

LESSON PLAN #1

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NORTHWEST ARKANSAS
Education Service Cooperative

1. Descriptive Data

Teacher: _____

Date: _____

Subject Area: Social Studies/AR History

Grade Level: 7th-12th

Unit Title: AR History/African-American History Lesson Title: Record Keeping vs. Recording History:
Integrate the Record Books

2. Standards, Goals, & Objectives (National Middle School Association Standards 1, 2, 3, 4, & 5) (Multiple local, state, or national standards will be met upon completion of this lesson):

Lesson Goal(s):

- Engage students in jigsaw presentations to read *African-American Athletes in Arkansas* (see attached form for jigsaw)
- Challenge students to present their chapter in a fun and creative way to share with classmates

Lesson Objective(s):

AR History (7/8th Grade)

H.7.AH.7-8.8: Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas from multiple perspectives (e.g., integration, state legislation)

AR History (9-12th Grade)

Era5.5.AH.9-12.4: Analyze the social, economic, and political effects of the Civil Rights Movement in various regions of Arkansas using *primary* and *secondary sources* from multiple perspectives (e.g., segregation; voting; integration of Fayetteville, Hoxie, and Little Rock School Districts; federal and state legislation)

Era6.6.AH.9-12.4: Analyze ways that Arkansans addressed a variety of public issues by using or challenging local, state, national, and international laws

African-American History (9-12)

IE.6.AAH.2: Examine the various influences of African Americans on social change using *primary* and *secondary sources* from multiple perspectives (e.g., migration, feminism, military, social organizations)

JU.7.AAH.2: Identify unresolved social, economic, and political challenges for African-American men and women from 1970 to the present using a variety of sources representing multiple perspectives

3. Procedure

Grouping for lesson: ____ whole group X small group X individual (The only long chapter is Chapter 18, "Ali in Arkansas," so divide it among a few students. If a couple students independently read the same chapter, see how their summaries vary.

(2 minutes) **SET:**

- (1) Today, we are going to read an entire book together as a class, but in pieces. You will each play a role in piecing the entire book together similar to a jigsaw puzzle.

(2-3 class periods) **Activity:**

- (1) Allow students to review the chapters of the book *African-American Athletes in Arkansas* by Evin Demirel (see attached chart breaking down the chapters into four categories: Football, Basketball, Baseball, and Other)
 - Students will then choose a chapter to read and present the highlights to the class based on his/her interest.
- (2) *Optional: You can also read the “Introduction” as a class as a set.*
- (3) Encourage students to be creative in their presentation of their chapter. Students may choose to present as a handout, PowerPoint, speech, photo-montage, etc. Presentations should be 5-10 minutes maximum.

(10-20 minutes) **Closure:** Individually, ask students to reflect on their own presentation and how they could improve upon it if they were asked to present it again to another class. Likewise, ask students to write a response on what five facts they learned from other student presentations as well as strategies and/or techniques other student presentations utilized to teach their chapter that was creative and memorable.

4. Assessment of Student Learning

Teacher observation, student feedback, & questions & answers from closure activity.

5. Modifications for special needs and/or gifted

Student choice in selecting chapters to jigsaw, reading prompt aloud as a class, cooperative learning, open-ended creativity encouraged during presentation format.

6. Materials & Equipment Needed

-**Book:** *African-American Athletes in Arkansas: Muhammad Ali’s Tour, Black Razorbacks, & Other Forgotten Stories* by Evin Demirel (ISBN: 978-0-9990083-1-7)

7. Lesson Extension & Reflection

Ask students to discover ways the book could be jig-sawed together in other ways (i.e. high school, college, and professional breakdowns). Provide bonus points for students who are extra creative in how they present their chapter to the class and/or do additional chapters not covered by a classmate.

Students could even be charged with writing a 20th chapter of another story not included in the book as an extension of this lesson. They can research and write another chapter of an African-American biography or storyline not already covered in the book. Another possibility of the Chapter 20 could address perceived inequalities in today’s sports and culture. Prompt questions here could be: “Are there underrepresented athletes or sports today? (possible responses: soccer*, hockey (in the South), swimming, skateboarding, cheerleading, girls sports vs. boys sports [basketball, softball]. Why do you think they are underrepresented? Will widespread use of social media like Snapchat make it harder for future generations to remember these athletes’ exploits? Write a Chapter 20 about one of these sports and groups of athletes.

*Soccer is extremely popular in Latino communities. It may be worth asking students familiar with those communities to draw comparisons and contrasts to the socioeconomic issues discussed in the book relative to African-American communities. How well are sports records and other school news about Latinos chronicled by Spanish-language media outlets?

African-American Athletes in Arkansas JigSaw

Assignment: Choose any one chapter to read and present to the class to complete for this assignment.

Football	Basketball	Baseball	Other
Ch. 2 – “The Original Black Razorbacks” page 23	Ch. 6 – “The Sweetest Thing” page 48	Ch. 14 – “Dizzy Dean & Satchel Paige” page 101	Introduction
Ch. 3 – “Black Razorback Fans of the Jim Crow Era” page 33	Ch. 7 – “From Lonoke County to Legend” page 55	Ch. 15 – “Fort Smith’s Black Baseball Heritage” page 107	Ch. 1 – “Integrate the Record Books” page 17
Ch. 4 – “Black Arkansans Fueled the NFL’s Evolution” page 37	Ch. 8 – “Nolan Richardson Enters the Hall of Fame” page 61	Ch. 16 – In Montana, Arkansans Played Key Role in Success of Segregated Baseball Team” page 115	Ch. 13 – Photos from the Scrapbook” page 91
Ch. 5 – “The Pine Bluff Native Whose Protect Rocked the College Football World” page 43	Ch. 9 – “The Enduring Legacy of Little Rock’s Hilarious Jesters” page 63	Ch. 17 – “Vanishing Act” page 119	Ch. 18 – “Muhammad Ali in Arkansas” page 127
Ch. 12 – “Eddie Boone: Pioneer of the Arkansas Activities Association” page 81	Ch. 10 – “North Little Rock High School’s Title Evokes Dynasties of Another NLR School” page 71		Ch. 19 – “It’s Time Arkansas Follows Texas in Honoring Its Black Prep Sports Heritage” page 165
	Ch. 11 – “The Would-be Razorback Pioneer” page 77		

Important Dates

Assigned: _____

***Total Points = 100 pts.**

Due: _____