

Hoxie Integration Lesson Plan

Creator(s): Angie Abbott, Jerry Decker, Kimberly Endsley, Carla Gregory, Dedra Riggs, and Keith Westbrook, Hoxie Public School District

Lesson Title:	That Escalated Quickly
Estimated Time (Class Period/s):	1 – 45 minute class period
Grade Level(s):	Grades 7-12
State Standards:	<p><u>Arkansas History Grades 7-8:</u> 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><u>Arkansas History Grades 9-12:</u> Era5.5.AH.9-12.4: 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:</u> 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 <i>primary</i> and <i>secondary sources</i> (e.g., minorities, women, NAACP, federal court cases, legislation, Twenty-fourth Amendment) 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 read, interpret, and analyze the provided document in order to explain the events which preceded the 1956 Hoxie v. Brewer court case.
Essential Question:	What impact can institutional change have on a group or community?
Materials and Resources:	<p>Hoxie v. Brewer Modified Document</p> <p>Says-Means-Matters Chart</p> <p>Highlighters, sticky notes, pens, etc.</p>

Hoxie Integration Lesson Plan

<p>Lesson Plan Details <i>(Substitute Teacher Proof):</i></p>	<ol style="list-style-type: none"> 1. Students will read the modified passage about the events leading up to the Hoxie v. Brewer court case. <ol style="list-style-type: none"> a. Depending on the grade or reading level, it may be helpful for the teacher to read the article aloud and have the students follow along, highlighting/underlining words and passages they do not understand, or ones they find interesting. Time should be given to clarify and discuss these findings before moving to the “Says-Means-Matters” activity. 2. Pass out the “Says – Means – Matters” chart 3. Have students read the passage a second time (silently to themselves), and fill in the “says” portion of the chart. 4. In a class discussion (roundtable works well), have each student present their “says.” The class will then discuss its meaning and matters, and students will fill in the information as they go
<p>Formative Assessment(s):</p>	<p>-The class discussion of the passage as well as the “Says – Means – Matters” handout.</p> <p>-Exit ticket*</p>
<p>Additional Notes:</p>	<p>Encourage students to read the full case details at the following link:</p> <p>Hoxie v Brewer, 1956 https://law.justia.com/cases/federal/district-courts/FSupp/137/364/1480367/</p> <p>*Exit ticket prompts may vary according to the direction of the class discussion, or can be as simple as “what is one new thing you learned today? What questions do you still have?”</p>

Sources:

ELAchieve. 2010. *Constructing Meaning: Explicit Language for Content Instruction. Analytical Notetaking: Says-Means-Matters.* Levy. www.elachieve.org.

Hoxie School District No. 46 of Lawrence Co., Ark.v Brewer, 137 F. Supp. 364 (E.D. Ark. 1956).
<https://law.justia.com/cases/federal/district-courts/FSupp/137/364/1480367/>