

Otra Vez – Again

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 10, “Immigrants Working and Living in Arkansas”
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 utilize prior knowledge, information from *Race Relations in the Natural State* (Chapters 1-10), and research using text or media entries in the online *Encyclopedia of Arkansas History and Culture* to compare the race relations of African Americans to Hispanics in the United States and Arkansas and complete a teacher defined predetermined task.

Grade Level: 5th – 8th (Can be modified for 9th-12th)
Lesson can be adapted for 9th-12th grade levels.

Objectives:

Students will

- Explain the push-pull factors that bring (or brought) immigrants to Arkansas.
- Review the economic development of Arkansas since World War II.
- Examine the growth of the Hispanic population in Arkansas since 1990.
- Determine the public opposition to Hispanic immigration in Arkansas.
- Review the immigration policy of the federal government.
- Explain the potential for problems with race relations in the Natural State – yet another race.
- Use resources for a teacher defined predetermined task.

Arkansas Curriculum Frameworks:

Arkansas History Student Learning Expectations:

WWP.9. AH.7-8.6 – Examine the economic development of Arkansas after World War II (e.g., timber industry, catfish farms, poultry industry, agriculture, retail, tourism, labor unions)

Social Studies Frameworks:

American History Student Learning Expectations:

CUS.19.AH.12 – Recognize current issues in immigration and ethnic diversity

Sociology Student Learning Expectations:

SP.8.S.3 – Examine the effect of race and *ethnicity* on group behavior

School Library Media Student Learning Expectations:

A.4.5.1, A.4.6.1, A.4.7.1, A.4.8.1 – Use resources and/or technology tools for a predetermined task

Suggested Resources:

Race Relations in the Natural State – Chapter 10

A PROFILE OF IMMIGRANTS IN ARKANSAS available at

Winthrop Rockefeller Foundation Web Site: <http://www.wrfoundation.org/>

Related Encyclopedia of Arkansas Entries: [Hispanic Immigration](#), [County Population Map](#), [Hispanic Population Map](#), [African-American Population Map](#)

Introduction:

The teacher will select the appropriate student learning expectations for his or her class, review key terms, and make copies of selected media entries from the online *Encyclopedia of Arkansas History and Culture*. Collaboration with the school library media specialist in the utilization of the technology resource tool for Arkansas History is suggested. See above links or visit <http://www.encyclopediaofarkansas.net>.

Key Terms:

Ethnic	Culture	Immigration
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Key Terms Defined:

Ethnic: Characteristics of a specific group or *culture*

Culture: Learned behavior of a people (e.g., belief systems and languages, social relations, institutions, organizations) and their material goods (e.g., food, clothing, buildings, and technology)

Immigration: act of immigrating (to enter and settle in a country or region to which one is not native)

Materials Needed: notebook, writing tools, internet access, sample chart(s) (included)

Suggested Timeline: two or three fifty minute class periods

Background: Arkansas has a rich history of immigration by various ethnic groups. Using the search function and using the term, **immigration**, for the online *Encyclopedia of Arkansas History and Culture*, one can review the various groups which have added to the history of Arkansas. In reviewing the Hispanic Immigration entry from the encyclopedia, one will see key terms referring to economic development of Arkansas since World War II. Review of Chapter 10 in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for comparison between the Hispanic population in Arkansas to the African American population 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. Introduce the topic of immigration in Arkansas by having students research various immigrant groups who were part of the state's history. Utilization of small group techniques and internet access to the online *Encyclopedia of Arkansas History and Culture* is suggested.

Review Chapter 10, *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 Hispanic Immigration from the online *Encyclopedia of Arkansas History and Culture*. 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. Review the **A PROFILE OF IMMIGRANTS IN ARKANSAS available at** Winthrop Rockefeller Foundation Web Site: <http://www.wrfoundation.org/>. Small group techniques or teacher-led discussion could be used with this resource.

Distribute copies of [County Population Map](#), [Hispanic Population Map](#), [African-American Population Map](#) from the online *Encyclopedia of Arkansas History and Culture*. Students may be assigned a county or a region of the state to review total county population, the Hispanic population, and the African-American population. The students could create a chart with the three populations for each county as defined on the

maps from the Encyclopedia of Arkansas. This could be followed by a review of the selected county or state region using the online *Encyclopedia of Arkansas History and Culture*. See chart template included with lesson. Students could also be directed to compare and contrast experiences of African-Americans and Hispanics in Arkansas. A sample chart for U.S. history is included with lesson.

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.

Completed activities (charts, etc.) could be used as part of an assessment for the class.

Suggested Extended Activities:

If the American History or Sociology Student Learning Expectations are selected, the teacher may wish to make assignments based on the current national debate regarding immigration.

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



**Comparison of African American Population and Hispanic Population In Arkansas Counties
Chart Example**

Name of County	Percentage of African American Population	Percentage of Hispanic Population	Total Population Based on 2006 Census Estimate
Arkansas	24.5 per cent	1.1 per cent	19,884
Yell	1.5 per cent	17.2 per cent	21,834

How many African Americans live in the county? _____

How many Hispanics live in the county? _____

What region of the state is this county located? _____

List County Seat(s): _____

What is date of establishment of the county? _____

Describe the historical population of the county. _____

List important facts from each of the historical time periods (if applicable)

Pre-European Exploration

European Exploration and Settlement

Louisiana Purchase Through Early Statehood

Civil War Through Reconstruction

Post Reconstruction Through Gilded Age

Early 20th Century

WWII to Faubus Era

Modern Era

Comparison/Contrast Chart Example
Experiences of African Americans and Hispanics in the United States/Arkansas

EXPERIENCE	AFRICANS	HISPANICS	SIMILAR/DIFFERENT
Arrival in the US	Brought by force	Willingly, legally and illegally.	Different
		Want an education for their children	Similar
Employment	Peonage, low wages		
Prejudice			
		Spanish Speaking	Different
	Loss of property; abuse (verbal/physical);		Similar

1. Would you say that the experiences of African Americans and Hispanics are mostly similar or different?
 Give 3 examples.

2. How are the goals of Hispanics similar to the goals of African Americans had at the end of the Civil War?

3. How do you think racial problems with Hispanics could be avoided? Explain. _____

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 timeframe from the 1970-2007.

Use the subject term, **immigration**, to learn more about immigrants who have lived and worked in Arkansas. 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 Ten Timeline Prepared by Grif Stockley, Author

Chapter 10: “Immigrants Working and Living In Arkansas”

1970-2007---Depending on whether one sees the glass as half-full or half-empty, the outlook for race relations in the state is either bleak or hopeful. Taking the long view, there has been great progress since a racial demagogue like Jeff Davis held sway in the state. Blacks and whites often share employment together and take pride in joint efforts such as high school and college sports achievements. Still, on the whole, there appears to be a great deal of racial alienation. Racial surveys conducted by UALR in Pulaski County for the last five years indicate, for example, that blacks continue to believe they are very often the victims of racial bias, and clearly discrimination continues in areas such as housing, employment, and health.

As Hispanics continue to make their way into the state for employment opportunities, the people of Arkansas must not repeat the cycle of prejudice and abuses against another ethnic minority. Arkansas is now home to an estimated 100,000 immigrants representing 4 percent of the state’s population. Between 2000 and 2005, Arkansas had the fastest growing Hispanic population in the nation.