

## **Lesson Plan: The Silenced Dialogue of School Desegregation: Voicing Curriculum Stakeholders and the Needs of Curriculum Beneficiaries**

**Today's Purpose:** Today we will consider desegregation as a silenced dialogue. In particular, we will deliberate over some of the arguments, confrontations, and enduring questions regarding the curriculum of school desegregation. We will examine this issue through the example of school desegregation efforts in Kansas City, Missouri.

### **Activity 1: Whole Class Discussion**

- In your opinion, how might school desegregation efforts have been shaped by society and policy makers?
- Who do you think should have shaped the curriculum surrounding school desegregation?
- What should be the position of students, parents, and community members within the effort for creating desegregated schools?
- Which stakeholder voices should be attended to and in what order in creating a curriculum surrounding school desegregation?

### **Activity 2: Watch Video Clip: [Spark Bookhart](#)**

According to Spark Bookhart, school desegregation is something which is rarely discussed, investigated and confronted among teachers, school leaders, students, and family members or other community stakeholders. As you watch the video take notes on information regarding the following questions. Discuss responses as a whole group following the video.

- How did Spark Bookhart describe the lack of knowledge and the overall effect of school desegregation in Kansas City, Missouri?
- What were some of the efforts described in the video of the school system to alleviate the effects of desegregation? Was this successful?
- Was there one effort that would have been more successful with a stronger support base?

### **Activity 3: Small Group Discussion**

Spark Bookhart underscored the importance of understanding the history of African Americans and school desegregation.

- a) Brainstorm in a small group for 10 minutes to create a list of ways the history of African American communities has been shaped by a lived curriculum of school desegregation. Report responses to the larger group.

### **Activity 4: Curriculum Stakeholders and Curriculum Beneficiaries**

In describing how to overcome the effects of school desegregation on students in Kansas City, Spook Bookhart stated that: “the focus was on desegregation and not student achievement.”

- a) Discuss the following as a whole group:
  - Why was student achievement not the priority in the school district during desegregation efforts?
  - Other than teachers, school leaders, students, and family members, what other stakeholders might have played a role in creating the curriculum of desegregation? What right do various stakeholders have to actually claim a stake in the curriculum of desegregation?
  - Who are the beneficiaries of the curriculum of desegregation?