

## LESSON: Linda Carol Brown and Leola Brown Montgomery

**GRADE LEVEL:** Upper Middle School

**SUBJECT:** History, Sociology

**TIME REQUIRED:** 45 minutes

This lesson allows students to consider the feelings and experiences of Linda and Leola Brown during *Brown v. Board*.

### RATIONALE

This lesson invites students to consider the social and emotional experiences of two members of the Brown family, mother Leola and daughter Linda.

NOTE: Both videos in this lesson are accessible without login information, but teachers will need video and audio projection capabilities.

This lesson plan and materials needed to teach it can be found at the Thurgood Marshall Institute: <https://tminstituteldf.org/>

### OVERVIEW

#### ESSENTIAL QUESTIONS

- How do individuals recount their experiences?
- What is the relationship between emotion and experience?
- How did *Brown v. Board* affect the members of the Brown family and their community?

#### OUTCOMES AND OBJECTIVES

After the lesson, students will...

- Observe and record the emotions and experiences of two members of the Brown family.
- Discuss the perspectives of Linda and Leola Brown.

#### PREPARING TO TEACH

- Students should have knowledge of and experience with the details of *Brown v. Board*, the Civil Rights Movement, and racism and segregation in America.
- Teacher should:
  - Print out a copy of the video analysis guide for each student.
  - Prep the attached videos.

#### SCAFFOLDS AND ACCOMMODATIONS TO SUPPORT LEARNERS

*Reading support...*

Considering that this lesson contains very little reading, this is not a likely scaffold. Teachers can consider providing students with vocabulary words and definitions to aid comprehension.

*Differentiation...*

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Teachers can provide printed transcripts of the videos for students as they watch. Teachers can also consider how partner support, pausing the video for write time, or other comprehension supports can help students.

#### *Adjusting for high school grades...*

This lesson should be generally applicable to older grades. Teachers may consider editing the questions on the video analysis guide depending on the age and reading levels of students.

### **INSTRUCTIONAL ACTIVITIES SEQUENCE**

1. Review any necessary information/history with students to prepare them for the content of the lesson.
2. Pass out copies of the video analysis guide to each student. Explain that students will answer the questions as they watch the two videos.
3. Play the two videos as students watch and fill in their guide.
  - a. Teachers may need to provide background information on the figures in the videos before beginning.
4. Allow students time to chat about their answers with their table groups (or a small group of students).

### **ASSESSMENT**

Teachers can collect students' analysis guides at the end of the lesson to review. Teachers may also consider adding onto this lesson to encourage students to think more about historical empathy and social experiences with regard to the Brown family.

### **MATERIALS NEEDED AND ADDITIONAL RESOURCES FOR ENRICHMENT**

- Interview with Leola Brown Montgomery: <http://repository.wustl.edu/concern/videos/5712m843k>
- Linda Brown on *Brown v. Board*: <https://www.c-span.org/video/?c4720634/linda-brown-involvement-brown-v-board-education-supreme-court-case>

Linda and Leola Brown - Video Analysis

	Linda Brown's Video	Leola Brown's Video
How does the speaker describe her family?		
How does the speaker describe Topeka?		
How did <i>Brown v. Board</i> affect the speaker and her life?		
How did <i>Brown v. Board</i> affect the Brown family?		
How did the Black community in Topeka feel about <i>Brown v. Board</i> , according to the speaker?		

What did the outcome of <i>Brown v. Board</i> mean to the speaker?		
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