

2012

Lesson Plan: Grand Person Oral History Project (grades 6-8)

Mark Hach

Follow this and additional works at: https://digital.kenyon.edu/gullah_documents



Part of the Oral History Commons

Recommended Citation

Hach, Mark, "Lesson Plan: Grand Person Oral History Project (grades 6-8)" (2012). *Project Documents*. Paper 22.
https://digital.kenyon.edu/gullah_documents/22

This Lesson Plan is brought to you for free and open access by the Gullah Digital Archive at Digital Kenyon: Research, Scholarship, and Creative Exchange. It has been accepted for inclusion in Project Documents by an authorized administrator of Digital Kenyon: Research, Scholarship, and Creative Exchange. For more information, please contact noltj@kenyon.edu.

Name: Mark Hach

School: Monticello Middle School (CHUH)

Lesson Plan

Course/Grade Level:

- Social Studies/Lang. Arts (Humanities)/6

Topic/Title:

- Grand Person Oral History Project

Historical Time Period(s):

- Contemporary America (1945-pres.)

Thematic Question:

- How do you perceive your identity through oral history?

Standards/Benchmarks/Indicators:

- Social Studies: History
 - A. Interpret relationships between events shown on multiple-tier time lines.
 1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.

Materials/Resources:

1. Interview questions for “grand person”
2. Sample multiple-tier time line.

Motivation (Attention Grabber):

1. Have you ever wondered why you like the things you like?
2. Maybe it’s because those traditions have been passed down to you from your family.

Activities:

1. Give students some background knowledge of the Gullah culture (ex. They preserved their cultural heritage more than any other group of people in history, they started out in the country of Sierra Leone in Africa and are the descendents of slaves who live in the low country region of South Carolina and Georgia today).
2. Students will conduct an interview with an adult who is important to them, preferable someone over 65 years old (see attached interview).

3. Students will then transform that interview into a multiple-tier timeline with the important dates from their person they interviewed on the top and important events of their own lives on the bottom (show students an example of how a multiple-tier time line is constructed).

Assessment:

- Students will be given questions dealing with a multiple-tier time line which they must answer correctly.