

## Hoxie Integration Lesson Plan

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<b>Lesson Title:</b>	<b>Words of Encouragement</b>
<b>Estimated Time (Class Period/s):</b>	45 minutes
<b>Grade Level(s):</b>	Grades 3-6
<b>State Standards:</b>	<p><b><u>Third Grade:</u></b>  <b>H.13.3.1:</b> Explain how multiple perspectives are portrayed through historical narratives</p> <p><b>H.13.3.3:</b> Support answers to <i>compelling questions</i> about a significant historical event or person using evidence from a variety of <i>primary</i> and <i>secondary sources</i></p> <p><b>H.13.3.5:</b> Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry</p> <p><b>H.13.3.6:</b> Examine current or historical events in Arkansas or the United States in terms of cause and effect</p> <p><b><u>Fourth Grade:</u></b>  <b>H.13.4.1:</b> Describe ways people’s perspectives shaped the <i>historical sources</i> they created</p> <p><b>H.13.4.5:</b> Formulate questions that relate to specific historical events in Arkansas and the United States to guide inquiry</p> <p><b><u>Fifth Grade:</u></b>  <b>C.3.5.2:</b> Evaluate ways rules and laws change society and reasons why people change rules and laws at the local, state, and federal levels</p> <p><b>C3.5.3:</b> Explain the development of policies to address public problems at the local, state, and federal level</p> <p><b><u>Sixth Grade:</u></b>  <b>C.3.6.2:</b> Analyze ways rules and laws change society and reasons why people change rules and laws over time</p> <p><b>C.3.6.3:</b> Explain the development of policies to address public problems in various <i>civilizations</i> over time</p>
<b>Learning Objective(s):</b>	<ol style="list-style-type: none"> <li>1. To view, analyze and interpret letter correspondence dealing with the personal experiences of school integration.</li> <li>2. To 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. It may be beneficial to begin with the teacher reading the letters aloud and students following along, making note of words or phrases they don’t understand. Time could be given to clarify this information before moving on to the next step.</li> <li>2. Read the passage once and underline, circle, etc., words or phrases that are significant to the reader.</li> <li>3. Still in their groups, have students take turns pointing out those details <b>without comment</b>.</li> <li>4. 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>5. It may be beneficial to begin with the teacher reading the Resolution aloud and students following along, making note of words or phrases they don’t understand. Time could be given to clarify this information before moving on to the next step.</li> <li>6. Read the passage <b>silently</b> and circle or highlight words or phrases that stand out.</li> <li>7. Take turns pointing out those details <b>without comment</b>.</li> <li>8. 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>

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	<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> <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="#">CALS 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>Exit pass:</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 will need background information and additional information in order to provide context.</p> <p>*It may be beneficial to <a href="#">adapt and modify the text</a> of the Resolution as necessary to meet the needs of your learners.</p> <p>Tying this lesson to a book study is recommended. Possible book suggestions include:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Story of Ruby Bridges</a> by Robert Cole</li> <li>• <a href="#">Virgie Goes to School With Us Boys</a> by Elizabeth Fitzgerald Howard</li> <li>• <a href="#">Don’t Say Ain’t</a> by Irene Smalls</li> </ul> <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:**

“Adapting Documents for the Classroom: Equity and Access.” Teachinghistory.org. <https://teachinghistory.org/teaching-materials/teaching-guides/23560>. (Accessed august 28, 2019).

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

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**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.**

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

**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).**