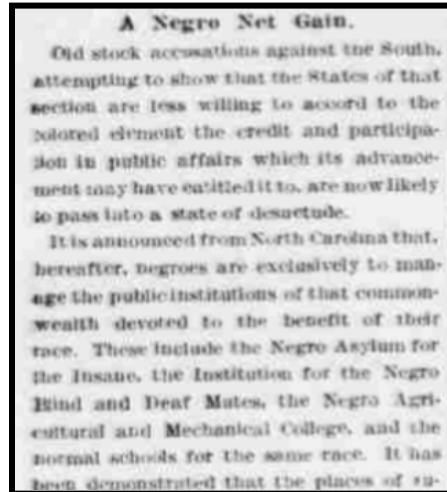


Inquiry and Primary Source-Based Lesson Plan



Title: Can Separate be Good?

Submitted By: Wendy Harris

Grade Level: High School

Subject Area Focus: Civil Rights

Course: Civics

Unit this lesson is part of: Civil Rights

Estimated Number of Days to Complete: 5 (plus time for taking action)

• Lesson Summary:

Using the jigsaw method, students will analyze a variety of primary and secondary texts to come to a reasoned conclusion whether separation can be beneficial for marginalized or oppressed groups.

A. Desired Results/Objectives:

1. Compelling Question:

- Can separate be good?

2. Supporting Questions:

- What does the UN Convention on the Rights of People with Disabilities say about mainstream education?
- What does the IDEA say about Least Restrictive Environment?
- What are the benefits of integration based on race?
- What are the benefits of separate educational settings based on race?
- What are the benefits of mainstreaming students with disabilities?
- What are the benefits of separate educational settings for students with disabilities?

3. Standards (Minnesota social studies standards):

- 9.1.1.1.4 Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.
- 9.1.5.11.2 Explain the role of international law in world affairs; evaluate the impact of the participation of nation states in international organizations.
- 9.4.4.22.7 Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns.

4. Objectives: By end of lesson students will be able to:

- Identify articles of international legal documents that apply to educational settings.
- Identify at least 2 reasons to support separate educational settings.
- Identify at least 2 reasons to support mixed educational settings.
- Develop a position regarding educational settings (with justification).
- Take action on an issue related to educational settings.

5. Universal Design for Learning:

REPRESENTATION - Options for presenting content	ENGAGEMENT - Options for engaging student interest	EXPRESSION - Options for students to demonstrate learning	CULTURAL CONSIDERATIONS
☐ Artifacts ☒ Pictures ☐ Graphic organizers ☒ Video clips ☐ Audio recordings ☐ Lab ☐ Lecture	☒ Cooperative work group ☐ Partner work ☐ Manipulatives ☒ Movement ☐ Debates ☐ Role plays or simulations	☒ Written response ☒ Illustrated response ☒ Oral response ☒ Model creation or construction	☒ Nature of content & its relation to ethnicity and/or culture of students
<u>CONTENT</u> The majority of the information is presented in text, though the human rights documents are presented in a variety of formats.	<u>PROCESS</u> Students work in small groups and move between groups.	<u>PRODUCT</u> Students have full choice as to how to present their position and take action on the issue.	<u>CULTURAL</u> Students in the class are directly affected by educational policies regarding educational placement and also experience racism on a daily basis. Acknowledge explicitly the connection between the content and students' lives.

B. Assessment:

- **Pre-Assessment:**
 - Responses to the opening discussion about separate schools or mixed schools.
- **Formative Assessment:**
 - Collective list of human rights related to education
 - Evidence from primary sources supporting different types of educational settings
 - Discussion participation connecting human rights and educational settings
- **Summative Assessment:**
 - Answer with justification to the central question: Can separate be good?
 - Action plan (optional)

C. Learning Plan:

Lesson Introduction (10 minutes)

Ask students: Do you ever participate in a group that is just like you? You may clarify by adding examples such as groups of the same race, gender, religion, or language. Ask why they choose to participate in that kind of group.

Then ask about schooling - is it better to have separate schools for different groups or have everyone mixed in the same schools? Why?

Tell them that in this activity, they will be exploring human rights documents and primary sources to see different arguments around separate schools or mixed schools.

Learning Activities

Human Rights (60 minutes)

(5 minutes) Ask students if they know what a human right is. If so, what are some examples? If not, give the students a basic definition of a human right (human rights are freedoms everyone should have from birth, just because they are human).

Today they will be exploring three international human rights documents written at different times and with different focuses - The Universal Declaration of Human Rights (1948), UN Convention on the Rights of the Child (1989), and the Convention on the Rights of Persons with Disabilities (2007) - to look for discussion of rights around education.

(40 minutes) Divide students into small groups and assign each group one of the documents. Be sure each of the three documents is examined by at least one group. Provide each group with multiple versions of their assigned documents and allow students to select which one they prefer accessing.

Have the students work in their groups determine which articles in their documents specifically refer to education rights.

(15 minutes) When the groups have all found relevant articles, come back to a whole group to share the articles. Make a list of the articles and discuss whether any are the same or similar enough to be considered the same. Then make a list in accessible language or images that shows the rights that are relevant to education.

Primary source exploration (80 minutes)

(60 minutes) Assign small groups to work either with primary sources based on deaf education or education of different races. Provide frameworks for analyzing primary sources, such as those available from the Library of Congress or National Archives to ensure group members understand the documents first.

Provide sentence frames for students to use:

- *Evidence of ____'s position in support of separate settings is ____.*
- *Evidence of ____'s position against separate settings is ____.*
- *According to (a specific primary source), one reason to have separate settings is _____.*
- *According to (a specific primary source), one reason not to have separate settings is _____.*

Have each group select 3 of the sources in their set to focus on. Once members understand the primary sources, have students categorize each source as primarily supporting separate educational settings or mixed educational settings. Have students highlight or otherwise mark evidence from the sources to support their categorization. Remind students that in the process of finding evidence, it is acceptable to change categories.

Once students have categorized and found evidence for each source, have students make a list of reasons supporting separate settings and reasons supporting mixed settings. Each student should have a copy for the next part of the activity.

(20 minutes) Reassign students to new small groups made up evenly of representatives for each source set. Students should take the lists of reasons they just made and, in these new groups, create a consolidated list of reasonings supporting separate educational settings and reasons supporting mixed settings. Again, students should find reasons that are the same or could be considered the same and combine them.

If groups will remain the same for the secondary source exploration, groups can make just one copy of the list. If students will be mixed into new groups for the secondary source exploration, each student should have a copy of the consolidated list.

Secondary source exploration (80 minutes)

(60 minutes) Assign small groups (either the original small groups or new ones) to work either with secondary sources based on deaf education or education of different races. Tell the group assigned to deaf education to use both sources and the group assigned to education of

different races to choose 3 to focus on. Have them work together to categorize each source as primarily supporting separate educational settings or mixed educational settings. Have students highlight or otherwise mark evidence from the sources to support their categorization. Remind students that in the process of finding evidence, it is acceptable to change categories.

Once students have categorized and found evidence for each source, have students make a list of reasons supporting separate settings and reasons supporting mixed settings. Each student should have a copy for the next part of the activity.

(20 minutes) Reassign students to new small groups (either the original second small groups or new ones) made up evenly of representatives for each source set. In these new groups, have students make a consolidated list of reasonings supporting separate educational settings and reasons supporting mixed settings. Again, students should find reasons that are the same or could be considered the same and combine them. Groups can each make just one copy of this list.

Connecting human rights and school settings (45 minutes)

Bring the groups together to share their consolidated lists based on the primary sources and secondary sources and create a whole-class consolidated list, combining reasons that are the same or could be considered the same. Post this list next to the list of human rights related to education. Work as a class to make connections between the reasons and human rights by drawing lines or another way of making it visible.

Connecting to action (variable)

Based on what they have learned about human rights and reasons supporting different types of educational settings, have students determine if they believe separate settings can be good. They should create something to communicate their position and show their reasoning (this could range from a creative performance to a poster, to a written piece).

Next, have students research policies at their school, in their community or state, or nationally related to education and separate or mixed settings. Have students determine if they support or oppose the policy. Allow students to use their knowledge of human rights and arguments for different types of educational settings to take action. Depending on the time and resources available, this action can range in scope.

Lesson Vocabulary

Disciplinary “Brick” Words Two-four Absolutely necessary to understand the essential question of the lesson.	“Mortar” Words One-two Absolutely necessary for assessment task and/or to understand actions of lesson.	Other Disciplinary Words Many a) Possible unit-level terms most students should already know. b) Topic-specific, less transferrable terms. OK to define each time they come up.
• Human rights • Integration • Segregation • Least Restrictive Environment	• Categorize • Evidence	• Mainstreaming • Disability

Primary Source Analysis Prompts

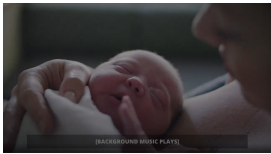
Title of Source: *A Distinct Variety of the Human Race*

- Observe: What do you notice first? What else is on the page besides this article? What information on the page is related to location or date for the newspaper?
 - Reflect: What does the placement of this article tell you about its importance? What was the purpose of this article? What was the point of view of the author? Who was it written for? What else was going on at this time that might have influenced the author? Are similar types of articles written today?
 - Question: What questions do you have about the people or events mentioned in this article? What would you like to ask the author or people mentioned in the article? What is confusing about the article?
-

D. Materials, Equipment, & Sources Used:

Primary sources used

Primary Sources (Deaf Education)

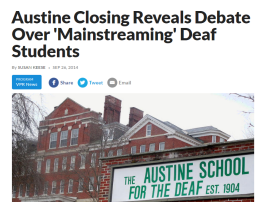


AG Bell's Cradle to Career Initiative

Alexander Graham Bell Association for the Deaf and Hard of Hearing
2018

https://www.youtube.com/watch?v=Dwlj6HdSral&ab_channel=AlexanderGrahamBellAssociationfortheDeafandHardofHearing

While this video does not explicitly discuss educational placements, the clear message is that deaf and hard of hearing children can learn to listen and speak and participate in Hearing society.



Austine Closing Reveals Debate Over 'Mainstreaming' Deaf Students

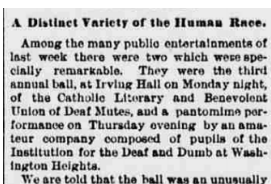
Austine Closing Reveals Debate Over "Mainstreaming" Deaf Students
Vermont Public Radio

Keese, Susan

2014

<https://www.vpr.org/post/austine-closing-reveals-debate-over-mainstreaming-deaf-students#stream/0>

This article discusses the closing of the Vermont school for the deaf and highlights different perspectives related to maintaining Deaf schools.



A Distinct Variety of the Human Race (3rd column)

The Sun

Author unknown

1885

https://chroniclingamerica.loc.gov/data/batches/nn_angelou_ver01/data/sn83030272/00175044851/1885021501/0652.pdf

This article highlights an event at the deaf school in Washington Heights (New York) and also Alexander Graham Bell's argument against separate schools, warning that this will lead to a "distinct variety of the human race."

Position Statement on Inclusion

• Declaración de posición sobre la inclusión

The NAD believes that ALL deaf and hard of hearing children are the environment that presents the fewest language and communication access to all facets of a school's

The NAD believes that an appropriate educational placement in

Position Statement on Inclusion National Association of the Deaf No date

<https://www.nad.org/about-us/position-statements/position-statement-on-inclusion/>

In response to the argument of LRE meaning all students in special education must be in general education, the NAD argues that LRE for Deaf students may mean separate settings where they have full access to language.

Position Statement on Schools

• Declaración de principios sobre las escuelas para sordos

The National Association of the Deaf (NAD) recognizes the value of hard of hearing children for nearly 200 years. Deaf schools are made to preserve them. NAD strongly supports the continuation

Deaf schools are not just an educational option, but are the only states provide a "continuum of alternative placements," which

Position Statement on Schools for the Deaf National Association of the Deaf No date

<https://www.nad.org/about-us/position-statements/position-statement-on-schools-for-the-deaf/>

This position statement is related to the statement about inclusion, and expands the point specifically stating that schools for the Deaf are valuable assets and should be maintained.

(a) General.

(1) Except as provided in §300.324(d)(2) (prisons), the State must have in effect policies and procedures that ensure that all agencies in the State meet the LRE requirements through 300.120.

(2) Each public agency must ensure that (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions, are educated with children who are nondisabled; (ii) Special classes, separate schools,

Sec. 300.114 LRE requirements US Department of Education Last updated 2017

<https://sites.ed.gov/idea/regs/b/b/300.114>

This is the legal language from the Individuals with Disabilities Education Act (IDEA) regarding Least Restrictive Environment (LRE), which is the legal requirement regarding separate educational settings for students with disabilities.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

SEP 30 2011

Dr. Ronald Stern, President
Conference of Educational Administrators
of Schools and Programs for the Deaf, Inc.
New Mexico School for the Deaf
1800 Cordoba Road
Santa Fe, New Mexico 87505

Dear Dr. Stern:

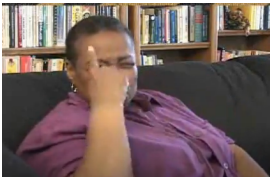
This is in response to your January 25, 2011 letter to Dr. Alan Pansy, Assistant Secretary for the Office of Special Education and Rehabilitative Services at the U.S. Department of Education (Department). Your letter was forwarded to my office for review and a response for the delay. You indicate that the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASPD) is concerned that the data reporting requirements for Sections 305, 306 and 307 of the Individuals with Disabilities Education Act (IDEA) represent a burden on the members of the organization. The Department is currently reviewing the data reporting requirements of Sections 305, 306 and 307 of the IDEA to determine if they are appropriate for the members of the organization. The Department is currently reviewing the data reporting requirements of Sections 305, 306 and 307 of the IDEA to determine if they are appropriate for the members of the organization. The Department is currently reviewing the data reporting requirements of Sections 305, 306 and 307 of the IDEA to determine if they are appropriate for the members of the organization.

Stern Letter dated 09/30/2011 re: LRE Musgrove, Melody 2011

<https://www2.ed.gov/policy/speced/guid/idea/letters/2011-3/stern093011re3q2011.pdf>

This official letter from the Office of Special Education Programs to the president of the Council of Educational Administrators of Schools and Programs for the Deaf, Inc. expands on the definition of LRE in regards to deaf and hard of hearing students, and specifically acknowledges the unique needs of this population in regards to educational placement.

Primary Sources (Racial Segregation)



Ajax Story

Marbury, Nathie

2005

<https://www.youtube.com/watch?v=X3NIhoaUljU>

This was originally published on the DVD *No Hand-Me-Downs* in 2005, but uploaded to Youtube here in 2018. In it, Nathie describes an experience in the Deaf school where white classmates tried to “clean” her skin using Ajax.



Black Deaf History - Southern School for the Deaf

Author unknown (Sorenson?)

2019

<https://www.youtube.com/watch?v=XSrYJa7gR8I>

This movie focuses on a group of alumni remembering their experiences at this segregated Deaf school in Louisiana (SSD). While their experience is in the later years of the segregated schools, they show some of the benefits of segregation with African Americans leading the institutions. They also discuss the differences in Black and White sign language.

QUESTION 5

JACKIE SHEARER: What was the thinking behind wanting to desegregate the RUTH BATSON: Um, it was very important in our mind to desegregate the, it would say do this—this was Mrs. Hickey's favorite statement: "Do they think the favorite statement. And then there were Black people and a lot of our friends distrust?" And of course, that repelled us because we came through the system a lot of people they say we were wrong in pushing for this desegregation. We believe that children should be educated with a whole lot of different people! hearing that you get from learning with a whole lot of people. So that's my pl see those lovely sh classrooms small class is a small number of children in.

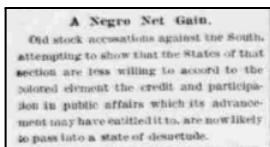
Interview with Ruth Batson [Question 5]

Batson, Ruth and Shearer, Jackie

November 8, 1988

<http://digital.wustl.edu/e/eii/eiiweb/bat5427.0911.011ruthbatson.html>

Question 5 from this interview specifically asks about why the committee wanted to desegregate Boston schools. Ruth Batson's response talks about reasons beyond the underfunding and under-resourcing of Black schools to focus on the social educational benefit of going to school with a variety of people.



A Negro Net Gain

The Evening Times (Washington, DC)

February 20, 1897

https://tile.loc.gov/storage-services/service/ndnp/dlc/batch_dlc_ike_ver01/data/sn84024441/00211102445/1897022001/0267.pdf

This article describes how, in North Carolina, African Americans will exclusively manage the public institutions designed for their race, including the Institute for the Negro Blind and Deaf Mutes. The author of the article argues that this proves the capability of African Americans.



School integration. Barnard School, Washington, D.C.

O'Halloran, Thomas

1955

<https://loc.gov/pictures/resource/ppmsca.03119/>

This photo was taken to show the benefits of integration with happy children in a line in a brightly lit room.



75 Sixth Grade children (colored) crowded into 1 small room in an old store building near Negro High School, with 1 teacher.

Hine, Lewis
1917

<https://www.loc.gov/item/2018678582/>

This image and the accompanying descriptive title, highlights the subpar conditions in segregated schools for Black children.



Untitled

Truthx, Kwanz
2020

<https://www.facebook.com/100004146270417/videos/1667793883368805/>

In this vlog post, Truthx uses an extended metaphor to discuss systemic racism and argue for establishment of a separatist Black Deaf Nation. While not specifically addressing educational settings, this argument implies support of separate schools.



Voices of History: Silvia Mendez

Mendez, Silvia
2014

https://www.youtube.com/watch?v=SIMWdfSxoh8&ab_channel=EducationWeek

In this video, Mendez explains why she wanted to go to a better school (the White school).

Secondary sources used

Secondary Sources (Deaf Education)

PEDIATRICS
OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

SUPPLEMENT ARTICLE

The Impact of Pragmatic Delays for Deaf and Hard of
Louise Paatsch and Dianne Toe
Pediatrics November 2020; 146 (Supplement 3):S282-S297. DOI: <https://doi.org/10.1542/peds.2020-0242>

The Impact of Pragmatic Delays for Deaf and Hard of Hearing Students in Mainstream Classrooms

Pediatrics: The Official Journal of the American Academy of Pediatrics

Paatsch, Louise and Dianne Toe

2020

https://pediatrics.aappublications.org/content/146/Supplement_3/S292

This article points to the challenges caused by the mainstream setting for deaf and hard of hearing students. The article does not argue against mainstream settings, but points out difficulties inherent in that educational model. While the entire article may be challenging for students, the abstract gives an overview of the research.

Look Who's Being Left Behind: Educational Interpreters and Access to Education for Deaf and Hard-of-Hearing Students

The Journal of Deaf Studies and Deaf Education

Schick, Brenda, Kevin Williams, Haggai Kupermintz

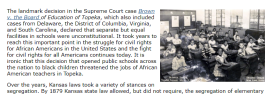
2006

<https://academic.oup.com/jdsde/article/11/1/3/410814>

This article looks at the (lack of) quality of educational interpreters and how that affects deaf and hard of hearing students in mainstream classrooms. While the entire article may be challenging for students to read, the abstract gives an overview of the research.

Secondary Sources (Racial Segregation)

African American Teachers in Kansas



African American Teachers in Kansas

Kansas Historical Society

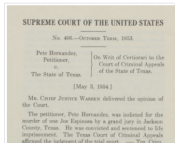
2017

<https://www.kshs.org/kansapedia/african-american-teachers-in-kansas/11995>

This article provides a brief history of desegregation in Kansas, while also highlighting the impact on Black teachers.

Hernández v. Texas: A Legacy of 60 Years

May 8, 2014 by Francisco Macías



Hernández v. Texas: A Legacy of 60 Years

Macías, Francisco

2014

<https://blogs.loc.gov/law/2014/05/hernandez-v-texas-a-legacy-of-60-years/?locl=bloglaw>

This blog article was written 60 years after the landmark case of Hernández v. Texas established that all racial groups are protected under the 14th amendment. While the resources in this lesson focus on Black and White racial groups in regard to education, it is important to highlight some of the other groups that were fighting against segregation.

A Hidden History of Integration and the Shortage of Teachers of Color

In exchange for access to the resources white schools had, Black educators had to give up aspirations and dreams. See: <https://www.nea.org/advocating-for-change/new-from-nea/hidden-history-integration-and-shortage-teachers-color>



A Hidden History of Integration and the Shortage of Teachers of Color

Long, Cindy

2020

<https://www.nea.org/advocating-for-change/new-from-nea/hidden-history-integration-and-shortage-teachers-color>

This article uses interviews with people who experienced the changes around integration and connects integration to the current shortage of teachers of color. This article is similar to "65 Years after 'Brown v. Board'" but is shorter and has more accessible English.

Segregation in Deaf Schools

When Skin Color Separated Black and White Deaf Kids

By Jamie Becke Updated on April 22, 2020

When schools were segregated years ago, schools for the deaf followed suit. For over 100 years, Black deaf children attended separate educational programs, housed either on separate campuses or in separate buildings on the same campus as the school for the deaf. This separation led to the development of a Black dialect of American Sign Language.

Segregation in Deaf Schools: When Skin Color Separated Black and White Deaf Kids

Berke, Jamie
2020

<https://www.verywellhealth.com/deaf-history-segregation-deaf-schools-1046550>

This brief history of segregated Deaf schools touches on a number of other topics related to the intersectional identities of Black Deaf people and includes a list of the segregated schools.

LAW & ETHICS
**65 Years After 'Brown v. Board,'
Where Are All the Black Educators?**
by Madeline Will — May 14, 2019



65 Years After 'Brown v. Board,' Where Are All the Black Educators?

Will, Madeline
2019

<https://www.edweek.org/policy-politics/65-years-after-brown-v-board-where-are-all-the-black-educators/2019/05>

This article describes this long-term impact of integration policies on teachers of color. It is similar to the "A Hidden History" article, but is longer, with more complex language. It does include some graphs.



The Troubled History of American Education after the Brown Decision

Ramsey, Sonya
2017

SONYA RAMSEY
**The Troubled History of American Education after the Brown
Decision**
SONYA RAMSEY

<https://www.oah.org/tah/issues/2017/february/the-troubled-history-of-american-education-after-the-brown-decision/>

This article provides a brief history of Brown v. Board of Education and also describes some of the challenges that happened afterward.

Other curricular materials to support this project

Primary source analysis tools

<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

<https://www.archives.gov/education/lessons/worksheets>

Human rights documents

Universal Declaration of Human Rights (1948)

Full text (English)

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Simple English

<https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>

Full text in multiple translations

<https://www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx>

Translations in several sign languages

<https://www.ohchr.org/EN/UDHR/Pages/UDHRinsignlanguages.aspx>

Convention on the Rights of the Child (1989)

Full text (English)

<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Simple English

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

Full text in several translations

<https://unic.un.org/aroundworld/unics/en/whatWeDo/productsAndServices/publications/index.asp?callPage=products&category=3#18>

Convention on the Rights of Persons With Disabilities (2007)

Full text (English)

https://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf

Plain English

<https://docs.google.com/document/d/1XiIYLCIkOqrsfRrXNFiWbSTDphqYoEQnmXvL6Z2QcMo/edit?usp=sharing>

Easy read English (with pictures)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/345108/easy-read-un-convention.pdf

Full text (multiple translations, including sign languages and Easy Read versions)

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>