

TeachItCT.org template - modified for Educ 308 Trinity College, Spring 2022

Go to File > Make a Copy, and set Share > Anyone with the Link > can Comment

Assignment:

Design an engaging lesson plan using the TeachItCT framework to help Connecticut high school teachers to teach about housing segregation and/or school integration, especially as the state begins to require an elective course next year on Black and Latino Studies. You are encouraged to draw directly from historical materials we have covered in class, such as:

- Federal lending and redlining
- Race restrictive covenants
- Exclusionary residential zoning
- Sheff v. O'Neill activism for integrated schools

Model the scope and depth of your lesson plan on others that have been approved for inclusion in the [High School section of TeachItCT.org](#). Choose to work solo or in a duo.

Assessment: Your work will be evaluated on these criteria by peers, guests, and the instructor

- 1) How clear and creative are the lesson plan goals regarding the TeachItCT framework?
- 2) How well do the questions, sources, activity, and communication conclusions fit together?
- 3) Would this lesson plan work for student learning in a real CT high school classroom?

Friendly advice:

- Start with the inquiry-oriented activity and primary sources, then work on other parts.
- Push for higher-level student learning and discovery, not lower-level memorization.
- Focus on how to frame questions to guide student inquiry and scaffold them upward.

* * * * * Use this framework * * * * *

Activity Title

This will be **HOW** teachers find your activity. Be brief, to the point, and use words that you would use to search for a similar activity.

Grade level and themes

Choose the most appropriate selections (and delete others)

HIGH SCHOOL - United States History

Students explore people, events, and movements in United States History from the 1870s to the present with a focus on inquiry into the changes in society, economic development, and the emergence of the U.S. as a global power.

Themes:

- The Struggle for Freedom, Equality, and Social Justice
- Cultural Diversity and an American National Identity
- Gender Roles in Economic, Political, and Social Life
- The Role of Connecticut in U.S. History
- Economic Prosperity and Equity
- The Impact of Science and Technology on Society
- Globalization and Economic Interdependence
- The Role of the United States in World Affairs
- The Impact of Geography on History

HIGH SCHOOL - Civics and Government

Students engage in the study of civic processes, rules, and laws; examine civic and political institutions; and apply civic virtues and democratic principles.

Rights and Responsibilities of Citizens

Civic Virtues

Democratic Principles and the Rule of Law

Civic Engagement

Topic(s)

Please consider adding search words that you would use to search for a similar activity.

Cities or towns:

Please list any specific Connecticut cities and/or towns referred to in the activity.

Historical background:

75-125 words. Place this activity in the historical context of the time. This section should provide background and context for the teacher.

Compelling Question:

The question that will give structure to your inquiry-based activity.

Think about what question or questions the students will be able to answer using the tools you supply or after additional related research?

Supporting Questions:

Please be brief, clear, and to the point. What supporting questions need to be answered in order for students to address/answer their compelling question?

Primary Sources

List each source(s) you are using as the basis for inquiry. Is it a photograph, image, map, political cartoon, etc.? Please cite your source(s), indicating the institution from which the source comes, as well as the title, date, etc. You will be asked to attach a file (.jpg, .pdf, or URL) for each source.

Reminders to help readers understand your sources:

- a) Number each source and write a simplified title and year to identify in your lesson plan.
- b) Insert a legible screenshot of the first page of each source, if feasible.
- c) Underneath the screenshot, add a full citation (with author/source, title, publisher or institution, year, and web address). If from On The Line book, click footnote to copy citation.
- d) To create a new citation, try <https://zbib.org>, auto or manual entry, Chicago-style output.

Example:

Primary Source 1: Racial designations in the FHA Underwriting Manual, 1938.

b. Racial Occupancy Designation. This will be a letter indicating predominating racial characteristics, as follows:

W—White

M—Mixed

F—Foreign

N—Negro

Federal Housing Administration, *Underwriting Manual: Underwriting and Valuation Procedure Under Title II of the National Housing Act* (Washington, D.C.: US Government Printing Office, 1938), <http://hdl.handle.net/2027/mdp.39015018409261>, section 1849-50

The Inquiry Activity

What actions will students take to explore the Compelling Question above?

This section should be no more than a paragraph or a bulleted list of specific actions. It should be STUDENT-CENTERED and not teacher-driven.

Example:

Look at Source 1: FHA Underwriting Manual, 1938. What do you notice?

Communicating Conclusions

What Communication/Actions may students take to demonstrate knowledge or understanding?

Present suggestions of ways students might communicate conclusions and/or take informed action. These should be STUDENT-DRIVEN and should allow for student choice in the outcomes. Provide at least 2 options.

Additional Resources

Books, articles, websites, cultural/heritage sites, and other activities that directly relate to your activity. Please add as many relevant sources as possible (at least one for each section).

Provide a full citation and/or link when appropriate.