

The Road To Little Rock

The Legacy of Judge Ronald N. Davies and the Little Rock Nine



ELEMENTARY VIEWERS GUIDE

www.theroadtolittlerock.com



CONTENTS

Introduction: Courage, Honor and Determination 2

Part I: Curriculum Content 3-5

Part II: Glossary 6

Part III: Explanation of Activities 7-19

“I have a constitutional duty and obligation from which I shall not shrink.”

*Judge Ronald N. Davies
September 7th, 1957*

INTRODUCTION

INTRODUCTION

“Why do we need to learn this?”

This is a question all teachers need to be prepared to answer. To answer this question teachers need engaging and relevant curriculum which demonstrates a clear connection between the activities of the classroom with the lives and personal goals of the students.

Welcome to “The Road to Little Rock.” The curriculum in this project was designed to provide teachers with additional tools to help students discover accurate historical content, demonstrate relevance of subject matter, maintain high engagement levels within the classroom, teach students to source information and to provide students the opportunity to apply content knowledge to contemporary issues.

CIVIL RIGHT STORY

“The Road to Little Rock” tells the courageous story of nine determined teenagers and one diminutive judge who demonstrated enduring positive human qualities of courage, honor, determination, and responsibility. The story begins in 1957 as nine African-American teenagers sought enrollment at an all-white high school in Little Rock, Arkansas. In 1957 many school districts continued to ignore the 1954 Supreme Court ruling of *Brown vs. Board of Education* that declared that segregation in public schools was unconstitutional. Students will witness the courage and determination demonstrated

by the “Little Rock Nine” who faced daily harassment and threats because they simply sought to attend the high school of their choice. Students will also be introduced to Federal Judge Ronald N. Davies, from Fargo, North Dakota, who followed the law, ignored political pressure and required the school district in Little Rock to integrate “forthwith”. The ruling by Judge Davies provided great urgency for the desegregation of public schools. The actions of the “Little Rock Nine” and Judge Davies would change the course of public school education in the United States for all students.

CURRICULUM (SERVES ALL SOCIAL STUDIES AND LANGUAGE ARTS COURSES)

“The Road to Little Rock” curriculum is applicable for intermediate elementary school students. The content is also interdisciplinary. The curriculum contains many components that also apply to many language arts curriculums. The activities can easily be differentiated by classroom teachers.

“The Road to Little Rock” curriculum is standard based with specific connections to the North Dakota Social Studies Content Standards. The activities are also aligned with the Common Core Standards in English Language Arts Literacy in History/Social Studies.

The curriculum is intended to help you add to existing lessons/curriculum or fill in gaps which may exist in the curriculum. The activities have been designed to adapt to most classroom settings. Each activity can be easily adjusted to meet your own criteria. You are encouraged to use your professional skills to determine how to use the material to best serve the needs of your students. Please consider this curriculum as a tool that will lead your students to improved writing and reading skills as well as increasing his/her historical content knowledge and provides the opportunity to apply that knowledge.



DVD (28 MINUTES):

The DVD features a number of never seen before interviews with three members of the “Little Rock Nine” and U.S. Supreme Court Justice Stephen G. Breyer as well as other individuals who played primary roles in the desegregation of Central High School. The DVD blends interviews with archival footage and primary source documentation to tell the story of the events which led to the integration of Central High School.

VIEWER OBJECTIVES:

After viewing this DVD and participating in the suggested activities, viewers should be able to do the following:

- Briefly recount the events which led to the integration of Central High School.
- Analyze a photo to interpret the feelings and events experienced during the integration of Central High School.
- Discuss Judge Ronald N. Davies’ role in the civil rights movement and how he stood up against discrimination.
- Explain how Judge Ronald N. Davies became a hero and role model for others.

RESOURCES FOR TEACHERS:

- <http://beyondthebubble.stanford.edu/about-us>
- <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>
- <http://www.loc.gov/teachers/usingprimarysources/guides.html>
- <http://www.youtube.com/watch?v=aUXCJ37sTuM>

ACTIVITIES:

Two post-activities are included in the packet. The activities include primary source text analysis (including quotes and photographs), character education, sourcing information, and application of knowledge. You are encouraged to use each activity in the manner that best serves the needs of your students. Each activity has reproducible handouts.

PRIOR TO VIEWING THE DVD:

Teachers are encouraged to pre-screen the video to become familiar with the content.

- Suggested literature to read prior to viewing DVD:

▶ *The Story of Ruby Bridges* by Robert Coles

The book is about six-year-old Ruby Bridges who must confront the hostility of white parents when she becomes the first African American girl to integrate Frantz Elementary School in New Orleans in 1960. It is a similar story to that of the Little Rock Nine students. Elementary students will be able to make several connections with this book and the DVD and deepen their understanding of the content and lessons learned.

- Suggested discussion activity prior to viewing DVD:

Pretend that the decision was made that everyone who has blue eyes has to leave the room while rest of the students receive some chocolate or treats. Discuss answers to the following questions with a partner:

- ▶ In this situation, how would you feel if you had blue eyes?
- ▶ Do you think it’s reasonable for your teacher to decide who receives a treat based on the color of their eyes? What if your teacher decided that only students who had green eyes could receive a treat?
- ▶ How would you feel if you had green eyes and were allowed a treat when your best friend, who had blue eyes, is not allowed to eat a treat?

Teachers are encouraged to make modifications and changes to the following lesson plans whenever it will enhance the students’ learning experience. Only by tailoring the material to a unique classroom situation will teachers be able to maximize the learning experience afforded by these materials.

As a class, discuss the following:

- ▶ Who is being treated unfairly in this situation? These people are being discriminated against.

- ▶ If you were the one being discriminated against, what would you do?
- ▶ What would you do if you saw a classmate being discriminated against?
- **Introduce the DVD Program:**
 - ▶ What kind of person is a hero or heroine? (Help students understand that heroes and heroines can be afraid or discouraged, but still press on to meet their goals. Discuss how there can be many different kinds of heroism.) Have you ever taken a stand against something you believed to be unfair? Did anyone join you when you took a stand against an unfairness or inequality?
 - ▶ Tell the class that they will now be watching a video on a story of nine courageous students (The Little Rock Nine) and one Federal judge (Ronald N. Davies) who changed the course of public school education.
 - ▶ Have you heard of segregation? What does that word mean? Does it still exist?
 - ▶ Explain that at one time, there were segregation laws that kept African-Americans apart from whites. Then the U.S. Supreme Court decided in 1954 that segregation in public schools was not allowed. Although many people understood that segregation was unfair and against the law, not much happened after this ruling until the events unfolded in Little Rock in 1957

when one man, Federal Judge Ronald N. Davies, stood tall for doing the right thing and enforced the law. The actions carried out by the "Little Rock Nine" and Judge Ronald N. Davies resonated throughout the world in 1957 and continues to provide an example for all future generations on the importance of taking a stand for what is right.

- **Vocabulary to address:**

- ▶ desegregation
- ▶ discrimination
- ▶ integration
- ▶ integrity
- ▶ litigation
- ▶ mobbed
- ▶ opposition
- ▶ unconstitutional
- ▶ race

Preview other vocabulary terms found in Glossary.

DURING THE DVD VIEWING:

Suggested activities while the viewing DVD:

- **Segment Discussions:**

The DVD can easily be segmented for teaching purposes. As with the entire curriculum in this project teachers are encouraged to use their skills and judgment concerning the use of this material. The content of the DVD could be approached in four segments:

- ▶ **Segment #1 (7.5 minutes):**

Introduction/background to segregation in the U.S./Brown v. Board of Education, and ends with the Supreme Court order to desegregate immediately

- **Questions to consider:**

- What does it mean to desegregate?
- Explain to students as mentioned before, there were segregation laws that kept African-Americans apart from whites. Then the U.S. Supreme Court decided in 1954 that segregation in public schools was not allowed or unconstitutional. Not much happened after this ruling. Schools were still segregated.
- Why do you think people decided not to follow this ruling even though it was unfair and against the law?



- ▶ **Segment #2 (8.5 minutes):** Discussion of the impact of the Brown v. Board of Education case/desegregation plan in Little Rock, Arkansas/Blossom Plan and the state court challenge by segregationists/ Introduction of Judge Ronald N. Davies and the “Little Rock Nine”
 - **Questions to consider:**
 - What does it mean to have moral courage? It was mentioned in the video that Judge Ronald N. Davies was quiet, short, but had a very strong body and also had a tremendous amount of moral courage. What actions has the judge portrayed at this point in the video that defends this statement?
- ▶ **Segment #3 (7.5 minutes):** Reaction by citizens in Little Rock/involvement of President Dwight D. Eisenhower/successful entrance of the “Little Rock Nine” into Central High School
 - **Questions to consider:**
 - List the ways that Judge N. Davies, the “Little Rock Nine”, and Robin Woods safely stood up against discrimination. What lessons did you learn?
- ▶ **Segment #4 (5.5 minutes):** Commentary by individuals concerning the actions of Judge Davies/conclusion
 - **Questions to consider:**
 - What are some reasons the students in the DVD were being discriminated against? Why else might people be discriminated against? (Note: Record student ideas, such as race, religion, appearance/attire, ethnicity, sexual orientation, disabilities, etc. on the board or chart paper.) How did these examples of discrimination make you feel?
 - Does segregation still exist? Other than schools, where have segregation battles been fought?
 - Have you ever felt consequences from taking a stand on a controversial subject?

- Did you ever ignore something or someone’s actions which caused another person to face bullying or harassment?
- What wrong doings exist today that you would be willing to take a stand against?
- What words would you use to describe people who take a stand against wrong doings?

- **Graffiti Wall:**

- ▶ Use the board or small group chart paper to create a “graffiti wall” of reactions as students view the DVD. As they think about the examples of discrimination and unfairness, students write down thoughts, feelings or questions on the “wall”. More than one person may write on the wall at a time.

- **Courageous Acts:**

- ▶ Ask students to indicate when they see a courageous act or standing up against bullying, injustice, or unfairness. They can stand up, place thumbs up, or raise hands.



GLOSSARY

Prior to viewing the DVD become familiar with the following terms.

Brown v. Board of Education: U.S. Supreme Court ruling which declared segregation in public school to be unconstitutional

Central High School: a high school for white students only prior to 1957 in Little Rock, Arkansas

Chancery court: Arkansas state court

Circuit Court: is an intermediate appellate court of the United States federal court system

Civil rights: are the protections and privileges of personal power and rights given to all citizens by law

Discrimination: treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit

Enjoin: to stop or prohibit commencement of an activity; of a judge

Executive order: President's declaration which has the force of law

FBI: Federal Bureau of Investigation (Federal agency charged with investigations and safeguarding national Security)

Federal Court: a court established by the U.S. government; especially: one established under the constitution and laws of the United States

Forthwith: At once; immediately

14th Amendment

Equal protection clause: constitutional guarantee that no person or class of persons shall be denied the same protection of the laws that is enjoyed by other persons or other classes

Due process clause: prohibits the government from depriving a person of life, liberty, or property without due process

Integration: incorporation as equals into society or an organization of individuals of different groups (as races)

Interposition: the doctrine that an individual state of the U.S. may oppose any federal action it believes encroaches on its sovereignty

Litigation: a lawsuit

Little Rock Nine: group of African-American students enrolled in Little Rock Central High School in 1957

Mobbed: a crowd bent on or engaged in lawless violence

National Association for the Advancement of Colored People (NAACP): organization founded in 1909 to combat Racial discrimination

National Guard: military reserve units controlled by each state of the United States

101st Airborne: nicknamed the Screaming Eagles— is an airborne division of the United States Army mainly trained for air assault—sent by Pres. Eisenhower to Little Rock, Arkansas to enforce the integration of Central High School

Opposition: a person or group of people opposing, criticizing, or protesting something, someone, or another group

Restraining order: preliminary legal order sometimes issued to keep a situation unchanged pending decision

Segregation: the act or process of separating a race, class, or ethnic group from a society's general population

The Mothers League of Little Rock: anti-integration group that included few actual parents of Central High students

Unconstitutional: not in accordance with or permitted by a constitution

U.S. Supreme Court: a federal court; the highest body in the judicial branch

“with all deliberate speed”: The 1954 Brown vs. Board decision by the U.S. Supreme Court declared the system of legal segregation unconstitutional. The Supreme Court ordered only that the states end segregation “with all deliberate speed”

FIGURE 1
Bill of Rights



STUDENT ACTIVITIES



TEACHERS OVERVIEW

(Specific handouts for each activity are provided.)

ACTIVITY OPPORTUNITIES:

Discussion/infer character traits/develop writing skills

GRADE LEVEL(S):

Grade 4

N.D. STATE STANDARDS:

- 4.2.5 Identify the contributions of prominent individuals
- 4.6.1 Explain how background and history influence people's actions

COMMON CORE STANDARDS IN ENGLISH LANGUAGE ARTS LITERACY IN HISTORY/SOCIAL STUDIES:

- RI 3 (K-5)
- W 8 (K-5)
- SL 1 (K-5)
- SL 2 (K-5)
- SL 4 (K-5)

INSTRUCTIONS FOR THE TEACHER

Introduction to Activity:

Explain how Judge Ronald N. Davies became a hero and role model for others. What kind

of person was Judge Ronald N. Davies? What character traits did he possess? What evidence do you have? To find character traits, we take a look at the person's actions, what they say, and what others say about them.

Prepare the Anchor Chart shown on the following page. Through a Think Aloud, model how to infer Judge Davies' character traits by brainstorming aloud things he said, did, and what others said about him. If students are familiar with a similar process, they can fill out their own copy of the Activity Handout while watching the DVD and share responses after the DVD.

CONNECTION TO WRITING:

Students use notes from the anchor chart to develop a paragraph with multiple evidence. Use your own classroom process for citing text, or model the example provided.

HANDOUTS INCLUDED WITH THIS ACTIVITY:

- Handout #1: Teacher Anchor Chart Example
- Handout #2: Student Assignment
- Handout #3: Student Graphic Organizer



ACTIVITY OPPORTUNITIES:

Photo analysis/discussion/group interaction

GRADE LEVEL:

Grade 4

N.D. STATE STANDARDS:

- 4.2.5 Identify the contributions of prominent individuals
- 4.6.1 Explain how background and history influence people's actions

COMMON CORE STANDARDS IN ENGLISH LANGUAGE ARTS AND LITERACY:

- RI 3 (K-5)
- W 8 (K-5)
- SL 1 (K-5)
- SL 2 (K-5)
- SL 4 (K-5)

BACKGROUND INFORMATION FOR THE TEACHER:

Photo Analysis activities turn the viewing of images into a dynamic, participatory experience. Students interpret and bring to life compelling images as they discover key social

studies concepts. A discussion of the use of primary source documents should be included with the introduction of this activity. It will also be necessary to provide students with expectations concerning the writing of a short-constructed response using the Common Core Standards in English Language Arts Literacy in History/Social Studies guidelines. The purpose of this activity is to put the students in the role of historians and develop strategies for applying methods in historical inquiry to construct knowledge through higher-level thinking.

INSTRUCTIONS FOR THE TEACHER:

Guide the students through a class discussion while analyzing the photo. Either post the photo or provide a copy for each student. Create the example anchor chart and write student responses throughout the discussion.

HANDOUTS INCLUDED WITH THIS ACTIVITY:

- Handout #1: Photo Analysis
- Handout #2: Teacher Anchor Chart Example
- Handout #3: Student Activity Sheet

“They
threw
away their
dignity
and
it landed
on me.”

*Minniejean
Brown Trickey
(Little Rock Nine)*



FIGURE 2
Elizabeth Eckford walking
to Central High School

ACTIVITY OPPORTUNITIES:

Discussion/infering character traits/develop writing skills

GRADE LEVEL(S):

Grade 4

TEACHER INSTRUCTIONS:

It is recommended that the classroom teacher presents this activity after students have viewed the DVD and gained content knowledge concerning the integration of schools in the U.S. Students should have some prior knowledge concerning the events which led up to the 1957 integration of Central High School in Little Rock, Arkansas. A website which provides more information can be found at <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>.

INTRODUCTION TO ACTIVITY:

Explain how Judge Ronald N. Davies became a hero and role model for others. What kind of person was Judge Ronald N. Davies? What character traits did he possess? What evidence do you have? To find character traits, we take a look at the person's actions, what they say, and what others say about them.

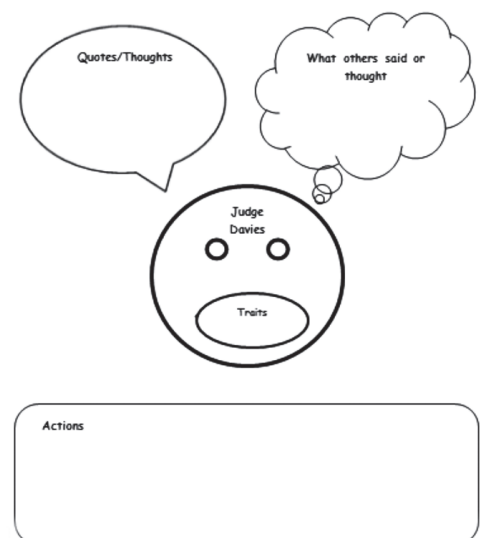
Prepare the Anchor Chart displayed under Teacher Anchor Chart Example and on the following pages. Through a Think Aloud, model how to infer Judge Davies' character traits by brainstorming aloud things he said (example quotes below), did, and what others said about him. If students are familiar with a similar process, they can fill out their own copy of the Activity Handout while watching the DVD and share responses after the DVD.

EXAMPLE QUOTES SPOKEN BY JUDGE DAVIES OR OTHERS:

- "I have a constitutional duty and obligation from which I shall not shrink." Judge Ronald N. Davies, September 7th, 1957.
- "Judge Davies stuck to his guns. He followed the law and he said it may be unpopular, but I'm going to do it. Because that is what is required." Justice Stephen G. Breyer
- "I was just doing my job." Judge Ronald N. Davies

- "I was interpreting the law. I take the law as I find it, and the law to me was very clear." Judge Ronald N. Davies
- "Judge Davies stepped into the breach and proved himself to be a man of principle and integrity, something quite rare then, something very rare now." Terrence Roberts (Little Rock Nine)
- "There were a couple of things about Judge Davies that were really fascinating to me. He was a small man but his voice was unbelievably powerful. The climate in this town was very scary so anybody who made a decision that went against all this sort of railing against integration – anyone who would take the stand, was somebody that I admired greatly." Minnijean "Little Rock Nine"
- "Judge Davies stepped in and overturned what Faubus was trying to do and said, we will do the right thing." Robin Woods (befriended Terrence Roberts)
- "Judge Davies was a quiet individual; very self-effacing, humble sort of fellow, 5'1"... short. Very strong of body and also had a tremendous amount of moral courage." Judge Bill Wilson

TEACHER ANCHOR CHART EXAMPLE:



CONNECTION TO WRITING:

Students use notes from the anchor chart to develop a paragraph with multiple evidence. Use your own classroom process for citing text, or model the example provided.

Example Organizer:

Topic Sentence	
1st detail	Cite Text/Video
Explain	
2nd detail	Cite Text/Video
Explain	
3rd detail	Cite Text/Video
Explain	
Conclusion	

Example using Christopher Columbus:

Topic	Christopher Columbus was adventurous.
1st detail	First, he daydreamed of sailing the ocean.
Explain	Most people didn't want to go out on the ocean by themselves.
2nd detail	Second, he took short sailing trips at a young age.
Explain	Most boys at that age wouldn't go out to sea by themselves.
3rd detail	Finally, he became a sailor.
Explain	Sailors travel to many places by boat.
Conclusion	In conclusion, Columbus had an adventurous soul.

APPLICATION ACTIVITY IDEAS:

Have students list all the ways the Judge Davies stood up against discrimination. What lessons did they learn? Students list three actions they will take to help everyone feel like they belong? (Note: telling an adult, stop teasing, etc. Record student ideas on the board or chart paper.)

With a partner or small group, students create a poster that illustrates one of the ideas the class came up with for standing up against discrimination. Students hang the posters around the school to encourage schoolmates to take action against discrimination.

HANDOUTS INCLUDED WITH THIS ACTIVITY:

- Handout #1: Teacher Anchor Chart Example
- Handout #2: Student Assignment
- Handout #3: Student Graphic Organizer

OTHER WRITING PROMPT IDEAS:**North Dakota specific:**

- How was Ronald Davies important to the history of North Dakota? Why does he deserve the Roughrider Award?

“Education
is one of
the very
few things
that can
never be
taken from
you.”

*Elizabeth Eckford
(Little Rock Nine)*

HANDOUT #1: TEACHER ANCHOR CHART EXAMPLE

Student Instructions:

What kind of person was Judge Ronald N. Davies? What character traits did he possess? What evidence do you have? To find character traits, we take a look at the person's actions, what they say, and what others say about them.

**QUOTES/
THOUGHTS**

Example: "I have a constitutional duty and obligation from which I shall not shrink."

- Judge Ronald N. Davies
September 7th, 1957

**WHAT OTHERS SAID
OR THOUGHT**

Example: "Judge Davies stuck to his guns. He followed the law and he said it may be unpopular, but I'm going to do it. Because that is what is required."

- Justice Stephen Breyer

JUDGE DAVIES

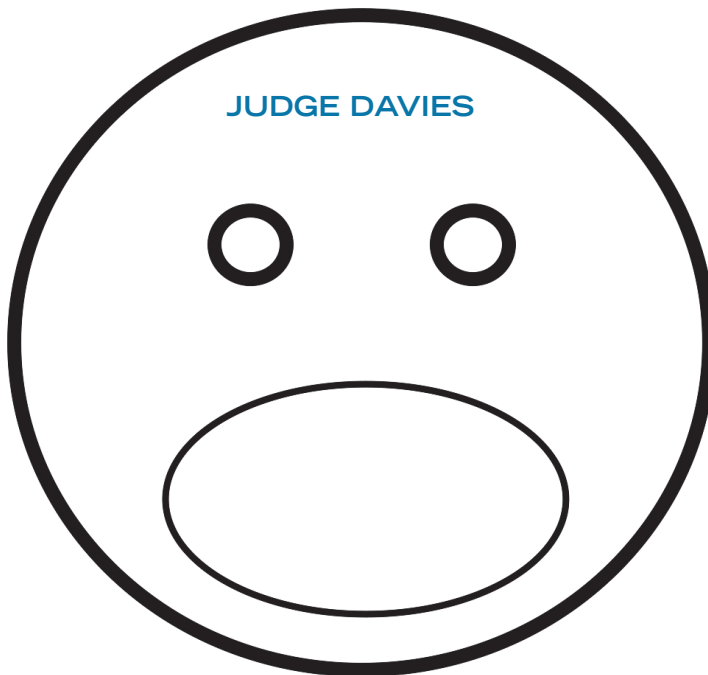
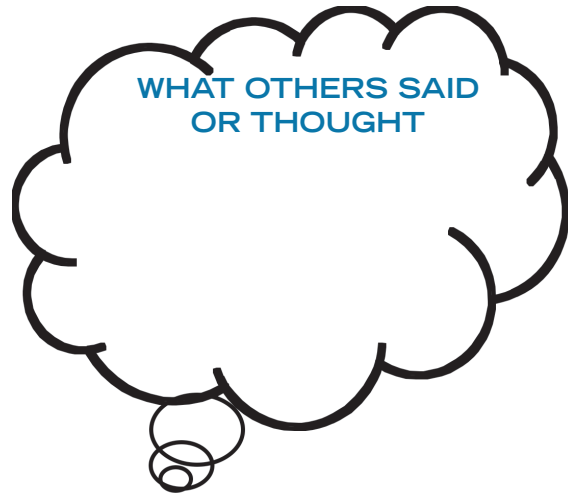
Traits
Example: courageous

ACTIONS

Example: It took Judge Davies only four minutes to determine that the use of the Arkansas National Guard was unlawful and ordered they be removed from the school campus.

HANDOUT #2: STUDENT ASSIGNMENT**Student Instructions:**

To find character traits, we take a look at the person's actions, what they say, and what others say about them. Fill out the different shapes with Judge Davies' actions, quotes, and what others said about him. Then determine what traits Judge Davies portrayed based on your evidence.

**ACTIONS**

ACTIVITY #1

HANDOUT #3: STUDENT GRAPHIC ORGANIZER

Student Instructions:

Explain how Judge Ronald N. Davies became a hero and role model for others. What kind of person was Judge Ronald N. Davies? Using the evidence from the DVD, fill in the graphic organizer below.

Topic Sentence	
1st detail	
Explain	
2nd detail	
Explain	
3rd detail	
Explain	
Conclusion	

ACTIVITY OPPORTUNITIES:

Photo analysis/discussion/group interaction

GRADE LEVEL:

Grade 4

BACKGROUND INFORMATION FOR THE TEACHER:

Photo Analysis activities turn the viewing of images into a dynamic, participatory experience. Students interpret and bring to life compelling images as they discover key social studies concepts. A discussion of the use of primary source documents should be included with the introduction of this activity. It will also be necessary to provide students with expectations concerning the writing of a short-constructed response using the Common Core Standards in English Language Arts Literacy in History/Social Studies guidelines. The purpose of this activity is to put the students in the role of historians and develop strategies for applying methods in historical inquiry to construct knowledge through higher-level thinking.

INSTRUCTIONS FOR THE TEACHER:

Guide the students through a class discussion while analyzing the photo. Ask students to think of an image as a “scene from a time or place” that they, as detectives, need to investigate. Either post or provide a copy of the photo image to the students. Create the example Anchor Chart below and on the following pages.

Observation	Knowledge	Interpretation
Describe exactly what you see in the photo.	Summarize what you already know about the situation and time period shown, and the people and objects that appear.	What's going on in the picture?
What people and objects are shown?		Who are the people and what are they doing?
What are the people wearing?		What can we conclude about this time period?
Describe the physical setting.		What can we conclude about this photo?
What other details can you see?		
Further Research: What questions has the photo raised?		

As students view the photo, guide them through a series of questions. Students can discuss these questions with a partner, a table group, or as a whole group. Write student responses throughout the discussion.

Observation: This first set of questions helps students explain the details, what a detective would call evidence -evidence that students could actually touch if they were somehow able to step into the scene. Encourage students to point out details in the image that help them answer the questions.

- Describe exactly what you see in the photo.
- What people and objects are shown?
- What are the people wearing?
- Describe the physical setting?
- What other details can you see?

“You
always
have
control
of your
choices...”

*Dr. Terrence Roberts
(Little Rock Nine)*

Knowledge: The next question challenges students to formulate ideas or make inferences based on the existing evidence and background knowledge.

- Summarize what you already know about the situation, the time period shown, the people and objects that appear.

Interpretation: The last set of questions encourages students to consider the scene as a whole and create a hypotheses about what is happening and why, much like a detective determines a motive for an event.

- What's going on in the picture?
- Who are the people and what are they doing?
- What can we conclude about the time period?
- What can we conclude about this photo?

After filling out the class anchor chart, students complete the three speech bubbles on the top half of the student activity sheet.

Before students complete the short-constructed responses at the bottom of the activity page, discuss the questions below in groups. To scaffold student answers, offer three choices and ask that groups support their answers.

- Suppose that you were this student attending the first day of school at Central High in 1957. How would you respond to this experience? Why?
 - ▶ Ignore those who are yelling at me and continue walking to the school.
 - ▶ Turn around and go back home.
 - ▶ Talk back to those who were yelling at me.
- Suppose that a group of students is teasing a student on the playground. What would you do?
 - ▶ Stand and watch to make sure no one gets hurt.
 - ▶ Run and get the teacher to handle the situation.
 - ▶ Tell the group of students that what they are doing is wrong.

ADDED INFORMATION FOR THE TEACHER:

(We recommend that the teacher does not share this information until the students have completed the photo analysis.)

The photograph was taken of Elizabeth Eckford as she approached Little Rock Central High School on the first day of school in 1957. She never entered school that day. She proceeded to the nearest bus stop and waited for transportation home.

HANDOUTS INCLUDED WITH THIS ACTIVITY:

- Handout #1: Photo Analysis
- Handout #2: Teacher Anchor Chart Example
- Handout #3: Student Activity Sheet

HANDOUT #1: PHOTO ANALYSIS



“Why is it
so difficult
to do
the right
thing?”

*Student at
Central High School
(quoted in the
Arkansas Gazette)*

ACTIVITY #2

HANDOUT #2: TEACHER ANCHOR CHART EXAMPLE

Observation	Knowledge	Interpretation
<p>Describe exactly what you see in the photo.</p> <p>What people and objects are shown?</p> <p>What are the people wearing?</p> <p>Describe the physical setting.</p> <p>What other details can you see?</p>	<p>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</p>	<p>What's going on in the picture?</p> <p>Who are the people and what are they doing?</p> <p>What can we conclude about this time period?</p> <p>What can we conclude about this photo?</p>
<p>Further Research: What questions has the photo raised?</p>		

HANDOUT #3: STUDENT ACTIVITY SHEET

Instructions for the Student:

Look at the girl in the foreground. Write a sentence from the girl's point of view (in the foreground) in each speech bubble.

I heard...

I saw...

I felt...



Suppose that you were this student attending the first day of school at Central High in 1957. How would you respond to this experience? Why? Use this sentence stem. I would choose to _____ because . . .

[Large rounded rectangular box for writing a response to the first scenario.]

Suppose that a group of students is teasing a student on the playground. What would you do? Use this sentence stem. I would choose to _____ because . . .

[Large rounded rectangular box for writing a response to the second scenario.]

NOTES

A series of horizontal blue lines on a white background, intended for taking notes.

The Road_{TO} Little Rock



NATIONAL ENDOWMENT FOR THE

Humanities

This project is supported in part by grants from the Arkansas and North Dakota Humanities Councils, the National Endowment for the Humanities and the State Historical Society of North Dakota, with funding from the North Dakota Legislature.

SPONSORS

PARTNERS

Arkansas Humanities Council
Fargo Public Schools – District #1
North Dakota Humanities Council
Video Arts Studios

UNDERWRITERS

Bell State Bank & Trust
Ronald D. Offutt Family Foundation
State Historical Society of North Dakota
University of North Dakota and UND Foundation & Alumni Association

DONORS

Border States Electric
The Forum
Warner & Company Insurance

CONTRIBUTORS

American Crystal Sugar Company
Bobcat Company
Cass County Bar Association
Catalyst Medical Center
Discovery Benefits
Doug Burgum Family Fund
Erik Hatch Team
Fargo Public Schools Foundation
MDU Resources
Otter Tail Corporation
Robert Gibb & Sons
Straus Clothing
TMI Hospitality
Wimmer's Diamonds
Xcel Energy

SPONSORS

Fargo Theatre
Hotel Donaldson
Northern Home Furniture & Design
WDAY-TV