

Lesson Plan: Debating Segregation



Prepared by Ms. Davis

Objectives: I can













1. define segregation and desegregation;
2. closely read biographies of lawyers and analyze arguments made in *Brown v. Board* and *Plessy v. Ferguson* in order to understand different points of view;
3. engage in collaborative discussions on a constitutional topic; and
4. write an argument about whether a case violates Plessy or Brown and cite evidence to support my position

What do you think?

Treating people equally means treating them the same.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Accountable Talk

Accountable to the Learning Community	Listen  Pay attention to the statements of others.	Summarize  Restate the ideas of a previous speaker in new language.	Build  Add to the statement of a previous speaker.	Mark  Direct attention to the importance of another's statement.
Accountable to the Knowledge	Verify  Check your understanding of previous statements & knowledge.	Unpack  Explain how you arrived at your answer.	Support  Give examples & evidence to support your answer.	Link  Point out the relationships among previous statements & knowledge.
Accountable to Rigorous Thinking	Defend  Defend your reasoning against a different point of view.	Challenge  Ask a previous speaker to explain & provide evidence for a statement.	Combine  Incorporate knowledge from multiple resources to form your ideas.	Predict  Draw conclusions about what might happen next, or as a result of ideas.

Topic: Segregation and Desegregation

K-W-L-H Chart			
What We Know	What We Want to Find Out	What We Learned	How We Can Learn More

Supreme Court



[Click for CNN
Video](#)

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Quotable Notable

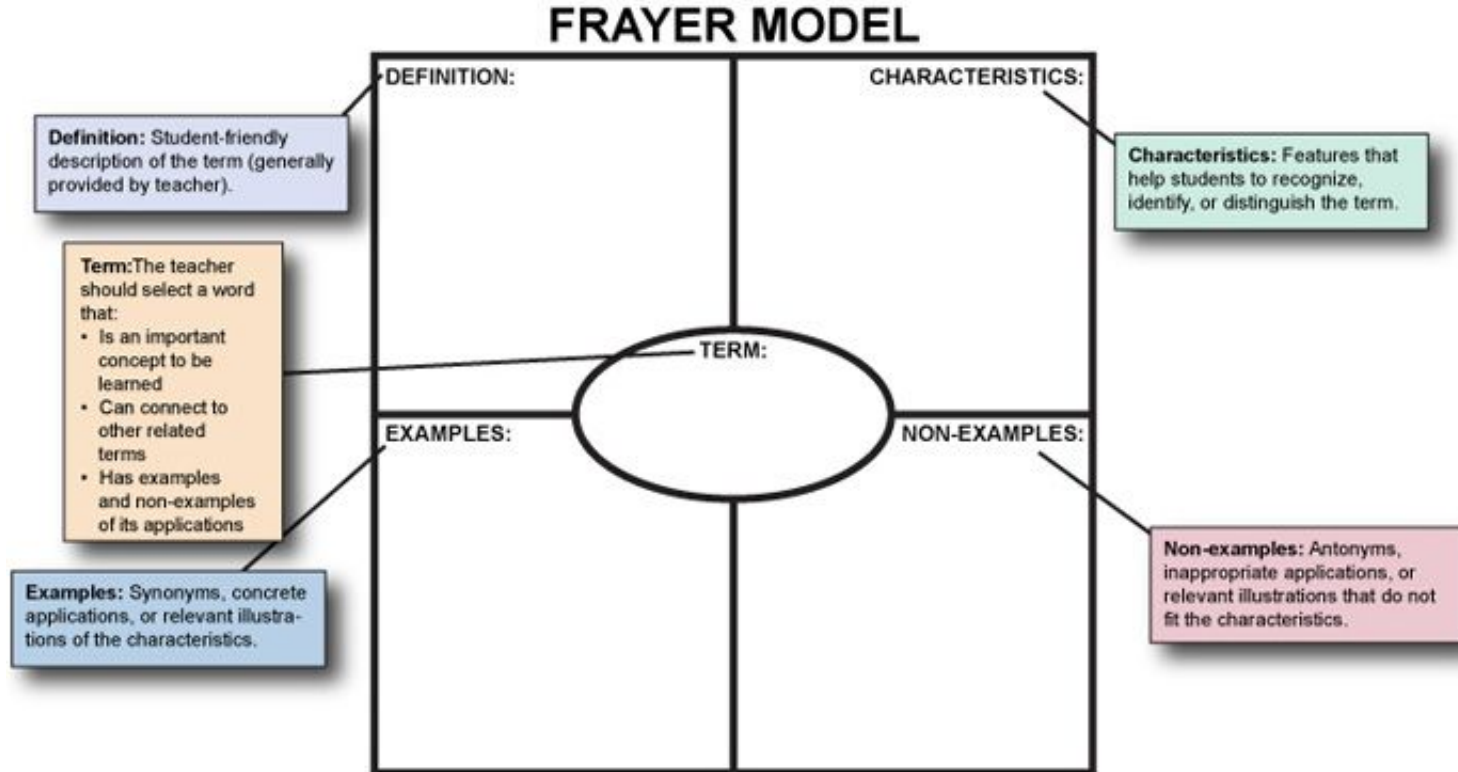
Everybody did something. It was very entertaining. We had a lot of fun. Lot of fun. And there was no segregation, that I could see. I never saw any.

QUOTEHD.COM

Cab Calloway
American Musician

1. What are your immediate thoughts about this quote?
2. Do you agree or disagree with the claim? Why or why not?

Frayer Model for Academic Vocabulary



Academic Vocabulary

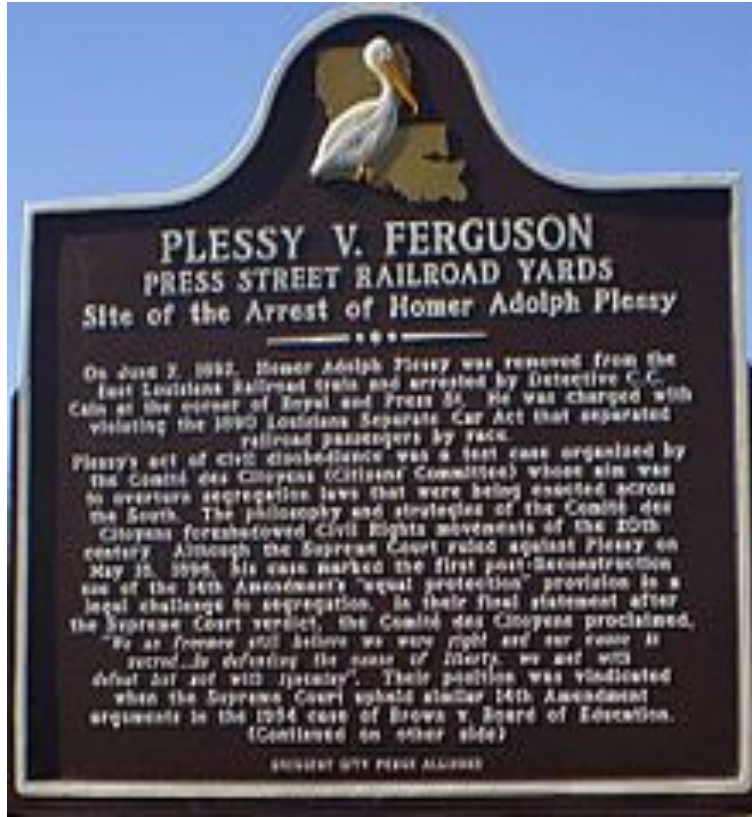
Directions: Add these words to the Frayer Model

1-Desegregation-the elimination of laws, customs, or practices under which people from different religions, ancestries, ethnic groups, etc., are restricted to specific or separate public facilities, neighborhoods, schools, organizations, or the like.

2-Segregation-a setting apart or separation of people or things from others or from the main body or group:

Case #1. Plessy v. Ferguson

What happened in Plessy v. Ferguson?



Separate
is
Equal.

Holding

Segregated public facilities were constitutional so long as the black and white facilities were equal to each other.

Discussion Questions

- What was the holding in Plessy?
- How did the ruling in Plessy v. Ferguson impact African Americans in the United States?
- How did Plessy prolong and even expand segregation?

Case #2. Brown v. Board



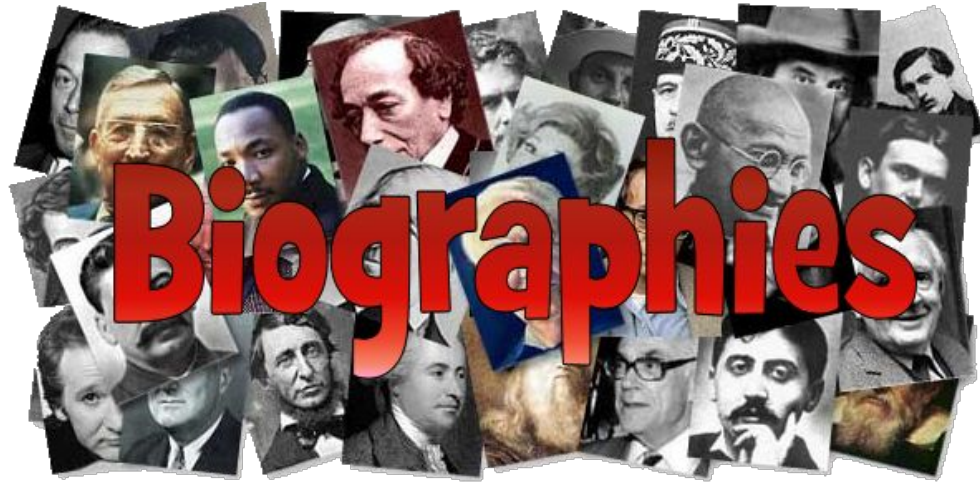
Separate
is not
Equal.

Holding
Racial segregation of children in public schools violated the Equal Protection Clause of the Fourteenth Amendment .

Discussion Questions

- What was the holding in Brown?
- How did the ruling in Brown impact African Americans in the United States?
- How did Brown change the mindset about segregation?

Small Group Activity-Lawyer Biographies



Directions:

Read the biographies and complete the graphic organizer.

- [Biography Graphic Organizer](#)
- [Biography of the Lawyers in Brown v. Board](#)

14th Amendment

...nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Academic Vocabulary

14th Amendment -Adopted on July 9, 1868, and addresses citizenship rights and equal protection of the laws, and was proposed in response to issues related to former slaves following the American Civil War.

Equal protection of the law – a guarantee under the Fourteenth Amendment to the U.S. Constitution that a state must treat an individual or class of individuals the same as it treats other individuals or classes in like circumstances

Close Reading-Segregationists Arguments (Brown v. Board)

Directions: Read and analyze four arguments.

1. The Constitution did not require white and African American children to attend the same schools.
2. Social separation of blacks and whites was a regional custom; the states should be left free to regulate their own social affairs.
3. Segregation was not harmful to black people.
4. Whites were making a good faith effort to equalize the two educational systems. But because black children were still living with the effects of slavery, it would take some time before they were able to compete with white children in the same classroom.

Discussion Question

1. Which argument is the most effective? Why?



Close Reading-Integrationists Arguments (Brown v. Board)

Students will closely analyze four arguments.

1. In *Plessy v. Ferguson*, the Supreme Court had misinterpreted the equal protection clause of the Fourteenth Amendment. Equal protection of the laws did not allow for racial segregation.
2. The Fourteenth Amendment allowed the government to prohibit any discriminatory state action based on race, including segregation in public schools.
3. The Fourteenth Amendment did not specify whether the states would be allowed to establish segregated education.
4. Psychological testing demonstrated the harmful effects of segregation on the minds of African American children.

Discussion Question

Which argument is the most effective? Why?



Small Group Activity-Is there a Violation?



SCENARIOS

Entertain • Engage • Educate

Movement-Seated
Volume-Level 1
Participation-Quads

Directions: Read scenarios and decide if the situations violate **Plessy** or **Brown**?

Small Group Activity-Is there a violation?

1. A black man has been traveling for many hours. He stops at a diner to eat and use the restroom. This diner only serves whites. In order to eat, the black man must travel another two hours to another diner that serves blacks. The black man cannot wait two hours to use the restroom, so he uses the diner's restroom despite the posted signs.
2. A white man is not allowed to have his colored attendant with him in the same train coach even though the white man's health condition requires constant supervision. The colored attendant ignores the rules and sits beside his employer in the coach for white passengers.
3. A black seven-year-old girl must walk two miles to the nearest school for blacks even though there is a school two blocks away. The school two blocks away is only for white students. The girl's parents worry about their daughter walking such a long distance to and from school everyday.

“5 Statistics You Need To Know About Cops Killing Blacks”

Close Reading-Anchor Chart

1st Read-WHAT DOES THE TEXT SAY?

- What is the topic?
- What is the text saying?

2nd Read-HOW DOES THE AUTHOR SAY IT?

- How is the text structured?
- What academic words stand out in the text?
- What is a connection you have? Text to text, Text to Self, or Text to World

3rd Read-WHAT DOES THE TEXT MEAN?

- What is an objective summary?
- What is the central idea of the text?
- What key details support the central idea?



RAFT 1

Role-Lawyer

Audience-Justices

Format-Brief

Task-You have read both cases and the article, “5 Statistics You Need To Know About Cops Killing Blacks.” You will write a brief citing three reasons why we should adopt Plessy v. Ferguson. Cite evidence from at least two (2) sources to support your position.

RAFT 2

Role-Lawyer

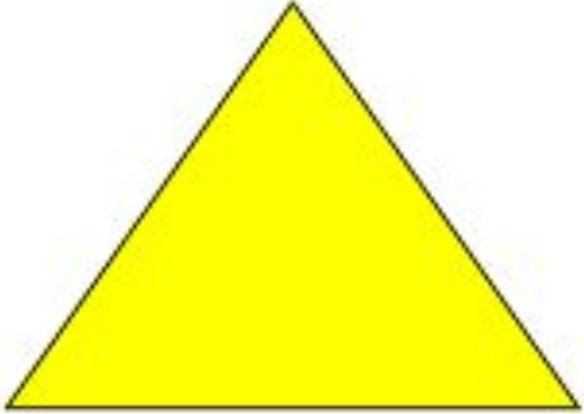
Audience-Justices

Format-Brief

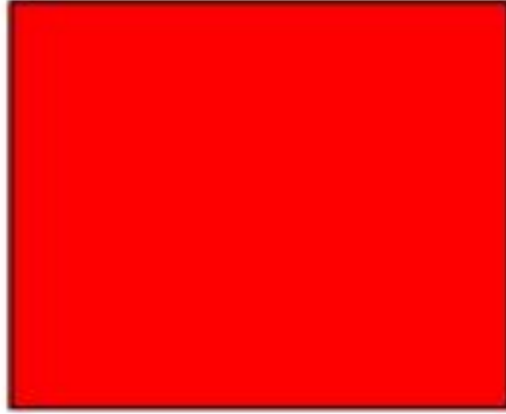
Task-You have read both cases and the article, “5 Statistics You Need To Know About Cops Killing Blacks.” You will write a brief citing three reasons why we should continue with the holding of Brown. Cite evidence from at least two (2) sources to support your position.

[Persuasion Map Graphic Organizer](#)

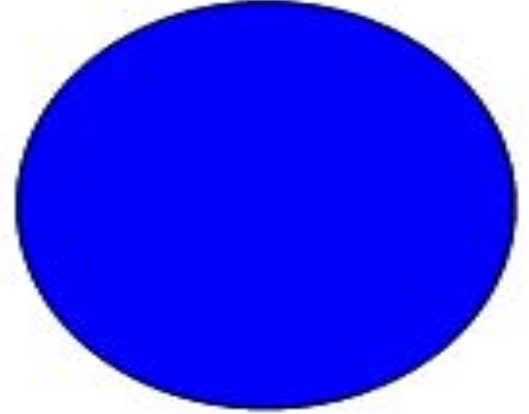
Closing



Three points you learned



Something that you believe in



**A question still going around
in your mind**