

WALK IN MY SHOES

Lesson Plan by Carla Tindell, Ola High School, Ola, Arkansas
2007-08 School Year
Utilizing 2006 Social Studies Frameworks
Including 2007 Arkansas History Amendments
And 2007 School Library Media Frameworks

**Based on Chapter Eight, “*Brown v Board* and the Arkansas Civil Rights Movement”
From *Race Relations in the Natural State* by Grif Stockley
2007 Butler Center Publication
ADE Textbook Adoption
For Order Information:**

<http://www.butlercenter.org/publication/books.html>

See links below from the AV/AR digital collection featuring clips discussing topics from this lesson at <http://www.butlercenter.org/online-collections/index.html>.

The goal of the lesson plan is to provide students with background knowledge of the segregation/desegregation issues in Arkansas during the World War II through the Faubus Era (1967).

Grades: 5th – 8th
Lesson can be adapted for 9th-12th grade levels.

Objectives:

Be able to share information about the civil rights movement in Arkansas before 1967
Be able to obtain and use primary or secondary resources which provides data for writing purposes

Arkansas Curriculum Frameworks:

Arkansas History Student Learning Expectations:

WWP.9.AH.7-8.4 – Examine the civil rights movement in Arkansas using primary and secondary sources

Social Studies Student Learning Expectations:

History

H.6.6.23 – Explain segregation and desegregation as established by Supreme Court cases:

~Plessey v. Ferguson

~Brown v. Board of Education

American History

WC.18.AH. 9 - Examine racial conflicts in the World War II period

CUS.19.AH.6 – Investigate civil rights issues affecting groups such as African Americans

English Language Arts Student Learning Expectations:

W.5.5.3, W.5.6.3, W.5.7.3, W.5.8.3 – Create expository, narrative, descriptive, and persuasive writings

W.5.5.9, W.5.6.9, W.5.7.9, W.5.8.9 – Write on demand with or without prompt within a given time frame

R.9.5.21, R.9.6.20, R.9.7.19, R.9.8.22 – Evaluate personal, social, and political issues as presented in text

School Library Media Student Learning Expectations:

C.8.5.2, C.8.6.2, C.8.7.2, C.8.8.2 – Comprehend the impact of knowledge gained on self, community, and world.

Related Encyclopedia of Arkansas Entries:

[World War II Through Faubus Era](#), [Segregation/Desegregation](#), [Little Rock Central High Crisis](#), [Little Rock Nine](#), [Daisy Bates](#), [Aaron v. Cooper](#), [Education, Elementary and Secondary](#), [Desegregation at Charleston](#), [Hoxie](#), and [Fayetteville](#)

Related AV/AR Selected Materials:

[Leroy James audio clip 12](#) – He discusses the decline of the *Arkansas State Press*.

Dale Bumpers clip 29: [Audio version](#) / [Video version](#) – He discusses the peaceful school integration in Charleston, Arkansas in 1954 and notes integration at Hoxie, Arkansas.

[Manuel Twillie audio clip 13](#) – He discusses the Central High School Desegregation Crisis from the viewpoint of an African American college student at the time as well as the mindset of African Americans living under segregation.

[Brownie Ledbetter audio clip 12](#) – She discusses how the Central High School Desegregation Crisis polarized people and how it affected her uncle who was on the Little Rock School Board at that time.

[Brownie Ledbetter audio clip 15](#) – She discusses the international view of the events at Central High School in September 1957 when she was in London, England.

Central High School Desegregation Crisis video footage:

[Clip 01](#), [Clip 02](#), [Clip 03](#), and [Clip 04](#) show scenes with the crowds, the Little Rock Nine, and the troops from 1957.

[Clip 06](#) shows scenes from the Lost Year with the Little Rock School District closing signs.

[Clip 09](#), [Clip 10](#), [Clip 11](#), [Clip 12](#), and [Clip 13](#) show scenes from when Hall High School and Central High School reopened in 1959.

Introduction:

The teacher will select the appropriate student learning expectations for his or her class, obtain a copy of *Race Relations in the Natural State* or other resources, review the key terms, and make copies of chart/writing prompts, as desired. Collaboration with the school library media specialist in the utilization of the technology resource for teaching Arkansas History is suggested. See above links or visit the online *Encyclopedia of Arkansas History and Culture* at <http://www.encyclopediaofarkansas.net>.

Key Words:

Plessy v. Ferguson	Brown v. Board of Education	Aaron v. Cooper	Little Rock Nine	Daisy Bates
---------------------------	------------------------------------	------------------------	-------------------------	--------------------

Key Words Defined:

Plessy v. Ferguson: Supreme Court ruling that said “separate but equal” was constitutional.

Brown v. Board of Education: Supreme Court ruling that said “separate but equal” **in education** was unconstitutional.

Aaron v. Cooper: Supreme Court Ruling in Little Rock school desegregation case that reaffirmed that federal law is supreme over state law and that the federal court decisions must be obeyed by state authorities.

Little Rock Nine: Thelma Mothershed, Minnijean Brown, Elizabeth Eckford, Gloria Ray; Jefferson Thomas, Melba Pattillo, Terrence Roberts, Carlotta Walls; nine black students selected to attend all-white Central High School in 1957.

Daisy Bates: President of the state NAACP who worked closely with the national office of the NAACP and provided assistance to the Little Rock Nine and their parents during the 1957-58 School Year.

Materials Needed:

Race Relations in the Natural State by Grif Stockley

Sample Charts/Writing Prompts (attached)

Internet Access

Notebooks and Writing Tools

Suggested Timeline: two or three fifty minute class periods

Background: Using the search function and using the terms, **segregation/desegregation**, from the online *Encyclopedia of Arkansas History and Culture*, one can review the civil rights activities in Arkansas. Review of Chapter Eight in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion of the events in the time period in Arkansas History between World War II and the Faubus Era (1967). The teacher may also wish to review the Ernest Green Butler Center Lesson Plan, “What Is Your Life’s Blueprint?”

Procedure:

Introduce the learning by asking the students to define the key terms in their own words. In a teacher led discussion, refine the definitions for the key terms to make sure there is student acquisition of the terms.

Review Chapter Eight, *Race Relations in the Natural State*. If there is not a copy for each student, the teacher will have to summarize the chapter for the students, pointing out the key points. **At the end of the lesson is a timeline created by the author to provide the key points in the chapter.** Teacher led discussion may be used as part of the review. Review the text article on the [time period](#) from the online *Encyclopedia of Arkansas History and Culture*.

Of particular interest may be the text articles, [Little Rock Nine](#) or the [Desegregation of Central High](#). Copies may be distributed to the class and small group techniques could be incorporated into the lesson by having various small groups review and report on different sections of the articles for the class. Students may also study the photographs associated with text articles.

Copy and distribute the chart/writing prompts for the students to begin preparing to complete the activities.

Use the discussion questions below to help students organize the information found in the *Encyclopedia of Arkansas History and Culture* and in Chapter Eight of *Race Relations in the Natural State*. Allow time for research, chart completion, and journal plus reflection time for discussion after journal entries are completed.

Discussion Questions:

- Discuss three important Supreme Court Cases (*Plessy, Brown, Aaron*) and their importance to the desegregation of public schools in Arkansas.
- Discuss early desegregation in Arkansas – Fayetteville, Fort Smith, Charleston, Bentonville and Hoxie.
- Discuss the Little Rock Nine and the Desegregation of Central High. Be sure to review the role of Daisy Bates.

Evaluation/Assessment:

Participation in the teacher-led discussion(s) is subjective but the teacher may wish to complete a class participation rubric if one is used in the school district. Key terms could be used as part of an assessment for the class.

Participation in the small group work (if assigned) is also subjective but the teacher may wish to use a group participation rubric if one is used in the school district.

Utilization of an online resource requires certain skills which may be monitored and evaluated by the teacher.

The completed charts and journal entries will be graded using the teacher selected rubric(s).

The post journal writing discussion will provide another subjective grade.

Use of Butler Center Publication, *Crisis of Conscience: Arkansas Methodists and the Civil Rights Struggle*, would provide additional information for students. See the following website for more information about the publication. <http://www.butlercenter.org/publication/books.html>

The Winthrop Rockefeller Foundation (Little Rock, Arkansas) has supported the creation of this Butler Center Lesson Plan as part of the “Ruled by Race?” project.

Contact the Butler Center for Arkansas Studies, Central Arkansas Library System,
100 Rock Street, Little Rock, AR 72201
501-918-3056

www.butlercenter.org and www.cals.lib.ar.us



Journal Writing Prompts:

ENTRY 1A: You are about to start your senior year, you are well-liked, popular, a leader. You have gone to school with your friends all of your life. You have just been informed that if you choose to go to a new school that was known as one of the best schools in the country, however, you will not be allowed to participate in any extra-curricular activities – no sports, no band, no clubs, no dances – nothing. What would you do? Would you stay at the school where you've been going – or go to the new school and make the sacrifices for your education? Be sure to give explanations

ENTRY 2A: You are a shy teenager. Adults have always been supportive and kind to you. You arrive to school one day (first day of school) and there is an ANGRY crowd out front. They don't like you, they don't like the way you dress, talk, or look. They begin to shout at you, calling you names, making threatening comments. You look around – but you are surrounded by a sea of screaming, angry people you don't know. The crowd gets more threatening by the minute, they throw things at you, tell you to go away but you walk on to the entrance. You see a person you think will help you – they don't – they also turn you away. How do you feel? What would you do? Would you yell back at the crowd? Or will you turn and run away?

ENTRY 3A: You are sent to a hostile land. People hate you without knowing who you are. They look at you with anger in their eyes. Every chance they get – they shove you, destroy your property, call you names. You've been told not to fight – that you have to be the better person and not react with violence. If you go to the authorities about the way you are being treated you aren't believed – you have to have one of "them" willing to tell the same story as you are telling. You are in this hostile land for a better education, a better life. What would you do?

Have students share responses and then discuss.

ENTRY 1B: Talk about Ernest Green. (You could change this to be any one of the Nine). Could you have responded in the same way as Ernest Green? (See Butler Center lesson plan on Ernest Green.)

ENTRY 2B: Talk about Elizabeth Eckford. Her "...longest block I ever walked in my whole life." Show the picture. Do you think you could have walked that block and keep your composure?

ENTRY 3B: Talk about any one of the Nine, the abuse they suffered inside Central High. Could you have responded in the same manner? Explain. What do you think about the sacrifices of the Nine?

JOURNAL ENTRY 1A

JOURNAL ENTRY 1B – POST DISCUSSION

JOURNAL ENTRY 2A

JOURNAL ENTRY 2B - POST DISCUSSION

JOURNAL ENTRY 3A

JOURNAL ENTRY 3B – POST DISCUSSION



Notes for Teachers: The following timeline can be used by teachers who are using the history student learning expectations from the social studies frameworks, Standard 6, **H.6.5.2, H.6.6.2, H.6.7.2, and H.6.8.2.** The timeline covers part of the World War II to Present Era of Arkansas History (Standard 9) in both the 7-8th and 9th-12th frameworks.

The subject term, **Segregation**, can be searched in the AV/AR Collection for recorded clips of oral histories related to the search term. There are currently over 200 clips linked to this search term. One may also browse the index of interviewees and speakers in order to find individuals who have provided oral history interviews for the digital database. Two of the Little Rock Nine, **Ernest Green** and **Elizabeth Eckford**, have provided interviews for the project. Follow the link to the [AV/AR Collection](#) found as part of the [Digital Collection](#) at the Butler Center (<http://www.butlercenter.org>) webpage. The development of the collection has been made possible through major funding provided by the Winthrop Rockefeller Foundation.

RACE RELATIONS IN THE NATURAL STATE
Chapter Eight Timeline Prepared by Grif Stockley, Author

Chapter 8: “*Brown v. Board of Education* and the Arkansas Civil Rights Movement”

1954—The United States Supreme Court ruled in *Brown v. Board of Education* that the doctrine of “separate but equal” violates the 14th Amendment to the U.S. Constitution in public school education. The Court will wait another year, however, to decide how fast school integration must take place.

1955—The United States decided in “*Brown II*” that school districts may use “all deliberate speed,” a phrase that is seized on by most white school districts in the South and Arkansas to delay school integration as long as possible. A handful of Arkansas school districts with minimal black enrollments, including Hoxie, Charleston, Fayetteville and Bentonville, end their busing of black students and bring them into their school districts.

1956—Unsatisfied by the answers of the Little Rock School District about its continuously shifting plans to integrate the schools, the Little Rock branch of the NAACP finds 33 students and their parents or guardians to file a class action suit known as *Aaron v. Cooper*. The Little Rock School District will be in continuous litigation for the next 51 years.

1956—In a court proceeding in *Aaron v. Cooper*, Daisy Bates tells an attorney for the Little Rock School District that he is not to refer to her by her first name, a time-honored control technique of white supremacy, thus putting on notice both the white and black communities that the NAACP stands for a new type of leadership. In the past, black leaders went through sympathetic whites to mediate problems; in the future blacks will speak for themselves. Though the litigation is initially unsuccessful, the federal court will retain supervision over the Little Rock School District’s desegregation plan.

1956--Almost all Southern members of Congress, including all of the Arkansas delegation, sign the "Southern Manifesto" in which the Congressmen agreed to use all lawful means to bring about a reversal of *Brown I*. Pressure builds inside Arkansas for politicians to come out against integration of the schools. Support for integration is equated with supporting Communism and almost all politicians in Arkansas begin to come out in favor of measures to prevent integration.

1957—The Arkansas legislature passed, among other measures, legislation that required the NAACP to report its membership and finances. It was used to help destroy the NAACP in Arkansas before it was declared unconstitutional. Under pressure from many fronts, Faubus orders the National Guard to surround Little Rock School District's Central High School and prevent blacks from entering. The Little Rock Nine are turned away. A photograph of Elizabeth Eckford being harassed and cursed by an angry mob is shown all over the world. President Eisenhower sends in a thousand members of the 101st Airborne Division to escort the Little Rock Nine into Central. Throughout the school year, the Nine are harassed by a small group of students. Daisy Bates became spokesperson for the Little Rock Nine and the plaintiffs in the litigation.

1958—The case of *Cooper v. Aaron* was decided in favor of the black plaintiffs, vindicating their constitutional rights to equal protection of the law. To prevent the court ruling from being implemented, Governor Faubus engineered the successful closing of the public high schools in Little Rock. Many black students in the district did not attend school that year.

1959—The Women's Emergency Committee and the Little Rock Chamber of Commerce work together to recall school board members who were trying to fire teachers and administrators who supported integration. The Supreme Court ruled that the District could not avoid integration by transferring its assets to private schools. Though the high schools were opened, there will be only token integration of the public schools in Little Rock and elsewhere until the 1970s.