

**Preserve the Baltimore Uprising: Lesson Five**  
**Reflecting on the Oral History Process**

**OBJECTIVE :**

**Students will be able to reflect on the oral history process by transcribing an interview to place it into a larger historical context.**

**ASSESSMENT**

Formative: Historical Context Worksheet (WORKSHEET #4)

**PROCEDURE**

**Drill (5 minutes):** Display the following question: “After you’ve conducted an interview, what should you with your newly recorded information?”

Students may answer that you should record the interview on paper.

Discuss with students that it’s important not only to conduct a proper interview, but also to maintain proper reflective practice after the interview. The best way to do that is to first transcribe the interview, and then follow a few key steps to ensure that you get the most out of your oral history interview.

Introduce today’s topic of reflective practice for oral historians. Note that today, students will try first-hand at transcribing an interview and reflecting on the interview process. First, students will briefly discuss what it means to transcribe an interview.

**Activity 1 Transcribing an Interview Notes (20 minutes):**

Have students refer to **LESSON #1**, the PowerPoint for transcribing an interview, along with **WORKSHEET #1**, the corresponding notes guide. This is a fill in the blank guide, and accompanies the slideshow for this lesson. As you progress through the slides, students should complete the blanks and follow along with the slides. These slides will define what it means to transcribe an interview, along with what that process looks like.

*TRANSITION TO ACTIVITY 2 BY...Say to the students:* “Now that we’ve discussed *how* to transcribe an interview, we’ll try transcribing forty seconds of an interview here in class.”

Refer the students to **WORKSHEET #2**, the practice transcript sheet, to complete this next activity. Students will attempt to transcribe forty seconds of an interview to see how difficult it is to keep up with audio.

**Activity 2: Transcribing the Dunbar Interview (20-25 minutes):**

Students should be referring to **WORKSHEET #2**, the practice transcript, for the next activity. Mention that students will be transcribing forty seconds of an interview using a practice sheet. They will make three passes of the same interview to try and develop the most correct version of the transcript. The teacher will provide the audio by using the attached link to the Baltimore Uprising Preservation site

<https://baltimoreuprising2015.org/files/original/5b06d827b4b8104a3d7c05e3c88fcb4e.mp3> and will facilitate three passes of the interview for the class. Each time, students should be refining their interview transcript to make a clean version. Give a few minutes between each pass to allow students time to edit their practice transcripts.

*TRANSITION TO ACTIVITY 3 BY...*Discussing their process of transcribing the interview. Answer questions and listen to their observations after making three passes to the same audio. Explain that after transcribing your interview, it’s important to place your transcription into historical context. Refer to the following slides in **LESSON #1** about historical context to continue.

**Activity 3: Placing Your Interview in Historical Context (10-15 minutes):**

Hand out **WORKSHEET #3** to each student. This sheet will help place their Dunbar interview transcript into historical context. First, direct them to the three overarching questions to guide their contextual efforts. Once they've answered their overarching questions, advise students to complete the rest of the worksheet by using their practice transcript. Once complete, this worksheet should be able to place the Dunbar interview into the historical context of the 2015 Baltimore Uprising. Furthermore, this will allow students to develop three additional questions that could be asked to Dunbar to help strengthen this context. This worksheet should be turned in at the end of class, and should demonstrate the ability of oral history to help strengthen the historical record of individuals.

HOMEWORK ASSIGNMENT: None

ACCOMMODATIONS/MODIFICATIONS: ?

RESOURCES

**WORKSHEET #1 Reflecting on Oral History Notes Guide**

**WORKSHEET #2 Dunbar Practice Transcript**

**WORKSHEET #3 Historical Context Worksheet**

**LESSON #1: Reflecting on Oral History PowerPoint**

MATERIALS

**Computer**

**Projector**

**Pens & Pencils**