Objective:

The objective of this lesson is to get the learner to understand the importance of the United States Constitution. At the end of the lesson the learner will have a better understanding of the rights that are granted to learner in the United States Constitution. Additionally, the learner will have an enhanced understanding of the fourteenth and fifteenth amendment to the United States Constitution. Moreover, impart to the learner the importance of their predecessor who fought for change.

Goals:

The goal of the class is to have 95 percent of the class pass the daily quiz with a grade of 95 or better. In addition impart to the learner the significance and the importance of the development of the Constitution. Mr. Moultrie will use the daily quiz to show the learner the direct correlation between doing your homework and earning good grades in school.

At the end of the lesson the learner will have a better understanding of the rights that are granted to learner in the United States Constitution. Furthermore, the learner will have an understanding of the segregation that took place in America during the period of Reconstruction.

New York State Learning Standards

Social Studies Standard 1, 2, 3
Key Ideal: The evolution of democratic values and beliefs

Social Studies Standard 5
Key Ideal: The roles, rights and responsibilities of citizenship, including avenues of participation.

Social Studies Standard 6
Key Ideal: Knowledge of basic government documents and principals.

English Language Art Standard 1
Key Ideal: Students will be able to read and write for critical analysis.
**English Language Art Standard 3:**
- Key Ideal: Students will listen, speak, read, and write for critical analysis and evaluation.

**English Language Art Standard 4:**
- Key Ideal: Students will listen, speak, read and write for social interaction.

**Material Needed:**

The learner will need a pencil, or pen. They will also need their notebooks, their “The Americas” texts and a copy of the United States Constitution. Additionally, the learner will need a copy of “John Marshall Court Case Fact Sheet”, “The Amendment Review Sheet” and a brief synopsis of each court case.

**Engagement**

The teacher will give the quiz and review the quiz calling on students at random to answer the questions. To engage the students the teacher will review the previous day’s class work, calling on students at random to answer the questions.

**Assessment:**

The learner will be assessed on the previous day’s homework, via the quiz on Segregation in America. In addition the learner will be assessed orally when the teacher reviews the previous day’s homework. Mr. Moultrie will assess the students understanding of the United States Constitution by having the learner read analyze and think critically to answer questions for comprehension.
**Procedures**

1. Mr. Moultrie will meet and greet students at the door.

2. Mr. Moultrie will discuss Current Events with students.

3. Mr. Moultrie will instruct students to take out their homework.

4. The class will review homework. (5 minutes)

5. The students will take the daily quiz. (10 minutes)

6. Mr. Moultrie will collect the homework and the Daily Quiz. (1 minutes)

7. The class will review the quiz. (3 minutes)

8. The class will review previous day’s notes orally “Segregation and Discrimination in America”. (5 minutes)

9. Mr. Moultrie will call on students randomly to test the comprehension of the class.

10. Mr. Moultrie will then handout a synopsis on Plessy V Ferguson court case. (1 minutes)

11. The teacher will pass out a questions sheet to aid in the students developing an argument whether or not the Judicial Branch interruption of the law was constitutional.

12. Mr. Moultrie will then call on students to read aloud. (5 minutes)

13. Mr. Moultrie will then instruct the students to partner up with their neighbor.

14. Mr. Moultrie will then instruct the learner to complete questions and develop an argument whether or not the Judicial Branch interruption of the law was constitutional. (5 minutes)

15. After 5 minutes Mr. Moultrie will instruct the class to come together and present the arguments they have developed.

16. The lesson will end with the class reviewing the “Plessy V Ferguson.” The class will discuss if the Judicial Branch interruption of the 14th and 15th amendments was constitutional.

**Closure**
The lesson will end with the class reviewing the “Plessy V Ferguson.” Mr. Moultrie will call on the students in the class randomly to answer questions and to present their argument. Mr. Moultrie will add any additional information as needed.

**Modifications**

Mr. Moultrie will provide pictures of Homer Plessy, official court documents from the Plessy V Ferguson court case to enhance the visual learner’s comprehension. Additionally, Mr. Moultrie will have the students read aloud and work cooperatively with a partner to further develop New York State ELA standard four.

**Cognitive Outcome:**

At the end of the lesson the learner will be able to identify the significance of “Plessy V Ferguson”. Mr. Moultrie will assess the students understanding of the United States Constitution by having the learner read, analyze, and answer critically think to test comprehension. The learner will use their prior knowledge of the Constitution to develop the argument why The Supreme Court could rule in the manner that they did the case of Plesssey v Ferguson.

At the end of the lesson the learner will have an enhanced understanding of the fourteenth and fifteenth amendment to the United States Constitution. Moreover, the learner will know the importance of their predecessor who fought for change. The students read aloud and work cooperatively with a partner to further develop New York State ELA standard four.

The learner will have to “compare and contrasted the view with historians who argued that there were multiple issues besides slavery involved in the Civil War.” (Schramm-Pate and Lussier p 59) The Learner will have a better understanding of African Americans struggle for equality throughout 19th and 20th century. At the end of the lesson the learner will have a better understanding of the rights that are granted to learner in the United States Constitution. At the end of the lesson the students will have better communication, research and development and team building skills.

According to Learning and Instruction, “for nearly 100 years, drill and practice has been the dominant instructional method for teaching arithmetic procedures.” (p.199) There is not a cookie cutter way to teach. Differentiated lesson plans are the key to application of knowledge. All students do not learn in the same way. If teacher use differentiated lessons to try to reach all students learning abilities, then students would have an easier time applying the knowledge. I used differentiated learning techniques to help aid the student’s development. Additionally, I have meet with special education teachers to aid students with 504 plans and Individualized Education Plans (IEP’s) I allow students to bring discussion question to class. I try to develop a classroom that welcomes the students and make them feel comfortable asking questions in my classroom.
Citation:

Mayer, E. Richard; 2008 Learning and Instruction Second Edition
Pearson Education Inc.

Plessy v. Ferguson (1896)

1. Who was Homer Adolph Plessy?

2. Why was Homer Adolph Plessy arrested?

3. What law did Homer Plessy violate?

4. How did Plessy violate this law?

5. What do you think caused him, to challenge Louisiana state law and sit in the white-only section of the rail car?

6. What did Homer Adolph Plessy hope to gain by challenging the law?

7. Do you think that Homer Plessy had the right to sit in the coach section?

8. How do you think the Supreme Court ruled? Why?

9. What amendment(s) can/ did Homer Plessy use to support his case?

10. What is the majority decision of the Court?
11. What does equal protection under the law mean?

12. In your opinion does the fourteenth amendment protect your rights as a citizen?

13. What did Plessy and all African Americans lose as a result of Plessy v. Ferguson?

14. Do you agree or disagree with Justice Brown’s majority opinion, which suggests segregation laws do not “Stamps the colored race with a badge of inferiority?”
Essay question
Is it possible for two races to remain separated while striving for equality? Are separation and equality compatible? Why or why not? If so, describe a situation where people can be separate, but equal.
Sign out side of Grey hound Bus Station
White Only Water Fountain
The Plessy v. Ferguson Supreme Court