

Americanism Committee Meeting  
Monday, November 10, 2025 5:15 PM

Tekamah-Herman Public Schools  
112 N 13th St  
Tekamah, NE 68061

## **Agenda**

1. CALL THE MEETING TO ORDER
2. ROLL CALL
3. OPEN MEETING LAW
4. Recognition of Visitors/Public Comment
5. DISCUSSION ITEMS
  - 5.1. Presentation from Secondary Social Studies staff members
6. NEXT MEETING DATE/TIME: Monday, November 10th, 2024 at 5:30 pm
7. ADJOURNMENT

LB 79-724

AT TEKAMAH-HERMAN

**Social Studies Department –  
Presentation**

**By: Mr. Burnett, Mr. Horn, & Mr. Vrbka**

# SOCIAL STUDIES CLASSES AT TEKAMAH-HERMAN 7-12

## Mr. Burnett

- 7th World History
- 8th American History

## Mr. Horn

- World History
- Geography
- Criminology

## Mr. Vrbka

- American History
- Government
- History of Sports

**1. (i) Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services**

**American History - Students take a "literacy test" to simulate literacy tests that were given from 1890-1965 when they became illegal by the Voting Rights Act of 1965. Every Holiday is celebrated and discussed in classroom, one Holiday a year students research information on and present on how it relates to them.**

**Government - Students take and learn about naturalization test (Test taken to become US Citizen). Every Holiday is celebrated and discussed in classroom, one Holiday a year students research information on and present on how it relates to them.**

**8th American History - Citizen quizzes given over the course of the semester equal the full naturalization test.**

*2. All social studies courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups to (a) the development and growth of America into a great nation, (b) art, music, education, medicine, literature, science, politics, and government, and (c) the military in all of this nation's wars.*

American History - Each unit we go over we look at it from multiple perspectives to see how each group helped contribute to the America we know today

Government - We talk about different cases that involve shaping America and our government

History of Sports - The development of sports in America and how it have helped grow us as a nation. From the good to the bad from segregation to title IX

Criminology \_ In our criminology course, we examine the contributions of diverse ethnic groups to the development of America's legal and criminal justice system. This includes studying how different communities have shaped policies and practices in policing, law, and rehabilitation, as well as their roles in advancing forensic science and criminal psychology.

World History - We study influential leaders and figures from various cultures who contributed to global political and social movements, from the spread of democracy in ancient Greece to the liberation movements in Latin America, Africa, and Asia.

Geography - In our geography course, we highlight how diverse ethnic groups have contributed to the shaping of physical and cultural landscapes worldwide. This includes examining how indigenous practices in agriculture, resource management, and environmental sustainability have influenced modern practices, such as terrace farming and water conservation methods.

8th American History - In 8th grade American History, we investigate the creation of the US. We start before the revolution and discuss the positives and the negatives of the colonization of North America. We look at this time from all perspectives. Then we discuss the revolutionary war and the effects of the war on our nation. Then we will discuss the creation of our government. We continue exploring the history of the US up to the Civil War.

7th World History - In 7th grade World History, we look at the growth of cultures in ancient civilizations. We discuss how cultures are similar and different to how we live today. We also explore the impacts that these civilizations have on our current culture.

3. All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) The discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and groups of Americans;

(b) The historical background, memorization, and singing of patriotic songs such as the Star-Spangled Banner and America the Beautiful;

(c) The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured that freedom; and

(d) Instruction as to proper conduct in the presentation of the American flag.

**#3 Pertains to all grades K-6**

4. In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, time shall be set aside for the teaching of American history from the social studies curriculum, which shall be taught in such a manner that all students are given the opportunity to

(a) become competent, responsible, patriotic, and civil citizens who possess a deep understanding of and respect for both the Constitution of the United States and the Constitution of Nebraska and

(b) prepare to preserve, protect, and defend freedom and democracy in our nation and our world.

**8th American History - We explore the Constitution of the United States to gain a deeper understanding of the freedoms that we receive because of it. We gain a sense of respect and responsibility for our nation by looking at the rights that are given to the people within the constitution.**

**7th World History - We engage students in discussions about their roles as informed and responsible citizens, emphasizing the importance of upholding constitutional rights and civic responsibilities. Lessons are designed to help students respect these democratic principles and understand their duties in preserving freedom.**

**6.** Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session.

**Government - Exercises are completed for each of the days listed. A discussion with an activity is conducted each of these days.**

**American History - Exercises are completed for each of the days listed. A discussion with an activity is conducted each of these days.**

**History of Sports - We discuss the impact of Holidays on sports (Ex. NBA celebrates MLK day)**

**World History - Review holidays and special events such as 9/11, Indigenous peoples day, etc.**

**Geography - Review holidays and special events such as 9/11, Indigenous peoples day, etc.**

**8th American History - For each of the holidays listed, we review why the holiday was created, we discuss the importance of the holiday today, and we do a class activity that helps us to explore and gain a deeper understand of the holiday.**

**7th World History - For each of the holidays listed, we review why the holiday was created, we discuss the importance of the holiday today, and we do a class activity that helps us to explore and gain a deeper understand of the holiday.**

5. In at least two courses in every high school, time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted pursuant to section 79-760.01, during which specific attention shall be given to the following matters:

(a) The Declaration of Independence, the United States Constitution, the Constitution of Nebraska, and the structure and function of local government in this state; (b) The benefits and advantages of representative government, the rights and responsibilities of citizenship in our government, and the dangers and fallacies of forms of government that restrict individual freedoms or possess antidemocratic ideals such as, but not limited to, Nazism and communism; (c) The duties of citizenship, which include active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests; and (d) The application of knowledge in civics, history, economics, financial literacy, and geography to address societal issues.

**American History- Discussion over exceptional acts of individuals and groups (For ex. WWI and the different regimens). The importance of the flag and what it means especially following the civil war and during reconstruction. What it means to be a citizen and why we need to participate. The constitution and what it creates. What is communism and why we are so passionate as Americans about democracy. Representative government, application of knowledge, and importance of citizenship are integrated into all lessons and units.**

**Government - Importance of flag and respecting it is discussed throughout as it pertains to many government issues. The constitution and what it all holds along with the declaration of independence. What rights we have as Americans and what is our civic duty. Look at local, state, and local government and what it contains.**

**History of Sports - How sports how played a key role in American history to help push America through hard time (Ex. 9/11) and show the world democracy (Ex. 1936 Summer Olympics aka Hitlers Games)**

**Criminology - In our criminology course, we examine the principles laid out in foundational documents like the Declaration of Independence, the United States Constitution, and the Nebraska Constitution, emphasizing their impact on the structure of the criminal justice system and local government.**

**Geography - we cover a wide variety of societal issues from Pollution to Genocides and study these events through mapping activities and research. We also cover this in all units of American History with activities on refugees, inner class conflicts, economic recessions & depressions, and immigration.**

**World History - Our curriculum also highlights the duties of citizenship, focusing on the role of individuals in improving their communities, nation, and world. Through activities like debates, research projects, and community engagement discussions, students learn the value of civil discourse and respectful dialogue between differing viewpoints.**