

Critical Analysis of the History of Segregation in California Schools: A Unit for Language Learners (5th-12th grades)

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Author Positionality: Why did I write this unit given my identities and who is it for? As a white woman and former bilingual elementary teacher I wrote this unit because of my experience in public schools watching my Latinx students receive a monolingual and inferior education compared to their white counterparts. Ideally, this unit would be presented in a bilingual setting promoting the maintenance of the minority language(s) as well as literacy in the dominant language for all students. This unit is for all students with a special attention to the needs of language learners and to raise the consciousness of all students about the abuse that the native peoples of California endured at the hands of the white settlers.

This mini unit that can be modified for 5th-12th graders shelters instruction on the history of segregation in California schools. The unit will support students who are learning English to access and engage with difficult content (e.g. primary source documents etc.) within a (post)colonial analysis of the history/neocolonial present of our schooling system. Primary language (Spanish) materials and the concept of languaging/ethnifying (Garcia & Wei, 2014) is included in the unit. All of the lessons are aligned with the Common Core State Standards and the 9th/10th grade California English Language Development Standards (2014).

Enduring Understandings (Why bother studying the topic? Why should we care? What's the moral of the story? What couldn't we do if we didn't understand it? How can we apply the topic to the real-world? What's the value of studying it? "The students will understand...") (English/Paraphrased youth-English/Spanish/Spanish/Paraphrased youth-Spanish):

- *Racism is endemic in the United States. /Racism is widespread and common in this land that we now call the United States./ El racismo es endémico en los Estados Unidos./ El racismo es generalizado y común en esta tierra que ahora llamamos Estados Unidos.)*
- *In order to control people not in power, those in power will isolate them./If the powerful want to control you, they will separate you./ Para controlar a las personas que no están en el poder, los que están en el poder las aislarán./ Si los poderosos quieren controlarte, te separarán.*

Essential Questions (Have no simple "right" answer and are meant to be argued; Provoke and sustain student questioning/inquiry; Raise other important issues and questions; Naturally come up again and again; Stimulate rethinking of big ideas, assumptions, and prior lessons.)

What does it mean to be “othered” in schools and society?/ ¿Qué significa ser “el otro” en las escuelas y en la sociedad?

What is the result of “othering” in schools and society?/¿Cuál es el resultado de hacer de alguien “el otro” en las escuelas y en la sociedad?

How does the process of othering work?/¿Cómo funciona el proceso de hacer promover “la otredad”?

How did different people and groups agitate against the “othering” of groups in schools and society?/ ¿Cómo agitaron diferentes personas y grupos contra la promoción de “la otredad” en las escuelas y en la sociedad?

MINI UNIT OVERVIEW

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction to the Unit: Video Analysis “The Lemon Grove Incident” (1931)	Document Analysis: “The Modoc Chief,” October issue, published by the Fort Bidwell Boarding School, California” (1928)	Building Background: Equal Protection- Primary Source Document Analysis “14 th Amendment of the Constitution” (1868)	Building Background Primary Source Document Analysis “Anderson Bill” (1947) & “Brown v Board of Education Decision” (1954)	Building Background Primary Source Document Analysis “Racial Isolation in the Public Schools” (1967)
Day 6	Day 7	Day 8	Day 9	Day 10
Data Analysis: UCLA Civil Rights Project & “Beyond Brown: Pursuing the Promise”	School/District Analysis Project Intro: How segregated is our school?	School/District Analysis Project: Small Group Work	School/District Analysis Project: Small Group Work	School Board Presentation: Segregation in our School/ District

A note on languaging/ethnifying: Throughout the unit, encourage students to communicate (in writing, speaking, listening, and reading) in the language(s) that make most sense to them. Encourage them to play with language and explore meanings. Support them in talking about how they make sense of the key ideas in the unit and how their own languages and ethnicit(ies) help them to express and understand what they are learning and co-constructing.

ADDITIONAL UNIT HANDOUTS: You will need the following handouts in addition to the materials listed for each lesson:

- Ethnic Studies Questions to Uncover (Neo)Colonialism
- Some Strategies for Teaching Ethnic Studies to Language Learners
- Triple Venn Diagram

DAY 1: INTRODUCTION TO THE UNIT: VIDEO ANALYSIS OF “THE LEMON GROVE INCIDENT”

OBJECTIVES WITH STANDARDS

LANGUAGE: I can analyze a video and summarize orally or in writing what I learned about segregation in California. (CCSS.ELA-LITERACY.RH.6-12.2; [CCSS.ELA-LITERACY.CCRA.W.7](#); CA ELD 1.I.B.6)

CONTENT: I can recognize racial segregation in my own or another school. ([CCSS.ELA-LITERACY.RH.11-12.9](#); CA ELD 1.I.A.1)

MATERIALS: “Historian John Valdez Talks About the Lemon Grove School Desegregation Incident of 1931” (5 minutes) <https://www.youtube.com/watch?v=92DiTCecPIk>

OR “The Lemon Grove Incident” (60 Minutes) <https://www.youtube.com/watch?v=Uu9dxMMLGyU>; “Analyze a Video” worksheet from the National Archives (<https://www.archives.gov/education/lessons/worksheets>)
; sheet of chart paper; 2 thick markers; tape

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING

Pair/Share: Direct students to talk to one another about the following scenario:

“What would you do if our principal walked into our classroom and said that tomorrow all of the Mexican American students in the classroom had to go to a different school tomorrow? ¿Qué haría usted si nuestro director entrara a nuestro salón y dijera que mañana todos los estudiantes mexicano-americanos en el salón de clases tenían que ir a una escuela diferente mañana?”

This is exactly what happened in 1931 in San Diego county in a little town called Lemon Grove. The European American and Mexican American students were going to school together but the school board decided that the Mexican American children should go to a separate school- a barn. In the end the Mexican-American parents sued the school board (Alvarez v. Lemon Grove School District) and won their case. In the decision, the judge ruled that children of Mexican origin could not be segregated under the laws of the state of California, because they were “of the Caucasian race”, therefore laws allowing the segregation of “Oriental”, “Negro”, and “Indian” did not apply. This was the first successful desegregation case in what we now know as the United States.

Video Analysis: Pass out the “Analyze a Video” worksheet and review it and any unfamiliar vocabulary with definitions, pictures, gestures, examples and role play. Direct students to fill out the “Anticipate” and “Meet the Video” sections. Show one of the videos or excerpts from it, stopping to fill out the form with students on the projector. Post viewing the video(s) ask volunteers to share their

VOCABULARY: segregation, sue, title, video, documentary, narration, dramatization, school board, audience, court case, documents, historical evidence, etc.

STRATEGIES/INTERACTION

Inside/Outside Circle: Create an inside circle of students that faces out, an outside circle of students that faces in towards their partner (if there is not enough classroom space, move to a hallway and make a line A and a line B) and the teacher gives directions or asks questions related to the unit Enduring Understandings and Essential Questions etc. of one circle and each circle takes turns talking and listening.

APPLICATION

Direct students to talk to a partner about segregation they may notice in their schools.

REVIEW/ASSESSMENT/FEEDBACK

Take notes on student understanding of content and language on a class list.
Provide assistance to students who may be struggling with language.

CLOSURE

Co-create and post for the duration of the unit, a class KWL chart for "Segregation in California Schools." Direct students to share what they know, want to know, and have learned about segregation in California schools.

DAY 2: DOCUMENT ANALYSIS: "THE MODOC CHIEF" (1928) FORT BIDWELL BOARDING SCHOOL, CALIFORNIA

OBJECTIVES WITH STANDARDS

LANGUAGE: I can use a triple Venn diagram to compare (neo)colonizing and colonizing ideas in boarding schools and schools today. ([CCSS.ELA-LITERACY.CCRA.W.9](#); (CA ELD 2.I.A.2)

CONTENT: I can identify (neo)colonial or colonizing ideas in a boarding school newsletter and compare them to similar ideas in schools today. ([CCSS.ELA-LITERACY.RH.9-10.1](#) CA ELD 2.I.B.6a)

MATERIALS: "The Modoc Chief," October issue, published by the Fort Bidwell Boarding School, California" (October 1928) (<https://catalog.archives.gov/id/296114/22/public?contributionType=transcription>); triple Venn diagram

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING:

Talk about how present day Immigration police will come to homes and separate families forcing people who are suspected of being undocumented to leave their homes and possibly leave the country. Ask any volunteers to share their feelings about this unjust, inhumane, and violent action. Explain that in the federal government created Indian Boarding Schools to destroy Native Americans. The school leaders would steal children from their families and sent to a school. Show a video that introduces this genocide. Preview the videos in their entirety for developmental appropriateness given many of them tell the history of children being ripped from mothers' arms, rape of children, beatings, humiliation, and murder in the schools.

The purpose of Indian boarding schools was to colonize Native Peoples and take away their power. The federal agency that did this, the Bureau of Indian Affairs, said they were doing this for the Indian's own good to

educate them and make them healthy but they were trying to make weak copies of the ruling White Europeans who they hoped would do manual labor for Whites. The wanted to create people who would do as they were told and not question people in power.

VOCABULARY: boarding school, civilize, immigration, Bureau of Indian Affairs, unjust, inhumane, violent, Europeans, compare, contrast, colonialism, (neo)colonialism, etc.

Post this definition on the board or wall throughout the unit or course:
“Colonialism: taking the land of another people and controlling the people through government, education, economic policy, physical, and psychological force.” Choral read the definition 3 times with the class.
Pair/share: Ask students to tell their partner what they would have to do to take over Canada tomorrow. How would they do it and how would they keep control of Canada? Their ideas will likely be tools the colonizer uses to control and exploit people. Volunteers share ideas. Explain that (neo)colonialism is the same colonialism that happened in history, happening now so we call it “new” or neo-but it’s not really new.

STRATEGIES/INTERACTION:

Guiding questions: Use the “*Ethnic Studies Questions to Uncover (Neo)Colonialism*” (*ESQTUN*) to guide students in analyzing the October 1928 Fort Bidwell Boarding School newsletter. Students can access the document on their classroom devices if available or provide paper copies of the newsletter to small groups of 3-5 students. Preview the newsletter for the class on the projector, reading sections and explaining any unfamiliar vocabulary. Pass out the triple Venn diagram. Use page 3 to model analyzing (neo)colonial ideas in the newsletter content. Direct students to the “Class Aim” “To Be Good Americans.”. Ask students what they think the goal of school for 5-12 year olds should be? Ask any of the questions from the *ESQTUN* like “8) *Whose language, culture, stories, ways of being and thinking were/are promoted by those in power? (e.g. What do teachers teach? Who is represented in the picture books and history texts?)*” Volunteers share responses. Add a line to the triple Venn diagram, for example, “Boarding schools controlled students by making the “class aim” to be “American.” Schools today make students do the “Pledge of Allegiance to the United States” every morning. In the compare column, you could write “blind patriotism” and explain the concept of being loyal to a country without knowing why you are loyal.

Post or provide a group copy of the *ESQTUN*. Divide the 22-page newsletter into sections of 3 pages each for 7 triads of students. Circulate ask students read and ask questions of the text and record their responses on the triple Venn Diagram.

REVIEW/ASSESSMENT/FEEDBACK: Direct student to talk in their groups about their most powerful comparison and have one person prepare to share it with the following sentence frame (write on board): “The boarding school newsletter says _____

which is similar to our school when it _____. These are colonizing ideas because _____.”

CLOSURE: Direct volunteers to share ideas to add to the KWL chart from day 1. Read the objectives for the lesson and ask students to give you a thumbs up (“I can”) or thumbs down (I can’t) or a thumbs sideways (I’m getting there) for if each one.

DAY 3: EQUAL PROTECTION: PRIMARY SOURCE DOCUMENT ANALYSIS “14TH AMENDMENT TO THE US CONSTITUTION” (1868)

OBJECTIVES WITH STANDARDS

LANGUAGE: I can use a document analysis worksheet to understand what equal protection means. ([CCSS.ELA-LITERACY.RH.9-10.2](#); CA ELD 2.I.A.2)

CONTENT: I can analyze whether the 14th Amendment to the US Constitution is a colonizing or decolonizing law. ([CCSS.ELA-LITERACY.CCRA.R.2](#); CA ELD 2.I.C.9)

MATERIALS: “14th Amendment to the US Constitution” (1868) For the primary document image: <https://www.ourdocuments.gov/doc.php?flash=false&doc=43#>; For a clear transcribed text of the document: <https://www.law.cornell.edu/constitution/amendmentxiv>; US Constitution in Spanish: <https://constitutioncenter.org/learn/educational-resources/historical-documents/the-constitution-of-the-united-states-html-en-espanol>

copies of written document analysis worksheet at: <https://www.archives.gov/education/lessons/worksheets>

BUILDING BACKGROUND

Ask 2 volunteers to come to the front of the class to do a role play. Tell both student A and B “You both cheated on the last test so you will be punished.” Tell person A: “I finally caught you, and I thought you have been cheating all year, so you get suspended for 10 days.” Tell person B: “You have probably learned your lesson, so you will be suspended for 1 day.” Assure the students this was just a role play. Have them sit down. Ask students for their responses.

Section 1 of the 14 Amendment to the US Constitution guarantees that all US Citizens and anyone in its borders will be equally protected by the law. “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”

LINKING EXPERIENCE/LEARNING: Ask students to share how what they learned so far about segregation in California schools may conflict with the 14th Amendment’s promise. Volunteers share.

VOCABULARY: U.S. Constitution, Amendment, equal protection, law,
STRATEGIES/INTERACTION: Pass out the written document analysis sheet to pairs of students along with the text of the 14th Amendment in English or Spanish. As a whole class, fill out the first sections of the analysis sheet. Have students work with their partners reading the 14 Amendment and stopping and modelling analysis as you

continue. When students have finished their analysis ask them to write on the the top of their worksheet what equal protection means to them?

REVIEW/ASSESSMENT/FEEDBACK: Post and share the following question: *How did different people and groups agitate against the “othering” of groups in schools and society?/ ¿Cómo agitaron diferentes personas y grupos contra la promoción de “la otredad” en las escuelas y en la sociedad?* AND is the 14th Amendment a colonizing or decolonizing law? Students share.

CLOSURE: Direct students to share any items they would like to add to the KWL for the class that was co-created the first day of the unit. Direct partners to tell their partner: “The 14th Amendment to the US Constitution is a (colonizing/decolonizing) [choose one] because _____.

DAY 4: BUILDING BACKGROUND: PRIMARY SOURCE DOCUMENT ANALYSIS “ANDERSON BILL” (1947) & “BROWN V. BOARD OF EDUCATION” (1954)

OBJECTIVES WITH STANDARDS

LANGUAGE: I can paraphrase legal language to explain what a law means.
([CCSS.ELA-LITERACY.CCRA.R.4](#); CA ELD 2.I.B.6a)

CONTENT: I can explain how state and federal laws do not protect my right to an equal education.([CCSS.ELA-LITERACY.CCRA.SL.4](#); CA ELD 2.I.C.9)

MATERIALS: text of the Anderson Bill (1947); Image and text of the Brown v. Board decision: <https://ourdocuments.gov/doc.php?flash=false&doc=87#> ; written document analysis worksheet (<https://www.archives.gov/education/lessons/worksheets>’ video clip from “All Deliberate Speed” documentary [https://www.google.com/search?client=safari&rls=en&q=the+intractability+of+school+segregation&ie=UTF-8&oe=UTF-8#safe=off&tbm=vid&q=the+legacy+of+brown+v+board&*](https://www.google.com/search?client=safari&rls=en&q=the+intractability+of+school+segregation&ie=UTF-8&oe=UTF-8#safe=off&tbm=vid&q=the+legacy+of+brown+v+board&*>)

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING

Ask the class: If a law says people are not allowed to steal, will people steal? If a law says women are equal to men, will they be treated equally? If a law says schools can’t separate children by the color of their skin, will they separate them? Discuss. Show the video clip from the documentary “All Deliberate Speed”:

[https://www.google.com/search?client=safari&rls=en&q=the+intractability+of+school+segregation&ie=UTF-8&oe=UTF-8#safe=off&tbm=vid&q=the+legacy+of+brown+v+board&*](https://www.google.com/search?client=safari&rls=en&q=the+intractability+of+school+segregation&ie=UTF-8&oe=UTF-8#safe=off&tbm=vid&q=the+legacy+of+brown+v+board&*>)

Even though court decisions like Alvarez v. Lemon Grove School District (1931), Mendez v. Westminster (1944); the Anderson Bill (1947); and Brown v. Board (1954) said segregation was against the law, the people in power did not want integration.

California was the first state to outlaw segregation. The 1944 Mendez v. Westminster case resulted in the California legislature passing the Anderson bill, a measure that repealed all California school codes mandating segregation. The bill was then signed by the governor, Earl Warren.

In the 1954 *Brown v. Board of Education*, the Supreme Court ruled that separating children in public schools on the basis of race was unconstitutional. It signaled the end of legalized racial segregation in the schools of the United States, overruling the "separate but equal" principle set forth in the 1896 *Plessy v. Ferguson* case.

VOCABULARY: paraphrase, integration legal terms like *whereas*, *hereby*, etc.

STRATEGIES/INTERACTION: Students will use the reciprocal reading strategy in pairs to read the laws as they fill out the written document analysis worksheet. Divide the class in half giving the text electronically or in a paper copy to each pair. Model the process with a student volunteer and a paragraph of text;

Pairs:

- 1) Student A reads one paragraph or section aloud. A stops and asks B 2 good questions.
- 2) B answers the questions or asks for clarification.
- 3) A summarizes material for B. A asks B to add to the summary.
- 4) A and B predict what will happen next in the text.
- 5) (repeat and change A & B)

Summarizing: What is the gist of the text? What is the most important information?

Questioning: Ask a question that could be answered with information in the text. Or ask a question that you'd have to think about yourself.

Clarifying: Ask a question about a word or idea you don't think you understand.

Predicting: Make a prediction about what you think might happen next.

REVIEW/ASSESSMENT/FEEDBACK: When students finish their reading/analysis, direct them to pair up with another pair to make a group of four and paraphrase (put in their own words) a section of the law they read.

CLOSURE: Given our schools are so segregated by race, how many of you believe your right to an equal education is protected? Direct students who think their right to an equal education is protected stand on one side of the room. Those who think their right to an equal protection is not protected stand on the other side of the room. Direct the students one by one (or they can pass) to finish the sentence starter: My rights to an equal education are/are not protected because _____. Discuss the question from the *ESQTU* "12) *How did/do those in power protect themselves from criticism, separation, demoralization, dehumanization, demonization, and domination?*"

DAY 5: BUILDING BACKGROUND: PRIMARY SOURCE DOCUMENT ANALYSIS: "RACIAL ISOLATION IN THE PUBLIC SCHOOLS" (1967)

OBJECTIVES WITH STANDARDS

LANGUAGE: I can use my skills in document analysis to draw a conclusion about segregation in schools in 1967. ([CCSS.ELA-LITERACY.CCRA.R.1](#); CA ELD 2.I.C.9))

CONTENT: I can understand that racism has always been widespread in what we now call the United States.; I can form an opinion on how Congress has addressed segregation in schools. ([CCSS.ELA-LITERACY.CCRA.R.10; CA ELD 2.I.B.6b](#))

MATERIALS: “Racial Isolation in the Public Schools” (1967). For the image: <https://archive.org/details/racialisolationi01unit>; for the full text: https://archive.org/stream/racialisolationi01unit/racialisolationi01unit_djvu.txt; written document analysis sheets for each student (<https://www.archives.gov/education/lessons/worksheets>).

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING

Write the word “investigation” on the board. Ask students to ask what it means and what they know about it. Talk about why someone would want to investigate something. Direct volunteers to share what they would like to see investigated at their school. For example, “Why are there more Asian American students in advanced math classes? Why isn’t there a cross-walk in front of our school?” etc. Write down their questions.

In 1967 the US President asked the US Commission on Civil Rights to *investigate* complaints of lack of equal protection guaranteed by the 14th Amendment in schools and how children were being isolated (separated) because of their race. The Commission, or a special group of experts that was formed for a specific purpose, investigated and wrote a more than 200-page report of segregation in schools in the US. The report said that there was still segregation in schools and that it was caused by a variety of things including the separation of poor and rich people.

VOCABULARY: race, commission, civil rights, complaints, isolation

STRATEGIES/INTERACTION: Direct students to choose a page or pages of the document to analyze. The table of contents is on page xi for them to decide which pages to analyze. They may work alone, in pairs or in a small group. Encourage bilingual students to pair with students newer to English. As students work, challenge them with questions from the *ESQTUN*.

REVIEW/ASSESSMENT/FEEDBACK: Direct students to share something they learned from the report and if the Congressional report helps to decolonize (or undo colonization) or not. They can use the sentence frame: I learned _____. I think the report (does/does not) [choose one] decolonize because _____.

CLOSURE: Ask students to add to the KWL chart. Add extra sheets of chart paper as needed. Ask one of the essential questions (EQs) from the beginning of the course and have students either write or orally answer the question. Read the objectives for the lesson and ask students to give you a thumbs up (“I can”) or thumbs down (I can’t) or a thumbs sideways (I’m getting there) for if each one.

DAY 6: DATA ANALYSIS: UCLA CIVIL RIGHTS PROJECT & “BEYOND BROWN: PURSUING THE PROMISE”

OBJECTIVES WITH STANDARDS

LANGUAGE: I can express how I feel about segregation in my own and in California schools. ([CCSS.ELA-LITERACY.CCRA.SL.2; CA ELD 2.I.A.3](#))

CONTENT: I can describe how racial segregation in my own or another California school is the same or greater than in 1967. ([CCSS.ELA-LITERACY.CCRA.SL.4; CA ELD 2.I.C.9](#))

MATERIALS: computer with internet access for each pair of students;

UCLA Civil Rights Project <https://www.civilrightsproject.ucla.edu> and “Beyond Brown: Pursuing the Promise” video <https://www.youtube.com/watch?v=jLcac0KIQHo> 14:25 TO 22:30

“Analyze a Video” worksheet from the National Archives (https://www.archives.gov/files/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf)

*Alternatively, or in addition, you may want to review the Williams v California case (2004) and the Williams Settlement that requires that California schools offer the same school conditions, materials, and teacher training. A summary of the case in English & Spanish can be found here: <http://justschools.gseis.ucla.edu/news/williams/>

The primary source document for the Williams Settlement <http://www.cde.ca.gov/eo/ce/wc/documents/wmssettleagmt2.pdf>

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING

Link up: Have students stand in a circle or a line. Ask a volunteer to begin by saying “My name is _____ and I think segregation is _____ because _____.” Another student who is also thinks the same thing links arms with that person and says, “I also think segregation is (the previous person’s idea) and (another idea)”. The goal is to get the entire group linked up. If necessary, unlink up to get everyone linked again. The last person must make a statement that links them to the first person to complete the game. Encourage students to use key vocabulary from the unit in their oral language.

VOCABULARY: civil rights, data, tracking, achievement gap

STRATEGIES/INTERACTION:

Data Analysis: Direct pairs of students to go to two reports from the: UCLA civil rights project (<https://www.civilrightsproject.ucla.edu>) and look for data about rates of segregation over time. The first set of data is in a report that shows resegregation from 1993 to 2013 (<https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/segregating-california2019s-future-inequality-and-its-alternative-60-years-after-brown-v.-board-of-education/orfield-ee-segregating-california-future-brown-at.pdf>). They can look at the charts starting on page 34.

Next have them go to data that lists the top 100 largest districts in CA. Direct them to record the demographic data for schools nearest their school. (<https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/segregating-california2019s-future-inequality-and-its-alternative-60-years-after-brown-v.-board-of-education/CRP-CA-Exposure-rates-district-level-20144.pdf>).

Explain that the report shows 3 kinds of “exposure rates”-these rates are how often a typical student will come into contact with a different racial group:

1. Racial group exposure to low-income students by typical student in school districts
2. Racial group exposure to African American, Latino, and American Indian students by typical student in school districts
3. Racial group exposure to white and Asian students by typical student in school districts

Direct them to summarize what they have learned: _____ school/district is _____ and Segregation in California schools is _____.

Video Analysis: Pass out the “Analyze a Video” worksheet and review it and any unfamiliar vocabulary with definitions, pictures, gestures, examples and role play. Direct students to fill out the “Anticipate” and “Meet the Video” sections. Show one of the videos or excerpts from it, stopping to fill out the form with students on the projector. Post viewing the video(s) ask volunteers to pose questions from the *ESQTUN*.

APPLICATION: Students will write a poem about what they have learned about segregation in present-day California schools. Is it the same or greater than in 1967? To help students make sense of important concepts in, have them write a haiku about key words and phrases that lead to your EU, for example, isolation, segregation, equality, the law, Congressional reports, Lemon Grove, Brown v. Board etc. Students write a haiku on a topic of 3 lines with 5 syllables in the first line and then 7, then 5. For example,

My segregation
Brown? Anderson? Not really.
Decision time y'all.

REVIEW/ASSESSMENT/FEEDBACK: As students are working assist with difficult vocabulary and linguistic forms while asking critical questions from the unit overall as well as from the *ESQTUN*.

CLOSURE: Invite volunteers to share their poems. Add to the unit KWL chart begun on the first day of class. If comfortable, have volunteers share their poem standing on their chair.

DAY 7: INTRODUCTION TO SCHOOL/DISTRICT ANALYSIS PROJECT: HOW SEGREGATED IS OUR SCHOOL?

OBJECTIVES WITH STANDARDS

LANGUAGE: I can take notes on how segregated my school is from a district website. ([CCSS.ELA-LITERACY.CCRA.W.8](#)); CA ELD 2.I.C.10b)

CONTENT: I can give 3 reasons why it is important to study segregation in my school for decolonization. ([CCSS.ELA-LITERACY.CCRA.R.7](#); CA ELD 2.I.C.11a)

MATERIALS: computers with internet access for each pair of students;

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING

Ask students to work in groups of 4 and talk about and have one person record: How segregated is our school? What percent of the school is from different ethnic and linguistic groups? How are different ethnic and linguistic groups grouped in class and across classrooms?

VOCABULARY: demographic data, exposure, rate, percentage, presentation, school board, decolonization

STRATEGIES/INTERACTION: To review what they have learned thus far about segregation, students will perform a “Because Cooperative Story”. Sit in a circle. Explain that we will be reviewing some of the stories that we heard and learned about today/yesterday. Each person will say one sentence in the following order:

Person 1: [Tells something that happened: **First** or **Then**].

Person 2: [Explains why: **Because**].

Person 3: [Gives a probable effect of what happened: **So**]

Continue around the circle until ideas are exhausted or time is up.

Explain that we will now be looking at our own school/district and how segregated it is. Bring students to <https://www.civilrightsproject.ucla.edu> and/or your school district’s website where you can find demographic data that shows the degree of integration or segregation. Direct the groups to collect and record that data, beginning to answer the questions posed at the beginning of the lesson. (How segregated is our school? What percent of the school is from different ethnic and linguistic groups? How are different ethnic and linguistic groups grouped in class and across classrooms?)

REVIEW/ASSESSMENT/FEEDBACK: Direct each group they report what they found out and what additional questions they have. Support them in their research by suggesting websites and offices they can call to get the information they need.

CLOSURE: Ask each group to share with their group 3 reasons studying segregation is important to decolonization. To finish, introduce the question: Do you think segregation could be helpful to decolonization? How?

DAY 8: SCHOOL/DISTRICT ANALYSIS PROJECT: SMALL GROUP WORK

OBJECTIVES WITH STANDARDS

LANGUAGE: I can tell my classmates what interests me most about segregation in schools. ([CCSS.ELA-LITERACY.CCRA.SL.1](#); CA ELD 2.I.A.1 & 3)

CONTENT: I can create a presentation slide with a clear message about my group’s topic. ([CCSS.ELA-LITERACY.CCRA.W.6](#); [CCSS.ELA-LITERACY.CCRA.W.8](#); [CCSS.ELA-LITERACY.CCRA.W.9](#) ;CA ELD 2.I.C.10b)

MATERIALS: computer with internet access and a presentation program/application (e.g. Keynote or PowerPoint or Google Slides for each group of 4); research/ presentation topic slides on paper; masking tape; permission slips for school board meeting attendance in parent/guardian languages

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING: Review how the class has developed some strong opinions about segregation in California schools. Explain that they are going to have the opportunity to present their opinions about segregation in their own school at a school board meeting.

VOCABULARY: school board, brainstorm,

STRATEGIES/INTERACTION: Post 6-7 topic on the walls around the classroom with enough space for students to stand under each sign. Introduce each topic and explain each group of 4-6 students will be creating 1-2 slides to present on that topic. Number off the students 1 through 6 or 7 depending upon the total number of students in your class and the number of topics you will be using. Direct all of the 1s to go to one topic sign, the 2s to the next sign/topic etc. Direct students to talk to one another about ways they could answer the question on the sign. Model this as a think aloud for one sign. After 1-2 minutes at each sign, have the groups rotate clockwise until they are back at their original sign/topic. Next ask students, one by one to say which topic they want and to give a reason. Explain that if they finish early, they will be assigned to another topic to help. Explain that each slide needs a title, image(s) and text. Offer a sample slide as a model. Assemble the groups in this way and set them to work collecting information and creating their slides. Topics: 1) Title Slide(s): What is the most important information the Board will need about your whole presentation?; 2) Overview Slide(s): What is the order of the presentation that would make most sense?; 3) History of Segregation Slide(s): What should the Board know about the history of segregation in what we now call the United States?; 4) History of Segregation in California Slide(s): What should the Board know about the history of segregation in California?; 5) Segregation and Integration in Our School/District Slide(s): How segregated is our school/district?; 6) Effects of Segregation: What does segregation do to people?; 7) Recommendations Slide(s): What do you think the school board should do about segregation? What are you asking them to do? Provide a rubric for the slides.

REVIEW/ASSESSMENT/FEEDBACK: Ask one person from each group to share the progress they made in their group and what is left for them to do?

CLOSURE: Ask students to continue the discussion of how to decolonize schooling? What role does segregation play?

DAY 9: SCHOOL/DISTRICT ANALYSIS PROJECT: SMALL GROUP WORK

OBJECTIVES WITH STANDARDS

LANGUAGE: I can express my needs to my small group. ([CCSS.ELA-LITERACY.CCRA.SL.1](#); CA ELD 2.I.A.3)

CONTENT: I can carry out research on the internet to answer my research question. ([CCSS.ELA-LITERACY.CCRA.W.8](#); [CCSS.ELA-LITERACY.CCRA.W.9](#); CA ELD 2.I.B.6a)

MATERIALS: computer with internet access and a presentation program/application (e.g. Keynote or PowerPoint or Google Slides for each group of 4);

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING

Explain that this is the last day to prepare their group slides and practice their presentation for the school board.

VOCABULARY:

STRATEGIES/INTERACTION:

Students will work in their groups on their slides. As you circulate encourage students to express what they need. Offer sentence starters as needed (e.g. "I need ____." "Can you help me ____?" "What search terms do I need?" etc.)

REVIEW/ASSESSMENT/FEEDBACK:

Seat students in order and have them practice their presentation as a whole as many times as possible. Provide constructive feedback on presentation, language, and content.

CLOSURE: Ask volunteers to add to the unit KWL chart. Give details directions for the trip to the Board Meeting.

DAY 10: SCHOOL BOARD PRESENTATION: SEGREGATION IN OUR SCHOOL/DISTRICT

OBJECTIVES WITH STANDARDS

LANGUAGE: With my peers, I can present a concise (short) and clear presentation for a school board audience about segregation in my school. ([CCSS.ELA-LITERACY.CCRA.SL.5](#); [CCSS.ELA-LITERACY.CCRA.SL.5](#); CA ELD 2.I.C.9)

CONTENT: I can recognize and use the power I have as a student to advocate for my right to an equal education.

MATERIALS: Presentation slides and presentation notes; transportation to and from my local school board meeting; permission from parents/guardians to present at the school board meeting or have a video presentation shown. Ahead of time be sure to get on the School Board Meeting agenda and determine how much time students will have to speak and what technology will be available for their presentation.

BUILDING BACKGROUND

LINKING EXPERIENCE/LEARNING: Gather student presenters outside the school board meeting and ask students to share what they know about political action. Review the purpose, role, and powers that a school board has. Remind students that the school board are elected officials who should answer to their voters and have a responsibility to ensure schools are providing an equal education to all students.

VOCABULARY: agenda, time limit, presentation, presentation notes, warning light, timer, motion

STRATEGIES/INTERACTION: Students practice their presentation outside the board room, taking turns presenting slides and speaking.

REVIEW/ASSESSMENT/FEEDBACK/CLOSURE: After the presentation, meet briefly to explain any response(s) or motion(s) from school board members. Have students share their feelings, thoughts, and questions with one another and the whole group.

References

CONTENT

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García, O. and Li Wei, 2014. [*Translanguaging: Language, Bilingualism and Education*](#). New York: Palgrave Macmillan.

McTighe, J. & Wiggins, G. (2004). *Understanding by Design: Professional development workbook*. Association for Supervision and Curriculum Development: Alexandria, VA.

Miguel & Valencia (1998) From The Treaty of Guadalupe Hidalgo to Hopwood: The Educational Plight and Struggle of Mexican Americans in the Southwest.

Wollenberg, C.(1978). *All Deliberate Speed: Segregation and exclusion in California Schools, 1955-1975.* (This book is out of print but available in full text at: <http://www.ucpress.edu/op.php?isbn=9780520037281>

Wollenberg's book provides social context for the judicial history of segregation in California schools and explains what caused particular conflicts to arrive in court, decisions made, and implications of the decisions made on schools and ethnic groups.

MORE PRIMARY SOURCE RESOURCES

[Home](#) > [Civil Rights History](#) > [Civil Rights 101](#) > School Desegregation and Equal Educational Opportunity

<https://www.docsteach.org>

<https://www.docsteach.org/documents/document/1-conclusions-of-the-court>

These conclusions come from the court case [Gonzalo Mendez et al. v. Westminster School District of Orange County et al.](#).

<https://www.archives.gov>

<https://ourdocuments.gov>

Ethnic Studies Questions to Uncover (Neo)Colonialism

- 1) Who had power? Who has power? (e.g. Is it the wealthy, the poor?)
- 2) Who decided? Who decides? (e.g. Was it men, immigrants?)
- 3) How did/do the people in power maintain or keep that power? (e.g. Do they limit voting? Do they choose their own 'race' for leadership positions?)
- 4) Who did not/does not have power? (e.g. Is it women, people of color, the elderly?)
- 5) How do those in power discipline/punish/control those who are not in power? (e.g. Do they incarcerate people of color at higher rates? Hire and promote lighter-skinned applicants for jobs? Make laws that benefit the wealthy? Keep native languages out of public schools?)
- 6) Who gave/gives names to things, ideas, people, and places? (e.g. Did the colonizing country re-name the plants and animals?)
- 7) Who wrote/writes the books and educated/educates people? (e.g. Are only university-educated people allowed to publish books? Are only native English speakers writing books?)
- 8) Whose language, culture, stories, ways of being and thinking were/are promoted by those in power? (e.g. What do teachers teach? Who is represented in the picture books and history texts?)
- 9) Who and what was/is promoted as important, a role model, a positive historical figure? (e.g. Who is written about in history books and magazines and how? Is it the White male 'founding fathers'? Cesar Chavez? Dolores Huerta?)
- 10) Who was/is asked to mimic whom? (e.g. Do you have to have 'accentless' English? Are you encouraged to dress more like a particular group of people?)
- 11) How were/are those not in power minimized, separated, demoralized, dehumanized, demonized, and dominated? (Are the evil characters in movies given Mexican accents? Are unions that advocate for rights of workers of color ignored? How are Black men incarcerated more often and punished more severely than white men?)
- 12) How did/do those in power protect themselves from criticism, separation, demoralization, dehumanization, demonization, and domination? (e.g. Do wealthy parents only volunteer at their wealthy school? Are art and music of people of color funded as often as art and music of whites?)
- 13) Who and what was/is considered civilized and uncivilized? (e.g. Are European-American classical composers seen the same way as Black American musicians?)
- 14) Who was/is watched and who was/is watching them? (e.g. Who places camera in which schools and in other public institutions? Who is pulled aside in airport security? Who pulls them aside for an 'extra security check?')
- 15) Whose land was/is it? How is the land controlled? (e.g. How has this land come to be known as the United States of America by some? Why? What type of land is 'Indian reservation'?)
- 16) Who had/has control over capital/money? How was/is it maintained? (e.g. Where is wealth most concentrated in the United States? What are the laws about passing down wealth to children?)
- 17) How was/is this an example of an institution controlling access to power? (e.g. standardized testing that determines your life outcomes by tracking people into a lower level class as early as 8 years of age etc.)

Some Strategies for Teaching Ethnic Studies to Language Learners

*EU=Enduring Understanding; EQ=Essential Question; K=Knowledge; S=Skills

- **GALLERY WALK**

- Post 5-8 chart papers with essential questions, key vocabulary or concepts, copies of primary source documents, historic photos, maps etc. evenly-spaced on the walls around the room. Divide students into equal groups and assign them to stand in front of a chart with a marker. Direct them to respond to the topic on their chart in writing, with pictures, or words. After 2-5 minutes have passed, direct the students to walk in a clock-wise direction with their group to the next chart and begin responding to it. Continue the cycle. When groups have returned to their original poster, direct them to circle the 3 strongest ideas and be prepared to present why they chose those ideas to the rest of the class. Direct groups to present. Extend the activity with essay writing afterwards based on the presentations; note-taking during the presentations; a group essay written on the overhead or computer about the enduring understanding the charts elucidate etc.

- **10-2**

- Lecture or present whole-class for 10 minutes and stop to give students 2 minutes of processing time with: an oral pair-share on what they have learned so far; a 2 minute quick write on their answer to a unit essential question; ask a question related to the EU you are presenting and ask 5 volunteers to respond; direct students to quick-sketch something related to the presentation that they hearing; direct them to define 1 or 2 content-specific vocabulary words or use them in a sentence etc. Then continue 10 minutes of lecture/presentation and stop for 2 minutes for processing time. Continue the 10-2 cycle.

- **JOURNAL WRITE/SKETCH/DRAW**

- At the beginning, middle, or end of the period, direct students to, in their notes or learning journal/log, write, sketch, or draw for 5-10 minutes about: what they have learned; what questions they have; what they wonder, what surprised them, etc. Examples: Write/Draw/Share: How would you feel if.. What do you think will happen next? What if.. What do you think caused..? Do you agree or disagree with..? What is most important about..? What is one important thing you have learned so far? What would you do if..? How is this similar or different from life today?

- **TAKE-A-STAND**

- Temporarily or permanently post 5 bright and visible signs in order, evenly along one wall of the classroom that say: strongly disagree, disagree, neutral, agree, and strongly agree. Any time you are discussing or presenting on a controversial idea; would like students to voice their opinions; a point in history when an important decision was made; when you want students to predict what will happen next, write a statement on the board (e.g. "I would have freed the slaves." Or "I believe freedom of speech is our most important right." Or "I think

Congress will pass the law.”). Direct students to read the statement as a whole class or individually and then line up under the sign that matches their ‘stand’ on the statement. Ask volunteers from each line to state why they chose to stand there; explain that students will need 2-5 reasons or facts to back up why they are standing there. Once volunteers have shared their rationale for where they are standing, offer students a chance to change where they are standing. Extensions include recording their response on the board or a chart paper in the form of a bar graph or a chart where their reasons are listed; if responses are recorded, over the course of the unit, students can weigh-in again and then record how the class is changing (or not) their stand on the issue/statement.

- **DRAMATIC REPLAY**

- This is a way to help students apply what they are learning to real-life, empathize with historical characters and time periods as well as review and retain information and details. Before your lesson, determine who some of the important players were in the history (EU) you will be presenting. This can include politicians but also, the general population. Create signs for 2-5 characters with cardstock paper with 2 hole-punches and string long enough to hang at chest-level on your students with the name of the character (e.g. President Lincoln, a democrat, Iroquois Chief etc.) Stop 1-5 times during the presentation and have volunteers quickly assume the characters, wearing the signs. Give them a scenario (e.g. “You’ve met on the street.” Or “You are on a battlefield.” Or “The law has just passed and you are at a national park.” Or “You’ve time-traveled to the present-day and you have a meeting with the Secretary of State” etc.) Time the students and have them quickly act out the scene. You can require them to re-enact what you just presented and that each person must include 1-3 facts from the lecture or text. This can be a more extensive activity if you want students to create short skits in small groups.

- **NARRATIVE INPUT**

- This is a visual way to tell a story from history. You can choose to highlight certain characters, time-frames, events, cause & effect etc. depending on your EUs and Essential Questions etc. There are several ways to carry this out from low-tech to high-tech. Low-tech: on white or yellow butcher or chart paper, in pencil, sketch out the story with figures of people, settings etc, frame-by-frame in the order you plan to tell the story. If, when you plan to tell the story tracing the pencil with markers (etch-a-sketch brand are best), you want to use a particular color, lightly label the item or frame with that color so you remember. Also add questions you want to ask students at the right spot on the paper so that you remember to stop your presentation and ask students. Lightly write notes to yourself about the story so you remember important details related to the story. Once you have drawn everything, your narrative input is ready to be presented. Tape it up at the front of the room and

start your “story-telling” or “lecture” but drawing as you go. One input can be told over several days depending upon the complexity and length of the story. Give students a blank paper to copy their own sketch with colored pencils is best. They will retain a lot of information the more accurately you require them to copy the story. The same can be achieved using an old-fashioned felt board and felt-board characters and items you can buy online or make yourself with felt or paper with adhesive Velcro backing. Slightly more techy: For the old-fashioned overhead projector, make a transparency on your printer with clip-art of characters, scenes, and visuals to represent concepts, along with words in bold to label and tell the story on the overhead as students take notes and/or manipulate their own set of the pieces in pairs or individually. High-tech: use a drawing program, cartoon-making program, Smart Board, or movie making program to tell the story scene-by-scene. Or skip all of this and download an appropriate YouTube video/cartoon to show in class.

- **GRAPHIC INPUT**

- This is basically a very visual and expanded graphic organizer for important Enduring Understandings and parts of EUs. Think about how you would visually represent a concept or topic in history and start sketching it out chronologically, conceptually, or procedurally. For example, for the EU, *Rights come with responsibilities, you might abbreviate rights from the US Bill of Rights with a picture (a rifle of the right to bear arms) and then use a heavy chain to connect that to a sketch of a metal detector at a school or airport. Sketch the graphic input in pencil on yellow or white butcher or chart paper. When you are done with the pencil sketch, present the concept to the students tracing over the pencil lines with appropriate-colored markers, highlighting important aspects of the concept(s)/EU. Direct students to copy your sketch with colored pencils as you present it.*

- **SKILLS OF HISTORIANS SIGNS**

- Using paint stir sticks (get these for free or very low cost at hardware or chain building supply stores if you tell them you are a teacher) and card-stock signs glued at the top of the stir stick. Label the signs with skills of historians that you are developing in your students: (i.e. (1) Understand the significance of past to own lives, (2) Distinguish between the important and inconsequential, (3) Develop historical empathy, (4) Acquire a comprehension of diverse cultures and shared humanity, (5) Understand change and consequences, purpose and process, (6) Comprehend interplay of change and continuity, (7) Prepare to live with uncertainties, (8) Grasp the complexity of historical causation, (9) Appreciate the tentative nature of judgments about the past and not look to lessons or history as cures for present ills, (10) Recognize the importance of individuals in history for both good and ill, (11) Appreciate the force of the non-rational, irrational, and accidental in history and human affairs, (12) Understand the relationship between geography and

history as a context for events, (13) and Read widely and critically. Introduce the skills to students over the course of the semester, offering a couple of examples of the skill, and give a volunteer the sign to hold up when, during class, the skill is being utilized or discussed. You can offer extra credit for each time the student identifies the skill and applies their knowledge of it by holding it up and/or make it a requirement that each student work with a sign a 1-3 days per semester and summarize, in writing, what they learned about that skill from their experience. You can also create signs for EUs you are working toward in a unit as well as for key vocabulary. Additionally, you can require a student, other than the sign-keeper to explain why the sign-keeper held up the sign at that moment.

- **READING FOR UNDERSTANDING STRATEGIES**

- There are 4 dimensions of classrooms that support reading: social, personal, cognitive, and knowledge-building. The following are activities that will help students become better readers of the texts you provide them in your history classroom. Talk with your students about if they feel safe in class to ask questions or show their confusion in class.

Make changes so they feel safe; Give extra credit to students who tell you what they didn't understand from the reading and more credit for those who can tell you precisely where and how they became confused; Share with them what texts are difficult for you. Share your strategies for solving reading problems; Talk about who reads in society and who does not; Talk about what kind of power you get if you read; Tell them what kinds of books are your favorites and ask them about theirs; Have the class write/talk about their reading habits, likes, and dislikes; Help students become aware of what their mind is doing when they read; Model thinking aloud as you read a passage. Have them read a passage silently and then debrief what they were thinking/doing as they read; Explain that if students can develop stamina, they will become better readers over years and decades just as the teacher has; Practice the following strategies with students: Before reading students should get the "big picture" by scanning and skimming texts; When confused or unsure, break down or chunk texts into smaller parts; Stop and ask yourself if you are understanding what you read. If not, go back and try to summarize or paraphrase what was read. More strategies to model and suggest to students:

Write in the margins of the text; Visualize what is described in the text; Retell or paraphrase parts of texts; Make a graphic organizer of what one is reading as they read

Before reading, determine what your goal/purpose is for reading; Before reading a difficult text, get students to draw upon their prior knowledge or give them background that will help them make sense of what they are about to read. Before reading, have students imagine themselves in similar situations similar to those that will be encountered in the text; Before reading, have students explore the conceptual vocabulary that will

be encountered; Before reading, review and identify the structure of the text; Use text structures as cues for note-taking and graphic organizers.

- **THINK/PAIR/SHARE**

- Anytime you want students to become aware of their prior knowledge of a topic or EU, ask them to do a think-pair-share. For example, for the EU **rights come with responsibilities**, direct students to think of a right that they have in their home and how that right may be infringed upon if no one remains responsible (e.g. to read a book without being interrupted) and tell their partner or the person sitting next to them one of the rights they have, then listen to their partners right. Finally, volunteers share their responses whole class. Extensions include writing down the pair-share information, comparing the responses, creating a class survey and tallying the results and drawing conclusions etc.

- **CONCEPT OF THE DAY/WORD OF THE DAY/WEEK/UNIT WITH HAND MOTION**

- In order to help students recall and to emphasize important recurring big ideas in the curriculum, choose a big idea for your unit and create a hand motion that goes with it. For example, **clash of cultures** with a hand motion of two hands swinging together with interlaced fingers. Post the word or concept on the wall or board for the duration of the unit. Explain the concept, have the students practice the hand motion, and direct them to make the motion anytime they hear or read the concept.

- **STORYTELLING TECHNIQUES**

- History can be thought of a series of grand stories told well. In order to tell the story well, utilize techniques of great storytellers. Before telling a story from history, plan it out and use the following strategies. If you have time, practice in front of the mirror or film yourself and make changes so that your Enduring Understandings, Knowledge, or Skills comes through. Strategies: The story deals only with the problem set up at the beginning of the story (anything else that does not take the story forward should be excluded); Describe the characters in detail; Don't memorize-improvise; Create an active silence (keeping eye-contact); Before you start the story; After you end the story; After telling a part of the story that will allow the listener to reflect, visualize, imagine etc.; Vary your loudness and tone of voice; Use sound effects; Use gestures; Use props; Stay relaxed and confident

- **PRIMARY SOURCE ANALYSIS WORKSHEETS**

- Use primary sources in your teaching to help students understand how history is written and constructed as well as engage them in the process of creating history, especially in the case of analyzing local history documents. Download printable document analysis sheets from the National Archives for [Written Document](#), [Artifact](#), [Cartoon](#), [Map](#), [Motion Picture](#), [Photograph](#), [Poster](#), [Sound Recording](#) at archives.gov and practice analyzing a document with the students on the overhead first, then have them work in small groups or pairs. Be sure to have a group

discussion of the source(s) to help students refine their analyses from their peer's work and your guidance and understanding of skills of historians.

- **INSIDE/OUTSIDE CIRCLE**

- In a large space, create an inside circle of students that faces out, an outside circle of students that faces in towards their partner (if there is not enough classroom space, move to a hallway and make a line A and a line B) and the teacher gives directions or asks questions related to the unit EU etc. of one circle and each circle takes turns talking and listening. Can be adapted so that the outside circle takes a step to their right and has a new partner to talk with. Great for review and formal test preparation.

- **K-W-L CHART**

- On chart or butcher paper, create a 3-column chart with the headings: what I know, what I want to know, and what I learned. Prior to beginning a new unit or introducing a new EU, call on volunteers to share what they know about the topic, EU or EQ and record that information in the K column. After the class has exhausted all of their ideas about what they know, ask them to create questions about what they want to know about the topic. Again, exhaust all of their ideas. After working on the unit for a few days, come back to the chart and ask for volunteers to share what they have learned so far as well as any new questions that they may have and record the information. Use the chart as a record of learning throughout the unit. An extension is to ask volunteers to come back to the chart and mark the items in the K column as T for true and F for false as students gain more understanding of the EU. The KWL also serves an assessment tool for you as the teacher because you can learn of student misconceptions at the beginning of the unit that you need to address and also for getting a sense of what students are understanding as the unit progresses so that you can modify your teaching accordingly.

- **GIVE ONE-GET ONE**

This is a great before, during, or end of unit gathering of information. It also works well as a pre-writing or test study activity. (1) Have students fold a piece of paper lengthwise to form two columns and write **Give One** at the top of the left-hand column and **Get One** at the top of the right-hand column; (2) Have students brainstorm a list of all the things they already know about the topic they will be studying or the text they will be reading, writing the items down in the left-hand column; (3) After they make the list, have them talk to other students about what is on their lists; (4) Have students write any new information they get from these discussions in the right hand column of their lists, along with the name of the person who gave them the information; (5) Once everyone has given and gotten information, have the whole class discuss the information students have listed; (6) Again, have students write any new information they get from this discussion in the right column of their lists.

(adapted from Shoenbach et al., 1999)

- **SMALL GROUP ROLES**

- When directing students to work in small groups, be it for analysis of primary source documents; solving an historical problem; researching a subtopic of an EU, give them clear roles with guidelines. Review the roles prior to getting them started in their groups and give examples of how they should carry out their roles. The time taken to clearly explain the roles and give examples of how to successfully take on those roles will be worth the more efficient and thoughtful group work that will ensue. Post the role description in a clearly visible place in the class during work time. Give students tags they can wear with their role or make hats, buttons, or table tent signs with their role printed on it.

Facilitator: Makes sure everyone in the group understands the task at hand; Makes sure everyone has a chance to participate; Listens to needs and makes decisions.

Recorder: Keeps an official record of the group's proceedings; Makes sure that all other members have the notes and information that will be needed.

Materials Manager: The only person who *goes to get* materials; Manages and keeps track of the materials.

Reporter: Organizes the group's presentation and should see that all the individual efforts are coordinated.

Harmonizer: Listens and observes and makes sure everyone's needs and concerns are met; Makes sure everyone gets to participate; Helps to solve conflicts

- **DOUBLE, TRIPLE, QUADRUPLE & ADAPTED VENN DIAGRAMS**

Use Venn diagrams to compare and contrast information whole class, small group, and individually with pencils or post-it notes. Take your EU or a piece of knowledge needed to gain understanding of the EU and break it into 2-4 logical pieces. Use the appropriate number of overlapping circles to compare and contrast aspects of the topic. An adapted Venn diagram is simply using overlapping rectangles instead of circles so that it is easier to write in the overlapping area. If you carry out the compare and contrast Venn diagram whole class, give students individual blank diagrams to fill out as you work that they can then keep in their notes for reference. Venn diagrams are a great pre-writing, during unit processing, or test-prep activity.

- **MAKING METAPHORS, ANALOGIES, & SIMILIES**

- Making metaphors asks students to bring their thinking to a higher level by inviting them to analyze and synthesize information. Metaphors can be student- or teacher-generated. The teacher can offer metaphors to help students get the **big picture** of an historical event, time-period, or issue. For example, a war is a see-saw, with each side winning or losing different battles. For the EU rights come with responsibilities, a metaphor could be a car and gas. The car does not serve a purpose without gas to make it go. During discussion, remind students to think of a metaphor for what you are discussing. Metaphors are also a great tool

for structuring an essay. Also, use analogies, e.g. groups are to teams as political parties are to House committees. Finally, similes help students make sense of complex concepts or volumes of information, e.g. Communities are like families - everyone has a job that they need to do to help the family survive and succeed.

- **SUMMARIZING WITH FRAME QUESTIONS**

- At the end of a lesson or period, help students review what they have learned orally or in learning logs in writing by asking them to complete one or more of the following sentences: I still wonder.. Now I understand... I'd like to know more about... Something that doesn't make sense is... Some questions I have are... I agree that... I disagree about ... Extensions include asking students to pair-up and read one another's entries or share their ideas orally. Students can write their sentences on a post-it note and this becomes their "exit ticket" from class that they must complete and hand to you before you leave class.

- **LINK-UP**

- This is a great post-reading, post-lecture, post-viewing review and reflection activity. One student stands in the center of the circle and says, "My name is _____ and _____ interested me from the lesson/reading/movie/story this morning/afternoon." Any other student who is also interested in the same thing links arms with that person and says, "I was also interested in (the previous person's interest) and (another interest)". The goal is to get the entire group linked up. If necessary, unlink up to get everyone linked again. The last person must make a statement that links them to the first person to complete the game.

- **BECAUSE COOPERATIVE STORIES**

- This is a great review activity after learning about a story from history. Sit in a circle. Explain that we will be reviewing some of the stories that we heard and learned about today/yesterday. Each person will say one sentence in the following order:

Person 1: [Tells something that happened: **First** or **Then**].

Person 2: [Explains why: **Because**].

Person 3: [Gives a probable effect of what happened: **So**]

Continue around the circle until ideas are exhausted or time is up.

- **HISTORY LINE-UP**

- This a great review/test-prep for students and an assessment tool for you to observe what misconceptions or weak spots they may have and need re-teaching. Students recall a historical event or story with an obvious chronology. On an index card, each student writes down one thing that happened at some point in the event (or the teacher creates these cards.) Now the students may not talk. They need to line up in the order the events occurred without talking. When they think they are done, they should do one final non-verbal check for accuracy then they will read their cards in order and make any necessary changes.

- **RECIPROCAL TEACHING**

- For texts that are above student reading level, the following technique is a powerful way to help students comprehend difficult texts:

RECIPROCAL TEACHING

Pairs:

- 1) Student A reads one paragraph or section aloud. A stops and asks B 2 good questions.
- 2) B answers the questions or asks for clarification.
- 3) A summarizes material for B. A asks B to add to the summary.
- 4) A and B predict what will happen next in the text.
- 5) (repeat and change A & B)

Groups:

- 1) Student A reads one paragraph or section aloud. A stops and asks 2 good questions.
- 2) B, C, or D answers the questions or asks for clarification. The group discusses.
- 3) A summarizes material for B, C, & D. A asks each to elaborate on the summary.
- 4) A, B, C, & D each predict what will happen next in the text.
- 5) (repeat and with B reading)

Summarizing: What is the gist of the text? What is the most important information?

Questioning: Ask a question that could be answered with information in the text. Or ask a question that you'd have to think about yourself.

Clarifying: Ask a question about a word or idea you don't think you understand.

Predicting: Make a prediction about what you think might happen next.

- **MAKE A GROUP**

- This activity should be done in a large space with room to move around. The teacher calls out a characteristic or a category and tells people to move as quickly as possible, into a group of 2-4 that share that same characteristic. For example, "People who had the same thing for breakfast as you did" or "People who feel the same way about cats as you do" or "People who love history." Call out the categories as quickly as possible so they are always moving (if they don't find a group the first round, they will the next) and be sure to include categories that will include all students.

- **HOT SEAT**

- This works well if you have a student that enjoys the lime-light and helps the rest of the class learn historical empathy and point-of-view for the time period. Because the person in the hot seat stays in character, all of the students must be thinking about events and life during the time period in which the historical character lived. Choose one or several students to come to the front of the room to portray historical characters

that you are studying. The rest of the class asks them questions of their own, pre-written questions you've passed out on cards, or study guide questions created for a test. The students in the **hot seat** must answer as if they are that character. Extensions include explaining that the character has time-traveled to the present day. This allows the class to make comparisons between past and present contexts and events. You can also have up to 5 hot seats with 5 people in character who must answer the questions one by one as a discussion panel might. This allows for more complex thinking and connections, especially if you chose people from different time periods and social groups. Some questions that can be written on notecards for students to ask: What is your biggest challenge?

- How are you a winner?
- What are the major problems in you life and in society?
- What do you hear on a day-to-day basis?
- What do you see on a day-to-day basis?
- What have you done for people?
- How would you describe yourself?
- What are your hopes and dreams?

- **WHAT AM I? CARDS**

- On your index card (don't look at your card!), write the name of a person, place, or idea from the current topic of study or a new topic for which you would like to elicit prior knowledge. Mix them up and pass them out again. Students hold the card on their forehead, facing out. Take turns describing to another person what their person, place or thing is and try to guess what your own is. If you guess yours correctly, continue helping others guess their own.

- **4-CORNERS VOCABULARY**

- Creating a word-wall for concept vocabulary that students can refer to throughout the unit or semester can help them integrate that language into their understanding and work. The can also use the 4-corners method for a personal dictionary that can be used for reference in school and at home for their work. Show an example on a sheet of paper divided into 3 quadrants (index cards can be used as well). In each corner for one word students create: an illustration, a sentence using the word, a definition, and the vocabulary word. Post these or compile into a personal dictionary.

- **EVERY STUDENT GETS A CHANCE**

- If your students each have a whiteboard and dry erase marker, you can use this all day long for student processing of information and your ongoing assessment of student understanding and knowledge. There endless opportunities. The following activity is differentiated because all students can respond at their own level of understanding. Show some content/a fact/a vocabulary word, and direct volunteers to read it aloud

together. Then, direct students to respond on their whiteboards in writing or a sketch of what the content makes them think of.

- **CONCEPT POETRY**

- To help students make sense of important concepts in history, have them write a haiku about key words and phrases that lead to your EU. Students write a haiku on a topic of 3 lines with 5 syllables in the first line and then 7, then 5. For example,

- **1 to 3 SELF ASSESSMENT**

- Teacher reviews objectives and has students raise 1, 2, or 3 fingers in response to the objective (1=I can't do it; 2=I can't do it but I got closer; 3=I can do it.

A: _____

B: _____

