

Arkansas' Integration History

Daily Lesson Plan

Creator(s): Coty Nichols, Nate Magre, Mathew Peterson, Caitlyn Meyer, Patti Alexander, Lory Hall, Sarah Roberson, Fayetteville Public School District

Lesson Title:	What Photos Can Tell Us: Fayetteville and Little Rock
Estimated Time (Class Period/s):	one class period (48-60 minutes)
Grade Level(s):	7-12
State Standards:	<p>Arkansas History Grades 7-8: H.7.AH.7-8.8 Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas from multiple perspectives (e.g., integration, state legislation)</p> <p>Arkansas History Grades 9-12: Era5.5.AH.9-12.4 Analyze the social, economic, and political effects of the Civil Rights Movement in various regions of Arkansas using primary and secondary sources from multiple perspectives (e.g., segregation; voting; integration of Fayetteville, Hoxie, and Little Rock School Districts; federal and state legislation)</p> <p>United States History 1890-Present: Era9.6.USH.1 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>Civics: PD.3.C.3 Construct explanations of the ways citizenship in the United States has changed over time and been affected by public policy, geographic location, state and federal law, and demographics using a variety of sources</p> <p>African American History: IE.6.AAH.1: Analyze the various influences of African Americans on political change during the mid-1900s using <i>primary</i> and <i>secondary sources</i> (e.g., feminism, civil rights organizations, political organizations, and labor unions, military)</p>
Learning Objective(s):	<ol style="list-style-type: none"> 1. The student will view, analyze and interpret photographs dealing with the personal experiences of school integration in Arkansas. 2. The student will use discussion of past experiences to start peer-to-peer dialogue about current related issues.
Essential Question:	<p>How can photographs provide a story of a moment in time? How do our own biases influence how information is presented and interpreted?</p>

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<p>Materials and Resources:</p>	<p>Two unidentified white sophomores show their new classmates around the Fayetteville, Ark., high school, Sept. 11, 1954. one with photo and caption , and one with photo only.</p> <p>National Park Service Photo Little Rock Nine Leaving School Under US Army escort (2 versions – one with photo caption and link to photo and one with the photo only)</p> <p>Library of Congress: Teacher's Guide- Analyzing Photographs and Prints</p> <p>Library of Congress: Primary Source Analysis Tool</p>
<p>Lesson Plan Details <i>(Substitute Teacher Proof):</i></p>	<p>Begin class with segments or total of the Hidden Brian podcast, episode The Mind of the Village. Note: if using just segments of this podcast, pull podcast into Audacity to cut/edit clips.</p> <p>Class divides into groups of 4-5 participants. Each student is given a copy of the Fayetteville students from September of 1954. Using the following steps in the activity below, students will:</p> <ol style="list-style-type: none">1. Look at the photograph silently and circle or highlight factual 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 photograph. <p>Hand out copies of the photo of Integration Fayetteville, Arkansas. Repeat the same steps with the second photo.</p> <ol style="list-style-type: none">4. Look at the photograph silently and circle or highlight details that stands out.5. Take turns pointing out those details without comment.6. Next, take turns sharing personal reactions to what they see in the photograph. <p>Ask students to explore how the story in the second photo affects their understanding of the first photo. Compare and contrast the point of view or differences in reactions of the persons in the photos. End the discussion with questions for further reflection and study. Use sticky notes to write:</p> <ol style="list-style-type: none">1. Questions for the persons in the two photos,2. Questions for the persons taking the photographs,3. Questions for classmates4. Questions the photographs make you ask yourself. <p>Attach the sticky notes with questions to the Power Pair Chart. Provide additional background information concerning the events around the photographs.</p>

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Formative Assessment(s):	Flipgrid response to the following questions: <ol style="list-style-type: none">1. What did you first notice in the photograph?2. What questions do you have that cannot be answered just from viewing the photo?3. What assumptions did you make without evidence?4. What factors contribute to developing a bias?5. How has your bias influenced your interpretation of the photo?
Additional Notes:	Extension- After students have mastered this lesson, teachers may coordinate to have students present this lesson to other grade levels. Students will present to other grade levels as teachers themselves. To assess, students will create a checklist/rubric for their teaching presentation.

Sources:

“Civil Rights School Desegregation 1954.” AP Photo. <http://www.apimages.com/metadata/Index/Watchf-AP-A-AK-USA-APHS255627-Civil-Rights-Sch-/5ef23479d88c4b9f80b4a5adaa3f57ed/64/1#first>

“Little Rock Nine Leaving School Under US Army Escort.”
http://photos.state.gov/libraries/usinfo-photo/39/week_3_0307/032207-LittleRock9_2-500.jpg

“Teacher’s Guide to Analyzing Photographs & Prints.” Library of Congress.
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

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