

Arkansas' Integration History

Lesson Plan

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| Lesson Title: | What Photographs Can Tell Us: Little Rock and Hoxie |
| Estimated Time (Class Period/s): | 1 - 40 minute class period |
| Grade Level(s): | Grades 7 - 12 |
| State Standards: | <p>Social Studies <u>Seventh Grade</u> HS.8.7.1: Examine physical and human characteristics that influence the division and control of Earth's surface (e.g., resources, land use, ethnicity, national identities) HS.8.7.2: Explain levels of cooperation among people in various <i>places</i> and <i>regions</i> who solve human and environmental issues</p> <p><u>Eighth Grade</u> Era6.3.8.2: Examine the effects of immigration after 1870 (e.g., social patterns, national unity, cultural diversity, conflicts) Era6.3.8.3: Analyze the historical significance of individuals, groups, and events</p> <p><u>Arkansas History 7-8.</u> 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. **also consider high school courses "African-American History", "Arkansas History", "Civics", "United States Government", and "United States History Since 1890"</p> <p>Library Media K-12. Strand: Information Literacy, Content Standard 2. Students will apply critical thinking skills and organize information to obtain knowledge. K-12. Strand: Personal Growth, Content Standard 8. Students will convey understanding of information and express ideas in a variety of formats.</p> |
| Learning Objective(s): | <ol style="list-style-type: none"> 1. To view, analyze and interpret photographs dealing with the personal experiences of school integration. 2. To use discussion of past experiences to start peer-to-peer dialogue about related current issues. |
| Essential Question: | Why did some Arkansas cities seem capable of dealing positively with the challenges of integrating their school district while others did not? |
| Materials and Resources: | <ol style="list-style-type: none"> 1. National Park Service Photo Little Rock Nine Leaving School Under US Army escort (2 versions – one with photo caption and link to photo and one with the photo only) 2. LIFE Magazine Photo Integration in Hoxie, Arkansas (2 versions – one with photo caption and link to photo and one with the photo only) |

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| Additional Resources and Materials Used (i.e. graphic organizer, handouts, etc.): | <ol style="list-style-type: none">1. Teacher's guide to analyzing Photographs and Prints (Library of Congress)2. Power Pair Activity for Transcribed Oral Histories3. Sticky notes, highlighters, pens, pencils |
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| <p>Lesson Plan Details (Substitute Teacher Proof):</p> | <p>Class divides into groups of 4-5 participants. Each student is given a copy of Little Rock Nine photo. Using the following steps in the activity below, students will:</p> <ol style="list-style-type: none"> 1. Look at the photograph silently and circle or highlight details that stand out. 2. Take turns pointing out those details without comment. 3. Next, take turns sharing personal reactions to what they see in the photograph. <p>Hand out copies of the photo from LIFE Magazine of Integration in Hoxie, Arkansas Repeat the same steps with the second photo.</p> <ol style="list-style-type: none"> 4. Look at the photograph silently and circle or highlight details that stand out. 5. Take turns pointing out those details without comment. 6. Next, take turns sharing personal reactions to what they see in the photograph. <p>Ask students to explore how the story in the second photo affects their understanding of the first photo. Compare and contrast the point of view or differences in reactions of the persons in the photos.</p> <p>End the discussion with questions for further reflection and study. Use sticky notes to write:</p> <ul style="list-style-type: none"> • Questions for the persons in the two photos, • Questions for the persons taking the photographs, • Questions for classmates • Questions the photographs make you ask yourself. <p>Attach the sticky notes with questions to the Power Pair Chart.</p> <p>Provide additional background information concerning the events around the photographs.</p> |
| <p>Formative Assessment(s):</p> | <p>Exit pass:</p> <ol style="list-style-type: none"> 1. List one thing that you learned about integration in Arkansas that you didn't know before. 2. What about this process help you think more deeply than you would have if you had only looked at one photograph? |
| <p>Additional Notes:</p> | <p>This activity is based on lesson plans developed by the <i>Civil Rights Memory Project</i> at Little Rock Central High School. For more power pairs, lesson plans and other student projects using oral history about civil/human rights, see the student-produced website (www.lrchmemory.wix.com/lrch).</p> |

Sources:

Gordon Tenney, "A 'Morally Right' Decision." *Life Magazine*. July 25, 1955, 31.

https://books.google.com/books?id=w1YEAAAAMBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

"Little Rock Nine Leaving School Under US Army Escort."

http://photos.state.gov/libraries/usinfo-photo/39/week_3_0307/032207-LittleRock9_2-500.jpg

"Teacher's Guide to Analyzing Photographs & Prints." Library of Congress.

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

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