

A WHOLE NEW WORLD?

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 Three, "Reconstruction"
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 compare and contrast the lives of black Arkansans before and after the Civil War while utilizing various types of research sources.

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

Objectives:

1. Describe Reconstruction Era in Arkansas
2. Use various resources to describe the lives of Ex-Slaves during and after the Civil War.

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.7-8.1 – Describe the *Reconstruction Era* in Arkansas

- ~Freedmen's Bureau
- ~Brooks-Baxter War
- ~Resurgence of Democratic Party
- ~Approval of 1874 Constitution

Social Studies Student Learning Expectations:

American History

R.5.AH.1 – Chart the strengths and weaknesses of the various plans for Reconstruction (e.g., Ten-Percent Plan, Freedman's Bureau, Wade-Davis Bill)

R.5.AH.2 – Identify the significance of the Civil War Amendments:

- ~Thirteenth Amendment
- ~Fourteenth Amendment
- ~Fifteenth Amendment

R.5.AH.3 – Research the effects of the Civil War Amendments during Reconstruction using primary source documents

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)

Related Encyclopedia of Arkansas Entries:

[Civil War Through Reconstruction, 1861-1874](#), [Post-Reconstruction Through the Gilded Age, 1875-1900](#), [Freedmen’s Bureau](#), [Ku Klux Klan](#), [Carpetbaggers and Scalawags](#), [John Lucas Gray Photo](#)

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:

Freedom	Freedmen’s Bureau
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Key Terms Defined:

Freedom- personal liberty, as opposed to bondage or slavery

Freedmen’s Bureau- Bureau of Refugees, Freedmen, and Abandoned Lands established to assist blacks with the transition from slavery to freedom and to help destitute whites with food or medical supplies.

Materials Needed:

Race Relations in the Natural State by Grif Stockley, Internet Access Journal, Writing Prompt (attached); 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 Three in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion on ex-slaves during and after the Civil War.

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 Three, *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 article on the [Freedmen’s Bureau](#) from the online *Encyclopedia of Arkansas History and Culture*. Copies can be distributed to students.

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 wish to research primary source documents which may be found at the website for the Freedmen's Bureau. The link, <http://freedmensbureau.com/arkansas/>, will direct the students to these documents.

Copy and distribute the journal entry forms and/or the writing prompt for the students to begin preparing to complete the journal entries and essay. If a scoring rubric for writing is used by the district, be sure that students understand that their essay 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 the [John Lucas Gray Photo](#) as a writing prompt.

Discussion Questions:

- Describe the lives of slaves both before and during the Civil War.
- Explain the establishment of the Freedman's Bureau and its effect on the ex-slaves.
- Define what freedom meant.
- Identify the effects the Reconstruction Acts had on African Americans in Arkansas (the 14th and 15th Amendments)
- Examine what the ex-slaves wanted out of life.
- Describe the realities for the ex-slaves – back to life on the farm.

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 journals and/or essays 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



HOPE – LAND, EDUCATION, PEACE	BACK TO THE PLANTATIONS

Essay Prompt

QUESTION: Compare and contrast the lives of black Arkansans both before and after the Civil War. Be sure to give examples of the changes in the ex-slaves' daily lives. Describe how their lives were different and how they were alike?

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 part of the reconstruction era of Arkansas History (Standard 6) in both the 7-8th and 9th-12th frameworks.

The subject terms, **Reconstruction, Share Cropping, and Ku Klux Klan**, 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 Reconstruction period following 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 Three Timeline Prepared by Grif Stockley, Author

Chapter Three: “Reconstruction”

1865—The violence against Arkansas freedpersons after the war ended had not ended. An agent of the Freedmen’s Bureau wrote in 1865, “Many [freedpersons] are whipped as formerly.” An Arkansas historian writes, “Freedmen’s Bureau agents from 1865 to 1869 continually reported cases of planters who flogged freedpersons.”

1867—The “share” system was in place throughout Arkansas by 1867. Blacks were routinely cheated, and blacks knew it. Historian Carl Moneyhon writes, “The freedmen understood what was happening. No matter what system of labor was used, they would be cheated and nothing could be done to prevent it. Distrust of whites became a part of their view of the postwar world. The “share” system would continue in Arkansas for almost a century.”

1867—Blacks, who had never been provided with education, were now getting to go to school for the first time, thanks to such groups as the Quakers and

American Missionary Association. In 1867, August Strickland, a teacher in Jefferson County, wrote a friend, "I never saw people learn so fast. It generally took me three months to teach what they learn in 10 or 15 days. But I am satisfied the difference is caused by more intense application."

1867—Congress passed the Reconstruction Acts which imposed military rule on the South. Arkansas was placed in a military district with Mississippi. Under these acts, if the rebellious states wished to escape military rule, they would have to ratify or approve the 14th Amendment to the United States Constitution as well as recognize the 15th Amendment by enacting new state constitutions that gave adult black males the vote.

1867—The state's first Republican Party held their first convention in April and blacks become politically active with the overwhelming majority joining the Republican Party which solicits their votes. Made of up former Union supporters and northerners who came to Arkansas during the War, these whites need black votes to control the state.

1868—Eight black delegates are elected to participate at the state constitutional convention of 1868, which is controlled by former unionists (called Scalawags) and northerners who have come into the state. Though derided by the *Arkansas Gazette* as a "bastard collection whose putridity stinks in the nostrils of all decency," the Convention approves the new constitution, which besides giving the right to black males to vote, also gives them the right to serve on juries, hold office and serve in the militia. On April 2, 1868, the Arkansas Legislature ratified

the 14th Amendment, and on June 22, Congress permitted Arkansas to re-enter the Union.

1868—The Ku Klux Klan becomes active in the state. Both blacks and white Republicans were murdered and intimidated to keep them from voting. Present-day Arkansas histories accept historian Allen Trelease's estimate that "over two hundred Arkansans were murdered on the eve of the [federal] election." The day after the election Republican governor Powell Clayton moved against the Klan and declared martial law in 14 counties. He nullified voter registration in 12 counties, claiming the registrars had been intimidated. Powell sent out militias, including black militias, and pacified the Klan by March of the next year. On July 14, 1868, Clayton signed into law Act 15 which prohibited racial discrimination on public carriers, railroads, street cars, inns, hotels and places of entertainment.

1868—The first legislature after the Constitutional Convention enacted a law that required segregation in public education. "Most Arkansas blacks appear to have soon acquiesced in segregated schooling without sustained protest."

1873—By November of 1873 there were four black senators and 16 black representatives serving in the Arkansas legislature, a record that still stands today.