

TITLE: Thinking Through an Integration Plan Lesson 4

ABSTRACT: In this final project lesson, students will develop an action plan to further integration in their schools. The integration issue they choose may be small, and progress towards the goal and not necessarily a solution, is required. Students will present their plans and reflect upon their learning.

ESSENTIAL QUESTIONS/ENDURING UNDERSTANDINGS:

- Why do people segregate?
- What is the individual's responsibility to the community?
- How can we synthesize historical lessons into useable social action today?
- Is social progress possible?
- What is social progress?

ASSESSMENT: Students will be assessed using the [Making a Difference Brainstorm Sheet](#) [Integration Plan Presentation Rubric](#) [Final Reflection Worksheet](#)

SETTING THE PURPOSE: This final project serves to synthesize the historical information they have gained into a useable core of knowledge to create social action.

DURATION: 2 to 5 class periods, depending on class size

PROCEDURE:

- Have the students read the article (or listen to) [Unfinished Business](#).
- Discuss the question "Are schools completely integrated today, in every way?" Brainstorm a list of ways that schools are not integrated. Some examples might be that students sit by race, ethnicity or income level in the lunch room, there are more boys than girls in Honors Math or Science, more girls than boys in Honors English, there are more girls in Home Economics/Parenting classes, more boys in Shop/Electronics, more white than African Americans on newspaper or student council, etc.
- Students should pick their top 3 integration problems (ones they see as the biggest issues) from the list and place it on their [Making a Difference Brainstorm Sheet](#).
- Explain to students that they have just spent a lot of time looking at methods of integration that haven't fully worked...some plans worked better than others. As they went through the unit, students should have started to see why many of the plans didn't work the way the writers or advocates wanted them to work. Now, have students

brainstorm reasons why they think it didn't work. It is important to discuss with the class that all viewpoints have value, whether we agree with them or not, and make it a comfortable place to share ideas.

- Students should write down ALL reasons they've brainstormed onto the [Making a Difference Brainstorm Sheet](#).
- Now, for each roadblock they have brainstormed, have students come up with a better approach or way to solve that particular problem, and record on [Making a Difference Brainstorm Sheet](#).
- Students are now ready to pick an issue and develop a plan. Make sure to go through parameters listed on the worksheet. Students need to think of at least 3 goals; if they cannot think of that many they need to choose a different issue to develop a plan for. Also, students must be conscious that they are developing a plan that helps ALL parties involved, therefore any that marginalizes a group will mean a failing grade on the project. Finally, students should think of all parties involved in thinking through potential problems-what seems like a good idea from their perspective may be a horrible idea for someone on the other side of the issue. Encourage students to interview others in order to anticipate roadblocks-test drive their plan on others and jot notes on the feedback they receive.
- Have students present plans and grade using the [Integration Plan Presentation Rubric](#).
- Finalize the unit by having students complete the [Final Reflection Worksheet](#).

ANALYSIS OF LOCAL PRIMARY SOURCES:

Students may wish to review local documents used during this unit in order to think through their plan.

TIES TO NATIONAL PRIMARY SOURCE OR SOURCES:

Students will draw upon the information they gathered regarding school desegregation throughout this unit in order to develop their plan.

ANNOTATED LIST OF MATERIALS AND RESOURCES:

Web Page:

- [Unfinished Business](#) from Voices of Civil Rights.org. Last viewed June 21, 2007.
-This article discusses in a brief history the progress made, and the work yet to go in terms of school desegregation.

ATTACHMENTS:

Worksheets:

[Making a Difference Brainstorm Sheet](#)

[Integration Plan Presentation Rubric](#)

[Final Reflection Worksheet](#)

TIES TO ILLINOIS STATE LEARNING STANDARDS:

18.B.3a Middle/Junior High School

- Analyze how individuals and groups interact with and within institutions (e.g., educational, military).

16.A.4a Early High School

- Analyze and report historical events to determine cause-and-effect relationships.

16.A.3b Middle/Junior High School

- Make inferences about historical events and eras using historical maps and other historical sources.

16.B.5a Late High School

- Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).

16.B.5b Late High School

- Analyze how United States political history has been influenced by the nation's economic, social and environmental history.

14.F.5 Late High School

- Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).

14.F.4b Early High School

- Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, and motor-voter registration).