

# Lesson Plans: SS AmHis LPQ4 044 From Segregation to Integrated Education: the Little Rock 9

Title: SS AmHis LPQ4 044 From Segregation to Integrated Education: the Little Rock 9

Grade Level : Grade 11

Subject : Language Arts - High, Social Studies - High

**Standards/Assessed Benchmarks:** Florida STATE FL Social Studies Standard (2008)

Grades: 9-12

Florida Sunshine State Standards

American History

7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.7.7 Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

Grades: 9-12

Florida Sunshine State Standards

Civics and Government

2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.2.15 Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

**Description/Abstract of Lesson:** Students will; understand the evolution acceptance and demand for civil rights . summarize the legal, political, and civic actions taken to enforce civil rights.

**Essential Question-Scope & Sequence:** **How did the response of the U.S. government and society towards race and equality evolve in postwar America?**

**Technology Connections and Teacher Materials:** Class copies of *"Way Back: Stand Up for Your Rights"*  
A class set of index cards " *Save the last word for me*" handout (see enclosed)  
Telegram from the parents of the "Little Rock Nine" to President Eisenhower  
<http://en.thinkexist.com/>

**Duration :** 5 Days

**Vocabulary:** Segregate, Integrate, Little Rock Nine, Civil Rights Movement, "Jim Crow" laws, discrimination.

**Steps to Deliver Initial Instruction:** Display the first slide of the PowerPoint presentation to the "segregation/integration" slide displayed. Review the definitions, making sure that students are specific in their answers (if they have trouble coming up with answers, guide the discussion with further questioning). When discussing segregation, make sure that the students understand that segregation and integration can deal with race, religion, etc. As students begin to provide answers add these to the PowerPoint. Once a sufficient number of answers have been recorded, explain to students how segregation was once a part of schools and other public facilities. Review that the desegregation of schools involved two major Supreme Court cases, Plessy v. Ferguson and Brown v. Board of Education. Introduce to students that a particular group of students, the "Little Rock Nine" would be chosen by the NAACP to integrate Central High School in Little Rock, Arkansas. Show students the remainder of the powerpoint *Little Rock 9* and inform them that the unit will focus on these students and their experiences during the integration of the school.

**Guided Practice with Feedback:** Using the last question about the video as a transition, guide students into the next activity by informing them that they will be taking a closer look into the experiences of the Little Rock Nine. Pass out copies of the PBS article on the Little Rock Nine , and explain to students that they will be using this article in an activity called "save the last word for me." Directions for "save the last word for me": 1. Pass out one index card to each student. 2. Have students read the article individually, highlighting 3 specific details that evoke in them a specific reaction/emotion (sadness, anger, sympathy, etc.) 3. The

students should write these three sentences on one side their index card, and the emotion they evoke on the other. 4. After students complete steps 2 and 3, slip the class into groups of 4. 5. The first group member reads their sentences and moving in a clockwise fashion, the group members each give a reaction to the statements. Once back to the first student, he or she “has the last word” and says the reaction that was written on the index card. 6. Repeat step 5 until all students in the group have gone. 7. Then, each group must decide on the 2 most important things learned from the activity to share with the class (see “post lesson” section). 8. Each student should be completing the handout during the group work portion of the class. 9. Once students have completed the group work portion of the activity, have each group share the 2 most important things they learned and write them on chart paper or on the chalkboard. 10. Have each student complete the reflection portion of their “save the last word for me” handout.

**Independent Practice:** Review with students what was discussed in the previous lesson, and allow students to talk about the “save the last word for me” activity. Ask students to reflect during the discussion – Did the activity have any sort of impact on them? Did the activity make them more curious about the Little Rock Nine? You may also want to ask students what they learned about the Little Rock Nine from the article. Inform students that the day’s lesson will focus on the events that relate to the integration of Central High School and events that occurred during the Little Rock Nine’s experiences there. Pass out copies of the timeline to students and ask them to point out the events that have already been discussed in the previous lessons. Discuss each of the events in depth, allowing students to take notes. Divide the students into partners and assign each partnership an event from the timeline. The students are to create a drawing or painting that depicts the event they are assigned. The year the event happened should appear on their poster as the finished products will be used to create a timeline to hang in the room. Inform students that their posters will be used for this purpose. On a smaller poster or sheet of paper, have students summarize the event as this will be placed with their poster on the timeline. Students will be assessed on their artistic depiction of the event and the summary explaining the event. The depiction should accurately reflect the event and the summary should contain correct information about the event.

**Differentiated Instruction/Small Groups:** Find a quote that relates to multiple perspectives. For example: “Wisdom has the power to enrich our lives. It can change our hearts, our perspective, and our attitude toward things, toward life, and toward others.” – Sasha Azevedo Use this quote (or one of your choosing) to help students understand that there is always more than one side to every story or event. Inform students that the day’s lesson will focus on multiple perspectives about the Little Rock Nine. Have three centers set up, one with each article (the 2 school newspaper articles and the letter from President Eisenhower). The students can read the articles as a group and must answer the following questions on the Article Analysis handout. The students should spend 10-15 minutes at each center. Who is the speaker (writer) of the piece? Who do you think the audience is? Why? What format is the piece written in? (i.e. a letter, newspaper article, speech) How do you know? Why do you think the piece was written? What is the topic or message of the piece? Post Lesson: One the board, draw a table with each article labeled at the top with space underneath to write the student responses to the questions answered during the centers. Your table may look something like this: Telegram from the parents Student Newspaper Article Letter to the Editor Use this table to organize student responses to the questions from the centers. Students should also copy this down. Guide students in drawing the conclusion that the different people involved with the integration of Central High School all had different experiences. By reading the experiences of these individuals we can see firsthand their thoughts, opinions, and feelings about what was happening during that time. Assessment: Hand out to students the “Little Rock Nine” RAFT assignment sheet. Explain to students the directions for writing a RAFT and help students choose a role (if needed). Students’ completion of the RAFT will serve as an assessment of their understanding of how different individuals and groups stood on the issue of segregation/integration.

**Assessment with Clear & Compelling:** Hand out to students the “Little Rock Nine” RAFT assignment sheet. Explain to students the directions for writing a RAFT and help students choose a role (if needed). Students’ completion of the RAFT will serve as an assessment of their understanding of how different individuals and groups stood on the issue of segregation/integration.

**File Attachments:** Little Rock 9.ppt

**Date Created :** June 26, 2008

**Date Modified :** June 19, 2012