

**UofSC TPS Project  
Lesson Plan Template**

<b>School:</b> Chesnee Elementary School	<b>Author(s):</b> Pam Owens (Media Specialist) & Fran McAllister (5th Grade Teacher) <b>Revised by:</b> Maggie Todd
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<b>Course:</b> 5 <sup>th</sup> Grade Social Studies	<b>Grade Level(s):</b> 5th grade
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<b>Length of Class:</b> 50-minute lesson	<b>Number of Students:</b> Varies
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O'Halloran, T. J., photographer. (1955) *School integration. Barnard School, Washington, D.C. / TOH.* Washington D.C, 1955. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003654384/>.

<b>Lesson Title:</b>	Desegregation of Schools: Telling the Story through Primary Sources
<b>Overview:</b>	Students will use primary sources and the Library of Congress' Primary Source Analysis Tool to work in groups, analyzing the impact desegregation

	had on the Civil Rights Movement following <i>Brown v. Board of Education of Topeka</i> , using skills of observation, reflection, and questioning.
<b>Learning Objective:</b>	After completing this learning activity through primary sources, students will be able to analyze the desegregation of schools and the injustices occurring toward African Americans in schools during desegregation for a class period.
<b>SC Social Studies College and Career-Ready Standards:</b>	<p>SS 5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, <i>Brown v. Board of Education</i>, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.</p> <p>RI.MC.7.1 Compare and contrast how events, topics, concepts and ideas are depicted in primary and secondary sources.</p> <p>AASL Framework for Learners I.B.1: Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions.</p>
<b>Essential Question:</b>	How did desegregation shape schools in the Civil Rights Movement?
<b>Supporting Question(s):</b>	<p>What effect did <i>Brown v. Board of Education of Topeka</i> have on institutional racism?</p> <p>How did people respond to desegregation?</p>
<b>Digital Primary and Secondary Sources:</b>	<p>Primary sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Left to right: George E.C. Hayes, Thurgood Marshall, and James M. Nabrit, congratulating each other, following Supreme Court decision declaring segregation unconstitutional, 1954, New York World-Telegram &amp; the Sun Newspaper Photograph Collection (Library of Congress)</a></li> <li>• <a href="#">Mrs. Nettie Hunt and daughter Nikie on the steps of the Supreme Court, 1954. Gelatin silver print. New York World-Telegram &amp; Sun Collection, Prints and Photographs Division, Library of Congress (97) Digital ID # cph 3c27042</a></li> <li>• <a href="#">Arkansas State Press- Daisy Bates to Roy Wilkins, December 17, 1957, on the treatment of the Little Rock Nine,</a></li> <li>• <a href="#">School dilemma Charlotte, N.C.: Youths taunt Dorothy Geraldine Counts, 15, as the Negro girl walks to enroll at the previously all-white Harding High School here, September 4th. Leaving the school, she was pelted with trash, small sticks, and pebbles, 4 S</a></li> <li>• <a href="#">African American children on way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration, 1965 September 13, Dick DeMarsico,</a></li> </ul>

	Other resources: <ul style="list-style-type: none"> <li>• <a href="#">Transcript and background of letter from Daisy Bates to Roy Wilkins</a></li> </ul>
<b>Required Classroom Materials:</b>	Students will need access to pencils, paper, personal devices, a printed copy of <a href="#">Interactive Primary Source Analysis Tool</a> , and <a href="#">Google Doc for printing Primary Sources</a> . The teacher will need access to <a href="#">Teacher’s Guide: Analyzing Primary Sources</a> , a projector, smartboard or dry erase markers.
<b>Classroom Environment:</b>	Students will be working in groups, and the desks should be arranged to accommodate those groups, while providing the easiest of ways for the teacher to circulate between groups.

<b>Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.</b>					
2.5 %	Independent reading	%	Partner work	45 %	Engaging in whole group discussion
2.5 %	Independent writing	45%	Group work	5 %	Direct Instruction by teacher

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed (Should = full class period)</b>	<b>Detailed Description of Teaching and Learning</b> (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
5 min	<p>Students will work in small groups to analyze some primary sources to gain understanding of the events that occurred during the desegregation of schools. Students should be assigned groups and be moved to work with those students before the teacher begins instruction.</p> <p><a href="#">“Primary sources” are the raw materials of history</a> — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience. Students will most often work with primary sources that have been digitized.</p>

20 min	Students should have copies of the letter and photographs, physical or on a device with digital access. Students will also need the Primary Source Analysis Tool - Analyzing Photographs and Prints for students to complete by answering the questions listed. This should be on paper if possible, in order to help students with organization and require less toggling on their devices. The teacher should model how to use the Primary Source Analysis Tool as a whole class, using the first primary source, having the whole class complete it for the first source, going through observation, reflect, and question. The teacher should then have students complete the second one on their own giving the students ample time before bringing the whole class back together to discuss what the students were able to come up with for that one.
15 min	Based on their model, students should work in their groups to complete the rest of their primary sources, there will be three remaining. As the students work in groups, the teacher should be circling the room, using the questions on the <a href="#">Teacher's Guide: Analyzing Primary Sources</a> to help guide students in the right direction.
10 min	To end the class, the teacher should discuss with the class observations for each primary source, emphasizing the date of occurrence (mistreatment of African American students occurred long after <i>Brown v Board of Education</i> ruling). Students should draw conclusions, pulling evidence from the primary sources, regarding the events of <i>Brown v Board of Education</i> and the injustices occurring in schools during desegregation.
50 min	The following class period will be a time of reflection. The teacher should finish the discussion to begin class before having students individually answer the two following prompts in their journals:  Why was it important at the time to represent the experiences of these African Americans? What do you think the people in the images and in the letter were thinking about what was happening?  After reading the letter, how do you compare your school today to how some schools were in the 1950s. Give two examples from your current school life and two examples from the school in the letter written by Daisy Bates.

### Homework for Tomorrow

None

### Assessments

The teacher will use the students' reflection as a formative assessment, looking for students' abilities to analyze the primary sources, synthesize the information, and connect the information to today. This

would work best in a classroom journal, in which the teacher can respond with feedback tailored to each student before returning it to have students ponder questions posed by the teacher due to their individual responses. This would allow for the teacher to determine how much more time needs to be spent on how to analyze primary sources specifically.

### **Learning Extensions**

This lesson could be extended with the experience comparison. Students could dive more into Ruby Bridges and her experience, comparing it to their school experiences and even those across the country and world to draw larger connections and problem solving.

### **Adaptations**

This lesson could be adapted by adding more days for students to have more time to work together. The documents could also be adapted to adhere to students who need a challenge or those who need more guidance by adding or subtracting text to work with the multi-media forms.