**2023 African American History Calendar November Lesson Plan**

**Donald Sampson**

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| **Title** | Social Effects on Urban Land Use |
| **Lesson Author** | Sara Newer |
| **Grade Level** | 9-12th Grade Human Geography |
| **Lesson Length/Time** | 60 Minutes |
| **Theme** | **Human Systems (HS) –** The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how humanlandscapes vary spatially.  |
| **Standard(s)** [2019 South Carolina Social Studies College- and Career-Ready Standards](https://ed.sc.gov/instruction/standards-learning/social-studies/standards/2019-south-carolina-social-studies-college-and-career-ready-standards/)  | **Main Standards for this lesson:****HG.5.1.PR** Identify and explain the conditions and connections that influencethe characteristics, forms, and functions of cities and their spatialdistribution.**HG.5.2.PR** Analyze and compare the arrangement of land used in humansettlements in different regions using maps, models, andrepresentations.**HG.5.3.ER** Identify and evaluate how the conditions and connections ofsettlements in various regions can create economic, environmental,political, social, and sustainability challenges at various scales.**Other Course Standards that are Relevant:****USHC.3.CE** Assess the causes and effects of significant turning points in thePopulist and Progressive era from 1877–1924. |
| **Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards** | I can identify historic developments that impacted city structure during the Jim Crow Era in the US.I can examine the biography of Donald Sampson to provide real life examples of how historic developments changed city structures.I can explain the extent to which desegregation impacted city structure in the US. |
| **Success Criteria**  | Students will correctly identify segregation and desegregation as the historic developments that impacted city structure and urban land use in the US.Students explain the extent to which segregation and desegregation impacted city structure in the US. |
| **Setting the Purpose and Activating Strategy** | Students will be looking at real life examples to actively engage them, since students will be able to make personal connections with the material.Students will have prior knowledge of the city structures, and essential and non-essential services so they will be able to see how segregation and desegregation affected urban land use and city structure. |
| **Instructional Sequence** | 1. **Photo Analysis:**
	1. Students will look at photos showing segregation in the US from the [Gordon Parks Foundation](https://www.gordonparksfoundation.org/about-the-foundation/mission) and identify ways that segregation affected the way that cities are organized. (formative assessment)
	2. This can be done in groups, as a whole class, or individually.
	3. To extend this activity teacher could use a photo analysis graphic organizer
2. **African American History Calendar Biography of Donald Sampson:**
	1. Students will read the biography of Donald Sampson aloud from the African American History Calendar, students can also look at these additional resources from the [Greenville News](https://www.greenvilleonline.com/story/life/2015/02/01/south-carolina-black-history-month-donald-j-sampson/22350183/) and this [South Carolina State Bill](https://www.scstatehouse.gov/sess117_2007-2008/bills/5250.doc) honoring Donald Sampson.
	2. Next students will then individually respond to the prompt “How did desegregation affect urban land use and city structure in the US” on a sticky note (formative assessment)
	3. Then students will then put their sticky notes on the white board and group their response into categories. (formative assessment)
	4. After they categorize their answers students will then respond to the free response questions.
3. **Free Response Questions:**
	1. students will then respond individually to the three free response questions which are made from the Learning Objective. (summative assessment)
	2. Free Response Questions:
		1. Identify historic developments that impacted city structure during the Jim Crow Era in the US.
		2. Explain the extent to which desegregation impacted city structure in the US.
4. **Closure:**
	1. Padlet response (if technology is available, if not this can be done on a sticky note)
	2. What effects of segregation on urban land use do you still see today? (formative)
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| **Differentiation and Extension** | Teacher can provide sentence structures to help students who may read below grade levelTeachers also pair students together in different ways: * groups with students who have the same Lexile level, teacher will provide targeted support to the lower Lexile level groups
* groups with student of mixed Lexile levels so that students with low levels are paired students of higher Lexile level for peer to peer support

Teacher can provide modified free response questions such as fill in the blank with a word bank as an accommodationFor the photo analysis students could be provided a word bank and pair the pictures from a word bank to help analyze the photos. |
| **Assessment/Product** | students will have several opportunities to demonstrate their mastery.* the photo analysis will be a formative assessment
* sticky notes will be formative assessments
* the free response question will be a summative assessment
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| **Lesson Reflection/Closure** | Students will answer a reflection question that discusses a big picture idea and a personal reflection.* What effects of segregation on urban land use do you still see today?
	+ potential answers are buildings that were formally designated as white or non-white being used for different purposes today
		- example: school buildings, libraries, etc.
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