

## Hoxie Integration Lesson Plan

<b>Lesson Title:</b>	<b>Actions Speak Louder Than Words</b>
<b>Estimated Time (Class Period/s):</b>	One Class Period (40-50 minutes)
<b>Grade Level(s):</b>	Grades 7-12
<b>State Standards:</b>	<p><b>Social Studies</b>  <u><i>United States History Since 1890</i></u>  <b>Era9.6.USH.4:</b> 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)  <b>Era9.6.USH.1:</b> 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><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>	<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><b>Essential Question:</b></p>	<p>How can young people influence change on a national level?</p>
<p><b>Materials and Resources:</b></p>	<p><a href="#">Says/Means/Matters Chart</a></p> <p>Article: Jerry Dhonau, "<a href="#">Negro Girl Turned Back, Ignores Hooting Crowd.</a>" <i>Arkansas Gazette</i> 5 September 1957.*</p> <p><a href="#">Interview from: Adams, Julianne Lewis, and Thomas A. DeBlack. Civil Obedience: An Oral History of School Desegregation in Fayetteville, Arkansas: 1954-1965.</a> Fayetteville: UA Press, 1994.</p> <p>Pens of different colors, highlighters</p>
<p><b>Lesson Plan Details</b> <i>(Substitute Teacher Proof):</i></p>	<ol style="list-style-type: none"> <li>1. Students will be given a Says/Means/Matter chart for each article to be read.</li> <li>2. Pass out the article (Gazette). Instruct students to read once, <b>silently</b>, underlining words they need to define and phrases they find interesting. When they read a second time (<b>silently to themselves</b>), have them fill in the "says" portion of the chart.</li> <li>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.</li> <li>4. Pass out the article (Lackey). Instruct students to read once, <b>silently</b>, underlining words they need to define and phrases they find interesting. When they read a second time (<b>silently to themselves</b>), have them fill in the "says" portion of the chart.</li> <li>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.</li> <li>6. In the next portion of the roundtable discussion, students will compare and contrast the first day experiences of the students.</li> <li>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"> <li>a. This may result in additional questions, such as:                 <ol style="list-style-type: none"> <li>i. Did media presence have an effect?</li> <li>ii. Why was one more peaceful than the other?</li> </ol> </li> </ol> </li> </ol> <p>These (and other) student-generated questions could guide an inquiry research project to deepen student learning.</p>

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<b>Formative Assessment(s):</b>	<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>
<b>Additional Notes:</b>	<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"> <li>• “Fayetteville Vote Set Integration in Motion Across South”- <a href="https://www.fayettevillehistory.org/1950s/">https://www.fayettevillehistory.org/1950s/</a></li> <li>• “Desegregation of Fayetteville Schools,” CALS Encyclopedia of Arkansas- <a href="https://encyclopediaofarkansas.net/entries/desegregation-of-fayetteville-schools-5278/">https://encyclopediaofarkansas.net/entries/desegregation-of-fayetteville-schools-5278/</a></li> <li>• “Desegregation of Central High School,” CALS Encyclopedia of Arkansas- <a href="https://encyclopediaofarkansas.net/entries/desegregation-of-central-high-school-718/">https://encyclopediaofarkansas.net/entries/desegregation-of-central-high-school-718/</a></li> </ul>

**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](http://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).