

KEEP 'EM HUNGRY

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 Seven, "Mass Movements and the Fight for Justice"
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 to help students learn to collect and organize data using Chapter 7 of *Race Relations in the Natural State* or other resources in order to compare Black and White experiences during the Great Depression in Arkansas. Students will also create a timeline that charts successes and setbacks in the struggle for racial equality from the 1930s – 1950s.

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

Objectives:

Collect and organize data from selected resources to be able to explore the economic and social consequences of the Great Depression in Arkansas

Prepare a timeline of important events involving race relations and the Great Depression in Arkansas

Arkansas Curriculum Frameworks:

Arkansas History Student Learning Expectations:

GD.8.AH.7-8.4 – Discuss the effects New Deal programs had on society in Arkansas during the Great Depression (e.g., Works Progress Administration, Civilian Conservation Corps, Civil Works Administration)
GD.8.AH.7-8.5 – Explore the economic and social consequences of the Great Depression

English Language Arts Student Learning Expectations:

W.4.5.2, W.4.6.2, W.4.7.2 – Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining of main topics and **sub-topics (6th and 7th grades)**

W.4.8.2 - Organize ideas by using such graphic organizers as **charts/graphs** and formal outlining of main topics, sub-topics, and details.

W.5.5.10, W.5.6.10, W.5.7.10, W.5.8.10 – Write across the curriculum

R.9.8.3 – Connect, compare, and contrast ideas, themes, and issues across texts

R.9.7.15, R.9.8.18 – Organize information, including simple outlining

IR.12.8.6 – Create visual graphics to interpret information

IR.12.5.8, IR.12.6.8, IR.12.7.9, IR.12.8.9 – Use research to create an oral, written, or visual presentation, or product

School Library Media Student Learning Expectations:

A.3.5.1, A.3.6.1, A.3.7.1, A.3.8.1 - Practice *organizational strategies* to record and synthesize information

C.7.5.2, C.7.6.2, C.7.7.2, C.7.8.2 - Read from a variety of *content area texts* (e.g., texts related to biology, science, or social studies)

Key Terms:

Southern Tenant Farmer's Union	Great Depression	Franklin D. Roosevelt
Agricultural Adjustment Administration	Peonage	Jim Crow

Key Terms Defined:

Southern Tenant Farmers Union (STFU): a union of black and white sharecroppers, formed in 1934 in Arkansas.

Great Depression: global economic collapse (1929-1942)

Franklin D. Roosevelt (FDR): 32nd President of the United States; elected to 4 terms (1933-1945) – through the Great Depression and World War II.

Agricultural Adjustment Administration (AAA): U.S. government agency during the Depression, gave benefit payments to farmers to help farmers.

Peonage: a system in which debtors are bound in servitude to their creditors until their debts are paid.

Jim Crow: name given to the system of laws and social practices which oppressed black citizens.

Related Encyclopedia of Arkansas Entries:

[Early 20th Century](#), [Southern Tenant Farmer's Union](#), [Sharecropping/Tenant Farmers](#)

Related AV/AR Selected Materials:

[Curtis Sykes audio clip 49](#) – He discusses a petition to the state of Arkansas to pay out of state tuition costs when African American students were not allowed to enroll in white university graduate programs.

[Henry McFadden audio clip 25](#) – He discusses what it was like when Silas Hunt integrated the law school at the University of Arkansas at Fayetteville.

Georg Iggers clip 20: [Audio version](#) / [Video version](#) – Recitation of Georg Iggers's letter to the *Arkansas Gazette* newspaper in 1950 discussing the need for the Little Rock Public Library to integrate.

Georg Iggers clip 32: [Audio version](#) / [Video version](#) – He discusses the *Aaron v. Cooper* court case, lawyer Wiley Branton's involvement, and Canadian support for court fees.

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 chart, as desired. An activity sheet and a timeline activity prompt are included in the lesson. 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
Sample Chart, Activity Sheet and Timeline Prompt (attached)
Internet Access
Notebooks and Writing Tools

Suggested Timeline: two or three fifty minute class periods

Background: Using the search function and using the term, [Early Twentieth Century](#), for the online *Encyclopedia of Arkansas History and Culture*, one can review the events surrounding the Great Depression in Arkansas, Review of Chapter Seven in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion of race relations during the

timeframe of the Great Depression in Arkansas. The teacher may wish to review the Butler Center Lesson Plan, “1931 England Food Riot” for more information.

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 Seven, *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 articles on [sharecropping](#) or [tenant farming](#). 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 articles for the class. Students may also study the photographs associated with text articles and report on those.

Copy and distribute the chart/organizer for the students to begin preparing to answer the questions on the worksheet. The timeline prompt may also be distributed at this point in the lesson.

Use the discussion questions below to help students organize the information found in the *Encyclopedia of Arkansas History and Culture* and in Chapter Seven of *Race Relations in the Natural State*. Allow time for research, chart completion, and timeline work.

Discussion Questions:

- How did the experiences of Arkansas blacks and whites differ during the Great Depression in Arkansas?
- What were some of the “reasons” given for some of the disparities between blacks and whites during this timeframe?
- How will the timeline depict the successes and setbacks in the struggle for racial equality?

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 charts, worksheets and timelines will be graded using the teacher selected rubric(s).

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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



Questions:

1. What reasons did white planters give for “keeping ‘em hungry?” _____

2. What happened to the money from the Agricultural Adjustment Administration? _____

3. What was the Southern Tenant Farmer’s Union (STFU)? Why was it formed?

4. Do you think the STFU was a success? Explain.

Time Line Assignment

Create a timeline that charts the successes/setbacks in the struggle for racial equality (using Chapter 7 and other sources). Use the following people/terms (you are not limited to these). Be sure to have the year/time and information on your time line.

- Jim Crow
- Life* Magazine Article/Education
- Harvey Flowers/CNO
- L.C. and Daisy Bates – *Arkansas State Press*
- Dunbar School District/Sue Cowan Morris
- Silas Hunt
- Jackie Shropshire
- Wiley Branton
- Christopher Mercer
- George Howard Jr.
- Edith Irby
- Housing Segregation
- Federal Housing Act of 1949
- Reverend J.H. Gavin
- Sidney McMath
- NAACP/Arkansas Council on Human Relations/Urban League
- Walter White
- Brown v. Board of Education*

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>

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 territorial period of Great Depression Era (Standard 8) in both the 7-8th and 9th-12th Arkansas History frameworks.

The subject terms, **Jim Crow Laws, Sharecropping,** and **Segregation,** 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 mid 20th century. 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 Seven Timeline Prepared by Grif Stockley, Author

Chapter Seven: “Mass Movements and the Fight for Justice”

1931—In the midst of the “Great Depression,” the town of England avoids a “food riot” by opening grocery stores for an angry mob of 500. Third-world conditions prevail in the Arkansas Delta for black and white sharecroppers. A white family on welfare received \$12 monthly; a black family received only \$6.

1934—The Southern Tenant Farmers Union was formed in Tyronza in Poinsett County by two white socialists, H. L. Mitchell and Clay East. Both blacks and whites joined the union which was organized on racial lines. Though initially successful in raising the price paid for picking cotton, planters struck back and throw sharecroppers off the land. Planters and their allies used violence and intimidation to destroy the union.

1940—W. Harold Flowers, a black attorney from Stamps organized a mass movement of blacks, encouraging them to register to vote. By 1947 eligible black voters had increased from 1.5 percent to 17.3 percent.

1941—L. C. and Daisy Bates began publishing the weekly *Arkansas State Press* in Little Rock which urged an end to Jim Crow and supported the efforts of Harold Flowers. An ardent supporter of the NAACP, the *State Press* became a strong, progressive voice of the black community in Arkansas.

1942—African American Little Rock teachers sued with the help of the national NAACP to equalize salaries and ultimately were successful.

1948—Thanks to federal litigation in other states, white authorities in Arkansas chose to admit a few blacks to graduate programs. Silas Hunt becomes the first black law student admitted to the University of Arkansas. Others, including Wiley Branton, George Howard, Jr., and Christopher Mercer, who all will be important to the Arkansas Civil Rights Movement followed. Edith Irby was admitted as the first black medical student.

1950—Blacks filed suit to vote in Arkansas Democratic Primary and win. They are welcomed into the Democratic Party by Governor Sid McMath. Little Rock started to take small steps towards dismantling Jim Crow. The Little Rock library begins to admit blacks at certain times to use the central library.

1952—Daisy Bates was elected president of the state NAACP. Aided by two white professors at Philander Smith College, Georg Iggers and Lee Lorch, the Little Rock branch increases its visibility and becomes the most militant of three interracial civil rights groups, including the Urban League and the Arkansas Council on Human Relations.