

THIS IS NEWS

Lesson Plan by Carla Tindell, Ola High School, Ola, Arkansas
2007-08 School Year
Utilizing 2006 Social Studies Frameworks
Including 2007 Arkansas History Amendments
And 2007 School Library Media Frameworks

**Based on Chapter Two, "Secession and the Civil War"
From *Race Relations in the Natural State* by Grif Stockley
2007 Butler Center Publication
ADE Textbook Adoption
For Order Information:**

<http://www.butlercenter.org/publication/books.html>

Students will assume the role of a newspaper reporter from the Civil War period. After appropriate research utilizing print, non-print or electronic resources, students will write a newspaper article about the exodus of slaves during the Civil War period in Arkansas History

Grade Levels: 5th – 8th
Lesson can be adapted for 9th-12th grade levels.

Objectives:

1. Examine roles of African Americans during Civil War.
2. Research various aspects regarding the exodus of slaves during the Civil War period in Arkansas History.
3. Complete a writing assignment based on the research and utilizing the format of a newspaper article.

Arkansas Curriculum Frameworks

Arkansas History Student Learning Expectations:

This lesson exceeds the 2006 Arkansas History Student Learning Expectations although the teacher may wish to include information on the contributions of noteworthy Arkansans during the Civil War Period (H.6.5.32) or (SR.5.AH.7-5)

Social Studies Student Learning Expectations:

History

H.6.5.31 - Investigate the roles of African Americans, American Indians, and women during the Civil War

School Library Media Student Learning Expectations:

I.1.5.9, I.1.6.9, I.1.7.9, I.1.8.9 – Access various types of information for an overview of a topic, for background information, and as a starting point for research
~print (e.g., almanacs, atlases, encyclopedias, dictionaries, periodicals)
~non-print (e.g., maps, paintings, globes)
~electronic resources (e.g., databases, internet, multimedia, current and emerging technologies)

English Language Arts Student Learning Expectations for Writing:

W.5.5.3, W.5.6.3, W.5.7.3, W.5.8.3 – Create expository, narrative, descriptive, and persuasive writings.

W.5.5.6, W.5.6.6, W.5.7.6, W.5.8.6 – Write to reflect ideas/interpretations of multicultural and universal themes and concepts

Related Encyclopedia of Arkansas Entries:

[Civil War Through Reconstruction, 1861-1874](#), [Arkansas Free Negro Expulsion Act of 1859](#), [Engagement at Poison Spring](#), [Action at Marks Mill](#), [Engagement at Jenkins' Ferry](#), [Henry Massie Rector](#), [Isaac Murphy](#), [African-American Union Soldiers \(Photograph\)](#), [Slavery](#)

Introduction:

The teacher will select the appropriate student learning expectations for his or her class, obtain a copy of *Race Relations in the Natural State* or other resources, review the key terms, and make copies of writing prompt, as desired. Collaboration with the school library media specialist in the utilization of the technology resource for teaching Arkansas History is suggested. See above links or visit the online *Encyclopedia of Arkansas History and Culture* at <http://www.encyclopediaofarkansas.net>.

Key Terms:

Slave Uprising	Outrage	Betrayal	Desertion
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Key Terms Defined:

Slave Uprising - Throughout the history of the South during slavery, there were instances when slaves attacked their masters and fought for their freedom.

Outrage – Feeling that slaves owed them loyalty, slave owners expressed their anger when slaves ran off

Betrayal – Owners of slaves routinely claimed that they had been good to slaves and felt wronged when the slaves ran off.

Desertion - Though slaves felt they deserved to be free, owners claimed that their status as slaves meant that running away during war time was a disloyal act.

Materials Needed:

Race Relations in the Natural State by Grif Stockley

Writing Prompt (attached)

Internet Access

Notebooks and Writing Tools

Suggested Timeline: two or three fifty minute class periods

Background: Using the link for [Civil War Through Reconstruction, 1861-1874](#) from the online *Encyclopedia of Arkansas History and Culture*, one can review the Civil War in Arkansas. Review of Chapter Two in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion of the exodus of slaves during the Civil War in Arkansas.

Procedure:

Introduce the learning by asking the students to define the key terms in their own words. In a teacher led discussion, refine the definitions for the key terms to make sure there is student acquisition of the terms.

Review Chapter Two, *Race Relations in the Natural State*. If there is not a copy for each student, the teacher will have to summarize the chapter for the students, pointing out the key points. **At the end of the lesson is a timeline created by the author to provide the key points in the chapter.** Teacher led discussion may be used as part of the review. Review the text articles on certain key individuals from the online *Encyclopedia of Arkansas History and Culture*. See above list or use list from [Civil War Through Reconstruction, 1861-1874](#). Small group techniques could be incorporated into the lesson by having various small groups review and report on different sections of the article for the class.

Of particular interest may be the text article, [Engagement at Poison Spring](#), [Engagement at Jenkins' Ferry](#), or [Action at Marks Mill](#). Copies may be distributed to the class or the teacher may wish to use the Butler Center lesson plan on Poison Spring for further review.

Copy and distribute the writing prompt(s) for the students to begin preparing to write the news article. If a scoring rubric for writing is used by the district, be sure that students understand that their article will be graded using the rubric.

Allow time for discussion (See Discussion Questions) research, writing a rough draft, editing, and writing the final draft of the article. The teacher may wish to use the media entry of [African-American Union Soldiers \(Photograph\)](#) as a writing prompt.

Discussion Questions:

1. Explain that Arkansas slaves ran off to join the Union forces who invaded Arkansas whether they were treated well or not.
2. Describe the betrayal felt by white slaveholders at their slaves' desertion.
3. Describe what slaves escaping to the Union troops often experienced. Examples are jobs held or work environment.
4. Identify the number of former slaves from Arkansas that joined the Union Army.
5. Analyze the performance of blacks as soldiers in the Union Army.
6. Describe the significance of blacks serving in the Army in terms of what it may have meant to themselves, the South, or the North.

Evaluation/Assessment:

Participation in the teacher-led discussion(s) is subjective but the teacher may wish to complete a class participation rubric if one is used in the school district. Key terms could be used as part of an assessment for the class.

Participation in the small group work (if assigned) is also subjective but the teacher may wish to use a group participation rubric if one is used in the school district.

Utilization of an online resource requires certain skills which may be monitored and evaluated by the teacher.

The completed newspaper article will be graded using the teacher selected rubric.

The Winthrop Rockefeller Foundation (Little Rock, Arkansas) has supported the creation of this Butler Center Lesson Plan as part of the “Ruled by Race?” project.

Contact the Butler Center for Arkansas Studies, Central Arkansas Library System,
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501-918-3056

www.butlercenter.org and www.cals.lib.ar.us



NEWS ARTICLE TEMPLATE

Choose one of the following as the writing prompt.

Remember to answer the 5W's and H when writing the article (Who, What, Where, When, Why, and How).

- A) The exodus of Arkansas slaves to Union camps – regardless of the treatment they experienced on their home plantations/farms. The effect of this exodus on white slave owners.
- B) The treatment/living conditions experienced by blacks once they arrived at the Union camps. Be sure to include jobs they received and reactions of blacks to their new conditions.
- C) Report on black Arkansans serving in the Union Army. Be sure to include the numbers serving the Union, how many whites believed they would perform and the reality of their performance.

Notes for Teachers: The following timeline can be used by teachers who are using the history student learning expectations from the social studies frameworks, Standard 6, **H.6.5.2, H.6.6.2, H.6.7.2, and H.6.8.2.** The timeline covers the early part of Civil War period of Arkansas History (Standard 5) in both the 7-8th and 9th-12th frameworks.

The subject terms, **Free Blacks** and **Slavery**, can be searched in the AV/AR Collection for recorded clips of oral histories related to the search terms. Another term, **African-American Soldiers**, can also be searched but the clips will provide oral history from a more modern viewpoint than the Civil War. One may also browse the index of interviewees and speakers in order to find individuals who have provided oral history interviews for the digital database. Follow the link to the [AV/AR Collection](#) found as part of the [Digital Collection](#) at the Butler Center (<http://www.butlercenter.org>) webpage. The development of the collection has been made possible through major funding provided by the Winthrop Rockefeller Foundation.

RACE RELATIONS IN THE NATURAL STATE
Chapter Two Timeline Prepared by Grif Stockley, Author

Chapter Two: “Secession and the Civil War”

1861—Though only three percent of the population in Arkansas owned slaves, the political power exercised by Arkansas slaveholders was much greater than their actual number. On May 6, 1861, the Arkansas Convention to Consider Secession voted to secede from the United States.

1863—The war in Arkansas has been called the “most divisive and destructive event in Arkansas history.” The surrender of 4,793 men at Arkansas Post in January of 1863 signaled the desperation of the Confederate forces in the state. A Confederate effort to retake Helena ended in devastating defeat and Little Rock was in Union hands by September.

1864—Black Arkansans deserted their masters by the thousands during the war but encountered incredible hardships in the camps set up to help them. Many died from illnesses such as whooping cough, measles, dysentery, and other diseases.

1864—By the end of 1864, Arkansas, now mostly in Union hands, had equipped seven black troop regiments to fight for the Union cause. At the Battle of Poison Spring in April of 1864, Confederate troops refused to allow black troops to surrender and took no prisoners. “Each Arkansan vied to see if he could crush the most “nigger heads” under his wagon wheels. “ Black troops retaliated within a week at the Battle of Jenkins Ferry, which was followed by white retaliation.

1864—Isaac Murphy, the lone convention delegate in 1861 to vote against secession, was sworn in as governor but did nothing to help blacks. The state Constitution of 1864 declared that until a black person was already living in Arkansas, he or she could not establish residence in the state without permission of the United States government.

1865—The war ended but it is estimated that half the population, both white and black, of the state was gone. In Arkansas at the end of the war the same people who had been in control, the wealthy landowners, were still in a position to control the economic and political destiny of the state. The Arkansas legislature had no choice but to abolish slavery but blacks started freedom with little but the clothes on their backs.