

Integrating the Little Rock Nine – Day 2

by Rebecca Richardson

Grade Level(s)

9th through 12th graders

Lesson Overview

The lesson is designed to build background surrounding the events and people involved in the 1957 integration of Little Rock High School. During their initiation to the struggle and multiple views of integration, students will employ their empathy mapping, analysis, and inference skills as they work to identify the needs and experiences of the nine African American students integrating the high school. (Using the Stanford Challenge Design this would be considered the “Interviewing” stage of the process.)

Learning Objectives

By the end of the lesson students will identify various human emotions felt by one or more of the Little Rock Nine by watching a part of the The Eye on the Prize.

...analyze the emotions 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 the experiences of one or more students to use as a backbone in brainstorming and ideation by working in a group and sharing with 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.

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

The learning tasks in this lesson cover all the Speaking and Listening Standards 6-12 found under Comprehension and Collaboration.

The learning tasks in this lesson cover the following Writing Standards for 6-12:

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (Strand b)

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Preparation

Check and make sure that the computer, LCD projector, and speakers are working prior to students' arrival. Test the link to *Eye on the Prize* found using the given link on YouTube.

Materials and Resources

Computer, LCD projector, speakers, Eyes on the Prize - 02 - Fighting Back, 1957-1962 (link: <https://youtu.be/CSRSUp-nTZM>), copies of empathy mapping graphic organizer, handout of design challenge overview.

Activity 1: Introducing the Design Challenge (15 minutes)

1. Tell students that they will be engaging in a design challenge.
2. Ask students to raise their hands if they have heard of or experienced a design challenge before.
 - If so, ask students to share their knowledge.
 - If not, tell students they are about to engage in a process that is used by some of the most progressive thinkers when it comes to developing innovative solutions in response to the changing world around them.
3. Pass out the Design Challenge Overview handout (appendix B).
4. Tell students that this is a simple graph outlining the process that they will be going through.

5. Briefly discuss each level of the challenge.
 - Note: Be prepared to review each step of the design process to students as they transition through the protocol in future activities.
6. Indicate that the challenge starts with considering a design space.
7. Tell students that the design space they will be considering is one surrounding integration.
8. Write the word INTEGRATION on the board.
9. Ask students to work in groups to come up with a working definition.
10. Use the students' definitions to develop a working relationship with the word as a class.
11. Tell students that they will be thinking about a way to help ease black students' integration into white high schools.
12. Remind students that when they design they must work to stay open minded. They are not limited in their approach or outcome of their design. They can design a product, process, or system that promotes integration.
13. Students will work to gain a deep understanding of the needs and challenges surrounding racial integration in the southern U.S. in 1957, in order to develop a design that responds to the needs of the time.
14. Point back to the design space graphic.
15. Tell students that they will start the design challenge by conducting an interview. However, their interview will be with done by watching part of the documentary, *Eye on the Prize*.
16. As they watch the video, students should consider the multiple needs and various level of concerns that must be addressed if their prototype is to be effective. Encourage design participants to pay close attention to all parts of the environment:
 - students who desire to integrate
 - community resisting integration
 - political climate – laws and people enforcing the laws
 - geography – location both large and small of the events
 - activists working for change
17. During this initial stage of the design challenge, the students need to work to develop a deep sense of the problems and concerns surrounding the space of integration.

Activity 2: Reviewing Empathy Mapping (10 minutes)

1. Ask students to take out their definition of “empathy mapping.”
2. Review the definition and process with the class.
3. Discuss how empathy mapping is an important tool used throughout the design challenge process; however, it is especially key in the interview process of the design challenge.
4. Tell students that they will now be applying the skill of empathy mapping to people who experienced the integration of a white high school in 1957.
5. Discuss perceived differences in approach and outcomes using empathy mapping with a video versus empathy mapping during a discussion with a live person.
 - Example: Inability to ask clarifying questions.

6. Write those differences on the board and consider strategies for approaching an empathy map as authentically as possible considering the limitations of a video, where one is not able to ask questions.
 - Example: Review moments in the video that may seem vague or unclear.
7. Tell students that they may find that they will need to use the outlined strategies when viewing the video.
8. Also reiterate that part of being able to design one must consider the whole context for which they will be creating. Remind students to consider the geography (physical space), the political atmosphere, and challenges presented by the community.
9. Place students into groups of four to five people. Tell students that this is their design team.
**Note: You may desire to do a “group warm up activity” if it is the start of the school year or you are concerned about students’ need to build capacity to work together.

Activity 3: Eye on the Prize – The Interview (1 hour)

1. Tell students that they will now be beginning their design challenge.
2. Handout a new empathy map to each student.
3. Tell students that they may want to split up areas of focus between team members. One person may focus on political climate, while another may focus on the emotions of one or more integrating student.
4. Begin video.
5. Pause the video every ten to fifteen minutes to allow teams to process what they are seeing and hearing. Take this time to allow students to ask questions as they consider their user and design space of racial integration. *Note: Focus conversations within the design team to promote team unity and original design structures.
6. Continue with this process until you reach the part of the video where two young girls integrated into New Orleans and the city broke out into riots.
*Note: The video will probably take two class periods.
7. Prior to leaving the class at the end of the day pass out post it notes to each group.
8. Ask students to write questions and put them on the question board as they leave the class.

Assessment

Formative assessment: Teacher observation of students’ ability to perform in partnerships and groups.

Summative assessment: Written responses and questions from groups.