

Hoxie Integration Lesson Plan

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Lesson Title:	Equal Justice Under Law
Estimated Time (Class Period/s):	1 class period
Grade Level(s):	Grades 2-4
State Standards:	<p><u>Second Grade:</u> H.13.2.3: Gather information from different kinds of sources in response to a <i>compelling question</i> about a significant historical event or person</p> <p><u>Third Grade:</u> H.13.3.3: 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>H.13.3.5: Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry H.13.3.6: Examine current or historical events in Arkansas or the United States in terms of cause and effect</p> <p><u>Fourth Grade:</u> H.13.4.1: Describe ways people’s perspectives shaped the <i>historical sources</i> they created</p> <p>H.13.4.5: Formulate questions that relate to specific historical events in Arkansas and the United States to guide inquiry H.13.4.6: Examine current or historical events in Arkansas, the United States, or the world in terms of cause and effect</p>
Learning Objective(s):	Students will understand that ALL children deserve the right to an equal educational opportunity.
Essential Question:	Do rules always lead to fairness?
Materials and Resources:	<p>LIFE Article</p> <p>Hoxie Colored Elementary School Photo</p> <p>Lemon Road School Photo</p> <p>Book: The Story of Ruby Bridges by Robert Coles</p> <p>Document Analysis Worksheet, optional</p>

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<p>Lesson Plan Details (<i>Substitute Teacher Proof</i>):</p>	<ol style="list-style-type: none"> 1. After showing the Colored Elementary photo and the Lemon Road photo, pose the question: which school would you rather have attended? Why? 2. Using the Education Blog from the National Archives, show more pictures examples to continue the discussion. 3. Note that the law was changed so that all children had access to the better schools. 4. Read <i>The Story of Ruby Bridges</i>, by Robert Coles, Scholastic, Inc., Copyright 1995; ISBN-13: 978-0-439-59844-6 5. Discuss that Ruby was brave to go to school despite the angry people protesting. Discuss that this did not happen at Hoxie in the initial integration that took place before the LIFE article was published. <ol style="list-style-type: none"> a. It would be beneficial to bring in the LIFE article and compare the photos to <i>The Story of Ruby Bridges</i>.
<p>Formative Assessment(s):</p>	<p>Exit ticket: based on the photos and the class discussion, have students write (or draw) about one example of fairness and one example of unfairness.</p>
<p>Additional Notes:</p>	<p>If you wish to extend the lesson, the Document Analysis Worksheet from the National Archives could be used in order to more closely read the photographs and observe their differences.</p>

Sources:

“A ‘Morally Right’ Decision: An Arkansas School Board Does Some Soul Searching and Negro Children Enter Desegregated Classes.” *Life*, July 25, 1955. Accessed with Google books-

<https://books.google.com/books?id=wIYEAAAAMBAJ&printsec=frontcover#v=twopage&q&f=false>

“Analyze a Photograph.” National Archives and Records Administration.

https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_novice.pdf (accessed August 28, 2019).

Hoxie Colored School photo: From the 1954 Mustang Yearbook. Courtesy of Hoxie Public Schools.

Lemon Road School photo found here: <https://lemonroades.fcps.edu/about/history>