

## Lesson Plan #1

### Arkansas History

#### The “Lost Year”

**Essential Question:** What was a driving force that led to the “Lost Year” and how were students like Jim Guy Tucker effected by this decision?

#### **Guiding Question and Objectives:**

1. Demonstrate knowledge of the reconstruction of Arkansas following the Civil War by identifying the effects of segregation and “Jim Crow” on Arkansans.
2. Explain the impact of the “Lost Year” and how this effected students and teachers in the school districts.
3. Recognize the U.S. Supreme Court ruled in 1954 that “separate but equal” public schools were unconstitutional (Brown v. Board of Education).

#### **NCSS strands**

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions

#### **AR Curriculum Frameworks:**

Era5.5.AH.9-12.4 Analyze the social, economic, and political effects of the Civil Rights Movement in various regions of Arkansas using primary and secondary sources from multiple perspectives: (e.g., segregation; voting; integration of Fayetteville, Hoxie, and Little Rock School Districts; federal and state legislation).

#### **Teacher Background information:**

“The Lost Year” refers to the 1958–59 school year in Little Rock (Pulaski County), when all the city’s high schools were closed in an effort to block desegregation. One year after Governor Faubus used state troops to thwart federal court mandates for desegregation by the Little Rock Nine at Central High School, in September 1958, he invoked newly passed state laws to forestall further desegregation and closed Little Rock’s four high schools: Central High, Hall High, Little Rock Technical High (Caucasian school), and Horace Mann (African-American school). A total of 3,665 students, both black and white, were denied a free public education for an entire year which, increased racial tensions and further divided the community into opposing camps.—

[thelostyear.com](http://thelostyear.com)

**Materials needed:**

- ◆ The “Lost Year” Powerpoint
- ◆ Lyrics to Charles Mingus’ song “Fables of Faubus” — handout
- ◆ Nicolás Guillén’s poem, “Little Rock” — handout
- ◆ TP-CASTT —handout

**Opening activity:**

Ask what the “Lost Year” might be? Plot information on the board and guide the students in the direction of the Civil Rights Movement within the late 1950s. Display the Powerpoint and walk through the information which shall set them up for the song and poem analysis.

**Activities:**

5 minutes—Discuss and determine what the “Lost Year” might be.

25 minutes—Present the Powerpoint, take notes, and discuss materials while displaying the information opposed to strict lecturing.

2 minutes—Examine photo at the end of the presentation and students must answer the questions about how the photo expresses segregation and the “Lost Year.”

30 minutes—Read Nicolás Guillén’s poem, “Little Rock” and discuss Guillén’s perspective about the time period as a Cuban poet. Complete TP-CASTT to expand upon the noted information in the poem.

31 minutes—Listen to Charles Mingus’s song, “Fables of Faubus” and expand about the TP-CASTT to see if Mingus shares the same thoughts as Guillén. How can the poem and song be used to explain the issues of 1958-1959 in Arkansas?

**Closing:**

Return to the essential question on the board, “What was a driving force that led to the “Lost Year” and how were students effected by this decision?” and how the poem and song demonstrated the frustrations of the time period.

**Assessment:** Using textual evidence from the Powerpoint and Mingus’ song and Guillén’s poem, students will answer this question before departure: *What other setbacks could be noted from the “Lost Year”?*

## Resources:

- ◆ The “Lost Year” Powerpoint
- ◆ Lyrics to Charles Mingus’ song “Fables of Faubus” — [http://www.lyricsmania.com/fables\\_of\\_faubus\\_lyrics\\_charles\\_mingus.html](http://www.lyricsmania.com/fables_of_faubus_lyrics_charles_mingus.html)
- ◆ Nicolás Guillén’s poem, “Little Rock” — <http://civilrightsteaching.org/resource/nicolas-guillen-the-struggle-against-two-racisms/>
- ◆ The “Lost Year” Information — [thelostyear.com](http://thelostyear.com) , <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=737>
- ◆ TP-CASTT Handout — <http://mseffie.com/assignments/poem-a-day/TPCASTT.pdf>