

Lesson Plan for <i>Oral History for Beginners</i> Training Workshop, Part 1	
See digital curation "Oral History Resource Center of Durham"	
https://sltorian.wixsite.com/durhamoralhistory	
Subject: Oral History Training, Part 1 - GETTING READY	
Teacher: Stacy Torian. LIS 635 student and former volunteer oral historian with the Museum of Durham History.	
Audience: Four working adult learners between the ages of 55 and 65. All attended a recent library talk on the importance of recording community memories, and all are interested in learning to do oral history. They are available on the weekends. They made their interest and availability known through a post-talk survey, during which they stated their objectives in doing oral history (i.e., documenting family history; documenting oral history of neighborhood; building interview skills for documentary filmmaking). They learned of my 3-part training workshop while speaking with a library staff member.	Needs of learners: When registering for the workshop, one participant mentioned that he has back problems and cannot sit for long periods.
Setting: Online (flipped instruction) and a first-floor meeting room in the library (face-to-face workshop)	Accommodations: First-floor meeting room near the entrance; flip chart; stretch breaks every 30 minutes
Rationale and purpose: Ten library patrons have expressed an interest in learning historical preservation skills; four have signed up for this workshop. Lifelong learning and historical preservation are important priorities in librarianship. The purpose of the flipped lesson and the workshop is to encourage learners to explore the meaning of oral history, teach them basic competencies required of oral historians, and guide them in creating a clear mission or philosophy for their oral history practice.	Core competencies (ALA): <i>6A, Research.</i> The fundamentals of quantitative and qualitative research methods; <i>7B, Continuing Education and Lifelong Learning.</i> The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
Learning objectives: At the end of the workshop session, students will be able to	
1) State what oral history is and why it is important (flipped lesson)	
2) Understand and begin to internalize key competencies required of oral historians (face-to-face workshop)	
3) Formulate a personal, one to two-sentence oral historian mission statement (face-to-face workshop)	
Resources (face-to-face workshop): Baylor University's <i>Introduction to Oral History</i> manual (online); Workshop sign-in sheet; notetaking materials; bottled water, large screen and projector for video showing	

LESSON OUTLINE

Lesson length: Approximately 3 hours (35 minutes for flipped instruction; 2 hours and 30 minutes for face-to face-lesson)

Pre-work (Flipped Instruction) - 35 minutes	Activities		Time length
Objective: Understand what oral history is (LO 1)	<i>Teaching Activity</i>	<i>Learning Activity</i>	
	Brief lecture on what oral history is and why it is needed	Reading of Chapters 1 and 2 of Baylor's <i>Introduction to Oral History manual</i> (2 pages)	25 minutes (5 minutes for lecture; 20 minutes for reading and reflection)
	<i>Assessment tool:</i> Two-question response to reading assessment (embedded on curation tool web page)		10 minutes
Face-to Face Workshop - 2 hours and 25 minutes (includes 10-minute break)			
1. <u>Welcome and intros</u>			
	<i>Teaching activity</i>	<i>Learning activity</i>	Time length
Objective: Articulate why oral history is important to them personally (LO1); build group rapport through personal sharing.	Welcome participants, state my name, and thank them for coming. (At this point I have read their library surveys and know why they want to do oral history.) Ask them to introduce themselves, share why they want to do oral history, and state the most important thing they hope to get out of the workshop. Share a little about my own background in oral history.	Students introduce themselves and share why they want to do oral history	12-15 minutes
	<i>Assessment strategy:</i> How easy or difficult is it for students to articulate their thoughts? Make mental notes if anyone is stumbling and address the question again between the video and the mission statement activities.		

<u>2. Overview of night's lesson plan</u>				
		<i>Teaching activity</i>	<i>Learning activity</i>	
		Go over lesson outline (discussion of reading; reflection exercises; BREAK, interview activities; video; creating a mission statement). Explain that the purpose of this part of the workshop is to get them in the mindset of an oral historian through discussion, reflection, and interactive exercises.	Students listen and ask questions if they have any.	2 minutes
<u>3. Oral history is... discussion</u>				
		<i>Teaching activity</i>	<i>Learning activity</i>	
Objective: Think critically about what oral history is and compare their perspectives with others (LO1)		Ask students to finish the statement: "Oral history is...." based on the reading and their own opinions. Ask questions to assess how deeply they thought about the meaning of oral history (i.e., did you agree or disagree with the definition or oral history proposed by Baylor? What impact did the readings have on your thinking around oral history? What did they leave out?)	Students discuss their thoughts and share their opinions	15 minutes
		<i>Assessment tool</i> : See above "Oral history is...."		
		<i>Assessment strategy</i> : How engaged and interested are they in oral history as a theory? If a lot, then discuss for whole 10 minutes, possibly 15. If not, move on after 5 minutes.		

STRETCH BREAK - 3 MINUTES

4. Self-Reflection discussion				
	<i>Teaching activity</i>	<i>Learning activity</i>	Time length	
Objective: Understand key competencies of oral historians, through reflecting on personal experiences (LO2)	Write "Oral history is..." on a flip chart and explain you are going to approach the subject from a practice rather than a theoretical perspective. Students are asked to consider three scenarios. Each scenario is presented individually with time allowed for discussion/response.		2 minutes	
	Scenario 1: Close your eyes. Think about something deeply personal you've never shared with anyone. Imagine you slipped up and shared it. How would you feel? Explain that people might share things with you they have never shared with anyone. (The point: <i>Oral history is being open to people's deepest feelings and emotions</i>)	Students discuss their feelings/reactions to scenario	12 minutes	
	Scenario 2: A stranger comes up to you on a park bench, sits down, and starts talking about her life. Are you listening? Are you looking for details that are important to you or are you listening for details that seem important to them? How emotionally invested are you in the conversation? Are you wondering why this person is talking? Are you trying to understand or thinking about how you can get away? (The point: <i>Oral history is taking genuine interest in others and listening mindfully, often silently</i>)	Students discuss their feelings/reactions to scenario	12 minutes	

	Scenario 3: Think about the last really easy interview experience you had. What made it easy? How did you feel? Think about the last really tough one you had. What was hard about it? (<i>The point: Oral history is....</i>)	Students discuss their feelings/reactions to scenario	12 minutes
	<i>Assessment tool:</i> At the end of each scenario, prompt the students to complete the "Oral history is...." with the point being illustrated. Let them come up with it if possible; don't feed the words to them.		
STRETCH & WATER BREAK - 10 MINUTES			
<u>5. Mock Interviews</u>			
	<i>Teaching activity</i>	<i>Learning activity</i>	Time length
Objective: Understand key competencies of oral historians, through putting yourself in the place of the interviewee (LO2)	Put the students "on the hot seat." Interview each one individually for about five minutes. Start with easy questions gradually working your way into more probing ones. After each interview, invite the person being interviewed and the group to share their feelings about the experience. End with one final "Oral history is..." point: <i>Oral history is being vulnerable.</i>	Learners share their thoughts and feelings on being interviewed and watching others being interviewed.	40 minutes
	<i>Assessment strategy:</i> Are students expressing emotion? If so, what kind of emotion? Are they being open or holding back during the interviews? If holding back, make that observation and brainstorm with group about how to draw people out of their shells.		
<u>6. Video of an oral historian talking about oral history practice</u>			POSSIBLE MODIFICATION: The discussion part of the video activity can be skipped if we are running out of time.
	<i>Teaching activity</i>	<i>Learning activity</i>	
002&hsimp=yhs-002&hspart=mozilla&p=doing+oral+history+video#id=2&vid=1c8a032e305c937e235af66477321ca1&action=click	Play five-minute video of Dr. Stacey Zembrzycki discussing the oral		

Objective: Understand what oral history requires of a person (i.e. relationships, patience) - LO2	history practice. Do you agree that anyone can be an oral historian? Were you surprised by anything she said? Other thoughts? Explain that I showed this so that they can hear from a more experienced historian. Be sure to mention the points she makes about oral history being a process and based on relationships.	Learners share their thoughts and reactions to the video.	15 minutes (6 minutes for video; 10 for discussion)
	<i>Assessment tool:</i> Of all the things she said, what stuck with you the most?		
<u>7. One- or two-sentence mission statement</u>			
	<i>Teaching activity</i>	<i>Learning activity</i>	
	Ask each student to state in one or two sentences their mission as an oral historian drawing on what they have learned this evening. Give them a few minutes to think about it. Tell them it does not have to be perfect and that they can work on it at home as well. The philosophy should go with them to the interviews along with the recording device, notepad, etc. It is like the oath Zembrzycki talked about in the video. If prompted, I will share one as an example.	Students state and share their oral history philosophy in one or two sentences	10 minutes
	<i>Assessment tool:</i> Students state and share their oral history mission statement in one or two sentences		

8. Recap			
	<i>Teaching activity</i>	<i>Learning activity</i>	
	<p>Briefly recap the night's activities and ask the group what aspect of the workshop was most meaningful to them. Reiterate the purpose of the workshop session and ask them how or whether their view of oral history has changed at all now that they have completed it. Refer them to the curation tool website and ask them to complete the workshop, Pt. 1 survey on the training page prior to the next workshop session.</p>	<p>Students discuss what was meaningful to them, their experiences, their perceptions</p>	<p>10 minutes</p>