

# **The Little Rock Nine & the Congressional Gold Medal Upper Elementary Objectives and Frameworks**

## **Objectives**

1. Students will understand what the Congressional Gold Medal is and why different people receive the award
2. Students will understand who the Little Rock Nine are and what they did in order to receive the Congressional Gold Medal.
3. Students will use primary sources to analyze how the Little Rock Nine inspired President Clinton and others around the world.
4. Students will understand ways in which they and others can help make the world a better place.

## **Grade 4**

### **Strand: Civics**

#### **Standard 4: Government**

Students shall develop an understanding of the forms and roles of government.

#### **Forms and Roles of Government**

C.4.4.3 Identify the three branches of government:

- executive
- legislative
- judicial

### **Strand: History**

#### **Standard 6: History**

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

#### **Conflict and Consensus**

H.6.4.7

Identify major historical events that occurred during the 20<sup>th</sup> century  
(e.g., World War I, Great Depression, World War II, space exploration, civil rights)

H.6.4.8

Discuss how differences between people lead to conflict  
(e.g., social, political, economic)

## **Continuity and Change**

H.6.4.10

Examine *artifacts* relating to events in Arkansas history

## **Grade 5**

### **Strand: Geography**

#### **Standard 2: Culture and Diversity**

Students shall develop an understanding of how *cultures* around the world develop and change.

### **Culture/Diversity**

G.2.5.2

Understand the contributions of people of various racial, *ethnic*, and religious groups in Arkansas and the United States

### **Strand: Civics**

#### **Standard 4: Government**

Students shall develop an understanding of the forms and roles of government.

### **Forms and Roles of Government**

C.4.5.1

Recognize that the Arkansas and the United States governments are composed of three branches:

- executive
- legislative
- judicial

C.4.5.3

Identify the roles and responsibilities of the executive branch  
(e.g., state/governor, federal/president)

C.4.5.4

Identify and describe the roles of the legislative branch  
(e.g., general assembly/congress, state congress and federal congress, house, senate)

## **Grade 6**

### **Strand: Geography**

#### **Standard 2: Culture and Diversity**

Students shall develop an understanding of how *cultures* around the world develop and change.

## **Culture/Diversity**

### G.2.6.1

Examine the effects of the contributions of people from selected racial, *ethnic*, and religious groups to the *cultural* identity of Arkansas and the United States

## **Strand: Civics**

### **Standard 4: Government**

Students shall develop an understanding of the forms and roles of government.

## **Forms and Roles of Government**

### C.4.6.1

Compare and contrast the three branches of government at the state and national levels of government:

- executive
- legislative
- judicial

### C.4.6.3

Discuss the roles and responsibilities of the executive branch (e.g., state/governor, federal/president)

## **Strand: History**

### **Standard 6: History**

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

## **Conflict and Consensus**

### H.6.6.22

Examine the following components of the civil rights movement:

- Freedom Riders
- sit-ins
- organized marches
- boycotts
- **school integration**

## **Cultural Diversity and Uniformity**

### H.6.6.35

Identify significant individuals whose lives impacted the civil rights movement (e.g., Martin Luther King, Jr., Rosa Parks, Stokely Carmichael, Medgar Evers, **Little Rock Nine**, Thurgood Marshall)