

Lesson Title	Educational Equality - Civil Rights Movement Virtual Learning Journey 5E Lesson Plan
Grade Levels	5th, 8th-12th
Timeline	1-2 45-minute class periods

STANDARDS

<p>SS5H6 Describe the importance of key people, events, and developments between 1950-1975.</p> <p>b. Explain the key events and people of the Civil Rights movement: <i>Brown v. Board of Education</i> (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p> <p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>a. Explain Georgia's response to <i>Brown v. Board of Education</i> including the 1956 flag and the Sibley Commission.</p> <p>SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.</p> <p>b. Connect major domestic issues to their social effects including ... <i>Brown v. Board of Education</i>.</p>

ESSENTIAL QUESTIONS

- How did education change in the United States in the 1950s and 1960s?
- Which individuals/leaders contributed to the changes in education in the 1950s and 1960s?
- What was the risk that individuals and leaders took to make these changes?

KEY VOCABULARY

Plessy v. Ferguson, *Brown v. Board of Education*, segregation, integration, inequality, Little Rock Nine, Supreme Court, Ruby Bridges

MATERIALS

SOURCE: [GPB's Civil Rights Movement Virtual Learning Journey](#)
ENGAGE: Video Response Chart
EXPLORE: Caption This! Photos from Civil Rights (Educational Equality), paper or digital response
EXPLAIN: Text-to-Text, Text-to-Self, Text-to-World Chart
ELABORATE: News Report - *Brown vs. Board of Education* - paper or device
EVALUATE: 3-2-1 Summarization

ENGAGE

RESOURCE (VIDEO): Educational Equality

This video can be found in the [Civil Rights Movement Virtual Learning Journey](#).

STRATEGY: Response Chart

Instruct students to watch the video “Educational Equality” in the virtual learning journey. Then, have them answer the questions in the activity on page 4.

EXPLORE

RESOURCE (IMAGE): Educational Equality

This image can be found in the [Civil Rights Movement Virtual Learning Journey](#).

STRATEGY: Caption This!

Choose three of the six photographs available on the virtual learning journey for “Educational Equality.” Develop three captions (or photographic descriptions) for these photographs. This can be written on paper or typed into a digital platform. A printable of this activity is available on page 6.

Photo:	Caption:
Ex: Elizabeth Eckford	Ex: Elizabeth Eckford, one of the Little Rock Nine, was threatened by angry protesters in 1957.
1.	
2.	
3.	

EXPLAIN

RESOURCE (READING): Summary of Argument and Conclusion, Supreme Court’s Opinion

This reading can be found in the [Civil Rights Movement Virtual Learning Journey](#).

STRATEGY: Text-to-Text, Text-to-Self, Text-to-World Handout

This strategy has been adapted from [Facing History](#).

Have students read over the Supreme Court’s Argument and Conclusion and the Supreme Court’s Opinion on the virtual learning journey under “Educational Equality.” Have students fill out the activity on page 5 to make connections to themselves and the text they read. A scaffolded version of this activity is available on page 6. If you’d like, you can accompany this activity with a partner text about the impact of *Brown v. Board of Education* today.

ELABORATE

RESOURCE (READING): Little Rock Nine

STRATEGY: Little Rock Nine News Report

In small groups or individually, students should choose to research one of the members of the Little Rock Nine. In addition to their readings in the virtual learning journey, students should conduct research on the person they chose. Then, students will develop a news report (can be a newspaper or video) that details the struggle of the Little Rock Nine member. See page 5 for the student printout of this activity.

1. Which member of the Little Rock Nine did you choose?
2. What is the story of the Little Rock Nine?
3. What happened to the member of the Little Rock Nine you chose?

If creating a newspaper, include two paragraphs and a photograph. If creating a video/digital presentation, make it two minutes long, and include a photograph in your presentation.

EVALUATE

STRATEGY: 3-2-1 Summarization

This activity has been adapted from [Facing History](#).

Have students write down three things they have learned about the Educational Equality section of the virtual learning journey, two questions they still have, and one thing they enjoyed about the lesson. This could be done out loud in small groups, on paper as an exit ticket, or virtually on a Padlet.

DIFFERENTIATION

CHOICE AND VOICE

1. Create a short song or rap (that can go to the tune of a current song) that describes the integration of schools and *Brown v. Board of Education*. This song should last approximately one minute. Make sure you write down your lyrics!

OR

2. Pretend you get to interview Ruby Bridges! What would you ask her? Develop 10 questions that you would ask her about her experiences as an African-American or Black student who integrated a school.

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Name: _____

Educational Equality Response Chart

Directions: Click on the video entitled “Educational Equality” on your virtual learning journey. Watch the videos, thinking carefully about the prompts below. Write a sentence response for each prompt (numbers 1-4) and a paragraph response for number 5.

1. How did you feel watching this video?

3. What did you learn about the inequality of schools during this video?

2. Can you make any connections to today while watching this video? Why or why not?

4. What was your biggest takeaway or impression while watching the video?

5. The first African-American or Black students to integrate schools in the South were incredibly brave and heroic. What is the lasting impact of this bravery and heroism, and what lessons do these heroes teach us today?

Name: _____

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1. How did you feel watching this video?

I felt...

because...

3. What did you learn about the inequality of schools during this video?

I learned...

2. Can you make any connections to today while watching this video? Why or why not?

I did/did not (circle one) make connections because...

4. What was your biggest takeaway or impression while watching the video?

What really stood out to me was...

5. The first African-American or Black students to integrate schools in the South were incredibly brave and heroic. What is the lasting impact of this bravery and heroism, and what lessons do these heroes teach us today?

Heroes like the Little Rock Nine can teach us so many things. For example, I learned...

I felt that they...

I thought they were very...

Their impact is that they were...

NAME: _____

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