

Integrating the Little Rock Nine – Day 3/4

by Rebecca Richardson

Grade Level(s)

9th through 12th graders

Lesson Overview

These lessons were designed to scaffold students through the design challenge as they transition from the interview process to the design and test phase of the protocol. This lesson is written with the assumption that the students have completed the “interview process” using the Eye on the Prize video.

Learning Objectives

By the end of the lesson students will analyze the emotions identified by engaging in partner, group, and class discussions.

...synthesize analysis to develop a prototype design space by working with a design team on a project.

...develop an iteration plan as they reflect on feedback given by an advocate group.

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

Make sure the design kit has various supplies for designers, make copies of various handouts, and find a central space for students to gather supplies.

Materials and Resources

Completed empathy maps, post its, flip chart paper, design challenge prototype tool box (suggested items: crayons, colored pencils, clay, pipe cleaners, cardboard boxes, glue, tape, popsicle sticks, etc.)

Activity 1: Point of View Statement (15 minutes)

1. Ask students to return to the design challenge overview. Indicate that they have finished the interview process and will now incorporate all the pieces of their empathy map into a Point of View Statement (P.O.V. statement.)
2. Pass a large piece of paper to group members.
3. Tell group members to divide their paper into the following three columns:

User's Name and descriptions (Adjectives)	Needs a way to... (verbs)	Because... (insights/inferences)
What kind of person is evoked by the profile? What image do you have of them?	Hint: the answer is not "integration." Think about actions What actions (verbs) can be used to focus on needs, rather than solutions?	Why are these actions important to the user? What have you inferred about the emotions and experiences you have seen?

Share Example: Design space for endangered species

Users Name Adjectives to describe	Needs a way to... (verbs)	Because... (insights)
Snow Leopards Strong Carnivore Wild Independent Hunter Vulnerable Powerful Shy	Exist in natural habitat Find fellow mates to continue species Hunt freely without competing with other carnivores Roam without threat of being killed or harmed by humans	Captivity will not enable long-term survival of species. It needs a natural habitat to sustain and pass on instincts needed to survive in harsh climates and environments. Must be able to find mates and have a rich environment to raise and protect young.

4. Share example of graphic organizer with students.
5. Tell students that they can select their user. They can think in broad or narrow terms. Consider various user groups as a class. Possible groups:
 - Elizabeth Ekhart
 - Little Rock School district
 - Little Rock High School
 - Little Rock Nine
6. Give students five minutes to complete their graphic organizer.
7. Once the five minutes is complete, ask students to review everything they have written in each category.
8. Tell the students that they are now going to use this information to create a single P.O.V. statement. This statement will be used to guide their design work. It will remind the team who they are designing for and why.
9. Return to the P.O.V. handout. Review the examples at the top of the paper. After reviewing the examples demonstrate how you use your graphic organizer to create a P.O.V. statement.

Example:

[Name/adjective] needs a way to [NEED VERB] because [UNIQUE INSIGHT].

Vulnerable, yet independent and strong snow leopards need to feel protected because a natural environment will ensure the longevity and sustainability of the species.

10. Provide students time to work on as many P.O.V. statements as they can create in five minutes.
11. Ask students to write their P.O.V. statements on both their handout and their large graphic organizer.
12. Require each group to share their P.O.V statement with the entire class. As students share, allow for clarifying questions and observations from other design groups to help focus the statements.
13. Allow students an opportunity to edit their P.O.V. based on the feedback provided.

Activity 2: Ideation – brainstorming (10 minutes)

1. Ask students to return to the Design Challenge outline. Point to the ideation phase of the protocol and let students know that this is the phase where they consider solutions for the user need.
2. Students will use their P.O.V. statements to brainstorm solutions for the user's needs.
3. Review brainstorming norms with the class.
4. Ask each group to develop a set of norms that they will use as they go through the process.
Possible norms:
 - Every idea will be written down – even if has already been said or seems “out there”
 - Go big, go small, go wild
 - Every team member needs to contribute
5. Pass out post it notes to each design team and allow them five minutes to brainstorm ideas.
6. As they brainstorm, pause and give them areas of focus
Example:
What if you were to design for an infinite amount of money?
What if space was not an issue?
What if everyone loved the idea?
7. Once the five minutes is over, ask design groups to review their ideas.
8. They might want to put the ideas in categories based on cost, crazy, time, etc.
9. Once they have organized their work, give them between three to five minutes to select an idea they wish to develop.
10. Ask students to put the idea they are designing for next to their P.O.V. and discuss how this idea might meet the needs identified in the P.O.V.

Activity 3: Prototyping – Building an Idea (30 minutes)

1. Give students time to build a prototype of their idea using available materials.

Activity 4: Testing – Getting Feedback (20 minutes)

2. Ask students to return to their design challenge graphic.
3. Point to the testing phase in the protocol.
4. Explain to students the importance of receiving feedback. Feedback can come in various forms, from actually trying something to see how well it fits the needs to getting feedback from users who may bring in additional insights and suggestions.
5. **It is important for students to recognize the protocol of the design challenge is iterative. The work of testing and reworking is a significant part of the work. It is where growth and unexpected turns and outcomes occur. Without feedback, testing, and iteration the process is incomplete.
6. Explain that students will now be sharing their prototype with a community activist. The activist has background knowledge in not only the concerns facing integration in

the 1950s and 60s, but also modern concerns surrounding integration of community and shared spaces.

7. Each group will have an activist visit their work area. During this time they will share their P.O.V., some of their brainstormed ideas, and the thinking that went into their design as it fits and meets the needs of integration.
8. Give 5 minutes for students to share their prototypes with their user. Ask users to hold questions, comments, or clarifications until after the five minutes has passed.
9. Give an additional five minutes for further explanation. During this time users can ask clarifying questions, but should refrain from giving feedback, suggestions, or sharing insights.
10. Give users 5 minutes to provide their feedback, insight and encouragement for the next iteration. During this time, ask the design team to write notes on what they hear.
11. Give users three minutes for clarifying questions (during this time the user should refrain from explanations, defense of ideas, and or selling their design.
12. Ask design teams to put together a list of possible changes for their prototype, questions, or concerns.

Activity 5: Reflection (15 minutes)

1. Ask students to consider the process they have just completed.
2. In their design teams, ask students to consider what insights, connections, or growth they gained from the experience.
3. Give students 3 minutes to share and write their ideas.
4. Ask students to share out with the group.
5. Ask students to consider in what ways the challenges of integration in the 1950s and 60s may apply in the modern world. Ask students to consider concrete examples.
6. Request that design teams share their insights with the class. As students share, write down their responses on the board.
7. Ask students to consider ways their design space may be “usable” to the issues they identified surrounding modern integration.
8. Have students write down their ideas and be prepared to share at least one idea with the group.

Troubleshooting

The graphic organizers may not be necessary. Determine students' level of comfort and need for scaffolding and adjust plan accordingly.

I have contacted the local chapter of the ACLU, Socially Just Utah, and Raise Your Pen to provide more “authentic users” to give feedback to my students on their prototypes. Finding groups like this in your area will help students in the reflection and iteration process.

Assessment

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

Summative assessment: Prototypes, reflection.