

Unit Title: Building background knowledge

Enduring Understandings: How the city of Omaha got its name and what today's students can do to bring this history to all OPS students.

Accommodations: FM receiver, graphic organizers, interpreters, closed captioning, preferential seating

Literacy Strategies: Primary source analysis, reciprocal teaching, think alouds

Procedures/Routines Focus: respect for all cultures and people.

History
<p>Standards: SS 12.1.2.c, SS 12.3.1.c, SS 12.4.1, SS 12.4.3.b, SS 12.4.4.e, SS 12.4.5.b</p>
<p>Materials: Computer or tablet, Primary Document Analysis Worksheet, Printable maps of the Early US, and link to Omaha Tribe pages on the MIHV site. (The link to the MIHV site will provide students with multiple pages of content and an iBook)</p>
<p><u>Anticipatory Set:</u> The teacher will begin by asking students a few questions about Omaha. These questions should include:</p> <ul style="list-style-type: none"> • What is Omaha to you? • What are some unique features (geographical, political, social) of our city? • Who are some famous people from Omaha? • List as many landmarks or important places as you can in regards to the city. • How do you think Omaha got its name? <p>After students have sufficient time to answer these questions (5-10 minutes) review their answers to see what they know about their city and what they should learn.</p>
<p><u>Objectives:</u> Swbat – explain how the city of Omaha got its name. Swbat – analyze a primary document (Treaty of 1854) Swbat – write a reflection on how the lesson changed their perspective about the community they live in.</p>
<p><u>Procedures</u></p>
<p><u>Modeled:</u> After the Anticipatory set, the teacher should hand out a printable map of Nebraska. The map should have rivers, counties, and most cities listed on it. The teacher will give a presentation on how the Omaha tribe got its name and got to Omaha. Students will follow along with the teacher's presentation and add places of significance to their maps. The teacher will finish the presentation when all map points have been drawn and the background information of the tribe has been established. (Presentation should be held to no longer than 20 minutes to accommodate students attention needs)</p>
<p><u>Shared:</u> The teacher will then task students with logging into the MIHV sites (2 for the Omaha Tribe, and one the iBook). Students should each be given one aspect of piece to research and prepare a brief presentation about what they learned. After about 15 minutes, Students be given about 5 minutes to prepare their presentation. Each student should prepare for a 30 second piece on what they learned. Students listening should be writing down notes on what they learn as students speak.</p>
<p><u>Guided:</u> As students complete their speeches and notes, the teacher should then assign the primary document analysis worksheet and show students where to find a copy on the site. (Some scaffolding to show students proper technique in analyzing primary docs may be needed). The teacher should then hand out the Treaty of 1854, and have students complete this worksheet with help from the teacher if necessary. This should take about 30-45 minutes.</p>
<p><u>Independent:</u> After reviewing the document analysis with students, the teacher will hand out the assessment. Students are to complete it for homework. The assessment should be a reflection on how the city was named, how it came into existence, and what students think we should do as citizens of Omaha, to highlight this invisible history to make more people aware of how this tribe has impacted our city.</p>
<p><u>Summary:</u> Students will be thinking critically about their own city, utilizing technology, teaching each other, analyzing primary sources, and competing map work. All of this will lead them to a better understanding of how Omaha got where it is today.</p>
<p><u>Coursework:</u> Students should bring their completed reflection to school to turn in the next class period.</p>