

CHARTING CHANGES

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 Four, “An Unnatural Death: The End of 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 create a chart that marks changes experienced by black Arkansans with the end of Reconstruction. Upon completion of the group created charts, students will complete an essay using the organized information

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

Objectives:

1. Be able to describe the Reconstruction Era in Arkansas
2. Use vocabulary and resources from content areas for organizing information

Arkansas Curriculum Frameworks:

Arkansas History Student Learning Expectations:

RP.6.AH.7-8.1- Describe the Reconstruction Era in Arkansas

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

RP.6.AH.7-8.2 – Describe the effects of sharecropping on society in Arkansas

RP.6.AH.7-8.5 - Describe the development of the public school system in Arkansas (e.g., Charlotte Stephens, Mifflin Gibbs)

English Language Arts Learning Expectations for Speaking, Writing, Evaluating:

OV.1.7.1, OV.1.8.1 – Use vocabulary from content area texts and personal reading

OV.1.7.2, OV.1.8.2 – Use standard English in classroom discussion and presentations

OV.1.8.8 – Report results of interviews, research, etc.

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.5.5.7, W.5.6.7, W.5.7.7, W.5.8.7- Write with and without prompts for a sustained period of time.

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

R.9.5.21, R.9.6.20, R.9.7.19, R.9.8.22 – Evaluate personal, social and political issues as presented in text

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.7.8.2, C.7.9.2 - Read from a variety of *content area texts* (e.g., texts related to biology, science, or social studies)

Related Encyclopedia of Arkansas Entries:

[Civil War Through Reconstruction](#), [Post-Reconstruction Through the Gilded Age](#), [Back to Africa Movement](#), [The Horsea Departing for Liberia](#) and [The Laurada Departing for Liberia](#) (both photographs), [William Furbush](#), [Elisha Baxter](#), [Joseph Brooks](#), [Brooks-Baxter War](#), [Joseph Corbin](#), [Mifflin Gibbs](#), [Charlotte Stephens](#)

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. 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:

Redeemers	Fusion	Civil Rights Act of 1873	White Supremacy
Debt Slavery	Liberia	“Back to Africa” Movement	Reconstruction

Key Terms Defined:

Redeemers – name for a group of Democrats who came to power, ended Reconstruction.

Fusion – racial cooperation

Civil Rights Act of 1873 – gave black citizens equal access to the ballot and free public education.

White supremacy - a racist belief that white people are superior to other races.

Debt slavery – or peonage, where one must provide labor in order to pay off one’s debts.

Liberia – country in Africa, established by the American Colonization Society as a place to send freed African Americans slaves in 1821.

“Back to Africa Movement” – movement where thousands of African-American Arkansans wished to leave the state for the Republic of Liberia (approximately 650 left from Arkansas – more than from any other American state in the late 1800s)

Reconstruction – process of returning former Confederate States to the Union following the Civil War

Materials Needed:

Race Relations in the Natural State by Grif Stockley

Sample Chart (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, **reconstruction**, for the online *Encyclopedia of Arkansas History and Culture*, one can review the post civil war reconstruction activities in Arkansas, Review of Chapter Four in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion of post Civil War Reconstruction in Arkansas. **At the end of the lesson is a timeline created by the author to provide the key points in the chapter.**

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 Four, *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. Teacher led discussion may be used as part of the review. Review the text article on certain key individuals from the online *Encyclopedia of Arkansas History and Culture*. See above list.

Of particular interest may be the text article, [Back to Africa Movement](#). 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 also study the photographs associated with text article.

Copy and distribute the chart/organizer for the students to begin preparing to write the 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.

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

Discussion Questions:

- Describe the improvements in the lives of black Arkansans.
- Analyze how the situation for black Arkansans changed.
- Explain why some African Americans from Arkansas participated in the “Back to Africa” movement.

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, class presentations, and essays will be graded using the teacher selected rubric(s).

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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



ACTIVITY INSTRUCTIONS

Place students into three groups. Give each group a poster board/large sheet of paper. All groups need to read or review Chapter 4 of *Race Relations In the Natural State*. **Group 1** is to read through and list the improvements experienced by African-Americans during this time period. **Group 2** is to create a list of problems still being experienced by African-Americans. **Group 3** is to create a list of the reactions to these changes by African-Americans.

The completed chart might look like:

Improvements	Still Some Problems	African-American Reaction
<ul style="list-style-type: none"> • 8 black delegates at the Constitutional Convention • Defeated a proposed poll tax • Support for the Civil Rights Act of 1873 • Black landowners were treated with a measure of respect • Fusion Politics (heavily black counties – power-sharing was agreed upon) • Return of voting rights in most of the Delta • Blacks elected to the state’s House of Reps. And Senate • Held other offices – sheriff, circuit clerk, treasurer, assessor, coroner. • Growing African American population in Ark. • Best opportunities – Little Rock • Emergence of very successful African American businessmen in Little Rock • More black professionals - lawyers, doctors, merchants. • 3 black colleges in Little Rock • A high school for blacks • Blacks and whites lived side-by-side in Little Rock before WWI • Some businesses the races mixed freely 	<ul style="list-style-type: none"> • Voting fraud (stacked against African-Americans) • Many former southerners (in power pre-Civil War) in power and sought to redeem what had been lost • White supremacy to rule within the state • View that “negroess” was an unfortunate badge • Blacks elected to the Ark. legislature never equaled the highest number from during Reconstruction Era • Only 45% of black children were in any kind of school in Arkansas • 70% of black children went no further than the 4th grade • Only 4% of entire black enrollment in the state was in grades 10-12 • Blacks in Little Rock were living at the poverty level in this era • 1896, while blacks made up 46.4% of the population – only paid \$6,609.99 in real estate and personal property taxes (meant they owned less) • As blacks immigrated to Ark. found they were trapped in poverty and debt • Had to depend on credit upon arrival and work it off – with everyone in the family working • People forced to remain on the land until their debt paid (debt slavery) • KKK attacks and lynchings 	<ul style="list-style-type: none"> • Back to Africa Movement • A desire to start a life independent of whites • Hoping to find a better life – go to Africa • 650 African-American Arkansans left for Liberia (more than any other state in the United States) • Howard County Riot of 1883 – a true riot or propaganda?

Students are to post the charts up on the board – and present their assigned “issue” to the class. Once the entire chart is presented, students are to write an essay that answers the following question.

Writing Prompt

Why do you think the author calls the Redeemer Era one of the most complex periods in Arkansas racial history? Explain and give examples.

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

The subject terms, **Reconstruction** and **Poll Tax**, 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 Post-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 Four Timeline Prepared by Grif Stockley, Author

Chapter Four: “An Unnatural Death: The End of Reconstruction”

1874—The Constitutional Convention of 1874 and the election of Democrat Augustus H. Garland ended Reconstruction in Arkansas. Though Democratic leaders spoke of racial reconciliation and, in some instances, followed up by action, white supremacy was the rule and not the exception. Called the “Redeemers,” Democrats resuming control of the state were chiefly concerned that they remain free to utilize the state’s large pool of labor without hindrance.

1874—Blacks and whites in primarily heavily-black eastern Arkansas began entering into a political arrangement to be known as “fusion.” By getting together before elections and agreeing to allow both racial groups to elect candidates to office, major conflict was avoided, and this arrangement survived until almost the end of the 1880s. Blacks held a number of offices during this period both at the county level and state level in the legislature.

1874--Blacks in Little Rock and other urban areas of the state began to grow a slow but steady middle-class of businessmen, educators and skilled laborers.

1883—The Howard County “Riot” continued the tradition of whites fearing “insurrections” of blacks and taking collective action to put them down. Four blacks were killed and 41 taken into custody after the death of a single white involved in an interracial incident. Some whites in the area provided legal help and advocacy for the landowning blacks involved, illustrating the complexity of race relations in the state during this era.

1888—The family of William Pickens, who would go on to become an official of the national office of the NAACP in New York, moved to Arkansas from South Carolina. Lured by labor agents who painted Arkansas as a paradise, the story of the Pickens family symbolized the heavy migration of black families to Arkansas who became trapped by “debt slavery” or peonage. Pickens’s story also was illustrative of those lucky enough to get an education and escape from poverty as the family managed to send him to Union School in Little Rock.

1888—Though working in segregated organizations (called Agricultural Wheels) black and white farmers, members of the black and white working class (Knights of Labor) and white Republicans challenged Democratic rule in the state, nearly electing their own candidate for governor. Called Populists, these “populists” threaten white supremacy throughout the nation and were particularly strong in Arkansas. Threatened by possible control by this coalition, Democrats in such places as Conway County, St. Francis County and Crittenden County used force and fraud to insure continued control.

1889—Nine Blacks were lynched in Lee County, following a labor dispute. A total of 15 lost their lives.