

## Hoxie Integration Lesson Plan

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<b>Lesson Title:</b>	<b>Words of Encouragement</b>
<b>Estimated Time (Class Period/s):</b>	20 Minute Lesson Hook
<b>Grade Level(s):</b>	Grades 7-12
<b>State Standards:</b>	<p><b><u>Arkansas History Grades 7-8:</u></b>  <b>H.7.AH.7-8.8:</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:</u></b>  <b>Era5.5.AH.9-12.4:</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>African-American History:</u></b>  <b>IE.6.AAH.1:</b> Analyze the various influences of African Americans on political change during the mid-1900s using <i>primary</i> and <i>secondary sources</i> (e.g., feminism, civil rights organizations, political organizations, and labor unions, military)</p> <p><b><u>United States History Since 1890:</u></b>  <b>Era9.6.USH.1:</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> <p><b>Library Media</b>  <b>K-12.</b> Strand: Information Literacy, Content Standard 2. Students will apply critical thinking skills and organize information to obtain knowledge.  <b>K-12.</b> Strand: Personal Growth, Content Standard 8. Students will convey understanding of information and express ideas in a variety of formats.</p>
<b>Learning Objective(s):</b>	<ol style="list-style-type: none"> <li>1. Students will view, analyze and interpret letter correspondence dealing with the personal experiences of school integration.</li> <li>2. Students will use discussion of past experiences to start peer-to-peer dialogue about related current issues.</li> </ol>

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<p><b>Essential Question:</b></p>	<p>Why is it important to offer positive affirmations to those in difficult situations and what are some possible outcomes that come as a result?</p>
<p><b>Materials and Resources:</b></p>	<p><a href="#">Minutes of Board Meeting—June 25, 1955</a> (*optional)</p> <p>Two Letters from Nat R. Griswold to Hoxie Superintendent Edward Vance, from <a href="#">July 1955</a> and <a href="#">August 1955</a>.</p> <p><a href="#">“Resolution Adopted Last Night By Foes of Integration At Hoxie”</a></p> <p><a href="#">Power Pairs Handout</a></p>
<p><b>Lesson Plan Details</b> <i>(Substitute Teacher Proof):</i></p>	<p>Provide background information first, either by telling students that the Board of Education of Hoxie School District voted unanimously on June 25, 1955 to end segregation in their district, or by having the students read the meeting minutes on their own. (See document)*</p> <p>Class divides into groups of 4-5 participants. Each student is given a copy of July 1955 letter, and August 1955 letter.</p> <ol style="list-style-type: none"> <li>1. Read the passage once and underline, circle, etc., words or phrases that are significant to the reader.</li> <li>2. Still in their groups, have students take turns pointing out those details <b>without comment</b>.</li> <li>3. Next, students will take turns sharing personal reactions to what they see in the passage.</li> </ol> <p>Hand out copies of the Resolution. Repeat the same steps.</p> <ol style="list-style-type: none"> <li>4. Read the passage <b>silently</b> and circle or highlight words or phrases that stand out.</li> <li>5. Take turns pointing out those details <b>without comment</b>.</li> <li>6. Next, take turns sharing personal reactions to what they see in the passage.</li> </ol> <p>In whole class discussion or in small groups, ask students to explore how the story in the second letter affects their understanding of the town’s climate during the first letter. Compare and contrast the point of view or differences in mood of the persons addressed in the letters with that of the Resolution.</p> <p>End the discussion with questions for further reflection and study. Use sticky notes to write:</p> <ul style="list-style-type: none"> <li>• Questions for the Superintendent Vance at the time of the July letter,</li> <li>• Questions for the Superintendent Vance at the time of the August letter</li> <li>• Questions for Mr. Griswold’s motivations for writing the letters</li> <li>• Questions the letters make you ask yourself.</li> <li>• Questions about the Resolution’s purpose, and who wrote it</li> </ul>

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	<p>Some additional questions may include:</p> <ol style="list-style-type: none"> <li>1. What “unfortunate and unwarranted disturbance” took place?</li> <li>2. Which Supreme Court decision is being referenced?</li> <li>3. Who is Nat Griswold? (this <a href="#">CALSA Encyclopedia of Arkansas entry</a> provides more information)</li> </ol> <p>These (and other) student-generated questions could guide an inquiry research project to deepen student learning.</p>
<p><b>Formative Assessment(s):</b></p>	<p><u>Exit pass:</u></p> <ol style="list-style-type: none"> <li>1. List one thing that you learned about integration in Arkansas that you didn’t know before.</li> <li>2. What about this process help you think more deeply than you would have if you had only looked at one letter?</li> </ol>
<p><b>Additional Notes:</b></p>	<p>This lesson is intended to be used as a hook; it will need background information/additional lessons to provide context.</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 (<a href="http://www.lrchmemory.wix.com/lrch">www.lrchmemory.wix.com/lrch</a>).</p>

**Sources:**

“Civil Rights Memory Project.” *Little Rock Central High School*. n.d. [www.lrchmemory.wix.com/lrch](http://www.lrchmemory.wix.com/lrch).

Nat Griswold to K.E. Vance, July 14, 1955. Letters courtesy of Hoxie Public Schools and Hoxie The First Stand.

Nat Griswold to K.E. Vance, August 9, 1955. Letters courtesy of Hoxie Public Schools and Hoxie The First Stand.

Youngblood, Joshua Cobbs, s.v. “Nathaniel Robadeau (Nat) Griswold (1901-1991).” *CALS Encyclopedia of Arkansas*. <https://encyclopediaofarkansas.net/entries/nathaniel-robadeau-3298/> (Accessed August 27, 2019).

N.A., “Resolution Adopted Last Night By Foes Of Integreation At Hoxie.” August 3, 1955.