

Lesson Title: Civil Rights and the Little Rock Nine

US History Grade 11

Arkansas Social Studies Framework
American/United States History Course Strand: Contemporary United States Content Standard 19: Students shall examine the changes encountered between the Cold War and the present.
CUS.19.AH.6 Investigate civil rights issues affecting the following groups: African Americans
Arkansas History 9-12 course Strand: WWII to present Content Standard 9: Students will analyze the effects of WWII and other events upon the modernization of Arkansas WWP.9AH.9-12.4 and WWP.9AH.9-12.5

English Language Arts Common Core State Standards
W.11-12.2: Text types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core State Standards: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Materials

- Excerpt from *Warriors Don't Cry: Melba Beals* (Lexile Reading Level: 900L)
- Time Magazine article by Juan Williams: *The Legacy of Little Rock* (Lexile Reading Level: 1380)
 - <http://www.time.com/time/magazine/article/0,9171,1663841,00.html>
- *Change Over Time* graphic organizer created by Ryan O'Donnell
- *Key Words* reading strategy – *Reading Strategies for Social Studies*
- Primary Source Photograph- Parker High School student Walter Gadsden was attacked by dogs in Birmingham in May 1963. (Credit: Bill Hudson/ Associated Press)
- *Observe – Question – Reflect* worksheet from Library of Congress
- *Document Analysis Chart* graphic organizer
- *Change Over Time* writing prompts
- Sticky Notes

Historical Background Information

The Little Rock Nine were a group of African-American students who were enrolled in Little Rock Central High School in 1957. The ensuing Little Rock Crisis, in which the students were initially stopped from entering the racially segregated school by Arkansas Governor Orval Faubus, and then attended after the intervention of President Eisenhower, is thought to be one of the most important events in the African-American Civil Rights Movement.

Lesson Overview

This lesson will focus on several strategies to help students comprehend the African American Civil Rights movement with an emphasis on the desegregation of Central High School in Little Rock, Arkansas. These strategies will consist of reading strategies to use with primary and secondary source documents, using historical thinking skills to analyze a historical document you are only reading 1 historic document, and writing strategies to help students plan and formulate their informational writing.

- Students will start the lesson by taking part in a reading strategy designed to help them locate the most important words of a passage.
- Students will understand the historic significance of the desegregation of Central High
- Students will learn how to analyze a variety of sources. They will look at both written documents and visuals.

Teacher Created Materials

P U B L I S H I N G

- Students will learn two strategies to help them analyze these sources: Written Document Analysis and Divided Image.
- Students will complete a writing exercise in which they analyze how the struggle for civil rights in this country has been an on-going and evolving fight for African Americans from the Civil War to today through the use of a variety of sources.
- Students will learn how to analyze the changes over time in the civil rights movement.

Building Background:

The teacher will engage the whole class in a dialogue about the background of the African American Civil Rights movement. In order to assess prior knowledge on this subject the discussion will consist of tracing influential moments in history. The students will work with a partner to complete a “Think, Pair, Share” brainstorming as many facts as they know about each one of the following subjects:

- The 13th Amendment that ended slavery
- The 14th Amendment that gave African Americans citizenship
- The 15th Amendment that gave African American males the right to vote

The state-sanctioned racial discrimination and oppression that emerged out of the post-Reconstruction South became known as the “Jim Crow” system. The teacher will lead the class in a whole group explicit instruction lesson to review the three constitutional amendments that followed the American Civil War and the Jim Crow laws to ensure that students have attained sufficient background knowledge for the lesson.

Essential Question:

- **How did the desegregation of schools, such as Central High in Little Rock, impact the civil rights of African Americans over time?**

Reading Strategy: Key Words

Historical Thinking Skills: Students will read and interpret a historical narrative. Then students will analyze and use visual data to answer central questions.

Students will use this strategy to:

- Identify key words to summarize the selection
- Evaluate the relationships between the words and the historical topic
- Formulate the central questions and read historical photographs

Key Questions:

- Who were the Little Rock Nine?
- How did the events surrounding the Little Rock Central High crisis impact school segregation over time?

Procedures:

1. The class will be divided into groups consisting of 4–5 students.
2. The students will be given a short selection from Time magazine, titled “The Legacy of Little Rock”. They will also be given a stack of sticky notes.
3. Students will independently read the selection and highlight the words that appear to summarize the information. These words will be written on individual sticky notes.
4. The students will post their summary words on the whiteboard to create a class graph.
5. Using the words from the class graph, the teacher will write a summary from the word list thereby demonstrating how to combine information, eliminate redundancies, and use their own words to paraphrase so that the summary sounds natural.
6. Using the model summary, the teacher will demonstrate how to choose main ideas and relevant details emphasizing that some words or details are not as important in the creation of a cogent summary.
7. Students will each write a summary.
8. In small table groups the students will read their summaries aloud. The teacher will monitor the groups to check for understanding.

Debrief and Discussion

9. Students will be shown how the sticky notes that they used in this strategy can also be used to help visualize the “Big Picture/Big Idea” of this passage.
10. Using a word cloud generator, such as Wordle or Tag Crowd the teacher will create a Wordle using the words from the class graph. Students will see how their choices of important words can be used as data to help create a graphic display of the key words. This graphic can be used as a study tool to show the compilation of word frequency in reading passages or as classroom art.
11. In pairs students will respond to the question, “How does a WORDLE constructed from “The Legacy of Little Rock” visually represent the impact that is usually referred to as the desegregation of Central High or the Central High Crisis had on school segregation?” Partner A will respond then Partner B.
12. The student pairs will share their responses to the question with the whole group.

13. While students share, the teacher will monitor and clarify student responses. The teacher should focus on the following key points of understanding:
 - a. The sacrifice of these nine students
 - b. The impact that this event had on the desegregation of schools nation-wide
 - c. The understanding that this is one of the first “moments of action” of the Civil Rights movement
 - d. The legacy that racial integration is still not fully realized
 - e. Effects of the Civil Rights Movement and the Little Rock desegregation effort continue today.
14. The teacher will display another Wordle drawing showing words taken directly from the Time magazine article, “The Legacy of Little Rock.”
15. The teacher will display the two Wordles side by side and conduct a discussion evaluating the differences between the collections of words derived by the students from the passage and the computer generated Wordle from the passage.

Historical Document Analysis: Divided Image Strategy

Historical Thinking Skills: Document Analysis

- Students will analyze a historical photograph by examining sections of the photo to formulate hypotheses based on their knowledge of the larger historical context.

Key Question:

- What are the events that can be seen in this photo that were the impetus for the NAACP’s lawsuit in 1956?

Procedures – Divided Image: Photograph Analysis

1. The class will be divided into groups of 3–4 students.
2. These groups will be given a section of a cut-up primary source photograph.
3. The teacher will model with the groups how they will use their observation skills, reflection techniques, and questioning strategies to derive meaning from the small image.
4. Students will document their findings using the Observe-Reflect-Question worksheet.
 - a. **OBSERVE:** Using basic observation skills, the students will analyze the piece carefully and completely taking note of everything that is included.
 - b. **REFLECT:** Individually, students will generate a hypothesis relating to the photograph and with their partner, test their hypotheses about the subject of the overall picture.

- c. **QUESTION:** Student pairs will generate questions to identify missing pieces of the image and interpret how the missing images help tell the larger story.
5. Once students are secure in their understanding of the strategy, they will receive the second piece of the photo. They should follow the steps as described above this time focusing on what the overall image may be.
6. Students should revise their previous hypotheses.
7. This will continue on until all the pieces of the photograph have been revealed.



Debrief and Discussion

8. Once the class has seen the image in its entirety, the teacher will fill in some of the points of history that the class may not have been able to generate from the photograph. Parker High School student Walter Gadsden was attacked by dogs in Birmingham in May 1963. (Credit: Bill Hudson/ Associated Press)
9. Conduct a mix-freeze-share for students to discuss the questions listed below. Before each question, have students mix and find a new partner. Partner A should respond to the question and then Partner B should respond.

- a. How are the main figures in the photo depicted?
- b. What is the photographer's point of view and how does his perspective effect how this event was perceived by the public

Extension: Have students research the relationship between the events Alabama and Arkansas as major factors in the Civil Rights Movement.

Historical Document Analysis: Written Document Analysis

Historical Thinking Skills: Document Analysis

- Students will read and analyze a historical document and respond to document analysis questions.

Key Question:

- What was the author's (Melba Beals) role in the Little Rock Crisis, and what events occurred on October 1, 1957?

Procedures – Document Analysis

Part I: Warriors Don't Cry

1. For this strategy, the students will work independently.
2. Each student will first receive a copy of the text "Warriors Don't Cry."
3. The students will complete a first reading of this passage. They will not need to take notes or answer any questions. This first reading is done to help them become familiar with the document and to understand the overall meaning of the text.
4. Distribute the **Written Document Analysis** chart. Provide students with an overview of the chart.
5. Have students read the text from "Warriors Don't Cry" a second time. As they read, they should annotate items from the chart in the text with a highlighter and a pencil.
 - The **Written Document Analysis** strategy can be used to teach students how to read and understand narrative and informational texts. Each text structure has unique characteristics and students can benefit from instruction on how "to read" and understand text. This becomes particularly important with implicit messages within texts as many students have underdeveloped inferential skills.
6. The teacher will model how to complete the chart by having students share their annotations on the text. The teacher should revise and extend upon students' annotations

to further model the historical thinking. Students need explicit instruction on how you want them to annotate the text. What information do you want them to annotate?

Debrief and Discuss Key Question #1

- Have students in small groups write responses to the key question “What is the author’s role in the Little Rock Crisis, and what events occurred on October 1, 1957?”
- Students should cite evidence from the text and other sources they have analyzed to support their answers.
- Have each small group share their responses with the class.

Writing Strategy: Change Over Time

Historical Thinking Skills: Students will use a variety of sources to analyze change and continuity over time.

Essential Question: How has school segregation changed over time and what has been the impact on education?

1. After the class has been shown this skill and strategy, the teacher will demonstrate in a mini-lesson how to use a *Change Over Time* graphic organizer to make sense of the changes and continuities. The subject of this graphic organizer will be myself (teacher) (photographs from the teacher’s past).

A			
	B	C	D
E			

2. The class will analyze three images of the teacher from childhood to the present

- The three images will correspond to the *Change Over Time* graphic organizer's three central boxes labeled "B, C & D".
 - In each of these larger boxes, there are smaller mini boxes in which the students should put the time period. Example: "Childhood," "College Years," "Adulthood."
 - In the larger boxes the students should jot down the characteristics of the corresponding picture with a focus of how each of these is different from the others or how the pictures have changed over time.
 - In the bottom box labeled "E" the students will write about one continuity, something which has stayed the same
 - The box on the top labeled "A" is where the students will write their thesis statement. This statement is the culmination of their analysis and should mention all three changes as well as the continuity in one cohesive sentence. The students will need a model of what you want them to do.
3. After the class has finished this mini lesson they will be given the *Change Over Time* writing prompt on the civil rights issue, school segregation for African Americans, and will be asked to complete their own *Change Over Time* graphic organizer.

Assessment

Have students write an informative/explanatory essay in response to the essential question. Students should use and cite evidence from the sources, which they read when responding to the question. They can also use the *Change Over Time* graphic organizer as a pre-writing strategy to plan their essay.

How has school segregation changed over time, and what has been the impact on education?