

**ED 101 Educational Technology Lab – Spring 2011
Boston University – School of Education**

LESSON PLAN

<i>Requirement</i>	<i>Your Answer</i>	<i>Points</i>
LESSON BASICS (28 pts.)		
Your Name	Marina Hunt	
Your ED101 Lab Section	C	
School	Jackson-Mann	
Grade(s) Observing	7 th and 8 th	
Supervising Teacher	Mr. Chernushin	
List any teaching help you may have during the lesson	Classroom Teacher	
Setting (in class, in computer lab, other?)	In class	
Technology needed to complete lesson	Four laptop computers (one for each of the debate groups)	
Other materials needed	Handouts	
Content Area(s)	American Civics	
Title of web site	Key Figures of Little Rock Desegregation	
Topic of Lesson	Leaders of Little Rock Desegregation (Review) <i>The overarching goal of this unit is to understand the steps leading up to and the events of Little Rock Desegregation. At the end of this unit, students will create a project explaining which key figure deserves to be memorialized for their actions in Little Rock. In this lesson, I will review the roles the key figures played in this process desegregation in Little Rock.</i>	
Goals of the Lesson	<i>The goal of this lesson is to summarize and examine the integral roles certain figures played in the desegregation of Little Rock High School. The figures discussed will be Faubus, President Eisenhower, The Little Rock Nine, and the Media. Through the form of a debate, students will critically examine the roles these figures played and, on a larger scale, consider the effect the choices of one person have on history.</i>	
Three Objectives	<ul style="list-style-type: none"> • <i>My students will be able to list the actions taken by the key figures of Little Rock Desegregation. These key figures are President Dwight Eisenhower, Governor Orval Faubus, The Little Rock Nine, and the</i> 	

	<p><i>Media.</i></p> <ul style="list-style-type: none"> • <i>My students will be able to compare the significance of each leader</i> • <i>My students will be able to question what would have been different had each key figure not been involved</i> 	
STANDARDS (20 pts.)		
Technology standard	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Internet, Networking, and Online Communication</p> <p>G6-8: 1.18 Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).</p>	
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts History and Social Studies Standards ➤ Concepts and Skills, Grades 8-12 ➤ History and Geography <p><i>7. Show connections, causal and otherwise between particular historical events and ideas and larger social, economic, and political trends and developments</i></p>	
LESSON PROCEDURE (30 pts.)		
Introduction of Lesson	<p><i>I will begin the class with a quick 3 to 5 minute warm up where the students will answer the question: Which figure from the Little Rock Desegregation do you think was the most important? Why? After giving the students three minutes to write, I will take a poll of the students, seeing how many people from each group.</i></p> <p><i>Originally, students will be sitting at their assigned seats in their regular classroom.</i></p>	
Lesson Procedure, Web Site Use, and Technology Standard	<p><i>The students will first complete the warm up written on the board which asks which figure or group from the Little Rock Desegregation was most important and why. After about three minutes, I will poll the class quickly by asking them to raise their hands to indicate which of the leaders or groups they thought to be most important. From each of the groups, I will select one student at random to explain their reasoning behind</i></p>	

choosing that person or group.

I will then number the students off by fours and have them move into separate areas of the classroom. I will assign each group one of the four key people or groups: Faubus, Eisenhower, the Little Rock Nine, and the Media. I will first pass out a handout that explains that they will be doing “research” on this topic from the website that I created and that they will be responsible for arguing that their assigned topic deserves to be memorialized more than the others. The handout will have the following questions:

- Who was this person or group? What role did they play in school desegregation?*
- What are the three best arguments why this person or group should be memorialized? What is one good argument against?*
- Without this person or group, how would Little Rock Desegregation have been different?*

Within the group, they will determine who will be responsible for the introduction and summary, the argument, answering questions, and the conclusion. I will then give one computer to each group to do the research through my site. At this point, I will address my technology standard by having the link to the website written up on the board and having them enter the URL themselves and mention how to get to the external links provided on the website (either by copy/paste, or by clicking on them). I will also discuss what a URL means.

After about twenty minutes of research and completing the worksheet, the students will have the debate. First, each group will have a representative provide a summary of the role of their person or group. After each group has introduced their figure, another group member will argue why their figure deserves to be memorialized. After each group has presented their argument, any member from any group can ask questions to another group about their figure or their argument. One or two people from each group will be responsible for answering the questions. Finally, one member from each group will give a one minute summary of their figure and their argument.

In the approximately five minutes remaining in class, I

	<p><i>will poll the class again about which figure now deserves to be memorialized to see how opinions have changed.</i></p> <p><i>The web site will play the role of essentially allowing a small group of students to become experts on one sub-topic and becoming responsible for teaching the rest of the class the information. During the lesson, the students will only use the page of their respective person or group, but because of the summative nature of the theme, they will be able to access it as review for the unit as a whole, outside of class.</i></p>	
<p>ASSESSMENT (22 pts.)</p>		
<p>How will students be assessed?</p>	<p><i>My assessment plan for this lesson is two-fold. Because all of the students will be required to participate in the debate, their articulation both of the merits of their assigned figure and the actions they took will demonstrate comprehension.</i></p> <p><i>The handout that the students must complete prior to the debate will demonstrate both participation and critical thinking because they will not only have to summarize the actions of a key figure, but will have to consider exactly what role the figure played in this historical event. Because the curriculum framework that this lesson addresses is concerned with the links between historical events, the intent is that students by students answering the question on the handout that asks “Without this person or group, how would Little Rock Desegregation have been different” students will demonstrate an understanding of the importance of individuals in the course of history.</i></p> <p><i>Following the debate, students will also be assigned homework which will ask them to address the following questions:</i></p> <ul style="list-style-type: none"> <i>• What were the best arguments made for each team?</i> <i>• Which figure do you believe deserves to be memorialized now? Why?</i> <p><i>This will assess their wider comprehension of the roles of each of the key figures in Little Rock Desegregation along with assessing involvement in the entire debate.</i></p>	
<p>How will you know if</p>	<p><i>My students will be able to list the actions taken by the</i></p>	

<p>students have met the objectives stated above?</p>	<p><i>key figures of Little Rock Desegregation</i></p> <p><i>Students will each be assigned a particular key figure and must both write down and communicate to the rest of the class the actions taken by their respective figure. They will demonstrate an understanding of the actions taken by the other figures by discussing the best arguments about their merit.</i></p> <p><i>My students will be able to compare the significance of each leader</i></p> <p><i>Multiple times throughout this lesson, students will be asked to consider which leader they believe deserves to be memorialized. Through the debate (and the worksheet about the debate) they must construct an argument about the importance of their figures' actions compared to the other groups. To finally determine the person or group they believe deserves to be memorialized, they must both compare the merits of each leader and the strength of the arguments made by each team.</i></p> <p><i>My students will be able to question what would have been different had each key figure not been involved.</i></p> <p><i>In the worksheet distributed for the debate, students will be asked the conditional nature of history, answering the question "Without this person or group, how would Little Rock Desegregation have been different?" Similarly, through the debate, students must consider the relevance of their figure in order to debate for their importance.</i></p>	
<p>Web-based Quiz</p>	<p><i>1. What was Eisenhower's reaction to Faubus telling the Little Rock Nine to stay home on the first day of school?</i></p> <p><i>a. Had him removed from office</i> <i>b. Called in the national guard to escort the Little Rock Nine to school</i> <i>c. Made a law saying it was illegal to block integration</i> <i>d. Made a speech pleading with Faubus to control the mob</i></p> <p><i>2. Once the mobs dispersed and the Little Rock Nine were able to attend school, they faced no more obvious</i></p>	

	<p><i>attacks.</i></p> <p><i>a. True</i> <i>b. False</i></p> <p><i>3. According to a historian in the audio clip, why were people in Little Rock so upset that the National Guard came in?</i></p> <p><i>a. They were racist</i> <i>b. It increased the possibility of violence</i> <i>c. It reminded them of the Civil War and being controlled by the North</i> <i>d. They did not accept Eisenhower as a legitimate president</i></p> <p><i>4. The media mainly ignored Little Rock desegregation.</i></p> <p><i>a. True</i> <i>b. False</i></p> <p><i>5. Who came up with the school desegregation program in Little Rock?</i></p> <p><i>a. President Dwight D. Eisenhower</i> <i>b. Judge Ronald Davies</i> <i>c. Governor Orval Faubus</i> <i>d. Superintendent Virgil Blossom</i></p> <p><i>6. What happened when Minnijean Brown stood up to the white bullies?</i></p> <p><i>a. She was suspended for the year and eventually transferred to another school</i> <i>b. she was arrested for aggravated assault</i> <i>c. she was beaten up by the bullies she stood up to and transferred schools for fear of her life</i> <i>d. she did not stand up to the bullies</i></p>	
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