

7th Grade Lesson Plan

70 Years of Desegregation in Delaware

Objective:

7th graders will understand the Implementation of School Desegregation in Delaware, its challenges, and the challenges which remain today.

Day 0	NOTE: This lesson is designed to come AFTER “From Runaround to Remedy.” <u>History Anchor Standard One:</u> Students will employ chronological concepts in analyzing historical phenomena [Chronology]. 6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect. <u>History Anchor Standard Two:</u> Students will gather, examine, and analyze historical data [Analysis]. 6-8a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena. <u>Delaware ELA/Literacy Standard</u> (7th grade): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly—discussion back on topic as needed.	From Desegregation (1954) to Today (2024) How does Brown v, Board of Education still impact Delaware schools? Student Outcomes: Students will learn about the historical context of school integration in Delaware. Students will analyze testimonials to understand the personal experiences and challenges of individuals involved in Delaware's integration efforts. Students will discuss the role of law and community action in addressing social issues. Students will develop empathy by connecting to varying perspectives of school integration. Students will learn how the 1954 decision still affects our schools today.
Day 1	IF you haven’t done a previous Brown v. Board lesson or want to review, start here. If you HAVE, skip to Day 2, below. 1. Warm-up Discussion: ○ Think, Pair, Share: "What do you know about segregation?"	

	○ Explain that there was a time when African Americans and White Americans had to live, work, and go to school in separate places, and that separation is called segregation. 2. Transition: ○ Today, we'll learn about an important court case that helped end segregation in public schools: Brown v. Board of Education. 3. Present POWERPOINT Discussion Question: Ask students, "Why do you think integration was difficult for students and communities?" Write down a few responses on chart paper to revisit later.
Day 2	Introduction of Desegregation Implementation Timeline of laws - print one copy of this document. Hand one law out to each pair of students. Have them summarize their law. 10-15 minutes. ● Put 10 pieces of tape around the room, on all 4 walls ● Once students complete their summary, they work as a group to determine whose law came first, then second, etc., taping their law to the wall in chronological order. Carousel ● Print and hand the Carousel worksheet to each student. Students then take silent time to walk around the room reading all laws. ● Hand out vocabulary words to study as homework. If there is class time left, students can get into pairs and do pair reading. One person reads out loud and the second person then summarizes what they heard. Homework: Vocabulary quiz next class.
Day 3	VOCABULARY QUIZ / JEOPARDY GAME (45 min) 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.

	Discussion of the implementation of desegregation in Delaware: THINK, PAIR, SHARE • What challenges did Delaware face in implementing desegregation? • How do you think it impacts our schools today?
Day 4	Testimonials and Historical Perspectives (60-90 minutes) Play the video of Hockessin Colored School <u>Testimonials</u> Divide students into groups of 2 and provide each group with a different testimonial from a Delaware student, teacher, or community member affected by integration. Students should create a poster of their person and that person's perspective, considering: • What emotions did the person in the story experience? • What challenges did they face, and how did they overcome them? • How did their actions contribute to the fight for school desegregation? • Why is their story significant to Delaware's history? Independent Student Research Students do independent research on their person with their partners. Find and print pictures, and begin summarizing the questions above on a poster. Posters should include: • A summary of the testimonial. • Words or phrases that capture the emotions of the person in the story. • Visual elements (drawings, symbols, or colors) that represent the key ideas, emotions, or events. • A title that highlights the significance of the person's contribution.
Day 5	Student Activity: Work on Testimonial Posters
Day 6	Poster Presentations Students place posters around the room. Print and distribute student worksheet to every student. Students carousel around the room, filling in their worksheets for everyone else's poster. Town Hall Preparation: Prepare answers to the following questions for class discussion tomorrow: • What should we do about our segregated schools?

	• You are the character of your testimonial person. how would you fight for desegregation to be implemented? • would you fight for desegregation at all? why or why not? Homework Assignment: prep for town hall during the next class. This is a graded discussion. Each person must speak and others should encourage one another to speak.
Day 7	Town Hall Activity - Town Hall as if it were today- everyone plays their testimonial character and the group discusses whether we should or should not have desegregated the schools or what we could do differently to provide equity. Town Hall Discussion • What should we do about our segregated schools? You are the character of your testimonial person. how would this person fight for desegregation to be implemented? would they fight for desegregation at all? • This is a graded discussion. Each person must speak and others should encourage one another to speak.
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.