

**Teacher Name:** Jeffrey Smith

**Course/Grade:** 9<sup>th</sup> grade U.S. History

**Date:** 7/29/16

**Content Standards:**

Standard: 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.

Standard SS 12.4.5 (US) Students will develop historical research skills

**Indicators: 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.

**Unit Title:** Civil Rights

**Materials & Resources:** Access to <http://invisiblehistory.ops.org/>

**Accommodations for Students with IEPs or 504s:** Graphic organizers provided

**Literacy Strategies:** Venn Diagrams

**Anticipatory Set:**

Show the pictures of the Omaha Riots to students (attached). Do not tell the students where or when this picture was taken. Have them guess the location and time period. They might be surprised to know that it was taken during the 1960's here in Omaha, Nebraska.

**Objective/Learning Goals**

**I will know (knowledge):** How Senator Edward Danner fought for equality in Omaha, Nebraska and how this struggle compared to many other cities during the Civil Rights Movement.

**I will be able to (skill):** Critically analyze a textbook entry on civil rights and suggest changes that need to be made based on research.

**Procedures (GRL) Modeled:**

As a class, read a textbook entry on Civil Rights. On the board, and as a class, identify what the author is saying about equality. Finish by asking the question – is there anything missing?

**Shared:**

In small groups, have students access the Danner materials at <http://invisiblehistory.ops.org/>. Their small groups should identify what the author of the site has to say about equality and civil rights.

**Guided:**

In the same small groups, have the students create a Venn diagram that compares and contrasts the two stories. As they do this, students should be thinking about what needs to be added or taken away from the textbook entry.

**Independent:**

Each student should then rewrite the section of the textbook the class started with. They can use many of the same phrases or ideas, but every time they change something it should be underlined. Then, under their new paragraph, the students should explain why they made these changes.

**Summary:**

Students should answer the question – What was Senator Edward Danner's role in civil rights in Omaha, Nebraska's? Was it different than in other parts of the country? How?





