

<b>Topic</b>	<b>Segregation</b>
<b>Lesson Title:</b>	<b>Analyzing bus segregation</b>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students will analyze primary source sets.</li> <li>2. Students will evaluate the effects that segregation had on African Americans.</li> <li>3. Students will create an expository response to three-four questions from the analyzing chart.</li> </ol>
<b>Mississippi Social Studies Framework Connections</b>	<p><b>SS 4.4.a: Distinguish between acceptable and unacceptable behaviors of a responsible citizen (e.g., courteous public behavior, respect for the rights and property of others, tolerance, self-control, participation in the democratic process, and respect for the environment, etc.).</b></p> <p><b>SS 4.4.b: Identify historical figures (e.g., Fannie Lou Hamer, Medgar Evers, and Martin Luther King Jr., etc.), circumstances (e.g., slavery, abolition, segregation and integration, etc.), and conditions (e.g., The Great Migration, Trail of Tears, Women’s Suffrage, etc.) related to the struggle for civil/human rights in Mississippi and their impact on Mississippi’s society.</b></p>
<b>NCSS Theme (2)</b>	<ol style="list-style-type: none"> <li>1. Time, Continuity, Change</li> <li>2. Power, Authority, and Governance</li> </ol>
<b>CCSS ELA or CCSS ELA SS</b>	<p><b>CCSS ELA Writing Standards Grade 4-1 a. b. c. d. e., 2 a. b. c .d. e. f., 4, 5, 7, 8, 9</b></p> <p><b>CCSS ELA Reading Standards Grade 4-1, 4, 7, 9</b></p>
<b>Assessment</b>	<p><b>Formative:</b> Student ability to analyze primary sources; student ability to respond to questions in the Observe-Analyze-Reflect charts.</p> <p><b>Summative:</b> Student expository writing for the political cartoon answering at least three questions from each of the columns in the analyzing chart with accurate responses, supporting details, and grammar.</p>

**Procedures:**

**1. Before**

TTW project a picture of Rosa Parks on the smartboard. TTW ask students, “Who is this a picture of?” TTW give students time to talk with a partner and share what they know about Rosa Parks.

After multiple students respond with their thoughts, TTW share with the students that Rosa Parks was indeed the African-American lady who refused to give up her seat on the bus in Montgomery, Alabama, which was what launched the bus boycotts. Because students may know more about Rosa Parks than segregation circumstances that lead to bus boycotts, TTW tell students, “A boycott is the refusal to buy goods or services as a protest. African-Americans boycotted the bus rides because they wanted to make a point in proving how wrong it was that blacks could not sit anywhere they wanted.”

TTW then pass around an image for the students. (The image depicts bus segregation with whites in the front and blacks in the back so that students can gain a visual understanding and representation of what this actually looked like). TTW instruct students to observe the image and generate questions based on what they see.

TTW ask, “What questions do you have from viewing this picture?” Responses may include questions such as: Why did the blacks have to sit at the back, though? Why couldn’t they just sit together? Why was it such a big deal that they sit away from each other? Why did it matter where you sat on a bus? Were whites mean to blacks on the bus even though they were at the back the whole time? TTW then introduce the term segregation by saying, “This is because blacks and whites were segregated. In other words, they had to be set apart in every way, including sitting on a bus.”

TTW lead the students in creating a K-W-L chart about segregation (focusing more on what they know and what they want to know). After giving time for students to fill in the columns, TTW allow students to share things they listed in their K and W columns. Responses for the K may include: I know they couldn’t be together. I know they were separated

based on the color of their skin. Responses for the W may include: I want to know why people were so mean to blacks. I want to know why they judged them just because they were black. I want to know how black people felt about this. Once students share responses, TTW tell the students that for this lesson we will focus on how segregation effected transportation (bus rides) in the United States.

TTW explain to students that they will make connections between the primary sources. TTW explain to students that they will examine primary sources in their context. They will have the opportunity to analyze and evaluate a set of primary sources related to segregation and the effects it had on blacks and transportation.

Before moving on, TTW pose the question, what do you think is meant by the term separate but equal? TTW ask this question to initiate student thoughts on why blacks and white could ride the same bus, but they still could not sit by each other, by law. TTW say, "I want you to consider this question as we go through the lesson today, analyzing various images.

## **2. During**

TTW provide students with an observe-reflect-analyze prompt for the image and the video segment/recording. For the first primary source image of the bus station in Durham, North Carolina, TTW guide students through the questions so that they gain an idea of how to respond. TTW ask each question aloud underneath the observe column, providing answers for students and allowing them to respond with answers as well. TTW then move to the reflect column and ask those questions aloud and encourage students to respond to the questions with their thoughts. TTW guide students to claims that support the topic of segregation. A good claim would be: I think that blacks were suffering when this unfairness took place. TTW write the claim on the board as "Claim #1".

TTW instruct students to get out their analyzing sound recordings prompt, and then TTW play the video segment primary source for students to analyze. TTW say, "Pay attention and think about what this lady says as she discusses a situation that she went through on a segregated bus." When the video segment ends, TTW ask questions such as, "Did she say anything that you did not expect? Why? What was happening at the time it was recorded?" Responses may include: I did not expect her to say that her thought process changed because I thought the blacks would stay angry because of how they were treated. I think that while this was being recorded, a lot of mean and hateful things were happening to black people.

TTW be sure to guide students to think along the lines of segregation and its effects on blacks. A good claim would be one that is related to the effects of bus segregation (i.e., boycotts, effects of life after integration, etc.) Once the students have developed and agreed on an appropriate claim, they will move on to Dimension 3. TTW write the claim on the board as "Claim #2".

TTW instruct the students to analyze and evaluate the third source in the primary source set (the political cartoon). TSW work individually, responding to the observe-reflect-question prompts for analyzing political cartoons. After about 15 minutes, TSW complete an expository writing for the political cartoon answering at least three questions from each of the columns in the analyzing chart. For some students who need remediation, TTW select the questions that they respond to in their writing piece. TTW monitor student progress to ensure that they are writing on the supporting questions from the chart, as well as statements that support the claim from earlier in the lesson.

## **3. After**

Once students have completed their expository responses, TTW will allow volunteers to share with the class. After this, TTW ask, "Did you learn anything new by answering the questions and listening to others' responses to the questions?" TTW elaborate on the student responses, clarifying any discrepancies that may have been presented. TTW present students with facts of how black lives were affected due to being segregated. TTW allow students to make any necessary changes to their individual writings to make corrections to information that was inaccurate (summative assessment).

TTW ask students to share what they have learned and to fill in the L portion of their K-W-L charts.

TTW ask, “What conclusions can be drawn from the three primary sources?” (DOK 3) TTW review the key points of the lesson: 1. Primary sources can greatly extend our knowledge and understanding of a historical event, 2. Primary sources were created in the past, but they can still contribute to our historical knowledge today, 3. Claims must be supported with information, 4. You can use multiple sources to support and/or make a claim, 5. Review the key facts about the effects of segregation and how it played a role in transportation.

TTW ask students if they have any questions that were not answered or if they have any new questions that may be the source of another inquiry. The students will generate questions and they will be placed on the question wall for future reference and action.

As an exit ticket, TTW instruct students to write one sentence on what they think it means by separate but equal, now that they have learned about segregation and the role it played for African-Americans.

#### **4. Assessment**

Students will be evaluated on their ability to analyze a primary source using the Observe-Reflect-Question charts. Students will be evaluated on their expository writing pieces using the following criteria:

- a. Student answered each of the claims from the lesson and supported their reasoning with detail.
- b. Student created an accurate informational piece (after they had the chance to edit).
- c. Student created an expository writing free of grammar and spelling errors.