



University of North Alabama Lesson Plan Template

Step 1 – Identify Desired Results		
Lesson Title:	Brown v. Board	Grade: 5 th
		Date: 11/4/2021
CCRS Standard(s): 12) Summarize successes and failures of the Reconstruction Era.		
Big Idea: Equality		
Essential Question(s): How did the idea of equality impact schools and society?		

This template will serve as the official lesson planning document for the college. The categories within the template represent the minimum requirements of a lesson plan and the rubric score will be based off those categories. Additional categories may be added by faculty, staff, or the cooperating teachers.

<p>Lesson Objective(s)/ Learning Targets</p> <p>Objectives are measurable and align with the big idea, essential question, and standard.</p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Justify how school segregation impacted society 2. Explain what equality means 3. Analyze primary and secondary sources
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Step 3 – Plan Learning Activities & Experiences

<p>Introduction to Lesson/ Activating Thinking</p> <p>@10 minutes of the lesson.</p>	<ul style="list-style-type: none"> • Introduce ourselves • We will say “today, we are learning about equality and how Brown v. Board helped our schools and society. • We will tell students to turn to a partner and discuss what equality means. Allow 1-2 students to answer. • We will ask students “what do you already know about Brown v. Board?” Allow 2-3 students to share. • ***For our clinical at Kilby, we will only be showing the Ruby Bridges video due to limited time. We will not read the article. • We will read an article about Brown v. Board to the class to build knowledge of the topic • After reading the article, allow 2-3 students to share one fact their learned about Brown v. Board • We will then say “now we will watch a video about Ruby Bridges. Ruby Bridges was a little African American woman that was trying to go to an all-white school. Because of her skin color, they did not want her there. • Watch read-aloud video: Ruby Bridges - BrainPOP Jr. • During the video, we will stop at 0:48 and allow 2-3 students to answer the question “what is segregation?” • We will then stop the video at 2:16 and allow 2-3 students to answer the question “what is one thing you have learned this far about Ruby Bridges?” • We will then stop the video at 3:29 and allow 2-3 students to answer the question “what happened when Ruby Bridges went to school?” • We will stop the video at 5:27.
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	<ul style="list-style-type: none"> • We will explain that after today’s lesson, students will be able to explain what equality means and justify how Brown v. Board impacted school segregation and society. Students will also have a better understanding on how to analyze primary and secondary sources. • We will then explain that we will move on to learning about what a primary and secondary source is.
<p>Body of Lesson</p> <p>@20-30 minutes of the lesson.</p>	<ul style="list-style-type: none"> • ***Teaching students about primary and secondary sources should take approximately 5-7 minutes to complete. • Watch video about primary and secondary sources: https://youtu.be/pup5eVSbGkE • Whole group discussion: <ol style="list-style-type: none"> 1. What is a primary source? 2. What is a secondary source? 3. Where can you find primary and secondary sources? • Allow 1-2 students to answer each question <p>Primary Source Analysis Activity #1</p> <ul style="list-style-type: none"> • Whole group discussion • Pass out copies of the primary source to each student • Ask students “do you think this is a primary or secondary source? Why do you think this?” • Pass out copies of the graphic organizer (primary source analysis and photographs) • If possible, we will also show the primary source on the smart board • Work through graphic organizer as a whole group • After each question is read, allow 2-3 minutes for each student to write down their answers. Then allow 2-3 students to answer each question. • Questions: <ol style="list-style-type: none"> 1. First step: <ul style="list-style-type: none"> • Title, date, and photographer • Is there a caption? What information does it include? • Describe what you see in the photograph • What is your prior knowledge of this time period? 2. Second step: <ul style="list-style-type: none"> • Why do you think someone took this photo? • Who do you think was the audience for this photo? Why do you think so? 3. Third step: <ul style="list-style-type: none"> • How do the photographer’s choices like composition, content, perspective impact the meaning of the photograph? • What does the photo tell us about the time it was taken? • How does the photo relate to the U.S history? • Primary source #1: (H)our History Lesson: Bringing together the Brown V. Board of Education Case (U.S. National Park Service) (nps.gov) <p>Primary Source Analysis #2</p> <ul style="list-style-type: none"> • Whole group discussion • Pass out copies of the primary source to each student • Ask students “do you think this is a primary or secondary source? Why do you think this?” • Pass out copies of the graphic organizer (primary source analysis) • If possible, we will also show the primary source on the smart board • Work through graphic organizer as a whole group

	<ul style="list-style-type: none"> • After each question is read, allow 2-3 minutes for each student to write down their answers. Then allow 2-3 students to answer each question. • Questions: <ol style="list-style-type: none"> 1. First step: <ul style="list-style-type: none"> • What is the title of this document? • Who wrote or created this document? • When was this document created? • What kind of document is it? • What do you already know about the author? • What do you already know about this time period? What major events were affecting the United States during this time? How do we explain the effects of decisions and actions taken in the past? 2. Second step: <ul style="list-style-type: none"> • Why did the author create this document? What was his or her goal? • What information does this document provide? • Who is meant to read this document? 3. Third step: <ul style="list-style-type: none"> • After reading this document, what do you know about the author or creator? What is his or her perspective? • After reading this document, what do you know about this time period? What historical insight does this document give us? • This is the most important question so what why do we care and why does this document matter to history? <p>Primary source #2: 79.-The-Florence-Times-1955-June-30-Following-Court-Victory.pdf (civilrightsshoals.com)</p>
<p>Closure/ Summarizing</p> <p>@5 minutes of the lesson.</p>	<ul style="list-style-type: none"> • We will say “in today’s lesson, we learned how equality impacted society and schools through a specific case, Brown v. Board of Education. We also learned about primary and secondary sources and how to identify them when looking at historical artifacts.” • Transition to the exit ticket • Pass out a copy of the exit ticket to each student • Allow approximately 5 minutes for students to complete the exit ticket • If there is enough time, allow students to share
<p>Materials/ Technology</p>	<ul style="list-style-type: none"> • Copies of primary sources for each student and teacher (H)our History Lesson: Bringing together the Brown V. Board of Education Case (U.S. National Park Service) (nps.gov) • 79.-The-Florence-Times-1955-June-30-Following-Court-Victory.pdf (civilrightsshoals.com) • Access to smart board or student’s Chromebook • Graphic organizer for primary source Primary Sources in Your Classroom US House of Representatives: History, Art & Archives • Graphic organizer for primery source Primary Sources in Your Classroom US House of Representatives: History, Art & Archives • Pencils for students • Read-aloud: Ruby Bridges - BrainPOP Jr. • Video about primary and secondary sources: https://youtu.be/pup5eVSbGkE • Copies of exit ticket for each student: (19) Pinterest • Printed copy/smart board access to Brown v. Board article: Brown v. Board of Education of Topeka - Kids Britannica Kids Homework Help

Step 2 – Determine Acceptable Evidence

Assessment/ Evaluation

Throughout the lesson, we will monitor the students as they complete their graphic organizers and assess their knowledge on the primary and secondary sources.

To assess students' knowledge on what equality means, we will have students do a think-pair-share with a classmate. After they have discussed with a partner, we will then come together as a whole group and discuss the importance of equality.

To assess students' ability to justify how Brown v. Board of Education impacted schools' segregation and society, we will hold a whole group discussion.