

## Hoxie Integration Lesson Plan

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<b>Lesson Title:</b>	<b>Equal Justice Under Law</b>
<b>Estimated Time (Class Period/s):</b>	3-5 class periods (45 min each)
<b>Grade Level(s):</b>	Grades 7-12
<b>State Standards:</b>	<p><b><u>Arkansas History Grades 7-8: CG.6.AH.7-8.1:</u></b> Analyze the role of government and public policy on social concerns in Arkansas over time (e.g., unemployment, education, poverty, immigration, culture)</p> <p><b><u>Arkansas History Grades 9-12: Era5.5.AH.9-12.4:</u></b> 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> <p><b><u>United States History Since 1890: Era9.6.USH.4:</u></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)</p>
<b>Learning Objective(s):</b>	Students will understand that ALL children deserve the right to an equal educational opportunity as highlighted in the United States Constitution.
<b>Essential Question:</b>	How does the struggle for equality affect people, groups, and communities?

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<p><b>Resources and Materials:</b></p>	<p><a href="#">Hoxie Colored Elementary School Photo</a></p> <p><a href="#">Lemon Road School Photo</a></p> <p><a href="#">“The First Day of Integration,” <i>Memphis Press Scimitar</i></a></p> <p><a href="#">“Hoxie, A City Divided” and other news stories</a></p> <p style="padding-left: 20px;">* document also includes:</p> <ul style="list-style-type: none"> <li>-“Court Puts Ban on Hoxie Foes of Integration”</li> <li>-“Hoxie Briefs Filed; Secreted by Court”</li> <li>-“Integration Battle of Hoxie, Arkansas”</li> <li>-“Absenteeism High as Hoxie Schools Open”</li> </ul> <p>Hoxie v Brewer, 1956  <a href="https://law.justia.com/cases/federal/district-courts/FSupp/137/364/1480367/">https://law.justia.com/cases/federal/district-courts/FSupp/137/364/1480367/</a></p> <p>Plessy v Ferguson, 1896  <a href="https://www.britannica.com/event/Plessy-v-Ferguson-1896">https://www.britannica.com/event/Plessy-v-Ferguson-1896</a></p> <p>Brown v Board of Education, 1954  <a href="https://supreme.justia.com/cases/federal/us/347/483/">https://supreme.justia.com/cases/federal/us/347/483/</a></p> <p><a href="#">Court Decision Overview PowerPoint</a></p>
<p><b>Lesson Plan Details</b>  <i>(Substitute Teacher Proof):</i></p>	<ol style="list-style-type: none"> <li>1. Conduct a See-Think-Wonder activity using the Hoxie Colored Elementary photo and the Lemon Road School photo. As students observe the two photos, have them share in the following order:             <ol style="list-style-type: none"> <li>a. What they see</li> <li>b. What they think about what they see</li> <li>c. What this makes them wonder/what questions would they like to ask (10 min)</li> </ol> </li> <li>2. Introduction of Supreme Court cases, beginning with Plessy, followed by Brown, and then Hoxie v. Brewer using the PowerPoint provided. (30-45 min) During this time, it would be beneficial if students take notes in a t-chart to compare each court case.</li> <li>3. Students will close-read the articles and briefs (on own or in groups). This reading will be used for a class discussion. Pose the essential question for class discussion: How does the struggle for equality affect people, groups, and communities? How did the struggle for equality affect the community of Hoxie? (45 min)</li> </ol>
<p><b>Formative Assessment(s):</b></p>	<ol style="list-style-type: none"> <li>1. Students could write a reflection based on the discussion</li> <li>2. Students could turn this into a civic engagement project and create</li> </ol>

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	<p>lessons of their own to share with elementary students, or to share out in the community.</p> <ol style="list-style-type: none"> <li>3. Students could create a set of interview questions to ask a former Hoxie student using the <a href="#">StoryCorps</a> app.</li> <li>4. Students could take on a persona and write a letter to a relative in another state about what has happened in Hoxie and how it has affected them.</li> </ol>
<p><b>Additional Notes:</b></p>	<p>*It is suggested to add more material and support material to the Court Cases PowerPoint as needed for student understanding.</p> <p>Opportunity for enrichment: Offer suggestions to students for extending this lesson into future projects.</p>

### Sources:

“First Day of Integration” Memphis Press Scimitar, July 1955, courtesy of Hoxie 21- Hill Foundation, Inc./Fayth Hill Washington

Butler, Bill. “Hoxie, A City Divided,” *Arkansas Democrat* (Little Rock, AR), August 7, 1955. Courtesy of University of Arkansas Special Collections.

Craig, Ted. “Court Puts Ban on Hoxie Foes of Integration,” *Arkansas Gazette* (Little Rock, AR), October 10, 1955. Courtesy of University of Arkansas Special Collections.

Craig, Ted. “Hoxie Briefs Filed; Secreted by Court,” *Arkansas Gazette* (Little Rock, AR), October 10, 1955. Courtesy of University of Arkansas Special Collections.

Phillips, Cabel. “Integration: Battle of Hoxie, Arkansas.” *The New York Times Magazine*, September 25, 1955. Courtesy of University of Arkansas Special Collections.

Parker, Ken. “Absenteeism High as Hoxie Schools Open,” *Arkansas Gazette* (Little Rock, AR), October 25, 1955. Courtesy of University of Arkansas Special Collections.

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

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