

EQUITY TIMELINE

ELEMENTARY LESSON PLAN



Dudley Flood Center
for Educational Equity
and Opportunity

MARCH 2024

5TH GRADE SOCIAL STUDIES (ELEMENTARY) LESSON PLAN



For NCEES - the following standards and elements are addressed in this lesson plan:

Standard II: Teachers establish a respectful environment for a diverse population of learners

Element A - Teachers provide an environment in which each learner has a positive, nurturing relationship

Element B - Teachers embrace diversity in the learning environment community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a learner's development and personality. Teachers strive to understand how a learner's culture and background may influence his or her learning environment performance. Teachers consider and incorporate different points of view in their instruction.

Standard(s): 5.C&G.2.2

Exemplify ways in which rights are protected under the United States Constitution

Students must be able to use material presented to them to come up with new examples of ways in which rights are protected under the United States Constitution.

Activator:

Students will watch this video on the Bill of Rights and the U.S. Constitution -

<https://www.youtube.com/watch?v=skWNC3a8NkM>

I Do:

Teacher pulls up the desegregation timeline and goes over the events listed and how they relate to the Bill of Rights and the U.S. Constitution. Teacher will model "Freedom of Speech", "Freedom to Vote", etc. and then talk about who was left out and when were they added to the have the right.

Resources: Desegregation timeline -

<https://floodcenter.org/north-carolina-school-desegregation-resegregation-timeline/>

We Do:

In groups, students study a list of existing laws within our country, specifically those included in the Equity Timeline. Students then using a cause and effect graphic organizer explain why some of those laws may need to change in the future and why it's important for some laws to change.



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You Do:

Students are given scenarios in which rights are threatened in the United States. Students come up with examples of how those rights are protected by the Constitution.

Summarizer/Exit Ticket:

Students will do a Kahoot Review game - <https://create.kahoot.it/share/the-bill-of-rights-quiz/17af80c2-fd23-42f4-a7c8-0e293ce86966>

Assessment/Assignment (How will we measure success?):

Using the Equity Timeline as a guide, students will create a timeline of rights that they want to see changed and why

Finally, students generate a list of new laws that may be needed in the future and explain why these new laws might be needed as well as how they protect the rights of citizens.



EQUITY TIMELINE

MIDDLE SCHOOL LESSON PLAN



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MARCH 2024

7TH GRADE SOCIAL STUDIES (MIDDLE SCHOOL) LESSON PLAN



For NCEES - The following standards and elements are addressed in this lesson plan:

Standard II: Teachers establish a respectful environment for a diverse population of learners

Element A - Teachers provide an environment in which each learner has a positive, nurturing relationship

Element B - Teachers embrace diversity in the learning environment community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a learner's development and personality. Teachers strive to understand how a learner's culture and background may influence his or her learning environment performance. Teachers consider and incorporate different points of view in their instruction.

Standard(s): 7.C&G.1.4:

Summarize new ideas that changed political thought in various nations, societies, and regions

Activator:

Name three things you would like to see changed in education on a post-note

I Do:

The class will discuss what ideas of intellectual, scientific and cultural movements have directed the future political thought with historical, cultural and economic factors that lead to change in NC. The class will discuss the concept of political thought and create a graphic organizer together, brainstorming ideas of political thought in relation to equality in education.

Resources: <https://www.youtube.com/watch?v=CjrFnmeGtL8> - Video

<https://www.pbslearningmedia.org/resource/b7bc564e-7966-4d7c-b534-de1f089e7949/civil-rights-movement-educational-equality/> - Video



EQUITY TIMELINE

MIDDLE SCHOOL LESSON PLAN



Dudley Flood Center
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and Opportunity

MARCH 2024

7TH GRADE SOCIAL STUDIES (MIDDLE SCHOOL) LESSON PLAN



We Do:

The class will look at the desegregation timeline through the lens of equality in education. Examples of various ideas that shaped modern political thought - how did new ideas influence the events seen on the timeline? Students will get into groups of three in a Jigsaw activity to become experts in one of the events on the timeline and what political thoughts changed to influence the event. The students will present their information to the class - all groups will take notes on the information presented in a two-column note format.

Resources: Desegregation timeline -

<https://floodcenter.org/north-carolina-school-desegregation-resegregation-timeline/>

You Do:

Using a technology platform of their choice, students will independently create an abstract discussing the new idea that has affected change in political thought in relation to equality in education that they completed with their group.

Summarizer/Exit Ticket:

On the post it note you did at the beginning of class, what thought would have to change or be created, to make it happen?

Assessment/Assignment (How will we measure success?):

Students will read and summarize the main idea(s) of a primary source from an equality in education text. Students will create a Flipgrid extolling an idea in education that has changed in relation to equality in the United States. In the Flipgrid, they will define the idea and summarize the impact of this idea on equality in education.



EQUITY TIMELINE

HIGH SCHOOL LESSON PLAN



Dudley Flood Center
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MARCH 2024

CIVIC LITERACY (HIGH SCHOOL) LESSON PLAN



For NCEES - The following standards and elements are addressed in this lesson plan:

Standard II: Teachers establish a respectful environment for a diverse population of learners

Element A - Teachers provide an environment in which each learner has a positive, nurturing relationship

Element B - Teachers embrace diversity in the learning environment community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a learner's development and personality. Teachers strive to understand how a learner's culture and background may influence his or her learning environment performance. Teachers consider and incorporate different points of view in their instruction.

Standard(s): Civic Literacy

- CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time
 - Students will know: Examples of ways individuals have resisted inequities, injustice, and discrimination. Examples of ways people have been able to recover from difficulties and challenges that have been the result of discrimination, injustice, and inequities
- CL.C&G.4.3 Exemplify how the constitutions of the United States and North Carolina have been interpreted and applied since ratification
 - Example: Equity in Education

Activator:

Students will draw a timeline reflecting their educational experiences

I Do:

The teacher will give students examples of different interpretations of the North Carolina Constitution - two example issues would be desegregation and equity in education. Class will discuss the definitions of the words desegregation and equity in education.

Resources: The NC original constitution: https://avalon.law.yale.edu/18th_century/nc07.asp
<https://www.youtube.com/watch?v=lrJe49bxE4E> - Video



EQUITY TIMELINE HIGH SCHOOL LESSON PLAN



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MARCH 2024

CIVIC LITERACY (HIGH SCHOOL) LESSON PLAN



We Do:

Students and teacher will complete a K-W-L chart as a class on desegregation as it relates to equity in education. Teacher pulls up the desegregation timeline and goes over a couple of examples along with the NC Constitution to model how to see the interpretation after ratification. In partners, students choose an event on the desegregation timeline to research and determine the North Carolina Constitution interpretation of the event (how it relates) in a cause and effect graphic organizer.

Resources: Desegregation timeline -

<https://floodcenter.org/north-carolina-school-desegregation-resegregation-timeline/>

You Do:

Independently, each partner will take one of the events they worked on together and create their own interpretation of the event as related to the NC Constitution. They must be able to express the reason behind their interpretation in “Tweet” so no more than 140 words.

Summarizer/Exit Ticket:

Students will have one minute to share their independent interpretation with the class.

Assessment/Assignment (How will we measure success?):

The teacher gives students a historical or contemporary case presented in North Carolina courts. Students review the case and come up with their own example of how they think the court might have interpreted the case based on both the United States and North Carolina Constitutions using criteria appropriate for their example interpretation selected from the following: judicial restraint, judicial activism, founder’s intent, strict constructionism, loose constructionism, jurisprudence, and statutory interpretation. Based on their understanding of the Brown v. Board of Education Supreme Court decision, students craft their own pretend decision based on the “Founder’s Intent” interpretation of the U.S. Constitution.

