

**Teacher Name:** Hale/Behne

**Course/Grade:** Modern World History

**Date:** (unit 2-World in Transition or Unit 6- World Since 1945)

**Content Standards:** Nebraska State Standards: SS 12.4.1-4, SS 12.3.2, 12.3.3

OPS Best Instructional Handbook: Sections 1-4, 7, 9, and 17

The College, Career, and Civic Life (C3) Framework for Social Studies Standards

**Indicators:** Students are able to think complexly about a diverse society living in one location.

**Unit Title:** World in Transition/World Since 1945

**Concept Based (Enduring Understandings/Generalizations):** Culture can be used to maintain identity during times of struggle.

**Materials & Resources:** MIHV 2018 New American Voices page

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

**Literacy Strategies:**

**Procedures/Routine Focus:**

**Anticipatory Set:** Bell work- Have students journal for 5-10 minutes. "What is your favorite song to listen to when you are upset? Why does this song seem like a good song at that time? What does this song say about you and your culture?"

**Objective/Learning Goals**

**I will know (knowledge):** How music was a tool that refugee populations used to maintain their identity and culture through the process of resettlement in the United States.

**I will be able to (skill):** Create an organizer that contrasts a "traditional" U.S. culture to those around the world and compare those cultures in the U.S. as a "New American Voice."

**Procedures (GRL)**

**Modeled:**

Show Omaha Public Schools District demographics (available from OPS webpage) and have students identify refugee groups with highest populations.

**<https://tinyurl.com/y8pz256b>**

Give background on African (Congo, Somalia, west Africa) and Sudan Karen (Burmese), and Yahzidi (Iraq) Human Rights Violations.

**Shared:**

Watch the New American Voices documentary on the MIHV Page:

**<https://tinyurl.com/y7xt2ebc>**

Each section is a title to take Cornell Notes with. (Graphic organizers can be made to accommodate those who would need them)

**Guided:**

With devices or printouts of the page- have students pair up to contrast the information on a venn diagram from the webpage to their own lives. What are popular instruments used in music they like contrasted with the music found on the webpage/documentary, what sounds are different, what themes, etc. (AT LEAST 5) Then have them compare the similarities of the various cultures in the middle of the Venn Diagram (AT LEAST 5).

**Independent:**

Have students reflect on the information on their venn diagram. Ask them to write a brief paragraph to be shared later about the importance of music, identity, and maintenance of culture

**Summary:**

Do they think a New American Voice is being created or is there a lack of inclusion of various cultures? Why? (Must answer before allowed to leave class (exit ticket or etc.)

**Coursework:**

Have students develop 3 open ended journalism style questions to ask a person from another country to learn about their history.