

Making Invisible Histories Visible Lynne Pedersen Lesson Plan

Suggested Grade Level: 7-9

Lesson Title: The Importance of drill and step in North Omaha

Guiding Questions: How have music and dance (through drill and step) affected the Omaha community, specifically the African American community?

Objectives:

Students will know: How to use the MIHV site and drill/step video to answer their guiding questions. Also how to evaluate the video/artifacts in order to find out how drill and step affected Omaha's history.

Students will be able to: Use primary sources to shape their understanding of music history in Omaha.

Suggested Time: 45-60 minutes

Materials: Computers, internet access MIHV site, paper/pencil.

Activity

Anticipatory Set: Students will watch a teacher selected video of drill or step. This may be part of the MIHV video, or may be another clip the teacher selects.

1. At the end of the clip the teacher will ask the question, of why music and drill/step are interesting. Why do we like to watch them? What about watching drill/step is interesting? Students will write their answer in their notebooks.
2. Teacher will split students into pairs.

Procedures:

1. Working in pairs, students will visit the Making Invisible Histories Visible website. (www.ops.org/invisiblehistory)
2. Students will click on the 2017 project and then view the video on drill and step in Omaha's history.

Modeled: The teacher will hold a short class discussion on what the students know about drill/step, and if they don't know much, the teacher will supplement some information.

Teacher will lead the students through looking at a couple of the artifacts on the 2017 MIHV project in order to show the students what is available to look at.

Teacher will point out things like pictures, and looking at the hairstyles, clothing, and other indicators with in the picture which may be clues to the time and place of the picture. Students will be doing this when looking at the artifacts on their own, and when looking at the videos.

Shared: Teacher will show another artifact and have the students pick out the different factors in that artifact, and practice as a whole group what they have just learned from the teacher. Teacher will guide the students to parts of the image and things they students miss which might tell us more about the artifact.

Guided: Students will start to look at the artifacts first. Students will pick one artifact and focus on it. Students will pick out some important information based on their artifacts.

1. Are there people in this artifact/picture?
2. What are the people doing? What things about the people's movement, or the way they are facing, might tell you what is happening in the picture?
3. Based on what you can see, what is the time period of this artifact?
4. Where do you think this artifact took place, or appeared?
5. What clues do you see within the artifact which lead you to believe this?
6. What events or important occurrences may have been leading up to and surrounding this artifact?

Independent: Students will work in pairs and will survey the drill step video and artifacts in order to answer the overall question: How did music and dance, drill and step, affect Omaha's history? Also, how did the drill and step of Omaha shape and connect the African American history of Omaha?

1. What does drill/step bring to the community?
2. How does drill/step impact the different people who are/were a part of it?
3. How did the drill/step influence help shape North Omaha?
4. Evaluate the 5 different people in the video, and compare and contrast their experiences with drill/step.
5. What did the artifacts (pictures/music) add to the video as you were watching it?
6. How is the beat important to drill/step?
7. How were parades important to the history of North Omaha?
8. Overall, what is the importance of step/drill teams in North Omaha?

Students will answer these questions, and any the teacher may wish to add, in 3-5 paragraph essay about North Omaha drill and step. Students will be graded on conventions and voice, as well as the details and ability to answer the questions accurately. Students may use specific quotes and parts of the video, or artifacts from the video, in order to back up their answers.

Summary: Students may work on the essay at home if they run out of time in class. However, students should leave class with all of the information they need in order to craft their essay.