

Lesson Plan: Identifying Experiences of and Potential Difference(s) Between Desegregation and Integration in the Public School System

Today's Purpose: Today we will examine teachers' and students' experiences and perspectives of school integration and school desegregation. In particular, we highlight perceived differences in quality of education and educational aims regarding integrated and desegregated schools. We will explore this topic through the lens of school desegregation efforts in Kansas City, Missouri.

Activity 1: Whole class discussion

- What might be some of distinct differences between desegregation and integration of schools?
- What do you see as some of the possible advantages and disadvantages of desegregation in schools?
- What might be some of the implications and effects of the teachers with desegregation and integration of schools? What might be some of the implications and effects of the students with desegregation and integration of schools?
- Is there a bigger picture with desegregation and integration of schools? Do you think that this was a positive or negative experience for students and teachers? Do you think that there were positive or negative outcomes for students following school desegregation? Explain.

Activity 2: Watch Video Clip: [Dr. Linwood Tauheed](#)

Activity 3: Small Group Discussion

In the video, Dr. Linwood Tauheed outlined in the following narrative his assertion of the need to re-think ways of supporting the needs of African American students from standpoint of integration vs desegregation.

“We had taken the position that rather than spending time and money attempting to integrate the schools, time and money should be spent on improving the quality of education in the schools. This was not only a position taken by the Kansas City chapter of the Black United Front and many other black organizations in the African American community, but also a position shared by many of the white parents living in the district who lived on the west side of Troost. We saw what parent involvement meant to the district.”

a) Working in a small group(s) compile a list of the elements time and money should be spent on to improve the quality of education.

b) As a whole group, compare and contrast small group responses to the function of school desegregation. Respond as a whole group to the following questions:

- What might be key building blocks of improving the quality of education for African American students?
- How might school desegregation efforts in Kansas City Missouri have contributed in positive and negative ways to those building blocks for improving the quality of education for African American students?

Activity 4: Imagine that you are on the committee for the quality of education in an urban and diverse school district.

a) Brainstorm as a whole group and develop a list of important qualities and features needed to structure the curriculum and the school culture to make it attractive to high-quality, experienced teachers and non-black parents in the school district.

b) What challenges might conflict with your plans? How might you overcome and/or respond to those challenges?