

Teacher Name: Matt Pierson

Course/Grade: 9th-Grade U.S. History

Date: TBD

Block: 90-min. block

Content Standards

SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.

Unit Title: Civil Rights/Modern History

Materials and Resources

invisiblehistory.ops.org

<http://www.tolerance.org/latino-civil-rights-timeline>

<https://www.nps.gov/nama/planyourvisit/index.htm>

Accommodations for Students with IEPs or 504s: Extra time and one-on-one help

Literacy Strategies: Graphic organizers and think-alouds

Procedures/Routine Focus: Analyzing multiple sources

LESSON PLAN

Anticipatory Set: Give the students the graphic organizer provided. The students need to think about each section of the graphic organizer and think of someone in their life that fits into the category provided. Have the students share their answers with their neighbor as well. Then, go through the list of categories, and have students share their people. Then, explain that Bob Campos fits into all of these categories.

Objectives/Learning Goals:

I will know (Knowledge): I will know how Bob Campos impacted the Latino community in Omaha and still impacts that community.

I will be able to (Skill): I will be able to place a historical figure's life into a broad timeline and create a memorial for a local historical figure.

Procedures (GRL)

Modeled: After the anticipatory set, go through the MIHV website about Bob Campos. Read the introduction, and then, do popcorn reading to read the rest of the website. Have the students take notes on the content as you review the website.

Shared: Have the students access the timeline provided about Latino civil rights, or print it off for them. Break the students into groups of three, and have them pick four events on the timeline and explain how they event impacted Bob Campos's life. Then, as a class, create a timeline on the board, and explain how these events all around the United States had an impact on a Mexican American in Omaha, Nebraska.

Guided: Provide students with the "Create a Memorial" handout. Have the students research monuments and memorials by using the NPS website. Give them guided brainstorming time, using the website to see different types of memorials and monuments. Explain that the task is to create a memorial for Bob Campos in Omaha.

Independent: Students will use the "Create a Memorial" worksheet to create a lasting memorial to Bob Campos for the Omaha community. The students will create the plan for their memorial and will present their idea to the class.

***Extension:* Bring in a community member or administrator to help decide who has the best design.**

Summary: Students will have learned about local history and related it to a timeline of national events on a similar topic. Students also will have created a memorial to a local historical person.

Graphic Organizer for Anticipatory Set

Characteristic	Person Who Embodies That Characteristic (Briefly Explain)
Child of immigrants	
Parents were meatpackers	
Struggled with poverty	
Dropped out of school	
Joined the military	
Worked hard to support family	
Proud of culture/ethnicity	
Started a business	
Loves local sports	
Religious	
Worked to better their community	

Create a Memorial

Directions

You need to create a memorial that will help people remember the life and accomplishments of Bob Campos. Remember that a memorial needs to be a lasting representation of a person's life work.

Guidelines

Remember these points:

- WHO you are memorializing
- WHERE the memorial will go
- WHY you are creating this memorial
- HOW will this memorial make people feel
- WHAT will the memorial look like

Conclusion

After you create your memorial plan, please write up a couple of paragraphs that answer all of the questions above in detail.