

# The Road To Little Rock

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



**SECONDARY VIEWERS GUIDE**

[www.theroadtolittlerock.com](http://www.theroadtolittlerock.com)





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

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



# 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.

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curriculum in this project was designed to provide teachers with additional tools to help students discover accurate historical content, demonstrate relevance of subject matter, maintain high engagement levels, teach students to source information and to provide students with opportunities to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. This 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 v. Board of Education*, which declared that segregation in public schools was unconstitutional.

choice. Your students will also be introduced to Federal Judge Ronald N. Davis, 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 a 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 middle and high school students. The content and activities found in this program provide added curriculum for courses in U.S. History, Political Science, U.S. Government, Civics, Sociology, Problems of Democracy, Psychology and Arkansas State History. A primary component found within the curriculum focuses on character education. The content is also interdisciplinary. Many of the activities may be applied to Language Arts curriculums. The activities can easily be differentiated by classroom teachers.

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

The “Road to Little Rock” is intended to provide activities to enhance your existing curriculum. The activities have been designed to adapt to most classroom settings. Each activity can be easily adjusted to meet your own classroom 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 which will lead your students to improve writing and reading skills, increase historical content knowledge and the opportunity to apply that knowledge to contemporary issues.



Your students will witness the courage and determination demonstrated by the “Little Rock Nine”, who faced daily harassment and threats from segregationists simply because they sought to attend the high school of their



## DVD (31 MINUTES):

The DVD features a number of never seen before interviews with three members of the Little Rock Nine, U.S. Supreme Court Justice Stephen Breyer and other individuals who were present during the desegregation of Central High School, in Little Rock, Arkansas. The DVD blends thought provoking interviews of these individuals, with archival footage and primary source documentation, to tell the story of the events which led to the desegregation of Central High School.

The DVD can easily be segmented for teaching purposes. Teachers are encouraged to use their professional 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 a statement on the 14th Amendment.
- Segment #2 (7.5 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.
- Segment #3 (7.5 minutes): Introduction of Judge Ronald N. Davis and the Little Rock Nine; reaction by citizens in Little Rock; involvement of Pres. Eisenhower; successful entrance of the Little Rock Nine into Central High School.
- Segment #4 (7.5 minutes): Commentary by individuals concerning the actions of Judge Davies/conclusion.

## STUDENT ACTIVITIES:

Seven student activities are included in the “Road to Little Rock” program. The activities include primary source text analysis (including political cartoons and photographs), a DBQ style writing assignment, writing essays based on Common Core Standards, character education, sourcing information, and the application of knowledge to contemporary issues.

Teachers are encouraged to use each activity in the manner which best serves the needs of your students. For instance, in Activity #2, the students are required to read “Letter from a Birmingham Jail (Rev. Martin Luther King, Jr.)”. Teachers may wish to segment this letter for student discussion purposes.

In addition to the information found in the Viewers Guide, each activity has handouts that can be reproduced. The activities will be supported with an online site starting in the fall of 2013. [www.theroadtolittlerock.com/educators](http://www.theroadtolittlerock.com/educators)

## PRIOR TO VIEWING THE DVD:

You will be watching a video on the desegregation of Central High School in Little Rock, Arkansas in 1957. This is a story of nine courageous students and one Federal Judge (Ronald Davies), who changed the course of public school education. The actions of these individuals brought enforcement to the 1954 U.S. Supreme Court ruling in Brown v. Board of Education. This ruling declared segregation in public schools was unconstitutional. Following this ruling by the Supreme Court, little progress was made in public school desegregation until the events which unfolded in Little Rock, Arkansas in 1957.

The determination demonstrated by the Little Rock Nine and the decision by Judge Ronald N. Davis 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.

## RESOURCES FOR TEACHERS:

- <http://www.besthistorysites.net/index.php/american-history>
- <http://beyondthebubble.stanford.edu/about-us>
- <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>
- <http://www.loc.gov/teachers/usingprimarysources/guides.html>

## QUESTIONS TO CONSIDER:

- Have you ever taken a stand against something you believed to be unjust?
- Did anyone join you when you took a stand against an injustice?
- Have you ever felt repercussions from taking a stand on a controversial subject?
- Did you ever ignore another person’s actions which could be classified as harassment?
- What injustices exist today that you would be willing to take a stand against?
- What terms would you use to describe people who take a stand against injustices?

# GLOSSARY

**Prior to viewing the DVD, students should become familiar with the following terms.**

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

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

**Chancery Court:** Arkansas state court

**8th Circuit Court:** an intermediate appellate court of the United States federal court system

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

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

**Executive order:** U.S. 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:** court established by the U.S. government; established under the constitution and laws of the United States

**Forthwith:** at once; immediately

**14th Amendment of the U.S. Constitution - 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

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

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

**National Guard:** military reserve units established by each individual 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 President Eisenhower to Little Rock, Arkansas to enforce the integration of Central High School

**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 v. 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 of character development/analyze quotes/social connections/group interaction/develop writing skills.

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/Sociology/Psychology

**ND STATE STANDARDS:**

- 8.1.2
- 9-12.1.2
- 9-12.6.1
- 9-12.6.2
- 9-12.6.4

**ARKANSAS STATE STANDARDS:****Civics/American Government course:**

- C.1.CAG.5 Explain and apply citizenship concepts to everyday life
- G.3.CAG.3 Examine the role of government in protecting the rights of the people
- G.3.CAG.4 Evaluate the role of government in settling disputes
- USC.7.CAG.5 Examine changes in civil rights legislation
- USC.7.CAG.6 Identify United States presidents and summarize their roles in the Civil Rights movements

**Arkansas History for Grades 9-12:**

- WWP9.AH.9-12.4 Analyze the civil rights movement in Arkansas using primary and secondary sources

**American (US) History course:**

- CUS.19.AH.6 Investigate civil rights issues affecting the following groups:
  - ▶ African Americans

**Psychology course:**

- SP.11.P.1 Describe the effects of social interaction on individual behavior
- SP.11.P.2 Describe the effects of group interaction on thought and behavior
- SP.11.P.3 Discuss the psychological basis for prejudice and social identity

**Sociology course:**

- CS.3.S.1 Discuss the process of socialization

in human development

- CS.3.S.2 Analyze the role of socialization agents in human development
- G.5.S.2 Examine the influence of group membership on student behavior
- G.5.S.3 Discuss the influence of formal organizations on the behavior of group members
- G.5.S.4 Examine social interaction:
  - ▶ coercion
  - ▶ conflict
  - ▶ conformity
  - ▶ cooperation
  - ▶ groupthink
  - ▶ social exchange
- SI.6.S.1 Examine social institutions
- SI.6.S.2 Examine the effect social institutions have on societal values
- SI.6.S.3 Discuss the influence of popular culture on group behavior
- SC.7.S.1 Describe societal changes over time
- SC.7.S.2 Examine the factors that influence change in social norms

**Contemporary United States History course:**

- RE.2.CH.1 Research the Civil Rights Movement in the United States
- RE.2.CH.3 Examine the role of government in securing civil right

**Common Core Standards in English Language Arts Literacy in History/Social Studies:**

- RH1 (6-8) (9-10) (11-12)
- RH 2 (6-8) (9-10) (11-12)
- RH 6 (6-8) (9-10) (11-12)
- WHST 9 (6-8) (9-10) (11-12)

**INSTRUCTIONS FOR THE TEACHER**

The objectives for this activity are to place the students into the role of a historian, connect historical events to personal experiences, develop strategies for applying methods in historical inquiry, develop literacy skills to understand artifacts and use a primary record to formulate historical questions for further research.

The quotations in this assignment originated with members of the Little Rock Nine (nine African-American teenagers who enrolled at

an all white Central High School in Little Rock, Arkansas in 1957), other students at Central High School and U.S. District Judge Ronald N. Davies who presided over this case.

Have the students read each quotation and journal their reflections as to their interpretation of each quote.

After the students have completed their journal entries, have the students choose three quotations which carry significance for them. Conduct small and large group discussions encouraging the students to apply their interpretations of these quotes to their personal lives.

Upon completion of the class discussions, have the students read “Letter from a Birmingham Jail by Rev. Martin Luther King, Jr.” Following the reading have the students write a reflective or informative essay. The topic of the essay should focus on character, honor, integrity and/or moral fiber. The essay must draw evidence from the anchor reading (“Letter from a Birmingham Jail by Rev. Martin Luther King, Jr.”) to illustrate the personal qualities demonstrated by Rev. King which the student finds praiseworthy.

It is recommended that students have some prior knowledge concerning the events which led to the desegregation of Central High School in Little Rock, Arkansas in 1957. A website which provides this information can be found at <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>.

Students should maintain a journal of their readings. Teachers should also provide the expectations and requirements for writing the essay as found in the Common Core Standards in English Language Arts Literacy in History/Social Studies.

#### HANDOUTS INCLUDED WITH THIS ACTIVITY:

- #1 Student Assignment (Including quotes)
- #2 Anchor reading “Letter from a Birmingham Jail [Rev. Martin Luther King, Jr.]”
- Use the following site for reference; Go to <http://www.loc.gov/teachers/usingprimarysources/guides.html>

#### QUOTES STUDENTS WILL ANALYZE:

- “You always have control of your choices. You may not like your circumstances, but you still have control over your choices.”

*Dr. Terrence Roberts*

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

*Minniejean Brown Trickey  
(Little Rock Nine ... commenting on students who threw objects at her at Central High School)*

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

*Elizabeth Eckford (Little Rock Nine)*

- “Fear is always present. What we all must learn is how to deal with it. Fear does not have to interfere with goal directed behavior.”

*Dr. Terrence Roberts (Little Rock Nine)*

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

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

- There is no such thing as social pressure. You make the choice to do or not to do.”

*Dr. Terrence Roberts (Little Rock Nine)*

- “Isn’t it pitiful that we give so much recognition simply for doing the right thing?”

*Robin Loucks (White student at Central High School who befriended Terrence Roberts)*

- “If you turn away when you see injustice, then you are telling the people being picked on that they deserve it.”

*Elizabeth Eckford (Little Rock Nine)*

- “I have no delusions about myself ... I want to return to the obscurity from which I sprang.”

*Federal Judge Ronald N. Davies*

- “Use fear to arouse you, not debilitate you.”

*Dr. Terrence Roberts (Little Rock Nine)*

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

*Minniejean  
Brown Trickey  
(Little Rock Nine)*

**ACTIVITY OPPORTUNITIES:**

Photo analysis/discussion/develop writing skills/group interaction

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/Sociology/  
Psychology/Civics/American History

**ND STATE STANDARDS:**

- ND 8.1.2
- ND 9-12.1.2
- ND 9-12 1.6
- ND 9-12.2.8
- ND 9-12.4.5
- ND 9-12.4.6
- ND 9-12.6.4

**ARKANSAS STATE STANDARDS:****Civics/American Government course:**

- G.3.CAG.3 Examine the role of government in protecting the rights of the people
- G.3.CA G.4 Evaluate the role of government in settling disputes
- USC.7.CAG.6 Identify United States presidents and summarize their roles in the Civil Rights movements

**Arkansas History for Grades 9-12:**

- WWP.9.AH.9-12.4 Analyze the civil rights movement in Arkansas using primary and secondary sources

**American (US) History course:**

- CUS.19.AH.6 Investigate civil rights issues affecting the following groups:
  - ▶ African Americans

**Psychology course:**

- SP.11.P.1 Describe the effects of social interaction on individual behavior
- SP.11.P.2 Describe the effects of group interaction on thought and behavior
- SP.11.P.3 Discuss the psychological basis for prejudice and social identity

**Sociology course:**

- G.5.S.2 Examine the influence of group membership on student behavior

- G.5.S.3 Discuss the influence of formal organizations on the behavior of group members
- G.5.S.4 Examine social interaction:
  - ▶ coercion
  - ▶ conflict
  - ▶ conformity
  - ▶ cooperation
  - ▶ groupthink
  - ▶ social exchange
- SI.6.S.2 Examine the effect social institutions have on societal values
- SC.7.S.1 Describe societal changes over time
- SC.7.S.2 Examine the factors that influence change in social norms

**Contemporary United States History course:**

- RE.2.CH.1 Research the Civil Rights Movement in the United States
- RE.2.CH.3 Examine the role of government in securing civil rights

**Common Core Standards in English Language Arts Literacy in History/Social Studies:**

- RH 1 (6-8) (9-10) (11-12)
- RH 2 (6-8) (9-10) (11-12)
- WHST 2(6-8) (9-10) (11-12)
- WHST 4(6-8) (9-10) (11-12)
- WHST 9(6-8) (9-10) (11-12)

**INSTRUCTIONS FOR THE TEACHER:**

The objectives for this activity are to place the students into the role of a historian, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts and use a primary record to formulate historical questions for further research.

This activity could be used as an introduction to a unit on the civil rights movement, or with a discussion on the desegregation of public schools.

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





**FIGURE 2**  
Elizabeth Eckford walking  
to Central High School

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

*Elizabeth Eckford  
(Little Rock Nine)*

with expectations concerning the writing of essays based on the Common Core Standards in English Language Arts Literacy in History/Social Studies guidelines.

Provide the students with a Photo Analysis Worksheet. Choose one of the worksheets provided, or you may choose to create your own worksheet. Provide the students with the iconic photo of Elizabeth Eckford. Have the students spend a specified period of time viewing the photo and completing the questions on the Photo Analysis Worksheet. We recommend that students are encouraged to share their responses on the worksheet with class members.

Have the students complete an essay writing activity at the end of discussion. The informative/explanatory essay must address one of the following topics (student’s choice):

- What does this photo illustrate concerning this moment in time?
- How could a photo such as this be misinterpreted by viewers?

To provide content knowledge concerning the desegregation of public schools in Little Rock, Arkansas, assign the reading on the following website: <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>

#### **HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:**

- #1 Student Assignment (Including photo)
- #2 Photo Analysis Worksheet (Two sample worksheets are included. The teacher may use either worksheet or create their own.)
- Readings; <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>
- The Library of Congress provides materials for teachers to use such as worksheets and analysis forms. Go to <http://www.loc.gov/teachers/usingprimarysources/guides.html>

**ACTIVITY OPPORTUNITIES:**

Cartoon analysis/discussion/social connections/  
group interaction/develop writing skills

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/Sociology/  
Psychology/Civics/American History/  
Government/Civics

**ND STATE STANDARDS:**

- ND 8.1.2
- ND 9-12.1.2
- ND 9-12.1.4
- ND 9-12 1.6
- ND 9-12.2.8
- ND 9-12.4.5
- ND 9-12.6.4

**ARKANSAS STATE STANDARDS:****Civics/American Government course:**

- G.3.CAG.3 Examine the role of government in protecting the rights of the people
- G.3.CAG.4 Evaluate the role of government in settling disputes
- USC.7.CAG.6 Identify United States presidents and summarize their roles in the Civil Rights movements

**Arkansas History for Grades 9-12:**

- WWP.9.AH.9-12.4 Analyze the civil rights movement in Arkansas using primary and secondary sources
- American (US) History course:  
CUS.19.AH.6 Investigate civil rights issues affecting the following groups:
  - ▶ African Americans

**Psychology course:**

- SP.11.P.1 Describe the effects of social interaction on individual behavior
- SP.11.P.2 Describe the effects of group interaction on thought and behavior
- SP.11.P.3 Discuss the psychological basis for prejudice and social identity

**Sociology course:**

- G.5.S.2 Examine the influence of group membership on student behavior

- G.5.S.3 Discuss the influence of formal organizations on the behavior of group members
- G.5.S.4 Examine social interaction:
  - ▶ coercion
  - ▶ conflict
  - ▶ conformity
  - ▶ cooperation
  - ▶ groupthink
  - ▶ social exchange
- SI.6.S.2 Examine the effect social institutions have on societal values
- SC.7.S.1 Describe societal changes over time
- SC.7.S.2 Examine the factors that influence change in social norms

**Contemporary United States History course:**

- RE.2.CH.1 Research the Civil Rights Movement in the United States
- RE.2.CH.3 Examine the role of government in securing civil rights

**Common Core Standards in English Language Arts Literacy in History/Social Studies:**

- RH 1 (6-8) (9-10) (11-12)
- RH 2 (6-8) (9-10) (11-12)
- RH 9 (6-8) (9-10) (11-12)
- WHST 9 (6-8) (9-10) (11-12)

**INSTRUCTIONS FOR THE TEACHER:**

The objectives for this activity are to put the students into the role of a historian, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts and use a primary record to formulate historical questions for further research.

This activity also assesses the student's ability to use evidence to support a historical argument.

Students are presented with two texts that provide perspectives on the desegregation of public schools in the United States.

This activity could be used as an introduction to a unit on civil rights (social change), a discussion on the desegregation of public schools or as an activity discussing the power of the press to shape public opinion.

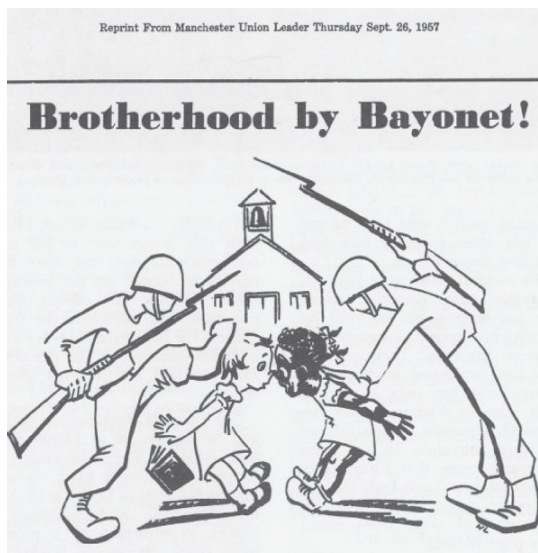
A discussion of how to analyze political cartoons should be included with the introduction of this activity. Provide the students with two cartoon analysis worksheets. Have the students view the cartoons and complete the questions on the political cartoon analysis worksheets.

Once the students have completed the worksheets, have the students answer the following question: How do these disparate texts support the same historical conclusion: Americans possess differing views on how to bring about social change? Once the students have completed recording their answers to this question, encourage students to share their responses.

A follow up discussion could be tied to 21st century social issues such as gun ownership rights, gay rights, health care legislation, etc. Students would be asked to relate contemporary attitudes toward social change to the attitudes demonstrated by the two political cartoons from the 1950s.

#### HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:

- #1 Political cartoon #1
- #2 Political cartoon #2
- #3 & #4 Cartoon Analysis Worksheets (One worksheet is provided for each political cartoon.)



“Education  
...beyond  
all other  
devices  
of human  
origin,  
is a great  
equalizer  
of  
conditions  
of men...”

*Horace Mann*



**ACTIVITY OPPORTUNITIES:**

Research/read/write/communicate ideas/apply knowledge

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/Psychology/Sociology/American History/ Arkansas State History/Contemporary U.S. History, Government, Civics

**ND STATE STANDARDS:**

- 8.4.1
- 9-12.1.2
- 9-12.1.3
- 9-12.6.1
- 9-12.6.4

**ARKANSAS STATE STANDARDS:****Civics/American Government course:**

- G.3.CAG.3 Examine the role of government in protecting the rights of the people

**Arkansas History for Grades 9-12:**

- WWP.9.AH.9-12.4 Analyze the civil rights movement in Arkansas using primary and secondary sources

**American (US) History course:**

- CUS.19.AH.6 Investigate civil rights issues affecting the following groups:
  - ▶ African Americans

**Psychology course:**

- SP.11.P.1 Describe the effects of social interaction on individual behavior
- SP.11.P.2 Describe the effects of group interaction on thought and behavior
- SP.11.P.3 Discuss the psychological basis for prejudice and social identity

**Sociology course:**

- G.5.S.2 Examine the influence of group membership on student behavior
- G.5.S.3 Discuss the influence of formal organizations on the behavior of group members
- G.5.S.4 Examine social interaction:

- ▶ coercion

- ▶ conflict

- ▶ conformity

- ▶ cooperation

- ▶ groupthink

- ▶ social exchange

- SC.7.S.1 Describe societal changes over time
- SC.7.S.2 Examine the factors that influence change in social norms

**Contemporary United States History course:**

- RE.2.CH.3 Examine the role of government in securing civil rights

**Common Core Standards in English Language Arts Literacy in History/Social Studies:**

- RH 1 (6-8) (9-10) (11-12) Cite specific textual evidence to support analysis
- RH 2 (6-8) (9-10) (11-12) Determine the central ideas or information
- RH 10 (6-8) (9-10) (11-12) Read and comprehend
- WHST 2 (6-8) (9-10) (11-12) Write informative/explanatory texts
- WHST 9 (6-8) (9-10) (11-12) Draw evidence from informational texts
- WHST 10 (6-8) (9-10) (11-12) Write routinely over extended time frames

**INSTRUCTIONS FOR THE TEACHER**

The objectives for this activity are to promote group cooperation, develop strategies for applying methods in historical inquiry, develop higher order thinking skills, and to understand the cause and effect relationship in history.

This activity begins with students brainstorming through the political, social and economic consequences which occur as a result of judicial rulings. For this lesson the students will brainstorm the consequences of the 1957 ruling by U.S. District Judge Ronald N. Davis which would lead to the integration of Central High School in Little Rock, Arkansas.

- Give students the opportunity to gain content knowledge concerning the ruling by U.S. District Judge Ronald N. Davis which led to

the desegregation of public schools in Little Rock, Arkansas.

- Place the students into groups of three or four.
- Provide each group of students with the graphic organizer (Handout #1).
- Have the students cooperate and brainstorm what will be the political, economic and social consequences of Judge Davies' ruling to desegregate Little Rock Central High School in 1957.
- Students should place their responses on the graphic organizer.
- Upon completion of the brainstorming process provide each group of students with "The Lost Year" (Handout #2). Have the students re-visit and make additions to the graphic organizer after reading "The Lost Year".
- Once the graphic organizer is complete, have the students respond to the following statement in the form of an essay:  
*The decision to desegregate Central High School in 1957 by U.S. Federal Judge Ronald*

*N. Davis impacted the political, social and economic foundations of the city of Little Rock, the state of Arkansas and eventually the entire system of education in the U.S.*

Students must be in possession of some prior knowledge concerning the events which led up to the 1957 desegregation of Central High School in Little Rock, Arkansas. The teacher needs to provide the expectations and requirements for writing an essay based on Common Core Standards in English Language Arts Literacy in History/Social Studies (handout provided).

#### HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:

- #1 Student Assignment Handout
  - #2 "The Lost Year" Handout
- Readings: <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=737>



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

*Dr. Terrence Roberts  
(Little Rock Nine)*

**ACTIVITY OPPORTUNITIES:**

Research/read/discuss/write/examine social studies content/source texts

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/American History/Arkansas State History/Contemporary U.S. History, Government, Civics

**ND STATE STANDARDS:**

- ND 8.1.2 Analyze and interpret primary source material
- ND 9-12.1.1 Interpret and evaluate visual representations
- ND 9-12 1.2 Interpret and evaluate documents

**ARKANSAS STATE STANDARDS:****Civics/American Government course:**

- G.3.CAG.3 Examine the role of government in protecting the rights of the people

**Arkansas History for Grades 9-12:**

- WWP.9.AH.9-12.4 Analyze the civil rights movement in Arkansas using primary and secondary sources

**American (US) History course:**

- CUS.19.AH.6 Investigate civil rights issues affecting the following groups:
  - ▶ African Americans

**Psychology course:**

- SP.11.P.2 Describe the effects of group interaction on thought and behavior
- SP.11.P.3 Discuss the psychological basis for prejudice and social identity

**Sociology course:**

- SC.7.S.1 Describe societal changes over time
- SC.7.S.2 Examine the factors that influence change in social norms

**Contemporary United States History course:**

- RE.2.CH.3 Examine the role of government in securing civil rights

**Common Core Standards in English Language Arts Literacy in History/Social Studies:**

- RH 1 (6-8) (9-10) (11-12) Explicit/Implicit Meanings
- RH 2 (6-8) (9-10) (11-12) Main Ideas
- RH 4 (6-8) (9-10) (11-12) Vocabulary
- RH 5 (6-8) (9-10) (11-12) Text Structure
- RH 6 (6-8) (9-10) (11-12) Author Purpose/Perspective
- RH 7 (6-8) (9-10) (11-12) Visual Literacy/Technology
- RH 8 (6-8) (9-10) (11-12) Argument and Support
- RH 9 (6-8) (9-10) (11-12) Multiple Texts
- WHST 9 (6-8) (9-10) (11-12) Evidence for Analysis and Reflection

**DIRECTIONS FOR TEACHERS:**

The objectives for this activity are to put the students into the role of a historian, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts, use a primary record to formulate historical questions for further research, source and conceptualize texts. Students will use evidence to support a historical argument, analyze documents, demonstrate an understanding of the hierarchy of the judicial system and make connections between historical events and contemporary issues.

Students should be provided time to analyze the texts and complete the Text Analysis Worksheet.

Following individual student text analysis, place the students into groups of three or four. Each group should choose a contemporary issue which involves a conflict between the Federal and State levels of government. Possible topics include (but not limited to); gun ownership,



gay rights, national health care. Each group of students should be provided time to research the topic.

Students should be expected to journal their research to demonstrate their understanding of the issue in a future discussion. Each group of students will share with other class members: How does the issue they researched illustrate a conflict between the Federal and State levels of government.

Following the class presentations, all students will discuss the following question: If the majority of the citizens of a community are against a government program supported by law or a court ruling which brings about social change and is fundamentally against the personal beliefs of the majority of the community, should the community be forced to accept the law or court ruling?

#### HANDOUTS INCLUDED WITH THIS ACTIVITY:

- #1 Student Assignment (including texts)
- #2 Text Analysis Worksheet
- #3 Research/Discussion Handout
- #4 Using Primary Sources (The Library of Congress provides countless materials for teachers to use, such as worksheets and analysis forms.) Go to <http://loc.gov/teachers/>

#### STUDENTS SHOULD BE PROVIDED AN OPPORTUNITY TO DISCOVER THE FOLLOWING INFORMATION PRIOR TO THE BEGINNING OF THIS ACTIVITY:

- Brown v Board of Education (1954) U.S. Supreme Court declares that segregation in public schools must end.
- Following the Brown v Board of Education decision by the U.S. Supreme Court, some school districts begin the process to end segregation. Other school districts created plans which will lead to gradual desegregation. While some school districts

ignored the U.S. Supreme Court ruling altogether.

- The School Board of Little Rock, Arkansas adopts the Blossom Plan (1955) which was designed to end segregation in Little Rock, Arkansas public schools over a gradual period of time.
- African-American students were invited (spring 1957) to place their name on a list, to be considered for enrollment, at previously all-white Central High School for the fall semester in 1957.
- The Mothers League, a local civic group in Little Rock, uses the Chancery Court (Arkansas State Court) to gain an injunction to prevent the integration of Central High School.
- The Little Rock School Board faced orders from an Arkansas state court not to integrate and a U.S. Supreme Court decision which does not permit segregation. The Little Rock School Board asks the Federal Court for direction.
- Federal Judge Ronald N. Davis rules that the Arkansas Chancery Court had no power to issue the injunction to prevent integration and thus integration must proceed.
- Arkansas Governor O. Faubus orders the Arkansas National Guard to Little Rock to prevent integration at Central High School.
- U.S. Eighth District Federal Judge Ronald N. Davis rules integration must begin "Forthwith".

Based on the principles of Common Core Standards in Social Studies Literacy, we suggest the students discover the previously mentioned historical content through their own research. Students may gather information from sources you provide or the following web sites:

- <http://www.encyclopediaofarkansas.net/>
- <http://www.teachersdomain.org/special/civil/>

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

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

**ACTIVITY OPPORTUNITIES:**

Read/research/discuss/examine social studies content/source texts

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/American History/Arkansas State History/Contemporary U.S. History, Government, Civics

**ND STATE STANDARDS:**

- ND 8.1.2 Analyze and interpret primary source material
- ND 9-12.1.1 Interpret and evaluate visual representations
- ND 9-12 1.2 Interpret and evaluate documents

**ARKANSAS STATE STANDARDS:****Civics/American Government course:**

- C.1.CAG.5 Explain and apply citizenship concepts to everyday life
- G.3.CAG.3 Examine the role of government in protecting the rights of the people
- G.3.CAG.4 Evaluate the role of government in settling disputes
- USC.7.CAG.5 Examine changes in civil rights legislation
- USC.7.CAG.6 Identify United States presidents and summarize their roles in the Civil Rights movements

**Arkansas History for Grades 9-12:**

- WWP.9.AH.9-12.4 Analyze the civil rights movement in Arkansas using primary and secondary sources

**American (US) History course:**

- CUS.19.AH.6 Investigate civil rights issues affecting the following groups:
  - ▶ African Americans

**Psychology course**

- SP.11.P.2 Describe the effects of group interaction on thought and behavior
- SP.11.P.3 Discuss the psychological basis for prejudice and social identity

**Sociology course:**

- CS.3.S.1 Discuss the process of socialization in human development
- CS.3.S.2 Analyze the role of socialization agents in human development
- G.5.S.2 Examine the influence of group membership on student behavior
- G.5.S.3 Discuss the influence of formal organizations on the behavior of group members
- G.5.S.4 Examine social interaction:
  - ▶ coercion
  - ▶ conflict
  - ▶ conformity
  - ▶ cooperation
  - ▶ groupthink
  - ▶ social exchange
- SI.6.S.1 Examine social institutions
- SI.6.S.2 Examine the effect social institutions have on societal values
- SI.6.S.3 Discuss the influence of popular culture on group behavior
- SC.7.S.1 Describe societal changes over time
- SC.7.S.2 Examine the factors that influence change in social norms

**Contemporary United States History course:**

- RE.2.CH.1 Research the Civil Rights Movement in the United States
- RE.2.CH.3 Examine the role of government in securing civil rights

**Common Core Standards in English Language Arts Literacy in History/Social Studies**

- RH 1 (6-8) (9-10) (11-12) Explicit/Implicit Meanings
- RH 2 (6-8) (9-10) (11-12) Main Ideas
- RH 5 (6-8) (9-10) (11-12) Text Structure
- RH 6 (6-8) (9-10) (11-12) Author Purpose/Perspective
- RH 7 (6-8) (9-10) (11-12) Visual Literacy/Technology
- RH 8 (6-8) (9-10) (11-12) Argument and Support
- RH 9 (6-8) (9-10) (11-12) Multiple Texts
- WHST 9 (6-8) (9-10) (11-12) Evidence for Analysis and Reflection

**DIRECTIONS FOR TEACHERS:**

The objective for this activity is to develop the student's ability to source a text. Historical texts do not provide perfect windows into the past. Each text has relative strengths and weaknesses. This activity gauges whether students can see not only how a text provides evidence about the past but also its limitations.

This activity also assesses the student's ability to use evidence to support a historical argument. Students are provided three texts that provide perspectives on the actions of Judge Ronald N. Davis.

Place the students into groups of three or four. The groups should be determined by reading levels. Each group will receive three texts. The texts are arranged in three distinct categories; Category #1 for the highest reading levels, Category #2 for middle reading levels and Category #3 for the lowest reading levels. Matching the students with the appropriate reading level will provide all students with the opportunity to develop their skills.

Each group should read the assigned texts. Following the reading of the texts, the students should cooperate within their groups to answer the questions which accompany the texts.

After each group has answered their questions, have each group share their findings with the entire class.

Following the class discussion, each student will draw evidence from the texts to write an explanatory essay concerning the following: Explain how understanding the source of a historical text is vital to understanding the opinion of the writer of the text.

This is a ready-made differentiated activity focusing on one moment within the civil rights movement during the 1950s. It is recommended that the classroom teacher presents this activity after content knowledge concerning the desegregation of schools in the U.S. has been gathered by the students.

Students need to have some prior knowledge concerning the events which led up to the 1957 desegregation of Central High School in Little Rock, Arkansas.

The teacher should also discuss with the students a logical method to interpret texts. Handouts are included for this purpose.

**HANDOUTS INCLUDED WITH THIS ACTIVITY:**

- #1 Student Assignment (including texts)
- #2 Text Analysis Worksheet
- #3 Using Primary Sources (The Library of Congress provides countless materials for teachers to use, such as worksheets and analysis forms.) Go to <http://loc.gov/teachers/>

“Isn't it pitiful that we give so much recognition simply for doing the right thing?”

*Robin Loucks  
(White student at  
Central High School  
who befriended  
Terrence Roberts)*



**ACTIVITY OPPORTUNITIES:**

Research/read/discuss/write/source texts/  
examine social studies content

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/Psychology/  
Sociology/American History/Arkansas  
State History/Contemporary U.S. History,  
Government, Civics

**ND STATE STANDARDS:**

- ND 8.1.2 Analyze and interpret primary source material
- ND 9-12.1.1 Interpret and evaluate visual representations
- ND 9-12 1.2 Interpret and evaluate documents

**ARKANSAS STATE STANDARDS:****Civics/American Government course:**

- C.1.CAG.5 Explain and apply citizenship concepts to everyday life:
  - ▶ equality of all citizens under the law
  - ▶ worth and dignity of individuals in a democratic society
  - ▶ majority rule/minority rights
  - ▶ individual freedoms
  - ▶ individual rights versus public interest
- G.3.CAG.3 Examine the role of government in protecting the rights of the people
- G.3.CAG.4 Evaluate the role of government in settling disputes
- USC.7.CAG.5 Examine changes in civil rights legislation
- USC.7.CAG.6 Identify United States presidents and summarize their roles in the Civil Rights movements:
  - ▶ Harry S. Truman
  - ▶ John F. Kennedy
  - ▶ Lyndon B. Johnson

**Arkansas History for Grades 9-12:**

- WWP.9.AH.9-12.4 Analyze the civil rights movement in Arkansas using primary and secondary sources (e.g., Little Rock Central, Hoxie)
- WWP.9.AH.9-12.5 Investigate the major contributions of political leaders after World War II (e.g., Sid McMath, Orval Faubus, J. William Fulbright, John McClellan, Winthrop Rockefeller, Wilbur Mills, Dale Bumpers, David Pryor, Mike Huckabee)

**American (US) History course:**

- CUS.19.AH.6 Investigate civil rights issues affecting the following groups:
  - ▶ African Americans
  - ▶ American Indians
  - ▶ Asian Americans
  - ▶ Hispanic Americans
  - ▶ Women

**Psychology course:**

- SP.11.P.1 Describe the effects of social interaction on individual behavior
- SP.11.P.2 Describe the effects of group interaction on thought and behavior (e.g. conformity, obedience, groupthink, group polarization)
- SP.11.P.3 Discuss the psychological basis for prejudice and social identity

**Sociology course:**

- CS.3.S.1 Discuss the process of socialization in human development
- CS.3.S.2 Analyze the role of socialization agents in human development:
  - ▶ family
  - ▶ school
  - ▶ peer groups
  - ▶ mass media
- G.5.S.1 Identify students as members of primary groups and secondary groups
- G.5.S.2 Examine the influence of group membership on student behavior
- G.5.S.3 Discuss the influence of formal organizations on the behavior of group members
- G.5.S.4 Examine social interaction:
  - ▶ coercion
  - ▶ conflict
  - ▶ conformity
  - ▶ cooperation
  - ▶ groupthink
  - ▶ social exchange
- SI.6.S.1 Examine social institutions:
  - ▶ economic
  - ▶ educational
  - ▶ family
  - ▶ political
  - ▶ religious
- SI.6.S.2 Examine the effect social institutions have on societal values
- SI.6.S.3 Discuss the influence of popular culture on group behavior (e.g., sports, entertainment, media)
- SC.7.S.1 Describe societal changes over time



- SC.7.S.2 Examine the factors that influence change in social norms

**Contemporary United States History course:**

- RE.2.CH.1 Research the Civil Rights Movement in the United States
- RE.2.CH.2 Compare and contrast the views of various civil rights leaders
- RE.2.CH.3 Examine the role of government in securing civil rights

**Common Core Standards in English Language Arts Literacy in History/Social Studies**

- RH 1 (6-8) (9-10) (11-12) Explicit/Implicit Meanings
- RH 2 (6-8) (9-10) (11-12) Main Ideas
- RH 4 (6-8) (9-10) (11-12) Vocabulary
- RH 5 (6-8) (9-10) (11-12) Text Structure
- RH 6 (6-8) (9-10) (11-12) Author Purpose/Perspective
- RH 7 (6-8) (9-10) (11-12) Visual Literacy/Technology
- RH 8 (6-8) (9-10) (11-12) Argument and Support
- RH 9 (6-8) (9-10) (11-12) Multiple Texts
- WHST 1 (6-8) (9-10) (11-12) Argumentative Writing

**DIRECTIONS FOR TEACHERS:**

The objectives for this activity are to put the students into the role of a historian, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts, develop writing skills and use a primary record to formulate historical questions for further research.

This is a Document Based Question Activity. The students are required to read and analyze texts. The students follow the reading of the texts with the writing of an essay.

The teacher may use this activity as a two day activity, which would provide students with opportunities to develop reading and interpretation skills as well as writing skills.

The teacher may also decide to use this as a one day lesson to prepare AP students to address the time constraints of completing a timed writing assignment.

It is recommended that the classroom teacher

conducts this activity after content information concerning the desegregation of schools in the U.S. has been presented. It is recommended that students have some prior knowledge concerning the events which led up to the 1957 desegregation of Central High School in Little Rock, Arkansas.

The teacher should also discuss a logical method to interpret texts (documents). Handouts are included for this purpose.

The teacher should also provide directions and expectations for essay writing (see Common Core Standards in English Language Arts Literacy in History/Social Studies Handout).

Students should be provided time to analyze the texts. Encourage students to use the enclosed Text Analysis Form (or one you wish to provide) to record their analysis. Following the text analysis the students should address the following:

Following the U.S. Supreme Court decision *Brown v. Board of Education (Topeka)* in 1957, public schools in the United States were expected to integrate. Integration of public schools in Little Rock, Arkansas was accompanied with violence. Analyze the causes for the violence which occurred during the integration of Central High School.

**HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:**

- #1 Student Assignment (Including texts)
- #2 Text Analysis Form
- #3 Using Primary Sources Handout

**TEXT # 1 (SUPREME COURT RULING)**

“Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racially integrated school system... We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.” *1954 U.S. Supreme Court ruling in Brown v Board of Education*

“Fear is always present. What we all must learn is how to deal with it. Fear does not have to interfere with goal directed behavior.”

*Dr. Terence Roberts  
(Little Rock Nine)*

**TEXT #2 (SUPREME COURT RULING)**

...the states end segregation with “all deliberate speed.”

1954 U.S. Supreme Court (*Explaining when integration in schools must take place.*)

**TEXT #3 (CARTOON)**

Cartoon by Jon Kennedy, *Little Rock Arkansas Democrat*, May 17, 1954

**TEXT #4 (DOCUMENT)**

“Blossom Plan” –

“Desegregation will begin in the fall of 1957 at Central and filter down to the lower grades over the next six years. Students will be permitted to transfer from any school where their race is in the minority.”

May 24, 1955 *Virgil Blossom Superintendent of Little Rock Public Schools*

**TEXT #5 (DOCUMENT)**

“We stand for the traditional segregationist policy and for the racial status quo, and with womanly concern for the physical and emotional welfare of innocent white children strained and sickened by the “unspeakable” conditions under which they are being forced to struggle for an education.”

August, 1957 *League of Central High School Mothers*

**TEXT #6 (NEWSPAPER HEADLINES)**

“COURT BARS SCHOOL INTEGRATION HERE; GOVERNOR WARNS OF POSSIBLE VIOLENCE”

August 29, 1957 *Headlines from the Arkansas Democrat newspaper*

**TEXT #7 (EXCERPT FROM NEWSPAPER)**

“Violence is brewing, if school officials attempt to integrate Central High School with the opening of the fall term Tuesday. She said she was told of the brewing violence in strict confidence and she refused to name her informer.”

August 30, 1957 *Arkansas Gazette*

**TEXT #8 (DOCUMENT)**

“I have heard that white supremacists from all over the state are descending on Little Rock. I declare Central High School off-limits to blacks and Horace Mann, the black high school, off-limits to whites. I also proclaim that if the black

students attempted to enter Central, “blood will run in the streets.”

September 2, 1957 *Arkansas Governor Orval Faubus*

**TEXT #9 (DOCUMENT)**

“The chief executive of Little Rock has stated that the Little Rock Police have not had a single case of inter-racial violence reported to them and that there has been no indication from sources available to him that there would be violence in regard to this situation.

In an organized society there can be nothing but ultimate confusion and chaos if court decrees are flaunted, whatever the pretext.”

Sept. 7, 1957 *Federal District Judge Ronald N. Davies*

**TEXT #10 (DOCUMENT)**

“The majority of the League of Central High School Mothers members are married, lower middle-class and working-class women not in paid employment. Only about one-fifth of its 165 members are the mothers of Central High pupils.”

September 18, 1957 *FBI report to Federal Judge Ronald N. Davis*

**TEXT #11 (COURT RULING)**

“Although the use of armed force by the state of Arkansas to deny access to the school by Negro children has been declared by Governor Faubus to be required to preserve peace and order, such use of the Arkansas National Guard was and is in violation of the rights of the Negro children under the 14<sup>th</sup> Amendment as determined by this court.”

Sept. 20, 1957 *Federal Judge Ronald N. Davies*

**TEXT #12 (PHOTO)**

September 23, 1957 *Courtesy of The Library of Congress*

**TEXT #13 (COURT RULING)**

“To yield to (the state’s illegal interference) would be to enthrone official lawlessness and lawlessness if not checked is the precursor to anarchy.”

1958 U.S. Supreme Court, *Justice Felix Frankfurter (Supporting Judge Ronald N. Davies ruling in Little Rock, Arkansas)*

# ACTIVITY HANDOUTS



## TEACHERS OVERVIEW

(Specific handouts for each activity are provided.)

**ACTIVITY OPPORTUNITIES:**

Discussion/analyze quotes/social connections/  
group interaction/develop writing skills

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/Sociology/Psychology

**INSTRUCTIONS  
FOR THE TEACHER:**

The objectives for this activity are to place the students into the role of a historian, connect historical events to personal experiences, develop strategies for applying methods in historical inquiry, develop literacy skills to understand artifacts and use a primary record to formulate historical questions for further research.

The quotations in this assignment originated with members of the Little Rock Nine (nine African-American teenagers who enrolled at an all white Central High School in Little Rock, Arkansas in 1957), other students at Central High School and U.S. District Judge Ronald N. Davies who presided over this case.

Have the students read each quotation and journal their reflections as to their interpretation of each quote.

After the students have completed their journal entries, have the students choose three quotations which carry significance for them. Conduct small and large group discussions encouraging the students to apply their interpretations of these quotes to their personal lives.

Upon completion of the class discussions, have the students read “Letter from a Birmingham Jail by Rev. Martin Luther King, Jr.” Following the reading have the students write a reflective or informative essay. The topic of the essay should focus on character, honor, integrity and/or moral fiber. The essay must draw evidence from the anchor reading (“Letter from a Birmingham Jail by Rev. Martin Luther King, Jr.”) to illustrate the personal qualities demonstrated by Rev. King which the student finds praiseworthy.

It is recommended that students have some prior knowledge concerning the events which led to the desegregation of Central High School in Little Rock, Arkansas in 1957. A website which provides this information can be found at <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>.

Students should maintain a journal of their readings from this site. Teachers should also provide the expectations and requirements for writing the essay as found in the Common Core Standards in English Language Arts Literacy in History/Social Studies.

**HANDOUTS INCLUDED  
WITH THIS ACTIVITY:**

- #1 Student Assignment (Including quotes)
- #2 Anchor reading “Letter from a Birmingham Jail [Rev. Martin Luther King, Jr.]”
- Use the following site for reference; Go to <http://www.loc.gov/teachers/usingprimarysources/guides.html>



## HANDOUT #1

### STUDENT ASSIGNMENT

#### INSTRUCTIONS FOR THE STUDENT:

The following quotes originated from members of the Little Rock Nine (the nine African-American teenagers who enrolled in Central High School (the all-white high school in Little Rock, Arkansas in 1957), other students at Central High School and U.S. District Judge Ronald N. Davies.

Read each quotation and journal your reflections as to your interpretation of each quote. After you have completed your journal entries, choose three quotations which carry significance for you. You will share your reflections in small and large groups.

Upon completion of the class discussions, you will read “Letter from a Birmingham Jail by Rev. Martin Luther King, Jr.” After you complete the reading, you will write a reflective or informative essay. The topic for your essay must focus on character, honor, integrity and/or moral fiber. The essay must draw evidence from the anchor reading (“Letter from a Birmingham Jail by Rev. Martin Luther King, Jr.”) to illustrate the personal qualities demonstrated by Rev. King which you find praiseworthy.

- “You always have control of your choices. You may not like your circumstances, but you still have control over your choices.”

*Dr. Terrence Roberts*

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

*Minniejean Brown Trickey  
(Little Rock Nine ... commenting on  
students who threw objects at her at  
Central High School)*

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

*Elizabeth Eckford (Little Rock Nine)*

- “Fear is always present. What we all must learn is how to deal with it. Fear does not have to interfere with goal directed behavior.”

*Dr. Terrence Roberts (Little Rock Nine)*

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

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

- There is no such thing as social pressure. You make the choice to do or not to do.”

*Dr. Terrence Roberts (Little Rock Nine)*

- “Isn’t it pitiful that we give so much recognition simply for doing the right thing?”

*Robin Loucks (White student at Central High  
School who befriended Terrence Roberts)*

- “If you turn away when you see injustice, then you are telling the people being picked on that they deserve it.”

*Elizabeth Eckford (Little Rock Nine)*

- “I have no delusions about myself ... I want to return to the obscurity from which I sprang.”

*Federal Judge Ronald N. Davies*

- “Use fear to arouse you, not debilitate you.”

*Dr. Terrence Roberts (Little Rock Nine)*

“There is no such thing as social pressure. You make the choice to do or not to do.”

*Dr. Terrence Roberts  
(Little Rock Nine)*

**HANDOUT #2**

PAGE 1 OF 6

**“LETTER FROM A BIRMINGHAM JAIL  
[REV. MARTIN LUTHER KING, JR.]”***16 April 1963**My Dear Fellow Clergymen:*

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities “unwise and untimely.” Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the

Greco Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial “outside agitator” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city’s white power structure left the Negro community with no alternative.

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self purification; and direct action. We have gone through all these steps in Birmingham. There can be no gainsaying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard, brutal facts of the case. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the latter consistently refused to engage in good faith negotiation.

## HANDOUT #2

PAGE 2 OF 6

### “LETTER FROM A BIRMINGHAM JAIL [REV. MARTIN LUTHER KING, JR.]”

You may well ask: “Why direct action? Why sit ins, marches and so forth? Isn’t negotiation a better path?” You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent resister may sound rather shocking. But I must confess that I am not afraid of the word “tension.” I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half truths to the unfettered realm of creative analysis and objective appraisal, so must we see the need for nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. The purpose of our direct action program is to create a situation so crisis packed that it will inevitably open the door to negotiation. I therefore concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue.

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was “well timed” in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word “Wait!” It rings in the ear of every Negro with piercing familiarity. This “Wait” has almost always meant “Never.” We must come to see, with one of our distinguished jurists, that “justice too long delayed is justice denied.”

We have waited for more than 340 years for our constitutional and God given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse and buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, “Wait.” But when you

have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can’t go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five year old son who is asking: “Daddy, why do white people treat colored people so mean?”; when you take a cross county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading “white” and “colored”; when your first name becomes “nigger,” your middle name becomes “boy” (however old you are) and your last name becomes “John,” and your wife and mother are never given the respected title “Mrs.”; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of “nobodiness” --then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience. You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court’s decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: “How can you advocate breaking some laws and obeying others?” The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that “an unjust law is no law at all.”

“Injustice  
anywhere  
is a threat  
to justice  
every-  
where.”

*Rev. Martin  
Luther King, Jr.*

**HANDOUT #2**

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**“LETTER FROM A BIRMINGHAM JAIL  
[REV. MARTIN LUTHER KING, JR.]”**

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority. Segregation, to use the terminology of the Jewish philosopher Martin Buber, substitutes an “I it” relationship for an “I thou” relationship and ends up relegating persons to the status of things. Hence segregation is not only politically, economically and sociologically unsound, it is morally wrong and sinful. Paul Tillich has said that sin is separation. Is not segregation an existential expression of man’s tragic separation, his awful estrangement, his terrible sinfulness? Thus it is that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances, for they are morally wrong.

Let us consider a more concrete example of just and unjust laws. An unjust law is a code that a numerical or power majority group compels a minority group to obey but does not make binding on itself. This is difference made legal. By the same token, a just law is a code that a majority compels a minority to follow and that it is willing to follow itself. This is sameness made legal. Let me give another explanation. A law is unjust if it is inflicted on a minority that, as a result of being denied the right to vote, had no part in enacting or devising the law. Who can say that the legislature of Alabama which set up that state’s segregation laws was democratically elected? Throughout Alabama all sorts of devious methods are used to prevent Negroes from becoming registered voters, and there are some counties in which, even

though Negroes constitute a majority of the population, not a single Negro is registered. Can any law enacted under such circumstances be considered democratically structured?

Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on a charge of parading without a permit. Now, there is nothing wrong in having an ordinance which requires a permit for a parade. But such an ordinance becomes unjust when it is used to maintain segregation and to deny citizens the First-Amendment privilege of peaceful assembly and protest.

I hope you are able to see the distinction I am trying to point out. In no sense do I advocate evading or defying the law, as would the rabid segregationist. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.

Of course, there is nothing new about this kind of civil disobedience. It was evidenced sublimely in the refusal of Shadrach, Meshach and Abednego to obey the laws of Nebuchadnezzar, on the ground that a higher moral law was at stake. It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of chopping blocks rather than submit to certain unjust laws of the Roman Empire. To a degree, academic freedom is a reality today because Socrates practiced civil disobedience. In our own nation, the Boston Tea Party represented a massive act of civil disobedience.

We should never forget that everything Adolf Hitler did in Germany was “legal” and everything the Hungarian freedom fighters did in Hungary was “illegal.” It was “illegal” to aid and comfort a Jew in Hitler’s Germany. Even so, I am sure that, had I lived in Germany at the time, I would have aided and comforted my Jewish brothers. If today I lived in a Communist country where certain principles dear to the Christian faith are suppressed, I would openly advocate disobeying that country’s antireligious laws.



## HANDOUT #2

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“LETTER FROM A BIRMINGHAM JAIL  
[REV. MARTIN LUTHER KING, JR.]”

I had hoped that the white moderate would understand that law and order exist for the purpose of establishing justice and that when they fail in this purpose they become the dangerously structured dams that block the flow of social progress. I had hoped that the white moderate would understand that the present tension in the South is a necessary phase of the transition from an obnoxious negative peace, in which the Negro passively accepted his unjust plight, to a substantive and positive peace, in which all men will respect the dignity and worth of human personality. Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open, where it can be seen and dealt with. Like a boil that can never be cured so long as it is covered up but must be opened with all its ugliness to the natural medicines of air and light, injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured.

In your statement you assert that our actions, even though peaceful, must be condemned because they precipitate violence. But is this a logical assertion? Isn't this like condemning a robbed man because his possession of money precipitated the evil act of robbery? Isn't this like condemning Socrates because his unswerving commitment to truth and his philosophical inquiries precipitated the act by the misguided populace in which they made him drink hemlock? Isn't this like condemning Jesus because his unique God consciousness and never ceasing devotion to God's will precipitated the evil act of crucifixion? We must come to see that, as the federal courts have consistently affirmed, it is wrong to urge an individual to cease his efforts to gain his basic constitutional rights because the quest may precipitate violence. Society must protect the robbed and punish the robber. I had also hoped that the white moderate would reject the myth concerning time in relation to the struggle for freedom. I have just received a letter from a white brother in Texas. He writes: “All Christians know that the colored people will receive equal rights eventually, but it is possible

that you are in too great a religious hurry. It has taken Christianity almost two thousand years to accomplish what it has. The teachings of Christ take time to come to earth.” Such an attitude stems from a tragic misconception of time, from the strangely irrational notion that there is something in the very flow of time that will inevitably cure all ills. Actually, time itself is neutral; it can be used either destructively or constructively. More and more I feel that the people of ill will have used time much more effectively than have the people of good will. We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people. Human progress never rolls in on wheels of inevitability; it comes through the tireless efforts of men willing to be co workers with God, and without this hard work, time itself becomes an ally of the forces of social stagnation. We must use time creatively, in the knowledge that the time is always ripe to do right. Now is the time to make real the promise of democracy and transform our pending national elegy into a creative psalm of brotherhood. Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.

You speak of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist. I began thinking about the fact that I stand in the middle of two opposing forces in the Negro community. One is a force of complacency, made up in part of Negroes who, as a result of long years of oppression, are so drained of self respect and a sense of “somebodiness” that they have adjusted to segregation; and in part of a few middle-class Negroes who, because of a degree of academic and economic security and because in some ways they profit by segregation, have become insensitive to the problems of the masses. The other force is one of bitterness and hatred, and it comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up across the nation, the largest and best known being Elijah Muhammad's Muslim movement. Nourished by the Negro's frustration over the continued existence of racial discrimination, this movement is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is an incorrigible “devil.”

“Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.”

*Rev. Martin Luther King, Jr.*

**HANDOUT #2**

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**“LETTER FROM A BIRMINGHAM JAIL  
[REV. MARTIN LUTHER KING, JR.]”**

I have tried to stand between these two forces, saying that we need emulate neither the “do nothingism” of the complacent nor the hatred and despair of the black nationalist. For there is the more excellent way of love and nonviolent protest. I am grateful to God that, through the influence of the Negro church, the way of nonviolence became an integral part of our struggle. If this philosophy had not emerged, by now many streets of the South would, I am convinced, be flowing with blood. And I am further convinced that if our white brothers dismiss as “rabble rousers” and “outside agitators” those of us who employ nonviolent direct action, and if they refuse to support our nonviolent efforts, millions of Negroes will, out of frustration and despair, seek solace and security in black nationalist ideologies--a development that would inevitably lead to a frightening racial nightmare.

Oppressed people cannot remain oppressed forever. The yearning for freedom eventually manifests itself, and that is what has happened to the American Negro. Something within has reminded him of his birthright of freedom, and something without has reminded him that it can be gained. Consciously or unconsciously, he has been caught up by the Zeitgeist, and with his black brothers of Africa and his brown and yellow brothers of Asia, South America and the Caribbean, the United States Negro is moving with a sense of great urgency toward the promised land of racial justice. If one recognizes this vital urge that has engulfed the Negro community, one should readily understand why public demonstrations are taking place. The Negro has many pent up resentments and latent frustrations, and he must release them. So let him march; let him make prayer pilgrimages to the city hall; let him go on freedom rides -and try to understand why he must do so. If his repressed emotions are not released in nonviolent ways, they will seek expression through violence; this is not a threat but a fact of history. So I have not said to my people: “Get rid of your discontent.” Rather, I have tried to say that this normal and healthy discontent can be channeled into the creative outlet of nonviolent direct action. And now this approach is

being termed extremist. But though I was initially disappointed at being categorized as an extremist, as I continued to think about the matter I gradually gained a measure of satisfaction from the label. Was not Jesus an extremist for love: “Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which spitefully use you, and persecute you.” Was not Amos an extremist for justice: “Let justice roll down like waters and righteousness like an ever flowing stream.” Was not Paul an extremist for the Christian gospel: “I bear in my body the marks of the Lord Jesus.” Was not Martin Luther an extremist: “Here I stand; I cannot do otherwise, so help me God.” And John Bunyan: “I will stay in jail to the end of my days before I make a butchery of my conscience.” And Abraham Lincoln: “This nation cannot survive half slave and half free.” And Thomas Jefferson: “We hold these truths to be self evident, that all men are created equal . . .” So the question is not whether we will be extremists, but what kind of extremists we will be. Will we be extremists for hate or for love? Will we be extremists for the preservation of injustice or for the extension of justice? In that dramatic scene on Calvary’s hill three men were crucified. We must never forget that all three were crucified for the same crime--the crime of extremism. Two were extremists for immorality, and thus fell below their environment. The other, Jesus Christ, was an extremist for love, truth and goodness, and thereby rose above his environment. Perhaps the South, the nation and the world are in dire need of creative extremists.

It is true that the police have exercised a degree of discipline in handling the demonstrators. In this sense they have conducted themselves rather “nonviolently” in public. But for what purpose? To preserve the evil system of segregation. Over the past few years I have consistently preached that nonviolence demands that the means we use must be as pure as the ends we seek. I have tried to make clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or perhaps even more so, to use moral means to preserve immoral ends. Perhaps Mr. Connor and his policemen have been rather nonviolent in public, as was Chief Pritchett in Albany, Georgia, but they have used the moral means of nonviolence to maintain the immoral end of racial injustice. As T. S. Eliot has said: “The last temptation is the greatest treason: To do the right deed for the wrong reason.”

## HANDOUT #2

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"LETTER FROM A BIRMINGHAM JAIL  
[REV. MARTIN LUTHER KING, JR.]"

I wish you had commended the Negro sit inners and demonstrators of Birmingham for their sublime courage, their willingness to suffer and their amazing discipline in the midst of great provocation. One day the South will recognize its real heroes. They will be the James Merediths, with the noble sense of purpose that enables them to face jeering and hostile mobs, and with the agonizing loneliness that characterizes the life of the pioneer. They will be old, oppressed, battered Negro women, symbolized in a seventy two year old woman in Montgomery, Alabama, who rose up with a sense of dignity and with her people decided not to ride segregated buses, and who responded with ungrammatical profundity to one who inquired about her weariness: "My feet is tired, but my soul is at rest." They will be the young high school and college students, the young ministers of the gospel and a host of their elders, courageously and nonviolently sitting in at lunch counters and willingly going to jail for conscience' sake. One day the South will know that when these disinherited children of God sat down at lunch counters, they were in reality standing up for what is best in the American dream and for the most sacred values in our Judaeo Christian heritage, thereby bringing our nation back to those

great wells of democracy which were dug deep by the founding fathers in their formulation of the Constitution and the Declaration of Independence.

Never before have I written so long a letter. I'm afraid it is much too long to take your precious time. I can assure you that it would have been much shorter if I had been writing from a comfortable desk, but what else can one do when he is alone in a narrow jail cell, other than write long letters, think long thoughts and pray long prayers?

If I have said anything in this letter that overstates the truth and indicates an unreasonable impatience, I beg you to forgive me. If I have said anything that understates the truth and indicates my having a patience that allows me to settle for anything less than brotherhood, I beg God to forgive me.

I hope this letter finds you strong in the faith. I also hope that circumstances will soon make it possible for me to meet each of you, not as an integrationist or a civil-rights leader but as a fellow clergyman and a Christian brother. Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

*Yours for the cause of Peace and Brotherhood,  
Martin Luther King, Jr.*

"We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed."

*Rev. Martin Luther King, Jr.*





**ACTIVITY OPPORTUNITIES:**

Photo analysis/discussion/develop writing skills/group interaction

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/Sociology/  
Psychology/Civics/American History

**INSTRUCTIONS FOR THE TEACHER:**

The objectives for this activity are to place the students into the role of historians, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts and use a primary record to formulate historical questions for further research.

This activity could be used as an introduction to a unit on the civil rights movement, or with a discussion on the desegregation of public schools.

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 essays based on the Common Core Standards in English Language Arts Literacy in History/Social Studies guidelines.

Provide the students with a Photo Analysis Worksheet. Choose one of the worksheets provided, or you may choose to create your own worksheet. Provide the students with the iconic photo of Elizabeth Eckford. Have the students spend a specified period of time viewing the photo and completing the questions on the Photo Analysis Worksheet. We recommend that students are encouraged to share their responses on the worksheet with class members.

Have the students complete an essay writing activity at the end of discussion. The informative/explanatory essay must address one of the following topics (student's choice):

- What does this photo illustrate concerning this moment in time?
- How could a photo such as this be misinterpreted by viewers?

**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.

To provide content knowledge concerning the desegregation of public schools in Little Rock, Arkansas, assign the reading on the following website: <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>

**HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:**

- #1 Student Assignment (Including photo)
- #2 Photo Analysis Worksheet (Two sample worksheets are included. The teacher may use either worksheet or create their own.)
- Readings: <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=718>
- The Library of Congress provides materials for teachers to use such as worksheets and analysis forms. Go to <http://www.loc.gov/teachers/usingprimarysources/guides.html>



## HANDOUT #1

### STUDENT ASSIGNMENT

#### INSTRUCTIONS FOR THE STUDENT:

You will view and analyze an iconic photo from the history of the United States. As you view the photo, you will complete the Photo Analysis worksheet provided by your teacher. Upon completion of the worksheet, you will discuss

your answers with classmates. Following the class discussion, you will write an informative/explanatory essay.

Your essay writing must address one of the following topics (your choice):

- What does this photo illustrate concerning this moment in time?
- How could a photo such as this be misinterpreted by viewers?



“If you turn away when you see injustice, then you are telling the people being picked on that they deserve it.”

*Elizabeth Eckford  
(Little Rock Nine)*

## HANDOUT #2

### PHOTO ANALYSIS WORKSHEET A

#### PHOTO ANALYSIS GUIDE

##### Observation

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

##### Knowledge

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

##### Interpretation

- What's going on in the picture?
- Who are the people and what are they doing?
- What might be the function of the objects?
- What can we conclude about the time period?

##### Further Research

- What questions has the photo raised? What are some sources you can use to find answers?

## HANDOUT #2

### PHOTO ANALYSIS WORKSHEET B

#### INSTRUCTIONS FOR STUDENTS

You will determine the central ideas or information found within this photograph. Provide an accurate summary of your thoughts by answering the following questions:

**Step 1:**

Examine the photograph for 10 seconds. How would you describe your first impressions of the photograph?

**Step 2:**

Divide the photograph into quadrants (4 evenly divided sections) and study each section individually. What details--such as people, objects, and activities--do you notice?

- Quadrant #1:
- Quadrant #2:
- Quadrant #3:
- Quadrant #4:

**Step 3:**

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

**Step 4:**

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

**Step 5:**

What questions do you have about the photograph? How might you find answers to these questions?

“Use fear  
to arouse  
you, not  
debilitate  
you.”

*Dr. Terrence Roberts  
(Little Rock Nine)*

**ACTIVITY OPPORTUNITIES:**

Cartoon analysis/discussion/social connections/  
group interaction/develop writing skills

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/Sociology/  
Psychology/Civics/American History/  
Government/Civics

**INSTRUCTIONS****FOR THE TEACHER:**

The objectives for this activity are to put the students into the role of a historian, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts and use a primary record to formulate historical questions for further research.

This activity also assesses the student's ability to use evidence to support a historical argument.

Students are presented with two texts that provide perspectives on the desegregation of public schools in the United States.

The purpose of this activity is to put the students into the role of a historian, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts and use a primary record to formulate historical questions for further research.

This activity could be used as an introduction to a unit on civil rights (social change), a

discussion on the desegregation of public schools or as an activity discussing the power of the press to shape public opinion.

A discussion of how to analyze political cartoons should be included with the introduction of this activity.

Provide the students with two cartoon analysis worksheets. Have the students view the cartoons and complete the questions on the political cartoon analysis worksheets.

Once the students have completed the worksheets, have the students answer the following question: How do these disparate texts support the same historical conclusion: Americans possess differing views on how to bring about social change? Once the students have completed recording their answers to this question encourage students to share their responses.

A follow up discussion could be tied to 21<sup>st</sup> century social issues such as gun ownership rights, gay rights, health care legislation, etc. Students would be asked to relate contemporary attitudes toward social change to the attitudes demonstrated by the two political cartoons from the 1950s.

**HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:**

- #1 Political cartoon #1
- #2 Political cartoon #2
- #3 & #4 Cartoon Analysis Worksheets  
(One worksheet is provided for each political cartoon.)



**HANDOUT #1**

TEXT - POLITICAL CARTOON #1

Reprint From Manchester Union Leader Thursday Sept. 26, 1957

**Brotherhood by Bayonet!**

“Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.”

*Rev. Martin Luther King, Jr.*

**HANDOUT #2**  
TEXT - POLITICAL CARTOON #2



## HANDOUT #3

### TEXT ANALYSIS WORKSHEET – POLITICAL CARTOON #1

#### INSTRUCTIONS FOR THE STUDENT:

You have two political cartoons to view. As you view each political cartoon you will complete a Cartoon Analysis Worksheet. Once you have completed the cartoon analysis worksheets, you will journal your answer to the following question: How does each of these disparate texts support the same historical conclusion: Americans possess differing views on how to bring about social change?

#### CARTOON ANALYSIS WORKSHEET – CARTOON #1

##### Level 1 – Listing

- Visuals
  - ▶ Words (if applicable ... not all cartoons include words)
- List the objects or people you see in the cartoon.
  - ▶ Identify the cartoon caption and/or title.

- ▶ Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
- ▶ Record any important dates or numbers that appear in the cartoon.

##### Level 2 - Understanding

- Visuals
  - ▶ Words
- Which of the objects on your list are symbols?
  - ▶ Which words or phrases in the cartoon appear to be the most significant?
  - ▶ Why do you think so?
- What do you think each symbol means?
  - ▶ List adjectives that describe the emotions portrayed in the cartoon.

##### Level 3

- Describe the action taking place in the cartoon.
- Explain how the words in the cartoon clarify the symbols.
- Explain the message of the cartoon.
- What special interest groups would agree/disagree with the cartoon's message? Why?



“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

*1st Amendment*



**ACTIVITY OPPORTUNITIES:**

Research/read/write/communicate ideas/apply knowledge

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/Psychology/Sociology/American History/Arkansas State History/Contemporary U.S. History, Government, Civics

**INSTRUCTIONS FOR THE TEACHER**

The objectives for this activity are to promote group cooperation, develop strategies for applying methods in historical inquiry, develop higher order thinking skills, and to understand the cause and effect relationship in history.

This activity begins with students brainstorming through the political, social and economic consequences which occur as a result of judicial rulings. For this lesson the students will brainstorm the consequences of the 1957 ruling by U.S. District Judge Ronald N. Davis which would lead to the integration of Central High School in Little Rock, Arkansas.

- Give students the opportunity to gain content knowledge concerning the ruling by U.S. District Judge Ronald N. Davis which led to the desegregation of public schools in Little Rock, Arkansas.
- Place the students into groups of three or four.
- Provide each group of students with the graphic organizer (Handout #1).
- Have the students cooperate and brainstorm what will be the political, economic and social consequences of Judge Davies' ruling to desegregate Little Rock Central High School in 1957.

- Students should place their responses on the graphic organizer.
- Upon completion of the brainstorming process provide each group of students with "The Lost Year" (Handout #2). Have the students re-visit and make additions to the graphic organizer after reading "The Lost Year".
- Once the graphic organizer is complete, have the students respond to the following statement in the form of an essay:  
*The decision to desegregate Central High School in 1957 by U.S. Federal Judge Ronald N. Davis impacted the political, social and economic foundations of the city of Little Rock, the state of Arkansas and eventually the entire system of education in the U.S.*

Students must be in possession of some prior knowledge concerning the events which led up to the 1957 desegregation of Central High School in Little Rock, Arkansas. The teacher needs to provide the expectations and requirements for writing an essay based on Common Core Standards in English Language Arts Literacy in History/Social Studies handout provided).

**HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:**

- #1 Student Assignment Handout
- #2 "The Lost Year" Handout
- Readings: <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=737>





## HANDOUT #2:

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### “THE LOST YEAR”

“The Lost Year” refers to the 1958–59 school year in Little Rock (Pulaski County), when all of the city’s high schools were closed in an effort to block desegregation. One year after Governor Faubus used state troops to thwart federal court mandates for desegregation by the Little Rock Nine at Central High School, in September 1958, he invoked newly passed state laws to forestall further desegregation and closed Little Rock’s four high schools: Central High, Hall High, Little Rock Technical High (a white school), and Horace Mann (a black school). A total of 3,665 students, both black and white, were denied a free public education for an entire year which, increased racial tensions and further divided the community into opposing camps.

The Lost Year was the aftermath of the desegregation of Little Rock Central High School in 1957–58, the main event in a series that marked the well-known civil rights battle fought between the federal and state governments over the Arkansas implementation of the 1954 *Brown v. Board of Education of Topeka, Kansas* decision. In that case, the U.S. Supreme Court unanimously decided that racial segregation in public schools violated the Fourteenth Amendment of the U.S. Constitution, overturning the 1896 *Plessy v. Ferguson* decision which had originally brought legal segregation to American society and to educational facilities.

There was broad opposition to the *Brown* decision across the South. Southern state legislatures passed resolutions defying the desegregation decision, while white groups formed to defend segregation and fight those who attempted its implementation. In 1957, Governor Orval Faubus called out the Arkansas National Guard to prevent nine black students from entering Central High. President Dwight Eisenhower responded by sending federal troops (the 101<sup>st</sup> Airborne Infantry) and federalizing the National Guard to give the students protected entrance to the school. Desegregation seemed to be in place, the school year was completed, and a senior class graduated. However, Arkansas segregationists had other plans.

Three important events came together in the summer of 1958 that set up the Lost Year. First, the Little Rock School Board requested from the federal court system a delay in further

implementing desegregation at Central High. Federal District Judge Harry Lemley granted a delay until January 1961. The National Association for the Advancement of Colored People (NAACP) immediately petitioned the U.S. Supreme Court for an emergency order to overturn the delay granted by Lemley. These two court cases threw Little Rock’s desegregation back to the courts. Second, Faubus sought the Democratic nomination as governor for a third term. Faubus carried all seventy-five counties in the summer primary and felt assured of voter approval in the fall election. The third event was Faubus’ call for an extraordinary session of the Arkansas General Assembly on August 26, 1958, which passed a series of laws to forestall desegregation. Among the sixteen bills was Act 4, which allowed the closure of any school threatened with racial integration. Another bill, Act 5, allowed state monies to follow any displaced student to the school of his choice, whether privately or publicly funded.

When the U.S. Supreme Court met in special session in September 1958 (regarding the *Aaron v. Cooper* petitions), they ordered the immediate integration of Little Rock Central High on September 12 and said that Little Rock must continue with its desegregation plan. The same day, Faubus signed into law all the bills passed by the Arkansas General Assembly. He closed all four high schools in Little Rock beginning on Monday, September 15, interrupting the education of nearly 4,000 students and disrupting as many households and families. Faubus’s action not only locked students from their classrooms but locked 177 teachers and administrators in the schools, where they had to fulfill their contractual obligations and appear for work, despite the empty classes. Most were soon used as substitutes in junior high and elementary schools.

The newly passed law, Act 4, required voter approval. Faubus invoked the new law only for Little Rock high schools because those were the ones threatened with desegregation at that moment, so the vote was only in Little Rock. On September 27, ballots for reopening closed schools read: “For racial integration of all schools within the Little Rock School District,” and by a three-to-one margin, voters kept schools closed. The wording of the ballot and the timing of the election on a Saturday morning were orchestrated by Faubus and the segregationists to get exactly the vote they wanted—acceptance of closed schools rather than even token desegregation.

**HANDOUT #2:**

PAGE 2 OF 3

**“THE LOST YEAR”**

The Lost Year was one of the most peculiar situations in Arkansas history. High school teachers worked in empty classrooms. A private school corporation formed to lease public school buildings and hire public school teachers, but federal courts prevented this. The school district experimented for a few weeks with television teaching by fifteen white teachers on the three commercial television stations. Soon, private schools, aside from the three Catholic parochial schools that already existed, opened to accommodate displaced white students; these included the T. J. Raney School, Baptist High School (which was affiliated with Ouachita Baptist College, now Ouachita Baptist University), and Second Baptist Church. No private schools for black students emerged.

The Lost Year continued with its peculiarities. Within one calendar year, the superintendent and the school board membership changed three times. The Arkansas General Assembly targeted the NAACP (Act 115) and public school teachers (Act 10) with threatening legislation. The latter required teachers and all public employees to sign affidavits listing all organizations to which they belonged and/or paid dues, while the former immediately fired any teacher or state employee who was a member of the NAACP. By May 1959, forty-four teachers and administrators were fired without due process by a rump session of the school board: only three members of the six-member board took the action, declaring themselves a quorum, which was illegal. Though no academic work was conducted in public high schools in 1958–59, high school football games continued for the season by order of the governor.

Perhaps the greatest consequences were the effects on displaced students and their families. Some of the educational alternatives that displaced students found were nearby public schools, in-state public schools where students lived with friends or relatives, out-of-state public and private schools, correspondence courses, parochial schooling, and early entrance into college. Nearby schools such as Jacksonville (Pulaski County) and Mabelvale (Pulaski County) for white students and Wrightsville (Pulaski County) for black students absorbed as many students as they could. Some students, as young as fifteen years old, moved in with relatives in public schools across all of Arkansas,

and even out of state. The number of displaced white students was 2,915. Of those, thirty-five percent found public schools to attend in the state. Private schools in Little Rock took forty-four percent of the displaced white students. A total of ninety-three percent of white students found some form of alternative schooling. This was not the case for displaced black students. Among the 750 black students who were displaced, thirty-seven percent found public schools in Arkansas to attend. Some located parochial schooling, out-of-state public and private schooling, and some did enter college early or take correspondence courses. However, fifty percent of displaced black students found no schooling at all. The NAACP, through Roy Wilkins, stated that opening private high schools for displaced black students would defeat their intent to gain equal access for all students to public education. Some of the students from both races went to the military, some went to work, and some married early or simply dropped out. Interviews with many former students indicate lifelong consequences because of this denial of a free public education.

Throughout the Lost Year, several groups organized either to support closed schools or to open them. Among those who worked tirelessly for the latter cause was a large group of white, upper-class women called the Women’s Emergency Committee to Open our Schools (WEC). They organized voter registration, promoted the election of moderates to the legislature and the school board, and worked with others after the teacher purge. The Capital Citizens Council (CCC) and the Mothers League of Central High supported segregation. The purge of forty-four teachers on May 5, 1959, brought voters from both sides of the spectrum to organize a recall of either segregationists or moderates from the Little Rock School Board. This twenty-day campaign was led by two hastily formed groups: the Committee to Retain Our Segregated Schools (CROSS) and a group called STOP (which stood for “Stop This Outrageous Purge”), which worked with the WEC. The Lost Year ended with a recall of three segregationist members of the Little Rock School Board on May 25, 1959. Voters in Little Rock, after a year of closed public high schools and after the firing of teachers, were finally willing to accept limited desegregation. The federal courts followed on June 18, 1959, when a three-judge federal district court declared unconstitutional Arkansas’s closure of schools and withholding of funds (instituted under Act 4 and

“A sense of inferiority affects the motivation of a child to learn.”

*1954 U.S. Supreme Court ruling in Brown v Board of Education*

## HANDOUT #2:

PAGE 3 OF 3

### “THE LOST YEAR”

Act 5). On June 11, the vacancies on the Little Rock School Board were filled by the Pulaski County Board of Education, and all four secondary schools opened early—on August 12, 1959. Token desegregation continued slowly in Little Rock until federal courts encouraged the use of busing to fully integrate all public schools in the nation. In Little Rock, this went into full force in 1971, a date that coincides with white flight to the suburbs and to private schools that opened to serve that constituency.

### FOR ADDITIONAL INFORMATION:

Alexander, H. M. *The Little Rock Recall Election*. New York: McGraw-Hill, 1960.

Bartley, Numan. *The Rise of Massive Resistance*. Baton Rouge: Louisiana State University Press, 1969.

Brewer, Vivion. *The Embattled Ladies of Little Rock, 1958–1963: The Struggle to Save Public Education at Central High*. Fort Bragg, CA: Lost Coast Press, 1999.

Elizabeth Huckaby Papers, 1957–1978. Special Collections. University of Arkansas Libraries, Fayetteville, Arkansas.

Gordy, Sondra. *Finding the Lost Year: What Happened When Little Rock Closed its Public Schools?* Fayetteville: University of Arkansas Press, 2009 “Teachers of the Lost Year: Little Rock School District, 1958–59.” PhD diss., University of Arkansas at Little Rock, 1996.

*The Lost Year*. DVD. Morning Star Studios, 2007.

The Lost Year Project. (accessed July 20, 2006). Comprehensive High Schools in Little Rock, Arkansas.” PhD diss., University of Arkansas, Fayetteville, 1963.

**Sondra Gordy**  
**University of Central Arkansas**



**ACTIVITY OPPORTUNITIES:**

Research/read/discuss/write/examine social studies content

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/American History/Arkansas State History/Contemporary U.S. History, Government, Civics

**DIRECTIONS FOR TEACHERS:**

The objectives for this activity are to put the students into the role of a historian, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts, use a primary record to formulate historical questions for further research, source and conceptualize texts.

Students will also use evidence to support a historical argument, analyze documents, demonstrate an understanding of the hierarchy of the judicial system and make connections between historical events and contemporary issues.

Students should be provided time to analyze the texts and complete the Text Analysis Worksheet.

Following individual student text analysis, place the students into groups of three or four. Each group should choose a contemporary issue which involves a conflict between the Federal and State levels of government. Possible topics include (but not limited to); gun ownership, gay rights, national health care. Each group of students should be provided time to research the topic.

Students should be expected to journal their research to demonstrate their understanding of the issue in a future discussion. Each group of students will share with other class members: How does the issue they researched illustrate a conflict between the Federal and State levels of government.

Following the class presentations, all students will discuss the following question: If the majority of the citizens of a community are against a government program supported by law or a court ruling which brings about social change and is fundamentally against the personal beliefs of the majority of the community, should the community be forced to accept the law or court ruling?

The activity could be used as an introduction, a stand-alone activity or concluding activity within the unit of study on the judicial branch of the government. The teacher should discuss with the students a logical method to interpret texts. Handouts are included for this purpose.

**HANDOUTS INCLUDED WITH THIS ACTIVITY:**

- #1 Student Assignment (including texts)

- #2 Text Analysis Worksheet
- #3 Discussion Questions Handout and Reflective Writing Assignment
- #4 Using Primary Sources (The Library of Congress provides countless materials for teachers to use, such as worksheets and analysis forms.) Go to <http://loc.gov/teachers/>

**STUDENTS SHOULD BE PROVIDED AN OPPORTUNITY TO DISCOVER THE FOLLOWING INFORMATION PRIOR TO THE BEGINNING OF THIS ACTIVITY:**

- Brown v Board of Education (1954) U.S. Supreme Court declares that segregation in public schools must end.
- Following the Brown v. Board of Education decision by the U.S. Supreme Court, some school districts begin the process to end segregation. Other school districts created plans which will lead to gradual desegregation. While some school districts ignored the U.S. Supreme Court ruling altogether.
- The School Board of Little Rock, Arkansas adopts the Blossom Plan (1955) which was designed to end segregation in Little Rock, Arkansas public schools over a gradual period of time.
- African-American students were invited (spring 1957) to place their name on a list, to be considered for enrollment, at previously all-white Central High School for the fall semester in 1957.
- The Mothers League, a local civic group in Little Rock, uses the Chancery Court (Arkansas State Court) to gain an injunction to prevent the integration of Central High School.
- The Little Rock School Board faced orders from the Arkansas state court not to desegregate and a U.S. Supreme Court decision which does not permit segregation. The Little Rock School Board asks the Federal Court for direction.
- Federal Judge Ronald N. Davis rules that the Arkansas Chancery Court had no power to issue the injunction to prevent desegregation and thus desegregation must proceed.
- Arkansas Governor O. Faubus orders the Arkansas National Guard to Little Rock to prevent desegregation at Central High School.
- U.S. Eighth District Federal Judge Ronald N. Davis rules integration must begin "Forthwith".

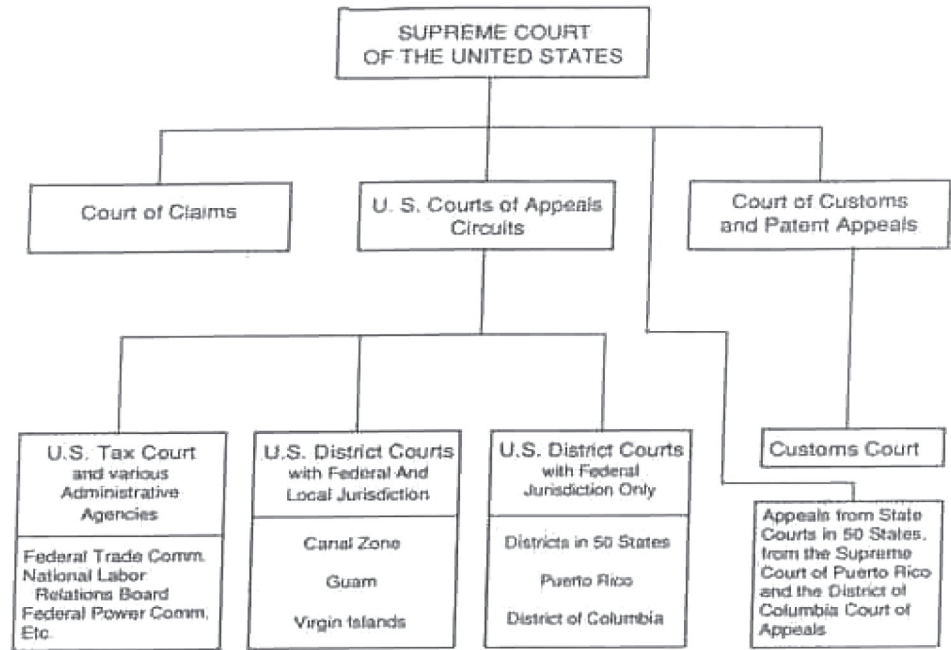
Based on the principles of Common Core Standards in Social Studies Literacy, we suggest the students discover the previously mentioned historical content through their own research. Students may gather information from sources you provide or use the following web sites:

- <http://www.encyclopediaofarkansas.net/>
- <http://www.teachersdomain.org/special/civil/>

**HANDOUT #1:**  
**STUDENT ASSIGNMENT -**  
**PAGE 1 OF 4**

**DIRECTIONS FOR STUDENTS:**  
 Read Texts 1 - 7. Read the following texts and answer the questions on the Text Analysis Worksheet.

**TEXT #1**



**Figure 1.1** The United States Court System.



**Figure 1.2** The Thirteen Federal Judicial Circuits.

## HANDOUT #2: STUDENT ASSIGNMENT – PAGE 2 OF 4

### TEXT #2

*Article Three of the United States Constitution*

#### SECTION 1.

The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

#### SECTION 2.

The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;--to all cases affecting ambassadors, other public ministers and consuls;--to all cases of admiralty and maritime jurisdiction;--to controversies to which the United States shall be a party;--to controversies between two or more states; between a state and citizens of a state;--between citizens of different states;--between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.

### TEXT #3

#### ARKANSAS CHANCERY COURT

*(Explanation of the responsibilities of the Arkansas Chancery Court)*

The Chancery Court is one court, together with circuit and probate, that collectively make the second tier of Arkansas' court system. Chancery court jurisdiction includes divorce, child custody, injunctions, and land disputes. The right to trial by jury exists in circuit court but not in chancery court. Chancery court is comprised of 29 judges that serve on both probate and chancery court, each elected circuit-wide in one of 25 circuits for a six-year term of office.

### TEXT #4

*(U.S. Supreme Court ... MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.*

#### **Brown v. Board of Education, 347 U.S. 483 (1954)**

“We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does...We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

### TEXT #5

*14<sup>th</sup> Amendment to the U.S. Constitution*

#### SECTION 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.



“...such use of the Arkansas National Guard was and is in violation of the rights of the Negro children under the 14th Amendment as determined by this court.”

*Sept. 20, 1957  
Federal Judge  
Ronald N. Davies*

## HANDOUT #3: STUDENT ASSIGNMENT – PAGE 3 OF 4

### TEXT #6

*Blossom Plan (Plan for integration in Little Rock Public Schools by Superintendent Virgil Blossom.)*

- Volunteers within the African American student population will be permitted to ask to enroll at Central High School
- Integration will begin in the fall of 1957 at Central High School,
- Integration at the junior high level will begin in the fall of 1960
- Tentatively, integration will be permitted at the elementary level by 1963
- Transfer provision will allow students to transfer from a school where their race is in the minority

### TEXT #7

*MIKE WALLACE INTERVIEW*

*Guest: Governor Orval Faubus of Arkansas*

**FAUBUS:** Eighty-two percent of the people of Little Rock itself concurred in the belief that disorder and violence would have occurred had I not taken the action which I did.

**WALLACE:** And therefore you would take the word of a survey to the effect that eighty-two percent of the people thought that you were right and defy a Court Order... defy an order of the Federal District Court.

**FAUBUS:** We are not defying a Court Order.

**WALLACE:** How do you say that, sir?

**FAUBUS:** Because the paramount obligation is to keep the peace and good order of the community. If it interferes for a time with certain other liberties, then that has always been the case. In the case of floods -- when we used to have the great floods on the Arkansas -- the federal authorities could make a decision to dynamite and breach the levies and flood hundreds of people out of their homes. Weren't those people deprived of certain privileges and liberties for the benefit of their whole, in that particular case?

**WALLACE:** Let's confine ourselves to this specific...

**FAUBUS:** All right, but I'm getting you a parallel.

**WALLACE:** Governor, tell me this. You called out troops to prevent a handful of Negro children from integration.

**FAUBUS:** No.

**WALLACE:** Well, if you let me state my premise and then you can answer. All right, sir?

**FAUBUS:** All right.

**WALLACE:** You say that you did this to prevent violence. Now, let me ask you this; Why did you not, instead, assign a dozen troops to escort each Negro child to and from classes, thereby preventing violence and obeying the order of the Court at the same time?

**FAUBUS:** Because the best way to prevent the violence was to remove the cause. You would not have removed the cause by that type of activity; you would have had the imminence of disorder and violence within the school, and outside the school. And, whether or not it breaks out in the school, it could break out in other sections of the city.

**WALLACE:** Governor, the plan for gradual integration in Little Rock, Arkansas, was drawn up by the Little Rock School Board back in 1955. Now, how is it that in the past two years, you, as Governor, have failed to see to it that the road was properly paved for integration here in Little Rock, as other cities throughout the border States of the South have done?

**FAUBUS:** Our School Districts are an autonomous part of government -- they are an independent part of government in themselves. -- And there are eight public School Districts within the State that have integrated. The State Colleges, of which I appoint the Board Members, have integrated, the University has integrated, all the public transportation systems, both city buses and all have integrated.



### HANDOUT #3: STUDENT ASSIGNMENT – PAGE 4 OF 4

**WALLACE:** You said that...

**FAUBUS:** And that has been left alone to the decision of each one that was affected.

**WALLACE:** But this you would not leave to the decision of the Board of Education of Little Rock.

**FAUBUS:** Watch, watch, watch carefully. Because there was the eminence of disorder and violence.

**WALLACE:** According to you... according to you, sir. According to...

**FAUBUS:** Yes, according to me and according to the belief of eighty-two percent of the people.

**WALLACE:** But according to the belief of no city official of Little Rock.

**FAUBUS:** Well, I have here a statement from eight of the aldermen, signed.

**WALLACE:** After the fact.

**FAUBUS:** But their signature is saying that if I had not taken the action which I did that there would have been disorder and violence.

**WALLACE:** Governor, what's your opinion of the crowds of white adults who gather outside of Central High School each weekday morning, they curse at any Negro who happens to pass by, they call Negroes animals, and almost to a man they say, "Governor Faubus has done the right thing," what do you think of these people?

**FAUBUS:** Well, malice, envy, hate is deplorable, in any place or in any circumstances, but as President Eisenhower has said himself, you can't change the hearts of people by law. Now, in view of the progress that we have made, all I ask for in this situation, and all I've ever asked for, is some time for the situation to change for it to become acceptable, so that there would not be disorder and violence. And if so be that this right, which was ruled as proper by the Supreme Court for 80 or 90 years, and then was upset all at once in 1954. If it is right, it will come about. So, why should we be so impatient as to want to force it, because force begets force, hate begets hate, malice begets malice. But, if time was given for an adjustment of the attitudes and the feelings of people, then it can be peacefully accomplished, which would be better for all concerned.



“...No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States...”

*14th Amendment,  
Section 1*

## HANDOUT #5: TEXT ANALYSIS WORKSHEET

Use texts 1-7 to answer each of the following questions. Draw evidence from informational texts to support your analysis and reflections.

What wording in the *Brown v. Board of Education* case would raise issues with the desegregation of public schools in the U.S.?

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Analyze the plan for integration which the School Board of Little Rock, Arkansas adopted. What appears to be the motive(s) behind this plan?

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According to Arkansas Governor Faubus, why did he intervene in the integration of Central High School? What does Governor Faubus believe to be his duty as governor? Analyze the Governor's words and his actions to determine if you think he upheld his duty?

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Use the appropriate documents to determine if U.S. District Judge Ronald N. Davies, from Fargo, North Dakota, possessed the legal right to decide a case in Little Rock, Arkansas. Cite the documents which support your opinion.

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## HANDOUT #6: RESEARCH/DISCUSSION/ESSAY

Each of you will be placed into a group of three or four students. Each group will choose a contemporary issue which involves a conflict between the Federal and State levels of government. Possible topics include (but not limited to); gun ownership, gay rights, national health care.

Each group will research the topic on the web you choose. Each student will be expected to take notes during your research, which will demonstrate your understanding of the issue. Upon completion of your research, each group will present to the class the following topics:

- What is the key issue(s) concerning your chosen topic?
- How does this issue illustrate the conflict between the Federal and State levels of government in the United States?

Following all of the presentations, a class discussion will be held on the subsequent topic of conversation:

*If the majority of the citizens of a community are against a government program supported by law or a court ruling which brings about social change and is fundamentally against the personal beliefs of the majority of the community, should the community be forced to accept the law or court ruling?*



“Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue.”

*Rev. Martin Luther King, Jr.*

**ACTIVITY OPPORTUNITIES:**

Opportunities to read/research/discuss/examine social studies content

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/American History/Arkansas State History/Contemporary U.S. History, Government, Civics

**DIRECTIONS FOR TEACHERS:**

The objective for this activity is to develop the student's ability to source a text. Historical texts do not provide perfect windows into the past. Each text has relative strengths and weaknesses. This activity gauges whether students can see not only how a text provides evidence about the past, but also its limitations.

This activity also assesses the student's ability to use evidence to support a historical argument. Students are provided three texts that provide perspectives on the actions of Judge Ronald N. Davis.

Place the students into groups of three or four. The groups should be determined by reading levels. Each group will receive three texts. The texts are arranged in three distinct categories; Category #1 for the highest reading levels, Category #2 for middle reading levels and Category #3 for the lowest reading levels. Matching the students with the appropriate reading level will provide all students with the opportunity to develop their skills.

Each group should read the assigned texts. Following the reading of the texts, the students should cooperate within their groups to answer the questions which accompany the texts.

After each group has answered their questions, have each group share their findings with the entire class.

Following the class discussion, each student will draw evidence from the texts to write an explanatory essay concerning the following: Explain how understanding the source of a historical text is vital to understanding the opinion of the writer of the text.

This is a ready-made differentiated activity focusing on one moment within the civil rights movement during the 1950s. It is recommended that the classroom teacher presents this activity after content knowledge concerning the desegregation of schools in the U.S. has been gathered by the students.

Students need to have some prior knowledge concerning the events which led up to the 1957 desegregation of Central High School in Little Rock, Arkansas.

The teacher should also discuss with the students a logical method to interpret texts. Handouts are included for this purpose.

**HANDOUTS INCLUDED WITH THIS ACTIVITY:**

- #1 Student Assignment (including texts)
- #2 Text Analysis Worksheet
- #3 Using Primary Sources (The Library of Congress provides countless materials for teachers to use, such as worksheets and analysis forms.) Go to <http://loc.gov/teachers/>



## HANDOUT #1: STUDENT ASSIGNMENT INCLUDING TEXTS

### GROUP #1

#### Instructions for students:

Each student is expected to read the three texts.

Upon completion of the readings, each student will cooperate with other members of their group to answer the questions on the text analysis worksheet.

Each group will share their findings with the entire class.

\*In some cases, the texts which have been selected are not complete.

\*\*Spelling and grammatical errors were kept in place for accuracy.

\*\*\*Some of the texts are actual photocopies of the original text

### TEXT #1

#### NEW YORK HERALD TRIBUNE

Monday, September 9, 1957

#### The Uncompromising Judge

In the Little Rock situation there is at least one person who has acted with consistent courage. We mean Federal Judge Ronald N. Davis, the visiting jurist from North Dakota. At no time has he shown the slightest disposition to yield expediency.

From the very start Judge Davies has seen the problem clearly and refused to be diverted. He struck down the conflicting state court injunction as an obvious violation of the Federal Courts' approval of the locally devised plan for moderate and gradual integration of public schools.

When Gov. Faubus called out the National Guard on the pretext that peace was threatened, Judge Davies said he would take this at face value. But he never the less order the school proceed forthwith with the integration plan. And when at the weekend the school officials fearsomely asked permission to hold off, Judge Davies dismissed the arguments as "anemic". He said correctly that there had been no violence so far, nor "any indication in the future". Furthermore, with all regard for Little Rock's difficulties in the face of Faubus-manufactured confusion. Judge Davies insisted, "I have a Constitutional duty and obligation from which I will not shrink". He went on to say court decrees cannot be flouted. The petition was therefore denied.

Of course it can be argued from hindsight that Judge Davies was only doing what he was supposed to do, that he had no alternative, but to hew the line. Well perhaps so. But the point is Judge Davies did perform his duty, immediately and vigorously. In a world given to vacillating and compromise, to being "practical", we admire a man who meets crisis head on and never mind the torpedoes. This is an example to remember.

“To yield to  
(the state’s  
illegal  
interference)  
would be  
to enthrone  
official  
lawlessness  
and  
lawlessness  
if not  
checked  
is the  
precursor to  
anarchy.”

1958  
U.S. Supreme Court,  
Justice Felix Frankfurter  
(Supporting Judge  
Ronald N. Davies  
ruling in Little Rock,  
Arkansas)

## HANDOUT #2:

STUDENT ASSIGNMENT INCLUDING TEXTS

GROUP #1

TEXT #2

FEDERAL BUREAU OF INVESTIGATION  
INTERVIEW REPORT

On September 4, 1957, Federal Judge RONALD N. DAVIES, EDA, Little Rock, Arkansas, advised he received four telegrams on the night of September 3, 1957. These telegrams were made available to SA NICHOLAS D. HARREL on September 4, 1957, and are as follows:

1. Your Honor joint resolution Congress 3537 Page 171 Federal interposition usurpation farewell address George Washington.  
Thomas Horace Evans MD 350 South Main St  
Freeport NY
2. Why didn't you order his Honor. the Gov. of Arkansas to integrate our schools instead of Blossom's dominated local school board? Could it be you know better.  
Mrs Jno N Watkins 1722 Broadway Little Rock Ark.
3. Your Honor - May I respectfully remind you, sir, you have no jurisdiction representing the Federal Government in our local Pulaski county school district? Will you please get your cottin - pickin' self back up to North Dakota?  
Mrs Bob Cook 5810 Hawthorne Little Rock Ark.
4. Sir: Since when has the Federal Government taken over local schools? You have no judicial authority in Pulaski county school districts opinions notwithstanding.  
Mrs Jno A Kaufman 103 East 24th Little Rock Ark.

Judge DAVIES stated he does not consider any of the telegrams to be of a threatening nature. He stated he has received no letters of a threatening nature concerning the integration of Little Rock Central High School. Judge DAVIES further stated he has received no phone calls he would consider threatening, but his secretary, Miss ZONA McARTHUR had received two anonymous telephone calls on September 4, 1957.

On September 4, 1957, Miss ZONA McARTHUR, Secretary to Judge DAVIES, advised she received two anonymous phone calls on September 4, 1957, and neither one was considered by her to be of a threatening nature to her or Judge DAVIES. She stated both callers asked her to tell Judge DAVIES he should go back to North Dakota where he belongs.

Interview with Judge RONALD N. DAVIES File # 44-341  
on 9/4/57 at Little Rock, Arkansas  
by Special Agent NICHOLAS D. HARREL

FIGURE 4  
FBI report sent to  
Judge Davies

## HANDOUT #3: STUDENT ASSIGNMENT INCLUDING TEXTS

### GROUP #1

#### TEXT #3

#### Letter to Judge Davies in Little Rock

Ronald N. Davies, why don't you heist your tail and get out of the South before some Southerner cuts it off for you.

The Lord knew what he was doing when he sent the negro to Africa, a country surrounded by water; where they can slash each other to their hearts content. If you were half smart you would make a decree to send them back to Africa. Why don't you give a decree to send the good Indians to a good white school. We would all welcome the Indians, a fine and noble people.

Why don't you go and stay in N----- town while you are here. That's the proper place for you. If you are not going to live with the N-----, why don't you go blow your nose and go back up north where you belong. We can do without your smart aleck ego. You really think you are something else don't you. To us you are nothing but white trash.

Signed,  
An American  
Sept. 5 1957



“From the very start Judge Davies has seen the problem clearly and refused to be diverted.”

*New York Herald  
Tribune  
Monday,  
September 9, 1957*

## HANDOUT #4: STUDENT ASSIGNMENT INCLUDING TEXTS

### GROUP #2

#### Instructions for students:

Each student is expected to read the three texts.

Upon completion of the readings, each student will cooperate with other members of their group to answer the questions on the text analysis worksheet.

Each group will share their findings with the entire class.

\*In some cases, the texts which have been selected are not complete.

\*\*Spelling and grammatical errors were kept in place for accuracy.

\*\*\*Some of the texts are actual photocopies of the original text

### TEXT #1

#### The Fargo Forum

Saturday, September 28, 1957

(Fargo, North Dakota Newspaper)

*Judge Davies Goes About Duties Calmly In Midst of Little Rock Integration Row*

Little Rock, Ark (AP) – The diminutive federal judge whose “routine” temporary assignment here tumbled into the pages of history goes about his business calmly in the midst of the integration uproar.

U.S. Dist. Judge Ronald N. Davies of Fargo, ND, a brisk but unexcitable man, walks across the street from his hotel to the federal building about 9 a.m. everyday and winds up about 5:30 p.m.

He handles a normal backlog of civil and criminal cases from east Arkansas.

At night he studies briefs, read magazines, writes letters to his family and watches television Westerns.

During weekends, Davies has found time for some sightseeing. Sometimes he dines in restaurants away from his hotel.

“Unfortunately I am recognized in public places,” Davies said. “Yes it is because of my size.”

The judge who ran 100 yards in 10 seconds flat during his college days stands only 5’ 1”. The judge, a Roman catholic says he attends 9:00 o’clock Mass at a downtown cathedral. Davies winces at the thought that his children at home worry about his safety. “Our family has lived a quiet life,” he said. “The children can’t understand the emotion charge atmosphere here.” Davies has assured his family, “that you don’t meet nicer people than those in Little Rock.”

The judge said “the assignment from North Dakota to Arkansas—pending the appointment of a permanent judge for eastern Arkansas--- was as routine as anything could be.” “Sparsely populated North Dakota has had two federal judges since 1955 for the first time”, Davies said. “Whenever there is a temporary vacance the Senior Circuit Court of Appeals judge picks a district judge to fill it”, said Davies. “Naturally he is going to choose a judge from an an area which can afford the temporary loss.” Segregationists in Arkansas claim that Davies was hand picked and imported here.

Davies explanation of how he came to the racial storm center is as close as he would come to official comment on the integration issue. His official handiwork—the injunctive proceedings against interference with school integration—is open to inspection by all.



## HANDOUT #5: STUDENT ASSIGNMENT INCLUDING TEXTS

### GROUP #2 TEXT #2

#### WESTERN UNION TELEGRAM

To Judge Davies=United States Court LRock

Continued resistance to overwhelming public opinion on your part displays more stubborn pride than discretion and the exercise of sound judgement. You are attempting to deal with a situation which is foreign to your background and previous environment. Wouldn't it be best for you to leave gradual integration to local authorities

Sincerely Edward B Ballou

### TEXT #3

#### Letter to Judge Davies in Little Rock

Ronald N. Davies, why don't you heist your tail and get out of the South before some Southerner cuts it off for you.

The Lord knew what he was doing when he sent the negro to Africa, a country surrounded by water; where they can slash each other to their heart's content. If you were half smart you would make a decree to send them back to Africa. Why don't you give a decree to send the good Indians to a good white school. We would all welcome the Indians, a fine and noble people.

Why don't you go and stay in N----- town while you are here. That's the proper place for you. If you are not going to live with the N-----, why don't you go blow your nose and go back up north where you belong. We can do without your smart aleck ego. You really think you are something else don't you. To us you are nothing but white trash.

Signed,  
An American  
Sept. 5 1957



“We conclude that, in the field of public education, the doctrine of “separate but equal” has no place.”

*1954 U.S. Supreme Court ruling in Brown v Board of Education*

## HANDOUT #6: STUDENT ASSIGNMENT INCLUDING TEXTS

### GROUP #3

#### Instructions for students:

Each student is expected to read the three texts.

Upon completion of the readings, each student will cooperate with other members of their group to answer the questions on the text analysis worksheet.

Each group will share their findings with the entire class.

\*In some cases, the texts which have been selected are not complete.

\*\*Spelling and grammatical errors were kept in place for accuracy.

\*\*\*Some of the texts are actual photocopies of the original text

### TEXT #1

#### Letter to Judge Davies

Dear Integration Lover:

Lets ship southern negroes to your neighborhood & schools so your children can integrate & intermarry with the ngroe children. So you can "practise what you preach"! Hurrah for Integration for Judge Davies childre.! Come north negroes-come north Integrate Intermarry One world One peace

Unsigned letter to Judge Davies

### TEXT #2

#### Letter to Judge Davies in Little Rock

Ronald N. Davies, why don't you heist your tail and get out of the South before some Southerner cuts it off for you.

The Lord knew what he was doing when he sent the negro to Africa, a country surrounded by water; where they can slash each other to their hearst content. If you were half smart you would make a decree to send them back to Africa. Why don't you give a decree to send the good Indians to a good white school. We would all welcome the Indisans,a fine and noble people.

Why don't you go and stay in N----- town while you are here. That's the proper place for you. If you are not going to live with the N-----, why don't you go blow your nose and go back up north where you belong. We can do without your smart aleck ego. You really think you are something else don't you. To us you are nothing but white trash.

Signed,  
An American  
Sept. 5 1957

### TEXT #3

#### Letter to the wife of Judge Davies

Mrs. Ronald E. Davies  
 Fargo, ND

My dear Mrs. Davies:

I have been praying for you and your five children that you have so much trouble at home that your husband that he will not be able to stir up trouble. I know that you are ashamed of what he did in Little Rock. "Vengeance is mine I will repay saith the Lord". It is God's word. You will have top learn to fear God. He is the Great Judge. And your husband and all people will have to appear before him. I am praying that you husband will admit his wrong doings in Little Rock.

Katherine Couley  
Uniuon Mills, N.C.  
October 7, 1957

## HANDOUT #7: TEXT ANALYSIS WORKSHEET

Name the source of your texts?

Text #1 \_\_\_\_\_

Text #2 \_\_\_\_\_

Text #3 \_\_\_\_\_

Analyze the opinions given of Judge Davies by the writers of your documents? Cite specific words and phrases which support your analysis.

Text #1

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Text #2

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Text #3

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Following a class discussion, you will draw evidence from these texts to write an explanatory essay concerning the following: Explain how understanding the source of a historical text is vital to understanding the opinion of the writer of the text.

“In an organized society there can be nothing but ultimate confusion and chaos if court decrees are flaunted, whatever the pretext.”

*Sept. 7, 1957  
Federal District Judge  
Ronald N. Davies*

**ACTIVITY OPPORTUNITIES:**

Research/read/discuss/write/examine social studies content/source texts

**GRADE LEVEL(S):**

Middle School/High School

**COURSES:**

U.S. History/AP U.S. History/Psychology/Sociology/American History/Arkansas State History/Contemporary U.S. History, Government, Civics

**DIRECTIONS FOR TEACHERS:**

The objectives for this activity are to put the students into the role of a historian, develop strategies for applying methods in historical inquiry, develop visual literacy skills to understand artifacts, develop writing skills and use a primary record to formulate historical questions for further research.

This is a Document Based Question Activity. The students are required to read and analyze texts. The students follow the reading of the texts with the writing of an essay.

The teacher may use this activity as a two day activity which would provide students with opportunities to develop reading and interpretation skills as well as writing skills.

The teacher may also decide to use this as a one day lesson to prepare AP students to address the time constraints of completing a timed writing assignment.

It is recommended that the classroom teacher conducts this activity after content information

concerning the desegregation of schools in the U.S. has been presented. Students need prior knowledge concerning the events which led up to the 1957 desegregation of Central High School in Little Rock, Arkansas.

The teacher should also discuss a logical method to interpret texts (documents). Handouts are included for this purpose.

The teacher should also provide directions and expectations for essay writing (see Common Core Standards in English Language Arts Literacy in History/Social Studies handout).

Students should be provided time to analyze the texts. Encourage students to use the enclosed Text Analysis Form (or one you wish to provide) to record their analysis.

Following the text analysis, the students should address the following:

*Following the U.S. Supreme Court decision Brown v. Board of Education (Topeka) in 1957, public schools in the United States were expected to integrate. Integration of public schools in Little Rock, Arkansas was accompanied with violence. Analyze the causes for the violence which occurred during the integration of Central High School.*

**HANDOUTS/INFORMATION INCLUDED WITH THIS ACTIVITY:**

- #1 Student Assignment (Including texts)
- #2 Text Analysis Form
- #3 Using Primary Sources Handout



## HANDOUT #1

STUDENT ASSIGNMENT –  
PAGE 1 OF 4

### DIRECTIONS FOR STUDENTS:

The following activity requires you to write an essay which integrates your interpretation of the texts found within this activity.

You will be provided a specified amount of time to read the texts. Use the Text Analysis Worksheet to record your reactions to each text.

Following this time period, you will write an essay responding to the following prompt: Following the U.S. Supreme Court decision *Brown v. Board of Education* (Topeka) in 1957, public schools in the United States were expected to integrate. Integration of public schools in Little Rock, Arkansas was accompanied with violence. Analyze the causes for the violence which occurred during the integration of Central High School.

\*Not all texts are complete

\*\*Spelling and grammatical issues were left in place to authenticate the texts

### TEXT #1

#### (Supreme Court Ruling)

“Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racially integrated school system... We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.”  
*1954 U.S. Supreme Court ruling in Brown v. Board of Education*

### TEXT #2

#### (Supreme Court Ruling)

...the states end segregation with “all deliberate speed.”  
*1954 U.S. Supreme Court (Explaining when integration in schools must take place.)*

“One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws.”

*Rev. Martin Luther King, Jr.*



## HANDOUT #1

STUDENT ASSIGNMENT –  
PAGE 2 OF 4

### TEXT #3 (Cartoon)



Cartoon by Jon Kennedy, *Little Rock Arkansas Democrat*, May 17, 1954  
(Courtesy of *Arkansas Democrat-Gazette*)

### TEXT #4 (Document)

“Blossom Plan”

“Desegregation will begin in the fall of 1957 at Central and filter down to the lower grades over the next six years. Students will be permitted to transfer from any school where their race is in the minority.”

May 24, 1955 *Virgil Blossom Superintendent of Little Rock Public Schools*

### TEXT #5 (Document)

“We stand for the traditional segregationist policy and for the racial status quo, and with womanly concern for the physical and emotional welfare of innocent white children strained and sickened by the “unspeakable” conditions under which they are being forced to struggle for an education.”

August, 1957 *League of Central High School Mothers*

### TEXT #6 (Newspaper Headlines)

“COURT BARS SCHOOL INTEGRATION HERE; GOVERNOR WARNS OF POSSIBLE VIOLENCE”

August 29, 1957 *Headlines from the Arkansas Democrat newspaper*

### TEXT #7 (Newspaper Excerpt)

“Violence is brewing, if school officials attempt to integrate Central High School with the opening of the fall term Tuesday. She said she was told of the brewing violence in strict confidence and she refused to name her informer.”

August 30, 1957 *Arkansas Gazette*

## HANDOUT #1

### STUDENT ASSIGNMENT – PAGE 3 OF 4

#### TEXT #8 (Document)

“I have heard that white supremacists from all over the state are descending on Little Rock. I declare Central High School off-limits to blacks and Horace Mann, the black high school, off-limits to whites. I also proclaim that if the black students attempted to enter Central, “blood will run in the streets.”

*September 2, 1957*

*Arkansas Governor Orval Faubus*

#### TEXT #9 (Judicial Statement)

“The chief executive of Little Rock has stated that the Little Rock Police have not had a single case of inter-racial violence reported to them and that there has been no indication from source available to him that there would be violence in regard to this situation.

In an organized society there can be nothing but ultimate confusion and chaos if court decrees are flaunted, whatever the pretext.”

*Sept. 7, 1957*

*Federal Judge Ronald N. Davies*

#### TEXT #10 (Document)

“The majority of the League of Central High School Mothers members are married, lower middle-class and working-class women not in paid employment. Only about one-fifth of its 165 members are the mothers of Central High pupils.”

*September 18, 1957*

*FBI report to Federal Judge Ronald N. Davis*

#### TEXT #11 (Judicial Ruling)

“Although the use of armed force by the state of Arkansas to deny access to the school by Negro children has been declared by Governor Faubus to be required to preserve peace and order, such use of the Arkansas National Guard was and is in violation of the rights of the Negro children under the 14<sup>th</sup> Amendment as determined by this court.”

*Sept. 20, 1957*

*Federal Judge Ronald N. Davies*

#### TEXT #12 (Supreme Court Ruling)

“To yield to (the state’s illegal interference) would be to enthrone official lawlessness and lawlessness if not checked is the precursor to anarchy.”

*1958 U.S. Supreme Court,*

*Justice Felix Frankfurter*

*(Supporting Judge Ronald N. Davies ruling in Little Rock, Arkansas)*



“Davies has assured his family, “that you don’t meet nicer people than those in Little Rock.””

*The Fargo Forum*  
*Saturday,*  
*September 28, 1957*



# HANDOUT #1

STUDENT ASSIGNMENT - PAGE 4 OF 4

TEXT #13  
(Photo)



September 23, 1957  
courtesy of The Library of Congress



**HANDOUT #2****TEXT ANALYSIS WORKSHEET – PAGE 1 OF 4****TEXT #1 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #2 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #3 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #4 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

“We hold these truths to be self evident, that all men are created equal...”

*Thomas Jefferson*

**HANDOUT #2****TEXT ANALYSIS WORKSHEET – PAGE 2 OF 4****TEXT #5 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #6 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #7 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #8 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**HANDOUT #2****TEXT ANALYSIS WORKSHEET – PAGE 3 OF 4****TEXT #9 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #10 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #11 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

**TEXT #12 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?  
 \_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.  
 \_\_\_\_\_

“Separate  
educational  
facilities are  
inherently  
unequal.”

*Brown v. Board of  
Education, 347 U.S.  
483 (1954)*

**HANDOUT #2**

TEXT ANALYSIS WORKSHEET - PAGE 4 OF 4

**TEXT #13 (CHECK 1):****Type of text:**

Newspaper       Court Statement       Memorandum       Personal Statement  
 Other (explain) \_\_\_\_\_

Date of text: \_\_\_\_\_ Author of the text \_\_\_\_\_

What is the most important information found within the text?

\_\_\_\_\_

Cite specific evidence from the text that gives you clues about life in the United States or the state of Arkansas during this specific time.

\_\_\_\_\_





## HANDOUT #3

### WORKING WITH TEXTS

#### COMMENTS CONCERNING THE USE OF PRIMARY SOURCES

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources provides you with a powerful sense of history and the complexity of the past. Analyzing primary sources can also lead to higher-order thinking and better critical thinking and analysis skills.

Questions to consider for each primary source:

- Who created this primary source?
- When was it created?
- Where does your eye go first?
- What do you see that you didn't expect?
- What powerful words and ideas are expressed?
- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?
- What was happening during this time period?
- What was the creator's purpose in making this primary source?
- What does the creator do to get his or her point across?
- What was this primary source's audience?
- What biases or stereotypes do you see?



“Oppressed  
people  
cannot  
remain  
oppressed  
forever.”

*Rev. Martin  
Luther King, Jr.*

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

CCSS for Literacy in All Subjects Anchor Standard	(6-8)	(9-10)	(11-12)
<b>WRITING/HISTORY (WHST)</b>  <b>1</b>  <b>ARGUMENTATIVE WRITING</b>	<p>Write arguments focused on discipline specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim (s) from alternative or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Write arguments focused on discipline specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<b>WHST 2</b>  <b>INFORMATIVE/ EXPLANATORY WRITING</b>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow;</p> <p>organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables, and multimedia) when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<b>WHST 3</b>  <b>NARRATIVE</b>	(Not applicable as a separate requirement in social studies)	(Not applicable as a separate requirement in social studies)	(Not applicable as a separate requirement in social studies)
<b>WHST 4</b>  <b>TASK, PURPOSE AND AUDIENCE</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS for Literacy in All Subjects Anchor Standard	(6-8)	(9-10)	(11-12)
<b>WHST 5</b> WRITING PROCESS	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>WHST 6</b> TECHNOLOGY	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to on-going feedback, including new arguments or information.
<b>WHST 7</b> INQUIRY AND RESEARCH	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.
<b>WHST 8</b> RELEVANT AND RELIABLE RESOURCES	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and overreliance on any one source and following a standard format for citation.
<b>WHST 9</b> EVIDENCE FOR ANALYSIS AND REFLECTION	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>WHST 10</b> ROUTINE WRITING	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS for Literacy in All Subjects Standard Anchor Standard	(6-8)	(9-10)	(11-12)
<b>READING/HISTORY (RH) 1</b> EXPLICIT/IMPLICIT MEANINGS	Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>RH 2</b> MAIN IDEAS	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Determine the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among key details and ideas.
<b>RH 3</b> TEXT RELATIONSHIPS	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>RH 4</b> VOCABULARY	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term of the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
<b>RH 5</b> TEXT STRUCTURE	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Analyze how a text uses structure to emphasize key points or advance an explanation and analysis.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
<b>RH 6</b> AUTHOR PURPOSE/PERSPECTIVE	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>RH 7</b> VISUAL LITERACY/TECHNOLOGY	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>RH 8</b> ARGUMENT AND SUPPORT	Distinguish among fact, opinion, and reasoned judgment in a text.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>RH 9</b> MULTIPLE TEXTS	Analyze the relationship between a primary and secondary source on the same topic.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>RH 10</b> TEXT COMPLEXITY	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

# The Road<sub>TO</sub> Little Rock



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## Humanities

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