**Lesson Plan Template**

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Lesson Title: Black Americans and Education

Grade Level:

Compelling Question: How did African Americans protest the laws that prevented their formal education at mainstream white institutions and intended toto keep prove their inferiority in the time period before the 1950s?

**Lesson Foundations**

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| Content Standards | AH. 12. Following Reconstruction, old political and social structures reemerged, and racial discrimination was institutionalized  AH. 16. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.  AH. 18. Movements such as the Harlem Renaissance, African American migration, women’s suffrage, and Prohibition all contributed to social change  AH. 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 recognize historical events in which Black Americans fought for their education prior to the Civil Rights movement.  [LO2] SWBAT investigate systems that undermine Black Americans within education policies and government actions today. | Assessment(s)  Include LO being addressed | A1: Opener [LO1]  A2: Checks for understanding [LO1 and LO2]  A3: Graphic organizer [LO1]  A4: Reflective free-write Exit Ticket [LO2] |
| Materials & Resources | Donovan Livingston’s Graduation Speech  <http://blackyouthproject.com/harvard-graduate-gives-powerful-spoken-word-piece-at-graduation/>  Excerpts from Susie Baker’s memoir *Reminiscences of My Life in Camp* pp. 5-6, 9, 11, 54-55, 61-62  *Learning in Secret Places* by Dawn Chitty  David Walker’s *Appeal to the Colored Citizens of the World*, 1829: <https://www.pbs.org/wgbh/aia/part4/4h2931t.html>  Excerpt from the South Carolina Act of 1740 and the Virginia Revised Code of 1819: <https://www.thirteen.org/wnet/slavery/experience/education/docs1.html>  Title VI, Civil Rights Act of 1964  Article about race in the classroom:  <https://abcnews.go.com/US/wireStory/laws-steer-teachers-race-related-topics-81255726> | | |

**Instructional Procedures/Steps**

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| Opening  \_\_\_\_10\_\_\_\_\_\_ Minutes | <http://blackyouthproject.com/harvard-graduate-gives-powerful-spoken-word-piece-at-graduation/>  The opening will begin with this video of Donovan Livingston’s speech at his graduation. The teacher will give each student a half sheet of blank paper and ask them to take any notes or draw anything significant that comes to mind during this speech.  After the speech, the teacher will ask a few students to share something that they wrote on their paper.  To support this short discussion, the teacher will ask the following questions:   1. What does the author mean when he talks about the “guardians of information”? 2. What does it mean for a person to feel like a quota? 3. He calls education the “sleep that precedes the American Dream”. What do you think this means?   The last questions the teacher will ask will prompt the students to answer the compelling question.   1. How have African Americans been systemically kept out of formal education at mainstream American schools and universities? 2. Why have they been excluded from formal education? 3. What have African Americans done to protest this barrier? |
| Instruction  \_\_\_\_\_60\_\_\_\_\_ Minutes | The teacher will provide students with a gallery walk/source exhibit using the sources listed above. Each piece will have the source provided and 4-5 questions to answer about the source. Students will walk around individually and quietly with a notebook, going to whichever pieces they find intriguing. There will be no phones allowed in the exhibit. The teacher can play calm classical music in the background to set the scene. Students will sit at each of the exhibits and reflect on it and answer the questions provided.  The exhibits will be:   1. Excerpts from Susie Baker King Taylor’s *Reminiscences of My Life at Camp* 2. Excerpt from *Learning in Secret Places* by Dawn Chitty 3. David Walker’s *Appeal to the Colored Citizens of the World* 4. Excerpt from the South Carolina Act of 1740 and the Virginia Revised Code of 1819 5. Title VI, Civil Rights Act of 1964   During the gallery walk, the teacher will ask the following questions to check understanding:   1. How does this station show the protest of the limitations of education? 2. What does this station show about the laws against African American education? 3. What is one sentence from the station that you need help to understand? 4. Who is the author of this station? 5. Why do you think I chose this source for this station? |
| Closure  \_\_\_10\_\_\_\_\_\_\_ Minutes | Reflective free write  Students will be given a paper with a question that asks, “Using the information from the stations you completed, how did African Americans fight for their education long before the monumental Brown v. Board of Education case? What does this mean about the importance of education for empowerment? How was the legal limitation of education for African Americans an intentional move to keep them inferior?”  Students will be given 5-7 minutes to answer the question.  The last few minutes of class, the teacher will facilitate a short conclusion to bring the discussion back to the compelling question. Students will use their answers written on their free write exit tickets to have a discussion. The teacher will ask the following question to support the discussion:   1. What sources showed the African American fight for education despite the various laws against it? 2. How did laws help/harm the African American’s fight for formal education? 3. Why do you think I chose these sources for this activity? 4. What does this say about the importance of education? 5. Why would people fight so hard for education? |
| Accommodations/ Enrichment | Enrichments: Included is an extension free write that asks students to analyze an article from 2022 that talks about new laws that are limiting the ways teachers can talk about and teach about race in the classroom. Students can be given this if they finish the stations early or finish their closure free write early. It extends the lesson into today and asks students to think critically about new laws.  Accommodations: Differentiated options are available for the stations, closure free write, and extension free write. These include highlighted phrases in the station sources in order to help with reading comprehension and sentence starting prompts to assist with writing. |