Curriculum Sample Template
Max. 8 Pages

Grade Level	12	**Content Area**	Senior Humanities Block (English)
Course Title (grades 9-12 Only)	**Looking Back, Reaching Forward: Exploring the Promise of *Brown v Board of Education* in Contemporary Times**(Students explore the ways in which segregated schooling conflicts with core democratic values) (source ADL website http://www.adl.org/education/brown_2004/lesson2.asp)		
Length of Unit	6 lessons, 9 class periods	**Time of Year**	Block 6 of 10
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are studying *The Civil Rights Movement.* Because students are challenged to explore and articulate their personal feelings about sensitive topics including segregation, discrimination, and the value of diverse school communities, talking about themes related to diversity requires that students demonstrate maturity and compassion for others. To prepare for this unit, students have been taught to use service learning, conflict resolution, cooperative learning and other educational models that foster the group cohesion and trust needed to discuss sensitive issues safely and productively. Teachers and students have familiarized themselves with the article entitled, Talking About Diversity With Students, that provides them useful strategies for raising issues of diversity and bias in the classroom, and making such topics an integral part of daily practice. This will build on the legal reasoning standards from 11th grade Humanities Block.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The purpose of this lesson is to engage students in an examination of the history of segregation in U.S. schools and the pivotal events leading up to the *Brown v. Board of Education* decision. Students begin by considering the role of public education in a democracy. They view a brief timeline of examples of school segregation, and discuss the contradictions between these examples and the role of education articulated earlier. In small groups, students then work on a class timeline of key historical events leading up to the *Brown* decision. Each group researches one topic or event from the "Road to Brown," makes a visual representation of the event for the timeline, and reports back to the class on the significance of the topic researched. Students will articulate their beliefs about the purpose of public education in a democracy; Students will learn about historical examples of segregation in U.S. schools and consider the ways in which segregation undermines the purpose of public education in a democracy; Students will examine key topics and events in the post-Civil War era that set the stage for Brown v. Board of Education. Addresses the evaluation level of Blooms Taxonomy.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**Reading** Reading for Integration of Knowledge and Ideas 12.RI.8- Delineate and evaluate the reasoning in seminal U. S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses.)		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and*	Each student will show mastery of reading for integration of knowledge and ideas by researching, analyzing and creating a timeline chart over a Supreme Court case that deals with student rights issues at		

guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.	school: student protests, school searches, corporal punishment, school prayer, or the prosecution of juveniles in adult courts. The timeline 1) presents the historical events that leads up to the Supreme Court decision 2) explores the ways in which student rights conflict with core democratic values.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Teacher will score all timelines. All students must achieve mastery with a score of 30 (83%) or higher. Exceeds=35-36 point; Meets= 30-34 points; Approaches=28-29; Falls Far Below=27 or lower. Feedback is given in one-to-one conferencing using "The Road to *Brown* Timeline Grading Rubric". If a student has not achieved mastery then peer collaboration with a student who has mastered the project takes place. Students who have not achieved mastery are given time to achieve mastery. Teacher mentors student(s).
Materials/Resources Needed	Documents and videos needed for particular days (listed in lessons), computers with Microsoft Office, Internet, students' USB portfolios and electric journals, cell phones with Internet for class blog, LED projector and screen, overhead/Elmo, Word Wall, chart, paper, markers, AVID Reading and Writing Strategies and graphic organizers, rubrics.

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Looking Back, Reaching Forward: Exploring the Promise of *Brown v Board of Education* in Contemporary Times

(Students explore the ways in which segregated schooling conflicts with core democratic values)

The purpose of this lesson is to engage students in an examination of the history of segregation in U.S. schools and the pivotal events leading up to the *Brown v. Board of Education* decision. Students begin by considering the role of public education in a democracy. They view a brief timeline of examples of school segregation, and discuss the contradictions between these examples and the role of education articulated earlier. In small groups, students then work on a class timeline of key historical events leading up to the *Brown* decision. Each group researches one topic or event from the "Road to Brown," makes a visual representation of the event for the timeline, and reports back to the class on the significance of the topic researched. Students will articulate their beliefs about the purpose of public education in a democracy; Students will learn about historical examples of segregation in U.S. schools and consider the ways in which segregation undermines the purpose of public education in a democracy; Students will examine key topics and events in the post-Civil War era that set the stage for Brown v. Board of Education.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Teacher projects a copy of the Norman Rockwell painting, The Problem We All Live With, so that all students can clearly view it. During this first part of the lesson, do not provide students with any background information about the painting. Provide the AVID graphic organizer, "reading Pictures, Images Graphs, and other Visuals. Pose questions in order to engage students in a discussion.	Students will view a copy of the Norman Rockwell painting, The Problem We All Live With, using a LED projector. Students fill out the AVID graphic organizer, "Reading Pictures, Images, Graphs and other Visuals. Using the classroom blog, students are asked the following questions: What do you think is taking place in this painting? Where do you think

	Provide students with brief background information about the painting (see Discussing *The Problem We All Live With*). Ask students if they understand what the words segregation, desegregation, and integration mean, and define these terms together (see Definitions). Ask students if they know what prompted the initial stages of school integration in our country. Make sure that students are aware of the 1954 *Brown v. Board of Education* decision, but do not go into a lot of detail about the case at this time. Provide students with background information about the story of Ruby Bridges as a follow-up to the Rockwell painting and to place the issue of school integration in a personal context. Teacher provides students with brief background information about the painting (see Discussing *The Problem We All Live With*). Ask students if they understand what the words segregation, desegregation, and integration mean, and define these terms together (see Definitions). Ask students if they know what prompted the initial stages of school integration in our country. Make sure that students are aware of the 1954 *Brown v. Board of Education* decision, but do not go into a lot of detail about the case at this time. Provide students with background information about the story of Ruby Bridges as a follow-up to the Rockwell painting and to place the issue of school integration in a personal context. Provide the AVID graphic organizers to work with.	the young girl is going? What do you think are the circumstances? What do you think the girl is thinking and feeling? Who do you think the men in the painting are? What relationship do you think they have to the girl? When and where do you think this scene may have taken place? What was going on in the U.S. in that time and place? How might this relate to the painting? How does the painting make you feel? What questions does it evoke? If you could ask the girl or the men in the painting a question, what would it be? What do you think the artist is trying to tell us? Why do you think he called the painting, *The Problem We All Live With?* What artistic elements does the artist use to get his message across? In pair/share format, students define and discuss the words segregation, desegregation, and integration mean, and define these terms together (see Definitions). Words are added to Word Wall. In small collaborative groups, students discuss anything they may know that prompted the initial stages of school integration in our country. Students are provided with background information about the story of Ruby Bridges as a follow-up to the Rockwell painting and to place the issue of school integration in a personal context. Using the AVID graphic organizers, "Learning About Rhetorical Devices" and "Analyzing Rhetorical Devices," Each student reads and completes the graphic organizer using the information: Africana Online Ruby Bridges Story and Interview, PBS Online NewsHour A 1997 conversation with Ruby Bridges, Ruby Bridges Foundation The official Web site with narrative by Ruby Bridges, Through My Eyes by Ruby Bridges and Margo Lundell (Scholastic, Inc., 1999, 63 p.) Ruby Bridges recounts the story of her involvement, as a six-year-old, in the 1960 integration of her school in New Orleans For homework students write a reflection journal entry: "Fifty years after the historic court ruling, do you think segregation and unequal opportunity are still problems in U.S. schools?" and write the definitions of *Key Words:* amendment, black codes, civil rights, conflict, contradiction, democracy, desegregation, discrimination, equal protection, integration, internment, interracial, NAACP, public accommodation, segregation, separate but equal, tolerance,

		unconstitutional, values, barrier, boycott, busing, compliance, court-order, decree, de facto segregation, de jure segregation, demonstration, desegregation, equalization, forthwith, integration, interposition, lawsuit, magnet school, massive resistance, NAACP, persecution, protest, re-segregation, segregation, sit-in, unconstitutional, unitary, "with all deliberate speed" in their Cornell notes. Students access, print, and read the court document of Brown *v. Board of Education* from the *National* Center for public policy research website http://www.nationalcenter.org/brown.html and students bring copies to class. Students use the AVID graphic organizer "Writing in the Margins: Questioning"
2	Words are placed on Word Wall. Teacher poses the following questions to students: "What do you think is the main purpose of public education in a democracy?" Have them discuss this question for about 5 minutes. Reconvene the class and ask students to share one purpose and chart their responses. Mini Lecture: Teacher points out that debate over the central purpose of public education goes back to the very beginnings of U.S. history and is still taking place today. While some have always maintained that schools exist solely to teach academics-the "basics" or the "3 R's"-others have looked to schools to teach democratic and civic values, vocational skills, and social tolerance. During the 19th century, for example, Horace Mann (considered by many to be the father of public schools) suggested that public education would strengthen democracy by bringing together children of all social classes. During the early 20th century, schools were called upon to "Americanize" a growing immigrant population through an emphasis on hygiene, civics and English language skills. In the 1960s, schools were seen as a remedy for the problem of poverty, and unprecedented federal legislation was passed that provided increased funding and services to impoverished children and schools.	Students pair/share definitions Students blog the following question "What do you think is the main purpose of public education?" Students share one purpose and students chart their responses on paper. Students take Cornell notes over mini lecture. Divided into 7 collaborative groups, students continue to take Cornell notes, over the points of *Brown v. Board of Education* decision.
3	Tell students that although schools have always been looked to as a means to promote democracy and address social problems (and have often been successful in these endeavors); public education has not always been available to all citizens in equal ways. Note that the U.S. has a long history of separating and segregating students in schools based on	Students receive copies of Equal Opportunity for All?, which is a brief timeline of examples of segregation in U.S. education. Student volunteers read each example aloud.

	various differences. Ask students if they can cite examples. Post or distribute copies of Equal Opportunity for All?, which is a brief timeline of examples of segregation in U.S. education. Ask for volunteers to read each example aloud.	
	Show film: *With All Deliberate Speed: The Legacy of Brown v. Board* After providing a critical historical framework of events and precedent-setting cases leading up to the *Brown* decision, the program addresses the complicated issues surrounding the case, through conversations with students, teachers, lawyers, plaintiffs and other community members who were directly involved in the historic proceedings. *2004; Teleduction, Inc*. (allow two days for the viewing of the film)	Students view film and take Cornell notes.
	Direct students to consider the list they generated earlier about the purposes of public education in a democracy. Ask them to discuss the conflicts and contradictions between these purposes and the examples of segregation from the timeline. In what ways has segregation undermined the very purpose of public education in our country?	Students move into small collaborative groups and create a graphic organizer that shows the conflicts and contradictions between the purposes of public education in a democracy. Each student writes an electronic journal entry, "In what ways has segregation undermined the very purpose of education?"
	Tell students that they are going to create a timeline of their own that takes an in-depth look at one of the most important cases in U.S. history related to school segregation. As they develop the timeline of historical events leading up to the famous decision, they will further explore the ways in which segregated schooling conflicts with core democratic values.	Students move into their 7 collaborative groups and continue to discuss the conflicts and contradictions between these purposes and the examples of segregation from the timeline. In what ways has segregation undermined the very purpose of public education in our country?
	While most students will know much about *Brown* and the subsequent desegregation efforts of the Civil Rights era, many may be unaware of the pivotal events of the preceding hundred years that set the stage for *Brown*. Divide students into groups of 3-5 and assign each group one event on the "Road to *Brown*" (see Topics and Links). Provide each group with readings and/or Web site links to assist them in learning more about the assigned event. Assign projects and timeline.	Each group is assigned a related document to read: Black Codes and Jim Crow, The Fourteenth Amendment, Civil Rights Acts of 1866 and 1875, Plessy v. Ferguson, The National Advancement of Colored People (NAACP), Thurgood Marshal, Key court Challenges (see Topics and Links) For homework: Referring to the group's topic that the student is in, each student fills out the AVID graphic organizer "Accounting for an Author's

		Claims" and "Analyzing an Author's Evidence." Each group (a) Creates a visual representation of the assigned event that can be placed on a class timeline of the "Road to *Brown*" (e.g., copy of a primary document, symbolic artifact, illustration, imagined letter or journal entry in the voice of a historical figure, etc.) (b) Prepares a brief (2-3 minute) oral presentation summarizing the significance of the event on the "Road to Brown." All students take Cornell notes over presentations. For homework students write a reflection on how historical events led up to the famous decision of *Brown v. Board of Education*, to explore the ways in which segregated schooling conflicts with core democratic values.
4	Students assigned timeline. Allow time for students to complete timelines (4 class periods). Each student turns in the timeline to be scored by the teacher and then feedback is given through conferencing with the student(s). All students must achieve mastery. Students will have time to achieve mastery and teacher will mentor student(s)	Students chose the topic from the assessment prompt and work on timeline chart using the rubric.
5	Socratic Seminar Topic: Explore the ways in which segregated schooling conflicts with core democratic values.	The day after timelines are due students bring closure to this part of the unit participating in a Socratic Seminar. Using the information from the presentations, their Cornell notes, and their timelines, students discuss, "Explore the ways in which segregated schooling conflicts with core democratic values."

Paste Summative Assessment Here:

Each student will show mastery of reading for integration of knowledge and ideas by researching, analyzing and creating a timeline chart over a Supreme Court case that deals with student rights issues at school: student protests, school searches, corporal punishment, school prayer, or the prosecution of juveniles in adult courts. The timeline 1) presents the historical events that led up to the Supreme Court decision 2) explores the ways in which student rights conflict with core democratic values.

Paste Answer Key/Scoring Rubric Here:

Teacher will score all timelines. All students must achieve mastery with a score of 23 (82%) or higher. Exceeds= 26-28points; Meets= 23-25points; Approaches=20-22; Falls Far Below=19 or lower. Students who have not achieved mastery will be mentored by teacher and are given time to achieve required mastery level on another assignment.

Unit 1 Timeline Grading Rubric for Legal Reasoning Analysis

Each student will show mastery of reading for integration of knowledge and ideas by researching, analyzing and creating a timeline chart over a Supreme Court case that deals with student rights issues at school: student protests, school searches, corporal punishment, school prayer, or the prosecution of juveniles in adult courts. The timeline 1) presents the historical events that led up to the Supreme Court decision 2) explores the ways in which student rights conflict with core democratic values.

Category	Exceeds 4	Meets 3	Approaches 2	Falls Far Below 1
Quality of Content	Response to topic is insightful and original. Brochure reflects depth of thought. Excellent analysis of reading is evident.	Response to topic is thoughtful, and purpose is clear. Close reading is evident.	Response to topic is appropriate but needs more sustained thinking. Brochure is not fully developed. Analysis of reading is superficial.	Topic is addressed inadequately. Ideas lack development. Understanding of reading is not demonstrated. Inappropriate topic. Little thought evident.
Documentation of Events/Quality of Facts (4 is mandatory)	The timeline contains at least 10-12 significant events from notes and materials: from freedom of speech and privacy at school to the rights of teenagers in the legal system.	(4 is mandatory)	(4 is mandatory)	(4 is mandatory)
Development of Content and Facts	Information is unified and coherent. Ideas are well-developed with significance and persuasive evidence. Relevant points are skillfully integrated. Critical analysis shows the specific reasoning in the	Information is unified and coherent. Points are developed with effective evidence and support. Points are generally relevant and well integrated.	Points are generally developed by have occasional lapses in coherence or unity. Some ideas may be underdeveloped; some key points may need support. Adequate attempt is made to incorporate quotes.	Points are appropriate but may show little complexity or variety and some awkwardness. Word choice is generally clear and idiomatic with occasional vague or

	arguments that are contained in conclusions, beliefs and ideas.			inappropriate working. Graphics are not well constructed, no visual appeal.
Accuracy of Sequenced events (4 is mandatory)	All dates indicated on timeline are correct and are sequenced in the proper order.	(4 is mandatory)	(4 is mandatory)	Some dates indicated on timeline are correct and are sequenced in the proper order
Style	Points are skillfully constructed, varied, and distinctive. Word choice is fresh and precise. Chart is well constructed and visually appealing.	Points are generally concise, varied, and fluent. Graph is well constructed and neat.	Points are appropriate but may show little complexity or variety and some awkwardness. Word choice is generally clear and idiomatic with occasional vague or inappropriate wording. Graphics are not too well constructed, no visual appeal.	Awkward wording, obscure train of thought. Word choice is vague repetitive, incorrect, and unidiomatic. Excessive slang. Brochure is poorly constructed with little design appeal.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
Mechanics	Consistent use of standard grammar, punctuation and spelling.	(4 is mandatory)	(4 is mandatory)	There are many punctuation, spelling, and capitalization errors.