Lesson Plan Template for African American/Black and Puerto Rican/Latino Course of Studies

Semester/Unit/Lesson	Semester 1 Unit 6 Lesson 4	**Title**	Systemic Racism: 1965-Present		
Contributors/Reviewers	CTECS SS Team	**Revision Date**	January 13, 2022	**Duration**	1 day

Standards	Learning Objectives	Inquiries
From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **From Connecticut Elementary and Secondary Social Studies Framework** **Dimension 2 Applying disciplinary concepts and tools** HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. **Dimension 4 Communicating concluding and taking informed action**	Students will be able to: • Examine examples of systemic racism that affect African American communities like housing, healthcare, and education	How does systemic racism impact African Americans in present-day society?

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights. **National Curriculum Standards for Social Studies** **9.4A.7** Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the Civil Rights Movement. [Marshal evidence of antecedent circumstances] **9.2C.1** Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. [Formulate a position or course of action on an issue].		

Key Concepts and Terms	**Performance Criteria**
• Revisit Systemic Racism • Housing Segregation/Fair Housing Act 1968 • Education, 1989, Sheff v O'Neill • Health Care (Health Disparities/COVID-19) • Voter Suppression, Shelby v. Holder 2013 **Vocabulary:** Racism, Prejudice, Stereotype, Radical, Reform, Revolution, Revolutionary	Journal Entry #7: (Use the 6.4: Overview of Systemic Racism presentation as your support) After reviewing systemic racism through housing, healthcare, and education: • What was most shocking to you about these facts and stats? • Which solution sounds the most realistic to you? • Where can you make the most direct personal connection to your own life?

Description/Procedures (including time allotted)	
Pre-Teaching/Pre-Reading/Pre-Viewing Housing: https://www.cnbc.com/2020/08/21/why-the-homeownership-gap-between-white-and-black-americans-is-larger-today-than-it-was-over-50-years-ago.html	**Materials/Resources** Background: Housing:

Education:
https://connecticuthistory.org/sheff-v-oneill-settlements-target-educational-segregation-in-hartford/

https://www.thoughtco.com/how-racism-affects-public-school-minorities-4025361

Healthcare:
https://tcf.org/content/report/racism-inequality-health-care-african-americans/?session=1

https://www.cnbc.com/2020/05/14/how-covid-19-exacerbated-americas-racial-health-disparities.html

Initiation/Hook/Activation of Prior Knowledge

Students begin with a review and discussion of systemic racism by analyzing Michael Jackson song, They Don't Care About Us: https://www.youtube.com/watch?v=MdOCyqPcp2o&t=22s

Modeling/Guided Practice/Independent Practice (including Asynchronous alternative)

Due to time constraints, take the resources and make a PowerPoint presentation that summarizes key points and ideas about systemic racism in housing, healthcare, and education.

Review and discuss presentation with students: 6.4: Overview of Systemic Racism (1965-present)

Students reflect on information with Journal Entry #7:
(Use the 6.4: Overview of Systemic Racism presentation as your support)

After reviewing systemic racism through housing, healthcare, and education:
- What was most shocking to you about these facts and stats?
- Which solution sounds the most realistic to you?
- Where can you make the most direct personal connection to your own life?

Closing/Evidence of Learning

Journal Entry #7

https://www.cnbc.com/2020/08/21/why-the-homeownership-gap-between-white-and-black-americans-is-larger-today-than-it-was-over-50-years-ago.html

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Michael Jackson video intro:
https://www.youtube.com/watch?v=MdOCyqPcp2o&t=22s

6.4: Overview of Systemic Racism (196...

Home Links	Extensions	Interdisciplinary Connections
Reflect/Identify Social Actions for your community Watch & Reflect: H.E.R. I Can't Breathe https://youtu.be/E-1Bf_XWaPE	Create PSA/podcast on one topic in this lesson.	Design - Research magazines for cultural expression in fashion, Music - create a garment

		History - Explore/Research Voting Rights Act (1965) Voter Suppression Lesson Plan Music - Create your own musical song, composition, poem Culinary Arts - Research, design a cultural dish Health/Biology - Create a poster on health-related racial disparities and how to address them