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| **Lesson Title:** | **Hoxie – The History We Didn’t Know** |
| **Estimated Time  (Class Period/s):** | 2 – 45 minute class periods |
| **Grade Level(s):** | Grades 7-12 |
| **State Standards:** | **Arkansas History Grades 7-8:**  **H.7.AH.7-8.8**: Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas from multiple perspectives (e.g., integration, state legislation)  **Arkansas History Grades 9-12:**  **Era5.5.AH.9-12.4**: Analyze the social, economic, and political effects of the Civil Rights Movement in various regions of Arkansas using *primary* and *secondary sources* from multiple perspectives  (e.g., segregation; voting; integration of Fayetteville, Hoxie, and Little Rock School Districts; federal and state legislation)  **United States History Since 1890:**  **Era9.6.USH.2:** Analyze causes and effects of cultural changes on society in the United States  (e.g., changing roles of women, forces of change on the nuclear family, suburbanization) |
| **Learning Objective(s):** | Students will be able to verbally communicate the historical significance of Hoxie’s integration. |
| **Essential Question:** | What is the relationship between the integration experiences of schools across Arkansas? |
| **Materials and Resources:** | Documentary: *Hoxie – The First Stand*  This video is available on Arkansas Ideas. You will need to use your login information to access the video. Use the following code to search for the video: AHA15067  AETN *Hoxie – The First Stand* Study Guide (this is available as a resource document on Arkansas Ideas) |
| **Lesson Plan Details *(Substitute Teacher Proof)*:** | 1. Intro: KWL Chart about integration- On their own or as a whole group, students will fill in what they know and what they want to know. After viewing the film, students will fill in what they have learned. 2. Discussion of background information\* 3. Watch *Hoxie: The First Stand* 4. Whole group discussion about video – Study Guide |
| **Formative Assessment(s):** | Visual and oral presentation of learning of *Hoxie: The First Stand*   * Students will create a variety of visual presentations, such as PowerPoint, dioramas, posters, skits, etc., to be presented to community members as part of a history fair, parent night, or other community engagement. |
| **Additional Notes:** | \*\*\*\*  This lesson is to be completed following lessons pertaining to other Arkansas school integration histories.  \*\*\*\*  Students could research integration histories in northern states to compare to integration situations in Arkansas. |

**Sources:**

**Appleby, David, dir. 2003. *Hoxie: The First Stand.***