

Lesson Plan 1:

Desegregation in the National Context: Separate but Equal

Goal: To provide historical background to the concept of “separate but equal” at the national level.

Objectives:

- Students will be able to recognize the inequities of the concept of “separate but equal,” especially as it relates to educational facilities.
- Students will apply and use specific vocabulary relating to both segregation and desegregation.

Common Core Standards:

9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Time Needed: Approximately two 50 minute class periods or one 90 minute block

Materials Needed:

- Computer with access to the internet
- Projector
- Document camera
- PBS Video for Introduction
- Video Discussion Questions
- Vocabulary Activity
- *Does Treating People Equally Mean Treating Them the Same?*
- PowerPoint, “*Public School Segregation Before Brown.*”
 - The file they included is not a link to a PowerPoint. Here is a relatively good power point found online. <http://www.wtamu.edu/~hreyes/documents/Brownsboardofeducation.ppt>
- Notecards

Instruction

Procedures (Day 1)

1. Inform students that they will be learning about landmark Supreme Court cases, *Brown v. Board of Education* (1954) and *Swann v. Charlotte-Mecklenburg Board of Education* (1971), so that they will be better able to understand the impact that desegregation had on the country.
2. Show them the PBS video clip as a brief introduction and overview to what they will be learning about throughout the unit. As a class, have students respond to the following discussion questions. (20 minutes for video and class discussion)

<https://www.youtube.com/watch?v=TTGHLdr-iaK>

Video discussion questions:

- Why do you think the fact that the *Brown v. Board of Education* (1954) decision was so significant?
 - What historic Supreme Court decision did *Brown* overturn? Why was this important?
3. Students should complete the **vocabulary activity** as context and preparation for the readings the following day. First, in teams, students will write definitions for each vocabulary word. Allow 20 minutes for the team portion of the work. Each student should write the definitions on their own worksheet. When complete, students will work individually to write their *own sentences* using the vocabulary word. See worksheet for further clarification. If students do not complete all of their sentences, they should finish them as homework. **It is essential that they complete the definitions as a team.** (20 minutes for teamwork) (See Materials/Handouts for Vocabulary Activity)

Procedures (Day 2):

4. Complete the activity: *Does Treating People Equally Mean Treating Them the Same?*, from http://www.streetlaw.org/en/Page/500/Does_Treating_People_Equally_Mean_Treating_Them_the_Same
- Teacher should divide class into teams, if not done already.
 - Assign each team one of the four situations from the activity to discuss. It is acceptable for more than one team to have a specific situation. (see note in extensions/modifications section of lesson plan)
 - Have student's first work in teams to discuss their assigned situation. Teacher should circulate as students are working through their discussions. (10 minutes)
 - As a class, debrief team discussions of each situation for deeper insight/meaning. (15-20 minutes)
5. Show examples of segregation in education BEFORE the *Brown* decision. NEED LINK! (15 minutes)
- Guiding questions for discussion:
- What do you notice about the school facilities in the picture?
 - What do you notice about the students in the picture?
 - Describe some of the differences in the physical attributes of the facilities. How are they different?
 - Based on these images, how would you describe "separate but equal" in regard to educational facilities?
6. Exit Slip: On a notecard, based on the visuals you've seen today, in 4-6 sentences, explain your feelings about the term "separate but equal" in regard to educational facilities. If different races have separate facilities, how can it be assured that students are receiving the same quality of education?
- a. Teachers should read exit slips to inform teaching for the next lesson. In their responses, students should indicate the differences in educational facilities and should be hinting at the fact that because it was so unequal, something needed to be done. Higher level students may write that this type of change could necessitate legal action.

Assessment of Student Learning:

Formative: Vocabulary Activity (Day 1)

Informal: Exit Slip (Day 2)

Extensions/Modifications:

- IEP, ELL, and struggling readers should use the Modified Vocabulary Activity, which provides them with the necessary definitions. They can then put the definitions into their own words or complete a drawing to represent the definition.
- For Day Two activity, *Does Treating People Equally Mean Treating Them the Same?* from http://www.streetlaw.org/en/Page/500/Does_Treating_People_Equally_Mean_Treating_Them_the_Same, teachers can do a brainstorm with the class to come up with additional situations for discussion. Teachers could also assign TAG students to create situations BEFORE this activity is completed with the entire class, if more situations are necessary for the number of teams in the class. TAG students should receive extra credit if the teacher requires them to create additional situations.
- Instead of going through the PowerPoint, teachers can print out the images and do a Gallery Walk with a silent conversation below each image, then have a conversation surrounding student responses to the images.

Supplementary Materials/Handouts:

Day One:

- YouTube video for Introduction: <https://www.youtube.com/watch?v=TTGHLdr-iaK>
- Video discussion questions:
 - Why do you think the fact that the Brown v. Board of Education (1954) decision was so significant?
 - What historic Supreme Court decision did Brown overturn? Why was this important?
- Vocabulary Activity on following pages. (Modified from activity from http://www.streetlaw.org/en/Page/496/Important_Vocabulary and http://www.streetlaw.org/en/Page/497/Important_Vocabulary)

Day Two:

- *Does Treating People Equally Mean Treating Them the Same?* from http://www.streetlaw.org/en/Page/500/Does_Treating_People_Equally_Mean_Treating_Them_the_Same. This links directly to the situations for discussion.
- PowerPoint, “*Public School Segregation Before Brown.*” (see note above regarding PowerPoint presentation)
 - Guiding questions for discussion:
 - What do you notice about the school facilities in the picture?

- What do you notice about the students in the picture?
- Describe some of the differences in the physical attributes of the facilities. How are they different?
- Based on these images, how would you describe “separate but equal” in regard to educational facilities?

Name: _____

Class Period: _____

Desegregation Legal Vocabulary Activity

Instructions:

1. *In teams*, work together to *define the following terms*. You may use a dictionary, your history text, or your background knowledge to create student language definitions. Definitions *should not* be directly from any text, but *in your own words*.
2. *On your own*, use the definitions you have for each term to write a sentence that uses the word correctly.

- **to segregate (segregation)**

Define: _____

Use in a sentence:

- **de facto segregation**

Define: _____

Use in a sentence:

- **de jure segregation**

Define: _____

Use in a sentence:

- **facility (facilities)**

Define: _____

Use in a sentence:

- **precedent**

Define: _____

Use in a sentence:

- **legal (illegal)**

Define: _____

Use in a sentence:

- **to sue (sued)**

Define: _____

Use in a sentence:

- **district court**

Define: _____

Use in a sentence:

- **to appeal (appealed)**

Define: _____

Use in a sentence:

Modified Vocabulary Activity

As you read the background summary of the *Brown* case, look for the important vocabulary words that are *italicized*. When you come to one of those terms, look at this page for its definition. Then, check to see if you understand the definition by either sketching a picture of what you think it means, or by putting it in your own words. Feel free to add terms from the reading that you would like to practice.

- **to segregate (segregation)**

Definition: *To separate people of different races, classes, or ethnic groups, as in schools, housing, and public or commercial facilities, especially as a form of discrimination*

Express this term in your own words or in a drawing:

- **de facto segregation**

Definition: *To practice segregation (especially in schools), even when it is not required by law.*

Express this term in your own words or in a drawing:

- **de jure segregation**

Definition: *Segregation that is required by law.*

Express this term in your own words or in a drawing:

- **facility (facilities)**

Definition: *A building or place that provides a particular service or is used for a particular industry*

How would you express this in your own words or in a drawing?

Express this term in your own words or in a drawing:

- **precedent**

Definition: *a court decision on a legal question that guides future cases with similar questions*

Express this term in your own words or in a drawing:

- **legal (illegal)**

Definition: *Permitted by law*

Express this term in your own words or in a drawing:

- **to sue (sued)**

Definition: *To seek a remedy for a grievance or complaint in court*

Express this term in your own words or in a drawing:

- **district court**

Definition: *A U.S. federal trial level court that serves a judicial district*

Express this term in your own words or in a drawing

- **to appeal (appealed)**

Definition: *To formally request that a lower court decision be examined and reconsidered by a higher court*

Express this term in your own words or in a drawing