


Hoxie Integration Lesson Plan

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<p style="text-align: center;">Lesson Title:</p>	<p style="text-align: center;">“Life’s” Good Intentions</p>  <p style="text-align: center;"><i>LIFE</i>, July 1955.</p>
<p>Estimated Time (Class Period/s):</p>	<p>2—45 minute class periods</p>
<p>Grade Level(s):</p>	<p>Grades 7-12</p>
<p>State Standards:</p>	<p><u>Arkansas History Grades 7-8: H.7.AH.7-8.8:</u> 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><u>Arkansas History Grades 9-12: Era5.5.AH.9-12.4:</u> 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><u>United States History Since 1890: Era9.6.USH.1:</u> Analyze the roles of individuals, groups, and the government in securing civil rights during the mid-20th century using a variety of <i>primary</i> and <i>secondary sources</i> (e.g., minorities, women, NAACP, federal court cases, legislation, Twenty-fourth Amendment)</p>

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	<p>United States History Since 1890: 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)</p>
Learning Objective(s):	Students will evaluate media bias across multiple print sources dealing with a singular social issue.
Essential Question:	How is public opinion affected by media with regard to social issues both past and present?
Materials and Resources:	<p>Life Magazine July 1955</p> <p>Article: “Despite Action of Northeastern Arkansas Ruffians Boycott Fizzles in Hoxie as Democracy Continues to March” (Aug. 1955, AR State Press)</p> <p>Article: “Hoxie Schools Reopen Monday; Federal Judge Delays Hearing in Court Until Next Monday”</p> <p>Article: “Integration of School at Hoxie Has Short Life- School Closes” (Aug 26, 1955, AR State Press)</p> <p>Says-Means-Matters Chart</p> <p>Chart Paper</p> <p>Markers</p>
Lesson Plan Details <i>(Substitute Teacher Proof):</i>	<ol style="list-style-type: none"> 1. Introduce Life Magazine and briefly discuss historical significance in relation to the Hoxie Integration. (5 min) 2. 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) 3. 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)
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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	<p>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.</p> <p>The formative discussion could be assessed with anecdotal notes, a discussion rubric, or with an exit ticket writing prompt.</p> <p>To extend this lesson, invite students to find a current news story in any media platform addressing the essential question.</p>
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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. www.elachieve.org.

“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=wIYEAAAAMBAJ&printsec=frontcover#v=twopage&q&f=false>