



Little Rock Nine: The Value of Education

Objectives:

By the end of the lesson, students will be able to:

1. Describe how segregation originated in America.
2. Explain how school segregation was carried out.
3. Know the 9 students that desegregate a high school in Little Rock Arkansas in 1957
4. Evaluate the value of education

Materials Needed

1. Retention Stats of your school or in your state

Vocabulary

- Black Codes
- Jim Crow Laws
- School Segregation

Bloom Taxonomy	Affective Domain	Gardner's Multiple Intelligences
<ul style="list-style-type: none"> • Knowledge • Understanding • Application • Analysis 	<ul style="list-style-type: none"> • Receiving • Responding • Valuing • Organizing 	<ul style="list-style-type: none"> • Linguistic • Interpersonal • Bodily Kinesthetic

Introduction/Motivation

Part 1

- Select something of value to share with students.
- Tell students the reason(s) why you value it.
- Have students share what they value.
- Have students describe actions displayed when someone values something.
- Make a list of actions.
- Make a list of items that they value.

Part 2

- Once/If a student says they value school/education, discuss the actions that occur when someone values school.
- Make a list.
- Share with students the attendance/retention stats at your institution or in your state.
- Ask students, “Based on the attendance/retention stats, do you think students value education?”
- Have an in-depth discussion on reasons why some students may not value education.
- Make a list with the reasons.
- Say, **today we are going to learn about 9 students that were willing to be put in danger to receive a quality education.**

Background of Segregation

- Segregation first originated in the form of Black Codes in 1865. These Black Codes controlled where African Americans could work and live. Thus, it allowed African Americans to earn very little and work only certain types of jobs.
- Once segregation became official policy, legislators separated African American and white from all public spaces like public parks, theaters, pool areas, cemeteries, and jails. Public transportation such as buses, trains and taxis were segregated. These prohibitions were called Jim Crow Laws approved by the separated but equal doctrine.
- School Segregation required that African Americans and white people be prohibited from attending the same schools. Although public spaces and schools were separated, they were often not equal.
- The Little Rock Nine were a group of students that integrated Central High School in Little Rock Arkansas in 1957. The Little Rock Nine students were able to integrate Central High School because of the landmark Civil Rights case Brown v. Board of Education of Topeka which declared all segregation in public schools unconstitutional.

Body

- Share with students, the first day of school for the Little Rock Nine students was September 4, 1957. The Governor Orval Faubus blocked the students from entering the school. A month later, President Dwight D. Eisenhower sent the federal troops to escort the students in the school.
- Share with students the Little Rock Nine students were Minnijean Brown, Elizabeth, Ernest Green, Thelma Mothershed, Melba Patillo, Gloria Ray, Terrence Roberts, Jefferson Thomas, and Carlotta Wall.
- Show photos of Little Rock Nine students.
- Revisit that President Dwight D. Eisenhower sent the federal troops to escort the Little Rock Nine students into Central High School. Discuss with students' reasons why the Little Rock Nine students were willing to risk their lives to attend Central High School.
- Generate a list of reasons.
- Match the list with previous list of why students do not value school. Discuss in-depth.

Activities

1. The Best Things About My School Project

- Have reflect on their school.
- After reflection, students must list what they like about their school.
- There should be at least 5 items on the list.
- Students will individually express their list in front of the class.

2. Research Project

- Students create a list of questions to ask fellow students about what they like and dislike about school.
- Students will use the questions to interview students.
- Students will record answers, analysis data, make assumptions about how students feel about school and create recommendations.

3. Writing Assignment

- Students individually summarize who were the Little Rock Nine, what they did and the impact they had on education. Students will also summarize what they learned from their example.

Links

- <https://www.history.com/topics/black-history/central-high-school-integration>
- <https://www.loc.gov/item/97516161/>
- <https://www.blackpast.org/african-american-history/little-rock-crisis-1957-2/>
- <https://www.britannica.com/topic/Little-Rock-Nine>