

## Hoxie Integration Lesson Plan

Creator(s): Angie Abbott, Jerry Decker, Kimberly Endsley, Carla Gregory, Dedra Riggs, and Keith Westbrook, Hoxie Public School District

<p style="text-align: center;"><b>Lesson Title:</b></p>	<p style="text-align: center;"><b>“Life’s” Good Intentions</b></p>  <p style="text-align: center;"><i>LIFE</i>, July 1955.</p>
<p><b>Estimated Time (Class Period/s):</b></p>	<p>2—45 minute class periods</p>
<p><b>Grade Level(s):</b></p>	<p>Grades 7-12</p>
<p><b>State Standards:</b></p>	<p><b><u>Arkansas History Grades 7-8: H.7.AH.7-8.8:</u></b> Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas from multiple perspectives (e.g., integration, state legislation)</p> <p><b><u>Arkansas History Grades 9-12: Era5.5.AH.9-12.4:</u></b> Analyze the social, economic, and political effects of the Civil Rights Movement in various regions of Arkansas using <i>primary</i> and <i>secondary sources</i> from multiple perspectives (e.g., segregation; voting; integration of Fayetteville, Hoxie, and Little Rock School Districts; federal and state legislation)</p> <p><b><u>United States History Since 1890: Era9.6.USH.1:</u></b> Analyze the roles of individuals, groups, and the government in securing civil rights during the mid-20<sup>th</sup> century using a variety of <i>primary</i> and <i>secondary sources</i> (e.g., minorities, women, NAACP, federal court cases, legislation, Twenty-fourth Amendment)</p>

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	<p><b>United States History Since 1890: Era9.6.USH.2:</b> 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)</p>
<b>Learning Objective(s):</b>	Students will evaluate media bias across multiple print sources dealing with a singular social issue.
<b>Essential Question:</b>	How is public opinion affected by media with regard to social issues both past and present?
<b>Materials and Resources:</b>	<p><a href="#">Life Magazine July 1955</a> (also available as <a href="#">an electronic document on Google Books</a>)</p> <p><a href="#">Article: “Despite Action of Northeastern Arkansas Ruffians Boycott Fizzles in Hoxie as Democracy Continues to March”</a> (Aug. 1955, AR State Press)</p> <p><a href="#">Article: “Hoxie Schools Reopen Monday; Federal Judge Delays Hearing in Court Until Next Monday”</a></p> <p><a href="#">Article: “Integration of School at Hoxie Has Short Life- School Closes”</a> (Aug 26, 1955, AR State Press)</p> <p><a href="#">Says-Means-Matters Chart</a></p> <p>Chart Paper</p> <p>Markers</p>
<b>Lesson Plan Details</b> <i>(Substitute Teacher Proof):</i>	<ol style="list-style-type: none"><li>1. Introduce Life Magazine and briefly discuss historical significance in relation to the Hoxie Integration. (5 min)</li><li>2. Divide students into small groups and assign one article, at random, to each group. Groups will read and discuss their article, highlighting main ideas, completing the “Says-Means-Matters” graphic organizer. After completing the graphic organizer, students will discuss in their individual groups personal findings on the article in a roundtable fashion. (Day 1)</li><li>3. Students will remain in their small group to revisit information from Day 1. They will then complete a carousel activity where their findings will be posted on chart paper throughout the room. (Day 2)</li></ol>
<b>Formative Assessment(s):</b>	After completion of carousel activity a whole group discussion related to the essential question will occur to evaluate other student’s perspective.

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<b>Additional Notes:</b>	<p>Lesson should be prefaced with background information about the Life Magazine article about the Hoxie Integration and how it affected the circumstances in the community.</p> <p>Ideas for conducting the carousel activity: students will put their Says-Means-Matters findings on chart paper. Groups will go around the room and compare their findings. During this time, students should look for new ideas and share out their findings in a group/whole class discussion.</p> <p>Another option during the carousel activity would be to have one person from each group stand with their chart, and conduct a discussion with the visiting groups regarding their findings.</p> <p>The formative discussion could be assessed with anecdotal notes, a discussion rubric, or with an exit ticket writing prompt.</p> <p>To extend this lesson, invite students to find a current news story in any media platform addressing the essential question.</p>
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### Sources:

**“Hoxie Schools Reopen Monday; Federal Judge Delays Hearing In Court Until Next Monday.”** Courtesy of Hoxie School District and Hoxie the First Stand.

ELAchieve. 2010. **Constructing Meaning: Explicit Language for Content Instruction. Analytical Notetaking: Says-Means-Matters.** Levy. [www.elachieve.org](http://www.elachieve.org).

**“Despite Action of Northeastern Arkansas Ruffians Boycott Fizzles in Hoxie as Democracy Continues to March.”** *Arkansas State Press*, August 1955.

**“Integration of School at Hoxie Has Short Life- School Closes.”** *Arkansas State Press*, August 26, 1955.

**“A ‘Morally Right’ Decision: An Arkansas School Board Does Some Soul Searching and Negro Children Enter Desegregated Classes.”** *Life*, July 25, 1955.