

9th Grade Lesson Plan: Desegregation in Delaware

Objective:

9th graders will understand the implementation of School Desegregation in Delaware *after* Brown v. Board of Education (1954).

Day 0	NOTE: This lesson is designed to come AFTER The School Integration Lesson Plan 16-01-school-integration.pdf History Anchor Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology]. 9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. History Anchor Standard Two: Students will gather, examine, and analyze historical data [Analysis]. 9-12a: Students will develop and implement effective research strategies for investigating historical topics. 9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations. Delaware ELA/Literacy Standard (9th grade): Cite/draw inferences from thorough textual evidence to support analysis of what the text says explicitly. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. Delineate and evaluate the argument and specific claims in a text.	From Desegregation (1954) to Today (2024) - How does Brown v. Board of Education continue to impact Delaware schools? Students are to assess the effects of post-Brown v. Board on public education in Delaware. Describe the desegregation challenges faced by Delaware schools, families, and communities. . Research and examine how <i>Brown v. Board</i> reshaped the education system in Delaware. Analyze how state and local policies responded to the ruling and how it shaped the contemporary educational landscape in Delaware. Students are to explore current challenges related to racial equity in Delaware schools. Investigate modern-day issues in education that relate to the legacy of <i>Brown v. Board</i>, including school funding disparities, achievement gaps, and school choice. Evaluate how race and socioeconomic status continue to
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	Analyze seminal U.S. documents of historical and literary significance.	affect educational opportunities for students in Delaware.
Day 1	IF you haven't done a previous <i>Brown v. Board</i> lesson or want to review, start here. If you HAVE, skip to Day 2, below. Before introducing students to the specific details of school desegregation in Delaware, they should understand the broader context of the Civil Rights Movement and its connection to local integration efforts. This can be done utilizing the following activities: Introduction: Civil Rights Timeline Instructions: Students will work in groups to create a timeline that highlights key events leading up to and following the <i>Brown v. Board</i> decision (e.g., Plessy v. Ferguson, the 1954 <i>Brown</i> decision, Civil Rights Acts). Groups can present their timelines class for discussion. Wrap Up: Teacher leads class discussion about segregation in schools, public facilities, and other areas. Ask students to consider the legal and social structures that allowed segregation to persist. This will set the stage for understanding the need for school desegregation. Outcome: Students gain greater understanding of school segregation and integration, specifically how school desegregation policies were enacted after the <i>Brown</i> decision. <u>Introduction to <i>Brown v. Board of Education</i> and Its Impact on Delaware</u> Objective: Students will understand the significance of the <i>Brown v. Board of Education</i> case and its impact on school desegregation nationwide, with a specific focus on Delaware. Activities: 1. Bell Ringer: Ask students to write a brief response to the question: "What do you know about <i>Brown v. Board of Education</i>?" 2. Play <i>Brown v. BOE</i> video 3. Overview: Share summary of the <i>Brown</i> decision, its implications for public education, highlighting the decision declared racial segregation unconstitutional. 4. Group Reading: Students will read a brief summary of the Delaware school cases related to <i>Brown</i>, including the Belton v. Gebhart and Bulah v. Gebhart cases. 5. Video:  Belton and Bulah VS. Gebhart: The Fight to End School Segregation in ... 6. Class Discussion: How did the <i>Brown</i> decision apply to Delaware? Why were Delaware schools particularly resistant to desegregation? 7. Homework: Write a one-paragraph response on how <i>Brown v. Board of Education</i> has had historic and contemporary implications on Delaware school policies. Notes for Teachers: Adjust the group activity based on class size. If the class is small, consider a class-wide discussion instead of small groups.	

Day 2	Implementation of the Desegregation Order 1. Podcast - Have students listen to Delaware marks 70th anniversary (podcast and article) Print the article for each student and have them read the article aloud in pairs. Divide the class into half and assign each group one article to summarize. a. Local integration efforts (article) b. Local integration resistance (article) Each group shares what they learned in their article with the other half of the class. 2. Compare and Contrast: Have students compare and contrast the experiences of the Hockessin and Milford students during the school integration efforts and the school integration resistance. 3. Exit Ticket - Have students write a response to, “By 1978, were Delaware schools successfully desegregated? Why or why not? [note: the first 20 years were not very successful, and public resistance was high].
Day 3	Introduce the Court of Chancery Art Contest!! Every year, the Chancery court has an art contest for work depicting desegregation in Delaware. We will be participating in this contest and all students will create a work of art. More information HERE. If any day of the following lessons has extra time, allow students to work on their art. If students do homework, please assign as homework. Students will have time to work on their art the last day of this curriculum. The Busing Order Objective: Students will understand that, after failed efforts to integrate, the state turned to busing as a tool for school integration. 1. Powerpoint part 1: How busing was used to integrate Delaware schools following the <i>Brown</i> decision. 2. Discussion: Was busing an effective way to desegregate schools? 3. SWOT Analysis: (STRENGTHS, WEAKNESS, OPPORTUNITIES, THREATS)
Day 4	Redistricting and the Challenges of Balancing School Populations

	Objective: Students will understand how redistricting was used as a tool for school integration and its effects on local communities. 1. Powerpoint part 2: How redistricting was implemented in Delaware schools following the <i>Brown</i> decision and how it helped balance student populations. 2. Video: The Delaware Way Redistricting Schools 3. Redistricting Quiz 4. Group Activity: In small groups, students will create a hypothetical desegregation plan that would attempt to balance student populations and promote diversity without disadvantaging one group or the other (i.e. long bus rides). 5. Class Discussion: What were the pros and cons of redistricting as a tool for desegregation? Were there unintended consequences?
Day 5	School Choice Objective: Students will understand School Choice regarding vo-tech, charters, vouchers and district schools and discuss the benefits and challenges of each. Activities: 1. Continue with Power point part 3 2. Video: Thoughts on School Choice 3. Group Work: Divide students into four groups to discuss School Choice regarding (vo-tech schools, charter schools, school voucher, traditional district schools) a. Each group will organize their findings into one piece of paper with bullet points by answering the following questions: i. “How do you feel about school choice and do you think that it is working?” ii. “What do you think are the positive and negative outcomes of school choice?” 4. Presentation: Each group is to present their findings to the class

Day 6

Investigating Modern-Day Issues

Objectives: Students will gain an understanding of School Funding Disparities, and Achievement Gaps along with advancing their understanding of School Choice.

Students will research one of three modern educational issues in desegregation:

1. **School Funding Disparities:**

How is funding distributed across Delaware school districts, particularly between wealthy and underfunded districts? Investigate the role of Delaware property taxes in funding public schools and the impact of this on educational equality.

2. **Achievement Gaps:**

Explore the racial and socio-economic achievement gaps in Delaware schools. What are the differences in academic performance between different groups of students (e.g., Black, White, Hispanic, low-income, etc.)? What factors contribute to these disparities?

3. **School Choice:**

Delaware school choice, including charter schools, private schools, and voucher programs. How do these alternatives to public schooling affect access to education for different communities in Delaware? Are they widening or narrowing the gap in educational opportunities for minoritized students?

Group Analysis

1. **Divide students into groups**, assigning each group one of the three issues to investigate (school funding, achievement gaps, or school choice).

2. **Create a Presentation:** the [rubric](#)

- Groups should organize their findings into digital slides. They should explain the current state of their issue, provide data or examples, and analyze how it reflects the ongoing impact of *Brown v. Board*.
- Each group should prepare to answer the following questions in their presentation:
 - How does your issue relate to the principles established by *Brown v. Board*?
 - Did this help or hurt desegregation efforts?
 - What are the positive and negative outcomes of this issue on education equality?

	■ What policy recommendations or solutions could help address this issue?
Day 7	Presentations 1. Group Presentations: Each group will present their findings to the class. As each group presents, classmates should take notes on key points. The teacher may utilize the rubric to evaluate student presentations. 2. Writing Assignment - Final Thought: Each student creates a 6-word or phrase that sums up their thoughts about the desegregation of schools in Delaware. Show them some examples of 6 word biographies from the Race card project, here. There are no grammatical rules. You can write one word, then a period. then another, then a period. or you can use a semicolon, or write a question. Express however you want to express.
Day 8	Work on Artwork for the Court of Chancery Art Contest. Winner gets \$500! Please take pictures of student artwork and send to DELREC at Brenzo@delrec.org More information HERE.