

Kiarra Dillard  
Resegregation of American Schools and Its Implications  
December 20, 2017  
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Kiarra Dillard  
Human Rights Education Internship  
Lesson Plan

**Unit Topic:** Resegregation in American Schools

**Lesson:** Students will learn about the historical context of school resegregation and examine its implications.

**Rationale for the Lesson:** The supreme court decision of *Brown vs Board of Education* marked a historical point in the fight for minorities in America to gain equal citizenship. Since then, many policies have caused American schools in many cities to become increasingly more segregated. This Unit will examine the historic and present context of school resegregation, as well as the serious and harmful implications it has not only on minority students but white students as well.

**Standards:**

**RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.**

**RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.**

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

**Essential Question:** How have schools become resegregated and why does it matter today

**Objectives:**

1. Students will learn about the historical context of school desegregation since *Brown V. Board of Education*
2. Students will be able to learn how race inequality in america's school systems affect achievement
3. Students will be able to examine the implications of these inequalities, and how it individually affects interpersonal relationships and individual achievement .
4. Students will be able to see how race affects their curriculum, attitudes of teachers, and relationships with one another
5. Students will be able to examine and discuss ways in which to make schools more inclusive.

**Lesson Opener:** Hand out a piece of paper to everyone in the class. Ask them to write down if they believe schools are still segregated today, and why.

**Step-by-step Procedures:**

Part 1: Video and Powerpoint

1. After Lesson Opener, students will watch 3 minute video describing racial segregation in schools today students will write 3 things that they noticed/surprised them and share

them in groups of 3. Class will then have a discussion about students answers and videos (10)

2. Go through powerpoints about the Historical context of racial segregation in schools since *Brown V. Board*. Students will learn about various court cases that first helped desegregate schools. Students will also learn about laws and rulings that led to schools becoming resegregated. (10)

#### Part 2: Small Group Work

3. Students will examine graphs and statistics about the racial inequality in today's schools. Discuss apartheid schools. Students will write down what they think it would be like to go to a school where everyone was the same racial background as you, then have a class discussion (5-10)

#### Part 3: Why does this matter?

4. Students will answer and discuss questions that help them understand unexamined biases teachers have on children in classrooms. Define and discuss Stereotype threat, and how race affects interpersonal relationships. Students will be given examples of cases where unexamined biases and lack of racial background knowledge affects students performances. (5-10)

**Lesson Closure:** Have an open discussion on how we see racial inequalities in classrooms (10-15)

- Do you believe your school is racially segregated?
- Do you think race affects your school experience?
- Who do you sit with at lunch?
- Have you ever experienced racism in school?
- Do you think you can have a conversation about race with your peers?

#### **Materials and Equipment Needed:**

Projection and computer for power points

Pen

Worksheet

**Assignment: 4-5 sentences** How did schools become resegregated? How does race shape student's experiences.

**Assessment:**

- Can We Talk about Race?: And Other Conversations in an Era of School Resegregation - Beverly Tatum (12\$)  
[https://www.amazon.com/Talk-about-Race-Conversations-Resegregation/dp/0807032859/ref=sr\\_1\\_1?ie=UTF8&qid=1509976522&sr=8-1&keywords=can+we+talk+about+race&dpID=51sFB3cjbVL&preST=\\_SY291\\_BO1.204.203.200\\_QL40\\_&dpSrc=srch](https://www.amazon.com/Talk-about-Race-Conversations-Resegregation/dp/0807032859/ref=sr_1_1?ie=UTF8&qid=1509976522&sr=8-1&keywords=can+we+talk+about+race&dpID=51sFB3cjbVL&preST=_SY291_BO1.204.203.200_QL40_&dpSrc=srch)
- Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race- Beverly Tatum (12\$)  
[https://www.amazon.com/Black-Kids-Sitting-Together-Cafeteria/dp/0465060684/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1509976606&sr=1-1&keywords=why+are+all+the+black+kids+sitting+together+in+the+cafeteria&dpID=51j1IPp5vHL&preST=\\_SY291\\_BO1.204.203.200\\_QL40\\_&dpSrc=srch](https://www.amazon.com/Black-Kids-Sitting-Together-Cafeteria/dp/0465060684/ref=sr_1_1?s=books&ie=UTF8&qid=1509976606&sr=1-1&keywords=why+are+all+the+black+kids+sitting+together+in+the+cafeteria&dpID=51j1IPp5vHL&preST=_SY291_BO1.204.203.200_QL40_&dpSrc=srch)
- Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong-James W. Loewen (12\$)  
[https://www.amazon.com/Lies-My-Teacher-Told-Everything/dp/0743296281/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1509976764&sr=1-1&keywords=lies+my+teacher+told+me&dpID=51x1z0IPVML&preST=\\_SY291\\_BO1.204.203.200\\_QL40\\_&dpSrc=srch](https://www.amazon.com/Lies-My-Teacher-Told-Everything/dp/0743296281/ref=sr_1_1?s=books&ie=UTF8&qid=1509976764&sr=1-1&keywords=lies+my+teacher+told+me&dpID=51x1z0IPVML&preST=_SY291_BO1.204.203.200_QL40_&dpSrc=srch)
- Rethinking Our Classrooms: Teaching For Equity and Justice - Volume 2- Bill Bigelow (14\$)  
[https://www.amazon.com/Rethinking-Our-Classrooms-Teaching-Justice/dp/0942961277/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1509976919&sr=1-1&keywords=rethinking+our+classrooms+teaching+for+equity+and+justice&dpID=51D23P2F93L&preST=\\_SX218\\_BO1.204.203.200\\_QL40\\_&dpSrc=srch](https://www.amazon.com/Rethinking-Our-Classrooms-Teaching-Justice/dp/0942961277/ref=sr_1_1?s=books&ie=UTF8&qid=1509976919&sr=1-1&keywords=rethinking+our+classrooms+teaching+for+equity+and+justice&dpID=51D23P2F93L&preST=_SX218_BO1.204.203.200_QL40_&dpSrc=srch)
- Young, Gifted, and Black: Promoting High Achievement among African-American Students- Theresa Perry (12\$)  
[https://www.amazon.com/Young-Gifted-Black-Achievement-African-American/dp/0807031054/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1509977241&sr=1-1&keywords=young+gifted+and+black&dpID=517CV8BZToL&preST=\\_SY291\\_BO1.204.203.200\\_QL40\\_&dpSrc=srch](https://www.amazon.com/Young-Gifted-Black-Achievement-African-American/dp/0807031054/ref=sr_1_1?s=books&ie=UTF8&qid=1509977241&sr=1-1&keywords=young+gifted+and+black&dpID=517CV8BZToL&preST=_SY291_BO1.204.203.200_QL40_&dpSrc=srch)
- School Resegregation: Must the South Turn Back?- H. Eugene and Lillian Youngs Lehman Series (35\$)

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Resegregation of American Schools  
Worksheet

1. Do you believe American Schools are still segregated?

Why? \_\_\_\_\_  
\_\_\_\_\_

2. Write 3 things that surprised you or 3 facts from the video

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***Historical Context / Retreat and Reversal***

\_\_\_\_\_ 1954 court ruling that established separate public schools for blacks and whites to be unconstitutional

**Green vs. New Kent County** \_\_\_\_\_

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\_\_\_\_\_ white families moved out of city neighborhoods and into predominantly white ones. This caused racial segregation increasing segregation in schools

\_\_\_\_\_ prohibited court ordered busing across district lines unless there was proof that the actions of the school district had created the racial disparities between them

**Board of Education of Oklahoma City v. Dowell-** \_\_\_\_\_

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What do you think it would be like to go to a school where everyone was the same racial background as you?

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**Stereotype Threat:** \_\_\_\_\_

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Dr. Burkholder

## Resegregation of American Schools Annotated Bibliography

Brown, Emma. "On the Anniversary of Brown v. Board, New Evidence That U.S. Schools Are Resegregating." *The Washington Post*, 17 May 2016,

Brown discusses how the conversation of resegregation in schools is one that is just now being brought to more attention due to the recent media attention of racial disparities in America. These conversations, however, are coming a little too late being that many laws and programs have been put into place that stop the integration of schools today. Like in Tatum's book, the examination of various court rulings show that race is either ignored or exemplified when it comes to education, and the lack of systematic interference with racial disparities in education make it hard for teachers to help their minority students succeed. Brown gives various examples of lack of investment by school board and school districts to make sure all students of various backgrounds receive a proper education.

Cornish, Audie. "Why Busing Didn't End School Segregation ." *Npr*, 6 Oct. 2016,

This article talks about the failures of school busing in schools today. Only 1% of school districts are actually attempting desegregation programs in the US, however a school in Boston continues their 50 years old METCO program in attempts to desegregate their schools. Although this school busing program has been successful in Boston, the articles details how school busing programs are failing in present day. This is a great article to compare to historical attempts to first desegregate schools. Many of the first attempts were not successful due to lack of programs put into place at a rapid enough pace, and loopholes that kept blacks from integrating schools. Busing in the past and today was not voluntary and due to racial segregation of neighborhoods, was not successful.

Claude M. Steele, "Thin Ice: Stereotype Threat and Black College Students," *Atlantic Monthly* (August 1999)

In this journal article Claude and other researchers examine "stereotype threat", the threat of being viewed through the lens of a negative stereotype or fear of doing something that would inadvertently confirm the stereotype. Claude does various studies and experiments to prove this point. Steele and her colleagues hypothesized that when high performing black students are put in stressful, high-pressure test taking situations where intellectual ability is believed to be relevant they are more likely to experience performance anxiety associated with stereotype threat which hinders their performance. When test were given

out to black and white students, one group being told their intellectual ability is being tested while the other being told it wasn't a factor, there was a significant difference. Black students performed lower than white students when their intellectual ability was said to be tested, however when it was not they performed just as well. They performed different test in different ways which proved various hypotheses such as when equally prepared black students failed to do as well as white students they were thinking about racial group membership and associated stigma, something that can cause performance anxiety.

Hancock, Stephen D., and Chezare A. Warren. *White Women's Work: Examining the Intersectionality of Teaching, Identity, and Race*. Information Age Publishing, Inc., 2017

This book examines how white women teachers' knowledge, beliefs, and skills intersect with their racial identity development, the concept of whiteness, institutional racism, and cultural perspectives of racial difference. It is important to examine the cultural context and knowledge of white teachers because the field of education is predominantly dominated by white teachers, many of them female. Each chapter in this book is written to investigate the intersectionality of race, culturally responsive pedagogies, and teaching identities as it relate to teaching in multiethnic environments. Hancock states that "Instead of providing students, schools, and communities with better learning environments, *Brown* created (and continues to create) learning environments where African American and other majority students and White women teachers share dysfunctional relationships built on fear, ignorance, mistrust, and resentments" (P.95)

KOHL, HERBERT. *I Won't Learn from You*. 1994.

In this book Kohl argues for "creative maladjustment" in the classroom and anywhere else that students' intelligence, dignity, or integrity are compromised by a teacher, an institution, or a larger social mindset. Kohl discusses the many failures of the school system and how they are often pinned on the students. Kohl gives numerous examples of how the lack of connection between the student, teacher, and curriculum affect the ability to learn. He gives an example of a white teacher teaching history to a group of mexican students, whom when they realize their own cultural history has been omitted and distorted in their books, complain but are silenced. He concludes: "To agree to learn from a stranger who does not respect your integrity causes a major loss of self. The only alternative is to not learn and reject their world" (p. 134-135).

Tatum, Beverly Daniel. *Can We Talk about Race?: and Other Conversations in an Era of School Resegregation*. Beacon, 2008.



In This book Beverly Tatum starts off with discussing the issues of why it is hard to talk about race in the first place especially in an educational setting. This is why it is hard for the issue of school resegregation to come to light. Tatum discusses how laws and policies were put into place in order to keep schools segregated after brown vs board of ed. She goes on to discuss how African Americans do not see themselves in school curricula, how unexamined racial biases and attitudes negatively affect the achievement of minority students, and how members of every race are hindered when cross-racial relationships are not permitted. In Chapter three and four of her book she discusses more closely the steps needed to improve cross-racial relationships and racial identity among students. She tells how theories can be put into practice by various programs put into the curriculum, teachers engagement, and cultural research.

*Tatum, Beverly. "Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations about Race* rev. ed (New York: Basic Books, 2003)

In Tatum's book she used extensive research to examine the psychology of racism and how children are taught, not always directly, racial ideologies that prevent many cross-racial relationships. Adults both White and of color, often hesitate to speak to children about racism for fear they will create problems that perhaps none exist, afraid that they will make "colorblind" children unnecessarily color-conscious. She discusses the historical context in which we view race, our views and definitions of it today, and our identity in a society that believes race is often not a problem although many people are disadvantaged because of their race in their daily lives. The examination of young children and how they view their race in their classroom and daily lives is very helpful for my project. Many students white or black in hyper-segregated schools view themselves differently and interact with their school work, students, and teachers in a certain way that reflects their racial identity. Using a section in her book titled *Understanding Racial-Ethnic-Cultural Identity Development* she examines the way in which students of various backgrounds try and identify themselves in schools, many of whom gravitate to the same group due to an understanding of common fate or shared destiny based on their race or cultural that they have been pre-conditioned to believe.