**Lesson Plan Template**

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Lesson Title: Continued Segregation In Our Education System

Grade Level: 10th Grade American History

Compelling Question: How did Brown v. Board of Education impact school segregation among African Americans and across American society?

**Lesson Foundations**

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| Content Standards |  27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.  |
| Learning Objective(s) | LO1: SWBAT understand the impact of Brown v. Board of Education on school segregation. LO2: SWBAT explain why Brown v. Board of Education did not end school segregation. | Assessment(s)Include LO being addressed | A1 (LO1) Think-Pair-ShareA2 (LO2) Source Analysis worksheetA3 (LO1 + LO2) Reflective write |
| Materials & Resources | YouTube VideoNewsela articleSources PacketSources Question sheetSources Differentiated Question sheetReflective Free Write sheet |

**Instructional Procedures/Steps**

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| Opening10 Minutes | Teacher will: Open class by asking students if they have heard of Brown v. Board of Education and what they know about it.Students will: Share any knowledge they have of Brown v. Board of EducationTeacher will: Make a list of the things they share on the board. Explain that today we will be taking a closer look at the long-term effects of Brown v. Board of Education. Introduce the video.Teacher will: Show [video](https://www.youtube.com/watch?v=lN8mXkScxvg)Students will: Create a word cloud with one word to describe how they feel following the video, using [Menti](http://www.mentimeter.com/) or another method.Instructional strategy: [Word Cloud](https://www.edutopia.org/article/5-ways-use-word-clouds-classroom)Teacher will: Lead into a discussion of why students chose certain words. Following the discussion, teacher will introduce the compelling question (How did Brown v. Board of Education impact school segregation among African Americans and across American society?) Teacher should explain to students that this is the question that they will be answering throughout class today.Discussion should include:-How students are still personally affected by Brown v. Board of Education-The racial makeup of the school the students are currently in -Students’ awareness of how long it took for schools to be “desegregated” -Students’ understanding of how much pushback Brown received-Students’ predictions of what the lesson may include and how they expect the compelling question to be answered |
| Instruction55 Minutes | Teacher will: Following the discussion, introduce the think-pair-share. Give students 30 seconds to find a partner and go sit with them (or assign partners if this works better for you!)Instructional Strategy: [Think-Pair-Share](https://www.readingrockets.org/strategies/think-pair-share#:~:text=Think%2Dpair%2Dshare%20(TPS,2)%20share%20ideas%20with%20classmates.)Teacher will: Distribute the article about modern school segregation from Newsela. Print in multiple Lexicon levels and distribute to your students based on their reading levels[Article](https://newsela.com/read/schools-resegregation/id/17847/)Teacher will: Instruct students to take 5 minutes to read and highlight the article. Students will: Read the articleTeacher will: Once students have finished reading the article, set a 1-minute timer for students to think about what they read, review what they highlighted, and jot down at least two questions they have in the margins of the article. Students will: Once the 1-minute timer is up, students will discuss with their partner for 3 minutes. Each student will share their initial thoughts on the reading, as well as ask the two questions they wrote down to their partner. Teacher will: Once students are done working in their pairs for 3 minutes, transition the students to share their partner’s questions with the class. Write a few of the best questions on the board. Save these questions for later in the discussion. Potential questions to ask during the think-pair-share: -When did you think the last school was officially “desegregated”?-Before reading this article, did you consider all schools to be “desegregated”?-How has your education been impacted by school segregation?-What connections can you draw between the video and this article?Teacher will: Following “share” segment of the think-pair-share, split students into 6 groups. Send students to tables labeled 1-6, each with a different source on it. Distribute the source analysis worksheet and give students the differentiated worksheet accordingly. Students will: Begin source analysis with question sheet in their groups. 2 minutes will be given per station.Instructional Strategy: [Stations](https://www.facinghistory.org/resource-library/teaching-strategies/stations-interacting-multiple-texts)Potential questions to ask as students complete the source analysis:-Who is the author of this source? What is their point of view?-What is the message the author is trying to send? Why are they trying to send this message?-How does this source connect to the article and/or to the video? Teacher will: Upon completion of all 6 stations, teacher will collect the worksheet from all students. Students will: Return to their original seats. Stations: Document A: Excerpt from Supreme Court decision in Brown v. Board of Education of Topeka (Records of the Supreme Court of the United States, RG 267)Document B: Image of African American mothers and their children in 1954, in Hillsboro, Ohio. (The Lincoln School Story, Torrice Media)Document C: Excerpt from “Marching Mothers” by Jessica Viñas-Nelson, *Picturing Black History*Document D: Graph from “Schools are still segregated, and black children are paying a price” by Emma García, *Economic Policy Institute* Document E: Excerpt on Penick v. Columbus Board of Education, 1977, from Ohio History CentralDocument F: Excerpt from “After 50-Year Legal Struggle, Mississippi School District Ordered to Desegregate,” May 17th, 2016, by Camila Domonoske, *NPR* |
| Closure15 Minutes | Teacher will: Bring the class back together once students are back in their seats. Then, teacher will remind students of the compelling question for the day (How did Brown v. Board of Education impact school segregation among African Americans and across the United States?) Teacher will ask students to reflect on this question and how they would answer it based on today’s lesson. Students will: A few students will share their answers to the compelling question with the class.Teacher will: Ask students how they have seen their own personal experiences reflected in today’s lesson. Before they get the chance to respond, explain that they will be answering this question in a reflective free write. Instructional Strategy: [Reflective Writing](https://study.com/academy/lesson/reflective-writing-strategies-to-show-student-understanding.html)Students will: Begin reflective write on personal experience with school segregation, using evidence from at least 3 sources from today’s lessons. This includes all of the information they saw in the station activity, as well as the video from the opener and the article from the think-pair-share. Free write should be between 6 and 8 sentences, although it can be longer.Teacher will: Collect the free write with around 5 minutes left in the period. During this time, teacher will allow students to share with the class any closing thoughts they may have. Make room for students with emotional responses to this lesson and allow students to really decompress during this time.  |
| Accommodations/ Enrichment | Differentiated worksheets, Captions in the video, Multiple Lexicon levels for the reading, varied instructional strategy |