

**Teacher Name:** Leah Burbach

**Course/Grade:** African American History

**Date: Block:**

**Unit Title:** Post-Jim Crow Era

\*Preceding this lesson should be a lesson in post-Jim Crow era institutional discrimination (housing policy, education, public space)

**Materials & Resources:** “The Foundations of Stepping” article, stepping articles (attached to this lesson)

**Accommodations for Students with IEPs or 504s:**

Reading can be made into a powerpoint with closed notes if vocabulary is too difficult for students

**Procedures/Routine Focus:** Group work and time management

**Anticipatory Set:**

Have students sit in a circle and choose one item of theirs to pass to their right. Students are then to examine their new object and make a list of 5 things they can learn about the owner of the object based on the artifact. (10 min)

Discussion question: How can we learn about people based on what they leave behind?

**Objective/Learning Goals**

Students will

Identify multiple influences of drill/step

Analyze photograph artifacts to create observations and draw conclusions about drill/step

Explain the significance of drill step in African American culture in Omaha

**Procedures (GRL)**

1. Guided reading and note taking (30 min)
2. Short discussion about stepping in Omaha (10 min)
3. Partner photograph analysis (30 min)
4. Individual research into photographs (10+)

**Shared:**

Guided reading on drill/step (“the Foundations of Stepping” - attached). Students read a 10 page selection together and underline 10 important details about their selection to share with the other groups. Volunteer student create a running list on the whiteboard including categories of 1) influences 2) why step teams formed, and 3) significance of drill/step

In partners, students analyze attached photograph of their choice and answer three questions about the photograph:  
(Make sure they use their notes to help them with context)

1. What is the background of the image? Does the background provide clues to help us understand the photo and its significance?
2. Are there people in the photograph? Who are they? Where are they? What are they doing?
3. What is the general mood or tone of the photograph?

And identify 3 questions they have about the photograph.

Share and discuss the group's photograph with one other group.

### **Guided:**

Short explanation that examining what people leave behind (artifacts) are a way to study history: just like we can learn about our classmates based on their possessions, we can learn about people from the past based on items such as photographs.

After students complete the reading, explain to students how Omaha has been the historic home of many drill/step teams and ask them if they have ever been to Native Omaha Days/Juneteenth parade and, what they noticed about the steppers in these parades.

1. Why do people come to these parades?
2. What do you see as some of the themes of step/drill teams?
3. What are some conditions in Omaha that might lead to drill/step teams? (connection from previous lesson)
4. What are the significance of parades for drill/step teams?

### **Independent:**

Individually, students will research to answer the following questions about their photograph based on the article in its entirety and in the class notes:

1. How is this photo significant to drill/step history?
2. How does this photo add to your understanding or knowledge of drill/step history?
3. What story does this photo tell?

**Summary:**

Students will understand the ideas and significance of drill/step teams in Omaha fit in with broader national ideas of agency, togetherness and unity against oppression.





