



Above: Pea Ridge National Military Park; Right: Little Rock Central High School

## Civil War to Civil Rights: From Pea Ridge to Central High

**ESSENTIAL QUESTION:** To what extent did the Civil War impact the Civil Rights Movement?

### OBJECTIVES:

- Students will examine the issues that divided the North and the South and understand why the Civil War was a major turning point in American history.
- Students will evaluate the impact of “Jim Crow” laws on the Civil Rights Movement.
- Students will evaluate the role the courts played in recognizing African Americans’ civil rights.

**Grades:** 4-12

### FRAMEWORKS:

#### *Social Studies K-8*

##### *Grade 4*

- C.4.4.2 Compare responsibilities of local, state, and federal government officials.  
H.6.4.6 Identify events that led to Arkansas’ involvement in the Civil War.  
H.6.4.7 Identify major historical events that occurred during the 20<sup>th</sup> century (e.g., civil rights).  
H.6.4.8 Discuss how differences between people lead to conflict (e.g., social, political, economic).

##### *Grade 5*

- C.5.5.14 Identify the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.  
H.6.5.19 Identify and describe the events and ideas leading to the Civil War.  
H.6.5.21 Identify and locate significant Civil War sites of the Union and Confederacy: Pea Ridge.

Continued on next page

## FRAMEWORKS CONTINUED:

### *Grade 6*

- C.5.6.13 Compare U.S. Constitutional Amendments granting citizen's rights.  
C.5.6.14 Examine how citizens rights are exercised through organizations that influenced societal and governmental change.  
H.6.6.22 Examine the following components of the civil rights movement: Freedom riders, sit-ins, organized marches, boycotts, school integration, and Ku Klux Klan.

### *Grade 7*

- C.5.7.3 Examine rights, privileges, and responsibilities citizens and non-citizens had in civilizations based upon gender, socio-economic class, ethnicity, religion, or cast

### *Grade 8*

- C.5.8.3 Discuss struggles to gain rights for citizens in various countries.  
H.6.8.29 Examine changes brought about by the following world leaders including, but not limited to: Mahatma Gandhi and Martin Luther King, Jr.

### *American Government*

- USC.4.AG.1 Examine the relationship between federal and state government.  
USC.5.AG.2 Analyze fundamental rights of individuals: civil liberties, due process, and equal protection.  
USC.8.AG.5 Examine Supreme Court cases which have altered the interpretation of the United States Constitution: *Plessy v. Ferguson* and *Brown v. Board of Education*.

### *Secondary American History*

- EUS.3.AH.3 Analyze the causes and effects of the Civil War.  
R.5AH.2 Identify the significance of the Civil War Amendments: Thirteenth Amendment, Fourteenth Amendment, and Fifteenth Amendment.  
R.5.AH.5 Examine the reaction of United States citizens to civil rights in the late 1800s.  
CUS.19.AH.6 Investigate civil rights issues affecting: African American.

### *Arkansas History 7-8*

- SR.5.AH.7-8.1 Investigate the controversy leading to the secession of Arkansas.  
SR.5.AH.7-8.7 Identify the major Civil War battlefields in and near Arkansas.  
WWP.9.AH.7-8.4 Examine the civil rights movement in Arkansas using primary and secondary sources (e.g., Little Rock Central, Hoxie).

### *Arkansas History 9-12*

- SR.5.AH.9-12.1 Investigate the controversy leading to the secession of Arkansas.  
SR5.AH.9-12.7 Identify the major Civil War battlefields in and near Arkansas.  
WWP.9.AH.9-12.4 Examine the civil rights movement in Arkansas using primary and secondary sources (e.g., Little Rock Central, Hoxie).

### *Civics (one semester course or year round)*

- C.2.CCC.2 Distinguish between rights and privileges of citizenship (e.g., voting, driving, education).  
C.2.C.2  
G.3.CCC.3 Examine the role of government in protecting the rights of the people (e.g., courts).  
G.3.C.3  
USC.7.CCC.3 Examine changes in civil rights legislation (e.g., Civil Rights Acts of 1964-65, Voting Rights Act of 1964).

**TIME FRAME:** 2 weeks

**MATERIALS NEEDED:** paper, pencil, access to computers and the Internet, copy of *The Medium is the Message* DVD (provided upon request), copy of a web page evaluation rubric (see <http://school.discoveryeducation.com/schrockguide/assess.html>), copy of the Student Presentation Rubric (enclosed), book or novel for each student (see pages 4-6), and poster boards.

### **TEACHER BACKGROUND INFORMATION:**

Civil War to Civil Rights is an educational program to encourage students to connect historical events using cause and effect relationships, as well as to introduce students to the use of primary documents in doing the work of historians while integrating the use of technology and incorporating reading and writing in social studies.

Two National Park sites in Arkansas—Pea Ridge National Military Park and Little Rock Central High School National Historic Site—preserve and interpret two distinct, yet related stories that make up the fabric of the American quilt. The two conflicts served as bookends to a continuous movement to expand freedom and equality for all Americans. Pea Ridge encapsulates the Civil War and the struggle to preserve the Union and eventually to end slavery after the Civil War. Little Rock Central High School represents the struggle to realize the rights granted to all citizens after the Civil War in the Thirteenth, Fourteenth, and Fifteenth Amendments. Between these two events, countless individuals stepped forward to push for and against these rights. States passed multiple segregation laws designed to perpetuate second-class citizenship for African Americans and other minorities.

### **Civil War**

After decades of growing animosity between the North and the South over the expansion of slavery into new territories, South Carolina seceded from the Union in 1860. Abraham Lincoln had been elected president two months earlier and southern states feared that abolitionists in the North would prevail in their efforts to end slavery. Soon, other states followed including Georgia, Alabama, Mississippi, Florida, Texas, and Louisiana. Key questions at that time included: Should slavery expand with the growing nation? Should slavery be confined to the South? Should slavery be abolished? What would happen to enslaved people if they were free?

In Lincoln's inaugural address on March 4, 1861, he told southerners that they would decide their own fate. In April, Confederates opened fire on Fort Sumter in Charleston, South Carolina. The Federal fort surrendered 34 hours later and the American Civil War had begun.

### **Pea Ridge**

After the fall of Fort Sumter, President Lincoln called for 75,000 volunteer soldiers to put down the rebellion escalating in the South. Protesting the call to arms against fellow Americans, several other states seceded from the Union, including Arkansas. With the slaveholding majority deciding the state's future, Arkansas joined the newly formed Confederate States of America along with Virginia, Tennessee, and North Carolina.

Missouri was a key state for both the North and the South in moving supplies and troops to the front. With the powerful Missouri and Mississippi Rivers, as well as the bustling city of St. Louis, its loyalty to either side could make or break victory.

Situated near the Arkansas-Missouri border, Pea Ridge became a critical battle for control of the West. The fate of Missouri and possibly the Union was at stake. For two days in March 1862, 26,000 troops clashed along several fronts. Union troops commanded by Brigadier General Samuel Curtis fought Confederate troops commanded by the Brigadier General Ben McCulloch. Soldiers skirmished in smaller fights and charged into larger assaults several times.



Elkhorn Tavern at Pea Ridge, circa 1880. NPS Photo.

The men who fought had many reasons to be involved. Some wanted to fight to preserve the Union, while others felt they were justified in fighting a new “revolution.” Those who lived in the area had probably never before been exposed to the uncertainty and savagery that war brought to the countryside. At Pea Ridge, Union and Confederate soldiers felt the same exhaustion, heard the same horrific sounds of battle, witnessed the same bloody atrocities of war, and tasted the sweetness of victory and bitterness of defeat. The ordinary soldiers who bore the brunt of the campaigns found war to be nothing like they expected.

Most of those involved never imagined that the American Civil War would continue for four years and claim more than 500,000 lives before the Confederate surrender at Appomattox in April 1865. Pea Ridge serves as an example of how the war touched people of all walks of life, and how the results of that war brought a new hope for freedom to millions of Americans.

### **Reconstruction and Jim Crow**

The end of the Civil War brought sweeping changes, not only to the lives of ordinary Americans but in the nation’s laws and Constitution, as well. In 1868, Congress approved (and the states ratified) the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution, outlawing slavery, extending voting rights to formerly enslaved men, and extending the rights of citizenship to all formerly enslaved people. The Fourteenth Amendment often is cited in civil rights cases because of the protections it extends to all citizens. The three “Reconstruction Amendments” set the foundation for making equal treatment under the law real in America, but the struggle was just beginning. In order to win the presidency, in 1877 congressional leaders agreed to end federal control of the South,

effectively abandoning their role in protecting African American civil rights. With the end of Reconstruction, many former Confederates returned to positions of power within their states and promptly turned back the clock on civil rights with the creation of “Jim Crow” laws.

“Jim Crow” laws limited opportunities for African Americans in the South. Poll taxes and literacy tests prevented many African American men from voting, and segregation laws separated African Americans and whites in public accommodations. In an attempt to fight segregation Homer Plessy, who was one-eighth African American, tested Louisiana’s segregated railway cars by sitting in a whites-only section and getting thrown off the train and arrested. Plessy sued the railroad and his case reached the U.S. Supreme Court. In a 7-1 decision the Court ruled against Plessy. *Plessy v. Ferguson* (1896) became the official precedent of “separate but equal,” legalizing and affirming segregation for the next sixty years.

### **Separate But Unequal**

Little Rock High School opened in 1927 to great promise. Named “The Most Beautiful High School in America” by the American Institute of Architects, the school had one hundred classrooms, state-of-the-art science equipment, a magnificent auditorium, and a library with 11,000 volumes. Because the school district spent \$1.5 million building Little Rock High School (equivalent to nearly \$18 million today), they did not have enough money to construct a new school for African American students. The school board and parents turned to private foundations, such as the Rosenwald Foundation and the Rockefeller General Education Fund, to build the school. Ultimately the board spent \$400,000 to build Paul Laurence Dunbar High School, which included thirty-four classrooms for 1,600 junior high, high school, and junior college students.

Beginning in the 1930s, lawyers for the National Association for the Advancement of Colored People (NAACP) Legal Defense Fund challenged Jim Crow segregation. In the early 1950s, five cases reached the Supreme Court combined under the title *Oliver L. Brown, et. al. v. Board of Education of Topeka*. Chief Justice Earl Warren knew the *Brown* case would be an important legal precedent that law students would be studying years into the future. He worked to get a unanimous opinion, and on May 17, 1954, the Court announced its decision that separate educational systems for African Americans and whites were unconstitutional.

### **The Central High Crisis**

Soon after the *Brown* ruling, the Little Rock School Board began planning to desegregate its schools. The Blossom Plan (named for superintendent Virgil Blossom) called for gradual integration to begin at the high school level, slowly working into lower grades as time went on. The plan was set to begin in the fall

The Little Rock Nine arrive at Central High School under federal troop escort, September 1957.



of 1957, when a limited number of African Americans would enroll at Central High.

Segregationists opposed the plan. Even gradual integration offended those who believed in strict separation of the races. Some felt the federal courts had no right to order a state to act against the wishes of its citizens. “Moderate” whites, or those who believed in obeying the law despite their personal opinions on segregation, remained largely silent as the level of opposition escalated. Caught in the middle of the crisis were nine ordinary teenagers, fighting for equal access to education.

When the Little Rock Nine first attempted to enter Central High School, they were turned away by the National Guardsmen called out by Arkansas Governor Orval Faubus. On September 23, the Little Rock city police could not control the large mob outside Central High and they removed the Little Rock Nine from the school for their safety. Ultimately, President Dwight Eisenhower federalized the Arkansas National Guard and sent units of the U.S. Army’s 101st Airborne Division to escort the Nine into the school on September 25, 1957. This was the beginning of a very long year for the Little Rock Nine, and indeed for the community. The next year, Little Rock voters chose to close the city’s public high schools to prevent further desegregation. They remained closed for an entire school year as students scrambled to attend schools elsewhere in the state. In the fall of 1959, Little Rock’s public high schools reopened and desegregation efforts continued over the next decades.

## **Conclusion**

With the upcoming sesquicentennial observance of the American Civil War, new opportunities arise to observe the causes, consequences, and legacy of this intense conflict. Both of these stories, Pea Ridge and Central High School, are not only important stories in Arkansas history, but in American history as well. Getting students to research their own community’s past and how it dealt with or reacted to similar events will no doubt enlighten them as to how the lessons in their history books affected everyone, and that everyone plays a role in how history is written. This is a chance for students to not only do the work of historians, but to have ownership over their story, to discover the uncertainties of history, and to realize that America has not moved continuously forward up the mountain of progress, but has occasionally stumbled backwards.

## LAYERED CURRICULUM®:

The Layered Curriculum® was developed by Dr. Kathie F. Nunley to differentiate instruction of assigning various tasks at various difficulties based on Bloom’s Taxonomy. Each layer represents a level or depth of study on the topic. Students are free to choose the assignment they want and in any order. A Layered Curriculum® allow teachers to use best practices such as Project-Based and Cooperative Learning to teach content. Students become responsible owners and manage their own learning based on their own interest. While the teacher facilitates rather than lead instruction. This approach helps teachers to value the individual student based on differentiating instruction by allowing students to presenting their ideas through their multiple intelligences.

### *A layer*

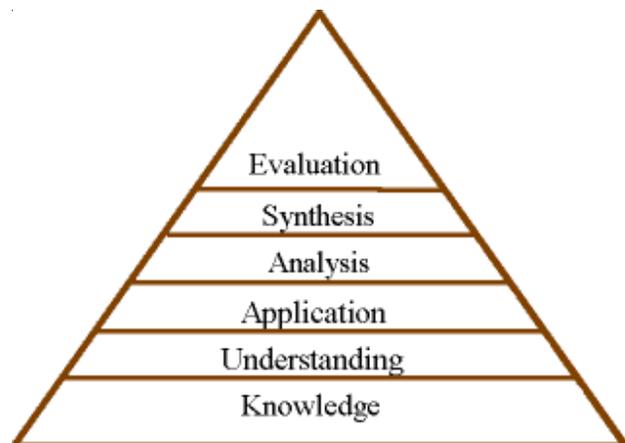
The A layer requires the most complex thinking—critical thinking.

### *B layer*

The B layer involves more complex types of thinking. This layer requires students to manipulate or apply the information they learned in C layer.

### *C layer*

The C layer is basic understanding of the topic and is structured so that any student can achieve. The greater the diversity of the students in the classroom, the greater the diversity of assignments.



There are many ways Layered Curriculum® can be integrated into a unit. In this lesson, students complete a specific number of assignments to obtain a passing grade. For example, in C layer students must complete at least five assignments in order to obtain a grade of “C.” In B layer students must complete at least four assignments in order to obtain a grade of “B.” In A layer students must complete at least three assignments in order to obtain a grade of “A.” Students commitment to the work is essential; however, a value could be placed on each assignments, just in case students do not complete all their work. For example, in C layer each assignment can be worth 15 points, in B layer each assignment can be worth 20 points, and in A layer each assignment can be worth 30 points. In this lesson, the authentic assessment includes a presentation to the class of at least one of the assignments.

Decide how you want to collect the work from students over the two weeks (i.e., will students be allowed to turn in the work upon completion or will they turn it in at the end of the unit?); however, students should decide early which assignment they would like to present to the class. This assignment should not be collected because it will be graded according to the Presentation Rubric (see page 14).

### **INTEGRATING LITERACY IN SOCIAL STUDIES (Optional):**

Use the following novels as an outside reading assignment. Give students a choice. Depending on the class size, between 3-5 students should read the same book. Students will meet in

Cooperative Learning groups at least three times to complete the following assignment:

As a group, students should design a poster with the following information.

1. Title, author, and publication company and date.
2. Summary. Briefly tell what the book is about. This should be no more than 150 words and word processed.
3. Book review. A book review is a description, analysis, and an evaluation on the meaning and significance of the book. This should be no more than 150 words and word processed.
4. Illustration. An illustration is a visualization such as a drawing, painting, or photograph. (consider the book cover). Include at least two illustrations on the poster.
5. Be creative!!!

Showcase your students work by placing the posters in the hallway or in the library.

### **Books and Novels:**

#### **Grades 4th through 6th**

*Captured: A Boy Trapped In The Civil War* by Mary Blair Immel

Fourteen-year-old Johnny Ables, pressed into service in the Confederate army, is forced to participate in a major Civil War battle and ends up in an Indian prison camp. Based on the true story of a real boy. Rd. Level 5.9. Included on the Accelerated Reading list.

*Dear Mr. Rosenwald* by Carole Boston Weatherford

Young Ovella rejoices as her community comes together to raise money and build a much-needed school in the 1920s, with matching funds from the president of Sears, Roebuck, and Company and support from Professor James of the Normal School. Rd. Level 4.2.

Included on the Accelerated Reading list.

*Finding Lincoln* by Ann Malaspina

In segregated 1950s Alabama, Louis cannot use the public library to research a class assignment, but one of the librarians lets him in after hours and helps him find the book that he needs. Includes an author's note with historical information about library segregation in the South. Rd. Level 3.

*Goin' Somewhere Special* by Patricia McKissack

In segregated 1950s Nashville, a young African American girl braves a series of indignities and obstacles to get to one of the few integrated places in town: the public library. Rd. Level 4.3. Included on the Accelerated Reading list.

### **Grades 4th through 6th continued:**

*Going North* by Janice N. Harrington

A young African American girl and her family leave their home in Alabama and head for Lincoln, Nebraska, where they hope to escape segregation and find a better life.

Rd. Level 3.4. Included on the Accelerated Reading list.

*Pink and Say* by Patricia Polacco

Civil War friendship between a black Union soldier and a wounded white boy.

Rd. Level 3.8. Included on the Accelerated Reading list.

*Through My Eyes* by Ruby Bridges

Ruby Bridges recounts the story of her involvement, as a six-year-old, in the integration of her school in New Orleans in 1960.

Rd. Level 5.9. Included on the Accelerated Reading list.

*Watsons Go to Birmingham –1963* by Christopher Paul Curtis

The ordinary interactions and everyday routines of the Watsons, an African American family living in Flint, Michigan, are drastically changed after they go to visit Grandma in Alabama in the summer of 1963.

Rd. Level 5. Included on the Accelerated Reading list.

### **Grades 7th and 8th**

*Bud, not Buddy* by Christopher Paul Curtis

Ten-year-old Bud, a motherless boy living in Flint, Michigan during the Great Depression, escapes a bad foster home and sets out in search of the man he believes to be his father—the renowned bandleader, H.E. Calloway of Grand Rapids.

*I Know Why the Caged Bird Sings* by Maya Angelou

Autobiographical account of celebrated author Maya Angelou’s childhood and coming of age. Contains mature content and theme.

Rd. Level 6.7. Included on the Accelerated Reading list.

*The Starplace* by Vicki Grove

Thirteen-year-old Frannie learns hard lessons about prejudice and segregation when she becomes friends with a young black girl who moves into her small Oklahoma town in 1961.

Rd. Level 6.0. Included on the Accelerated Reading list.

*Summer of My German Soldier* by Bette Greene

Extraordinary novel about an unlikely friendship between a Jewish girl and a young German soldier during World War II.

Rd. Level 5.2. Included on the Accelerated Reading list.

### **Grades 9th through 12th**

*Chicano* by Richard Vasquez

Hector Sandoval and his family flee the chaos of the Mexican Revolution to begin a new life in the United States.

Rd. Level 9.0.

**Grades 9th through 12th continued:**

*Learning Tree* by Gordan Parks

A slum youth in process of discovering his own black identity, learns to live it.  
Rd. Level 5.0. Included on the Accelerated Reading list.

*Three Cups of Tea: One Man's Mission to Fight Terrorism and Build Nations...One School at a Time* by Greg Mortenson

One man's campaign to build schools in the most dangerous, remote, and anti-American reaches of Asia. Rd. Level 9.0

*To Kill a Mockingbird* by Harper Lee

The unconditioned and the unconditional wisdom of children is shown to be superior in this story of conflict between Black and White. Rd. Level. 5.6. Included on the Accelerated Reading list.

*True Fires* by Susan Carol McCarthy

After the death of the mother, the Dare family moves to Florida to begin a new life in the citrus groves, but they are told the family's physical features are too "black" to attend the all-white school. Rd. Level 6.2. Included on the Accelerated Reading list.

*Warriors Don't Cry* by Melba Pattillo Beals

Searing memoir of the battle to integrate Little Rock Central High in 1957.  
Rd. Level 6.5.

## C layer

Name \_\_\_\_\_

Class \_\_\_\_\_

**Directions.** You must complete five assignments from the list below to earn a grade of “C.” You are free to choose the assignments and in any order.

- Create a seven frame PPT slideshow describing the causes of the Civil War (include at least three photographs and one map).
- Create a wanted poster with a reward for the assassination of President Abraham Lincoln.
- Create a timeline using Microsoft Office Word of the major Civil War battles (use images and maps where appropriate).
- Create a seven frame PPT slideshow describing the importance of The Battle of Pea Ridge (include at least three photographs and one map) and the results.
- Use a web page evaluation rubric to evaluate the Pea Ridge National Military Park website at <http://www.nps.gov/archive/peri/home.htm>.
- Create a photo gallery illustrating the technology of the Civil War (using Photo Story or PowerPoint; include music and caption on each slide).
- Create a 10 question quiz (with answers) on Reconstruction.
- Research the 14th Amendment and find at least three court cases that refer to “equal protection” and/or “due process.”
- Write a newspaper article describing the role of the National Guard and the 101st Airborne and why these units were called out to Little Rock Central High School 1957.
- Imagine you are a student attending school in Little Rock in 1957, write a letter to President Eisenhower representing how you feel about his decision to call out the 101st Airborne and federalizing the National Guard troops.
- Create a seven frame PPT slideshow recounting segregation in the United States (include at least three photographs and one map).
- Imagine you are President Eisenhower and you just viewed the televised speech of Governor Faubus to the citizens of Little Rock and the rest of the world. Respond by writing a speech that will also be televised (use *The Medium is the Message* DVD).
- Imagine you are a Southern reporter, view President Eisenhower’s televised speech from *The Medium is the Message* DVD. Write a newspaper article summarizing the speech.
- Create a photo gallery of key individual from the civil rights movement (use Photo Story or PowerPoint; include music and caption on each frame).
- Create a flyer requesting local support of desegregation (use Microsoft Office Publisher).
- Create a informational brochure of Pea Ridge National Military Park and Little Rock Central High National Historic Site (use Microsoft Office Publisher or Microsoft Office Word).
- Create a poster board with the subtopics: Who, What, When, Where, and Why. The title “Crisis at Central High.”
- Write a thank you note to one of the Little Rock Nine.
- Write a song or poem in appreciation of the Little Rock Nine and their struggle to integrate Little Rock Central High School.
- Create a piece of artwork that gives credit to the Civil Rights Movement.

## B layer

Name \_\_\_\_\_

Class \_\_\_\_\_

**Directions.** You must complete four assignments from the list below to earn a grade of “B.” You are free to choose the assignments and in any order.

- Review the video clip from Discover Education titled “Edge of Conflict: Arkansas in the Civil War Part II” surrounding the Battle of Pea Ridge/Elk Horn Tavern (28:34) and write a critique of the video and a summary of the Battle of Pea Ridge.
- Locate at least five videos on the Civil War, view at least two of the movies and write a movie review for each movie.
- Some people believe that Grant’s decision to wage total war on the South was wrong because it caused great suffering among civilians. Do you agree or disagree? Write a paragraph explaining your answer.
- Write an essay describing the role of blacks and Indians in the Civil War.
- Compare and contrast Abraham Lincoln’s “10% Plan” to the Wade-Davis Bill.
- Identify one similarity between the Wade-Davis Bill and President Johnson’s plan. Identify one difference. Write a paragraph explaining your answer.
- Suppose that you are President of the United States at the end of the Civil War. Write a speech summarizing the important events of the war and explaining what you believe the Union victory accomplished.
- Create a Web Quest on a topic from Civil War to Civil Rights (with teacher approval).
- Create an annotated bibliography of at least 5 historical nonfiction books on the topic from Civil War to Civil Rights.
- Create an annotated bibliography of at least 5 historical fiction children books on the topic from Civil War to Civil Rights.
- Imagine you are a child during the 1950s, write a letter to your congressman asking him to support school desegregation.
- Use the Internet and locate at least five electronic (or virtual) field trips on a topic of Civil War to Civil Rights, evaluate the trip by using the evaluation web page rubric, and share your findings using Microsoft Office PowerPoint.
- One teacher said that freedmen “will starve themselves in order to send their children to school.” Write a paragraph explaining why you think education meant so much to the freedmen.
- Write an essay describing the impact of the Civil War on the Civil Rights Movement.
- Write a biography using MLA style on one of the following persons:  
Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Samuel Curtis, Dr. Martin Luther King, Jr. Rosa Parks, Daisy Bates, Malcolm X, Bayard Rustin, Huey Newton, Bobby Seale, or one of the Little Rock Nine.
- Use the Internet to find out more about the assassination of Dr. Martin Luther King, Jr. With a partner, act out an interview between a reporter and a witness to the event (this may include a script only, recorded, or performed as part of the student presentation).
- Choose a leader on the Civil Rights Movement and conduct research. Use what you learn to write an outline for a TV documentary on the person you choose.

## A layer

Name \_\_\_\_\_

Class \_\_\_\_\_

**Directions.** You must complete three assignments from the list below to earn a grade of “A.” You are free to choose the assignments and in any order.

- Create a poster size topographic map or thematic map of the major battles of the Civil War in Arkansas.
- After evaluating the battle of Pea Ridge imagine you are Major General Earl Van Dorn. Write a three page journal entry describing how you are sure you can defeat General Samuel R. Curtis (your entry should start three days before the battle).
- Suppose that you are President of the United States at the end of the Civil War. Write a speech summarizing the important events of the war and explaining what you believe the Union victory accomplished.
- Create a lesson for students that miss class, covering the topic from Civil War to Civil Rights (use Microsoft Office PowerPoint; use only seven frames with at least three images).
- Create a tutorial using Microsoft Office PowerPoint on a topic from Civil War to Civil Rights (include action buttons, at least one video clip, and at least three images).
- Create a documentary using Window Movie Maker or iMovie on a topic from Civil War to Civil Rights (with teacher approval)
- Create a webpage on the topic “The Little Rock Nine.”
- Write a research paper (using MLA style that is word processed with a work cited page) titled Civil War to Civil Rights.
- Imagine you are asked to solve the problem of desegregation. Work together with several students in your class and create a plan to desegregate your school. Present your plan to the class. (use the following steps: Identify the Problem, list possible solutions, review the alternatives, and choose a course of action).
- Create a music CD with a flyer to accompany describing the composer including other work and the time period, one any topic from Civil War to Civil Rights.

### Oral Presentation Rubric

TRAIT	4	3	2	1
<b>NONVERBAL SKILLS</b> EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
<b>BODY LANGUAGE</b>	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
<b>POISE</b>	Student displays relaxed, self-confident posture about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

<b>VERBAL SKILLS</b> ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
<b>ELOCUTION</b>	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quickly for a majority of students to hear.

COMMENTS:

<b>CONTENT</b> SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
<b>ORGANIZATION</b>	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because there is no sequence of information.	Audience cannot understand presentation because there is no sequence of information.
<b>MECHANICS</b>	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS:

## **REFLECTIONS:**

If this is your first time using the Layered Curriculum® to differentiate instruction, it is recommended that you take some time to research the concept of Layered Curriculum and the different approaches teachers take to integrate it in their curriculum. Upon completion of the unit assessment, obtain student feedback to see if they enjoyed this format.

## **ADDITIONAL ACTIVITIES FOR THE CLASSROOM:**

- Begin each class with a daily opener (bell ringer) to get students thinking about the content.
- Conduct a low stakes assessment such as a quiz to check for student understanding.
- Show a video clip taken from Discovery Education surrounding the topic Civil War to Civil Rights.
- Create a guided question worksheet to keep students on track that can accompany the novel or when students meet in Cooperative Learning groups assign roles from the novel.
- Create a Photo Gallery that spans the topic to introduce students to the unit.

## **RECOMMENDED SOURCES FOR USE IN THE CLASSROOM:**

Black History Commission of Arkansas, <http://www.ark-ives.com/about/abhac.asp>

Arkansas Post National Memorial, <http://www.nps.gov/arpo/index.htm>

International Civil Rights Center & Museum, <http://www.sitinmovement.org/>

Little Rock Central High National Historic Site, <http://www.nps.gov/CHSC/index.htm>

National Civil Rights Museum, <http://www.civilrightsmuseum.org/home.htm>

Pea Ridge Military Park, <http://www.nps.gov/peri/index.htm>

Shiloh National Military Park, <http://www.nps.gov/shil/index.htm>

The Butler Center for Arkansas Studies, <http://www.butlercenter.org/>

The Encyclopedia of Arkansas History & Culture, <http://www.encyclopediaofarkansas.net/>

Vicksburg National Military Park, <http://www.nps.gov/vick/index.htm>

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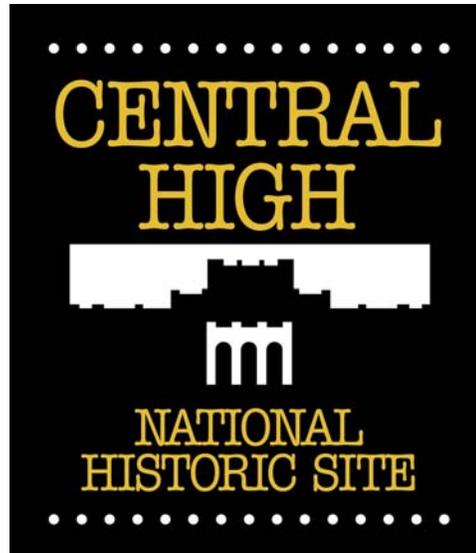
Kimble Talley  
Education Specialist  
Little Rock Central High National Historic Site  
2021 Daisy L. Gatson Bates Drive  
Little Rock, AR 72202

501-396-3012 (phone)  
501-396-3001 (fax)  
kimble\_talley@nps.gov  
www.nps.gov/chsc (web site)

To schedule a guided tour, please contact:

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501-396-3001 (fax)  
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