

THE ARKANSAS ROCKEFELLER”

Teachers Guide

TEACHERS GUIDE INTRODUCTION

Winthrop Rockefeller, a 41 year-old aristocrat from New York, came to Arkansas determined to change his life. He stayed to change not just his life, but the lives of all Arkansans. *The Arkansas Rockefeller* is a 56-minute documentary on the social, political and economic legacy of Gov. Winthrop Rockefeller in six segments. The segments, from seven to 10 minutes long, can be viewed separately in conjunction with specific exercises or together:

- A Desire for Change
- A Two-Party System
- A Climate of Racial Moderation
- A Two-Term Governor
- A Progressive Spirit
- A Leader in Philanthropy

CONTENTS

Learning Objectives	2
Curriculum Frameworks	2-6
The Life: Winthrop Rockefeller	6-9
Learning Activities and Exercises:	
Discussion Questions	9-10
Vocabulary	10
Story Tellers	11
Two-Party Role-Playing Exercise	11
Civic Action Exercise	12
Branding Exercise	12
Timeline Exercise	13-14
Geography Exercises	14-15
Cultural Diversity Exercise	15-16
Philanthropy Exercise	16-17
Winthrop Rockefeller: Selected Bibliography	17-18

ADDITIONAL RESOURCES

Students and teachers can go to the educational website at winrockefeller.ualr.edu to locate more in depth biographical information on Winthrop Rockefeller;

Teachers can find additional curricula regarding Arkansas and its people at the Winthrop Rockefeller Foundation web site at www.wrfoundation.org under Toolbox for Teachers.

LEARNING OBJECTIVES

1. Students will understand the governor's role in making decisions for the State of Arkansas. They will learn how the executive and legislative branches of state government cooperate.
2. Students will use chronological order to understand how Winthrop Rockefeller's life was influenced by the Great Depression, World War II, and the Civil Rights Movement.
3. Students will use maps to locate the places Winthrop Rockefeller lived and worked in the United States and the world.
4. Students will learn how a two-party system works in state government and explain how Winthrop Rockefeller helped strengthen the two-party system in Arkansas.
5. Students will understand how Winthrop Rockefeller's childhood and family influenced his views on race relations and how his personal opinions on minorities in the workplace changed state government.
6. Students will understand the strong pinions and attitudes that divided the state of Arkansas regarding race relations in the late 1950s and early 1960s.
7. Students will learn the importance of philanthropy and how one person's wealth can be used to make significant changes in the lives of an entire state.
8. Students will understand the attributes that made Winthrop Rockefeller a good leader.
9. Students will compare and contrast Arkansas' state government before Winthrop Rockefeller's terms as governor and after them.
10. Students will analyze the effects of Winthrop Rockefeller's vision for Arkansas on the state from the end of his last gubernatorial term to the present.

CURRICULUM FRAMEWORKS

This Teachers Guide utilizes reading, writing, research, problem solving, and the social studies processes. Using the Social Studies Curriculum Framework and the Arkansas History Curriculum Framework, this guide is designed to apply the following Student Learning Expectations for students in grades 5-8 and 9-12. In addition, because there are several exercises dealing with vocabulary and writing, these lessons also align to the English Language Arts Framework. Teachers can choose which exercises and discussion questions are appropriate for their grade and course content.

GRADES 5-8, Social Studies

- TCC.1.1 Use chronological order to explain the cause and effect of events throughout history.
- TCC.1.2 Analyze how past decisions and events affect subsequent decisions or events throughout the world.
- TCC.1.3 Use the process of mental mapping to understand spatial relationships and to locate places on maps.
- TCC.1.4 Compare and contrast the causes and consequences of conflict within the state, nation and the world.
- TCC.2.1 Demonstrate an understanding of continuity and change in the state, nation, and world.
- TCC.2.4 Use a variety of processes such as thinking, reading, writing, listening, and speaking to demonstrate continuity and change.
- PPE.1.3 Compare commonalities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- PPE.1.4 Examine primary and secondary sources and experiences to understand historical and cultural perspectives.
- PPE.1.7 Illustrate the relationship between tolerance and cooperation.
- PPE.2.5 Analyze cultural and physical patterns through the five themes of geography: location, place, human-environment interaction, movement, and region.
- PPE.2.7 Demonstrate an understanding of the uses of maps and geographic information systems.
- PDC.1.6 Demonstrate how limited resources necessitate decision making.
- PDC.1.7 Analyze how disparities in power and economic status lead to conflict.
- PDC.1.8 Identify and evaluate critical current issues related to use of resources.
- PAG.1.1 Recognize and develop a concept of one's role as a participant in a larger community.
- PAG.1.2 Demonstrate responsible citizenship and function as a productive member of the local, state, and national communities.

GRADES 5-8, Social Studies (cont'd)

- PAG.2.2 Analyze conflict and methods of conflict resolutions by using such activities as simulations and role play.
- PAG.2.5 Understand the organization, function, and operation of local, state, and national governments and simulate methods of influencing policy in a democratic government.
- PAG.2.6 Analyze the characteristics of effective leadership from both historical and contemporary perspectives.
- SSPS.1.1 Analyze concept of the social sciences using a variety of methods, such as simulations, field studies, debates, presentations, projects, portfolios, etc.
- SSPS.2.1 Use appropriate methods, research techniques, and tools, such as field studies, simulations, interactive technologies, charts, maps, graphs, statistics, primary sources, etc.
- SSPS.2.3 Read and apply the essential characteristics and functions of maps, graphs, charts, timelines, and geographic information systems.

GRADES 5-8, Arkansas History

- ARTCC.1.1 Use chronological order to explain the cause and effect of events throughout Arkansas history through writing and by creating timelines, charts, and graphs.
- PPE.1.3 Examine and explain belief systems with respect to political, social, and aesthetic activities that make up Arkansas traditions.
- PDC.1.4 Research and describe elements in Arkansas' economy including tourism, recreation, agriculture, and natural resources.
- PAG.1.1 Know and understand the role of political leaders, organization, function, and operation of local, county, and state governments in Arkansas.
- PAG.1.3 Summarize the characteristics of effective leadership in Arkansas in historical and contemporary time periods.

GRADES 9-12, Social Studies

- TCC.1.1 Analyze and evaluate diverse contemporary, historical and geographical perspectives as they relate to important events, recurring dilemmas, and persistent issues.

GRADES 9-12, Social Studies (cont'd)

- TCC.1.2 Explain, analyze, and show connections among patterns of change and continuity by applying key historical concepts, such as time, chronology, causality, change, conflict, complexity, and movement.
- TCC.2.3 Evaluate the role of ideals, traditions, processes, institutions, literature, languages, and the arts in continuity and change.
- PPE.1.7 Analyze and demonstrate the value of cultural diversity and cohesion within and across groups.
- PPE.2.7 Examine and explain belief systems underlying specific traditions and laws.
- PDC.1.6 Demonstrate an understanding of scarcity, choice, and resource allocation.
- PDC.1.9 Explore public issues related to resource allocation by applying techniques, such as brainstorming, simulations, and/or scenario writing.
- PAG.1.4 Identify, analyze, interpret and evaluate sources and examples of citizens' rights and responsibilities.
- PAG.1.5 Examine persistent issues involving rights, roles, and status of the individual in relation to the general welfare.
- PAG.1.6 Analyze and evaluate the influence of citizen action and public opinion on the formulation of public policy.
- PAG.2.3 Research and debate selected social issues, such as – but not limited to – public health, public education, waste management, and pollution.
- SSPS.1.1 Integrate reading, writing, listening, and speaking skills throughout the social sciences.
- SSPS.1.2 Develop and enhance observation, questioning, and interpretive skills throughout the social sciences.
- SSPS.1.4 Employ creative thinking skills throughout the social sciences.

GRADES 9-12, Arkansas History

- TCC.1.1 Evaluate major turning points and historical events in Arkansas and connect them to the natural geographic regions in which they occurred.

GRADES 9-12, Arkansas History (cont'd)

- TCC.1.2 Analyze continuity and change as they relate to individual rights (race, class, ethnic, and gender issues) and responsibilities over time in the state.
- PPE.1.1 Analyze the impact of the connections and interactions of various individuals, groups and institutions within Arkansas.
- PAG.4.4 Discuss and demonstrate the concepts of good citizenship including respect for the property of others, school and community involvement, and respect for authority.
- SSPS.1.1 Use appropriate tools, such as globes, maps, statistical data, primary and secondary historical sources, relevant media resources, interactive technologies, and fieldwork for the study of Arkansas history.

A SIGNIFICANT LIFE: WINTHROP ROCKEFELLER, 1912-1973

Winthrop Rockefeller was born May 1, 1912 the fourth son of John Davison Rockefeller, Jr. and Abby Aldrich Rockefeller. As a boy, his family called him “Winnie” and he attended Lincoln School, a preparatory school in New York City, and the Loomis School in Windsor, Connecticut. He was admitted to Yale in 1931, but he dropped out of college before graduation and never returned to formal education. At just 25 years of age, Rockefeller led the Greater New York Fund to raise over \$4 million through a united appeal to corporate and employee groups.

After traveling throughout the western hemisphere, he went to work as a roughneck in the Texas oil fields where he lived in a \$4.50 a week room and worked up to assistant driller at 83 cents per hour. His son, Winthrop Paul Rockefeller, said “Somehow, he managed to fit in with the hard men who no doubt wondered what a Rockefeller was doing there.” When restaurants would not serve black co-workers, Rockefeller went inside to order the meals and ate with them outside.

A WORLD WAR II VETERAN

On active duty in the Pacific during World War II, Rockefeller’s division made assault landings on Guam, Leyte, and Okinawa. A swashbuckling commander with a handlebar mustache, Rockefeller was popular with the troops who called him “Brother Rock.” During the invasion of Okinawa, a Japanese kamikaze carrying two 500-pound bombs hit the troop transport Henrico. Rockefeller was the most senior officer left alive and, although wounded, he assumed command until he was relieved the following day. He lost his mustache, suffered flash burns, and was hospitalized for six weeks.

Rockefeller came back to the New York desk job he did not enjoy, working in the family business. He advocated advanced ideas on labor relations which were not well received by company officials. Subsequently, those ideas became standard operating procedure for that

company and many others. During this period, Rockefeller was described as dissatisfied and unhappy with his employment, not fitting into the family pattern.

While his brothers married and began their families, he enjoyed New York's café society and once teamed up with actress Mary Martin to win a dance contest. He wed Barbara "Bobo" Sears, the mother of his only son, Winthrop Paul, on Valentine's Day of 1948. Five years later Rockefeller accepted the invitation of Army buddy Frank Newell and traveled by Cadillac with his friend Jimmy Hudson to a small southern state that would become his home – Arkansas.

A CATTLE RANCHER

Newell helped Rockefeller look about for a weekend retreat and they found a spot on a mountain 60 miles from Little Rock that would become his lifelong home. The 927 acres atop Petit Jean Mountain near Morrilton were just what Rockefeller wanted and he set to work immediately, challenged by the rugged, isolated land on Petit Jean to do something constructive.

Rockefeller designed much of the farm himself, including cattle pens built from used oil field pipes. The rugged Santa Gertrudis breed was a good fit for Rockefeller's Petit Jean farm and in a short time his cattle had earned a national and international reputation. The "WR" brand became known as a symbol of excellence among Santa Gertrudis owners, drawing buyers from many parts of the world. Divorced from his first wife, Rockefeller married Jeannette Edris of Seattle, Washington, in 1956.

In Texas Rockefeller had begun his lifelong interest in civil rights and he continued to do business in a color-blind way. His farm manager and friend Jimmy Hudson, who was African American, was given both authority and respect. A long-time supporter of the Urban League, Rockefeller joined the league's Greater Little Rock chapter just a month after moving to Arkansas. It has been said that one of his greatest contributions to the state was to make bigotry politically unfashionable.

A DESIRE TO CHANGE ARKANSAS

Governor Orval Faubus appointed Rockefeller to the Arkansas Industrial Development Commission and soon he was chairing the group, bringing in out-of-state experts and making personal calls to business leaders throughout the country. These prominent leaders were more than happy to speak with a Rockefeller. Through his leadership AIDC brought in 90,000 new jobs with annual payrolls exceeding \$270 million and the Arkansas General Assembly passed a resolution commending his efforts.

Always interested in a good business venture, Rockefeller was instrumental in the success of Winrock Realty and Pleasant Valley, Inc. Against the advice of Little Rock business leaders, he built the 18-story Tower Building, the first skyscraper in downtown Little Rock. He foresaw in Arkansas a future as a retirement and tourism destination. Asked why he liked Arkansas, Rockefeller said, "What you do here shows up in a hurry. You can see the results."

A TWO-TERM GOVERNOR

Not a politically ambitious man, nevertheless Rockefeller determined he would have to personally lead the fight to establish two parties in Arkansas in order to make the changes he believed were necessary. After an unsuccessful campaign for governor, Rockefeller came back to win the office in 1966. The first Republican elected governor since Reconstruction, Rockefeller was at odds with the largely Democratic General Assembly. Still Governor Rockefeller managed to pass 39 administration-sponsored bills in his first legislative session.

Among Rockefeller's accomplishments during two gubernatorial terms were improvements in education, prison reform, a business regulation cleanup, the state's first minimum wage law, the first model cities program, the addition of many minority state employees, the first young citizen's camp for disadvantaged youngsters, and the Freedom of Information law. Many of his proposed reforms were not enacted by a hostile legislature. Still, much of his legislation was passed under the progressive Democrat who followed him, Dale Bumpers.

A LEGACY OF GIVING

In a letter to his son when Winthrop Paul was an infant, Rockefeller wrote of his family, "While we lived comfortably with that which we inherited and earned, we had the responsibility to see that these resources were also used wisely in the service of our fellow man." Rockefeller supported numerous charities with not just his money but his time and personal leadership. His interests included racial equality, education and youth, culture and the arts, physical and mental health, religion, military and veterans services, strengthening America's place in the world, and building Arkansas.

He influenced others to make charitable gifts and led many fund-raising campaigns in the state. One of his political slogans, "Arkansas Is Worth Paying For," was a heartfelt statement of his personal philosophy. In his lifetime, he reported gifts of \$20 million on his income tax forms, but the real figure is estimate to be much higher. Established after his death, the Winthrop Rockefeller Charitable Trust has disbursed \$165 million since his death and the Winthrop Rockefeller Foundation has awarded more than \$65 million in grants.

A VISION FOR PROGRESS

Rockefeller said, "Every citizen has the duty to be informed, to be thoughtfully concerned and to participate in the search for solutions." Upon leaving office after an unsuccessful third term bid in 1970, Rockefeller said he wanted historians to think of him as "more than a political phenomenon, but as a catalyst who hopefully has served to excite in the hearts and minds of our people a desire to shape our own destiny."

After his terms as governor, Rockefeller continued to be interested in his adopted state and turned his attention to projects that had been on hold. Outside the state, he served as chairman and president of Rural Resources Institute and was instrumental in the creation of the National Infantry Museum at Ft. Benning, Georgia.

Rockefeller flew home to Arkansas for the last time on October 21, 1972, carrying the message that his cancer was inoperable. In his last public address he urged everyone to vote in the upcoming election. Increasingly sensitive about his appearance and bothered by the cold weather, Rockefeller traveled to Palm Springs where he entered a hospital with a briefcase containing work he wanted to finish.

At Rockefeller's March 4, 1973, memorial service at the Museum of Automobiles on Petit Jean Mountain it was William L. "Sonny" Walker, the first African American named by Rockefeller to lead a state agency in Arkansas, who spoke of a man who came to the state to change his life and stayed to change the lives of all Arkansans, "Although he will never be acclaimed as a master politician or an accomplished political scientist, the record indicates to me that Winthrop Rockefeller was probably the greatest Governor this state ever had."

Rockefeller's progressive vision for Arkansas is alive today through the work of the organizations he founded and through organizations his life and example inspired. His words on education reform are as powerful today as when he spoke them more than 30 years ago: "We shall have met this obligation only when every gray, substandard, scholastic corner within our borders has been eliminated; when the opportunity for quality education is everywhere."

DISCUSSION QUESTIONS

SS SLE 5-8: TCC.1.2, TCC.1.4, TCC.2.1, TCC.2.4, PPE.1.3, PDC.1.7, PAG.2.6

AH SLE 5-8: PPE.1.3, PDC.1.4, PAG.1.2

SS SLE 9-12: TCC.1.1, TCC.1.2, TCC.2.3, PAG.1.5, SSPS.1.1, SSPS.1.2, SSPS.1.4

AH SLE 9-12: TCC.1.2

View the documentary and ask questions regarding Winthrop Rockefeller's life and legacy:

1. How can the efforts of one man lead to significant changes for an entire state?
2. What characteristics of Winthrop Rockefeller allowed him to be effective during his term as governor?
3. How did his actions as governor affect our state after he left office and how did he influence future governors? What ideas that he introduced have been implemented since he left?
4. Was Rockefeller influential because he was rich? Explain.
5. Was it harder or easier for Rockefeller to create change in Arkansas because he was different from most of its citizens? Explain.
6. Why did Rockefeller advocate industrial development in the state?
7. What attitudes changed in Arkansas in the 20 years that Rockefeller lived in Arkansas?
8. What national events happened between 1953 to 1973?
9. Why was it significant that Rockefeller and his wife organized and attended a memorial service for Martin Luther King, Jr. on the steps of the Arkansas Capitol?
10. Is a two-party system important in state politics? Why or why not?
11. What is the responsibility of a governor in the lawmaking process?
12. Why was it important that Rockefeller included African Americans in his cabinet and key executive positions?

Discussion Questions (cont'd)

13. What part did education play in Rockefeller's progressive vision for Arkansas?
14. How is Arkansas different today because of Winthrop Rockefeller?
15. Compare and contrast race relations and civil rights during the gubernatorial terms of Orval Faubus and Winthrop Rockefeller.
16. Compare and contrast agricultural and industrial development during the administrations of Faubus and Rockefeller with industrial development today.
17. Describe the legacy of Winthrop Rockefeller through the reforms he enacted, the organizations he began, and the people he inspired.

VOCABULARY

SS SLE 5-8: PAG.2.5, SSPS.2.1

SS SLE 9-12: TCC.2.3, SSPS.1.1

Have students define or explain the following terms from the documentary and biography:

Administration	Magnitude
Affiliation	Obligation
Arkansas Industrial Development	Payroll
Commission	Philanthropy
Bigotry	Placate
Bombastic	Poll Tax
Café Society	Progressive
Cajolery	Racial Moderation
Catalyst	Rancher
Citizen	Reconstruction
Civil Rights	Reforms
Contentious	Retirement
Crusade	Roughneck
Emancipated	Sagacious
General Revenue	Santa Gertrudis
Harkens	Significant
Ideologies	Swashbuckling
Inherent	Theoretical
Labor Relations	Tourism
Legislation	Two-Party System
Liaison	Western Hemisphere
Maneuvering	Phenomenon

STORY TELLERS

SS SLE 5-8: PAG.2.6

AH SLE 5-8: PAG.1.1

SS SLE 9-12: TCC.1.1

AH SLE 9-12: PPE.1.1

The Arkansas Rockefeller is a film of interviews with Arkansans who knew and were influenced by Winthrop Rockefeller. Some are famous – others are not so well known.

Have students identify the spokespeople from the documentary:

Anne Bartley

Bruce Bartley

Senator Dale Bumpers

Marion Burton

Rev. Cecil Cone

Tom Dillard

Ernie Dumas

Judge G. Thomas Eisele

Robert Fisher

Dr. Sybil Hampton

Jim Johnson

Judge Henry Jones

Walter Jones

Dr. Calvin R. Ledbetter

Dale Parish

Senator David Pryor

Lieutenant Governor Winthrop Paul

Rockefeller

Dorothy Stuck

Emily “Robin” Sudderth

Ozell Sutton

Dr. Cathy Urwin

William L. “Sonny” Walker

John L. Ward

Townsend Wolfe

TWO-PARTY ROLE PLAYING EXERCISE

SS SLE 5-8: PAG.2.2, SSPS.1.1, SSPS.2.1

AH SLE 5-8: PAG.1.1, PAG.1.3

SS SLE 9-12: TCC.1.1, TCC.1.2, TCC.2.3, PAG.1.5, PAG.2.3

AH SLE 9-12: TCC.1.2, PPE.1.1

Divide the class in half and designate one half as Republicans and another half as Democrats. Tell students they need to imagine it is the 1960s. Have them determine through research their party’s stand during the 1960s on issues including:

- State Government Reform
- Poll Tax
- Prison Reform
- New State Constitution
- Industrial Development
- Freedom of Information
- Educational Reform
- Race Relations

Have students role play as representatives of their party regarding the issues.

CIVIC ACTION EXERCISES

SS SLE 5-8: TCC.1.4, TCC.2.4, PPE.1.3, PAG.1.1, PAG.1.2, PAG.2.5, SSPS.1.1

AH SLE 5-8: PPE.1.3, PAG.1.1

SS SLE 9-12: TCC.1.1, TCC.1.2, TCC.2.3, PPE.2.7, PAG.1.4, PAG.1.5, PAG.1.6,
PAG.2.3, SSPS.1.1, SSPS.1.2

SH SLE 9-12: TCC.1.2, PAG.4.4

1. Rockefeller was instrumental in the abolishment of the poll tax, a law enforced for many years. Discuss what the poll tax law was and why it needed to be changed. Ask students if they can think of laws today which should be changed. List these laws and have students make a case for the laws they think should be changed.

Assign students to write a letter to their state legislator or a member of their congressional delegation about a law they think needs to be changed. After collecting the papers and making corrections, have student mail the letters.

2. Rockefeller’s quote about education is as timely today as when he lived, “We shall have met this obligation only when every gray, substandard, scholastic corner within our borders has been eliminated; when the opportunity for quality education is everywhere.”

Ask students if they think changes need to be made in their school. As a class, make a list of any changes that could be made to ensure the opportunity for quality education is available to themselves and their fellow students. Have the students write a letter to their principal about changes that are needed.

BRANDING EXERCISE

SS SLE 5-8: PAG.1.1, SSPS.1.1

AH SLE 5-8: PPE.1.3

SS SLE 9-12: SSPS.1.2, SSPS.1.4

AH SLE 9-12: PAG.4.4



Winthrop Rockefeller developed a distinctive brand for his cattle that became his personal symbol as well. The WR brand stands today as a reminder of his legacy to our state.

Have students each create a brand for their school. Have them explain what the elements represent and have them write paragraphs about what their brands mean. Hold a competition to determine the winning brand symbol.

TIMELINE EXERCISE

SS SLE 5-8: TCC.1.1, TCC.2.1, TCC.2.1, PPE.1.4, SSPS.2.1, SSPS.2.3

AH SLE 5-8: TCC.1.1

SS SLE 9-12: TCC.1.1, SSPS.1.1

AH SLE 9-12: TCC.1.1, SSPS.1.1

Have students watch the film and research the life of Winthrop Rockefeller. Ask them to construct a timeline of events that illustrates his life and his impact on Arkansas. Below is a sample timeline (a brief photo timeline is found in the DVD liner notes).

Sample Timeline

- 1912 – Winthrop Rockefeller is born the fourth son to John D. Rockefeller Jr. and Abby Aldrich Rockefeller
- 1931 – Rockefeller wins the Batchelder Award for “industry, loyalty and manliness” at Loomis School in Windsor, Connecticut
- 1931 – He is accepted to Yale and attends the university, but later drops out and never continues his formal education
- 1936 – He begins work for 75 cents an hour as a roustabout for the Humble Oil and Refining Company in Texas
- 1941 – Rockefeller enlists in the Infantry as a private 11 months before Pearl Harbor
- 1945 – Though wounded himself, Rockefeller assumes command when the troop transport Henrico is bombed near Okinawa
- 1947 – Serves as Chairman of the Corporate Division of the National Urban League Service Fund
- 1948 – Only son, Winthrop Paul, is born to Rockefeller and Barbara (Bobo) Sears Rockefeller
- 1952 – Joins Board of Directors, Colonial Williamsburg
- 1953 – Arrives in Arkansas and buys 927-acre tract on Petit Jean Mountain
- 1956 – Marries Mrs. Jeannette Edris
- 1956 – Founds Rockwin Fund and initiates Arkansas Opportunity Fund
- 1957 – General Assembly adopts resolution thanking him for work as AIDC chairman

1958 – First Santa Gertrudis Production Sale at Winrock Farms

Timeline (cont'd)

1960 – Rockefeller holds “Party for Two Parties” on Petit Jean

1963 – Arkansas Arts Center opens thanks in large part to efforts of Jeannette and Winthrop Rockefeller

1964 – Announces first candidacy for Arkansas governor

1966 – Rockefeller is elected to the first of two terms as governor of Arkansas

1967 – Thirty-nine administration bills become law in the Arkansas General Assembly’s 66th Session

1967 – He is a founding trustee of Rockefeller Family Fund

1968 – Named Honorary Chairman of Arkansas Baptist Medical Center Development Program

1970 – Rockefeller’s third-term bid for governor of Arkansas is unsuccessful

1970 – Rockefeller commutes the death sentences of all 15 death row prisoners

1972 – He serves as Chairman and President of Rural Resources Institute

1973 – Rockefeller dies in Palm Springs hospital and memorial service is held on Petit Jean Mountain

1974 – Rockefeller Charitable Trust begins making substantial contributions to the Rockefeller Foundation

2003 – Arkansans celebrate a half century of Rockefeller’s legacy

GEOGRAPHY EXERCISE

SS SLE 5-8: TCC.1.3, TCC.2.4, PPE.1.3, PPE.2.5, PPE.2.7

AH SLE 5-8: PDC.1.4

SS SLE 9-12: TCC.1.6, SSPS.1.1, SSPS.1.2

AH SLE 9-12: SSPS.1.1

1. Have students geographically track the life of Winthrop Rockefeller before and after he came to Arkansas, using information about his childhood in New York, his travels in South America, his work in the Texas oil fields, his service in the Pacific Theater, his farm on Petit Jean, the political arena in Arkansas, and his death in Palm Springs.

2. Have students track the route of battleships in World War II's Pacific Theater on desk maps.

Geography Exercise (cont'd)

3. Have students compare and contrast the oil fields of Texas and the business district of New York City.
4. Have students compare and contrast geographic features of Little Rock and Petit Jean Mountain. Why would Rockefeller choose Petit Jean as home?
5. Have students map the towns Rockefeller visited during his political campaigns in Arkansas. They can build an outline map of Arkansas on the floor with red yarn and mark the cities with index cards. Or they use desk maps to locate the cities.
6. Have students study the skyline of Little Rock when Rockefeller came to Arkansas in 1953 and today. Discuss the changes including Rockefeller's building of the first skyscraper, the Tower Building, through the recent additions such as the Clinton Center and Park.

CULTURAL DIVERSITY EXERCISE

SS SLE 5-8: TCC.2.4, PPE.1.7, PDC.1.7, PAG.1.1, PAG.2.2, SSPS.1.1

AH SLE 5-8: PPE.1.3

SS SLE 9-12: PPE.1.7, PPE.2.7, PAG.1.5

It has been said that Winthrop Rockefeller made racial bigotry politically unfashionable in Arkansas. From his earliest years, Winthrop Rockefeller had a great interest in the welfare of minorities. His parents taught him the principle of equality and that differences in skin color were not to be used in judgment of others. In the documentary, those who knew Rockefeller talk about his leadership in promoting the rights of those who have been excluded because of race.

The purpose of this exercise is to help students understand what it feels like to be excluded. It will help them to have empathy for those who are on the outside in various situations in the past and in today's society. It also creates a list of the negative feelings that occur when people are excluded for any reason and positive feelings that are attached to inclusiveness. It is adapted, with permission, from an exercise by NCCJ Arkansas Region.

Ask the students to pick a partner and tell a story about a time they personally felt excluded or "on the outside." Tell them that after they share their stories, they need to think of a one-word description of how that experience made them feel, which they will share with the class.

Demonstrate the activity to the class by giving them an example of a time you felt like an outsider. Then give them a one-word description of how that experience made you feel. Write your word on the board. Wait five to seven minutes to make sure each pair of students has

shared their stories and had time to think of a word that describes how the experience made them feel.

Cultural Diversity (cont'd)

Ask if any of the students would like to share their experience with the entire class. After one or two stories, ask all the students to write on the board the one word that describes how they felt when they were on the outside. Review the list of feelings and ask the students if these are positive or negative feelings. Have the class members relate this feeling to those who are excluded from activities because of race. Ask how someone who was feeling these things would behave – would it affect their ability to learn if it happened at school?

Ask the students to choose another partner and share a story about a time they were included in an activity. Again, ask them to think of a word that describes how the incident made them feel. Demonstrate this activity and write the one word on the board.

Ask students if any want to share their “included” experience. After a couple of stories, ask all the students to write on the board the one word that describes their feelings. Review the list of feelings and identify it as positive or negative. Have students discuss this list of feelings and compare it to the first list.

Summarize by saying that we have all been on the outside at some time in our lives. By remembering how it felt, we can better understand those who are different from us. Explain that it is an important goal to create an “included” environment and eliminate situations where people feel “on the outside.”

PHILANTHROPY EXERCISE

SS SLE 5-8: PPE.1.3, PDC.1.6, PDC.1.8, PAG.1.1, PAG.1.2, PAG.2.2, SSPS.2.1

SS SLE 9-12: PDC.1.6, PDC.1.9, PAG.1.4, PAG.2.3, SSPS.1.1, SSPS.1.2

AH SLE 9-12: PAG.4.4

The purpose of this exercise is to have students experience the responsibility of giving and requesting money to facilitate change and meet needs in their hometown. They will better understand how to use money, time, and talent to accomplish change in their community.

Form Philanthropy Teams of five to seven students and tell them they have the responsibility to determine how to donate \$10,000 to causes within their community. Tell the students they can make one large grant or several small grants with the money. They will perform a simple needs assessment to determine what kinds of programs and support are needed in their community.

Form the same number of Nonprofit Teams of three to five students who will act as nonprofit representatives. Have these teams research different local non-profit groups who need resources. They can use written information from local groups and the Internet to gather information to make their case for the grants.

Have the Philanthropy Teams send a Request for Proposals to each of the Nonprofit Teams. The proposals should make a case for a grant of \$10,000 or a portion of that amount. Have each

Philanthropy (cont'd)

Philanthropy Team role play with all the Nonprofit Teams presenting grant requests to the Philanthropy Teams verbally. Require written grant proposals for the Philanthropy Team to consider.

Have the Philanthropy Teams consider each of the proposals and allocate their grant money according to the needs of their community. After the Philanthropy Teams determine how to allocate the \$10,000, have them role play again with the Nonprofit Teams explaining who receives the grants and why.

Have the students discuss the process of giving and receiving grants. If possible, have the class choose one local nonprofit to benefit from a class fund-raising project.

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For additional resources and information not listed below:

winrockefeller.ualr.edu

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