

Arkansas' Integration History

Lesson Plan

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Lesson Title:	Fayetteville and Hoxie: Early Integration Decisions
Estimated Time (Class Period/s):	1-2—45 minute class periods
Grade Level(s):	Grades 9-12
State Standards:	<p><u><i>African American History</i></u> IE.6.AAH.4: Analyze the effects of legislative developments on the African American experience between 1950-1970 (e.g., voting, civil rights, fair housing, education, employment, affirmative action)</p> <p><u><i>United States History Since 1890</i></u> Era9.6.USH.2: 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> <p><u><i>Arkansas History Grades 9-12</i></u> Era5.5.AH.9-12.4: 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>
Learning Objective(s):	<ol style="list-style-type: none"> 1. The student will view, analyze, and interpret school board decisions associated with school integration. 2. The student will use discussion of past experiences to start peer-to-peer dialogue about related current issues.
Essential Question:	How is it that the Fayetteville and Hoxie School Boards arrive at the same decision when their reasons for doing so were different?
Materials and Resources:	<p>Fayetteville School Board Meeting Minutes</p> <p>Hoxie School Board Meeting Minutes</p> <p>Power Pairs Handout</p> <p>Sticky notes, highlighters, pens, pencils</p>

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<p>Lesson Plan Details <i>(Substitute Teacher Proof):</i></p>	<p>Class divides into groups of 4-5 participants. Each student is given a copy of the Fayetteville board minutes. Using the following steps in the activity below, students will:</p> <ol style="list-style-type: none">1. Look at the document 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 document. <p>Hand out copies of the Hoxie board minutes. Repeat the same steps with the second document.</p> <ol style="list-style-type: none">4. Look at the document 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 document. <p>Ask students to explore how the details in the second document affects their understanding of the first document. Compare and contrast the point of view or differences in reactions of the persons in the documents.</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 documents,• Questions for classmates• Questions the documents make you ask yourself. <p>Attach the sticky notes with questions to the Power Pair Chart. Use these questions to guide further learning.</p> <p>Provide additional background information concerning the events around the passages.</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 student reaction passage?

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<p>Additional Notes:</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 Hoxie Schools,” CALS Encyclopedia of Arkansas- https://encyclopediaofarkansas.net/entries/desegregation-of-hoxie-schools-731/ <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> <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>
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Sources:

“Fayetteville High School American Government Class Reaction to Integration.” Found in vertical file collection of Matthew William Moore Library of Fayetteville High School.

“Fayetteville Vote Set Integration in Motion Across South.” FayettevilleHistory.com. <https://www.fayettevillehistory.org/1950s/> (accessed September 4, 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).

“Minutes of School Board Meeting Fayetteville School District No. 1.” May 21, 1954.

“Minutes of Board Meeting.” June 7, 1955. (Hoxie)