

A Place Out of Time

Lesson Plan 10: Educating the ‘Whole Child’: Then and Now

Lesson Title:

Educating the ‘Whole Child’: Then and Now

Lesson Summary:

Through class discussion and film analysis, students will explore how the Bordentown faculty and campus became the students’ community and functioned as their home away from home. Students will analyze how the Bordentown community fostered a well-rounded education for the “whole child,” and they will understand the value of this school in the context of segregated society. Students will evaluate their own learning environments by creating a report card for their classrooms. Students will read the educational philosophy from www.wholechilddeducation.org, which describes the importance of educating the whole child in the 21st century. Students will evaluate whether current educational practices and methods follow this idea. Using the documentary, students will analyze how Bordentown shaped and possibly changed the education and socialization of black youth. The culminating project will be for students to read the article, “Education” by Reverend J. H. Clay, of Indianapolis, Ohio, from the publication, *The A.M.E. Church Review* (Volume 6, Number 3, January 1890), which describes the Reverend’s ideas about the benefits of educating the whole child in the Reconstruction Era and beyond. Students will assess why unique schools, such as Bordentown, are limited today.

Timeframe: three, 45-minute periods

Learning Targets (Standards)

National Council for the Social Studies Standards:

- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions

National History Standards

Standard 3B. The student understands the Reconstruction programs to transform social relations in the South. Therefore, the student is able to explain the economic and social problems facing the South and appraise their impact on different social groups.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the Bordentown community and campus foster a well-rounded education for the “whole child?” • Why might educating the whole child have been important in the context of a segregated society? • Is educating the whole child an educational philosophy that is prioritized and encouraged today? 		
<p>Enduring Understandings: An education that includes all learning beyond the traditional classroom and hands-on experiences is beneficial in order for students to be competent citizens and successful in society once they leave school.</p>		
<p>Materials Needed:</p> <p>DVD, <i>A Place Out of Time</i></p> <p>DVD player</p> <p>Copies of Handouts 1 and 2 (included in lesson plan)</p> <p>Additional research materials as desired by teacher</p>		
Goals/Objectives	Learning Activities	Formative Assessments
<p>Students will: Analyze how they learn best, consider if they are exposed to the most important “subjects” to be successful in the future, and make decisions on what they would change about education.</p> <p>Describe the teacher-student relationships at Bordentown and consider how a boarding school contributed to character and moral</p>	<ol style="list-style-type: none"> 1. Before the lesson begins, teacher will ask students, “What is the purpose of going to school and getting an education? What do you hope to achieve by getting an education?” Teacher will facilitate a class discussion. 2. Teacher will distribute Handout 1, in which students will complete a report card of their school. Students should complete the report card individually; when students are finished, they can 	<p>Written responses on handout</p> <p>Class participation</p> <p>Primary document analysis</p>

<p>development.</p> <p>Read about a contemporary, positive school experience that addressed the whole child.</p> <p>Students will understand how Bordentown shaped and possible changed the education and socialization of black youth.</p>	<p>engage in think-pair-share with a partner.</p> <ol style="list-style-type: none"> 3. Teacher will lead a class discussion to assess students' answers. 4. Teacher will distribute Handout 2, a quote analysis from the book, <u>The Dreamkeepers: Successful Teachers of African-American Children</u> (1994) By: Gloria Ladson-Billings. The book examines contemporary teachers who are successful with African-American children. 5. After students read the quotes and answer the questions that follow, teacher will discuss and review with the class. 6. As a preview to the documentary, teacher will distribute Handout 3, which asks questions to answer before the documentary as well as during the documentary; these questions will guide them in their viewing of the documentary. Students will watch the following clips from chapters 4, 5, and 7: Dilemma for black education/two schools of thought (Ch. 4, 5), Mixing classical education with a trade (Ch. 7 31:50), Interview with former students about careers (Ch. 7), Students talk about teachers (Ch. 7 38:18) 7. After watching the documentary, 	
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	<p>students will add to their chart on Handout # 3. After completing the chart and engaging in class discussion, student will answer the following reflection questions on the handout: Was Bordentown successful at educating the whole child? Why or why not? Were there any missing elements that you would add to the Bordentown curriculum?</p> <p>8. Handout # 4 asks students to think about the importance of educating the whole child in today's educational philosophy. For Part A, students will engage in a self-analysis and answer the following questions: Who am I? Where did I come from? Why am I here? What is going to happen to me? Teacher should explain to students that these questions are very open-ended and abstract. They reflect how an individual defines him/herself and goals he/she has set. According to Booker T. Washington, blacks would get along in society if they accepted "accommodism" to white segregation and racism. Bordentown encouraged its students to do more than what was typically expected of blacks, and to get a fuller, more classical education. For Part B. students will write their</p>	
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	<p>responses to reflection questions, “What skills do students need to be successful in the “real” world today</p> <p>Why is educating the “whole child” so important?, and Do you think current teaching methods and education address the “whole child”? Why or why not?”</p> <p>They will read and discuss the current “manifesto” of “whole child” educational philosophy from: www.wholechilddeducation.org. Teacher will explain that this idea is quite old, stemming from the 19th century. It means educating the heart and mind, body and soul, ultimately, all aspects of the personality—creative, cognitive, emotional, etc. is necessary to be successful in society. Part C asks students to connect these ideas to the documentary: How did Bordentown shape and possible change the education and socialization of black youth?</p> <p>9. Culminating project comes from the primary document: “Education” by Reverend J. H. Clay of Indianapolis, Ohio, from <u>The A.M.E. Church Review</u>, Volume 6, Number 3, January 1890: http://dbs.ohiohistory.org/africanam/page.cfm?ID=2399. First, show students the documentary: Ch. 6: Principal of school that combines two philosophies and discipline/schedule for students</p>	
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	<p>(30:54); Ch. 7: Students employed during the Great Depression</p> <p>Handout # 5</p> <p>Students will summarize the document and describe the Reverend's ideas about education. They will analyze the document to answer questions, pertaining to the limited attention today to educating the whole child. There is less emphasis on intellectual, development stemming from the arts and music, which foster students' creativity.</p>	
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A Place Out of Time

Educating the 'Whole Child': Then and Now

Handout # 1

Directions: Create a report card for your school based on the following criteria. Make sure you provide an explanation for the grade.

1. The content taught in school prepares me for the future.

Grade: _____

Explanation:

2. Faculty makes an effort to relate, understand, and connect to the student body.

Grade: _____

Explanation:

3. School allows students to experience hands-on, authentic tasks.

Grade: _____

Explanation:

4. School administrators are open to suggestions on how to improve the school.

Grade: _____

Explanation:

5. Faculty encourages each student to achieve his/her best.

Grade: _____

Explanation:

6. I feel comfortable and confident at school.

Grade: _____

Explanation:

7. School feels a lot like home.

Grade: _____

Explanation:

A Place Out of Time

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Handout # 2

Directions: Read the following quotes by Gloria Ladson-Billings, author of the book, The Dreamkeepers: Successful Teachers of African-American Children (1994). This book examines contemporary teachers who are successful with African-American children. The following quotes are memories of the author's education:

"I remember my first days in school. Despite the fact that there were close to thirty other five-year-olds vying for the attention of one adult present, school seemed a lot like home. Everyone there was black. Several of my classmates were children I knew from my neighborhood. The teacher was an attractive, neatly dressed African American woman who told us how much fun we were each going to have and how much she expected us to learn. I thought school was a pretty neat place. It was safe and clean, with people who cared about you: again, a lot like home" (p. 3-4).

"'When you sing in our school choir, you sing as proud Negro children' boomed the voice of Mrs. Benn, my fifth-grade teacher. 'Don't you know that Marian Anderson, a cultured, colored woman, is the finest contralto ever? Haven't you ever heard Paul Robeson sing? It can just take your breath away. We are not shiftless and lazy folk. We are hard-working, God-fearing people. You can't sing in this choir unless you want to hold up the good name of our people.' It never occurred to me in those days that African Americans were not a special people. My education both at home and at school reinforced that idea. We were a people who overcame incredible odds. I knew that we were discriminated against but I witnessed too much competence -- and excellence -- to believe that African Americans didn't have distinctly valuable attributes."

Reflection Questions:

1. What's a favorite and special memory you have from school? What emotion does this memory evoke about school?
2. Based on the passage, what characteristics of Ladson-Billings' education helped her to be successful?
3. Compare Ladson-Billings' experiences with students who attended Bordentown. What characteristics and educational philosophies encouraged the Bordentown students to be successful at school and in life?

A Place Out of Time

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Handout # 3

Directions: Complete the chart before viewing the documentary, and then add to it as you watch the documentary.

Documentary Chapters 4, 5, 7.

<i>Questions</i>	<i>Before</i> viewing the documentary—my ideas	<i>During</i> the documentary, cite specific examples.
1. In the context of a segregated society, what should a black education be?		
2. How can a classical education work with a vocational education?		
3. What benefits does participating in extracurricular involvement have for students?		
4. What is a teacher’s role?		

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After the documentary:

Was Bordentown successful at educating the whole child? Why or why not? Were there any missing elements that you would add to the Bordentown curriculum?

A Place Out of Time

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Handout # 4

Part A: Self-Analysis

<i>Who am I?</i>	<i>Where did I come from?</i>
<i>Why am I here?</i>	<i>What is going to happen to me?</i>

Part B: Reflection Questions

What skills do students need to be successful in the "real" world today?

Why is educating the "whole child" so important?

Do you think current teaching methods and education address the “whole child”? Why or why not?

Based on the website, www.wholechildeducation.org, the current belief on educating the whole child is:

Today our schools struggle to meet the demand for a highly skilled and educated workforce. Many continue to use a model that was designed to prepare students for life in the middle of the last century. We can no longer afford to accept this outmoded approach if we expect graduates to be qualified to compete for jobs with workers from around the world.

We live in a global economy that requires our students to be prepared to think both critically and creatively, evaluate massive amounts of information, solve complex problems, and communicate well. A strong foundation in reading, writing, math, and other core subjects is still as important as ever, yet by itself is insufficient for lifelong success.

The demands of the 21st century require a new way of approaching education policy and practice—a whole child approach to learning, teaching, and community engagement. What if policymakers made decisions about education policy by first asking, What works best for children? Answering that question pushes us to redefine what a successful learner is and how we measure success. A child who enters school in good health and feels safe and connected to her school is ready to learn. A student who has at least one adult in school who understands his social and emotional development is more likely to stay in school. All students who have access to challenging academic programs are better prepared for further education, work, and civic life. These components must work together, not in isolation. That is the goal of whole child education.

How did Bordentown shape and possible change the education and socialization of black youth?



A Time Out of Place

Educating the 'Whole Child:' Then and Now

Handout # 5

Culminating project

Essential Question: What educational opportunities did Blacks have access to in the Reconstruction Era?

Directions:

I. Documentary Ch. 6-7

Topics:

- Bordentown principal that unites Washington and Du Bois' philosophies
- Bordentown's students discipline and rigid schedules
- Bordentown's students find work during the Great Depression

II. Go to <http://dbs.ohiohistory.org/africanam/page.cfm?ID=2399> where you will find the article, "Education" by Reverend J. H. Clay of Indianapolis, Ohio, from the publication, The A.M.E. Church Review (Volume 6, Number 3, January 1890).

Answer the following questions by making connections to the documentary and other materials from the unit.

What benefits does the Reverend J. H. Clay describe when the "whole child" is educated?

In what ways does the Bordentown faculty educate the whole child?

How was moral education integrated in the Indianapolis school in 1890 and in Bordentown?

Is educating the whole child an educational priority today? Why or why not?

Why are unique schools, such as Bordentown, limited today?