

Re-Segregation of American Schools

Re-Segregation

Introduction

This case study engages students in reading and research related to the racial composition of American schools today, both nationally and locally. The goal of the tasks in this case study is for students to grapple with the reality that public schools today are more segregated than before *Brown v. Board of Education*. It is broken up into two one-hour lessons.

Note to Educators

The case study is most effective when students have a working knowledge of *Brown V. Board of Education*, related events, and subsequent developments in the decades-long continued battle over school desegregation.

School Integration Today

Essential Questions

- How has the fight over school desegregation affected people differently?
- What evidence exists that school desegregation has or has not been realized?
- How integrated is your school and community?

Key Terms and Concepts

- re-segregation
- community schools
- magnet schools
- charter schools
- achievement gaps

Standards

CCSS English Language Arts and Literacy in History/Social Studies

- [CCSS.ELA-LITERACY.RH.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

NCSS C3 Framework

- D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Materials

Texts

- [“Separate and Unequal”](#) Video
- [“The Uncomfortable Reality of Community Schools”](#) article and text-dependent questions (TDQs)
- [“Does Integration Still Matter in Public Schools”](#) article and TDQs

Student Facing Documents

- “Separate and Unequal” note-taking worksheet [HANDOUT A]
- Exit Ticket [HANDOUT B]

Objective

Students will analyze and evaluate video and linguistic texts on public schools today to connect national trends to local experience and complete the Exit Ticket.

Agenda/Class Outline

- Warm Up
- Video Text
- Debrief
- Readings
- Exit Ticket

Procedure

Warm Up

1. The [Mix-Pair-Share](#) structure can be used to frame the lesson while giving students an opportunity to move around.
 - a. Q1: Tell your partner about how you got to school today.
 - b. Q2: What are some of the landmarks you pass on your way to school each day?
 - c. Q3: What is segregation?

Video Text

1. Have students use the note-taking worksheet [HANDOUT A] while watching the video, [“Separate and Unequal.”](#)
2. Pause during the video to give students time to process and jot down notes.

Debrief

1. Have students share their notes in a small group setting first. If students are seated in clusters, have them discuss in their table groups first. A possible strategy is [Talking Chips](#).
2. Once students have had the chance to practice their answers in smaller groups, have students share with the whole group.

Readings

1. Have students read “[The Uncomfortable Reality of Community Schools](#)” and/or “[Does Integration Still Matter in Public Schools?](#)”
2. Develop TDQs for students to answer with evidence from the texts.
3. For assistance developing TDQs, please see [Achieve the Core](#) and [The Teaching Channel](#).

Exit Ticket

1. Students will complete their Exit Ticket, by answering one of the Essential Questions using evidence from the video and the text they read and connecting their evidence to their experience.
 - a. How has the fight over school desegregation affected people differently?
 - b. What evidence exists that school desegregation has or has not been realized?
 - c. How integrated is your school and community?

School Re-segregation in Eight Charts

Standards

CCSS English Language Arts and Literacy in History/Social Studies

- [CCSS.ELA-LITERACY.WHST.11-12.9](#) Draw evidence from informational texts to support analysis, reflection, and research.

NCSS C3 Framework

- D2.His.4.9-12 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Materials

Text

- “[The Return of School Segregation in Eight Charts](#)”

Student Facing Documents

- “Segregation Today by the Numbers” worksheet [HANDOUT C]
- Chart Analysis Graphic Organizer [HANDOUT D]
- Exit Ticket [HANDOUT E]

Objective

Students will explain and analyze visual representations of data using secondary sources on school segregation.

Agenda/Class Outline

1. Warm Up
2. Debrief
3. Mini Lesson

4. Visual Data Analysis
5. Exit Ticket

Procedure

Warm Up

1. Pass out the “Segregation Today by the Numbers” worksheet [HANDOUT C] to students. Explain the directions and allow time for students to order the statements.
2. Gather student volunteers and give them each a statement from the worksheet. (Have statements ready, written or typed in large print on separate pieces of paper or sentence strips.)
3. Have the class work together, thinking aloud, to put the statements into the order they think makes the most logical argument. Facilitate this with student volunteers by having them line up (left to right) in front of the class and in the order presented on the worksheet. Volunteers should move around and rearrange themselves until a consensus is reached.

Debrief

1. Ask students to explain why they settled on the order they did.

Mini Lesson

1. Pause and spend some time distinguishing evidence, claims, and arguments. Data is a form of *evidence* and helps to support a *claim*. A logically organized set of *claims*, substantiated by *evidence*, makes a strong and logical *argument*. Include the importance of sources as a way to validate evidence.
2. Return to the sequencing activity from the Warm Up. Ask volunteers, with help from the class, to reconsider and reshuffle their order. Remind them that a strong claim needs evidence and that a strong argument needs well-organized claims.
3. Use the answer key to go over the correct order, giving feedback where needed.
4. Optional: Have students read the claims in context by providing source article, “[Segregation Forever?](#)”

Visual Data Analysis

1. Introduce students to the article, “[The Return of School Segregation in Eight Charts](#)” either by printing it, projecting it, or giving students the URL address. Divide and assign students one of the eight charts to study. Have them work alone, in pairs, or in small groups to answer these questions for up to six charts:
 - a. What claim(s) does the chart make?
 - b. What evidence does the chart provide to support the claim?
 - c. What data was collected and how was it organized to make the evidence clear?
2. Use Chart Analysis Graphic Organizer [HANDOUT D] for this process.

Exit Ticket

1. Close by having students consider what argument the eight charts are making, when they are taken together. Have students write down those answers on the Exit Ticket [HANDOUT E].

Name:

“Separate and Unequal” note-taking worksheet [HANDOUT A]

Directions

As you watch the video, collect evidence that answers the Essential Questions.

How has the fight over school desegregation affected people differently?	What evidence exists that school desegregation has or has not been realized?

School Integration Today Exit Ticket [HANDOUT B]

Part A

Circle one of the following questions and answer it using evidence from the video and reading in the space provided.

- How has the fight over school desegregation affected people differently?
- What evidence exists that school desegregation has or has not been realized?

Part B

Answer the following question: how integrated are your school and community?

Segregation Today worksheet [HANDOUT C]

By the Numbers

Directions

Read each of the statements below. Put them in order that you think forms the best argument, when taken all together.

_____ In more racially diverse school districts, black students perform better in math and reading than their counterparts in school districts where black students are more isolated.

_____ The average black student attended a school that was 48.8 percent black and 27.6 percent white.

_____ Absent these courses, the ability of students to attend college – let alone succeed – is stunted.

_____ If black and white students were evenly distributed across public schools nationally, students in those schools would be 50 percent white and 15 percent black.

_____ About 25 percent of schools with “the highest percentage of black and Latino students” do not offer Algebra II, and about a third of these schools do not offer chemistry.

_____ The separation of black students from majority-white schools (and the resources that accompany them) has real consequences for the lives of black students.

_____ The average white student attended a school that was 72.5 percent white and only 8.3 percent black.

Chart Analysis Graphic Organizer [HANDOUT D]

Chart:	
What claim(s) does the chart make?	
What evidence does the chart provide to support the claim?	
What data was collected and how was it organized to make the evidence clear?	

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School Re-segregation in Eight Charts Exit Ticket [HANDOUT E]

Name:

What argument are the eight charts making?

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What argument are the eight charts making?
