

UNIT OVERVIEW

Unit Length	<p>Five 90-minute class periods.</p> <p><i>Teacher may allot additional days for in class research and project development.</i></p>
Grade Level(s)/Subject(s)	6 th – 9 th Grade
Unit Overview	<p style="text-align: center;"><i>What systemic factors drive school segregation? Do school lottery programs segregate or integrate school systems? How does school segregation impact the community?</i></p> <p>In this unit, students analyze the relationship between race, wealth, and access by connecting the issue of school segregation in Denmark to the school lottery program in their local community, the District of Columbia.</p> <p>Students begin by analyzing the impact of school segregation in Denmark and discuss the cultural and social impact it has on the communities born in Denmark and the communities that migrated or immigrated there. Students make personal connections to the students being most impacted by the issue by noticing how the factors that drive segregation in Denmark also determine access to education in D.C. through the lottery program.</p> <p>Then, students analyze local school data and interview their own community to learn more about the school lottery process and program. Finally, students synthesize their research by creating visual presentations that argue if school lottery programs integrate or segregate school systems.</p>
Objectives & Outcomes	<p>Students will</p> <ul style="list-style-type: none"> ● Analyze local data that captures school achievement ● Practice interview skills to learn more about the range of beliefs and impacts of the D.C. lottery program ● Craft rigorous questions to support their research projects ● Evaluate if biases can be dismantled ● Analyze how systemic issues are interconnected ● Reflect on their personal and family values might affect the high school application process

<p>Standards</p>	<p>Common Core Standards</p> <p>CCSS.ELA.Writing. 6-8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.History. Writing (WHST) 6-10.7 Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p>Unit Resources (star Pulitzer Center Resources)</p>	<p>“In Demark, Who Should Do the Work of Integration?” from <i>Denmark: Identity, Segregation, and Social Cohesion</i> by Emma Davis for PBS NewsHour</p> <p>Bio for journalist Emma Davis</p> <p>Danish People View Themselves - Copenhagen by The Yafa Show (10:37)</p> <p>"Denmark People," Overview of Ethnic Groups from Study.com</p> <p>My School DC</p> <p>Interview Techniques for Telling Under-reported Stories by the Pulitzer Center’s Education Team</p> <p>Teacher-created presentations and worksheets</p>
<p>Performance Task</p>	<p>Students investigate the impact of the lottery program in D.C. by examining data and interviewing community members. Students will then synthesize their investigation by creating visual presentations that argue whether school lottery programs integrate or segregate school systems.</p>
<p>Assessment/Evaluation</p>	<p>Formative Assessments: Students will engage with daily exit tickets to demonstrate learning throughout the unit.</p> <p>Summative Assessment: Students’ final projects will be evaluated using the a rubric which is included in the final project handout[.docx][.pdf].</p>

Template for Daily Lesson Plans

Lesson 1

Lesson Objectives
<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Examine integration of a school in Denmark in order to argue if deeply held biases can be dismantled ● Describe a range of journalism terms ● Explore resources about Danish people that capture attitudes about culture and identity ● Analyze reporting about school segregation in Denmark
Focus texts/resources and Lesson Materials
<p>"In Demark, Who Should Do the Work of Integration?" from <i>Denmark: Identity, Segregation, and Social Cohesion</i> by Emma Davis for <i>PBS NewsHour</i></p> <p>Bio for journalist Emma Davis</p> <p>Danish People View Themselves - Copenhagen by The Yafa Show (10:37 total; watch until 4:46)</p> <p>Lesson 1 PPT - Denmark: School Segregation [.pptx][.pdf]</p> <p>Lesson 1 Handout - Denmark: School Segregation [.docx][.pdf]</p> <p>Lesson 1 Exit Ticket - Denmark: School Segregation [.docx][.pdf]</p> <p><u>Additional Resources:</u> "Denmark People." Overview of Ethnic Groups from Study.com</p>
Lesson / Activities
<p>Use the Lesson 1 PPT - Denmark: School Segregation[.pptx][.pdf] to facilitate the entire lesson, from the warm up to the exit ticket.</p> <p><u>Warm Up/Drill:</u></p> <ol style="list-style-type: none"> 1. Have students discuss the question: What is the role of a journalist? Students should share their responses. 2. Tell students that a journalist conducts interviews and write stories or articles that are used in newspapers, magazines, and online publications. 3. Inform students that they are going to be reading underreported stories from a Pulitzer Center journalist. 4. Display the definitions of the Pulitzer Center and underreported story.

5. Encourage students to discuss why it is important to read and know about stories that are underreported with a partner.

Lesson Steps:

1. Have students discuss the following questions with a partner or respond the questions as a padlet or jamboard activity.
 - What news stories have you heard recently? Where did you hear or see these news stories?
 - Would these news stories be considered underreported? Why or why not?
 - Why is it important to read and know about stories that are underreported?
2. Have students share their responses.
3. Share the [bio for journalist Emma Davis](#) and the reporting project [Denmark: Identity, Segregation, and Social Cohesion](#).
4. Share the central lesson objective: students will be able to examine integration of a school in Denmark in order to argue if deeply held biases can be dismantled.
5. Distribute Lesson 1 Handout - Denmark: School Segregation [[.docx](#)][[.pdf](#)].
6. Review the following vocabulary words:
 - Integrate
 - Segregate
 - Prejudice
 - Bias
 - Dismantle
7. Display a map of Denmark to show students where the country is in relationship to the United States.
8. To get a better understanding of who the Danish are, screen [Danish People View Themselves - Copenhagen by The Yafa Show](#) (watch until 4:46).
 - a. After watching the video, students should answer the following questions in their handout:
 - What are the common words or traits that the Danish people use to describe themselves?
 - How are these words or traits similar to you?
 - How are these words or traits different from you?
 - b. Have students share their responses.
 - c. Optional: Have students read "[Denmark People.](#)" [Overview of Ethnic Groups from Study.com](#) for additional reading.
9. Have students read excerpts of "[In Demark, Who Should Do the Work of Integration?](#)" on pages 2 and 3 of the handout.
 - a. Model the first excerpt by reading aloud, annotating and answering the questions.
 - b. Students should answer the questions on page 4 of the handout.
 - c. Encourage students to share their responses with the class.
10. Display the quote by Maria Shou on slide 16. Have students reflect and partner with someone to discuss

the following questions:

- How is the school trying to change mindsets?
- How is this related to dismantling biases?

Exit Ticket/Assessment:

Encourage students to work in groups to complete the Lesson 1 Exit Ticket - Denmark: School Segregation [[.docx](#)][[pdf](#)]. Students will research, discuss and complete their position on the question, “Can long standing, deeply held biases be dismantled?”

Lesson 2

Lesson Objectives
<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Analyze school data in order to explain the impact of D.C.'s School Lottery Program ● Interpret information presented in a series of graphs and charts ● Identify a local school that aligns with their goals and priorities
Focus text(s) / resource(s) for today's lesson
<p>MySchoolDC.org</p> <p>Lesson 2 PowerPoint [.pptx][.pdf]</p> <p>Lesson 2 Handout : School Lottery [.docx][.pdf]</p>
Lesson / Activities
<p>Use the Lesson 2 PPT - Denmark: School Lottery [.pptx][.pdf] to facilitate the entire lesson, from the warm up to the exit ticket.</p> <p><u>Warm Up/Drill:</u> Distribute the Lesson 2: School Lottery handout [.docx][.pdf] and have students answer the following questions:</p> <ul style="list-style-type: none"> ● What happened at the school in Denmark? ● How did it impact the immigrant Danes? ● What role did the government play in the integration of schools? <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Have students discuss the following review question: Can long standing, deeply held biases be dismantled? Why or why not? 2. Share the central lesson objective: Students will be able to analyze school data in order to explain the impact of D.C.'s School Lottery Program. 3. Using the handout, have students analyze and respond to a series of questions about a selection of text and data. <ul style="list-style-type: none"> ○ Part A. Have students read the brief paragraph about the D.C. Lottery Program and answer the questions: <ul style="list-style-type: none"> ● What is the goal of the DC Lottery Program? ● Why would a student need to attend school outside of their boundary school? ○ Part B: Students will examine the map and discuss and answer the questions: <ul style="list-style-type: none"> ● Which wards have the lowest poverty rates? ● What might you conclude about these wards? ● Which wards have the highest poverty rates?

- What might you conclude about these wards?
 - How might the D.C. Lottery Program benefit some children who want to attend an out of boundary school?
 - What challenges might children face if they want to attend an out of boundary school?
- **Part C.** Have students analyze the captured data to determine if they would want to attend the school.
- i. Let students know that for this activity, they are analyzing *surface level data*. If they were truly searching schools they would need to visit the school, speak to teachers and students, look at other data, etc. in order to get a better idea of the school. For this activity they will only use the data provided.
 - ii. Students should discuss the following questions:
 - *What were some positive aspects of the data?*
 - *What were some negative aspects of the data?*
 - *What factors did you consider while you were analyzing the data?*
 - *Would you want to attend this school? Why or why not?*
 - iii. Students should find their in-boundary school middle school and respond to the question prompt outlined on page 4 of the handout. If students do not know their address, have them use the school's address.
- d. **Part D.** Have students find an out of boundary middle school of their choice and use the following questions to discuss their choice:
- What is the name of the middle school you chose?
 - What ward is it located in?
 - Based on the data, why would you want to attend this school?
4. Use the following questions to facilitate a class discussion:
- What role does the government play in segregating and integrating schools?
 - What role might family (values) play in segregating and integrating schools?

Educator note: if you don't have time to discuss these questions as a class, share them with students as questions to consider as they continue to analyze stories, data and additional information about schools in D.C.

Exit Ticket:

Students should reflect on the purpose of the D.C. Lottery Program and the data they analyzed by discussing or writing a response to the question: What would happen if the D.C. School Lottery Program did not exist?

Lesson 3

Lesson Objectives
<p>Students will be able to</p> <ul style="list-style-type: none"> • Discover and practice interview tips and strategies • Describe why it is important to include different perspectives when selecting people to interview for a story
Focus text(s) / resource(s) for today's lesson
<p>"In Demark, Who Should Do the Work of Integration?" from <i>Denmark: Identity, Segregation, and Social Cohesion</i> by Emma Davis for PBS NewsHour</p> <p>Natasha S. Alford Pulitzer Center</p> <p>Meet the Journalist: Natasha Alford from the Pulitzer Center (2:45)</p> <p>Lesson 3: Re-Read Denmark: School Integration Handout [.docx][.pdf]</p> <p>Lesson 3 PPT - Interview Techniques & Project [.pptx][.pdf]</p> <p>Lesson 3: Interview Tips and Techniques [.docx][.pdf]</p> <p>Lesson 3: Interview Worksheet (Homework) [.docx][.pdf]</p>
Lesson / Activities
<p>Use the Lesson 3 PPT - Interview Techniques & Project [.pptx][.pdf] to facilitate the entire lesson, from the warm up to the exit ticket.</p> <p><u>Warm Up/Drill:</u> Have students complete the drill on slide 2 of the slide deck and share their responses.</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. State the central objective of the lesson: Students will be able to learn interview tips and strategies in order to explain why it is important to include different perspectives when selecting people to interview for a story. 2. Review the Pulitzer Center's mission, the term underreported stories, and the role of a journalist. 3. Distribute the Lesson 3 Handout: Interview Tips and Techniques [.docx][.pdf]. 4. Inform students that they are going to be hearing from journalist, Natasha Alford, who is going to share interviewing tips and strategies. <ol style="list-style-type: none"> a. Share Natasha Alford's bio

b. Optional: Screen [Meet the Journalist: Natasha Alford](#) (2:45)

5. Screen [Interviews | Journalist's Toolbox](#) and encourage students to take notes.
 - a. Suggestion: Stop the video after each tip to give students time to process and finish their notes.
 - b. Have students share their responses.
 - c. Turn and Talk: What other interview tips and strategies can you add to this list?
6. **Reading & Questions:** Have students re-read Emma Davis' story using the and complete the Lesson 3: Re-Read Denmark: School Integration Handout [[.docx](#)][[.pdf](#)].
7. Discuss the following questions and chart responses:
 - Who was interviewed?
 - Why is this interview important to the story?
 - How does this interview support the story?

Exit Ticket/Assessment:

In their handout, have students craft a response to the question: why is it important to include different perspectives when selecting people to interview for a story?

Homework Review:

Distribute the Lesson 3: Interview Worksheet [[.docx](#)][[.pdf](#)]. Review the handout and expectations with students.

Lesson 4

Lesson Objectives
<p>Students will be able to</p> <ul style="list-style-type: none"> • Research and craft an argument about whether the D.C. Lottery Program integrates or segregates the D.C. School system. • Create a visual presentation that captures their their research and claim about the D.C. Lottery system
Focus text(s) / resource(s) for today's lesson
<p>Lesson 3: Interview HW Worksheet [.docx][.pdf]</p> <p>Lesson 3 PPT - Interview Techniques & Project [.pptx][.pdf]</p> <p>Lesson 4: Interview Capture Sheet [.docx][.pdf]</p> <p>Lesson 4: Online Data Research Chart [.docx][.pdf]</p> <p>Final Project [.docx][.pdf]</p> <p><u>Additional Resources</u></p> <p>Lesson 3 Handout: Interview Tips and Strategies [.docx][.pdf]</p> <p>MySchoolDC.org</p> <p>Lesson 2 Handout : School Lottery [.docx][.pdf]</p>
Lesson / Activities
<p>Use the Lesson 3 PPT - Interview Techniques & Project [.pptx][.pdf] to facilitate the entire lesson, from the warm up to the exit ticket.</p> <p><u>Warm Up/Drill:</u> Have students discuss the following review question: What is the difference between an open ended question and a close ended question?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review the central objective for the lesson: Students will be able to research in order to create a visual presentation that argues if the D.C. Lottery Program integrates or segregates the D.C. School system. 2. Have students take out their homework assignment (Lesson 3: Interview Worksheet [.docx][.pdf]) and review their questions/responses with them. 3. Distribute and review the Final Project [.docx][.pdf] assignment 4. Review the following resources and describe how students can use these resources while developing their final project: <ol style="list-style-type: none"> a. Lesson 3: Interview Worksheet [.docx][.pdf]

- b. Lesson 3 Handout: Interview Tips and Strategies [[.docx](#)][[.pdf](#)]
- c. [My School DC](#)
- d. Lesson 2 Handout : School Lottery [[.docx](#)][[.pdf](#)]
- e. Lesson 4: Interview Capture Sheet [[.docx](#)][[.pdf](#)]
- f. Lesson 4: Online Data Research Chart [[.docx](#)][[.pdf](#)]

5. Students can begin researching and documenting their research.

Educator note: The project took approximately 10 in class days, this includes the presentation. In addition, students also met with their partner/groups outside of class to complete interviews and research. Students received support with organizing and analyzing their research/data.