6.7.D- Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
- 6.9.C- Organize Information in a systematic way

Oral and Visual Communication:

- 6.10.E- Present ideas in a logical sequence and use effective introductions and conclusions that Guide and inform a listener’s understanding of key ideas.

Materials/Resources:

1. Video Recorder/Digital Camera
2. Interview Journal and Log (below)
3. Whiteboard and markers
4. Photos of historic events
5. Digital Archive of Gullah Project

Motivation (Attention Grabber):

1. Personal Example:

I had a Great Aunt, everyone seemed to know her. My cousins and I called her Auntie, my mother and her brother and sisters called her Aunt Mary. At church she was known as Mrs. Reed and occasionally you might hear someone refer to her as BIG Mary, though never to her face! She was a BIG woman, think of Tyler Perry's Ma Dear with a little more style and no cursing! She was the first one of my mother's family to migrate (move) up north. Her husband worked for the railroad and they bought a house and over the next ten years almost all of my mother's 10 brothers and sisters joined her. She was a proud and dignified and God fearing woman. Even if you were grown, if you lived with her, you had chores, rent to pay and you had to go to church every Sunday! She knew she was some kind of special too- one of her favorite saying was- "I have seldom met my equal and have never met my superior!". She's one of the few Black women that I know of that never worked in a White woman's home. That was pretty remarkable 75 yrs ago. Yeah she was GRAND alright!

2. Student Focused Example:

When you were born your story began. Every day that you have lived is part of your history. If I wanted to record your story, what would I need to do? What would you tell me about yourself? What does this process remind you of? Have you seen it before? What is a word that is often used?
Answer: Interview

Activities:

1. Initial response to attention grabber- what was she like, what did people call her, why do you think people followed her, wanted to live with her. What was unique about her work history and what did she mean by her favorite saying?
2. Thinking time- Now think of someone that has made an impression on you. Someone that you admire, someone that you could count on if you needed help. If more than one person comes to mind that's OK.
3. Now write that person's or persons' name down in the log in the space provided
4. Next Steps- Now think about how you would like to know more about the person that you consider GRAND. Let's look at some of the questions in the log and see how many of them you are interested in finding out. Circle the questions you'd like to ask your GRANDperson as we go through the logbook together. Don't feel that you have to circle them all-just the ones that are interesting to you.
5. Now we need two things to go forward:1) permission from your parent or guardian to interview your GRANDperson (either in person or on the phone) and 2) your GRANDperson's consent (saying OK) to be interviewed and hopefully have their picture taken.
6. Let's go over the forms I'm going to send home with you. When you bring these back, we'll get started with your GRANDperson Oral History Project. I'll make time to go with you to your GRANDperson's or they can come to the school for their interview.

Assessment:

1. At least 2 potential GRANDperson's listed for consideration
2. Questions of interest circled
3. Consent forms reviewed and returned w/parent/guardian signature
4. At least 1 interview session held
5. Either 1 picture or video of interview session
6. 50% of circled questions responded to.
7. Standard conventions (Capitalization, punctuation, etc.) used in log entries
8. Presentation to class and/or small group- Video, GRANDperson visit, Timeline, etc.

**Oral History “Grandperson”
Project**

Journal and Logbook

Name of Student

Teacher

School

What is oral history? Oral history, in its simplest terms is listening to someone’s story. It can be about their life, a particular time in their life or a significant or important event in their life.

What will I need to do other than listen? You will need to be prepared to be a careful writer. You don’t have to write every word, but you must listen closely to write down key or important facts, dates and events when they are told to you. You must also, ask for clarification or “Could you repeat that please?” if you don’t understand something or were unable to write it down.

Why are we doing oral histories? It is important to hear the stories of people who are your “Grandperson”. They mean a lot to you and you probably mean a lot to them too. They have had experiences that you could learn from and may help you as you grow.

Also, listening and recording what we hear is a skill that will be useful as you continue in your education.

Finally, making connections with past historical events, through the “eyes” of someone who lived through it, can help you understand the present.

My Choices for my “Grandperson” Oral History Project are:

- 1 _____
- 2 _____
- 3 _____

I will ask my 1st choice and find out if they are willing to participate. I will let them know that:

I will need to interview them at least 3x’s
At least 1 interview needs to be in person
I may record some conversations
I will need to take their photograph
They can choose to use their 1st name only.
They will not be required to provide any personal I.D.
I will try to place “ “ on direct quotes.
I will summarize our conversations.
I will review my project with him/her before submission
This Oral History Project will be a part of a published web archive.

My Grandperson is:

He/She is a: ___ relative ___ friend of family ___ neighbor

___ former teacher or principal ___ other

They were born in: _____

City

State

They are: ___ 25-30 yrs. ___ 31-40 yrs. ___ 41-50 yrs.

___ 51-60 yrs. ___ 61-70 yrs. ___ 71-80 yrs.

___ over 80 yrs. Old

They went to grade school in: _____

City

State

They went to high school in: _____

City

State

They got additional education or job training at:

Their fondest childhood memory is: _____

Their saddest childhood memory is:

What news event do you remember the most _____
