

Preserve the Baltimore Uprising: Lesson Four
Use of Oral Histories

OBJECTIVE:

Objective: Students will be able investigate the way historians, archivists and the media use oral history in order to evaluate the effects they have on the perspective and narrative of an event.

PROCEDURE

Drill: Time: 5 mins: Have the following posted on the board or written in a PowerPoint slide: respond to the 2 following questions to the best of your ability.

Drill: respond to the following questions to the best of your ability. Use your notes from previous lessons.

1. What are the three (3) steps to the oral history process?
2. What do you need to make the sure your can legally use the interview you conducted?

Let students know to use their notes. Drill is based on the material from a previous class. Discuss Answers with students

Activity 1 Time: 7mins.

BRAIN STORM

What are some ways we could use an interview? Think of three (3)

Have students brain storm different ways in which interviews can be used. The idea is to establish the importants and usefulness of Oral Histories. Discuss the following questions with the students. Take a look at your list, is there anything they all have in common? Are they all different?

Do you necessarily need oral history for them to happen?

Materials: Lesson #4 PowerPoint & Worksheet # 1- Page.1

Activity 2 Time: Roughly 15 mins depending on level of class.

How do Historians Use Oral Histories?

Directions: as you read the passage answer the following questions. Make sure you highlight and annotate the reading as you go through it.

Have students read and annotate the reading. Use the annotation and reading to answer the questions on the work sheet. After students complete the reading and answer the question, go over the information with them.

Activity 3 Time: 20 mins

Media and The Uprising

As a class, students will view different versions and interpretations of the Uprising through different media coverage. As they view the different video clips, they will answer the questions that follow on their worksheet.

Students will view 4 different clips from:

- The New York Times: https://www.youtube.com/watch?v=gPM_DPth6Lo
- Fox News: <https://video.foxnews.com/v/4207805343001/#sp=show-clips>
- HBO (Baltimore Rising): <https://www.citylab.com/equity/2017/12/hbo-revisits-the-baltimore-uprising/548450/>
- CNN: <https://www.youtube.com/watch?v=ShKAo-vLe1E>

Activity 4 Time: 10 mins

Follow up Questions.

After the class view the clips and answer the different questions, have students answer the 3 follow questions in complete sentences:

1. Why do some of the videos and people describe the event as an uprising or protest and others describe it as a riot or unrest? What does this tell you?
2. Do any of the video clips have a full perspective or narrative?
3. Could your interviews illuminate information that has not yet been revealed? Explain.

Make sure to discuss the questions with the students.

Activity 5 Time: 40 mins

World Café:

Students will conduct a World Café to check for understanding of everything that has been discussed and learned about thus far in the unit.

Step #1: You are going to be broken into small groups. Once in groups choose a SCRIBE (a person who is going to be writing) On your groups dry erase board write a question you have for the class either about the 2015 Baltimore Uprising, Oral History, or a combination of the two.

STEP #2: As a group discuss answers for the question for a few mins. The SCRIBE will record the conversation on the record sheet. Remember to take turns talking. Do not talk over one another.

STEP #3: Everyone from the group will rotate clockwise to the next group while the SCRIBE remains put.

Step #4: Repeat Step #2 in with this new Question.

Step #5: Repeat steps 2-3 until every group has answered the question.

*****Note SCRIBES should not answer the questions but can help to usher the conversation along*****

Students who are acting as the scribe will use Worksheet #3.

Give as much time as you feel your students need. Groups of four work best but this number might to be larger due to bigger class sizes.

After world café.

Now that we are back in our original groups each group's SCRIBE will share their question. Then read their transcription of the discussion. What can we determine about our class from these questions and discussions?

Are these useful narratives when thinking about our future interviews?

Give as much time as you feel your students need. Groups of four work best but this number might to be larger due to bigger class sizes.

Summary/closure: Time: 10

Exit Ticket:

Directions: answer the following question to the best of your ability. Make sure you explain and use details.

In your opinion do you believe that oral history is a vital aspect to obtaining knowledge from the past? How do you feel it is helpful or could be helpful for us to understand the events during the 2015 Baltimore Uprising?

Worksheet #2

HOMEWORK ASSIGNMENT

N/A for this lesson. Up to teacher discretion.

ACCOMMODATIONS/MODIFICATIONS

RESOURCES

1D: Resources

WORKSHEET #1

WORKSHEET #2

WORKSHEET #3

READING SHEET #1

LESSON #4: Use of Oral Histories POWERPOINT

NEWS Video links:

- The New York Times: https://www.youtube.com/watch?v=gPM_DPth6Lo
- Fox News: <https://video.foxnews.com/v/4207805343001/#sp=show-clips>
- HBO (Baltimore Rising): <https://www.citylab.com/equity/2017/12/hbo-revisits-the-baltimore-uprising/548450/>
- CNN: <https://www.youtube.com/watch?v=ShKAo-vLe1E>

MATERIALS

Computer

Projector

Pens & Pencils

Dry Erase Boards