

HOW DO WE “FIX IT”?

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 Nine, “Civil Rights Movement Since the 1960’s”
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>

See links below from the AV/AR digital collection featuring clips discussing topics from this lesson at <http://www.butlercenter.org/online-collections/index.html>.

The goal of the lesson plan is to provide students with resources for studying the Civil Rights Movement in Arkansas during the modern era of Arkansas History.

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

Objectives:

Be able to share information about the civil rights movement in Arkansas from 1967 to 1981.
Be able to obtain and use primary or secondary resources which provide data for writing purposes

Arkansas Curriculum Frameworks:

Arkansas History Student Learning Expectations:

WWP.9.AH.7-8.4 – Examine the civil rights movement in Arkansas using primary and secondary sources

Social Studies Student Learning Expectations:

History

H.6.6.21 – Examine the following components of the civil rights movement:

- ~Freedom Riders
- ~sit-ins
- ~organized marches
- ~boycotts
- ~school integration
- ~Ku Klux Klan (KKK)

American History

CUS.19.AH.6 – Investigate civil rights issues affecting groups such as African Americans

English Language Arts Student Learning Expectations:

W.5.5.2, W.5.6.2, W.5.7.2, W.5.8.2 – Select the form of writing that addressed the intended audience

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

I.2.5.1, I.2.6.1, I.2.7.1, I.2.8.1 – Use criteria such as *validity, currency, accuracy, authority, and scope* to determine appropriate resources

I.2.7.2, I.2.8.2 – Evaluate primary and secondary sources.

Related Encyclopedia of Arkansas Entries:

[Modern Era: 1968-Present](#), [Civil Rights Movement-20th Century](#), [Winthrop Rockefeller](#), [Dale Bumpers](#), [David Pryor](#), [Bill Clinton](#)

Related AV/AR Selected Materials:

[Gwendolyn Twillie audio clip 05](#) – She discusses the 1960s sit-ins in downtown Little Rock when she was a student at Philander Smith College.

[Morris Holmes Jr. audio clip 12](#) – He discusses the 1960s sit-ins in downtown Little Rock when he was a student at Philander Smith College and being arrested for doing so.

[Charles King Jr. audio clip 28](#) – He discusses the African American student frustration of school integration and how it culminated in the walkout at Blytheville High School in the 1970s.

[Charles King Jr. audio clip 29](#) – He discusses the results of the student walkout at Blytheville High School.

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 provide the 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:

| | | | |
|-----------------------------|----------------------------|-----------------------|-------------------------|
| De facto segregation | De jure segregation | Authority | Currency |
| Scope | Validity | Primary Source | Secondary Source |

Key Terms Defined:

De facto segregation – Segregation in practice

De jure segregation – Segregation by law

Authority – In judging a work, this refers to the qualifications of the producer, author, or editor

Currency – Up-to-date or timely texts

Scope – The breadth and depth of information

Validity – A consistently reliable source

Primary Source – First-hand information including memoirs, interviews, letters, and public documents

Secondary Source – Works that have been collected, interpreted, or published by someone other than the original source

Materials Needed:

Race Relations in the Natural State by Grif Stockley

Writing Prompt

Internet Access

Notebooks and Writing Tools

Suggested Timeline: two or three fifty minute class periods

Background: Using the text entry on the [modern era](#) in the online *Encyclopedia of Arkansas History and Culture*, one can review the post 1967 civil rights activities in Arkansas. Review of Chapter Nine in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion of post 1967 civil rights activities 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. The key terms are definitions to help students learn that sources of information must be reliable.

Review Chapter Nine, *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.

Of particular interest may be the text article, [Civil Rights Movement-20th Century](#). Copies may be distributed to the class and 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.

Students may research the Arkansas Governors from 1967-1981 who were instrumental in civil rights activities both before and after their governor terms. See above list from the online *Encyclopedia of Arkansas History and Culture*.

Use the discussion questions below to help students organize the information found in the *Encyclopedia of Arkansas History and Culture*, in Chapter Nine of *Race Relations in the Natural State* and other resources. Allow time for research, writing a rough draft, editing, and writing the final draft.

Discussion Questions:

Students will write an essay that describes a few problems in the past that have been solved, a few that have not been solved and then write what they think the solution to the race relations is. How can we fix it?

- Discuss the milestones in the Civil Rights Movement.
- Discuss the presidential administrations of John F. Kennedy and Lyndon B. Johnson and the national civil rights legislation from the era.
- Describe where race relations in the state and nation are today
- Discuss the quote used in the introduction "One of our leading university educators said, that in his opinion, race relations is considered to be the major obstacle to progress in the state - while looking into our past to see why things are as they are may be painful we have to "face it to fix it!"
- Discuss and/or describe the case of DeAunta Farrow's death in June, 2007 in West Memphis using the Grif Stockley article in Arkansas Times found at the following website.
<http://www.arktimes.com/Articles/ArticleViewer.aspx?ArticleID=14d543c1-b22b-4e95-aa33-a68e213d31bb>
- Discuss and/or describe the case at Jena, Louisiana.
http://www.mtv.com/news/articles/1570075/20070919/id_0.jhtml;

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 essays will be graded using the teacher selected rubric(s).

Use of Butler Center Publication, *Crisis of Conscience: Arkansas Methodists and the Civil Rights Struggle*, would provide additional information for students. See the following website for more information about the publication. <http://www.butlercenter.org/publication/books.html>

Essay Writing Prompt

After the discussions/research, students are to write an essay that lists some problems from the distant past that have been resolved (i.e. slavery); some problems from the recent past that are still ongoing (i.e. unequal funding in education); and some suggestions on how to “fix” some of the racial problems experienced in the United States that have been partially “fixed” by the federal government. Finally, students are asked to conclude what Arkansans can do and what they, personally, can do to be a part of the solution.

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,
100 Rock Street, Little Rock, AR 72201
501-918-3056

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



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 part of the World War II to the Present Era of Arkansas History (Standard 9) in both the 7-8th and 9th-12th frameworks.

The subject term, **Civil Rights**, can be searched in the AV/AR Collection for recorded clips of oral histories related to the search term. There are currently 100 clips linked to this search term. 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. One of the former governors, **Dale Bumpers** has provided an interview for the project. Follow the link to the [AV/AR Collection](#) found as part of the [Digital Collection](#) at the Butler Center (<http://www.butlercenter.org>) webpage. One may also review the [Aftermath Collection](#) to research and compare maps on race and politics in Central Arkansas since 1957. It is also part of the [Digital Collection](#). 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 Nine Timeline Prepared by Grif Stockley, Author

Chapter Nine: “Civil Rights Movement Since the 1960’s”

1960—A new phase of the Civil Rights Movement begins nationally with the creation of the Student Non-Violent Coordinating Committee (SNCC) after black college students protested segregation at lunch counters in North Carolina. In Little Rock there is little cooperation among blacks to support students from Philander Smith who seek to integrate downtown lunch counters.

1962—Blacks in Little Rock organize the Council on Community Affairs which is a civil rights umbrella group representing all segments of the African American community. Working with SNCC’s leader, William Hansen, and Philander Smith students who hold demonstrations on Main Street, COCA worked out a deal with the “Downtown Negotiating Committee”, a businessman’s coalition who wish to avoid the loss of business activity that occurred in 1957. The two groups agreed that beginning on January 2, 1963 four downtown stores will open their lunch counters to blacks. By year’s end most public and some private facilities in Little Rock were opened to blacks.

1963—Arkansas SNCC moved its operation to Pine Bluff and Arkansas AM&N students began sit-ins at Woolworth’s there on February 1. Chancellor Lawrence Davis suspended 15 students for refusing to obey his decision that they should not participate. However, the students form a new organization that is made up of high school students and other residents and continue demonstrations and protests that will be ultimately successful despite arrests, intimidation and harassment. SNCC spreads its work to towns such as Helena, Forrest City, and Gould.

1964—Civil Rights Act is passed. Black Arkansans test the public accommodations section in towns with significant black populations with varying results. Governor Faubus, still in office, wins another term with black support.

1965—SNCC's "Arkansas Freedom Summer" trains 24 males and six females at Ferncliff, a Presbyterian camp outside Little Rock, to work primarily in the Arkansas Delta. The racially mixed contingent of young, idealistic activists became more attuned to grass-roots activities such as voter registration. In Forrest City over 300 blacks were arrested for disturbing the peace as they protested conditions of the black school and demonstrated in favor of integration. Charges were dropped in exchange for a cessation of the protests.

1965-1967—Arkansas remains generally quiet as race riots rock major cities such as Los Angeles, Chicago, Cleveland, Tampa, Cincinnati, Newark and Detroit where 43 people are killed, 33 of them African Americans.

1966—SNCC implodes nationally as Black Power drives out white members. Funds dry up, leaving SNCC with an ever-declining staff in Arkansas and a shadow of the Arkansas Freedom Summer of 1965.

1966—Blacks in Arkansas filed successful suits to desegregate hospital wards, restrooms, cafeterias, the state sanitarium and state reformatories.

1966—Republican Winthrop Rockefeller won the governorship with black supporters providing the margin of difference over arch-racist Jim Johnson. In his two terms as governor, Rockefeller established a whole different public tone in the area of race, beginning a tradition that continues to the present.

1968—Martin Luther King, Jr. was assassinated in April, and for the first time, some blacks began to react violently. Blacks rioted in Pine Bluff and Hot Springs, causing property damage of \$210,000. In Little Rock in August, blacks rioted during a demonstration against the death of a black youth at the County Penal Farm. Five hundred National Guardsmen cordoned off a section of downtown Little Rock and imposed a curfew for three nights.

1969-72—In Forrest City events escalated out of control, necessitating again the presence of the National Guard as blacks and whites at one point lined up on opposite sides of an intersection and cursed and screamed at each other.

Blacks protested in Little Rock, Hot Springs, Texarkana, Cotton Plant, Blytheville, Pine Bluff, Strong, Augusta, McCrory, Helena-West Helena and Marianna. These protests came to symbolize the state's racial

problems with a year-long boycott, arson, and intimidation, resulting in an estimated loss of five million dollars. By the end of 1972, the civil rights activity had tailed off sharply.

1970-2007- School Desegregation- By the 1970s the U. S. Supreme Court was accepting no more excuses from school districts. In Arkansas the result was largely white flight and the creation of private schools. Federal district court ordered school districts to bus children to achieve racial balance which resulted in greater racial imbalance as whites moved out. In Little Rock gangs in the schools contributed to the exodus. Whites also began to leave Delta area schools, leaving school districts blacker and poorer. Even in integrated settings, test scores reveal a significant disparity between blacks and whites that mirror the rest of the country. Blacks are increasingly wondering if integration was worth it.

1970-2007—Political Gains by African Americans-Not until 1972 did the first African Americans return to the Arkansas legislature, where they had not served since the 1890s. Rulings by federal judges interpreting the federal Voting Rights Act resulted in helping 12 African Americans get elected to the Arkansas Legislature in 1991 by creating black majority districts. In 1992 a federal judge found the method of electing Arkansas judges discriminated against blacks under the Voting Rights Act and the end result of the litigation was a document signed by the judge and the parties called the *Hunt Consent Decree*. In this document the state agreed to create judicial sub-districts in which the majority of voters were black. Where there had been no black trial judges elected in Arkansas, suddenly there were thirteen. Despite these gains, no African American has been elected to the most important administrative post of county judge since the 19th century. Though no African Americans have ever been elected to Congress from Arkansas, both white Republicans and white Democrats in the state have sought black votes and have appointed blacks to important positions in their administrations.