

Lesson Plans: SS AmHis LPQ4 015 From Segregation to Integration

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Grade Level : Grade 11, Grade 9-12

Subject : Reading - High, Social Studies - High

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Florida Sunshine State Standards

Grades: 9-12

American History

1: Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.

Civics and Government

1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.2.9 Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.11 Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

Description/Abstract of Lesson: Students will understand segregation and integration in the United States through review of primary source documents. Students will interpret primary source documents and will understand how each new generation may reinterpret the same documents.

Essential Question-Scope & Sequence: **How did all American citizens finally achieve equal rights?**

Technology Connections and Teacher Materials: <http://www.infoplease.com/spot/civilrightstimeline1.html>

Duration : 2 Days

Vocabulary: segregation, integration, Jim Crow,

Steps to Deliver Distribute Document 1 to students. Initiate class discussion about what time period these laws were in effect.

Initial Instruction: Explain that these are examples of Jim Crow laws, designed to enforce segregation. Ask students to describe the purpose of Jim Crow laws.

Distribute Documents 4 - 8, one to each student. Each student will write a one page letter to that person's great grandparent (who would have been alive during 19th Century Jim Crow segregation). In the letter, the student will describe the impact of integration on the country.

Independent Practice: Students work in small groups to analyze Plessy v Ferguson (Document 2) and Brown v. Board of Education (Document 3). Groups should refer to specific wording of 14th Amendment to U.S. Constitution to come up with possible reasons for the 2 opposite interpretations. Each group should research using text or other resources for

Differentiated Instruction/Small Groups: examples that society and the government was changing views towards segregation. Direct students to these 2 websites or display images on overhead. <http://www.infoplease.com/spot/civilrightstimeline1.html>

Groups: Groups will finish analysis by examining Documents 4 - 8 for the impact on American society in the 1950s.

Students should understand the changing interpretation of the Constitution and the amendments. Students should also be able to create a timeline of events leading from *Plessy vs Ferguson* through *Brown vs Board of Education* and the Federal government's direct role in ending segregation.

Lesson Closure/Review:

Creator : HS SS Content Team

File Attachments: Brown vs. Board.pdf

Date Created : November 22, 2006

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