



Making Invisible Histories Visible

Using place-based history and geographic inquiry to
connect students and teachers to their Community's
underrepresented history

OMAHA



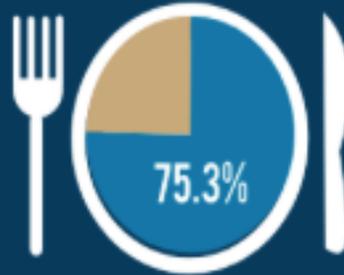
**Public
Schools**

ENROLLMENT 53,180 (PK-12)



- Hispanic
- White/Caucasian
- Black/African American
- Asian
- Multi Racial
- Native American

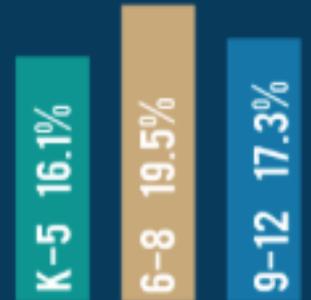
FREE/REDUCED LUNCH



ENGLISH LANGUAGE LEARNERS



SPECIAL EDUCATION



2018-19

20,137 STUDENTS SPEAK
121 LANGUAGES

2,743 REFUGEES
15 COUNTRIES
5.4% OF ENROLLMENT



Division of
Research

74%
Students of Color

Racial/Ethnic groups with the most significant changes over the past 10 years are highlighted below.



Presentation Objectives

- Participants will be informed on how geographic inquiry can be used to support classroom learning and connect students to their Community's underrepresented history
- Participants will be guided through the use of ESRI's Story Map software and see first-hand the benefits of utilizing GIS technology to connect students with local underrepresented history
- Participants will analyze research strategies and methodologies to uncover histories of underrepresented groups,

What is Jazz?

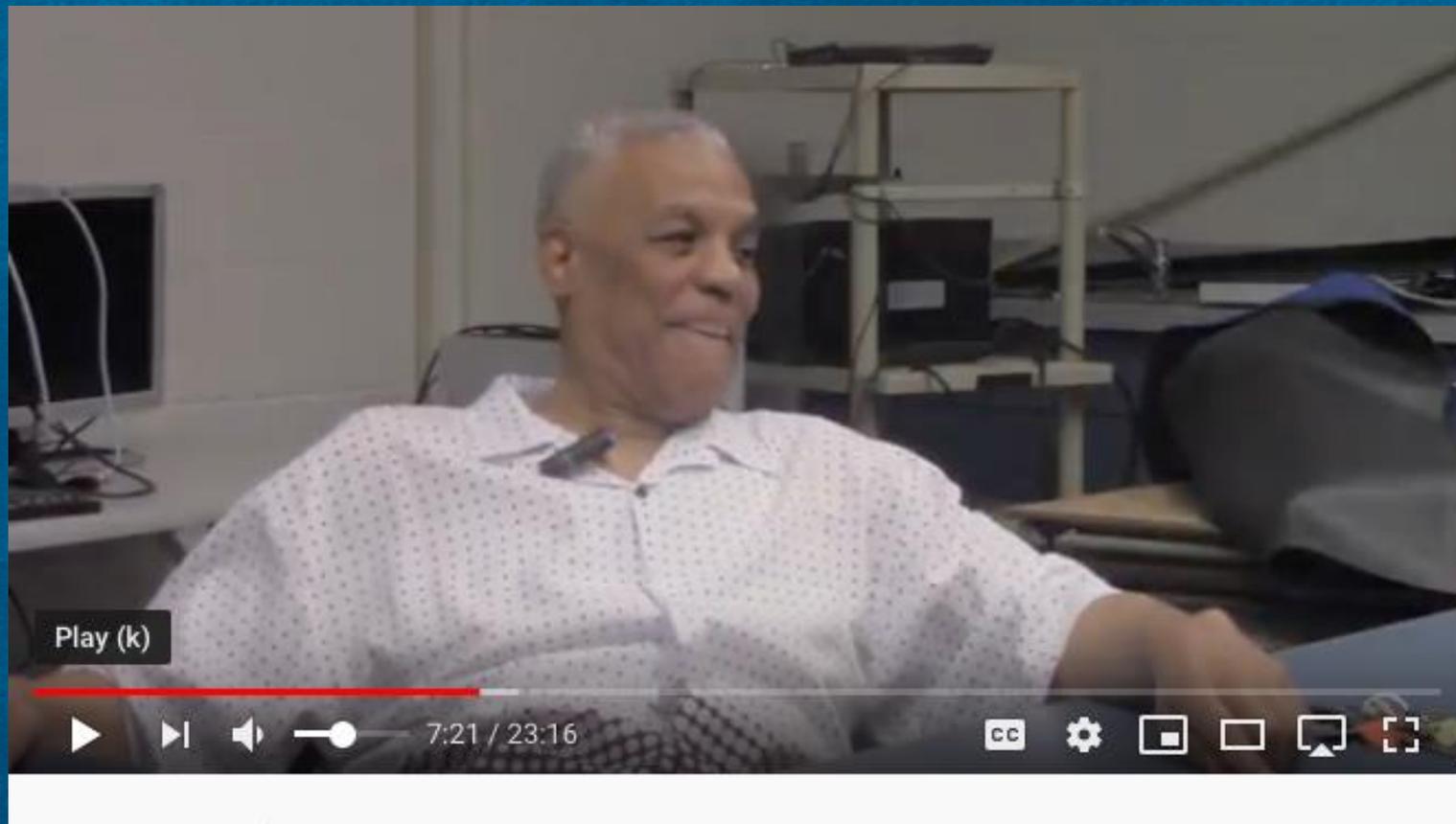


**What places do you
associate with jazz music?**



**..do you think of
Omaha?**





"For the Love of the Music"

OPS student & teacher produced
documentary about Omaha's jazz music
history

Largest racial and ethnic groups in 2010

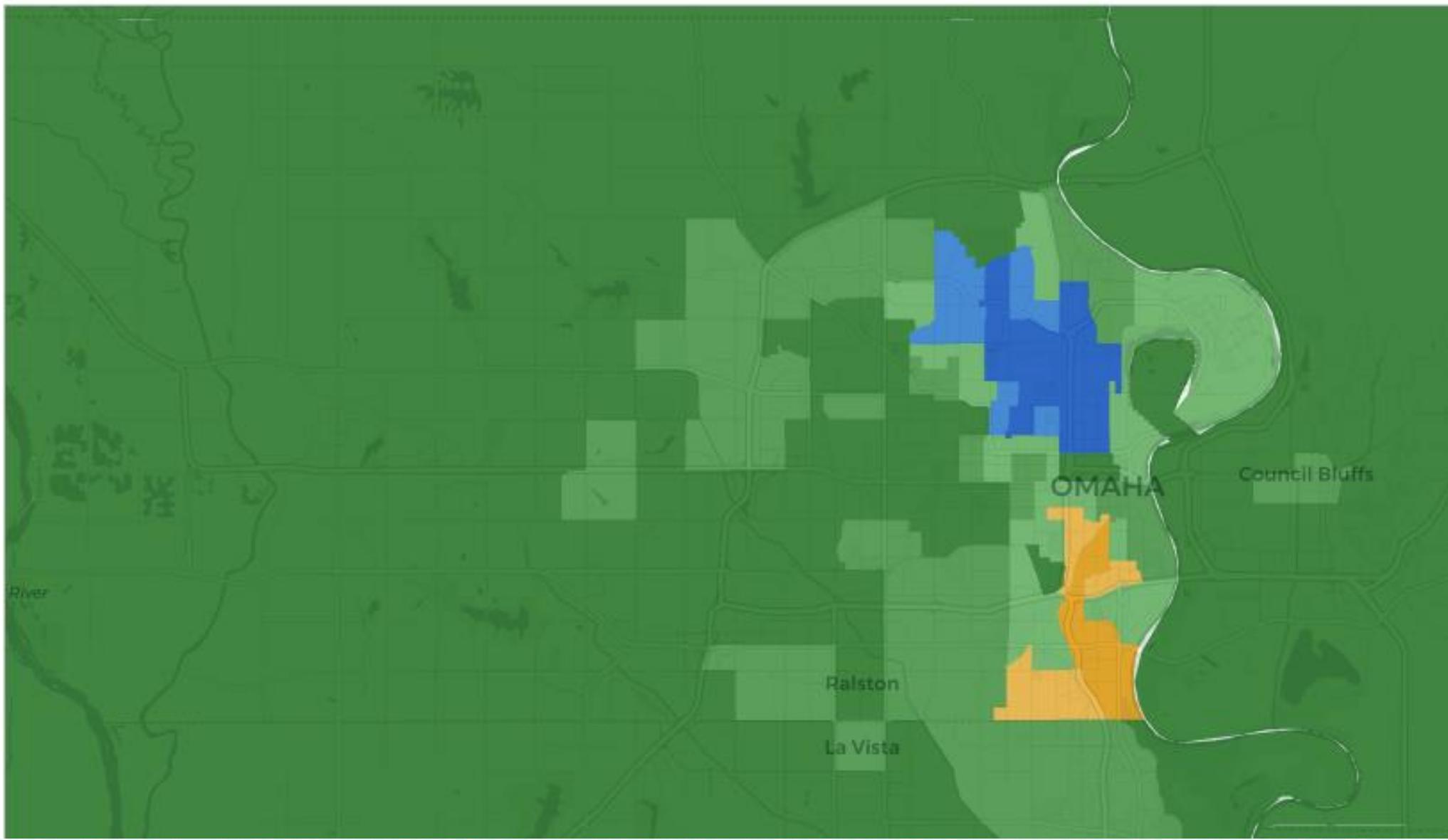
- White
- Black
- Hispanic
- Asian
- Native American
- Multiracial
- Other

Zoom to a State | ▼

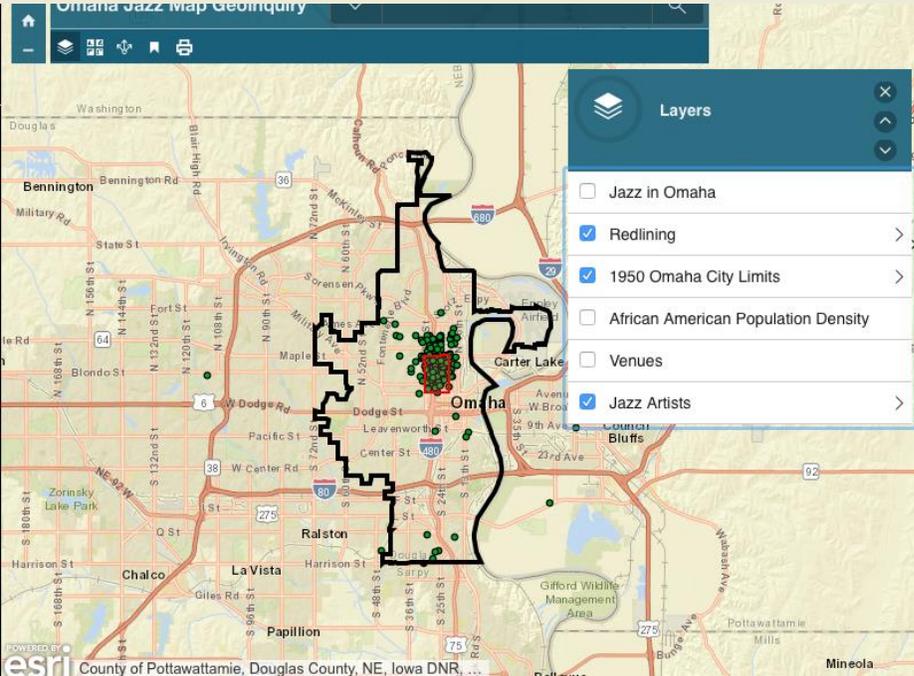
Nebraska

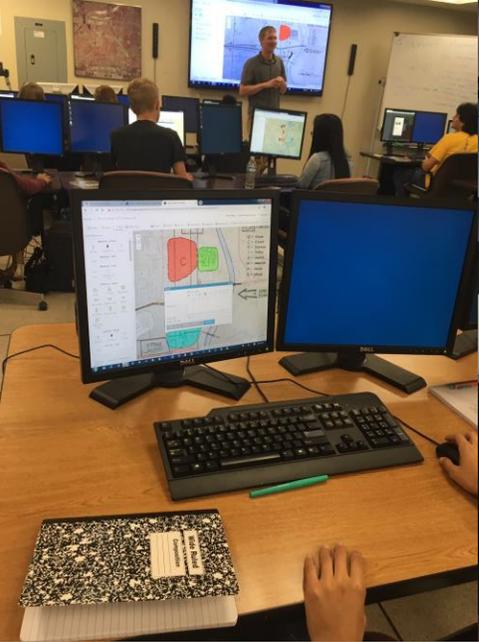
2010 POPULATION	CHANGE FROM 2000
1,826,341	+6.7%

RACE/ETHNICITY	SHARE OF POP.	CHANGE FROM 2000
Whites:	82%	0%
Blacks:	4%	+20%
Hispanics:	9%	+77%
Asians:	2%	+47%
Native Amer.:	1%	+10%
Multiracial:	2%	+61%
Other groups:	0%	+56%



Let's explore Omaha's African American jazz community









The Geo-Inquiry Process is a five step method designed to teach the skills necessary to think and reason geographically, and includes asking Geo-Inquiry Questions for informed action. The Geo-Inquiry Process relies on Geographic perspective as a foundation, offering students a unique lens to analyze space and place, and the interconnections of systems in our world

Geo Inquiries answer:

1. Where is it?
2. Why is it there?
3. Why Care?

- Phase 1: Ask
- Phase 2: Collect
- Phase 3: Visualize
- Phase 4: Create
- Phase 5: Act



Making Invisible Histories Visible



An initiative of the Omaha Public Schools, Making Invisible Histories Visible gives students and teachers the opportunity to explore Omaha's hidden history. Together, they create digital history projects, which OPS social studies teachers can use in their classrooms during future school years. The learning materials collected on this site help students engage with multiple perspectives and enhance their classroom experiences. The program also aids participating teachers' professional development, contributing to effective social studies instruction throughout the school year.

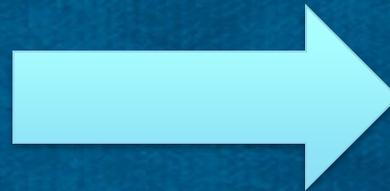
WHAT IS MAKING INVISIBLE HISTORIES VISIBLE ALL ABOUT?

- Making Invisible Histories Visible (MIHV) seeks to connect OPS students and teachers with their community's history. MIHV gives kids the tools they need to be detectives, historians and story tellers. Kids are empowered to tell their community's story.
- Students interview community elders
- Students collect old photographs and artifacts
- Students visit historic places
- Students create a website and a documentary.
- Students share their work on the MIHV OPS website and at a community presentation

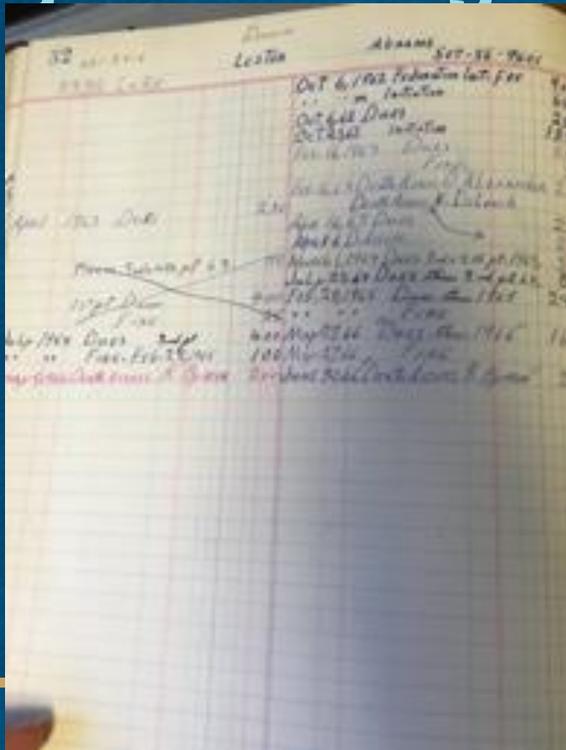


Expanding our Program

To further strengthen students' understanding of the connection between their neighborhood and history, we added a second, history-based ArcGIS mapping seminar.



In 2018, the Making Invisible Histories Visible GIS program utilized Esri's Story Map functionality to create a history-based map exploring Omaha's rich jazz heritage.



A Community of Sound: The Musicians of the Local 558

In June 2018, Omaha Public Schools students and teachers collaborated with history graduate students to research and map out the homes of African American musicians living and working in Omaha's Near North side neighborhood from roughly 1940 to 1960.

Making Invisible Histories Visible

Simon Harrold

Harrold Full life.

Walter Scott

John Station

Simon Harrold

William Keeler

Harold "Two Toes" Smith Ex-Musician

esri A Story Map

Bringing this to your school..

1. Mapping Software

- How to bring GIS maps to your classroom.

2. Primary Source Research

- Where to find "old stuff"

3. Community Interviews

- Find community elders who can share stories

4. Service Learning

- Add a purpose to student projects

1. Bringing this to your school...



Explaining ESRI & ArcGIS

- Geographic Information Systems (GIS) is an Information Age tool.
- GIS uses computer programs to collect, store, analyze, and share geographic data
- Geospatial Technologies allow users to view relationships and identify patterns more easily with different layers
- ESRI is a company that builds mapping and spatial analysis software, including ArcGIS.

Esri's ConnectED initiative – Free Site Licenses are available for Classroom Use

- Esri has provided \$1 Billion worth of free access for K-12 Institutions to ArcGIS Online
- Institutions can sign up for free institutional accounts
- Given free credits to use that can be refreshed annually
- Esri has also developed pre-made lessons for Geography, US History, Earth Science, Environmental Science, and 4th Grade Interdisciplinary classes

Helpful links to get started with Esri's ArcGIS

- For information about the resources Esri provides educators interested in bring GIS to their classroom:
www.esri.com/connected
- To acquire a free Esri ArcGIS license for classroom use: [Site License Application](#)
- To find a GeoMentor: <http://geomentors.net>
- Inspiring projects: <https://storymaps-classic.arcgis.com/en/gallery/#s=0>

Request a Free ArcGIS for Schools Bundle



Education

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Instructional Resources

Schools Mapping Software Bundle

Educator Support

Request a Free ArcGIS for Schools Bundle

Educators and administrators in the United States can request an ArcGIS for Schools Bundle for instructional use by using the following form. Only authorized employees of a school or district can submit a request. Schools outside the United States should contact their authorized [Esri International Distributor](#).

[See if your school already has a license.](#)

Finding a GeoMentor

Our amazing
GeoMentor, Dr. Hunt



US K12 GIS GIS for US K12 Education    

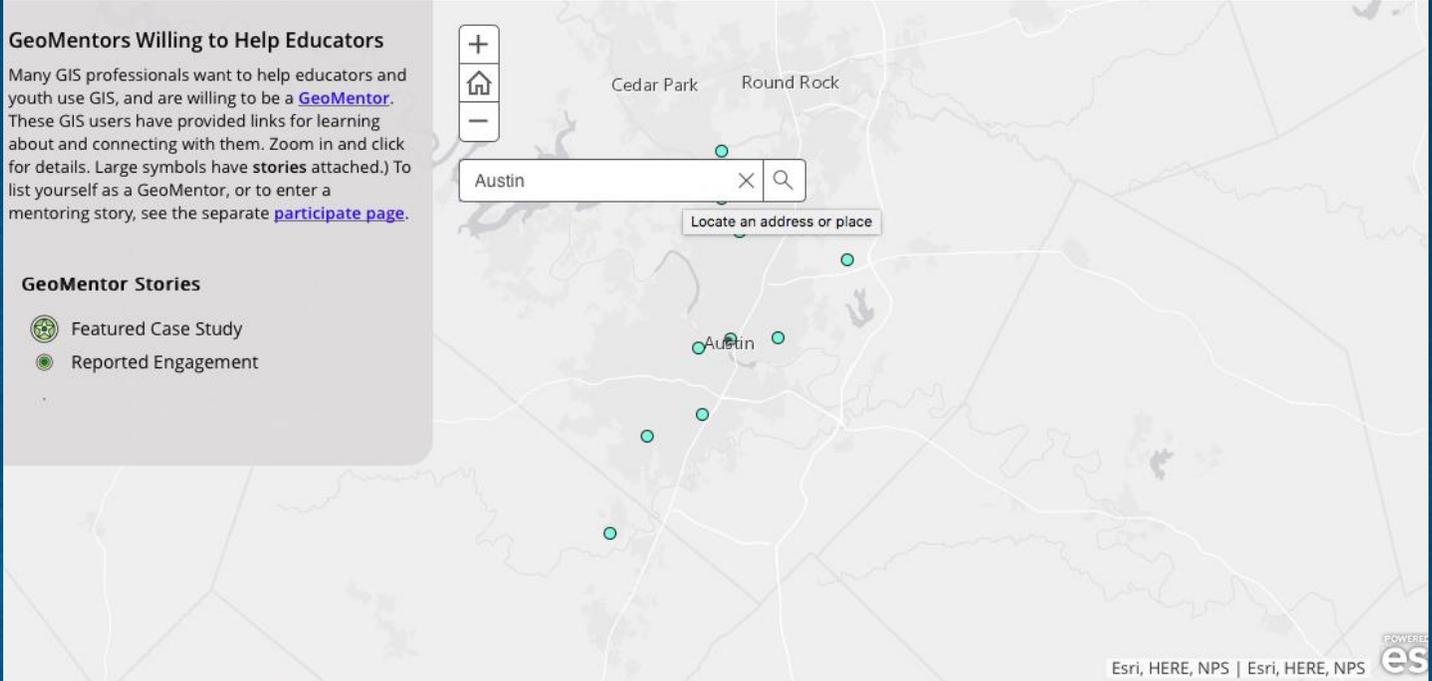
1 2 3 4 5 6 7

GeoMentors Willing to Help Educators

Many GIS professionals want to help educators and youth use GIS, and are willing to be a [GeoMentor](#). These GIS users have provided links for learning about and connecting with them. Zoom in and click for details. (Large symbols have stories attached.) To list yourself as a GeoMentor, or to enter a mentoring story, see the separate [participate page](#).

GeoMentor Stories

-  Featured Case Study
-  Reported Engagement



Esri, HERE, NPS | Esri, HERE, NPS 

2. Primary Source Research

- Digitized Newspaper Archives
“Game Changer” for this work!
- Local Historical Societies
- Local Archives
They are waiting for you to call!!!
- Community Connections
There are treasures in your neighbor’s basement
- Facebook's local history groups

American Federation Of Musician Hold Party

Saturday, January 24, 1948 will long be remembered by all who attended the first parties, that are to be held annually by the American Federation of Musicians, No. 553. The party was held Sunday morning at the Masonic Lodge and began at 1 A. M. An appetizing buffet luncheon was served, by Chef (Ukelele) Joe Thomas. Highlights of the pleasant evening consisted of dancing and featured numbers by members of our organization.

At this time I would like to thank all the officers and the entertainment committee for their grand cooperation in making the party a success.

The members associated in putting this party over are as follows: Chas. J. Williamson, President; Eld. Brown, Vice President; Simon Harrold, Asst. to the President; W. U. Countee, Secretary; **Beulah Bates**, Asst. Secretary; Wm. Keeler, Treasurer; Marvin Price, Bus. Agent. Entertainment Committee: **Beulah Bates**, Camilla Lewis, Martha Smith, Betty Givens.



3. Interviewing a Community Elder

Impact:

- Students and teachers greatly valued the opportunity to talk with/ interview a community elder about their history and culture.
- In addition to the interview being a great learning experience, The information students gathered from these conversations was invaluable to their project.



3. Interviewing a Community Elder



How to make it happen at your school:

- Local cultural and civic groups are a great resource for finding elders willing share their history. Senior centers, too!
- Your students and school faculty are great resource as well!
- If an in person visit with an elder isn't possible, Skype and telephone conversations can work.

4. Service Learning

An opportunity to give back

- Students understood that their final project would be available online to all interested community members and OPS teachers
- Students shared their project at a Community Presentation held in a cultural venue in Omaha's historically African American neighborhood.
- Students gave a paper version of the students' musician map to the Great Plains Black History Museum in Omaha for display.

Why do this?

Reshaping the Curriculum

The *Education Alliance of Brown University* suggests we use resources other than textbooks for study

- Have students research aspects of a topic within their community
- Encourage students to interview members of their community who have knowledge of the topic they are studying
- Provide information to the students on alternative viewpoints or beliefs of a topic

Culturally Responsive Teaching A 50-State Survey of Teaching Standards (Muniz, 2019) lists Drawing on Students' Culture to Share Curriculum and Instruction as one of the core competencies for CRT

- Culturally responsive teachers plan learning encounters that validate students' lived realities, cultural identities, and heritage.

Impact of culturally responsive teaching for MIHV students

In a 2017 survey, 93% felt the MIHV GIS program increased a “great deal” or “a lot” their understanding/knowledge of African American music history.

In 2018, 85% of the students were “very” or “extremely excited” about history after the program.

92% of students felt it increased “a lot” or “a great deal” their understanding of Omaha’s African American jazz history.

60% of students were “very” or “extremely excited” about geography after their experience.