

Integration of Ohio Colleges

Grade: 9th American History

Standards: 9.1, 9.2, 9.3, 9.5, 9.12

Time: 90-120 Minutes

Student Learning Objectives: Students Will Be Able To...

- Analyze how racism became institutionalized after the Civil War through higher education
- Use primary source documents to draw conclusions about the experiences of Black students in higher education
- Relate those conclusions to the current experiences of Black students in higher education
- Briefly write/verbalize about the historical experiences of Black students using primary source evidence

Academic Language:

In order to complete this activity, students must already have a working knowledge of race relations in the period right before the Civil War and the period after. Students must be able to pinpoint the difference between how white and black students were educated differently during segregation. Students should be aware of the process of K-12 integration and should already be able to describe the experiences of Black students in the grades K-12. The link below can be used as an overview or reminder of what integration in America looked like.

- <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/school-segregation-and-integration/>

Some primary sources use words like “negro”. It is important to discuss with students that this was a word that was used during integration and well into the 20th Century to refer to Black Americans. It is also important to advise students that it is not appropriate to use now. This word should be replaced with the terms African American or Black in current vernacular. Below is an article discussing the history of this language for teachers who would like to use it as a reference.

- <https://aaregistry.org/story/negro-the-word-a-history/>

Warning: The documents provided contain descriptions of violence against Black students. This subject may cause distress amongst students. Here are a few resources to assist in visiting these subjects with caution.

- <https://www.pbs.org/newshour/nation/black-pain-gone-viral-racism-graphic-videos-can-create-ptsd-like-trauma>
- <https://www.edweek.org/teaching-learning/opinion-dont-teach-black-history-without-joy/2021/02>
- <https://www.edutopia.org/article/how-support-young-learners-racially-diverse-classrooms/>

Assessment:

Students will be assessed based on their ability to back up their historical opinions with evidence from primary sources. This will be assessed both orally and written. The classroom discussion should serve as a verbal assessment. The teacher-led discussion will allow the teacher to keep students on track while taking note of what the students are able to grasp and what students need more time to learn. The students should be able to answer the big question provided.

This lesson is built around the Socratic method. This is where students are given materials to read and analyze before the lesson and the actual lesson is an open discussion that is based on those materials. This is referred to as a Socratic seminar. This is a teacher facilitated discussion. That means that while the students will be answering questions, their teachers will be leading them in the direction the class will be going.

Use the links below to gain insight into the formatting of your class discussion:

- <https://buildingbooklove.com/how-to-host-a-socratic-seminar-in-secondary-ela/#:~:text=Essentially%2C%20a%20Socratic%20Seminar%20is,through%20different%20perspectives%20and%20insights>
- <https://www.facinghistory.org/resource-library/socratic-seminar>

Potential Teacher Questions- Ask students to use evidence from provided sources to justify their claims. Remember to choose the best number of questions for your class time and the level at which your students work. Feel free to use any of the questions provided in the link below.

Sample Questions**Instructional Process:**

This activity will build from the understanding of K-12 integration in the United States. Students will be applying the same concepts of integration and the experiences of school age children to those of college ready adults.

Teachers will write a series of questions about the campus experiences of black college students during their school's integration period. In groups or individually, students will take time to answer these questions and back up their answers with evidence from the primary sources provided; these sources should be provided ahead of time. Students will then participate in a teacher-led discussion about the integration of college campuses by coming together to share their answers and their perspectives with evidence to back up their claims.

To assess this activity, teachers should make note of what each students' research quality is and how they are able to articulate their answers in a group discussion or via answer slip. Use the questions provided and choose two to assess students on their understanding of the Black student experience in higher education.

Differentiation Groups:

Students should be using the sources provided to answer questions.

At level (90 Minutes)- Take evidence gathered from questions and primary sources and answer the questions provided in discussion and at the end answer the question “What were some of the experiences of black students being integrated and attending Ohio Universities?”. Another way to assess this level is to answer the above question with evidence via exit slip instead of cool down period.

- 20 minutes to introduce activity
- 30 minutes to answer selected questions with evidence from sources
- 20 minutes for discussion
- 20 minutes for cool down/wrap up or exit slip

Gifted (120 Minutes)- Give primary sources and questions to students early and have them write a paper or create a presentation about a specific Ohio college and its integration. This can be done in groups to maximize how many questions are answered. This should culminate in a classroom discussion on the specific schools and their integration policies.

- 10 minutes for intro of activity
- 45 minutes to answer selected questions with evidence from sources
- 35 minutes for discussion
- 30 minutes for wrap up

Students with Additional Needs (120 minutes)- Break down the lesson into 5–10-minute intervals in order to guide students through the project. Focus on grouping the students together so they get a chance to verbalize their ideas to the class and/or to their small groups. Leave 20 minutes at end for students to share their answers/ ideas. To assess this as a written activity, allow students to choose two questions from classroom discussion and let them write their responses with evidence on an exit slip.

- 20 minutes of introducing the activity
- 35 minutes to do a classroom example of source and question
- 35 minutes in groups to go over some questions and sources in small groups
- 30 minutes to discuss questions together as a class or exit slip response

Materials:

Please use the questions provided by yourself and the questions worksheet in the potential questions section and use the provided document to access primary and secondary sources for the project.

[Primary and Secondary Sources](#)

Research/ Why will this work:

American history students should be able to take primary and secondary source documents and use the information they are given to answer evidence-based questions. This allows students to become familiar with these documents while having them actively engage in the class. It is one thing to have students read the documents, it is another to have them understand the documents. Students will display understanding of the material through the communication of ideas using the sources to back up their ideas.