

# “Family History: They Were There”

## Current Events Lesson for 7-12 by Kevin Kneisley

### Essential Question

- What is the importance of oral history?

### Lesson Overview

**Title:** “Family History: They Were There”

**Subject:** Current Events-History

**Grade Level:** 7-12

**Kansas State Standard:** History: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

### NET-S Standards:

#### 1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

#### 2. Communicate and Collaborate

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d. contribute to project teams to produce original works or solve problems.

#### 3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

#### 4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

#### 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

#### 6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

Students:

- b. select and use applications effectively and productively.

**Lesson Summary:** In this lesson, students interview someone about their visual and sense memories of an event and use those memories to create an oral and visual history.

By creating a personal enhanced podcast narrative, students learn valuable research, inquiry, and editing skills. They also learn that the stories of all people have historical importance and are unique and valuable. Oral and visual histories can be used for a variety of topics in asking students to research, compare, and document things of historical importance.

#### **Teacher's Digital Kit:**

1. Discovery Streaming Video with the *Video Yearbook Collections*.
2. This Day in History (<http://www.history.com/this-day-in-history.do>)
3. Step-by Step Guide to Oral History ([http://dohistory.org/on\\_your\\_own/toolkit/oralHistory.html](http://dohistory.org/on_your_own/toolkit/oralHistory.html))
4. Training Video for creating a Podcast (<http://www.apple.com/ilife/tutorials/#garageband-podcast>)

#### **Procedures:**

1. Have students, individually or in small groups, select a topic on which to interview at least one person who experienced or has firsthand knowledge of the topic. Topic areas can focus on a specific event, a recent era, a personal experience, or a particular location or geography. Then have them conduct some preliminary research and select an interviewee. Have them write a short description on why this person is appropriate for the topic.

2. Have students conduct research and collect resources (for example, images, audio clips, newspaper clips) from websites for noncommercial use on the topic, and, if possible, on the interviewee. Using their research and resources, have them brainstorm a list of interview questions for the persons they will interview. Explain that open-ended questions are usually best when conducting an oral history interview.

**Note:** If this is the first time the students are conducting interviews, you may want to spend some talking about interview etiquette and location. You could prepare a list of guidelines like this one from DoHistory.org

A good idea is to approve students' interview questions prior to the interviews.

6. Have students conduct the interviews by filming them or capturing the audio in GarageBand. Using the interview and their research, have them create a storyboard for their oral history video.

7. If necessary, have students collect or make additional images, video, or visual artwork. Provide students with the instructions mentioned in the preceding steps and have them create their own oral and visual history in GarageBand with an Enhanced Podcast.

**Note:** For more information about any technical element, see Podcasting help above (#4).

8. Have students present their projects to the class. Then have them discuss the following: the process of creating it, what they learned about conducting interviews, what surprised them most during the interview, whether they asked questions not on their interview list, what would have made the interview better, and what they learned about the importance of oral histories in recording history.

9. Place them on DVDs for families and upload them to a site online for the public to see.