

Teacher Name: Chrissy Fox and Jennifer Moyer

Course/Grade: Middle School Social Studies

Content Standards: 8.3.1.a, 8.4.1.a, 8.4.3.a, 8.4.3.b, 8.4.4.c, 8.4.4.d

Unit Title: Pre Unit One: Social Studies Skills

Materials & Resources: internet access for song listening activity and photograph analysis, "Listening Activity" worksheet, "Photo Analysis Cornell Notes" worksheet (one per student)

Accommodations for Students with IEPs or 504s: cloze notes provided for students with writing accommodations.

Literacy Strategies: Think Alouds, Oral Directions, Note-making Using Graphic Organizers

Procedures/Routine Focus: Hand-Raising, Attention-Getting and Non-Verbal Techniques: "Give me Five-4-3-2-1", Giving Directions Explicitly, Students Repeat Back Directions to Class

Anticipatory Set: Students think-ink-pair-share based on the following question: When I hear the term "Mexican American music," I think of...

After students have had a chance to record answers, share with a partner, then share full class.

Objective/Learning Goals

I will know (knowledge): how Mexican American music has influenced Omaha within and outside of the Mexican American community

I will be able to (skill): read, interpret and analyze different types of primary source documents.

Procedures (GRL)

Modeled: Mexican American Music in Omaha (background information)

Using Power Point slide (snapshot below), introduce students to:

- Reasons why Mexicans left Mexico in 1910.
- What attracted immigrants to Omaha.
- Where music began and how it spread into the Omaha community.

Watch the documentary video on the MIHV website with the students. <https://tinyurl.com/ydeflftx>

Shared: What is Historical Thinking

- Distribute Historical Thinking cloze notes to students.
- Work through the four parts of historical thinking (sourcing, contextualizing, close reading, corroboration) while students complete notes. Snapshots of Power Point slides attached.

Guided: Song Activity (Ojitos Verdes)

Songs are an example of primary source documents. Guide students through the historical thinking process with the song Ojitos Verdes by Mariachi Luna y Sol (this Omaha-based group mariachi group earned the Best Ethnic Group award in 2007, opened for Mannheim Steamroller, and performed for former Mexican President Vicente Fox and his wife).

- Distribute "Song Listening Worksheet" to students.
- Listen to song. You may need to do this multiple times.
- Guide students through worksheet.

Song can be found on Mexican American MIHV webpage.

- Go to: <https://invisiblehistory.ops.org/>
- Follow links at top of page:
 - Student Projects
 - 2018 Student Projects

- Mexican American Music

Lyrics can be found at <https://lyricstranslate.com/en/ojitos-verdes-sweet-green-eyes.html>

Independent:

Mexican American Musicians in Omaha photograph analysis

- Divide students into groups of 3-4.
- In groups, each student will select a different decade (1930s, 1940s, 1950s, 1960s, 1970s, 1980s). Try to have students select decades that are not all back-to-back.
- Students will go to South Omaha Arts website (<http://www.southomahaarts.com/musicsouthomaha/>). Go to the middle of the webpage and click on assigned decade.
- Students will select one photograph from their decade and complete the first five questions on the “Photo Analysis Cornell Notes” worksheet.
- Once each student has completed his/her chosen photograph, compare photograph with two others in the group.

Summary:

Create an acrostic poem using the word “MARIACHI”.

- Four letters must describe what you learned about Mexican-American music.
- Two letters must describe differences between the pictures that you examined.
- Two letters must describe how we see Mexican-American music in our culture today.

Coursework: none

Mexican American Music in Omaha (background information)

Mexican-American Immigration to Omaha, Nebraska

- Driven from Mexico due to the Mexican Revolution in 1910.
- Agricultural jobs, the railroad, and employment opportunities at the stockyards brought Mexican immigrants to Nebraska and many to Omaha.
- Musical traditions (mariachi) has roots deep in family. Songs and instruction on playing traditional instruments were passed down from one generation to another.
- Before spreading into the community, Mexican American music in Omaha was first played at house parties and family gatherings.
- As the population in South Omaha began to grow, music spread to community locations such as churches and celebrations such as Cinco de Mayo.
- By the mid 1950s, Mexican American musicians began playing in venues such as the Tampico and Tropicana, in addition to local restaurants.



What is Historical Thinking?

Sourcing:

- Who is the author?
- When was this created?
- Who is the intended audience?
- What was the author's purpose?
- Is this a valid/reliable source?

Contextualizing

- What is happening in history at the time this document was created?



What is Historical Thinking?

Close Reading

- What words or phrases are unfamiliar?
- What claims does the author make?
- What is the author hoping to achieve?

Corroborating

- What are the similarities between these two documents?
- What are the differences?
- Which pieces of evidence are more reliable or believable? Why?



What is Historical Thinking?

Sourcing

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- _____ was this created?
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Contextualizing

- What is happening in _____ at the time this document was _____?

Close Reading

- What _____ or _____ are unfamiliar?
- What _____ does the author make?
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Corroborating

- What are the _____ between these two documents?
- What are the _____?
- Which pieces of evidence are more _____ or _____? Why?

Song Activity: Listening Guide

<u>Artist and Song Title</u>	
<u>Instrumentation/ Vocals</u> List the instruments you can hear in this recording, such as drums, percussion, bass, acoustic guitar, electric guitar, piano, organ, lead vocal, harmony vocal, background vocals, horns, strings, synthesizer, turntables, or sampling, etc.	
<u>Mood</u> What kind of mood or emotion does the song create? Romantic, dark, bright, sad, happy, urgent, dream-like, angry, scary, contemplative, hopeful, frustrated, playful, etc.	
<u>Tempo</u> What is the rhythmic feel of the song? Fast, slow, moderate, mid-tempo, up-tempo, ballad, laid back, lilting, lively, etc.	
<u>Lyrics</u> Do you understand what the writer is trying to convey? Is there a definitive rhyming structure? Is there a clear story or narrative or are the lyrics more poetic and image-driven? What are the most effective images in the song? What do you think is the theme of this song?	
<u>Sounds Like / Genre</u> If possible, name a song that seems similar to this recording in terms of instrumentation or theme. What genre(s) is this song? Blues, Jazz, Doo Wop, Pop, Folk, Rock and Roll, Soul, Singer-Songwriter, Disco, Metal, Hip Hop, etc.	

From: <http://teachrock.org/lesson/how-to-study-rock-and-roll/> (Handout 1: Listening Template)

Name: _____

Photo Analysis Cornell Notes

When was this photo taken?	
Who took this photo?	
What/who do you see in this photo?	<hr/> <hr/> <hr/>
Why was this photo taken?	<hr/> <hr/> <hr/>
What does this photo tell you about the time period?	<hr/> <hr/> <hr/>

Comparison #1: _____	
What similarities do you see in the two photographs?	<hr/> <hr/> <hr/>
What differences do you see between the two photographs?	<hr/> <hr/> <hr/>
Comparison #2: _____	
What similarities do you see in the two photographs?	<hr/> <hr/> <hr/>
What differences do you see between the two photographs?	<hr/> <hr/> <hr/>