



University of North Alabama Lesson Plan Template

Step 1 – Identify Desired Results

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| Lesson Title: | Brown vs. Board of Education | Grade: 6th |
| | | Date: November 7, 2021 |
| <p>CCRS Standard(s): 14) Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. (Alabama) [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p> <ul style="list-style-type: none"> • Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, <i>Brown versus Board of Education</i> in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965 | | |
| <p>Big Idea: Brown vs. Board of Education was a supreme court case that ruled racial segregation in schools unconstitutional.</p> | | |
| <p>Essential Question(s): Why was segregation in schools unfair?</p> | | |

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.

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| <p>Lesson Objective(s)/ Learning Targets</p> <p>Objectives are measurable and align with the big idea, essential question, and standard.</p> | <ol style="list-style-type: none"> 1. Students will be able to evaluate why segregation was unconstitutional. 2. Students will be able to analyze primary and secondary sources. |
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Step 3 – Plan Learning Activities & Experiences

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| <p>Introduction to Lesson/ Activating Thinking</p> <p style="background-color: yellow; padding: 2px;">@10 minutes of the lesson.</p> | <p style="color: red;">We will begin our lesson by introducing ourselves!</p> <p style="color: red;">Next, we will introduce our lesson. We will explain that today we are going to learn about what Brown vs. Board of Education is, what it means for our country, and how it effected our area through primary sources.</p> <p>Then, we will ask students what they know about Brown vs. Board and have them add one thing they already know to the collaborative board on the Nearpod lesson. Then play Brown vs. Board of Education- Separate is NOT equal! on YouTube. After watching, we can ask discussion questions such as:</p> <ul style="list-style-type: none"> - What did you learn from this video? - Why did the father take his daughter to the all-white school? - What made the court decide segregation in schools should be illegal based on the constitution? |
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Body of Lesson

@20-30
minutes of the
lesson.


It is important to be able to analyze primary sources. You can understand a photo or document and put yourselves in the setting of that photo or document. Begin by looking at the photo of students at the University of North Alabama. Consider what they might be doing. Where are they? What time of year is it? Is it all males or females or both? Is this photo before or during the COVID-19 pandemic? Pinpoint a few things about the photo and add them to the collaborative board, you can also add any questions you would like answered to the collaborative board. You may discuss this with your neighbor. Discuss what they have written on the collaborative in a whole group discussion. Add things they might have missed.

Primary Source Analysis Activity #1

- Primary source number one is a photo from Moton High School, a school for black students. As you examine this photo, like you did in the last photo, make a mental note of some things you notice. **Their evaluations should address literal, interpretive, and evaluation levels.** Examples:
- What class might they be in?
- What race and gender are they?
- What time period was this taken?
- **Sexias Question: Why do you think they took this picture and who do you think took it?**
- Is this an important place to them?
- What are some major things that stand out to you in this photo?
- Pinpoint a few things about the photo and add them to the collaborative board, you can also add any questions you would like answered to the collaborative board. You may discuss this with your neighbor.
- Discuss what they have written on the collaborative in a whole group discussion. Add things they might have missed.

Primary Source Analysis #2

- Primary source number two is a document from Colbert Co. Alabama discussing Alabama declining to present segregation briefs.
- When looking at this document pay close attention to word choices, the type of paper, and the font used. **Seek to understand what was happening in our area in relation to what was happening across the country. Consider how many people in this area may have viewed the issue based on the text.**
- Discuss these things with your neighbor and each of you must add some things that stood out to you like we did before.
- You may also add any questions you may have.
- Discuss what they have written on the collaborative in a whole group discussion. Add things they might have missed.

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| <p>Closure/ Summarizing</p> <p>@5 minutes of the lesson.</p> | <p>Today we learned how to analyze a primary source and learned about Brown vs. Board of Education. Why do you think analyzing primary sources is important? Do you think you could analyze a primary source on your own? What was Brown vs Board of Education? Could you have been as brave as these students and families who fought for a change? Why do you think segregation was unconstitutional? (Call on individual students to answer a few of these questions)</p> <p>Answer the open-ended questions on Nearpod.</p> <ul style="list-style-type: none"> • Why is analyzing primary sources important? • Could you have been as brave as the students and families who fought for a change? <p>Lastly, add 2 things you learned and 1 thing you would like to learn more about to the collaborative board.</p> |
| <p>Materials/ Technology</p> | <p>Computers</p> <p>Brown vs. Board of Education- Separate is NOT equal! Nearpod lesson, used collaborative board as graphic organizer</p>  <p>Practice Primary Source from the University of North Alabama</p> <p>Primary Source #1- Moton High School English Class Primary Source #2- Colbert Co. Alabama</p> |
| <p>Step 2 – Determine Acceptable Evidence</p> | |
| <p>Assessment/ Evaluation</p> | <p>The students' formative assessments will be after looking at each primary source. After analyzing each primary source, they will have to add something to the collaborative board to show their understanding and evaluation of the topic and source. At the end of the lesson, they will have to answer an open-ended question stating two things they learned and one thing they would like to learn more about.</p> |