TPS Primary Source Learning Activity _FINAL PROJECT

Section I

1. **Title of Lesson:** The Little Rock Nine

2. **Overview:** When the Supreme Court outlawed school segregation in 1954, the color barrier had been broken. Three years later in 1957, the NAACP enrolled nine African American students at Little Rock Central High School in Arkansas. The Governor, Orval Faubus, used the Arkansas National Guard to prevent the black students from entering the school. Eventually President Eisenhower sent the United States Army to Arkansas to enforce federal law.

3. **Learning Goals:** *Students will be able to...*
   - Demonstrate thorough knowledge of a primary source image by understanding it's purpose and place and time.
   - Identify which factors influenced the development of a primary source.
   - Recall factual information as it relates to a primary source.
   - Develop an argument that demonstrates clear focus on the challenges facing the Little Rock Nine.

4. **Time Required/Duration of Activity:** 80 minutes. 2 periods @40 minutes

5. **Recommended Grade(s):** 11th Grade

6. **Subject:** United States History: The Civil Rights Movement in the 1950's

7. **Credits:** Michael Commesso-11th Grade Social Studies; Hopewell High School, Aliquippa PA

8. **LDC Teaching Task:**
   Task 7 Problem-Solution from Argumentation Template

   **Question:** Why do you believe it is necessary for President Eisenhower and the federal government to take a more active role in the Little Rock Crisis?

   After watching the Oral History Videos and researching Daisy Bates letter on the treatment of the Little Rock Nine, write a letter to President Eisenhower in which you (Mr. Roy Wilkins- Executive Director of the NAACP) address the poor treatment and lack of security for the black students at the Little Rock High School. Suggest actions you would like to see the President take to address these concerns. Support your position with evidence from your research.
Section II

9. **PA Common Core Standards**: CC.8: PA Common Core: History and Social Studies

<table>
<thead>
<tr>
<th>CC.8.5: Reading Informational Text</th>
<th>CC.8.6: Writing</th>
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<tbody>
<tr>
<td>CC.8.5.11-12.A</td>
<td>CC.8.6. 11-12.A</td>
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<td>CC.8.5. 11-12.B</td>
<td>CC.8.6. 11-12.C</td>
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<td>CC.8.5. 11-12.G</td>
<td>CC.8.6. 11-12.F</td>
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<td>CC.8.5. 11-12.H</td>
<td>CC.8.6. 11-12.H</td>
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10. **Materials Used**:

- Smart board
- Internet:
  - Library of Congress Website
  - National Park Service Website
- Primary Source Analysis Tool G.O.
- Four Part Chart G.O.

11. **Resources Used**:


Section III

12. **Instructional Procedures**:

**Mini Task #1**

1. The students will work with a partner to assess the primary source image:

   http://www.loc.gov/exhibits/naacp/the-civil-rights-era.html

2. Partners will use the Library of Congress Primary Resource Analysis Tool Graphic Organizer to Observe, Reflect, and Question the primary source image.

3. Each Group will write a short journal entry into their notebooks in which they will describe what they see in the picture and begin to ask questions about the Little Rock Crisis in 1957.

4. Students will participate in a class discussion concerning the writing assignment.
Mini Task #2

1. The students will work with a partner to assess the *Daisy Bates letter to Roy Wilkins concerning the treatment of the Little Rock Nine*:

   [http://www.loc.gov/exhibits/naacp/the-civil-rights-era.html](http://www.loc.gov/exhibits/naacp/the-civil-rights-era.html)

2. Partners will use the adapted Library of Congress Primary Resource Analysis Tool Graphic Organizer to answer teacher prompts concerning key details, origin, and context of the document.

3. Each Group will write a five sentence paragraph in which they will describe key dates and details related to the Little Rock Crisis and begin to build an argument for the need for more protection for the Little Rock Nine.

4. Students will participate in a class discussion concerning the writing assignment.

Mini Task #3

1. The students will individually assess the 3 primary source oral history videos:

   [http://www.nps.gov/chsc/historyculture/oral-history.htm](http://www.nps.gov/chsc/historyculture/oral-history.htm)

2. Students will use the Four Part Chart Graphic Organizer to take notes as they listen purposefully to the oral history videos to identify key people and details.

3. Each student will take their own notes and then partner up to share their findings of key people and key details with their partner.

4. Students will participate in a class discussion concerning the assignment.

Section IV

13. **Assessment:**

The primary source text rubric on the next page will be used to assess the writing assignment in Mini Task #2.

I will use the LDC Argumentation Teaching Task Rubric from the Template Task Collection 2.0 to assess the student writing at the end of my primary source learning activity.
# Formative Assessment Rubric

**Teacher:** Mike Commesso

<table>
<thead>
<tr>
<th>Category</th>
<th>Not Yet: 1 point</th>
<th>Basic: 2 Points</th>
<th>Proficient: 3 points</th>
<th>Advanced: 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sourcing</strong></td>
<td>Student demonstrates limited knowledge and understanding of the primary source image and purpose</td>
<td>Student demonstrates basic knowledge and understanding of the primary source image and purpose but with minor errors or omissions of key details</td>
<td>Student accurately demonstrates knowledge and understanding of the primary source image and purpose</td>
<td>Student thoroughly demonstrates knowledge and understanding of the primary source image and purpose</td>
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<tr>
<td><strong>Contextualization</strong></td>
<td>Student demonstrates limited knowledge and understanding of how different factors influenced the primary source’s development</td>
<td>Student demonstrates basic knowledge and understanding of how different factors influenced the primary source’s development but with minor errors or omissions of key details</td>
<td>Student accurately demonstrates knowledge and understanding of how different factors influenced the primary source’s development</td>
<td>Student thoroughly demonstrates knowledge and understanding of how different factors influenced the primary source’s development</td>
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<tr>
<td><strong>Historical Information</strong></td>
<td>Student demonstrates limited knowledge and understanding of the basic factual information concerning the primary source</td>
<td>Student demonstrates basic knowledge and understanding of the factual information concerning the primary source but with minor errors or omissions of key details</td>
<td>Student accurately demonstrates knowledge and understanding of the basic factual information concerning the primary source</td>
<td>Student thoroughly demonstrates knowledge and understanding of the basic factual information concerning the primary source</td>
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