

# JIM CROW IS HERE

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 Five, "The Coming of Jim Crow"  
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 unit is to help students define Jim Crow Laws in the time period of Arkansas History in the late part of the 19<sup>th</sup> century and the early part of the 20<sup>th</sup> century.

**Grades:** 5<sup>th</sup> – 8<sup>th</sup>  
Lesson can be adapted for 9<sup>th</sup>-12<sup>th</sup> grade levels.

## Objectives:

- Use a variety of resources to define/discuss events associated with post Civil War Reconstruction
- Define/Discuss Jim Crow
  - Define/Discuss Agricultural Wheel

## Arkansas Curriculum Frameworks:

### Arkansas History Student Learning Expectations:

**H. 6.6.3** – Define and discuss post-Civil War Reconstruction from a state and national perspective

**RP.6.AH.7-8.4** – Describe the economic challenges Arkansas farmers faced during the post-reconstruction period

## 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)

## Key Terms:

<b>Lynching</b>	<b>Agricultural Wheel</b>	<b>Poll Tax</b>
<b>Plessy v. Ferguson</b>	<b>Segregation</b>	<b>Jim Crow</b>

## Key Terms Defined:

**Lynching** – murder by mob, often of blacks; included illegal hanging, shooting, burning

**Agricultural Wheel** – national farmers' political organization (made up of blacks and whites)

**Poll Tax** – a tax passed that people must pay in order to vote; passed to disenfranchise African Americans

**Plessy v. Ferguson** – the 1896 United States Supreme Court decision that accepted the principle of “separate but equal”; became the foundation for several laws and the practice of segregation  
**Segregation** – the deliberate and forced separation of one group of people from another  
**Jim Crow** – the segregation of African Americans by law and by custom in the former Confederate states (and some border states)

**Related Encyclopedia of Arkansas Entries:**

[Jim Crow Laws](#), [Separate Coach Act of 1891](#), [Street Car Segregation Act of 1903](#), [Agricultural Wheel](#), [Mosaic Templars of America](#), [Lynching](#), [Jeff Davis](#), [Elias Morris](#), [William Grant Still](#), [Carrie Shepperson](#), [Post Reconstruction Through the Gilded Age](#), [Early Twentieth Century](#)

**Related AV/AR Selected Materials:**

Georg Iggers clip 12: [Audio version](#) / [Video version](#) – He discusses Jim Crow segregation laws and its parallel to Nazi Germany.

James Cone clip 28: [Audio version](#) / [Video version](#) – He discusses the impact of Jim Crow laws on African Americans and how he learned these rules growing up.

[Brownie Ledbetter audio clip 10](#) – She discusses African American voting patterns and the poll tax.

**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 worksheet as needed. 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>.

**Materials Needed:**

*Race Relations in the Natural State* by Grif Stockley  
Worksheet (included) with Writing Tools, Internet Access

**Suggested Timeline:** two or three fifty minute class periods

**Background:** Using the search term, [segregation](#) from the online *Encyclopedia of Arkansas History and Culture*, one can review the topic with students. Review of Chapter Five in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion of the segregation activities in the state.

**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 Five in *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 the Jim Crow laws using the online *Encyclopedia of Arkansas History and Culture*. Small group techniques could be incorporated into the lesson by having various small groups review and report on different sections of the articles for the class.

Of particular interest may be the text article, [Agricultural Wheel](#). Copies may be distributed to the class or the teacher may wish to use the Butler Center lesson plan on the Agricultural Wheel, “Sun-Burnt Sons of Toil”, for further review.

The students will be asked to complete a guided reading activity after reading or studying content from **Chapter 5** of *Race Relations in the Natural State*. Copy and distribute worksheets and allow time for discussion. The worksheet may be used as a guided practice activity.

**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 worksheet will be graded using the teacher selected grading format.

**CHAPTER 5, THE COMING OF JIM CROW**  
**GUIDED READING ACTIVITY**

1. Define Jim Crow.
2. Why did blacks and whites form a political alliance? Name of the alliance.
3. What was the Union Labor Party? Who were its members?
4. How did whites/Democrats respond to this alliance? In Conway County, in St. Francis County, and Crittenden County.
5. What change occurred within the Republican Party in 1888? Why?
6. How did middle-class African-Americans react to the Jim Crow laws?
7. If you were illiterate, would you vote under the new restrictions passed? Why/why not?
8. Describe the effect African American women had on the voting process.
9. What was the poll tax? Why would it exclude African Americans from voting?
10. What were the effects of the new laws on the election of 1894?
11. Describe the effect that lynchings and unpunished murders of African Americans by whites had on the white population. Did it increase or decrease the violence visited upon African Americans?
12. What was the black response to the violence by the 1890s?
13. Describe the expulsion of blacks from Arkansas towns. How did planters react to the expulsions?
14. Who was Jeff Davis? Explain his importance in Arkansas history.
15. How does Davis justify the lynching of African Americans?
16. Would you call Davis an advocate of white supremacy? Give examples.
17. What was the Separate Coach Act of 1891?
18. How did African Americans react to the Act? Were they successful? Explain.
19. What effect(s) do you think the ruling of the Supreme Court in *Plessy v. Ferguson* had on the laws passed in Arkansas?
20. What was the final assault that effectively removed the vote from African Americans in Arkansas?

**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](http://www.butlercenter.org) and [www.cals.lib.ar.us](http://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 the post reconstruction through the progressive era of Arkansas History (Standard 6) in both the 7-8<sup>th</sup> and 9<sup>th</sup>-12<sup>th</sup> frameworks.

The subject terms, **Jim Crow Laws** and **Lynching**, can be searched in the AV/AR Collection for recorded clips of oral histories related to the search terms. The clips linked to the search may provide oral history from a more modern viewpoint than the late 19<sup>th</sup> or early 20<sup>th</sup> centuries. 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 Five Timeline Prepared by Grif Stockley, Author

**Chapter Five: “Coming of Jim Crow”**

**1891**—Following copycat legislation from other Southern states, the Arkansas legislature passed the Separate Coach Act which required passenger coaches and railroad cars to have “equal but separate and sufficient” compartments and facilities. Claiming that their purpose was to prevent fraud, the Arkansas legislature also amended the election law which places control of voting in the hands of Democrats. A poll tax of \$1 was passed by the legislature. Black voting declined immediately, and soon blacks are gone from the legislature and from county government in Arkansas. Blacks were also actively discouraged from participating in Republican politics.

**1892**—On March 24, Malcolm Argyle, an Arkansas black preacher, wrote a friend, “all over the state, blacks were being murdered by whites; some being strung up to telephone poles, others burnt at the stake; and still others being shot like dogs. In the last 30 days there have been not less than eight colored persons lynched in this state.”

**1892**—Hundreds of black Arkansans left the state, some for Liberia in Africa, some for Oklahoma.

**1896**—The United States Supreme Court upheld the doctrine of “separate but equal,” in a case called *Plessey v. Ferguson*, thus legalizing Jim Crow laws.

**1898**-- Warnings appear “on the front gates of negro citizens” in the town of Lonoke “threatening them with dire vengeance unless they emigrate within thirty days.” Lonoke became the scene of an “exodus of frightened negroes from the town. ”For many years afterwards, many towns,

particularly in northern Arkansas, will be called “Sundown towns” because blacks are warned to be out of town by “sundown”.

**1903**—The Arkansas legislature passes a law requiring segregation on street cars. Blacks protest and begin a boycott that soon peters out, but while it happened it spread across class lines.

**1904**—The St. Charles Massacre in Arkansas County resulted in the lynching of 13 African Americans in a town of only 500. Once again, a single incident between a white and black alarmed whites that blacks “were organizing to defy law and order”. Whites came from neighboring towns and executed blacks. There was no evidence of an “uprising,” and no whites were prosecuted.

**1905**—Governor Jeff Davis justifies lynching in front of President Theodore Roosevelt. An Arkansas historian has called lynching in the state by this time “a state-sponsored event.” No other Arkansas governor has displayed such overt hatred for blacks.

**1906**—The Arkansas Democratic Party barred blacks from voting in primary election, a decision that was upheld by the courts.