

During the summer of 2013, eight Omaha Public Schools teachers each produced an iBook on a topic of Omaha and Nebraska history as it relates to African American History. The four 3rd grade books are: Then and Now: A Look at People in Your Neighborhood; Our City, Our Culture; Civil Rights: Standing Up for What’s Right to Make a Difference; and The Great Migration: Wherever People Move, Home is Where the Heart Is. The four 4th grade books are Legends of the Name: Buffalo Soldiers in Nebraska; African American Pioneers; Notable Nebraskans; and WWII: Double Victory.

Each book was written by a local Omaha author, and illustrations were created by a local artist. Photographs, documents, and other artifacts included in the book were provided by local community members and through partnership with the Great Plains Black History Museum.

These books provide supplemental information on the role of African Americans in Omaha and Nebraska history topics. It is important to integrate this material in order to expand students’ cultural understanding, and highlight all the historical figures that have build this state. Each book allows students to go beyond the content through analysis activities using photos, documents, and other artifacts. Through these iBooks, students will experience history and its connections to their own cultures and backgrounds.

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iBooks 3rd Grade Standards and Indicators Alignment

Standard	Indicators
LA 3.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	b - Relate new grade level vocabulary to prior knowledge and use in new situations
	c - Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words
LA 3.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	a - Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension
	e - Retell and summarize the main idea from informational text using supporting details
	f - Recognize and apply knowledge of organizational patterns found in informational text
	g - Apply knowledge of text features to locate information and gain meaning from a text
	h - Describe the defining characteristics of narrative and informational genres
	i - Use narrative or informational text to develop a multi-cultural perspective
	j - Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
	k - Identify and explain purpose for reading (e.g., information, pleasure, understanding)
	l - Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
	m - Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
	n - Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)
	o - Use examples and details in a text to make inferences about a story or situation
	p - Respond to text verbally, in writing, or

iBooks 3rd Grade Standards and Indicators Alignment

	artistically
LA 3.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	a - Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting
LA 3.3.2 Students will develop and apply active listening skills across a variety of situations.	a - Demonstrate listening skills needed for multiple situations and modalities
	b - Use information in order to complete a task
	c - Listen, ask questions to clarify, and take notes to ensure accuracy of information
	d - Listen to and summarize thoughts, ideas, and information being communicated
LA 3.3.3 Students will develop and apply reciprocal communication skills.	c - Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

iBooks 4th Grade Standards and Indicators Alignment

Standards	Indicators
LA 4.1.5 Students will build literary, general academic, and content specific grade level vocabulary.	b - Relate new grade-level vocabulary to prior knowledge and use in new situations
	c - Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words
LA 4.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	a - Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective
	e - Retell and summarize the main idea from informational text using supporting details
	f - Recognize and apply knowledge of organizational patterns found in informational text
	g - Apply knowledge of text features to locate information and gain meaning from a text
	h - Describe the defining characteristics of narrative and informational genres
	i - Use narrative or informational text to develop a multi-cultural perspective
	j - Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text
	k - Identify and explain purpose for reading (e.g., information, pleasure, understanding)
	l - Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

iBooks 4th Grade Standards and Indicators Alignment

	m - Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
	n - Make and confirm/modify predictions before, during, and after reading
	o -Use examples and details in a text to make inferences about a story or situation
	p - Respond to text verbally, in writing, or artistically
LA 4.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	a - Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
LA 4.3.2 Students will develop and apply active listening skills across a variety of situations.	a - Demonstrate listening skills needed for multiple situations and modalities
	b - Listen, ask questions to clarify, and take notes to ensure accuracy of information
	c - Listen to, summarize, and explain thoughts, ideas, and information being communicated
LA 4.3.3 Students will develop and apply reciprocal communication skills.	c - Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

Standards/Pacing Guide Correlation

3rd Grade

- Then and Now: A Look at People in Your Neighborhood
 - 1st Quarter
 - Standards
 - 301
- Our City, Our Culture
 - 1st Quarter
 - Standards
 - 301
- Civil Rights: Standing Up for What's Right to Make a Difference
 - 2nd Quarter
 - Standards
 - 302
- The Great Migration: Wherever People Move, Home is Where the Heart is
 - 2nd Quarter
 - Standards
 - 302

4th Grade

- Legends of the Name: Buffalo Soldiers in Nebraska
 - 2nd Quarter
 - Standards:
 - 401
 - 402
- African American Pioneers
 - 2nd Quarter
 - Standards:
 - 401
 - 402
- Notable Nebraskans
 - 2nd Quarter
 - Standards
 - 401
 - 402
 - 4th Quarter
 - Standards
 - 404
- WWII: Double Victory
 - 2nd Quarter
 - Standards
 - 401
 - 402

How to Access the iBooks

1. Find the iBooks App and click on it.
2. Review the 8 available *Making Invisible Histories Visible* iBooks and make a selection.
3. Practice navigating through the book.
4. Note the quiz and other project embedded into the book you have selected.

How to Get Your iBook To Project:

1. Make sure that you have the correct dongle to use with your iPad. It should be included in the case with this kit.
2. Turn on your projector like you normally would to project something from your computer.
3. Make sure that the Computer icon is selected on your Elmo.
4. Plug your iPad into the Dongle and you book should be ready to project!

How to Move through the iBook:

Moving through the book can be fairly easy. Here are a few things that may help you navigate the iBook:

Going to the next page:

Put your finger on the right side of the page and swipe to the left. This should bring up the next page in the book.

If you are at the beginning of a chapter it will look like this:

(Screen shot of the beginning of a chapter with pages lining the bottom of the screen)

You can select any page in a chapter from this point and it will bring up the page you want. If you want to see this page at any point in the chapter, put your thumb and index finger on opposite sides of the screen and 'pinch' or move your fingers together and the chapter selection screen will come up.

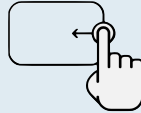
If you want to select a specific chapter:

You will need to be on the chapter selection screen. There is a screen shot above if you would like to know what the Chapter Selection Screen looks like. Swipe from right to left to move through the chapters and find the one you're looking for.

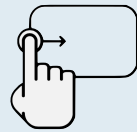
Security Instructions:

Please remember to keep iPad and accessories secured at all times. It is recommended to keep the iPad and accessories in a locked cabinet or drawer when not in use.

To navigate the iBook, swipe the page right to left, just like you would turn the pages of a physical book.



To go back a page, swipe the page left to right.



There are image galleries throughout the iBook.



Tap on the first image to open the gallery in full screen mode.

Images may be viewed horizontally in full screen mode.



Some iBooks can be viewed vertically only. Others may be vertical or horizontal.



Images opened in full screen mode may be viewed vertically or horizontally.



Stand-alone images can be tapped to view full screen.

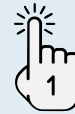




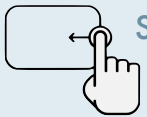
To close the gallery, pinch across the surface of the iPad.

You may also tap the  in the top left corner of the screen.

There are **bold words** all through the book, these are glossary words.

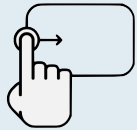


Tap on the **bold words** to see the definition, or meaning, of each word.



Swipe right to left to scroll through the images.

You can scroll left to right to go back to a previous image.



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Making Invisible Histories Visible is an initiative of the Omaha Public Schools

iBooks Answer Guide

Great Migration

- Quiz questions on page 12
- Q 1. Look at the graph below.
- How much did Omaha's black population grown from 1910 to 1920?
- A1. C: 5,889
- Q 2. The Great Migration was from 1910-1970. What is the difference in population between those years?
- A2. A: 30,005

Buffalo Soldiers

- Quiz Questions on page 18:
- Q1. What group of people gave black troops the nickname "buffalo soldiers"?
- A1. B: Native Americans
-
- Q2. What was the main reason the buffalo soldiers were created?
- A2. A: To protect settlers as they moved west.
-
- Q3. Which statement is correct about William Cathay?
- A3. C: She disguised herself as a man in order to be a buffalo soldier
-
- Q4. Which item will you NOT find in the barracks of a buffalo soldier?
- A4. B: Sink
-
- Q5. What circumstances made it difficult for buffalo soldiers to do their tasks?
- A5. D: Unpredictable Nebraska weather and Native Americans upset about the loss of their land.
-
- Q. 6. Which cavalry was sent to investigate the massacre at Wounded Knee and became trapped in a box canyon?
- A6. A: 7th Cavalry
-
- Q.7. How many Medal of Honor winners served at Fort Robinson?
- A7. C:10

iBooks Answer Guide

Then and Now: The People in Your Neighborhood

- Page 8:
- Q1. Who fought adversity and founded the “Omaha Star”?
- A1. A: Dr. Marguerita Washington
- Q2. In 1938, an African American person could go to the “Omaha World Herald” to have an article published.
- A2. False.

- Page 16:
- Q1. How many years did Ernie Chambers work for the State Legislature until term limits forced him to retire?
- A1. A: 39 years
- Q2. Which team did Chris Rodgers play basketball for?
- A2. Creighton University

Our City, Our Culture

- Pg. 17
- Q1. Where is the Dreamland Plaza located?
- A1. C: 24th and Lake
- Q2. The Jazz Trio at the Dreamland Plaza is made of what type of metal?
- A2. D: Bronze
- Q3. Which of these is an artist who probably did not perform at the Dreamland Ballroom?
- A3. D: Beyonce
- Q4. Which of these instruments can you infer was NOT played in Preston Love’s band?
- A4. The stringed instrument in the bottom right box.
- Q5. After playing with Count Basie at the Dreamland Ballroom, why was Preston Love invited to travel with him to Chicago.
- A5. B: Preston was a great musician and would be a great addition to the band.
- Q6. About how many student’s graduated from the Pinkston school of music?
- A6. A: 1,000
- Q7. The Center Stage Troupe won an acting competition in which country?
- A7. D: Japan
- Q8. What was the cause of Noble Johnson having to leave the Lincoln Motion Picture Company
- A8. D: He was acting in more movies and didn’t have time.
- Q9. Why was the Ritz Theater important for the African American community.
- A9. D: All of the above.
- Q10. Why did Mildred Brown start The Omaha Star
- A10. B: She wanted to share good news of the community.
- Q11. How was Metoyer’s BBQ a place for the community to come together?
- A11. D: All of the above.
- Q12. Why do you think 24th Street is one of the most important streets in America?
- A12. D: All of the above

iBooks Answer Guide

DOUBLE VICTORY

- Page 18
- Q1. Why was the Midwest chosen as the site for the Martin Bomber Plant?
- A1. A: The Midwest was chosen for its safety
- Q2. Why did “snags” develop when it came time to get equipment for the plant?
- A2. D: Machine tools were hard to get.
- Q3. Who is the second article really trying to recruit?
- A3. B: Women
- Q4. Why were they trying to recruit women?
- A4. A: All people were needed to help with the war effort.

NOTABLE NEBRASKANS

- Page 13
- Q1. Whitney Young moved to Nebraska to become the president of:
- A1. B: The Urban League
- Q2. Despite the **racism** Young encountered daily he never gave up. The word racism means:
- A2. C: Treating someone unfairly because of his or her race.
- Q3. Malcolm X grew up to be a:
- A3. C: Civil rights leader
- Page 18
- Q1. Marlin Briscoe and Maurice Ivy opened doors for others to:
- A1. C: Both A and B
- Page 24
- Q1. Mildred Brown and her husband founded the weekly newspaper called The Omaha Star in what year?
- A1. C: 1938
- Q2. Cathy Hughes worked for Mildred Brown at:
- A2. The Omaha Star
- Page 32
- Q1. John Johnson’s photographs of African Americans from around his neighborhood can be seen in:
- A1. C: The Smithsonian
- Q2. Aaron Douglas was the first African American to earn a degree from the University of Nebraska in..
- A2. A: Art
- Q3: Preston Love was a famous musician that played the
- A3: C: Saxophone

iBooks Answer Guide

AFRICAN AMERICAN PIONEERS

- P.20
- Q1. What was one reason African American pioneers chose to settle in Nebraska?
- A1. A: It was a (slave) free state.
- Q2. What was NOT a problem African Americans faced when they settled in Nebraska?
- A2. C: Producing too much food.
- Q3. Why did African Americans ultimately leave the rural areas and settle in Omaha and Lincoln?
- A3. B: For jobs at the stockyards and railroad.

PEONY PARK

- No quiz questions

iBook Descriptions

Notable Nebraskans:

This eBook highlights the accomplishments of African Americans in Nebraska who paved the way for future generations. Maurtice Ivy, John Johnson, Whitney Young, Malcolm X, Cathy Hughes, Mildred Brown, Marlin Briscoe and Aaron Douglas are featured. Includes interactive quizzes, games and multimedia geared to a third and fourth grade classroom. This eBook is an initiative of the Omaha Public Schools and Making Invisible Histories Visible. It is written by Daphne Eck, illustrated by Gina Tolstedt and developed by OPS teacher Lacey Wilson.

Civil Rights:

Standing up for What Is Right to Make a Difference

This eBook discusses the African American civil rights movement in Omaha, Nebraska, through the story of the 1963 Peony Park protests. This eBook talks about the involvement of the Youth NAACP members in desegregating the popular amusement park's swimming pool. Includes interactive quizzes, games and multimedia geared to a third and fourth grade classroom. This eBook is an initiative of the Omaha Public Schools and Making Invisible Histories Visible. It is written by Leo Adam Biga, illustrated by Weston Thomson and developed by OPS teacher Russ Nelsen.

iBook Descriptions

African American Pioneers

This eBook highlights African American homesteaders and settlers in Nebraska through the stories of the Speese and Meehan families and the African American community in DeWitty, Nebraska. Includes interactive quizzes, games and multimedia activities geared to a third and fourth grade classroom. This eBook is an initiative of the Omaha Public Schools and Making Invisible Histories Visible. It is written by Brandon Vogel, illustrated by Paula Wallace and developed by OPS teacher Joey Vickery.

Legends of the Name: Buffalo Soldiers in Nebraska

This eBook discusses the buffalo soldiers stationed at Fort Robinson, Nebraska. The Ninth and Tenth Cavalry, Corporal William Wilson, Lieutenant John H. Alexander, Chaplain Henry Plummer, 2nd Lieutenant Charles Young and Madge Bailey are featured. Includes interactive quizzes, games and multimedia activities geared to a third and fourth grade classroom. This eBook is an initiative of the Omaha Public Schools and Making Invisible Histories Visible. It is written by Todd Robinson, illustrated by Watie White and developed by OPS teacher Tegwin Turner.

iBook Descriptions

Then and Now:

A look at the people in your neighborhood

This eBook highlights the careers of professionals in North Omaha, past and present, including restaurant owners, journalists, politicians, and fire fighters. Retired Chief Bill Johnson, Captain Anthony Gaines, Mildred Brown, Dr. Marguerite Washington, Chris Rodgers, Ernie Chambers, Charles Hall and Patricia Barron are featured. Includes interactive quizzes, games and multimedia geared to a third and fourth grade classroom.

This eBook is an initiative of the Omaha Public Schools and Making Invisible Histories Visible. It is written by Andrew Norman, illustrated by Christina Renfer Vogel and developed by OPS teacher Sarah Adams.

The Great Migration:

Wherever People Move, Home Is Where The Heart Is

This eBook discusses the movement of African Americans to Omaha during the Great Migration. The book details the events that pushed African Americans out of the south and pulled them to Omaha, Nebraska in the twentieth century. Lorraine Jackson, Luriese Moore, Willie Milton, Raymond Willis, Dan Desdunes and Pilgrim Baptist Church are featured. Includes interactive quizzes, games and multimedia geared to a third and fourth grade classroom. This eBook is an initiative of the Omaha Public Schools and Making Invisible Histories Visible. It is written by Leo Adam Biga, illustrated by Victoria Hoyt and developed by OPS teacher Octavia Butler.

iBook Descriptions

Our City Our Culture

This eBook highlights the cultural contributions African Americans have made to Omaha, Nebraska. Preston Love, Florentine Pinkston, The Lincoln Motion Picture Company, The Afro Academy of Dramatic Arts, The Dreamland Ballroom, and Metoyer's BBQ are featured. Includes interactive quizzes, games and multimedia geared to a third and fourth grade classroom. This eBook is an initiative of the Omaha Public Schools and Making Invisible Histories Visible. It is written by Brandon Vogel, illustrated by the late Wanda Ewing, and developed by OPS teacher John-Paul Gurnett.

Double Victory

This eBook tells the story of African Americans during World War II, overseas and on the home front. The Martin Bomber Plant, The Hastings Ammunition Plant, the Tuskegee Airmen, the 530th Quartermaster Battalion, Alfonza Davis, Angelo Meriweather, and Adrienne Higgins are featured. Includes interactive quizzes, games and multimedia geared to a third and fourth grade classroom. This eBook is an initiative of the Omaha Public Schools and Making Invisible Histories Visible. It is written by Tunette Powell, illustrated by Rebecca Herskovitz, and developed by OPS teacher Cherie Scholten.