

Arkansas' Integration History

Daily Lesson Plan

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Lesson Title:	How has school changed in the last 100 years?
Estimated Time (Class Period/s):	5 Days, 25 minute lessons
Grade Level(s):	K-4
State Standards:	<p><i>4th Grade</i> H.12.4.4 Analyze the impact of individuals and events on the past, present and future H.13.4.6 Examine current or historical events in Arkansas, the United States, or the world in terms of cause and effect (Also includes C.2.4.3 & H.12.4.3)</p> <p><i>3rd Grade</i> C.2.3.3 Compare rights and responsibilities of citizens in different times and places H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity (Also includes H.12.3.3 & H.13.3.6)</p> <p><i>2nd Grade</i> G.9.2.2 Describe ways different cultures help shape the diversity of a community, place, or region H.12.2.3 Compare life in your community past and present using maps, photographs, news stories, artifacts, or interviews (e.g. transportation, communication, recreation, jobs, housing) (Also includes H.12.2.4 & H.13.2.6)</p> <p><i>1st Grade</i> H.12.1.1 Explain ways family and school have changed using chronological terms (e.g., yesterday/past, today/present, tomorrow/future) H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g. daily life tasks, food, clothing, transportation, communication, recreation) (Also includes G.9.1.2 & H.13.1.6)</p> <p><i>Kindergarten</i> H.12.K.1 Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago) H.12.K.3 Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication) H.13.K.6 Identify changes in the classroom/school in terms of cause and effect</p>

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<p>Learning Objective(s):</p>	<ol style="list-style-type: none"> 1. To view, analyze and interpret photographs dealing with a change in life and history of the community 2. Use discussion of past experience to start peer-to-peer dialogue about integration of schools. 3. Explain cause and effect of changes over time in schools. 4. Analyze character traits of prominent people throughout history.
<p>Essential Question:</p>	<ol style="list-style-type: none"> 1. How has school changed in the last 100 years? <ol style="list-style-type: none"> a. How has media shown integration from then to today? b. How and why is segregation still seen in schools today?
<p>Additional Resources and Materials Used (i.e. graphic organizer, handouts, etc.):</p>	<p>Day 1- What Photographs Can Tell Us: Fayetteville and Little Rock</p> <ul style="list-style-type: none"> ● KWL Chart ● Photograph #1- Associated Press- Sept 1954 (top of webpage) ● Photograph #2- Little Rock Nine <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Photograph #1- Hoxie Girls Playing ● Photograph #2- Hoxie Swing Playground <p>Day 2-Schools: Then and Now</p> <p><i>*article used in class is adapted for language; photo does not have this title</i></p> <ul style="list-style-type: none"> ● Road to Hell Paved with Little Rocks: Fayetteville High School- All White High School 1912 or (just the photo from CALS) <p><i>*article used in class is adapted for language; photo does not have this title</i></p> <ul style="list-style-type: none"> ● Road to Hell Paved with Little Rocks: Early African-American School or (just the photo from CALS) ● Fayetteville School District Website ● Fayetteville Integration History Video <p>Day 3- Say, Mean, Matter</p> <ul style="list-style-type: none"> ● Fayetteville: The Road Adapted Article <p><i>*article used in class is adapted for language; has a cover sheet with background information for teacher</i></p> <ul style="list-style-type: none"> ● Say, Mean, Matter Worksheet <p>Day 4- Louise Bell Character Trait</p> <ul style="list-style-type: none"> ● Fayetteville: The Road Adapted Article <p><i>*article used in class is adapted for language; has a cover sheet with background information for teacher</i></p> <ul style="list-style-type: none"> ● Louise Bell Historical Marker ● Louise Bell Photo, page 4 ● Louise Bell Character Page
<p>Lesson Plan Details <i>(Substitute Teacher Proof):</i></p>	<p>Day 1- What Photographs Can Tell Us: Fayetteville and Little Rock</p> <p>Pose the essential question: “How has school changed in the last 100 years?” to students.</p> <p>Start a class K-W-L chart by writing down in the K what students already know about how school has changed in the last 100 years.</p>

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Teacher will give pairs of students a copy of the Associated Press- Sept 1954 photo or Hoxie Girl's Playing photo

1. Have students look at photograph for 30 seconds silently and find two details that stand out.
2. Have students share with their partner for one minute what details stuck out to them.
3. Teacher will lead a group share, where each partner group states one detail/fact that they saw in the photo.
4. Have partners discuss for two minutes what their personal reactions are to the photo. (What do you think is happening in the photo? What do you infer about the picture?)
5. Teacher will lead a group share, where each partner group states one inference that they gathered from the photo.
6. End the discussion by students generating five questions that they would want to ask about the photo or to the people in the photo.

Repeat steps 1-6 for the Little Rock Nine photo or Hoxie Elementary Playground photo.

Ask students to compare and contrast the differences between the two photos.

Grades K-1, end the discussion by recording on your class K-W-L any questions that they are still wondering about schools in the past.

Grades 2-4, end the discussion by having students write down what they are still wondering about schools in the past and put on the W column of the K-W-L chart.

Day 2- Schools: Then and Now

Discuss what students have learned so far about schools in the past 100 years? Add to the L column on the K-W-L chart.

Review questions that students are still wondering about schools in the past 100 years from the W column on the K-W-L chart.

Show students the Fayetteville High School- All White High School 1912, Explain that this is now the current Washington Elementary School.

1. Have students look at photograph for 30 seconds silently and find 2 details that stand out.
2. Have students share with their partner for one minute what details stuck out to them.
3. Teacher will lead a group share, where each partner group states one detail/fact that they saw in the photo.

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4. Have partners discuss for two minutes what their personal reactions are to the photo. (What do you think is happening in the photo? What do you infer about the picture?)
5. Teacher will lead a group share, where each partner group states one inference that they gathered from the photo.

Repeat steps 1-5 for the Early African-American School.
Ask students to compare and contrast the differences between the two photos, between 30 years.

Repeat steps 1-5 for the Fayetteville School District website reviewing different photos.

Show students the [Fayetteville Integration History Video](#). Ask students to compare and contrast the differences between the three schools, between 100 years.

Grades K-1, end the discussion by recording on your class K-W-L what students have learned.

Grades 2-4, end the discussion by having students write down what they have learned put on the L column of the K-W-L chart.

Day 3- Say, Mean, Matter

Teacher Note: On the Fayetteville: The Road Adapted Article, the first page is for teacher background. Only give/read students the second page.

Discuss what students have learned so far about schools in the past 100 years. Add to the L column on the K-W-L chart.

For this lesson the students will analyze the Fayetteville: The Road Adapted Article. To begin set the purpose by going over the vocabulary words at the bottom.

1. Write the vocabulary word on the board.
2. Then have students repeat the word back to you.
3. Discuss the word and its meaning.
4. Repeat steps 1-3 for each vocabulary word.

K-1

1. Read the adapted article to students.
2. State the author says: "These seven students were... the first black students to attend a previously all-white school in the South."
3. Ask students what does this sentence mean? Discuss answers as a class.
4. Then ask students why does this sentence matter? or why is this sentence important? Discuss answers as a class.

2-4

1. Pass out and read the adapted article with students.
2. State the author says: "Five days later, the Fayetteville School Board voted to desegregate the high school

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immediately.” Model writing under the “Say” of the Say, Mean, Matter exit ticket.

3. Ask students what does this sentence mean? Discuss answers as a class. Model writing your “Mean” on the Say, Mean, Matter exit ticket.
4. Then ask students why does this sentence matter? Or, why is this sentence important? Discuss answers as a class. Model writing under the “Matter” of the Say, Mean, Matter exit ticket.
5. Pass out the Say, Mean, Matter exit ticket.
6. Have students complete the exit ticket for the sentence “**These seven students were... the first black students to attend a previously all-white school in the South.**”

End the discussion by recording on your class K-W-L what students have learned about schools in the past 100 years.

Day 4- Louise Bell Character Trait

Review the K-W-L chart. See if there are any other questions or details to add. Then explain that they are going to be looking at a hero from Fayetteville schools.

Ask students what is the job of a principal? Discuss answers. Ask students if they think principals have always had to do those jobs?

Go back and read the 3rd paragraph from Fayetteville: The Road Adapted Article that discusses Louise Bell and her role in desegregation. Then show students the Louise Bell Historical Marker that is at the current Fayetteville High School.

Explain that you are going to read the monument and fill out a Biography sheet over Louise Bell. Set purpose for reading the historical marker to listen and see what character traits she had. Read out loud the historical marker.

Grades K-1 Fill out a class character page together.

1. Draw a picture of Louise Bell
2. Explain and write her career in the career box (teacher & principal).
3. List any awards and honors she received (inducted into the Hall of Honor as an Educators)
4. Write down 3 character words that describe her (i.e. teacher, mentor, principal, strong, brave)
5. Explain her impact on Fayetteville Schools and write in the Impact box. (i.e., implemented the integration of high school in 1954, did so with success that student/community acceptance was immediate, etc.)
6. Explain some of her personal life information and then write it in the Personal Life Box. (i.e., married, no kids, etc.)
7. Write her birth and death year in the last box

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Grades 2-4

1. Pass out copies of Louise Bell Historical Marker and Character Page.
2. Have students fill out the Character Page either as a whole group, partners, or individually.

To close the lesson, have students do a Stop & Share.

1. Have students stop and think about what was most interesting to them about Louise Bell?
2. Then have students share with a partner their response.
3. Have students stop and think how principals have changed from 100 years ago to today?
4. Then have students share with a partner their response.

Day 5- How and why is segregation still seen in schools today?

Review the K-W-L chart. See if there are any other questions or details to add. Then explain that they are going to be looking at how we might still see segregation in our lives/schools today.

1. Review directions for 4 corners game.
 - a. Listen to the question and give 4 option choices. (Favorite Food- burger, pizza, nachos, ice cream)
 - b. Then assign a corner for each option. (i.e., burger- library corner, pizza- teacher's desk, nachos- door, ice cream- math corner).
 - c. Then count down from 10. At 1, students should choose their corner.
 - d. Look around to see differences of groups. Make quick observations about sizes (most, least, same).
2. Play 4 corners game with class.
 - a. Favorite Dessert-fruit, candy bar, ice cream, cookie
 - b. Types of Books- comic, fiction, non-fiction, mystery
 - c. Recess Activity- football, tag, playground equipment, walk and talk
 - d. How you get Home- car, bus, walk, after school care
3. Bring everyone back together and discuss observations made during the game.
 - a. Did you stay with the same group of people?
 - b. Did the choice of your friends influence your decision?
 - c. Were you ever apart of the largest group? How did that feel?
 - d. Were you ever apart of the smallest group? How did that feel?
 - e. Did you ever feel embarrassed with your choice?
4. Discuss the following questions:
 - a. How would it feel to be stuck in a group and you can't change your answer?
 - b. What if you had to join another group and didn't know anyone in that group?

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	<ul style="list-style-type: none"> c. How would it feel if one group got special privileges just based on their answer? d. Does it make any group better/worse than us based on their choice? e. How can we show fairness to every group, even if they don't have the same choice/answer as us? <p>5. Guide a discussion over how schools use to separate/segregate students based on things that they did not have a choice about.</p> <p>6. Ask students if we still see separation/segregation around us in schools today? Discuss how things have changed today and review the K-W-L chart.</p> <p>Grades K-1- Draw a picture about how school has changed in the past 100 years.</p> <p>Grades 2-4- Have students write about how school has changed in the past 100 years and draw a picture to reflect that.</p>
<p>Formative Assessment(s):</p>	<p>Day 1- Exit Question</p> <p>Day 2- Exit Ticket</p> <p>Day 3- Say, Mean, Matter Exit Ticket</p> <p>Day 4- Louise Bell Character Trait Page</p> <p>Day 5- 100 years reflection draw/write</p>
<p>Additional Notes:</p>	<p>See attached:</p> <ul style="list-style-type: none"> ● KWL Chart ● Fayetteville: The Road Elementary Adapted ● Say, Mean, Matter Worksheet ● Character Page <p>Additional lessons could include:</p> <ul style="list-style-type: none"> ● Making/Looking at a timeline of Fayetteville School District. ● Taking multiple days to analyze different photos with Day 1 lesson. ● Taking multiple days to analyze different documents for Day 3 lesson. ● Taking multiple days to analyze different people for Day 4 lesson.

Sources:

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