



Veterans History Project
at

Central Connecticut State University

LESSON PLANS

By
Kristen Duke

Oral History in the Classroom; Creating Personal Oral Histories

featuring

Oral Histories of Connecticut War Veterans

www.ccsu.edu/vhp



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Veterans History Project Lesson Plan

Oral History in the classroom; Creating Personal Oral Histories

A two part lesson plan

Lesson One: Lesson One Form

Rubric for grading the personal oral history

Personal history handout

Lesson Two: Lesson Two Form

Rubric for grading the culminating essay

How to create a classroom account for Schooltube



Veterans History Project Lesson Plan

Title: *Oral History in the Classroom, Lesson One of Two*

Subject: *Oral History, Family History, Technology in the Classroom*

Contact Information: *Kristen Duke, Kristen_Duke@hotmail.com*

State Standards: *Students will analyze how differing historical memories of a past event can contribute to a variety of views. Students will analyze the importance of viewing a culture through a variety of perspectives (oral history).*

National Standards: *Students will systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past and articulate personal connections to time, place, and social/cultural systems.*

Grade Level: *9-12*

Time Duration: *Four class periods, 45-50 minutes each. Lesson one: 3 class periods, lesson two: one class period.*

Overview: *This mini unit is designed to introduce students to the concept of ‘oral histories’ and the value of projects such as the VHP. This project incorporates a hands-on project that utilizes technology and will create a sense of ownership among the students over the final product.*

Objective(s): *Students will determine the value of their own personal history and the power of ‘oral history’ through the creation and production of their own. Students will also evaluate the value of oral history in the classroom and how it enhances their learning.*

Content Objective(s) Lesson One: *Students will evaluate significant events in American history through the memory of their family members and create their own oral histories. Guiding Question: What is the importance of my own oral history?*

Skills Objective(s): *Evaluation, synthesis, analysis, technology usage.*

Materials: *Large flip charts (1 per group), easels if available (1 per group), markers, teacher chalk board/white board, access to video recording equipment (preferred) or audio recording equipment, student copies of the ‘personal history’ questionnaire and guiding ditto (attached).*

Activities and Procedures for Day 1:

1. Students will work in small groups and create brainstorming webs on the flip charts responding to the following questions written on the whiteboard, one at a time. The teacher will allow five minutes for each question then discuss and create a 'master web' on the board. The students then flip their charts to the next clean page and repeat the activity with the next question.

-What is history?

-Why is it important/Why do we study history?

-How is our own individual/personal history different from traditional 'history' that we study in a classroom?

-Is individual/personal history important?

2. The teacher will guide the response webs to address the problems with studying history on a large scale and how teachers and students can counter those problems. The teacher will introduce the concept of oral history by asking the following guiding questions (feel free to adapt):

-How do most people pass down their 'history'?

-What are some problems with this? What eventually happens to the story?

-What happens if no one passes down the history?

-How can we counter that?

3. The teacher will introduce and explain the VHP and its importance to the students. The teacher will introduce the unit project, in which the student's will be creating and recording their own oral histories.

Evaluation: Teacher can grade students based on the response webs and quality of discussion.

Activities and Procedures for Day 2:

1. Working independently, students will complete the 'personal history' questionnaire to familiarize themselves with the oral history process. Please see attached for a master copy of the ditto.

2. For the remainder of the class period, students work in teams of two recording their personal oral histories using video recording equipment. Students take turns recording their partners and reflect on the process by providing feedback on better ways to create a clear and organized product (the oral history video).

3. The teacher allows students to volunteer to show a clip of their oral history (extra credit can be provided for incentive). Students will publish their histories on schooltube.com (Publication of oral history to share with others is the main component of 'creating' an oral history).

**Schooltube.com provides an option for creating a 'private' classroom channel that is closed to the general public. See the attached URL for the Channel Users Guide for SchoolTube.com on how to create a free account:

http://static.schooltube.com/files/docs/help/Channel_Guide_2-1-10.pdf.

After viewing a sample of their classmates' oral histories, students reflect on how that oral history contributed to their understanding of their classmates.

Evaluation: Teacher will grade the oral histories based on the attached rubric (can be amended).

Evaluation Rubric for grading the personal oral history

Assignment:
Personal Oral
History

Category	4 = Exceeds Expectation	3 = Meets Expectation	2 = Approaching Expectation	1 = Below Expectation	0 = No Attempt	Score	Weight
Originality and Creativity	Student creatively communicated concepts using available technologies, employed excellent design, and craftsmanship	Student conveyed concepts using available technologies and employed acceptable design.	Student used a creative approach to the project, but did not demonstrate originality.	Student did not display any creative concepts using technology.	Student did not attempt to display originality or creativity in any way		
Organization	Progression of oral history is logically organized and a flow of personal history is maintained in a highly rational fashion.	Progression of ideas is logical and there is a clear flow of the student's personal history.	Progression of ideas is somewhat apparent.	Progression of ideas is lacking.	No meaningful progression		
Skill Level	The significant task was completed and there was considerable improvement in skill level in communication.	The significant task was completed and there were acceptable improvements in skill level in communication.	The significant task was completed with little improvement in skill level in communication.	The significant task was not completed and/or there is little to no improvement in skill level.	No attempt was made to complete the significant task and there was no improvement in skill level.		
Reflection/ Analysis	Demonstrates mastery of reflection over task, including accurate use of terminology in verbal or oral critique. Analysis shows complete understanding of desired outcome and improvement.	Significant reflection and analysis demonstrated, including use of terminology in verbal or oral critique. Could use some improvement in analysis, including vocabulary and more in-depth reflection of task.	Moderate attempt at reflection and analysis. Attempt to include terminology in analysis but may be used incorrectly or in a limited capacity. Analysis lacks cohesion.	Little attempt at reflection and analysis, demonstrating little to no new knowledge gained. Student is unable to use new terminology effectively or accurately.	No attempt at reflection or analysis is made, either verbally or written. Knowledge of terminology is also not demonstrated.		

Creating Personal History Handout

Name: _____

Date: _____

Directions:

1. Complete this questionnaire independently and honestly. Take the time to seriously reflect upon the questions asked. This will be the 'hard copy' of your oral history, use it as notes when filming your oral history.
2. When directed, meet with your partner and record your own 'oral history.'
3. At the end of class, reflect upon the entire process and address the following questions: 1. Why is my oral history important? 2. What does it tell other people about me? 3. How can oral histories enhance people's understanding of me as a person?

Personal History Questionnaire

1. What is your name and birthday?
2. Where were you born? Where have you lived since then?
3. How would you describe yourself?
4. What is your favorite subject in school and why?
5. What is your favorite thing to do outside of school?
6. What was the single best moment of your life so far and why?
7. What life lessons have you learned so far?

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Grade Level: *9-12*

Time Duration: *Lesson one: 3 class periods, lesson two: one class period. Four class periods, 45-50 minutes each to complete Oral History Unit*

Overview: This mini unit is designed to introduce students to the concept of 'oral histories' and the value of projects such as the VHP. This project incorporates a hands on project that utilizes technology and will create a sense of ownership among the students over the final product.

Objective(s): Students will determine the value of their own personal history and the power of 'oral history' through the creation and production of their own. Students will also evaluate the value of oral history in the classroom and how it enhances their learning.

Content Objective(s) Lesson Two: Students will compare their oral histories to others on the VHP website and evaluate the importance of their own history in the context of national history.

Skills Objectives(s) Evaluation, synthesis, analysis, technology usage.

Materials: Computer/internet access to VHP website and their schooltube.com classroom channel. Paper and writing utensils will be needed as well.

Activities and Procedures for Day 1:

1. Working independently, students will view either their own oral history or those of their classmates and find a veteran on the VHP site with similar experiences. Students will compose a compare and contrast Venn diagram regarding the two histories.

2. Students will compose a culminating essay reflecting on the following questions:

-How did creating your own oral history enhance your learning regarding a particular time period?

-How did viewing an oral history on the VHP website enhance your learning regarding a particular time period?

-What is the overall value of oral history in the classroom?

Evaluation: Teacher can grade students based on completion of the Venn diagram and the attached rubric for the essay.