

Teacher Name: Randall Howard

Course/Grade: 9th Grade US History.

Date: TBD

Block: 90 minute block

Content Standards:

SS 5.4.4 Students will analyze past and current events, issues, and problems.

SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration.

SS 5.4.4.c Identify how decisions affected events in the United States.

SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today.

Unit Title: Civil Rights

Concept Based (Enduring Understandings/Generalizations): Civil Rights in Omaha

Materials & Resources: invisiblehistory.ops.org

Charles B. Washington Branch Omaha Public Library

Omaha Star Newspaper copies

www.nebraskamemories.org

Accommodations for Students with IEPs or 504s: extra time, one on one help, copies of documents, and graphic organizers.

Literacy Strategies: Think Alouds, reciprocal teaching, Kagan strategies, RAFT writing.

Procedures/Routine Focus: How to analyze primary sources.

Anticipatory Set: Have students in preparation for this lesson, go home the night before and interview a family member about some family history in Omaha. Provide some sample questions to ask their relatives that will engage them in understanding their story within the community. Then for the anticipatory set, ask students to share what they learned from their relatives and how they think it applies to Omaha history and U.S. history.

Objective/Learning Goals

I will know (knowledge): I will know the impact Charles B Washington on the Omaha community.

I will be able to (skill): Analyze primary documents and artifacts and explain how this Omaha history has impacted or effected other themes in U.S. History.

Procedures (GRL)

Modeled:

After the anticipatory set, give students some brief background history of North Omaha during the 60's. Have students login to the website invisiblehistory.ops.org and explore the content for Charles B Washington.

Shared:

Ask students to share what they learned from their exploration of the site and their own research.

Guided:

Provide handouts to all students of your favorite primary document analysis worksheet and multiple documents from the resources listed above. Model for students how to complete the assessment for their document. Be available to assist students that struggle with the reading or critical thinking aspects of the assessment.

Independent:

Students will work in groups at times using a multitude of Kagan strategies, and also independently for the coursework. Students will complete an informative assessment to check for critical thinking and skills learned.

Summary:

Students will have learned about local history, related it to larger themes in US History, participated in cooperative learning strategies, and analyzed primary sources.

Coursework:

I would suggest a reflection on how Omaha's Civil Rights movement compared and contrasted to the larger CRM in the US. I would also suggest you ask students to explain why this history is significant, and how it impacted them after learning about it.