

LESSON PLAN (#4)

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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)

Standards (list local, state, or national standards which will be met upon completion of this lesson):

Lesson Goal(s):

- Engage students in lively analysis and discussion of ongoing issues with accurate record keeping
- Challenge students to develop a possible solution for accurately recording history
- Conduct an oral history project with a family member or surviving member of Arkansas athletics prior to 1966

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: X whole group X small group X individual

(2-5 minutes) SET:

- (1) Ask the class: “Who is the all-time home-run hitter in Major League Baseball (MLB)? Or the AR high school all-time leading scorer in basketball?”
- (2) Ask students: Why are historical records-often inaccurate and/or misleading? Possible responses can relate to a variety of reasons (i.e. missing data, record-keeping errors,

recorded history did not always start until a certain time, AND various activities were segregated.) List student responses for all to see.

(25-40 minutes) Activity:

- (1) As a class, read chapter one – “Integrate the Record Books” from *African-American Athletes in Arkansas* by Evin Demirel.
→ Students can be assigned this as homework the day before or can be read aloud in class together.
- (2) After reading, pose the following questions to all students and ask for sample responses:
 - a. When did the Arkansas Activities Association finally integrate all races? (A: 1966)
 - b. If schools were court-ordered to integrate after the 1954 *Brown v. Board* Supreme Court case with “all deliberate speed,” why do you think it took nearly twelve years to officially integrate sports programs and the AAA? Are there still issues involving integration that haven’t yet been fully resolved? Support your opinion. (A: student opinions)
 - c. What are some reasons all-black high schools are not mentioned in the official AAA record books before 1966? (A: 1-lack of proper documentation; 2-lack of newspaper coverage; 3-limited or no investigations to pool data from all-black schools; 4-lack of caring; or even 5-racial bias)
 - d. The author states in the closing paragraph: “At minimum, state activities associations need to make sure their press releases mention that the official records exclude many deserving black players.” Do you agree or disagree with this statement? If you agree, is it worth mentioning this if the detailed reports and statistics which would confirm those black players’ greatness have been lost or destroyed? Please explain. (A: student opinions)
- (3) After questions, have students read chapter nineteen – “It’s Time Arkansas Follows Texas in Honoring Its Black Prep Sports Heritage” from *African-American Athletes in Arkansas* by Evin Demirel.
- (4) After reading, pose the following questions to all students and ask for sample responses:
 - a. What is the author’s call to action in the last chapter of the book? (A: *Arkansans should organize an opportunity to gather surviving coaches/players to learn more about their experiences and record their stories.*)
 - b. What is stopping us from making this happen? (A: *answers will vary*)

(5-10 minutes) Closure: In small groups, have student brainstorm solutions on how Arkansas could better record its history to incorporate all races, especially finding, collecting, and incorporating data/records prior to 1966.

This is taking action (from the Inquiry method). List student responses and have them break into small groups and create a presentation, such as a scrapbook, questionnaire (e.g. What would you ask ___ if you could?) or YouTube video. For additional insight, they can interview local sports celebrities, write letters to local editors, or even write their own newspaper article/blogs/podcast scripts.

4. Assessment of Student Learning

Teacher observation, student feedback, & questions & answers

5. Modifications for special needs and/or gifted

Group/Class activity, reading prompt aloud as a class, cooperative learning, optional opportunity for oral history extension.

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)

→ Chapter 1 “Integrate the Record Books” can also be found online by clicking here:
http://www.slate.com/articles/sports/sports_nut/2012/03/eddie_miles_jackie_ridgle_it_s_time_for_southern_states_to_integrate_their_high_school_basketball_record_books_.html

→ Chapter 19 “It’s Time Arkansas Follows Texas in Honoring Its Black Prep Sports Heritage” can also be found online by clicking here, though not entirely the same as in the book:

<http://www.thesportsseer.com/2013/10/17/its-time-arkansas-follows-texas-in-honoring-its-black-prep-sports-heritage/>

Oral History Project (optional) – see attached

7. Lesson Extension & Reflection

Students could complete the Oral History Project (see attachment) and conduct an oral history interview with someone who experienced high school prior to 1966. Utilizing feedback from small groups, this extension could attempt to provide additional solutions to the closure activity. For a template, students can also utilize chapter 15 (pgs. 107-114) with an oral interview the author conducted with state Rep. George McGill.

Oral History Project

Description:

This is a **100-point** assignment designed to get students involved in an activity in which they can work closely with a family member or elderly member in their community to conduct an oral history project. They identify a key event in history, conduct primary research, and develop a better understanding of history as told through a family member’s experience/memory.

Goal:

The purpose of this assignment is to engage the student in an activity requiring primary research. Primary research describes information gathered through interaction with other people. Primary research can be gathered through meetings, one-on-one interviews, and/or surveys. Oral histories are often the best way for students to learn about primary research. The secondary goal is to instill an appreciation for history as told by a family member. This assignment will also teach students how to write an interview in an APA citation.

Objectives:

1. Interview a family member about a key event in their life. To more closely tie this to the book, ask them to interview a sports figure—perhaps a relative, or someone from the community or a local “sports hero.” Relate parts of the interview to sports. The interviewer can also address the interviewee’s lack of recognition for an event that had an effect on the community (e.g. created a park, started summer league ball, volunteered to coach, race for ? to bring awareness to a cause ...) **(40 points)**
2. Review documents, photographs and records about their family *(if applicable)*.
3. Write a written report about the interview and narrative. **(50 points)**
4. Include the proper APA citation for the interview. **(10 points)**

1. For example:

Name of Person, personal communication, Date of interview

O. Winfrey, personal communication, August 18, 2017

Assignment:

Identify a friend, family member, or individual who would have been in high school in Arkansas prior to 1966. When conducting an oral history, the questioner should always take note of the time and date in which the interview occurred. Points will be taken off if this is not evident. Students should write a report summarizing and reflecting the interview. The report should be at least a page long, typed or handwritten. It will be graded based on its completion. There are no *right or wrong* answers. The report should ask at least the following questions to a family member of your choosing:

1. What is your full name?
2. What is your relation to the questioner?
3. When and where were you born?
4. What is one of your best memories as a child?
5. What is one of your best memories as an adult?
6. Where were you in life in 1966? In other words, what were you doing?
7. Try to describe to me what you remember about high school athletics prior to 1966:
 - a. Did you ever participate in any integrated sports activities as a fan or player? If yes, please explain.
 - b. Can you describe your awareness of integration issues in Arkansas during the 1960s?
 - c. What one word comes to mind when you think about integration in Arkansas?
 - d. Away from school, on the playgrounds, did whites and blacks scrimmage and play pickup ball against each other? In what sports? Why or why not did this happen?
 - e. What emotion(s) comes to mind when you think about integration in Arkansas?
 - f. Were female athletes at your school respected and supported (by fans, other students, administrators, teachers) as much as the male athletes? Why or why not?
 - g. Why do you think it took so long for sports programs in Arkansas to official integrate the Arkansas Athletic Association (AAA) in 1966?
 - h. How should records be accurately depicted even though many state athletic associations and leagues (e.g. the MLB) have not fully integrated their records?
 - i. Any last comments?

(It is fine with the flow of the conversation leads the student to ask questions beyond these.)