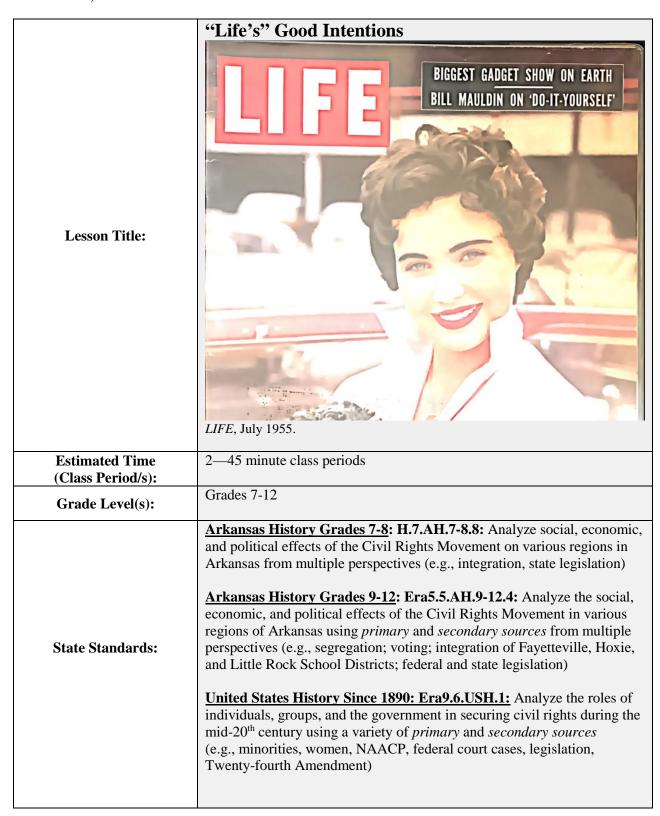
## Hoxie Integration Lesson Plan

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## Hoxie Integration Lesson Plan

	<u>United States History Since 1890</u> : Era9.6.USH.2: Analyze causes and effects of cultural changes on society in the United States (e.g., changing roles of women, forces of change on the nuclear family,
	suburbanization)
Learning Objective(s):	Students will evaluate media bias across multiple print sources dealing with a singular social issue.
<b>Essential Question:</b>	How is public opinion affected by media with regard to social issues both past and present?
Materials and Resources:	Life Magazine July 1955  Article: "Despite Action of Northeastern Arkansas Ruffians Boycott Fizzles in Hoxie as Democracy Continues to March" (Aug. 1955, AR State Press)  Article: "Hoxie Schools Reopen Monday; Federal Judge Delays Hearing in Court Until Next Monday"  Article: "Integration of School at Hoxie Has Short Life- School Closes" (Aug 26, 1955, AR State Press)  Says-Means-Matters Chart  Chart Paper  Markers
Lesson Plan Details (Substitute Teacher Proof):	<ol> <li>Introduce Life Magazine and briefly discuss historical significance in relation to the Hoxie Integration. (5 min)</li> <li>Divide students into small groups and assign one article, at random, to each group. Groups will read and discuss their article, highlighting main ideas, completing the "Says-Means-Matters" graphic organizer. After completing the graphic organizer, students will discuss in their individual groups personal findings on the article in a roundtable fashion. (Day 1)</li> <li>Students will remain in their small group to revisit information from Day 1. They will then complete a carousel activity where their findings will be posted on chart paper throughout the room. (Day 2)</li> </ol>
Formative Assessment(s):	After completion of carousel activity a whole group discussion related to the essential question will occur to evaluate other student's perspective.
Additional Notes:	Lesson should be prefaced with background information about the Life Magazine article about the Hoxie Integration and how it affected the circumstances in the community.

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Ideas for conducting the carousel activity: students will put their Says-Means-Matters findings on chart paper. Groups will go around the room and compare their findings. During this time, students should look for new ideas and share out their findings in a group/whole class discussion. Another option during the carousel activity would be to have one person from each group stand with their chart, and conduct a discussion with the visiting groups regarding their findings.

The formative discussion could be assessed with anecdotal notes, a discussion rubric, or with an exit ticket writing prompt.

To extend this lesson, invite students to find a current news story in any media platform addressing the essential question.

## **Sources:**

"Hoxie Schools Reopen Monday; Federal Judge Delays Hearing In Court Until Next Monday." Courtesy of Hoxie School District and Hoxie the First Stand.

ELAchieve. 2010. Constructing Meaning: Explicit Language for Content Instruction. Analytical Notetaking: Says-Means-Matters. Levy. <a href="https://www.elachieve.org">www.elachieve.org</a>.

"Despite Action of Northeastern Arkansas Ruffians Boycott Fizzles in Hoxie as Democracy Continues to March." *Arkansas State Press*, August 1955.

"Integration of School at Hoxie Has Short Life- School Closes." Arkansas State Press, August 26, 1955.

"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=wlYEAAAAMBAJ&printsec=frontcover#v=twopage&q&f=false