I. **Class Demographics** - (5pts)
Include contextual information about the class the lesson will be taught to such as the total number of students, male/female student ratio, ethnicities, G.T., Special Education, grade level, etc.

**General Demographics:** There are currently thirty students in my pre-AP collaboration Citizenship class. Twenty nine of the students are in ninth grade and one student is in tenth grade. There are fifteen females and fifteen males. Sixteen students are identified as white, twelve students are identified as African-American, and two students are identified as Hispanic.

**G/T Information:** Three of the thirty students have been identified as gifted and talented. All three of these students are female.

**Special Education:** Eleven students in the class currently have IEPs. One of those 11 students is also identified as LEP. Seven of these students are male and four are female.

II. **Context** - (10 pts) Explain how the lesson fits into the unit:

A. Identify unit topic and unit objectives
B. Identify essential questions addressed by this lesson
C. Describe the students' prior knowledge or focus of previous lesson
D. Describe any modifications if necessary

**Topic:** During the months of January and February we study Martin Luther King and the Civil Rights movement through the context of the Presidency, the Supreme Court, and Black History Month. Throughout the unit students will focus on the changes that the Civil Right Movement brought to the United States and analyze those changes in the context of today’s political, social, and judicial climate. The unit culminates in a class discussion and essay on whether Black History Month is still needed.

**Unit Objectives:**
- Students will be able to identify and describe tactics used in the Civil Right Movement in the 1950's and 1960's.
• Students will be able to accurately create analogies from past events to modern events.
• Students will be able to articulate and provide evidence from texts about their view on the need for black history month

**Essential Questions For Lesson:**
• Why do people oppose celebrating black history month?
• Why do people support celebrating black history month?
• How can diversity be an asset to our classroom and school?

**Prior Knowledge:**
Previously to the lesson in the unit students have been exploring the Civil Rights Movement in the 1950's and 1960's. They have viewed videos in the "Teaching Tolerance" series produced by the Southern Poverty Law Center and discussed in class key points in those videos. Students have also participated in a learning center activity where they rotate among several stations which use a variety of teaching methods (pictures, art, readings, and internet research) to learn about civil rights. This lesson serves as the culminating activity where students will use what they have learned to participate in a class discussion and to share their ideas in written form.

**Modifications:**
Modifications will be needed for some of the students with IEP's in this class. The special education co-teacher in the class and I will assist these students with vocabulary during the readings and with outlining and idea development during the writing phase of the assignment. Some of these students may work with the me or the co-teacher in a more individualized setting if needed.

**III. Lesson Objectives/Learning Targets** - (10 pts)
A. State what students will demonstrate as a result of this lesson
B. Objective must be student centered. ..(Students will.....) (I can...)

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<th>Lesson Objectives: I Can</th>
<th>Learning Objectives: I will</th>
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<tr>
<td>Students will develop an opinion on the continued need for Black History Month.</td>
<td>I will encourage students to consider both sides of the discussion and to treat people on each side with respect.</td>
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<td>Students will explain why they hold the opinion they develop.</td>
<td>I will ask guiding questions to encourage students to think about the topic and the readings in greater depth.</td>
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<tr>
<td>Students will use the texts that we read in class as evidence and support of their opinion.</td>
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**IV. Connections** - (5 pts)
• Common Core
  o CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- CCSS.ELA-LITERACY.RH.9-10.6
  - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- **KY Academic Expectations High School Social Studies:**
  - 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations
  - 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

V. **List Resources needed to teach lesson** - (5 pts)

*Article “Black History Month: Honoring the struggle, empowering the nation” [http://www.kentucky.com/2012/02/11/2064231/black-history-month-honoring-the.html]*

*Article “Black History Month, it is time to get rid of this celebration” [http://articles.nydailynews.com/2011-02-04/news/28534728_1_black-history-month-asian-americans-color]*

VI. **Instructional Strategies** - (15 pts)

Two to Three Instructional Days depending on length of the class and the amount of discussion

1. Begin the lesson by asking for students what comes to their mind when they hear the phrase “Black History Month” or the Civil Rights Movement. Students should write their ideas down on a piece of paper. After a few minutes ask some students to share what they wrote, write these phrases/ideas on the board. Discuss with the class what trends are observable or significant.

2. Pass out the articles and notes sheet on whether Black History Month should be continued or eliminated.

3. Read the first article “Black History Month: Honoring the struggle, empowering the nation.” Have students take turn reading and stop periodically to check for understanding. Students should record the author’s main points in their notes chart under the column “Reasons to Keep Black History Month.”

4. After finishing the first article, review the author’s main points. Ask students to predict what arguments could be made against this author’s point of view.

5. Read the second article “Black History Month, it is time to get rid of this celebration.”
Have students take turn reading and stop periodically to check for understanding. Students should record the author’s main points in their notes chart under the column “Reasons to Eliminate Black History Month.”

6. After finishing the second article, review the author’s main points. Ask students to analyze what arguments could be made against this author’s point of view.

7. Have students complete the “Black History Month” critical thinking questions. Pick two to three questions to discuss as a class.

8. Ask if students have any questions about the article or if there are any arguments they do not understand.

9. Students should begin their Open Response Question on whether we should keep or eliminate Black History Month. Students may use the notes they took from the articles.

VII. **Assessment** - (10 pts)

Include your data results

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<th><strong>Formative assessment:</strong></th>
<th><strong>Summative assessment:</strong></th>
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| - Entry Activity: Black History Month Brainstorm  
28/30 students were able to write down at least two things that came to mind from previous lessons or prior learning. | The students writing assignment will serve as the summative assessment for this lesson. |
| - Critical Thinking Questions:  
25/30 students answered the critical thinking questions and provided explanations for their questions; 3 students answered some of the questions, 1 student answered questions without explanation, 1 student did not answer any questions | 28/30 students were successful in completing the assignment. One student who did not successful complete the assignment will work with the special education co-teacher in the class to address the flaws in the paper. |

VIII. **Reflections** - (10 pts)

After delivering your unit/lesson, reflect on its success.

* What evidence/data demonstrates that students met goals and objectives?

* In what areas did students exceed goals and objectives?
What might you do differently next time?

Overall I feel that the students writing pieces show that they have met the objectives of the lesson and have a basic understanding of diversity. These writing sample will be added to their working writing portfolio.

The students exceeded my expectations with the discussion of the video. Issues such as separate but equal, the caste system in India, and the United States treatment of Japanese citizens during WWII were brought up by students. This also led to students wanting to collect data such as how many different languages the students in our class can speak (5), and how many languages are known fluently in their homes (13). Students were also easily able to tie the lesson back to our Snow Treasure unit and to their bullying lessons in guidance.

Next time I would allow more time for discussion. Students had very strong opinions on the issue and wanted more time to share with the whole group. I would also have provided a written form of the statement that is given on the video. This would have allowed students to see and better understand it in its entirety. I would possibly also develop a way for students to share their writing with students in other classes.

IX. Impact on the awareness of diversity on lesson plan - (20 pts)
A. What impact did your lesson plan have on your students to enhance their awareness of diversity?
B. What is the purpose of the lesson?
C. Why did you select this lesson?
D. Why is it important to your school community?

For several years I heard students ask why we had to study the Civil Rights Movement and talk about Black History Month. Students would often refrain that they had covered the topic in earlier grades and did not want to go over it again. As a result I began to search for a way to make the topic of diversity in the context of Black History Month more relevant to high school students.

I believe this lesson did a good job getting students to understand the complexity of feelings about race and how to celebrate diversity within the United States. At this age students are typically interested in the topic of race and enjoy debating racial matters. As recent news events have demonstrated the topic of race and diversity elicit strong emotions and this type of structured assignment allowed students to explore some of those feelings and consider other views.

Our school is relatively diverse both racially and economically and this class is reflective of that feature of our school. The diversity within the class helped contribute to a greater diversity of opinions and views. This class is comfortable enough with one another and are typically well behaved for their grade so I though this lesson would be effective with them. Although we did not reach an agreement on some core questions, that was not my expectation. We were trying to consider other people’s points of view and work on
developing our own which we were successful in doing. As we debate other controversial topics later in this semester I hope this assignment provides some groundwork for those discussions.

X. **Teachability** - (10 pts)

I believe this assignment would be appropriate for all high school grade levels. A teacher would need to take into account the classes’ maturity and the amount of time they have available for the lesson. If they teacher had additional time they could spend some time on modern civil rights issues and have students incorporate those into the assignment.

XI. **Bonus Points** - (3 pts)
Provide a maximum of 3 examples of students work/evidence (no student photos)
Black History Month

After reading both on whether we should or shouldn’t have black history month, I have come to a decision. I think we should keep black history month. One reason I think we should keep it is because African Americans have been through a lot. A lot of the new generation of African Americans don’t understand that, so when they act up it’s like a slap in the face. They need to learn about their past and what people had to go through so they can sit in the front of the bus, be able to play w/ white kids, drink from the same water fountain, etc. What better way to teach them other than having a black history month?

Another reason is because it can open white people’s eyes about what African Americans had to go through in order to gain their freedom. What some white people fail to realize is that white people helped get African Americans to freedom. Abraham Lincoln abolished slavery after 400 years of it. JFK proposed the civil rights act trying to put segregation.
to an end. Some white people don't understand what it was like to go through that misery. Black history month is a best way to teach them about the african american history.

There is a stereotype saying that black people won't make anything of themselves, that they won't be successful. But actually there are plenty of african americans that have been successful. Madame C.J Walker grew up poor and ended up being the first female african american millionaire from inventing a hair growing lotion. Louis Latiefor invented the important part of the light bulb, the carbon filament. Garrett morgan invented the first traffic signal. There are many more that had part of the inventions made. So the stereotype on african americans is not true because black people have a lot to do with the important things we use in our everyday life.
Black History Month Editorial

Frankly, I would think that by now, fifty years after the end of segregation and the teachings of Dr. Martin Luther King Jr. and the civil rights movement, that we’d be able to move past petty prejudice and racism. While white supremacy groups like the KKK still exist, they do not have much sway on people anymore. America has, for the most part, realized Dr. King’s dream, with the exception of things like Black History Month. As a society, we have moved past racial segregation. We should not segregate history too.

If we separate people’s accomplishments based on color and not on chronology or importance, we forget about what’s important or what they did and just think about their race. For example, after the next few elections, if things don’t change, children will learn about how President Obama was the first African-American president and not about what he did or whether or not he was a good president. This sort of racial spirit is a very inefficient way of teaching history because it overemphasizes one group’s accomplishments over another’s. As if it is, we are learning about, say, Malcolm X because he’s black, not because of his contribution to history. Gandhi freed his people from the British speaking of the same non-racial Dr. King speaks of, but do we have an Indian History Month? No, and we probably won’t get one because then we’d have to have a month for every race. There aren’t enough months for such a learning system, so what’s the point in having just the one? We should learn about all people, regardless of race, sex, religion, or nationality, but on their impact on history and the future of mankind.
I believe that America should eliminate black history month. One reason I believe this is because it causes people to base or judge individuals by their skin color and not their personality. Throughout peoples' lives, we are told not to judge one based on what they look like, yet we have a whole month focused on people just because of their skin color. I think that this puts more emphasis on the differences of people, instead of focusing on the similarities.

I certainly believe that individuals should learn about and celebrate black people and their achievements, but do not think it should be focused on for one month and then forgotten; we should be celebrating all people of different races all year long. This would prove that America thinks that all races are equally important.

Furthermore, I believe that students are being educated about some people who weren't very successful and didn't make a big impact in our country. They are only learning about them because that person is black. For example, Famous Amos. Though it may be interesting to learn about him, he is not the most important person compared to Gandhi or our previous presidents. Students should not be learning about someone because of their skin color; they should be learning about them because that individual has made some sort of impact in history.
Black History Month: Should We Keep It Or Should It Go?

Instructions:

1. Read and take notes on the opinion piece “Black History Month: Honoring the struggle, empowering the nation” (http://www.kentucky.com/2012/02/11/2064231/black-history-month-honoring-the.html). Pay attention to the reasons why he supports keeping “Black History Month.”

2. Read and take notes on the opinion piece “Black History Month, it is time to get rid of this celebration” (http://articles.nydailynews.com/2011-02-04/news/28534728_1_black-history-month-asian-americans-color). Pay attention to the reasons why he opposes keeping “Black History Month.”

3. Answer the critical thinking questions at the end of the articles. Be sure to explain your views.

4. Open Response: Do you think we should keep or eliminate “black history month?” Explain your opinion in a minimum of three good paragraphs (5 good sentences per paragraph). You should cite information from the articles.

THIS IS A TEST GRADE, TAKE IT SERIOUSLY!!!!
Celebrating black history means fighting for justice

By John J. Johnson

February 11, 2012

Each February, the observance of U.S. African-American History Month becomes a time to recognize the contributions of African-Americans to history and culture. This observance, originally known as Negro History Week, was conceived in 1926 by Carter G. Woodson, a graduate of Berea College. Woodson was an African-American historian whose own life exemplified many triumphs.

From the early 18th century when black settlers came to Kentucky with Daniel Boone to the present, history is interwoven with African-Americans' victories over debilitating odds, their aspirations and their accomplishments. Through it all, African-American and other black citizens have climbed the rough side of the mountain in the face of grueling obstacles.

This month also provides the national community an opportunity to assess the current dynamics and problems African-Americans and other minorities face, and it can help those who care and those who govern plot a course for improvement.

Many African-Americans continue to plod through conditions as a result of the enslavement of their forbearers and the bondage that followed under the brutal hand of racism — a hand that stretches forth in different ways today, whether or not we like to admit it or talk about it.

The legacies of prejudice and segregation that persevered until just 48 years ago still obstruct significant aspects of African-American life. How great it would be if our state and national communities could pull together to diminish until they disappear the lingering problems that continue to damage not only African Americans but the fabric of the whole society.

Examples of these problems are hate crime, racial and other profiling, voter suppression, health disparities, prison sentencing discrepancies, red-lining and housing discrimination and education achievement gaps.

However, as we ponder how far the nation has come in learning to treat people as equals and in recognizing that societal progress depends upon the equal opportunity inherent in the American dream, let's reflect on those on whose shoulders today's strong, young generation can stand.

There are many brave souls who poured out an abundance of energy to help advance the cause of racial equality and justice, and their sweat and blood laid the foundations and made bridges that all minorities might cross over to achieve lives of opportunity and prosperity.

Years of brutalization sought to transform a proud and wonderful African people into a new people without knowledge of their names, language, culture, religion or history. People should look back and appreciate the black Americans, white Americans and other minority Americans who changed the country for the better and ended a long, dark chapter in the nation's history.
These people exemplify the teachings of Martin Luther King Jr., who reminded us that, the "measure of a person's greatness is not in the number of servants they have but in the number of people they serve."

Let's grasp the opportunity to focus on empowering underserved communities, thereby improving the whole of Kentucky. I am often perplexed by references to "the days of the Civil Rights Movement" as though it somehow ended on a specific date and that we have now been catapulted into a post-racial society.

Undoubtedly, during the turbulent times of the 1950s, '60s and '70s, America saw a heightened focus by media on a phase of the movement that helped bring into being significant human and civil rights legislation. However, the movement did not end, and the wailing message of the drum beating for equality should not become silent.

New advocates may have joined forces, targets may have been altered, new strategies may have been put in place, but the movement and striving for equality in the state, nation and world, continue today. Society should remain vigilant and put its own mark on history by embracing a coalition of conscience in ever greater numbers, and by making sure the discordant chorus of outdated voices does not drown out the drum's cry for equality in the state.

John J. Johnson is executive director of the Kentucky Commission on Human Rights.
Black History Month, it is time to get rid of this celebration

BY ROSS ROSENFELD
FRIDAY, FEBRUARY 4, 2011, 8:54 AM

Let's be honest: It's time to get rid of Black History Month.
I can already hear the calls of racism, but I'm not a racist. In fact, I believe that this supposed celebration actually hurts race relations.

As a tutor, I work with children. Recently, one of them showed me an assignment his teacher had given the class for February, when Black History Month is celebrated. Every day, each child is told to read about another black American.

Martin Luther King Jr. was among these, ironically, as he dreamed of a day when people would "not be judged by the color of their skin, but by the content of their character." If we're teaching about black Americans, or white Americans, or Hispanic Americans, or Asian Americans, we're doing the exact opposite of what the great reverend preached - we're accentuating the differences between us, not erasing them.

We tell children that they should not judge people by their color, then confuse them by insisting that they study a person because that person is black. Famous Amos was included in the assignment! Now, I love cookies as much as the next guy, but having kids read about Famous Amos simply because he was a successful black American is nothing short of ludicrous. Many of these same children have never heard of Gandhi, Churchill or even Ulysses S. Grant. And yet we're teaching them about Famous Amos before we teach them about George C. Marshall. This is not only diversity on the cheap, but it's bad educational policy, too.

Furthermore, having Black History Month is an insult to black Americans. It is implicitly segregationist. We're designating a month (and, as Chris Rock once noted, the shortest one), to celebrate the contributions of black Americans.

Here's an idea: How about we celebrate all people who contributed to society (regardless of sex, color or religion) throughout the year? Do we have to wait for Chicano History Month to celebrate the life of Cesar Chavez? Jewish History Month to celebrate Albert Einstein? We don't need to wait for Catholic History Month to learn about John F. Kennedy, do we? Maybe Amelia Earhart will have to wait for Women's History Month.

We don't need a month to tell us that there have been many great black Americans throughout our history: Frederick Douglass, Booker T. Washington, W.E.B. Du Bois, Louis Armstrong, Jackie Robinson. Their accomplishments should doubtlessly be taught in our schools, but within the context of the times in which they lived and the struggles they faced. It makes little sense to dust them off for one month, give a cursory treatment to their work and then shove them back into the dustbin of history.

If we truly wish to live in a color-blind society, we have to leave off our segregationist tendencies. That's not to say that we should ignore racial strife. But we as a society - and our educators especially - are not helping matters with the cursory treatment of the black experience that occurs every February. Black History Month may well have had a purpose in previous decades, but today its time has clearly passed. So leave February alone and celebrate great Americans for who they are, not what they look like.

Ross Rosenfeld is a tutor based in Long Island.
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<tr>
<th>Reasons to keep “Black History Month”</th>
<th>Reasons to eliminate “Black History Month”</th>
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“Black History Month” Critical Thinking Questions

Instructions: Answer each question in complete sentences, be sure to explain your view.

1. Does the author’s race impact your perception of their opinions?

2. Do you believe racism is still a major issue in the United States?

3. Do you think race plays a significant role in how things are done at Henry Clay?

4. Why do you think most people would say race relations are better in the United States today than they were 50 years ago?

5. Do you think the media that people consume impacts their perception of different races?

6. Do you think the election of President Obama has changed how people view race in the United States?

7. What can cause people who used to be prejudice to change their minds?
Open Response

Do you think we should keep or eliminate "black history month?" Explain your opinion in a minimum of three good paragraphs (5 good sentences per paragraph). You may cite information from the articles or you may base it entirely off your own views.

Sample outline:

Paragraph 1: One reason I think we should continue/eliminate "black history month" is...explain your reason in a well developed paragraph of a minimum of 5 good sentences.

Paragraph 2: A second reason I think we should continue/eliminate "black history month" is...explain your reason in a well developed paragraph of a minimum of 5 good sentences.

Paragraph 3: A third reason I think we should continue/eliminate "black history month" is...explain your reason in a well developed paragraph of a minimum of 5 good sentences.