

UofSC TPS Project Lesson Plan Template

School:	St. Andrews School of Math and Science	Author(s): Kimberly Sellers Revised By: Jazmyne McCrae
Course: Social Studies		Grade Level(s): 4th
Length of Class: 60 minutes	Number of Students: Varies	



*Six-year-old Ruby Bridges, three-quarter length portrait, standing, facing front. , 1960. Photograph.
[https://www.loc.gov/item/00651757/.](https://www.loc.gov/item/00651757/)*

Lesson Title:	Ruby Bridges and Desegregation
Overview:	Brief and accurate description of the lesson plan in a few sentences.
Learning Objective:	<i>In this lesson, students will use a variety of primary and secondary sources to explore the perspective of young children during desegregation in the United States. They will be introduced to Ruby Bridges and her role in desegregating schools through secondary and primary sources. To draw personal connections to the lesson, students will compare and contrast how experiences in school have changed since Ruby Bridges (from their own experiences in school) and gain an appreciation for this progress in the Civil Rights Movement.</i>
SC Social Studies College and Career-Ready Standards:	Reading Informational Text -Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

	7.1: Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.				
Essential Question:	<i>What was it like to be a grade-school student during the Civil Rights Movement?</i>				
Supporting Question(s):	<ul style="list-style-type: none"> • <i>What is integration?</i> • <i>Who is Ruby Bridges?</i> • <i>What was school like for Ruby Bridges?</i> 				
Digital Primary and Secondary Sources:	<p>Primary sources: Black Students at an Elementary School in Maryland, 1935, Library of Congress Black schoolhouse in South Carolina, 1938, Library of Congress Reading Lesson in black school in Washington DC, 1942, Library of Congress Integrated school room in Washington DC, 1955, Library of Congress Integrated Classroom Nashville, TN, 1957, Library of Congress Paxville, SC, "Colored" school and "White" school, Smithsonian.</p> <p>Secondary Sources "Ruby Bridges," TIME for Kids, 2020 Ruby, Head High: Ruby Bridges' First Day of School by Irene Cohen Janca (2019). Clip from Ruby Bridges (1998)</p>				
Required Classroom Materials:	<ul style="list-style-type: none"> • Printed versions of primary source photographs. • Copy of Time for Kids article • Venn Diagram worksheet for students • <i>Ruby Bridges</i> clip 				
Classroom Environment:	Desk clusters, grouping students in 3-4 placements each.				
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.					
20%	Group Work	25%	Direct Instruction	15%	Independent Reading
15%	Independent Writing	25%	Class Discussion		

Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (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)
10 minutes	Students will begin class through a brief discussion with the teacher. The teacher will first recap key themes addressed in the lesson: segregation, Jim Crow, and discrimination. The teacher will question students how school has changed for communities over time by asking, "Has school always allowed everyone through its doors?" This is meant to challenge students in their historical understanding thus far and make them think of prior lessons in segregation and Jim Crow. Students may have varied answers.
15 minutes	The teacher will pass primary source photographs out to students. Each desk cluster should have copies. In their small groups, students will write their observations and inferences for each photo. Following the group exercise, students will share out their observations and inferences for each as a class.
10 minutes	The teacher will introduce to students Ruby Bridges in a brief overview, sharing her portrait on the screen for students to see during the introduction. The teacher will then play the Ruby Bridges clip for students and prompt students to complete a worksheet where they will note.... <ul style="list-style-type: none"> • See: What do you <i>see</i> happening in the clip?

	<ul style="list-style-type: none"> ● Hear: What do you <i>hear</i> being said in the clip? ● Think: What do you <i>think</i> is happening in the clip? ● Wonder: What do you still <i>wonder</i> after watching the clip?
15 minutes	In groups of 4, the teacher will assign the Time For Kids article about Ruby Bridges. In this jigsaw reading, each group member will be responsible for reading and taking notes on their section of the article (each divided by subtitles). After a brief period of time to read, students will share their findings from their reading. Once each member has shared, students will write a brief summary of who Ruby Bridges is in three to four sentences.
10 minutes	In a final exit assessment, students will use a Venn diagram to compare and contrast experiences in school. In one circle they will reflect on their own experiences in school. In the other circle they will reflect on what they know Ruby Bridges and others like her experienced. In a brief 1-2 sentences, students will summarize their notes from the Venn Diagram and answer the essential question.

Homework for Tomorrow

None.

Assessments

Formative:

- See, Hear, Think, Wonder activity: challenges students to make connections based on the sights and sounds of the clip, draw conclusions on the clip's greater story, and reflect on what they are left wondering after viewing.
- Jigsaw Reading Discussion: students work collaboratively to draw connections to their readings and make a larger summary.

Summative:

- Venn Diagram and Final Summary: students will work to compare and contrast experiences in school and how it has changed over time.

Learning Extensions

- Connect to greater cases of integration, a Brown v. Board lesson or activity.
- Have students create a children's book about Ruby Bridges

Adaptations

- Define vocabulary with students prior to activities. This can also serve to activate prior knowledge with students.
- Transcript of video for hearing impaired students.