

2012

## Lesson Plan: Oral History Project 9/11 (grades Pre-K-5)

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### Recommended Citation

Bergen, Zakiyyah, "Lesson Plan: Oral History Project 9/11 (grades Pre-K-5)" (2012). *Project Documents*. Paper 33.  
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## Lesson Plan

### Course/Grade Level:

- Social Studies / 3<sup>rd</sup> Grade

### Topic/Title:

- Oral History Project 9/11

### Historical Time Period(s):

- Contemporary America

### Thematic Question:

- How has the attack of 9/11/2001 changed the elders of the United States?

### Standards/Benchmarks/Indicators:

- Social Studies: Social Studies Skills and Methods
  - A, 1. Obtain information about local issues from a variety of sources including:
    - a. Maps;
    - b. Photos;
    - c. Oral histories;
    - d. Newspapers;
    - e. Letters;
    - f. Artifacts;
    - g. Documents.
  - A, 2. Locate information using various parts of a source including:
    - a. The table of contents;
    - b. Title page;
    - c. Illustrations;
    - d. Keyword searches
- Social Studies: Citizenship Rights and Responsibilities
  - A, 2. Demonstrate effective citizenship traits including:
    - a. Civility;
    - b. Respect for the rights and dignity of each person;
    - c. Volunteerism;
    - d. Compromise;
    - e. Compassion;
    - f. Persistence in achieving goals;
    - g. Civic-mindedness

## **Materials/Resources:**

1. Articles on the attacks of 9/11
- 2.
3. recording technology (tape recorders, computers, cameras/camcorders)

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

1. Show students a clip of the attack. There are many YouTube videos on 9/11. They use powerful images and provoke conversation. You can research and find different ones or use the one below: [www.youtube.com/watch?v=1lKZqqSI9-s](http://www.youtube.com/watch?v=1lKZqqSI9-s)
2. In attempt to bring history to life for our students, we will start the school year doing a small oral history project to revisit the significance of 9/11/2001 on our families and the perception of its impact on the evolving concept of the American Dream.

## **Activities:**

1. Find the oldest person in their family to interview about their life and ideas of the American Dream.
2. Students will ask them six questions. The six questions are attached. They may ask more if your interviewee leads them in another direction. As they listen, they will record interviewee and take notes about the experience and the answers.
3. The class should orally present their interviews in class.
4. Part One:
  - a. They will submit a typed summary. They may use it as part of their presentation. The summary should contain what they have learned and its importance to their family member. Excerpts from the interview or examples of primary sources found should be presented to support whatever is said.
  - b. Discuss primary sources and work on this in class.
  - c. Attach a bibliography page for sources using MLA format.
5. Part Two: Students can put the oral presentation together in any of the forms listed. For all of these options their written summary can be used to support their presentations.
  - a. A video or camcorder
  - b. Power Point
  - c. Audio with pictures
  - d. Student idea approved by the teacher
6. Their work in class and the oral presentation may be documented on tape

## **Assessment:**

- PART ONE: 35 points possible
  - (10)\_\_Introduction that is concise and effective. Who is the person? Why did you choose them? Why is 9/11/ significant?
  - (10)\_\_Text focuses on topic. What did the American Dream mean to the interviewee before 9/11? What does it mean now?
  - (10)\_\_Text details significance of the event and supporting details. (Use excerpts from interview and research)
  - (5)\_\_Writing mechanics
  
- PART TWO: Co create rubric with students for their oral presentation.