



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

Activity Steps:

Background

This lesson will take place after the class has examined the Constitution, and Bill of Rights. In addition the students would have read “Lunch Counter Encounter” and “Goin’ Someplace Special” The initial lesson will be on Brown versus the Board of Education. The follow-up activity will be watching The Ruby Bridges Movie and the completion of the journal writing, which will take approximately two weeks.

15 minutes

Hook

Teacher tells the class that the students will be working in their table groups to create Venn diagrams comparing Joe’s experience at the drugstore in “Lunch Counter Encounter” with Tricia Ann’s experience on the bus and in the hotel lobby from “Goin’ Someplace Special” (stories from their reading book). Students should be prepared to share them with the class. The teacher models how to create a Venn diagram. The teacher tells the students at tables one, two, and three to take out their reading books and they can talk and share their ideas while creating their diagram. The other tables cannot use their books and cannot talk during this assignment and need to find another way to communicate. The teacher walks tables four, five and six and to insure that they are not talking. After the time expires the students stop working even if they have not completed their diagram.

15 minutes

Into

Teacher - Ask the students how they felt about the assignment?

Students - Keep discussing until someone says that it was not fair. .

Teacher - Will introduce the concept of separate but equal.

Students - Give examples or ask questions

30 minutes

Through

Teacher – To introduce “Brown versus the Department of Education’ the teacher will give the following scenario for the students to do a quick write. How would you feel if you were told that



you had to go to a school across town that you had to take a bus to get there. Did not have any computers, old outdated textbooks, and no playground?

Students – Do a quick write about their feelings about having to go to a school across town. Be prepared to use the quick write later.

Teacher - Introduce the case of Brown versus the Department of Education. Show you tube video “Brown v the Board of Education”. Then put a copy of the primary document of Brown versus The Board of Education” on display. Teacher leads discussions with questions concerning the student’s feelings about the video, how this case relates to the fourteenth amendment, what is separate but equal versus “not equal, but fair”.

Students – Class discusses video through pair/share, table talk, and whole class discussions

Teacher – Check for understanding by having student volunteers act out the following scenarios and the class will decide whether the situation is “separate but equal” or if it is “ not equal but fair”. The situations are as follows: A student sits in the front of the room all year because they have a hearing problem. Johnny only needs to do the challenge math problems because he has already proved mastery of the math skill. The sixth graders get to use all the handballs and the fifth graders only get to use the handballs and keep getting hurt. A student has to sit separately because he/she is bothering all the other students. The students with blonde hair can use the electric pencil sharpener and the dark haired students need to bring their own hand held pencil sharpeners. Students can create their own scenarios.

Students – act out different scenarios and decide whether they are “separate but equal” or if it is “not equal but fair”

25 minutes

Beyond

Teacher – Pass out the journals to the students. Assign the first two pages of the journal

Students are told that their family has been transferred 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. They need to write a letter to Ms. Nolte and give at least three reasons with supporting details why they should not have to go to the new school. The letter must be multiple paragraphs.



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 will be a reflection of the student's feelings about the video. Part three will be to pretend they 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 write a prediction of what will happen next.

Extension

Teacher and Students – Over the next two weeks the class will watch The Ruby Bridges Movie, in sections each day and then complete a journal entry. After the completion of the movie the students will complete their journals and design their covers.

Grouping strategies, what the teacher does step-by-step, and what the students are expected to do, step-by-step. Could be an into, through, and beyond, or an *inquiry* lesson.

Special Needs of students are considered in this lesson:

(differentiation, needs of GATE, Special Ed, learning styles, ELL, etc. ~ don't go overboard on this – no essays here, just a paragraph explaining how learning activities are designed to meet the needs of all learners.

- When having class discussions there will be table group brainstorming and pair/share, inside outside circle.
- When designing the cover for the journal the students can choose whether to draw pictures, symbols, or create a collage.
- The students will act out the scenarios. The teacher will work with a small group while writing journal entries if necessary.

Extension Ideas:

The class will work in group to create quality collages.