

# 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

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**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, 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.

# Lesson Plans # 4

## Oral History Project

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

**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

Mi Diario  
Mayo 28 de 2008

Mi familia 19

## Celebran en grande

EL DEPARTAMENTO DE INGLÉS DE LA UNIVERSIDAD DE PANAMÁ ESTÁ DE ANIVERSARIO



Bon

Zulay Espinosa V.  
zespinosamidiario.com

Los estudiantes de quinto semestre de Técnico en Inglés de la Universidad de Panamá están listos para presentar mañana un acto en honor a la etnia negra. Claro, todo el diálogo será en inglés porque están de aniversario. El profesor Melquiades Arosemena, director de la escuela, explicó que hasta mañana jueves se desarrollarán diversas actividades para celebrar los 70 años del departamento. Tendrán una exposición artística, folclórica e histórica acerca de la etnia negra, aprovechando que durante esta semana también se celebra esta importante fecha. La profesora Verónica Forte dirige el grupo de muchachos que, liderados por las ideas y creatividad de la estudiante Ana Atención, han dado vida a la historia, gastronomía, vestuario y bailes de la etnia negra. Ellos los recibirán de una ma-



Divertido

MIDIARIO/PASTOR MORALES

### ACTIVIDADES

Hay mucho más:

- Hoy, a las 6:00 p.m., noche de gala con la Orquesta de Cámara de la Universidad de Panamá y la presentación especial de la profesora Cilia de Pérez.
- Mañana a las 9:00 a.m., presentación folclórica.
- A las 7:00 p.m., noche cultural con escenas de la obra teatral de Shakespeare, Moliere y Cervantes
- Danza africana
- Presentación musical por el grupo Friends de la iglesia

nera para nada tradicional, pero sí divertida y lo sabemos, pues los chicos prepararon ayer un espectáculo especial para "Mi Diario". No les con-

tamos más para no quitarle la gracia, pero mañana tienen una cita de 9:00 a.m. a 12:00 p.m. en el patio interno del Departamento de Inglés.

Image from "Mi Diario" newspaper, Panama, May 28, 2008