

## Unit 5/Week 3

Title: Oral History

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4; RF.3.3, RF.3.4; W.3.2, W.3.4, W.3.7, W.3.8; SL.3.1, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.4

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

#### Big Idea and Key Understandings:

Oral histories can help us understand ourselves, our families, and the world. Both ancient and modern cultures use oral histories to make sure that important people and events are not forgotten.

#### Synopsis

Before language was written, people from all over the world have recorded their family histories orally. They have used storytelling, songs, and poems to tell about important names, dates, events, and deeds. Today, people all over the world listen, record, and write these oral histories to ensure that they are not forgotten.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

#### **During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

### Text Dependent Questions

Text-dependent Questions	Evidence-based Answers
According to the text, what is oral history? (Pg. 120)	According to the text, oral history “is history by word of mouth instead of being written down.”
What kinds of information was told orally and how did they tell it? (Pg. 120)	People told names, brave deeds, and memories of their family’s history around campfires or gatherings. They often memorized these stories by using poems and songs.
What is a “griot”? What is the importance of this role? (Pg. 121)	A “griot” is a member of a West African tribe who is to recite the history of all the people in the village. It is important because if he dies all of the village’s history will be lost. This is why they train someone to take his place.
After defining the word “griot”, compare your answer to that one found in the glossary. Are they similar? What else did the glossary include?	Answers will vary. Likely to be similar. The glossary includes pronunciation and that it is a noun.
How did the <i>Foxfire</i> magazine come to be? Give a sequenced explanation of the process. (Pg. 122)	The <i>Foxfire</i> is a magazine that was started in 1963 by a group of high school students from Rabun Gap, Georgia. They went to the Appalachian Mountains and recorded songs, mountain folklore, traditional crafts and crafts making, from the people that live there. They published it in the <i>Foxfire</i> magazine. Next, project grew into a series of books. It now become a series of books.
According to the text, what might have happened if the students from Georgia had not listened to the oral history of the Appalachian Mountain people?	If the student had not listened to the oral history of the Appalachian people and recorded it, this important part of their culture might have been lost.

<p>Step one on page 123 directs the reader to make a list of three or four of the oldest living members of your family, the older generation, in order to interview them. Make an inference as to why the author chooses these people to talk to knowing that you may not know them well or may not have even met them?</p>	<p>The oldest people in the family are the ones longest so I can infer that the author instructed because they probably have been around the most of the family. I can also infer that because older than students, they may not have a lot of them and therefore not talk to them a lot.</p>
<p>What are some ways one could contact family members and what should one have ready before making that contact? (Pg. 124)</p>	<p>Students could contact family members by sending a letter to them in the mail. One should have questions ready to spark their memory, a tape recorder, and a notebook to take notes in.</p>
<p>What sort of things should be included in the questions one writes and why are these details important?</p>	<p>According to page 123 step number five, one should include first names, middle names, parents' names, and exact dates. It is important for future search.</p>

	<p><b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b></p>	<p><b>WORDS WORTH KNOWING</b> General teaching suggestions are provided</p>
<p><b>TEACHER PROVIDES DEFINITION</b> not enough contextual clues provided in the text</p>	<p>Pg. 120 - records, ancestors, clan or tribe, recited, deeds Pg. 121 - generations, inherited Pg. 122 - folklore, traditional Pg. 124 - recorder, record</p>	

<p><b>STUDENTS FIGURE OUT THE MEANING</b> suffi cient context clues are provide d in the text</p>	<p>Pg. 120 - oral Pg. 121 - thrives, griot</p>	<p>Pg. 122 - published, series</p>
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Vocabulary

Culminating Task

- Re-Read, Think, Discuss, Write
- *What evidence does the author give that supports the idea that oral history is still used today? Give two examples citing specific evidence from the text. According to the text, what would happen if this practice stopped?*

Answer: According to page 121 paragraph two, a tribal chief in New Zealand had to recite his people’s history “in order to prove his right to land he had inherited.” It took him 3 days to tell about thirty-four generations. In another example, the text explains that an old man from an Indonesian Island retold seventy generations of his family oral history. Some tribes in Africa designate a “griot” that is responsible for being able to recite the history of all the families in the village. They also train another person to take his place in case he dies. (page 121)

According to the text, if this practice stopped history would be lost. They do this so that “history is not lost” (Page 121 paragraph 1). It is also stated, “However, if history, including family stories, is not remembered and retold, it will die out.” (Page 122 paragraph 2)

## Additional Tasks

- Start a simple research project of your family history by interviewing your mom or dad. Follow the steps given in the text. Record the information and then summarize your findings. Make an oral presentation to your class and include a copy of a map showing where your family history began.

- The text names several countries all over the world that use oral history . Find all of them in an Atlas and record them on a copy of a world map given to you by your teacher. Look on the Internet to find how many islands make up the “Pacific Islands“ and the “Indonesian Islands“. What does the text say about oral history of the island people? What conclusions could be made about these island people?

Answer:

- Map will include Egypt, China, Africa, Pacific Islands, West Africa, New Zealand, Indonesian Islands, The Appalachian Mountains, and Rabun Gap, Georgia.
  - There are about 20,000-30,000 Pacific Islands and about 17,000 Indonesian Islands but not all are inhabited. The only places named that are in the United States are the Appalachian Mountains and Rabun Gap, Georgia.
  - On page 122, the text states, “Island people are the most likely to have spoken records that go back such a long way. On an island, families were not as likely to move very far away, making it easier to keep track of family history. Therefore, one can conclude that the people that were born on these island probably know their history very well and can probably share their stories with others very easily.
- Compare the oral history told by tribal leaders with what was done by the students who started the “Foxfire” magazine. How are they the same and how are they different?

Answer: The tribal leaders were members of the tribe, clan or family whose history they were telling. The students were from the outside, collecting stories and traditions that would otherwise have been lost.

- Research the “Foxfire” books and project. How did the project get started, and what has happened as a result? (The project started as a writing project and became the start of “experiential education.” There have been many books published and the project continues to this day. Students could read a list of the Foxfire books and choose the ones they might be interested in reading.

### Note to Teacher

- Copies of a consumable world map and atlas will be needed for the second additional task, as well as Internet access for research of the two island areas.

Name \_\_\_\_\_ Date \_\_\_\_\_

### **“Oral History”**

1. According to the text, what is oral history? (Pg. 120)
2. What kinds of information was told orally and how did they tell it? (Pg. 120)
3. What is a “griot”? What is the importance of this role? (Pg. 121)
4. After defining the word “griot”, compare your answer to that one found in the glossary. Are they similar? What else did the glossary include?
5. How did the *Foxfire* magazine come to be? Give a sequenced explanation of the process. (Pg. 122)

