Oral History Lesson Plans

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Image from “Mi Diario” newspaper, Panama, May 28, 2008
Lesson Plans # 1
Oral History Project

Prepared by Veronica D. Forte
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Level(s): First Year Medicine Students

Suggested Time: 2-3, 45 minute classes

Materials

- Tape recorder or video recorder
- Data show
- Computer
- Brochures
- Associated images

Instruction

- Teacher will define oral history
- Teacher will present and discuss examples of oral history interviews
- Class will discuss the advantages and disadvantages of oral histories in historical research
- Class will review how to develop questions and conduct interviews
- Students will identify oral history candidates (a person that has done a significant contribution in the medical or scientific area)
- Class will develop specific questions to the interviewee and practice using equipment on each other
- Students will conduct interviews and summarize them in a report
- Students will present report to the class
- Students will handout a brochure of each oral history

Follow-up Activity

Students can combine oral histories with photographs into a hallway or classroom exhibit *Power Point Presentation*.

Assessment

Students will be evaluated on the strength of the interview, the summary report, and presentation.
Lesson Plans # 2
Oral History Project

Prepared by Veronica D. Forte
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Level(s): Fifth Semester Technical Students

Suggested Time: 2-3, 45 minute classes

Materials

• Tape recorder or video recorder
• CD’s
• Song handouts
• Examples of written instructions on how to play with some toys and games.
• List of Names of Songs and Games from Ines Sealey Book
• “Reminiscences”, by Ines Sealy

Learning objectives

To remember specific points from oral accounts; to write simple instructions to play a game.

Instruction

• Teacher will provide the list of the songs and games listed in “Reminiscences”, by Ines Sealy.
• Teacher will present and discuss examples of history of those songs or games.
• Class will investigate information about the song or game they were assigned (each student).
• Class will compare the song or game of those days to the ones we play nowadays (each student).
• Students will prepare a lesson plan using the song or the game they investigated about.
• Students will develop their lesson plans so that everyone participates.
• Students will write their own rules for playing the games.

Follow-up Activity

Students can identify and share the songs and games they grew up playing and singing in a classroom presentation.

Assessment

Students will be evaluated on the strength of their investigation, their presentation and their creativity.
Lesson Plans # 3
Oral History Project

Prepared by Veronica D. Forte
English Department, University of Panama

Level(s): Fifth Semester Technical Students

Suggested Time: 2-3, 45 minute classes

Materials

- Tape recorder or video recorder
- Camera
- Music CD’s
- Song Script *Brown Girl in the Ring*
- Long Stick
- Black Dolls
- West Indian Food from *Bocas del Toro*
- Caribbean Map
- Our Little West Indian Corner

Learning objectives

To help students identify themselves with the importance of the West Indian History and to be proud of their inheritance.

Instruction

- Teacher will explain to the class the importance of their investigation about the West Indian contribution in general
- Students will be divided in groups to comply with their part of the investigation
- Students should investigate about the topic *food, dressing, house, etc.*
- Students will use their own creativity to decorate the room using all the information they found
- Students will prepare themselves to share the information about West Indian Contribution with all the people that visit the room
- Students will motivate the visitors to have the desire of learning a little bit more about the West Indian History
- Students will invite visitors to participate in the activities organize for them *dancing and singing* *To have access to the room they have to sing and dance the Limbo Song*. (See Appendix A)

Follow-up Activity

Students will divide the classroom in different parts were they will decorate it using information about Panamanian of West Indian descent* 1. Food section, 2. West Indian Dressing, 3. Caribbean Islands Board, 4. A replica of a West Indian House near the beach, 4. Canal Contributions, 5. Brown Girl in the Ring Song *Entrance of the room*.  

Assessment

Students will be evaluated on the topic content, their creativity decoration, their oral presentation, and their motivation promotion.

Oral History Lesson Plan compilation created by Prof. Veronica Forte for Voices from Our America™
Lesson Plans # 4
Oral History Project

Prepared by Veronica D. Forte
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Level(s): Fourth Year Historical Cultural Tourism School / Conversation Class

Suggested Time: 2-3, 45 minute classes

Materials

• Tape recorder or video recorder
• DVD / USB
• TV / LapTop
• Short extract of interview
• Interview transcript

Learning objectives

To help students have the experience of learning English and History in a new way. To promote oral communication using parts of the interviews provided by Voices from Our America Project.

Instruction

• Teacher will explain to the class the importance of their investigation about the West Indian Contribution in general
• Teacher will present an extract of the interview
• Teacher will give students the opportunity to share their opinion about what they have heard from the respondent
• Students will have a period questions and answers were they can debate about the information
• Students will compare the information they listen to with nowadays
• Students will get in groups of 2 or 3 students and prepare a written report were they will share all the new things they have learned
• Students will present their reports to the class

Follow-up Activity

Students will investigate more about the topic presented in the interview and then share the information they found with the rest of the classroom. Student will compare their information with the one the interviewee provides.

Assessment

Students will be evaluated on the topic content shared, their listening and understanding skills and their oral communication.
Appendix A

Image from “Mi Diario” newspaper, Panama, May 28, 2008