

Lesson Plans: SS AmHis LPQ4 058 Houston through Marshall: Path to Achieving Integration

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Grade Level : Grade 9-12

Subject : Reading - High, Social Studies - High

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

Grades: 9-12

Florida Sunshine State Standards

American History

5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

SS.912.A.5.9 Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

Grades: 9-12

Florida Sunshine State Standards

Civics and Government

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.2.4 Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.C.2.6 Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

SS.912.C.2.7 Explain why rights have limits and are not absolute.

SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change.

Description/Abstract of Lesson: Students will understand the 20th Century Civil Rights movement through the legal efforts by NAACP to end segregation.

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

Technology Connections and Teacher Materials: Discovery Education – “The Road to Brown”
<http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=668876DC-D34A-4E0F-9BAF-4C3631316600> (For the purpose of this lesson stop after video segment 5 = about 35 minutes) Transcript to the video available at <http://www.newsreel.org/transcripts/roadtob.htm> Video Guide – “The Road to Brown”

Technology Connections and Student Materials: Research materials Paper/Pencil/Pen Textbook

Duration : 3 Days

Vocabulary: Ideology – “separate but equal” – Segregation desegregation – NAACP – Black codes - Key People: Thurgood Marshall – Charles Houston – Linda Brown – W.E.B. DuBois – Ida Wells-Barnett- Mary White Ovington- Important Law Cases: Plessy v. Ferguson – Brown ET AL v. Board of Education of Topeka ET AL –

Steps to Deliver Initial Instruction:

- Pass out KWL chart (see attached). Introduce vocabulary, key people, and important law cases by writing these words and phrases on the board. Ask students to take five minutes and write as many things that they know about these topics in the “What I Know”
 - After the five minutes have concluded ask students to share what they know (be sure to redirect any misconceptions that may already be appearing). After students have all had a chance to share what they know and have a better idea ask the students to take five minutes and write what they might want to learn about this period of time and this new topic and write these ideas in the

"What I Want to Know" column. Again have the students share their ideas. Collect their charts. At the conclusion of the unit you will pass these charts back to the students and have them complete the "What I Learned".

- Students will view "The Road to Brown" (total viewing time 37:35 minutes) and complete video guide (see attached). This film is an overview of the path to integration. For the purpose of this lesson please stop the video at the conclusion of video segment 5. In minutes 9:22-10:25, there are brief pictures of violence towards African Americans, please preview video and prepare your class. At the conclusion of the video, the class will the discuss the video guide.

Independent Practice:

- Student will research and write a timeline of legal events dealing with segregation and African American issues from 1910 "Pink Franklin" case through the multiple cases that were addressed together in Brown v. Board of Education. Students will use the internet and library resources.
 - Internet Research Resources: <http://www.loc.gov/exhibits/brown/brown-segregation.html> - brief summaries of key people and cases
 - <http://www.archives.gov/midatlantic/education/desegregation/oklahoma.html> - School Desegregation and Civil Rights Stories: University of Oklahoma
 - <http://www.archives.gov/education/lessons/brown-v-board/bios.html> - Biographies of Attorneys and Litigants: Brown v. Board of Education
 - <http://www.archives.gov/education/lessons/brown-v-board/timeline.html> - Timeline of Events Leading to the Brown v. Board of Education Decision, 1954
 - <http://www.archives.gov/education/lessons/brown-case-order/> - Order of Argument in the Case, Brown v. Board of Education

Differentiated Instruction/Small Groups:

- Students will work together in small groups to make a visual representation of one of the events on the timeline. (All the events together will create a classroom timeline to be displayed at the conclusion of the unit.) using <http://www.archives.gov/midatlantic/education/desegregation/brown-poster.pdf> as the model for their project.
 - This project will be presented on 8.5x14 paper and in combination with a verbal presentation will be the assessment for this unit. (please see product standards for rubric and guidelines).
 - Students will begin this project in class but work that is not completed in class will be homework and is due on Day 5 with presentation.

ESE/ESOL Accommodations & ESE/ESOL Strategies:

ESE/ESOL Accommodations & ESE/ESOL Strategies: KIM Vocabulary Activity (see attached– students will use this activity to drawn deeper understanding with new vocabulary, key people and law cases taught in this lesson. Students write the word, define the word, and then create a memory clue or picture to help them remember the new term. Since the memory clue or picture is create by the student each students memory clue or picture should be a unique to them thus giving them a individualized clue to the new terminology. Students then create a sentence to reinforce their knowledge and application of the new vocabulary.

Lesson Closure/Review:

- Students will participate in a reenactment of the Brown v Board of Education Oral Arguments (script available at <http://www.abanet.org/brown/reenact.pdf>) After reenactment, students will reflect on what they have learned by reflection with their opinion and knowledge to one of the major questions addressed by the judges in the piece – see script for questions.

Assessment with Clear & Compelling: Students will present their timeline event with verbal presentation. Grades for poster will be given according to the attached rubric.

Creator : HS SS Content Team

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