

Teacher Name: Jordan Boyer

Course/Grade: Omaha History (9-12)

Date: 7-27-15

Period: N/A

Unit Title: Famous Nebraskans – Dr. Susan LaFlesche Picotte

Content Standards:

- SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
- SS 12.3.4 Students will analyze and interpret patterns of culture around the world.
- SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
- SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.
- SS 12.4.5 (WLD) Students will develop historical research skills.

Indicators: Nebraska History, Omaha History, Native Americans, Omaha Tribe

Concept Based (Enduring Understandings/Generalizations): In this lesson, students will discover information about Susan La Flesche Picotte. As the students are asked to examine the information about Susan's life, students will be asked to identify the different roles Dr. Picotte took on in her life that made her have “a foot in each world,” like her great-nephew, Dennis Farley, said. “She followed some traditional ways, and she fit in with the Euro-American elite too. She floated between the two worlds. It must’ve been a confusing, tough role for Susan.”

Using a variety of online sources, including both primary and secondary sources, students will gather information about the life of Susan LaFlesche Picotte and use this information to complete the document analysis sheets, and the analysis question worksheet.

Materials & Resources:

- Show students the youtube video “Drums of Change”, which outlines the life and achievements of Dr. Susan LaFlesche Picotte. <https://www.youtube.com/watch?v=yxs-VtPqr68>
- The teacher may need to review the information about Susan La Flesche Picotte on the 1875-1899 timeline in Nebraska Studies:
- http://nebraskastudies.org/0600/stories/0603_0100.html
- http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/biography_253.html
- The teacher may also need to print a copy for each student of the documents (1,2,3,3b as an alternative document for the third analysis).
- The document analysis worksheets for each of the students to fill out as they examine each document.
- The analysis question worksheet for each student to complete as part of the coursework section.

Accommodations for Students with IEPs or 504s: Graphic organizer provided, lesson presented using visual and oral, one on one attention as needed, peer tutoring.

Literacy Strategies: Read Alouds, Think Alouds, Graphic Organizer, Reciprocal Teaching

Procedures/Routine Focus: Teachers attention signal, hand raising, getting into groups, working in groups

Secondary #1 - WORD

Anticipatory Set: Think/Pair/Share activity – Have the students answer the following questions individually, then share their answers with an elbow partner, then share/discuss as a class.

1. What does it mean to be famous?
2. How does a person become famous?
3. Who decides who becomes famous and who doesn't?

Show students "Drums of Change" video from YouTube to give them a basic understanding of Dr. Picotte's life and achievements.

Objective/Learning Goals

Students will be able to:

- Identify examples of primary and secondary sources
- Interpret sources to make generalizations about Susan La Flesche Picotte.
- Evaluate generalizations based on supporting evidence.

Procedures (GRL)

Modeled:

Students will be given a document analysis worksheet that they will fill out as we examine the primary source documents.

As a class, we will look at the first document together and fill out the analysis worksheet for document 1.

Shared:

Document 2 will then be shown on the smart board. Students will be instructed to view the document for two minutes with the instructions that they are to "read around" the document to complete the second document analysis worksheet. As a group, students will be asked to raise their hand and come to the smart board and circle certain parts of the document that they see as important parts to understand the purpose of the document. As a class, we will fill out the analysis worksheet for document 2.

Guided:

Now that the class has practiced how to examine a document, they will view the third document. We will read the document as a class. They are to then work with an elbow partner and examine document three. After they have worked with an elbow partner they are to complete the analysis worksheet for document 3.

Independent:

Students are then expected to answer the analysis questions worksheet on Dr. Susan LaFlesche Picotte. Due at the beginning of the next class.

Summary:

Students will be asked to explain the reasoning for Dr. Picotte to be a "notable Nebraskan", citing specific examples from the documents to defend their answers.

Coursework:

Students will be expected to complete the analysis questions and bring their answers back to class tomorrow to discuss what their thoughts were on Dr. Picotte, and why we have memorials in communities, being able to cite specific examples from the documents to support their answer.