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2012

### Lesson Plan: Using Oral History to Explore Changes in My Neighborhood (grades 9-12)

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#### Recommended Citation

Gates, Gala, "Lesson Plan: Using Oral History to Explore Changes in My Neighborhood (grades 9-12)" (2012). *Project Documents*. Paper 12.

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## Lesson Plan

### Course/Grade Level:

- United States History: 1877 – 21<sup>st</sup> Century

### Topic/Title:

- Using Oral History to Explore Changes in my Neighborhood

### Historical Time Period(s):

- Contemporary America (1945-present)

### Thematic Question:

- What were the economic, social and political forces that caused drastic demographics shifts in Cleveland neighborhoods?

### Standards/Benchmarks/Indicators:

- Social Studies: History

F. Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.

12d. Explain major domestic developments after 1945 with emphasis on immigration patterns.

- Social Studies: People in Societies

C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

5a. Explain the effects of immigration on society in the United States housing patterns.

- Social Studies: Geography

C. Analyze the patterns and processes of movement of people, products and ideas.

3b. Analyze the geographic processes that contributed to changes in American society including urbanization and suburbanization.

### Materials/Resources:

1. Video Camera & microphones
2. PowerPoint
3. Photos of Ward 2 in Cleveland
4. Maps of Ward 2 in Cleveland
5. John Adams Yearbooks

6. Copies of Chpt 12 “Exodus and Decline: 1950-1965” from *Cleveland: A Concise History, 1796-1996*
7. *Encyclopedia of Cleveland History*

### **Motivation (Attention Grabber):**

1. Provide students with copies of past yearbooks from John Adams High School and any old photographs about John Adams High School (A good place to find old photos and articles is the Cleveland Press Collection located in Special Collection at the CSU library).
2. Big Paper Activity: Have students, working in groups of 2-4, examine the documents and yearbooks and write on the big paper any differences they notice (such as race/ethnicity of students, clothes, cars etc). (10-15 minutes)
3. As a whole class, record students' observations on the board or use Wordle if you have access to the internet.
4. Last, have each group write 3-4 questions they have about the documents and yearbooks.
5. Collect the questions and compile them into one handout to share later with the class.

### **Activities:**

1. Structured Overview:
  - a. Interstate Highway System
  - b. Cleveland: Exodus and Decline (multimedia presentation that will explore the changing neighborhoods of Cleveland after World War II).
2. Using the Cuyahoga County land deeds site, have students research the past owners of the house they live in. If it is an apartment building, students can research the past owners of the building.
3. Oral History Project
  - a. Place an ad in the local newspaper asking for people who at one time attended John Adams High School (create an email address where they can leave their information)
  - b. Split students into groups of 2-3 students. Have each group write several questions they would like to ask former John Adams students. Have students practice interviewing each other with the video camera before they actually interview someone.
  - c. Based on the responses to the newspaper ad, assign each group someone to interview.
4. Have students upload their oral histories to the class wiki.

### **Assessment:**

1. Oral History Question Rubric
2. Oral History Project Rubric
3. Quiz over Interstate High Way System and Cleveland: Exodus and Decline