

**Teacher Name:** Rebekah Sidzyik

**Course/Grade:** History of Omaha, Elective 9-12.

**Date:**

**Block:**

**Content Standards:**

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

**SS 12.4.5 (US)** Students will develop historical research skills.

**Indicators:**

**SS 12.4.2.c (US)** Analyze and evaluate the appropriate uses of primary and secondary sources.

**SS 12.4.2.a (US)** Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States.

**SS 12.4.5.b (US)** Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources.

**Unit Title:** Urban Growth and Settlement Patterns, South Omaha

**Concept Based (Enduring Understandings/Generalizations):** Each student will explore in detail the significant events that shaped our great city, ranging from creating and studying maps to analyzing the impacts of economic and social growth in regards to Omaha's diverse ethnic population.

**Materials & Resources:** Photographs, Polka Recording, MIHV Polka Video, Primary Source Photo Analysis Sheet

**Accommodations for Students with IEPs or 504s:** Shortened assignment, Graphic Organizer, Cloze notes, Tailored group role as needed.

**Literacy Strategies:** Graphic Organizer, Think Aloud, Summarization, Modified Cornell Notes, 3-2-1.

**Procedures/Routine Focus:** Hand Raising, Group work expectations.

**Anticipatory Set:** Students are given a music graphic organizer and are given a small polka clip. Students listen to the music and fill out the organizer, guessing the type of music, instruments used, lyrics, and way the music is used in everyday life.

When music is complete, have students work in pairs on backside of paper to formulate an opinion as to how and why this music fits into Omaha History.

**Objective/Learning Goals**

**I will know (knowledge):** Students will learn about the Omaha Eastern European Immigrant's culture and music as well as their connection to South Omaha, the Stockyards and breweries.

**I will be able to (skill):** Find my own primary document and analyze it and connect it to a broader historical context using a graphic organizer.

**Procedures (GRL)**

**Modeled:**

Teacher reveals source and time of music to students.  
Teacher gives mini-lecture on Polka, students take Cornell notes.

Students watch the MIHV Polka documentary. They are asked to do a 3-2-1 evaluation of the film

3 things they learned

2 things they found interesting

1 question they still have

**Shared:**

Students go over with Pair Share with partner to talk about 3-2-1 from video.

Questions they still have are shared out as a group. Class and Teacher Develop themes based on these questions and develop one to five main questions which students will answer through research.

Depending on whether block or regular class, students can be shown how to find photos and articles on Durham and OWH websites. Teacher models.

If this is a 45 minute class, teacher provides five photos/articles per group. Students discuss how these relate to Omaha Immigrants.

Photos:

<http://durhammuseum.contentdm.oclc.org/cdm/singleitem/collection/p15426coll1/id/25329/rec/1>

<http://durhammuseum.contentdm.oclc.org/cdm/singleitem/collection/p15426coll1/id/26292/rec/6>

<http://durhammuseum.contentdm.oclc.org/cdm/singleitem/collection/p15426coll1/id/2333/rec/1>

<http://omahamagazine.com/articles/remember-the-big-joe-polka-show/>

<https://www.polishhomeomaha.org/>

**Guided:**

Teacher circulates to make sure photos and articles are being summarized as part of the larger picture.

**Independent:**

Students are assigned one of the five primary sources and must complete the graphic organizer individually.

Additional Assignment Optional:

Role: Historian

Audience: Omaha History Class Students

Format: Cartoon, Poem, Song, Paragraph, Photograph with captions

Topic: Compare and contrast the Omaha Eastern European Immigrants experience and relation to music with the students experience today. Make sure to have a minimum of two similarities and two differences.

**Summary:**

Share summaries of photos.

Alternatively, share RAFT student work in a gallery walk.

**Coursework:**

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