

### ***Lesson3: The Little Rock Nine***

#### ***Students Will Know:***

1. The 1954 Brown v Board of Education Supreme Court case ruled that segregation was unconstitutional.
2. Civil Rights Act of 1964 and the Voting Rights Act of 1965 finally helped African-Americans gain their civil rights.
3. President Eisenhower had to call out the 101<sup>st</sup> Airborne to enforce school desegregation.

#### ***Students Will Do:***

1. Research the landmark case of Brown v Board of Education.
2. Use the electronic library of primary sources to investigate desegregation at Central High School in Little Rock, Arkansas in 1957.
3. Students will become one of the Little Rock Nine. They will create an on-line journal. In their journal entries, they will include their motivation for entering Central High School, what they experienced upon arrival, and what impact the experience had on their life.

Students will organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).

Students will use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).

Students will examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).

Students use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).

Students examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).

#### ***Time Required:***

Four 90 minute class periods.

#### ***Instructional Materials:***

Primary documents related to integration of Central High School, computer, electronic library search of primary documents, on-line journal.

***Procedure:***

The activity will begin by students doing an internet search on the Brown v Board of Education Supreme Court case. Students will then use the electronic library of primary sources to investigate the integration of Central High School in Little Rock, Arkansas in 1957. After independent research on the Little Rock Nine, students will create an on-line journal in which they become one the African-American students trying to integrate Central High School. In their journal entries they will include their motivation for entering the all-White school, their experiences upon arriving at the school, and their thoughts and feelings of how the experience affected them then and throughout the rest of their lives. Students will answer the question, "If they had to do it over again, would they be the first to try to integrate Central High?"

Students may assemble collages and recordings of material pertaining to the civil unrest of the 1960's. Students are to use newspapers, magazines, and internet resources. They can download songs by Joan Baez and Bob Dillon. They can interview and videotape people who lived through the early 1960's. The interviews should include people's thoughts and feelings on the Civil Rights movement. Students may combine all of their resources into a multimedia presentation.

## Assessment:

### Story Writing : Little Rock Nine

CATEGORY	4	3	2	1
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Accuracy of Facts</b>	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
<b>Creativity</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.

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