

Teacher Name: Hope Hibler

Course: Omaha History (9-12)

Date: July 2016

Unit Title: Reverend Robert Navarro in South Omaha

Content Standards:

- SS 12.3.4 Students will analyze and interpret patterns of culture around the world.
- SS 12.4.2 (US) Students will analyze and evaluate the impact of events, ideas, people, and symbols on US history using multiple types of sources.
- SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.
- SS 12.4.5 (WLD) Students will develop historical research skills.

Concept Based (Enduring Understanding/Generalizations): Challenging events shape the way a community remembers the past, present, and the future.

Materials & Resources:

- Making Invisible Histories Visible website
- Copies of the mural from the Plaza de la Raza in South Omaha.
- Art supplies

Anticipatory set: Ask students to take out a piece of paper brainstorm 5-7 major events in their life. Explain that the events should have a major impact on who they are and where they are today. Discuss the following:

- What types of events would be significant enough to document?
- Would you be willing to share them publicly?
- Would you present different events to different audiences? Why?
- Would there be things you would not include? Why?

Objective/Learning Goals:

I will know (knowledge): Identify and explain the significance of the Chicano Movement and the impact it had on Omaha and the nation.

I will be able to (skill): Analyze pictures.

Procedures (GRL) Modeled:

- Begin putting students in small groups. Give students copies of the pictures and asking them to put them in two categories: Times of Struggle and Times of Hope.
- Talk about the pictures and the clues they give into what life was and is like in South Omaha. Talk about what may be missing from the pictures.

Shared:

- Have students read about the Chicano Movement and its influences on the South Omaha Community using the Making Invisible Histories Visible website on Robert Navarro. <http://invisiblehistory.ops.org/StudentProjects/2016StudentProjects/RobertNavarro/tabid/295/Default.aspx>
- Using the video from the Robert Navarro page, have students take notes on what was happening to the Mexican culture during the 1960s and earlier. You may also want to see the video from the student project on Jim Ramirez

Guided: With a partner, students will choose one struggle Mexican-Americans had in South Omaha. They will need to create a visual representation of the struggle and the solutions the community devised. Students may need additional time for research. Possible struggles include: Little or no access

to health care, low wages, little or no access to higher educations, language barriers such as not learning in their native language, and loss of culture.

Optional addition: Students will present to the class and hang their visual representations around the room or in the hallway.

Independent: Write a paragraph explaining the struggle that they researched, the solutions, and possible future changes that will further improve South Omaha.

Summary: Have students explain the way communities work to solve problems and what society can do to continue positive change.

Guide to pictures:

1: Dream Act (Development, Relief, and Education for Alien Minors)

2: Cinco de Mayo parade and Queen of South Omaha

3: Cinco de Mayo parade and the regaining of the Mexican rodeo

4: The outlawing of Spanish language in public schools

5: Reverend Robert Navarro who helped bring the Chicano Awareness Center and Indian Chicano Health Center

6: The GI Forum

7: The regaining of mariachi bands and Mexican culture

8: The need for access to higher education









