

## **Lesson Plan: Understanding Teachers' Interactions Within School Desegregation as Personal, Communal, and Societal Experiences**

**Today's Purpose:** Today we will consider how some of the layered experiences and responses to school desegregation. We will examine this through the lens of school desegregation to understand how experiences can be shaped across communities and schools. The context of teachers in Kansas City, Missouri will be utilized for the discussion.

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

- In your opinion, was it possible to teach and learn objectively in the time desegregation?
- Do you think that personal experiences and perspectives affected how African American teachers interacted with Caucasian students? If so, in what ways?
- Do you think that personal experiences and perspectives affected how Caucasian teachers interacted with African American students? If so, in what ways?

### **Activity 2: Watch Video Clip: [Valerie Tucker](#)**

School desegregation occurred as a community experience, personal experience, and societal experience. As you watch the video take notes on information regarding the following questions. Discuss responses as a whole group following the video.

- How did Valerie Tucker describe her personal experience of school desegregation?
- How did she describe the societal and communal experiences of school desegregation?
- Why might there be differences between societal, communal, and personal responses to school desegregation?

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

Discuss the following questions in small groups for 10 minutes. Take notes and report discussions to whole class.

- Do you think that certain subjects were more stressful to teach in desegregated schools?
- If so, which subjects and why?

#### **Activity 4: Storied Tensions of Teaching**

Valerie Tucker described the continuous lack of support for materials, leadership, and cooperation for the curriculum and teachers. Valerie Tucker stated, “African American teachers were described as mules, and were very disgruntled.” Valerie continued, “We felt displaced, it was very hard.” Her story highlights tensions teachers experienced during the period of school desegregation.

- Based on what Dr. Tucker stated, how might African American teachers have coped personally and professionally during the period of school desegregation?
- What type of peer support do you think was offered to all teachers during the period of school desegregation?
- What kinds of professional and peer support do you think would have been critical for all teachers during the period of school desegregation?
- What kinds of professional development and support do you think is necessary today for all educators in diverse schools?