



Lesson Plan: Separate But Equal – Is It Black or White?

Assessment: Learners will be evaluated through informal checks for understanding, including; teacher observation, activity sheet and performing an authentic task (GRASP) and by rubrics. (See GRASP and rubrics)

GRASPS: Your Mission

Goal – Your mission is to create a personalized journal about the integration of schools. Your job will communicate the thoughts feelings, action, and motives of the teachers, principal, White parents and students, Black parents and students. In addition you will be examining your own feelings and how to prevent a similar situation of prejudice at our school today.

Role – Citizen, Political Scientist, Artist, Writer

Audience – Teacher, Principal, Classmates

Situation – Packet will part of the classroom community board

Performance - Your journal will include the following information:

Design a cover, which includes your name, creative title, pictures, symbols, and/or words to describe your feelings or ideas about Brown versus the Board of Education or Ruby Bridges. Cover can be as creative as your imagination can take you, as long as it is relevant to the topic. Cover can be drawn or covered with pictures from magazines.

The first page will be a persuasive letter written to the principal. You are told that your family has been transfer to a school across town, (the only way to get there is by bus). The school does not have computers, has older textbooks, and no playground. You need to write a letter to Ms. Nolte and give at least three reasons with supporting details why you should not have to go to the new school. The letter must be multiple paragraphs.



After watching *Brown versus the Board of Education*, students write a journey entry. The entry will have four parts. Part one will be to write a one or two sentence summary of the case. Part two what are your feelings about the video, write a reflection. Part three pretend you are one of the people in the case (Brown, one of the Arkansas 9, the Black parents, or the White parents or students). Part four what do you predict will happen next.

After watching each section of [The Ruby Bridges Story](#) write a journey entry. The entry will have four parts. Part one will be to write a one or two sentence summary of the video. Part two what are your feelings about the video. Part three will be to pretend you are one of the people in Ruby's life or school (Ruby, her parents, her teacher, the principal the Black parents, or the White parents or students). Part four what do you predict happen next.

On the next page you will describe the connection between *Brown versus the Board of Education*/ *Ruby Bridges* with the fourteenth amendment.

After the completion of the movie, the students will write a journal entry answering the following question: Why did we study *Brown versus the Board of Education* and *Ruby Bridges*?

After watching the "courts in the classroom" football video, (video is based on *Brown versus the Department of Education*) what can you do as a citizen of our community to insure that you treat all students fairly.

Quality Criteria: What must be included in the product or performance task in order to show quality: i.e.: How good is "good enough"? When a rubric is used, for example, the quality criteria are usually listed down the left side.



Journal: Brown Versus the Department of Education

Teacher Name: _____

Student Name: _____

CATEGORY	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 - Below Standards	Score
Persuasive Essay	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Journal Entries	All pages of the journal contain an accurate summary, personal reflections, character's reflections, and a logical prediction.	Almost all pages of the journal contain an accurate summary, personal reflections, character's reflections, and a logical prediction.	Most pages in the journal contain an accurate summary, personal reflections, character's reflections, and a logical prediction.	Most pages in the journal contain summary, personal reflections, character reflections, and a prediction.	



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

CATEGORY	4 - Above Standards	3 – Meets Standards	2 – Approaching Standards	1 - Below Standards	Score
History/Today	Contains three reasons why we study this case in history	Contain two reasons we study this case in history	Contain one reason we study this case in history	Page is missing	
Application	The conclusion demonstrates strong and solid understanding of how to apply the lesson to the school community.	The conclusion demonstrates an understanding of how to apply the lesson to the school community.	The conclusion demonstrates an understanding of the lesson, but would not be able to apply it to the school community.	There is no conclusion – the paper just ends.	
graphics/pictures	Graphics on cover go match content of journal. Contains name, and creative title.	Graphics on cover match content but are distracting. Contains name and a title.	Graphics on cover do not demonstrate careful planning. Contains name and title.	Graphics on cover do not match content and missing either title or name.	