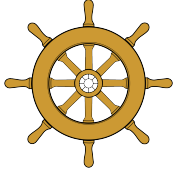


**Lesson Description:**  
**Lesson 9: Unit project- Oral Histories**  
**“The Good Old Days”**

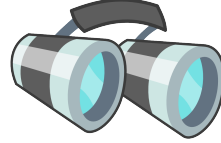
**Outcomes**



**Resources**



**Procedure**



**Assessments**



**Grade:** 5

**Subject:** Social Studies

**Unit:** How do we learn about the past?

**Driving Questions:** *How do we learn about the past?*

What changes have taken place in our culture?



**Curriculum Outcomes:**

**Social Studies:**

5.1.1 develop an understanding of how we learn about the past

Investigate how cultures are transmitted from generation to generation

Compare past and present events

Conduct an interview, investigate and report

Ask open-ended questions

Find reliable information

Explore how culture is shared through technology and media

**Expected Time:** 45 minutes



**Resources:** Selection of assorted antique items used in discussions

**Examples of items chosen from the following:**

**Entertainment:** 75 rpm record, cassette tape player, community sings songbook, viewmaster slide projector

**Farming:** sheep sheers and wool card, butter churn, pictures of milk separator

**Education:** antique calculator, slate, old school anthology.



**Lesson Procedure**

**Teacher does (I Do):**

**Motivation:** Arrange a display of examples of antique technology on a table, each labeled with just a number tag. Examples could include items from specific categories such as entertainment, farming, & education . On the first day a mixture of categories may be best, but if used again in subsequent classes there could be one or two items discussed each day. See examples in the resource list. (All are items from the teacher’s collections) Invite students to examine the display and identify the items. (Pictures of items can be provided but are not as interesting as 3d artifacts. )

**21<sup>st</sup> ct skills**

**15 minutes**

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize

Student does (You Do):

Activity 1: In groups of 3-4 on **scrap paper** have students **number their list** with as many items as on the table and try to **identify the item or it's use**. Discuss with **partners**. Check.

**We do/ we share : Critical thinking** *These items are no longer in common use. Why?*

*Discuss in groups: share results.*

*(Assorted answers such as ... improvements were made, no longer have to do these things at home, able to do some things automatically or faster in another way, new technology, change beliefs about how we should do something... hopefully someone mentions that things are different or that our ways of doing things CHANGE....*

- critical thinking**
- evaluate, leverage
- create,** publish
- citizenship**

**I do: Introduce the driving question:**

**(display at front of room during the investigation)**

How was life **different** in the past?

What **changes** have taken place in our culture?

**Why?**

**Project description:** *“Have you ever sat down with an older person and listened to what it was like when they were growing up? They have a lot of stories to share. We call their explanations oral history. You will be interviewing a senior about one area of how things have changed in our culture in the last 50 + years..*

**Exemplar:** Show the [pdf exemplar](#) from past work. (Permission from M. McGill, 2015)

*“This former student followed a plan to interview a senior (in this case her grandmother) and compose her report. She had a number of choices of topics to narrow down what she wanted to talk about specifically and she planned her interview.”* (10 min.)

Distribute [Project description handout](#):

**Discuss the topic choices to narrow the writing focus. (15 minutes)**

1. memories of new technology before and after electricity
2. changes in family life
3. changes in education
4. changes at work in farming, fishing or forestry

**Project** [Good Old Days Screencast](#)

: Play the Good old days screencast to further describe the project goals, and how to prepare for the interview. Request that students watch it as homework to watch with parents, increasing parent communication and awareness of the project. Send a notice to parents of this homework with an appropriate app such as the Class dojo message system, Remind 101 or via the homework website. (5-10 minutes)

**Lesson Wrap Up:**

Get students to recap the most important messages of the project assignment: What is the key idea that we want to find out about in our interview? (changes) What is our research method meant to be? (Interview giving an oral history) How many topics do we choose from the list? (1) What is the first stage? (Doing interview) When does that first part need to be complete? (due date provided)

**[Differentiation/Modification/Enrichment:](#)**

Modification:

**-For students with reading difficulties, a digital copy of the project description is provided on moodle so students can use their ipad to read/ reread directions where needed using the text to speech and so they access a copy if they lose theirs.**

- video may be replayed where needed by the listener.**

**Assessment:** Make anecdotal observations of the discussion re why the object use has changed.