

SUBJECT: UNDERSTANDING CULTURAL DIVERSITY IN MICRONESIA

LESSON NAME: ORAL HISTORIES- THE STORIES OF LIFE

Overview	
Time Needed	5 Class Periods that run 45 minutes each
Materials Needed	<ul style="list-style-type: none"> • Whole lemons--1 per group of 3 or 4 participants • Large brown paper grocery bag • Copies of the oral history stories of William Price and Frances Leggroan Fleming from Missing Stories--1 each per student • Single copy of the interview with Howard Browne, Sr., from Missing Stories
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand and recognize the unique characteristics of individuals 2. Understand that an oral history describes and individual's life 3. Know and understand the significance of oral stories 4. Complete a story map / discuss how people from different ethnicities utilize conflict resolution skills
Common Core Standards Met	<p>Grades 6</p> <p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and facilitator-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>
Step By Step	
Anticipate	Participants come from various backgrounds. Participants will have many different opinions about the activity and how they accomplish the activities. They may be resistant and reluctant to

	<p>answer or present their conclusions. Start off each activity by giving strong examples.</p>
Explain / Activity	<p>Lesson One:</p> <p>Introductory Activity: "Lemon Tales"</p> <p>Seat participants in groups of three or four. Begin with an individual free-write on the topic: "What would you write about if you were writing your autobiography?" Be sure participants understand the purpose of an autobiography. Allow participants time to share their work.</p> <p>Give each group a lemon. Ask each individual to answer the following questions:</p> <p>What are lemons used for? Describe your group's lemon without using "yellow" or "sour." What does your lemon smell like? Feel like? If you were a lemon, where would you have been born? If you were a lemon, what experiences might you have had before arriving in this classroom? If you were a lemon, how might those experiences shape how you see yourself? If you were a lemon, how did your experiences shape your characteristics, or vice versa?</p> <p>Working with their groups participants will name their lemon, look it over carefully, and place it in a brown paper bag. After all the lemons are collected, a representative from each group will be asked to identify and retrieve its lemon from the bag.</p> <p>Participants will explain how they recognized their lemon. The intended purpose is to elicit the idea that, although each lemon is similar to other lemons, each has unique markings and characteristics that make it an individual.</p> <p>Using their notes and group discussion as a framework, the groups will write a brief life history of their lemon. Participants should be prepared to share these with the class.</p> <p>Lesson Two: Oral Histories</p> <p>Begin by telling the participants that just like every lemon, every individual has a story to tell. Ask the class to respond to the</p>

question, "How do people share their life stories?" Elicit responses of biography, autobiography, interviews, etc. Talk about similarities and differences of each.

Show the class the book Missing Stories and explain that the book is a collection of oral histories of the minority peoples of Utah. Ask, "What would you expect to find when reading this book?"

Present the literary concepts of "setting", "conflict", and "resolution".

As a class read the oral history of Howard Browne Jr. (pp 81-87) from Missing Stories.

After reading the story decide as a class the following:

What was the setting for the story (both in time and place)

What were the conflicts/struggles in the story?

What were the resolutions of the conflicts, how and why did they happen?

Lesson Three and Four:

Begin class by reading the story of Frances Leggroan Fleming (pp 70-73). As the story is read, emphasize (and point out) the setting, conflict and resolution in the narrative. Use the story map to help participants follow the story and track the narrative elements.

Do the same with the reading of William Price's story (pp 91-95).

The stories can be read on the same day or on two separate days. Participants can fill out the story maps as they read the stories or after they have finished. The most important thing to do is to discuss with the participants the narrative elements of the story so that they understand how an oral history is conducted and what can be learned from sharing stories. Take time in these two lessons to make sure each student understands the narrative elements of storytelling.

Lesson Five:

There are two activities the class can engage in this last lesson: 1. Participants can create an oral history of an unknown person from looking at his/her picture. OR 2. Participants can interview an older family member to create an oral history of their own. Before

	<p>engaging either project, discuss with participants the question they would ask when conducting an oral history. Comprise a list of questions as a class and these will be the questions to either ask their subject (friend or family member) or to answer about their subject (looking at a picture).</p>
Discussion	<p>Strategies For Diverse Learners:</p> <p>Discuss each of the activities with the participants to see what they have learned.</p> <p>This lesson plan is adaptable for participants of various levels. More advanced participants can conduct an oral history project and conduct an oral history interview and report to the class their findings.</p> <p>To help participants conduct oral histories with friends/family or community members use the lesson plan (on this site) "Our Family Stories: What Can We Learn From Them?" as a model.</p> <p>Note: Not all participants are comfortable sharing their personal stories so be open to sharing your own story first.</p>
Resources and Videos Links	<p>***This Lesson was adapted from Utah Education Network (UEN) and can be found at http://www.uen.org/Lessonplan/preview.cgi?LPid=22521</p>