

Overview –

- **Title of Unit:** Civil Rights Movement - The Desegregation of Central High, Nonfiction Unit
- **Grade Level:** 4th
- **Content Area:** Language Arts/Social Studies
- **Description:** The students will be reading a nonfiction book about The Desegregation of Central High, which took place during the Civil Rights Movement in Little Rock, Arkansas. The students will be able to determine the main idea of the book, compare and contrast a firsthand account of The Desegregation of Central High, and be able to organize events in chronological order during this unit.

Learning Objectives –

- **Unit Objective 1:** Students will *identify* the main idea using key details and facts of The Desegregation of Central High with zero mistakes.
 - **Standard 1:** 4.RN.2.3 – determine the main idea of a text and explain how it is supported by key details; summarize the text.
 - **Bloom's Taxonomy:** understand
- **Lesson Objective 2:** Using at least 2 different sources, students will *create* a poster board with facts about the desegregation of Central High with no mistakes.
 - **Standard 2:** 4.RN.4.2 – combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
 - **Bloom's Taxonomy:** create
- **Learning Objective 3:** Students will *organize* the sequence of events that occurred in The Desegregation of Central High using a story map with less than one mistake.
 - **Standard 3:** 4.RN.3.2 – Describe the organizational structure of events, ideas, concepts, or information in a text or part of a text.
 - **Bloom's Taxonomy:** analyze

Alignment Matrix –

Learning Objective	Academic Standard	Bloom's Taxonomy	Assessment
Objective 1	Standard 1 (4.RN.2.3)	Understand	Performance Assessment – Rubric Row 1 & 2
Objective 2	Standard 2 (4.RN.3.2)	Analyze	Performance Assessment – Rubric Row 1 & 2
Objective 3	Standard 3 (4.RN.4.2)	Create	Unit Test – Question 15

Pre-Assessment –

1. What does the term racism mean?
2. True or False: The Jim Crow Laws were laws enforcing racial segregation in the South.
3. Which court case was the most important for desegregation of public schools?

Pre-Assessment Answer Key –

1. Answers may vary: The belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races
2. True
3. Brown vs. board of education

Performance Assessment –

Standard 2: 4.RN.4.2 – combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

Lesson Objective 2: Using at least 2 different sources, students will *create* a poster board with facts about the desegregation of Central High with no mistakes.

Bloom's Taxonomy: create

Description: For the performance part of my unit, the students will be created a poster board about the Desegregation of Central High. They will have to use at least two different sources to find their facts. The facts should include when, where, and why. It also needs to include who was involved in the Desegregation of Central High and at least 5 different interesting facts about the event. The poster board should include at least 5 pictures and be neatly presented. All of the information should be typed and put onto the poster board.

Rubric –

	Unsatisfactory	Fair	Satisfactory	Excellent	Weight
	50%	75%	85%	100%	
1. Who, where, and why did the Desegregation of Central High Occur	None of the facts are included on the poster	1 out of the 3 facts is included on the poster	2 out of the 3 facts are included on the poster	3 out of 3 facts are included on the poster	40%
2. Five facts about the Desegregation of Central High	No facts were presented	1-2 facts were presented	3-5 facts were presented	5 facts were presented	40%
3. Presentation of Poster board	No pictures on the poster board, information is hand written	No pictures on the board, information is typed	2-3 pictures on the board, information is typed	5 pictures on the board, information is typed	20%

The Desegregation of Central High Unit Test –

1. Where does the story take place?
 - a. Indianapolis, IN
 - b. Destin, FL
 - c. Little Rock, AR
 - d. New York, NY
2. Which war abolished slavery?
 - a. The Civil War
 - b. The War of 1812
 - c. WWII
 - d. Revolutionary War
3. What amendment says that segregation was legal?

4. True or False: Except for two schools in Arkansas and Texas, no other public schools in the South had desegregated.
5. True or False: People were pleased with Little Rock's plan to desegregate the schools.
6. What was one of the names (first and last) of the 9 black students who enrolled in the newly desegregated Central High School?

7. Which activity were the black students NOT allowed to participate in at Central High?
 - a. Participate in team sports
 - b. Run for student office
 - c. Join social or service clubs
 - d. Attend dances
 - e. All of the above: participate in team sports, run for student office, join social or service clubs, and attend dances
8. What was the name of the group that formed in opposition of the desegregation of Central High?

9. What did Orval Faubus, the governor of Arkansas, believe about the Desegregation of Central High?
 - a. He believed we should be mixing the races in school
 - b. He did not take a stance on the issue
 - c. He believed Arkansas was not ready for the desegregation
10. What were the black students who attempted to attend Central High referred to as?

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11. Who was the president at the time of the Desegregation of Central High, who attempted to help the situation in Little Rock?
- George Bush
 - Franklin D. Roosevelt
 - Abraham Lincoln
 - Dwight D. Eisenhower
12. True or False: The president at the time placed the entire Arkansas National Guard under federal order, requiring the soldiers to enforce integration.
13. Who inspired the black students to keep attending Central High even though they were being tormented?
- Martin Luther King Jr.
 - Daisy Bates
 - Brooks Hays
 - Eugene Smith
14. At the end of the year, what were segregationists determined to do?
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15. Put the events in chronological order.
- NAACP asks U.S. district court to force immediate and complete desegregation in Little Rock.
 - Brown v. Board of Education of Topeka ends segregation in America's public schools.
 - Little Rock public schools are closed for the entire school year
 - U.S. Supreme Court orders integration to proceed "with all deliberate speed".
 - Little Rock School Board ordered to begin integration of Central High

1954 - _____
1955 - _____
1956 - _____
1957 - _____
1958 - _____

Answer Key –

- C – Little Rock, AR
- A – The Civil War
- 14th amendment
- True
- False

6. Ernest Green, Melba Patillo, Minniejean Brown, Elizabeth Eckford, Thelma Mothershed, Gloria Ray, Terrance Roberts, Jefferson Thomas, or Carlotta Walls
7. E – all of the above
8. Mothers League of Central High School
9. C – he believed Arkansas was not ready for the desegregation
10. Little Rock Nine
11. D – Dwight D. Eisenhower
12. True
13. A – Martin Luther King Jr.
14. Prevent the graduation of the first black student from Central High
15. B, D, A, E, C

Unit Activities –

- **Activity 1:** For the first objective, the students will create a main idea and detail ice cream cone. The students will write the main idea of the *Desegregation of Central High* on the cone. They will then choose 3 details to write on the ice cream scoops. After they have written the main idea and all of the details, the students will glue the cone on a piece of construction paper and then glue the ice cream scoop details on top of the cone to make it look like an actual ice cream cone. At the end of the unit, the students will be creating a poster board using facts and the main idea of the *Desegregation of Central High*.
- **Activity 2:** For the second objective, the students will be comparing and contrasting the book we read in class with another book or website about the Desegregation of Central High. To do this, I will give each student a Venn diagram. The Desegregation of Central High will be on one side and the other source the student finds will be on the other. The students must find at least 3 differences for each source and at least 3 similarities of the two sources. At the end of the unit, the students will be using the facts they found to create a poster board of *the Desegregation of Central High*.
- **Activity 3:** For the third objective, students will be organizing the sequence of events from the Desegregation of Central High. There are 5 events that need to be put into chronological order. Using a story map, the students will write the events in chronological order on the story map. At the end of the unit test, the students will have to put these events in chronological order.

Formative Assessment –

For the formative assessment portion of my lesson, I will be assigning the students a discussion post to complete online in Canvas. Canvas is a learning based management system that uses digital tools and resources to help teachers use them in one simple place. The prompt will ask the students, “What do you think the main idea of *The Desegregation of Central High* is by what we’ve read thus far? What would you do if you were one of the black students in the story? Explain the main idea and how you would feel if you were living this story.” I chose this type of formative assessment because it gives my students a chance to respond to in their own words,

so I am truly able to determine if they are meeting the learning objectives or not. By asking my students to respond to these questions, I am able to determine if my students are understanding the material.