

Hoxie Integration Lesson Plan

Lesson Title:	Actions Speak Louder Than Words
Estimated Time (Class Period/s):	One Class Period (40-50 minutes)
Grade Level(s):	Grades 7-12
State Standards:	<p>Social Studies <u><i>United States History Since 1890</i></u> Era9.6.USH.4: Examine domestic policies of the federal government between 1945 and 1970 and the outcomes from multiple perspectives (e.g., New Frontier, Great Society, civil rights, social issues) Era9.6.USH.1: Analyze the roles of individuals, groups, and the government in securing civil rights during the mid-20th century using a variety of primary and secondary sources (e.g., minorities, women, NAACP, federal court cases, legislation, Twenty-fourth Amendment)</p> <p>**Also consider middle school courses such as Arkansas History 7-8, and high school courses such as African-American History, Arkansas History, Civics, United States Government, and Sociology.</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):	<p>The student will analyze a secondary source account of the 1957 Central High School integration and a primary source account of the 1954 integration of Fayetteville High School in order to compare the effects of different approaches to integration.</p> <p>The student will analyze the roles of individuals, groups, and government in securing civil rights.</p>

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<p>Essential Question:</p>	<p>How can young people influence change on a national level?</p>
<p>Materials and Resources:</p>	<p>Says/Means/Matters Chart</p> <p>Article: Jerry Dhonau, “Negro Girl Turned Back, Ignores Hooting Crowd.” <i>Arkansas Gazette</i> 5 September 1957.*</p> <p>Interview from: Adams, Julianne Lewis, and Thomas A. DeBlack. Civil Obedience: An Oral History of School Desegregation in Fayetteville, Arkansas: 1954-1965. Fayetteville: UA Press, 1994.</p> <p>Pens of different colors, highlighters</p>
<p>Lesson Plan Details <i>(Substitute Teacher Proof):</i></p>	<ol style="list-style-type: none"> 1. Students will be given a Says/Means/Matter chart for each article to be read. 2. Pass out the article (Gazette). Instruct students to read once, silently, underlining words they need to define and phrases they find interesting. When they read a second time (silently to themselves), have them fill in the “says” portion of the chart. 3. In a class discussion (roundtable works well), have each student present their “says.” The class will then discuss its meaning and matters, and students will fill in the information as they go. 4. Pass out the article (Lackey). Instruct students to read once, silently, underlining words they need to define and phrases they find interesting. When they read a second time (silently to themselves), have them fill in the “says” portion of the chart. 5. In a class discussion (roundtable works well), have each student present their “says.” The class will then discuss its meaning and matters, and students will fill in the information as they go. 6. In the next portion of the roundtable discussion, students will compare and contrast the first day experiences of the students. 7. As discussion continues, bring students back to the essential question- how can young people influence change on a national level? <ol style="list-style-type: none"> a. This may result in additional questions, such as: <ol style="list-style-type: none"> i. Did media presence have an effect? ii. Why was one more peaceful than the other? <p>These (and other) student-generated questions could guide an inquiry research project to deepen student learning.</p>

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Formative Assessment(s):	<p>-Class discussion</p> <p>-Says/Means/Matters chart(s)</p> <p>-Exit ticket</p> <p>If this leads to a larger student inquiry project, students could show what they have learned through a class presentation, creation of an informative video, or, a larger writing project based on the document(s) read.</p>
Additional Notes:	<p>*Please note: teacher should pre-read the article and note the language used.</p> <p>If more background information is needed, the following sites may prove helpful:</p> <ul style="list-style-type: none"> • “Fayetteville Vote Set Integration in Motion Across South”- https://www.fayettevillehistory.org/1950s/ • “Desegregation of Fayetteville Schools,” CALS Encyclopedia of Arkansas- https://encyclopediaofarkansas.net/entries/desegregation-of-fayetteville-schools-5278/ • “Desegregation of Central High School,” CALS Encyclopedia of Arkansas- https://encyclopediaofarkansas.net/entries/desegregation-of-central-high-school-718/

Sources:

Adams, Julianne Lewis, and Thomas A. DeBlack. *Civil Obedience: An Oral History of School Desegregation in Fayetteville, Arkansas: 1954-1965*. Fayetteville: UA Press, 1994.

ELAchieve. 2010. *Constructing Meaning: Explicit Language for Content Instruction. Analytical Notetaking: Says-Means-Matters*. Levy. www.elachieve.org.

Jerry Dhonau, “Negro Girl Turned Back, Ignores Hooting Crowd.” *Arkansas Gazette* 5 September 1957.

“National Park Service, Central High School National Historic Site, s.v. “Desegregation of Central High School.” CALS Encyclopedia of Arkansas. <https://encyclopediaofarkansas.net/entries/desegregation-of-central-high-school-718/> (accessed August 27, 2019).

Prater, David, s.v. “Desegregation of Fayetteville Schools.” CALS Encyclopedia of Arkansas. <https://encyclopediaofarkansas.net/entries/desegregation-of-fayetteville-schools-5278/> (accessed August 27, 2019).