**Lesson Plan Template**

Author’s Name: Ali Miller

Lesson Title: Black Women Breaking Barriers

Grade Level: 4th

Compelling Question: What was the impact of Lucy, Hunter, and Malone on higher education?

**Lesson Foundations**

|  |  |
| --- | --- |
| Content Standards | 4.H.2 Primary and secondary sources can be used to create historical narratives. |
| Learning Objective(s) | LO1: SWBAT form conclusions based on secondary and primary sourcesLO2: SWBAT examine the impact Autherine Lucy, Charlayne Hunter (Hunter-Gault), and Vivian Malone had on desegregating higher education.  | Assessment(s)Include LO being addressed | A1: Think-Pair-Share (LO1)A2: Graphic Organizer (LO1 & LO2)A3: Check for understanding (LO1 & LO2)A3: Answer reflection question on FlipGrid (LO2) |
| Materials & Resources | * Selected pieces from the Picturing Black History’s article “[Poise and Perseverance](https://www.picturingblackhistory.org/poise-and-perseverance)” by Sarajaneé Davis
* Pictures of Lucy, Hunter, and Malone
* [YouTube video](https://youtu.be/-iyZYTcWQN4) on Black history in higher education
* Quotes: Lucy Autherine, “My response to fear is: do it anyway. Let nothing stop you. You have to push forward.” Charlayne Hunter, “If people are informed, they will do the right thing. It’s when they are not informed that they become hostages to prejudice.” Vivian Malone, “One day, any day, you must be bold, have courage, and walk through a door that leads to opportunity for others.”
* Jigsaw Graphic Organizer
 |

**Instructional Procedures/Steps**

|  |  |
| --- | --- |
| Opening\_\_\_5 \_\_ Minutes | Students will watch a [YouTube video](https://youtu.be/-iyZYTcWQN4) that is three minutes long that is a short summary of Black history in higher education. After students watch the video, they will have a think-pair-share. In their think-pair-share they will be discussing what they think higher education means and what they think Black people’s experience with higher education was through history. State that Black people had to be persistent and fight for their right to access higher education. Black college women had a particularly difficult time in their college experience because of the discrimination they faced based on their race and genderShare that they will be looking at three Black women’s experience in higher education. Then, share the compelling question they will be addressing today, **“What was Autherine Lucy’s, Charlayne Hunter’s, and Vivian Malone’s impact on integrating higher education?”**  |
| Instruction\_\_\_\_35\_\_\_ Minutes | Show students the three women (Autherine Lucy, Charlayne Hunter, and Vivian Malone) they will be learning about in their [**jigsaw activity**](https://www.jigsaw.org/) on the PowerPoint. Read paragraphs 1 and 2 from “Poise and Perseverance” as a class. Share that they will be in groups of three looking at only one of the three women at first. For 15 minutes, **Group A** students will research Autherine Lucy, **Group B** students will research Charlayne Hunter, and **Group C** students will research Vivian Malone (there will be multiples of each group in order to have only three students in each). After they research their person, they will be put into a new, mixed group where there is one person from Group A, one person for group B, and one person from group C. Each person in the new group will summarize their person and then they will answer questions all together. They will have 15 minutes in their mixed group. **How to implement the Jigsaw Graphic Organizer:**Print double sided so students will receive only one sheet of paper. ‘Group A – Part 1’ will be on one side and ‘Group A – Part 2’ will be on the other side, and so on. Explain that they will complete Part 1 in their expert groups and they will complete Part 2 in their mixed groups. **First 15 minutes (Expert Groups)****Group A:** They will complete ‘Group A – Part 1’ on the Jigsaw Graphic Organizer during this part.Sources: 1. Paragraphs 3, 4, and 5 in “Poise and Perseverance” (Document A)
2. Picture of Autherine Lucy (Document B)
3. Quote from Autherine Lucy (Document C)

**Group B:** They will complete ‘Group B – Part 1’ on the Jigsaw Graphic Organizer during this part.Sources: 1. Paragraphs 6 and 7 in “Poise and Perseverance” (Document A)
2. Picture of Charlayne Hunter (Document B)
3. Quote from Autherine Lucy (Document C)

**Group C:** They will complete ‘Group C – Part 1’ on the Jigsaw Graphic Organizer during this part.Sources: 1. Paragraphs 8 and 9 in “Poise and Perseverance” (Document A)
2. Picture of Vivian Malone (Document B)
3. Quote from Autherine Lucy (Document C)

Supporting Questions for Part 1* What was the impact of the threats or violence that your person faced?
* Why did the college not resist their enrollment?
* How did the college attempt to keep them out?
* What did they accomplish and end up doing with their life?

**Second 15 minutes (Mixed Groups)**The expert groups will be divided up into new small groups of three that will contain an ‘expert’ (one student from Group A, Group B, and Group C) that studied each historical Black woman. They will complete ‘Part 2’ on their Jigsaw Graphic Organizer. **Step 1**: Each student will **summarize** their findings on their assigned person. While one student summarizes, the other two will write down three pieces of information they learned for that person for question 3.**Step 2***:* After each person has shared, they will read paragraph 10 in “Poised and perseverance” (Document A).**Step 3:** Collectively answer question 4. Supporting Questions for Part 2* How were these women’s stories similar? How were they different?
* Did any of them receive help from the same source?
* How did Vivian Malone’s enrollment build upon Autherine Lucy’s accomplishments?
* What can we learn from these women?

**Last 5 Minutes (Whole Class Discussion)**Have students share their thoughts on the compelling question, “What was Autherine Lucy’s, Charlayne Hunter’s, and Vivian Malone’s impact on integrating higher education?”Other supporting questions to ask:* What characteristics do all three women have?
* What struggles did they all face?
* What was the outcome of their actions?
 |
| Closure\_\_\_\_10\_\_\_ Minutes | Charlayne Hunter-Gault and Autherine Lucy are both still alive today. Students will take the last minutes of class to reflect in a [FlipGrid](https://info.flipgrid.com/getting-started.html) video as if they were talking to Hunter-Gault and/or Lucy. They can choose to respond in the following ways:* Thanking them
* How they have inspired them to make change themselves
 |
| Accommodations/ Enrichment | * Options for students to utilize technology
* Bolded/highlighted words on handouts
* Options to handwrite the jigsaw activity or complete it on Google Doc
* Providing a list of characteristics
 |