Integrating the Little Rock Nine – Day 1
by Rebecca Richardson

Grade Level(s)

9th through 12th graders

Lesson Overview

The lesson is designed to develop students' schema for "reading people" using empathy mapping, analysis, and inferences in order to prepare students to identify the various emotions found in the video Eye on the Prize *and written interviews from the* Little Rock Nine *students.*

Learning Objectives

By the end of the lesson students will identify various human emotions found in pictures, video, and text by engaging in group activities.

…analyze the emotion identified by engaging in partner, group, and class discussions.

…infer origins and context of emotions by using analyses and engaging in partner, group, and class discussions.

…develop a narrative about partner to develop inferences and analysis by reflecting on life story with partner.

…develop a user friendly definition of empathy mapping and outline a use by reflecting on the work in class.

Standards

The learning tasks in this lesson cover the following Reading Standards for Informational Text 6-12:

6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

All the Speaking and Listening Standards 6-12 found under Comprehension and Collaboration.

Preparation

Review lesson plan. Check and make sure that the computer and LCD projector are working prior to students' arrival. Test the E.Q. quiz using the link provided. Make copies of graphic organizer (if using).

Materials and Resources

Computer, LCD projector, class copies of graphic organizers, link to on-line E.Q. quiz (http://greatergood.berkeley.edu/ei_quiz/)

Activity 1: Finding Emotions (*10 minutes*)

1. Share objectives with students.
2. Put students in groups of four.
3. Tell the group to take out a piece of paper for the whole group to share.
4. Fold the paper in two parts.
5. On the left side write "Emotion".
6. On the right side write "Looks Like".

   Example:

Emotions	Looks Like
Sad	Frowning Not talking much

7. Tell students that they are going to "read" people based on their emotions. To prepare, the groups will be listing as many different emotions as possible on the left side of their paper.
8. On the right side of the paper they are to write what it might look like.
9. Model one example.
10. Give 2-3 minutes to complete their chart.
11. After students have completed work in their individual groups, ask them to find one other group to compare responses. (Give 2-3 minutes.)
12. Once students have compared with one or two groups share out as a class, completing a chart on the board or flip chart paper that can be referred to by the whole class.

Activity 2: E.Q. Quiz (*15 minutes*)

1. Tell students that research shows that humans share common emotional cues regardless of culture, language, or country of origin. In other words, all humans smile when we are happy, frown when we are sad, just to give two examples.
2. How well an individual can read another person's emotions is called Emotional Intelligence or E.Q.
3. The next activity will provide students with an opportunity to test their E.Q.
4. Pass out small white boards, index cards, or scrap papers.
   Note: For students with an electronic device that connects to the internet, ask them to pull up the website and take the test individually. If you have a system that allows students to respond electronically, use that.
5. Pull up the E.Q. quiz using the following link:
   http://greatergood.berkeley.edu/ei_quiz/
6. If taking the test as a class, ask students to write their response on the white board and share with the class.
7. Prior to clicking to the correct response, ask students to talk about their response and their justification for their response in small groups.
8. Discuss the cues that enable one to read the emotion.

   ** Points of interest for further discussion:
   Research indicates that individuals who spend a significant amount of time on screens, away from face to face human interactions have diminished E.Q.s compared to individuals who have more live human interactions. Research indicates that individuals who read a lot of fiction have a greater capacity to recognize and understand nuanced human emotions.

Activity 3: "Reading" My Friend (*30 minutes*)

1. Tell students that they are now going to have an opportunity to challenge their E.Q. skills. This next exercise will enable students to read a person in a real world context. This means doing intense listening, which includes paying close attention to body language, voice fluctuations, facial expressions and word choice.
2. Ask students to take out a clean piece of paper.
3. Give students one minute to write a list of important life events.
4. After writing the list, students need to consider one event they feel comfortable sharing. Circle that event.
5. Tell students they should decide which partner will be A and which will be B.
6. Student A will now have five minutes to share her/his story. During this time student B needs to be listening intently to the story. Encourage student B to write down notes and be prepared to ask clarifying questions once the five minutes is over.
7. Allow student B one minute to ask clarifying questions.
8. Repeat the process with partner B telling his/her story.
9. Once both partners have told their story, pass out Empathy Map handout (appendix A). *You can also ask students to create their own graphic organizer on a clean piece of paper.
10. Discuss the information under each of the titles in their box: say, do, think, believe

Example:

Say A direct quote or small summary of something you heard the speaker say.	Think What did the person think about their experience? What did they say or do that makes you feel this?
Do A specific action or expression the speaker did while telling their story.	Believe How did this experience influence the speaker's life? Did they think it was a positive, negative or mixed experience? What did they say or do that makes you believe this?

11. Ask students to consider the story they were just told by their partner. Reflect back on the story using the notes taken and their memory of the interaction.
12. Complete information for each heading listed on their piece of paper.
13. On the back side of the paper, use the graphic organizer to respond to the following questions: In one to two sentences summarize the experience. How did the storyteller feel about the experience? What evidence do you have to support this thinking (what did the speaker say or do)? What does the storyteller think about those involved? What evidence do you have to support this? Of all the stories the speaker could share, why did s/he select this story? What evidence do you have to support your thinking?
14. Ask students to share their responses and inferences with their partner.
15. Ask partners to respond to the inferences made. Was the writer accurate about your thinking and belief surrounding the story?
16. Ask students to share their experience. How many were able to "read" their partner? How many were able to infer about their partner's reasoning for sharing the story or the storyteller's feelings about the events in the story?

   ***Note: Ask students to pay close attention to the body language, facial expressions and shift in tone used by the story tellers. These are cues that should be taken note of. When and where does the speaker pause? When or where does the speaker look away, shift position, change the tone of his/her voice? Remind students that these cues are important in helping them "read" their partner.

Activity 3: Defining Empathy Mapping (*10 minutes*)

1. Tell students that they are about to define the process they just experienced with their partner. Remind students that this will enable them to use common language surrounding when discussing the process.
2. Write the word EMPATHY on the board.
3. Ask students to raise their hands if they have
   • heard of the word,
   • have a vague understanding of the word,
   • can define the word.
4. Point out affixes **vocabulary schema**
   • "EM" - prefix

            i. Latin Origins
          ii. Before or In front of
- "PATH"- root
            i. Greek origins
          ii. One suffering from

5. Using the affixes and prior knowledge ask students to consider how their work today might connect to the word.
6. Add the word MAPPING and ask students to consider the meaning of this word, based on what they already know about the word MAP.
7. Ask students to work alone, with a partner, or in teams to develop a working definition of EMPATHY MAP
8. Discuss the various definitions with the class and then develop one for the class to use, based off of students' ideas.

    *Note: Connection to previous work on argumentation – point out the following

Say = evidence	Think = evidence/reasoning
Do = evidence	Believe = inference/reasoning

Troubleshooting

Students this age may struggle with discussing emotions. Set norms that enable the discussions surrounding emotion be done with respect and maturity.

Prior to teaching this lesson, consider reviewing rhetoric and three parts of rhetoric (ethos, pathos, and logos). Connecting emotions to the development of trust and emotional appeals in human interactions will help bring rhetorical theory into the real world for students.

Assessment

Formative assessment: Teacher observation of students' ability to perform in partnerships and groups, student feedback, general classroom atmosphere.

Summative assessment: Written responses and personal empathy mapping definition