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| Global Feminisms Project Educational Toolkit  **Interviews as Narratives, Data, and Sources**  A close up of a sign  Description automatically generated | |
| **Driving Question**   * How can one single interview be used to learn about a person’s life history as well as history (of a movement, a community, a nation… etc)?   **Supporting Questions**   * What is the relationship between oral history and life history research? * How does one ask research questions to answer with oral history and life history methods? * How does one analyze interview data using oral history and life history methods? | **Enduring Understandings**   * There is a considerable overlap between oral history and life history research. * Using life history interviewing method enables answering questions about history, personal past, or the combination of the two (e.g. generational differences). |
| **Overview**  In this lesson, students will learn the heterogeneity and richness qualitative methods, specifically narrative research, offers. Students will be able to generate new research questions, apply coding and analysis for oral history and life history research, by using the interviews in the Global Feminisms Project Archive. | **Learning Objectives**   * Students will identify and generate appropriate research questions for oral history research and for life history research. * Students will code and analyze interview data in order to answer questions of oral history research and life history research. |
| **Key Concepts**   * Narrative Research * Oral History Research * Life History Research * Coding | |
| **Teacher Preparation and Instructional Resources**  It is recommended that the instructor defines what narrative research is, explains the differences and similarities between oral history and life history research and gives examples of each. The instructor could download and use the [Power Point Slides](https://www.dropbox.com/s/4ogvm7zhvu4v3zt/Activity%20One%20Slides.pptx?dl=0) for this brief introduction. Additionally, SAGE Research Methods Website has useful resources for the discussion of these methods. Following the introduction, [Activity One](https://www.dropbox.com/s/m6a5c4fcu7nv3z7/Activity%20One.docx?dl=0) helps the students learn to identify research questions for a particular research topic, using either/both life history and oral history. [Activity Two](https://www.dropbox.com/s/2pgo6ffpba3qh2o/Activity%20Two.docx?dl=0) helps students understand how coding is done in qualitative research and provide them with the opportunity to apply coding using examples from Global Feminisms Project Archive. Further, the instructor can choose to give the [Assignment](https://www.dropbox.com/s/ffgqs1lbkna790h/Assignment.docx?dl=0) outlined in this plan for more engagement outside the classroom as well as for individual assessment.   * [Activity One:](https://www.dropbox.com/s/m6a5c4fcu7nv3z7/Activity%20One.docx?dl=0) Download the [Power Point Slides](https://www.dropbox.com/s/4ogvm7zhvu4v3zt/Activity%20One%20Slides.pptx?dl=0) for an introduction to the topic. Print out copies of Handout 1, and Reading Guide 1. Note that Handout 1 includes examples for a jigsaw activity. You may want to choose which country sites to use and only make as many copies of each site to be used as needed. Make one copy of the Reading Guide 1 for each student. * [Activity Two](https://www.dropbox.com/s/2pgo6ffpba3qh2o/Activity%20Two.docx?dl=0): Print out copies of [Handout 2](https://www.dropbox.com/s/6f2kt2cai8n15c4/Handout%202.docx?dl=0), and [Worksheet 2](https://www.dropbox.com/s/a3lypceo46kzs67/Worksheet%202.docx?dl=0). Note that Handout 2 includes multiple examples. You may want to choose which country sites to use and only make as many copies of each site to be used as needed. Make one copy of the Worksheet 2 for each student. * [Assignment:](https://www.dropbox.com/s/ffgqs1lbkna790h/Assignment.docx?dl=0) Print out copies of [Handout 3](https://www.dropbox.com/s/lwd85f0vgsvzwyv/Handout%203.docx?dl=0) and provide the interviews to the students for their chosen country sites.   **Duration**   * 1 - 2 class periods (Activity One + Activity Two ~ 90 minutes). * Variable, depends on the number of examples used and the choice of activities as well as how much time is allotted for discussion.   **Lesson Handouts/Materials**   |  |  |  | | --- | --- | --- | | [Activity One](https://www.dropbox.com/s/m6a5c4fcu7nv3z7/Activity%20One.docx?dl=0) | [Activity Two](https://www.dropbox.com/s/2pgo6ffpba3qh2o/Activity%20Two.docx?dl=0) | [Assignment](https://www.dropbox.com/s/ffgqs1lbkna790h/Assignment.docx?dl=0) | | * [Handout 1](https://www.dropbox.com/s/ixoab7569xtec9p/Handout%201.docx?dl=0) | * [Handout 2](https://www.dropbox.com/s/6f2kt2cai8n15c4/Handout%202.docx?dl=0) | * [Handout 3](https://www.dropbox.com/s/lwd85f0vgsvzwyv/Handout%203.docx?dl=0) | | * [Reading Guide 1](https://www.dropbox.com/s/sfs1w7qim15x58a/Reading%20Guide%201.docx?dl=0) | * [Worksheet 2](https://www.dropbox.com/s/a3lypceo46kzs67/Worksheet%202.docx?dl=0) |  | | * [Power Point Slides](https://www.dropbox.com/s/4ogvm7zhvu4v3zt/Activity%20One%20Slides.pptx?dl=0) |  |  | | |
| **Proposed Lesson Sequence**   1. Opening   Begin the lesson by asking the students to reflect on their own life experiences. Prompt them to think about the significant social, political, historical events that have happened during their life time and perhaps shaped their experiences or who they are (Students could be prompted with contemporary events like COVID-19 global pandemic. However, this could also limit the range of different examples. The instructor may prompt them with a current event if it looks like students have difficulty coming up with events). Ask the students how they experienced this event, how it shaped their personal experience and perhaps how their personal experience is similar and different to others’ experiences. This could be used as a segway to discuss different types of narrative research such as life history and oral history. You can use [Power Point Slides](https://www.dropbox.com/s/4ogvm7zhvu4v3zt/Activity%20One%20Slides.pptx?dl=0) to define life history research, oral history research, explain their relationship to each other, and give examples of each.   1. Guided Inquiry   Get ready to guide the students and model for them the examination of interview materials. The first step is to scaffold students into asking good research questions that could be answered either/both with life history and oral history research. You can use [Activity One](https://www.dropbox.com/s/m6a5c4fcu7nv3z7/Activity%20One.docx?dl=0) for guiding students in the practice of asking good research questions. Use one of the field sites in the [Handout 1](https://www.dropbox.com/s/ixoab7569xtec9p/Handout%201.docx?dl=0) as an example and answer the questions in the [Reading Guide 1](https://www.dropbox.com/s/sfs1w7qim15x58a/Reading%20Guide%201.docx?dl=0) together as a class. Next, assign a field site to student groups of 2-4 and have the groups answer the questions in the Reading Guide about a different field site. It is recommended that you provide a copy of assigned field site from [Handout 1](https://www.dropbox.com/s/ixoab7569xtec9p/Handout%201.docx?dl=0) to each student in their field site groups, and a copy of the [Reading Guide 1](https://www.dropbox.com/s/sfs1w7qim15x58a/Reading%20Guide%201.docx?dl=0) to each student.   1. Independent Practice   You can use [Activity Two](https://www.dropbox.com/s/2pgo6ffpba3qh2o/Activity%20Two.docx?dl=0) for guiding students into the practice of coding and analysis. This activity includes some elements of guided inquiry. Use the [Worksheet 2](https://www.dropbox.com/s/a3lypceo46kzs67/Worksheet%202.docx?dl=0) to familiarize students to what codes and coding look like. Next, students will engage in some individual reading and thinking, as well as group work. Use [Handout 2](https://www.dropbox.com/s/6f2kt2cai8n15c4/Handout%202.docx?dl=0) to have them engage in individual and group work and apply what they learned about coding.   1. Assessment   Students will be able to apply their knowledge of generating a research question, coding data and generating an analysis based on what they coded. Use [Assignment](https://www.dropbox.com/s/ffgqs1lbkna790h/Assignment.docx?dl=0) to assess students’ skill in creating a narrative analysis. Distribute [Handout 3](https://www.dropbox.com/s/lwd85f0vgsvzwyv/Handout%203.docx?dl=0) to the students for the assignment.   1. Sharing and Reflection   Students can be invited to reflect on their experience of coding and generating an analysis, and share their experience with their classmates. | |