

Arkansas Studies Curriculum

Teacher's Guide *for* *Arkansas: Then and Now*

Introduction

Why we created this textbook. The lack of an upper elementary Arkansas history textbook and the desire to create a text that would place Arkansas history within the larger context of United States history, and, to some extent, world history, prompted the creation of this book. Our intent was to make the text interesting for students to read. In fact, we hope that although it is a textbook it has enough hints of mystery and discovery that students will find it enjoyable to read. To this end the volume is organized around the theme of interaction: the interaction between people and the land, the interaction of different peoples, the interaction of people with society and of people with their government.

Our goal was never to produce a totally comprehensive study of Arkansas history but rather to give the readers the general outlines of what happened in the past, with some specific highlights along the way. We want to give the readers enough information to understand what was going on but not so much that they get bogged down in great detail or succumb to stress over the weightier aspects of a particular historical question. A more comprehensive approach and one that involves more diverse causation and discussion of each historical question is left to books intended for an older audience.

While the physical arrangement of the volume is chronological and we imagine that most users will adopt this approach, it is also possible to “pick and choose” individual themes and emphasis to be used in different ways. You can choose a section, a topic through time, a chapter, or the entire book. If you are working on a particular topic in your classes at the time you want to include your Arkansas history unit, you can probably find it in this book. If you want to take a little time and deal with Black History in Arkansas or the United States in general, you can find information within this textbook to use. The same can be done with a number of people, business and industry, or even how people lived at certain time periods. Be forewarned, however, there are not a lot of famous individuals mentioned in this book. Instead, of the “Famous Man” accounts of history, *Arkansas: Then and Now* has been written to identify broad social, economic, and political themes and to show how this affected ordinary members of the Arkansas family as well as illustrating that one individual, based on his or her decisions and the decisions of others, can make a difference.

We wanted to make a visually stimulating Arkansas history textbook, intertwining images and additional information throughout the text to help clarify points as well as to give those who are interested more information on a specific topic. That way teachers and students can choose to investigate the topics they want or simply stick with the straight text. The addition of color throughout as well as “teasers” at the beginning of some sections will urge the students to read more. Each chapter begins with an introduction, which poses questions and gives a hint of what’s coming next. Each chapter also has information titled “How Many People Lived Here?” This section gives the student an opportunity to see just how the population of Arkansas has changed through its history.

Further, we wanted to give the past a slightly different look by including images not found in previous textbooks but which are nonetheless valid and illustrative of the periods or events under discussion. Most of all, we wanted a book that would generate questions, discussion, and further investigation on the part of the readers. After all, when the ancient Greeks first used the word history the root word they used was one that means to ask, to inquire. That's the point of history. The decisions today's students make about their own future will affect the future for us all. By learning from the past we hope they can better consider its problems and make Arkansas and the world a better place for everyone.

There were several, very important considerations that shaped the way in which we developed *Arkansas: Then and Now*. First of all, we wanted this to be fun, enjoyable, and challenging for those who use it. So it was most important to us to create a text that is both readable and enjoyable; a text that will help readers understand that after all is said and done, the history of Arkansas is really the story (or stories) of how Arkansas came to be what it is. We wanted to place *Arkansas: Then and Now* solidly within the context of our current efforts to promote literacy (reading, comprehension, and expression) throughout all of Arkansas's educational programs and emphases. Further, we paid particular attention to tying this text to the other materials that make up the Arkansas Studies Curriculum. Thus particular attention was paid to building onto and expanding the ideas and materials presented at earlier years of the curriculum. And, as an extension of this, we felt that it was of great importance to develop the text so that it could address the guidelines and expectations developed for the study of Arkansas History by the Arkansas Department of Education.

Above all else, our goal in creating *Arkansas: Then and Now* was to provide Arkansas students with a clear understanding that Arkansas hasn't always been like it is now. That, for better or worse, the Arkansas we know now is the product of contributions and decisions made by a wide variety of people and groups over more than 200 years. We wanted to provide students with a beginning appreciation of the issues with which our predecessors struggled, the way in which they addressed the fundamental problems of their times, and the consequences of their decisions and actions. It is this appreciation that we believe will help us to build a future in which challenges and opportunities are met with an increasingly thoughtful spirit of how our actions and decisions will affect those Arkansans who are yet to come.

What is Arkansas? Before you begin to make your Unit and Lesson Plans, we ask that you take a minute to think about what Arkansas, and Arkansas history, means to you as a citizen, a voter, possibly a parent or grandparent, and an educator. What things come to mind? Do you think of it geographically? How about its history? What about its relationship with the rest of the United States and U.S. history? Before you even begin having your students use this textbook, you might want to have your students write down what they think Arkansas is and what Arkansas means to them. Then after completing your unit on Arkansas history go back and have them look at what they originally wrote. Would they change anything? Add to what they wrote earlier?

How the book is organized. *Arkansas: Then and Now* is organized in a familiar chronological fashion. It starts at a point in the past, in this case when Europeans first enter what will become Arkansas, and finishes at the present. Within this general chronological context each chapter has the following elements.

An Introduction - As the name implies this introduces the major themes of the chapter. It does so in the form of observations and questions that we hope will encourage reader imagination and interest for what's to follow.

A Narrative - The main, continuing story of how Arkansas has changed through time is narrated in the double column text that makes up the bulk of each chapter. All of the other elements are designed to support and expand this basic story.

Census Information - This is a section that provides information drawn from the United States census. This information not only gives readers a sense of who lived in Arkansas during the period of time under consideration in the particular chapter, but also provides a way to measure and think about how Arkansas has changed.

“Teasers” - These are brief paragraphs which highlight certain issues within a chapter and are also intended to encourage the reader to begin to ask questions. These are often set off from the rest of the text by a border of small triangles.

Direct Quotations - Printed in italics, these quotations are included to give readers a feel for how real people were involved with particular issues at a particular time.

Sidebars - These are short paragraphs, enclosed within a solid border, that highlight and provide additional, more specific, information about a particular topic.

Figures - The illustrations for this volume were chosen to provide readers with windows into a particular place and time. We chose them to invite viewers to ask questions about what they see.

What Was It Like? - This is the central question for each reader. The intent of each chapter is to have readers seriously engage the past by thinking about what it would have been like to have lived during that time. The activities listed are provided as suggestions for different ways in which readers can interact with the material they have read and viewed, as well as with others who are thinking about this as well. The goal is to encourage readers to think about the past from a variety of perspectives and engage with others to consider the insights these different perspectives provide.

Using the Teacher's Guide

We have prepared this Teacher's Guide in order to assist you in getting started using *Arkansas: Then and Now* with you students. To this end the Teacher's Guide offers a sample structure or framework in which chapters are treated as individual study units. This structure allows for the use of a systematic, regularized rhythm for the teaching and learning exercises. It also facilitates the comparison and integration of information from chapter to chapter. But, before you begin on the first unit, we believe it will be helpful to put some elements in place that will provide additional continuity between the individual units.

As we suggested above, one good way to begin the entire study is by having the students write what they think Arkansas is and what it means to them. This starts the thinking process. You can refer to these initial expressions and have students revise and refine them as you progress through the study. By comparing these initial accounts with ones produced at the end of the study period, you will be able to gain some insight into how a student's understanding of Arkansas history has progressed. In addition to this exercise we have found two other elements or activities to be of particular value.

One is the creation of a class timeline, an activity with which you are probably already familiar. This is a listing of the dates associated with specific events and persons that will remain in view for the entire period of study. Many classrooms do this by using butcher paper wrapped around one or more walls. The idea is for the class to create the timeline as it progresses from one period to the next in Arkansas's history. To help with this we have included a detailed timeline of Arkansas people and events which is integrated with important national and international events. You will find this on the resource disk.

The other is a creation of a population chart. This is also something that would be created by the class from information in the text. Like the timeline this chart could remain in class view during the entire study period allowing students to visualize how Arkansas's population has changed over time.

We have found that it is very helpful to begin a Unit by providing a sense of place, of context, for the people and events that will be considered in the chapter. Sometimes we suggest the use of particular maps and provide links to Internet sites where these can be seen.

The next thing is to introduce the specific chapter itself. One good way to do this is to read, or have one of the students read, the Introduction out loud. These sections have been developed as a preview for what students will encounter in the chapter. Next you might want to review the major subdivisions within the chapter, have the class look at one or more of the illustrations to begin to think about the questions associated with the illustrations, and pick one or more of the sidebars and have a student read it out loud. You might also want to introduce some of the words or phrases listed in the vocabulary section and talk about what they mean. All of this is designed to give the class a meaningful preview of what they are going to encounter during the

particular unit of study.

Have the students read the chapter independently, perhaps by reading the narrative portions of the chapter, and make a list of words they don't know or aren't sure about. This can either be done as class time or as homework.

Once the students have read the chapter independently, discuss some of the words or phrases in the vocabulary section. Ask the students to add the words they listed. Pay particular attention to how the words or phrases are used in the chapter.

Then summarize the chapter as part of the class discussion using the Learning Expectations listed in the Teacher's Guide to direct the discussion.

When you finish the discussion add the new information to the class timeline and population chart.

A sample test is provided for each chapter, but you will probably want to add some questions of your own. After the test, review the questions with the whole class. This exercise will provide a gauge of how well the class as a whole and individuals have grasped the major elements.

You're now ready to move over into the more interactive portions of the Unit Plan. We have suggested some activities for each chapter, each of which is designed to support the Learning Expectations and to encourage students to think about and evaluate what they have learned.

As an added feature to this study we have included (on the resources disk) a series of original short stories by Charley Sandage written specifically for 5th and 6th grade students. These stories tell of young people facing specific problems set within different historical contexts. We believe that this can be used in the creative classroom to assist in making a period come alive for a young reader, encouraging them to think of issues themselves. They can also serve as models for creative writing by class members.

Finally, each chapter ends with a section called "What was it like?" Pick one or more of these to serve as a culminating exercise. In each of these we hope students will actively engage the information they have gained in a thoughtful and creative way.

Resources

Take a look at the stories and other resources gathered in the Resources Section on the Arkansas Studies Curriculum Website (www.arkansasstories.com). There you will find a selection of stories, images, and other resources that may be helpful to you. The timeline should be of particular value.

Chapter Plans

INTRODUCTION

FOCUS AND EMPHASIS

The focus of the Introduction is on the long period before Europeans entered Arkansas. It provides a summary description of Arkansas's physiographic regions, geologic history, and Native Americans prior to the mid-16th century.

LEARNING EXPECTATIONS

At the conclusion of the Introduction students should:

- 1) Understand the concept of pre-history
- 2) Know that the basic geography of Arkansas has changed many times
- 3) Know that the remains of dinosaurs have been found in Arkansas
- 4) Know how long ago the Arkansas dinosaur, *Arkansaurus fridayi*, lived in Arkansas
- 5) Identify, locate, and briefly describe Arkansas's main physiographic regions (G.1.3.8; G.1.3.9; G.1.4.9; G.1.4.2; G.1.5.2)
- 6) Outline the major periods of Native American occupation of Arkansas (G.2.5.1; H.6.5.29)

WAYS TO GET STARTED

Review a map of Arkansas with your students. Help them find the basic location of Arkansas's major physiographic regions, rivers, mountains, and cities.

Review a basic topographic map of Arkansas with your students. This will reinforce the location of the items you noted on the first map as well as give them a better understanding of the geography of the state.

SAMPLE VOCABULARY LIST

summary/summarize
transport/transported
appearance
vertebra/vertebrae
aggressive
plateau
peat
bauxite
quartz
ample
alluvial
prairie

ridge
interpret/interpreted
archaeology/archaeologist
climate
environment
atlatl
midden
platform
moat
document
fertile/fertility

ANSWERS TO “QUESTIONS TO ANSWER”

- | | |
|-----------------------|-------|
| 1. e | 6. a |
| 2. Ouachita Mountains | 7. c |
| 3. a | 8. b |
| 4. d | 9. c |
| 5. b | 10. c |

QUESTIONS TO ANSWER

- Which of the following is NOT one of the five geographical regions of Arkansas?
 - Ozark Plateau
 - Mississippi Alluvial Plain
 - Ouachita Mountains
 - West Gulf Coastal Plain
 - Red River Valley
 - Arkansas River Valley
- _____ is the geographical region known for its bauxite, quartz, and diamond mining.
- History is distinguished from prehistory by:
 - written records
 - oral stories
 - how people dress
 - songs
- In 1972 a farmer found the only recognized remains of a dinosaur in Arkansas. The name of this Arkansas dinosaur is:
 - Arkansaurus lockesburgi*
 - Fridayus Arkansarus*
 - Arkansaurus therapodi*
 - Arkansaurus fridayi*
- Archaeologists often find middens at Woodland Period sites. A midden is:
 - a young woman
 - a trash area
 - a rock shelter
 - a tall wooden fence
- During which prehistoric period in Arkansas did people build large earthen mounds in big river valleys?
 - Woodland
 - Clovis
 - Ouachita
 - Toltec
- The clever device that some prehistoric people used to help them throw their shafted darts harder and farther is called:
 - abacus
 - moat
 - atlatl
 - adobe
- Which of the following things would you NOT find in Arkansas?
 - swamps
 - seas
 - mountains
 - valleys
 - rivers
- What marked the change from the prehistoric period to the historic period in Arkansas?
 - the appearance of dinosaurs
 - the appearance of the Toltecs
 - the appearance of the Europeans
 - the appearance of the Americans
- Most of the coal and natural gas in the state comes from the Arkansas River Valley region. That's because millions of years ago the area was covered by:
 - an ancient sea
 - huge oil fields
 - ancient peat beds
 - vast cave formations

ACTIVITIES

Have students mark geographical regions on a geophysical or DOT map of Arkansas. What are the recognizable features of each region? What are the major cities? Rivers? Mountains? Other geographical features of each region?

Addresses Frameworks - G.1.6.2; G.3.5.5; G.3.5.6; G.3.5.7, G.3.6.1

Have the students identify the geographical region in which they live. What are the items they can immediately name about their region (features, cities, towns, rivers, mountains)? Assign each group of students a different topic of research (plants, animals, rivers and streams, etc.) and have them share the information they find with the rest of the class.

Addresses Frameworks - G.1.6.2; G.3.5.7

Have the students identify the most prominent plants or animals found in each region. Are there any that are only found in one or two regions in the state? Why would that be so? Help them think through their answers.

Addresses Frameworks - G.1.6.2

Invoke a Department of Parks and Wildlife representative to visit your class. Ask them to talk about what they do and about Arkansas's geography, plants, and animals.

Addresses Frameworks - G.1.6.2

Assist the students in making a chart about the prehistoric people of Arkansas. Identify items associated with each period and people, such as house types, organization, point types, pottery, etc.

Addresses Frameworks - G.1.5.5; G.2.5.1; G.2.5.2

Invoke a geologist to your class. Have them discuss and answer questions about the dinosaurs that might have existed (and which did exist) in what is now Arkansas. If it is not possible to get a geologist, consider developing a set of questions to e-mail to the Arkansas Geological Commission. Ask the students what they would name a previously-unknown dinosaur if they discovered it.

Addresses Content Standard - PPE 2.4

STORIES

*The City
Winhoot*

RELATED LINKS

www.geoworld.org/na/usa/ar/prehistory/index.php

(Information on *Arkansaurus fridayi*, fossils in Arkansas, and the Ice Age)

<http://dailyheadlines.uark.edu/3010.htm>

(News article about *Arkansaurus fridayi*)

www.uark.edu/campus-resources/archinfo/ArkansasIndianTribes.pdf

(Arkansas Archeological Survey information about prehistoric and historic Native Americans in Arkansas. Includes chart about prehistoric peoples as well as historic tribes, followed by a short article about De Soto's expedition in Arkansas.)

REFERENCES

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Foti, Thomas, and Gerald Hanson. *Arkansas and the Land*. Fayetteville: University of Arkansas Press, 1992.

Hanson, Gerald, and Carl Moneyhon. *Historical Atlas of Arkansas*. Norman: University of Oklahoma Press, 1989.

Morse, Dan F., ed. *Sloan: A Paleo Indian Cemetery in Arkansas*. Washington, DC: Smithsonian Institute Press, 1997.

Schambach, Frank and Leslie Newell. *Crossroads of the Past: 12,000 Years of Indian Life in Arkansas*. Fayetteville: Arkansas Archeological Survey, 1990.

Smith, Richard M. *Atlas of Arkansas*. Fayetteville: University of Arkansas Press, 1989.

Stroud, Hubert B., and Gerald T. Hanson. *Arkansas Geography*. Little Rock: Rose Publishing Company, 1981.

Sutton, Keith. *Arkansas Wildlife. A History*. Fayetteville: University of Arkansas Press, 1998.

The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.

Arkansaurus fridayi

Arkansas System of Natural Areas

Environment

River Designations

Pre-16th century Native American Culture

Archaic Period

Caddo Nation

Head Pots

Indian Mounds

Mississippian Era

Paleo-Indian Period

Plum Bayou Culture

Rock Art

Salt Making

Toltec Mound Site

Tom's Brook Culture

Woodland Period

General and Specialized Histories of Arkansas

Ashmore, Harry S. *Arkansas. A History*. New York: W. W. Norton Co., 1984.

Donovan, Timothy P., Willard B. Gatewood, Jr., and Jeannie Whayne (eds.), 2nd ed. *The Governors of Arkansas: Essays in Political Biography*. Fayetteville: University of Arkansas Press, 1995.

Dougan, Michael. *Arkansas Odyssey: The Saga of Arkansas from Prehistoric Times to the Present*. Little Rock: Rose Publishing House, 1994.

Baker, T. Harri, and Jane Browning. *An Arkansas History for Young People*, 3rd ed. Fayetteville: University of Arkansas Press, 2003.

Blair, Diane D. *Arkansas Politics and Government. Do the People Rule?* University of Nebraska Press, 1994.

Chapter 1

Encounters in a Strange Land

FOCUS AND EMPHASIS

The focus of Chapter 1 is the interaction between Native American and European cultures from 1541 to 1803. The chapter provides a relative chronology of the period and a basic description of the various groups that met in Arkansas during this period. It identifies some of the most well-known European explorers, and introduces the importance of international exchange for life during this period.

LEARNING EXPECTATIONS

When this Unit is completed students should:

- 1) Know that Native Americans were the first Arkansans (G.2.5.1; G.2.5.2)
- 2) Know that a Spanish expedition led by Hernando de Soto in 1541 was the first contact of Europeans in Arkansas (G.2.5.2; H.6.5.29)
- 3) Be able to explain why the Spanish came to Arkansas (G.2.5.2)
- 4) Be able to list some of the consequences of this initial meeting of Native Americans and Europeans (G.2.5.1; G.2.5.2; H.6.5.29)
- 5) Know that the next European contact with Native Americans in Arkansas was initiated by the voyage of Marquette and Jolliet and their establishment of Arkansas Post in 1673 (G.2.5.1; G.2.5.2; G.6.5.33)
- 6) Know the three major Native American groups who occupied Arkansas during the 17th and 18th centuries (H.6.5.9; H.6.5.29; H.6.5.33)
- 7) Be able to describe, in general terms, life in Arkansas during the 18th century (G.2.5.1; G.2.5.2)
- 8) Know the location and significance of Arkansas Post (G.6.5.5; H.6.5.33)

WAYS TO GET STARTED

Review with your students the dating of centuries. For example, when De Soto and his men encountered the native people in what became Arkansas in 1541 it was the 16th century; the U.S. Civil War (1861-1865) was in the 19th century and World Wars I and II were in the 20th century. Periodically review this with your students to reinforce their understanding.

Review with your students a map showing Western Europe (including Spain, France, the British Isles) and the Western Hemisphere (North, Central, & South America). Help them find the location of the named European countries and their relationship with the “New World.” Remember to identify Cuba, Haiti, the Dominican Republic and other Caribbean Islands relevant to the study of exploration and contact.

SAMPLE VOCABULARY LIST

relationship
interaction
crossbow
encounter
persecute/persecution
continent
eventually
missionary
hostile
descendants

pendant
confederacy
plantation
enslave
census
abandon
emblem
buffer
excavations
exclusion

Answers to “Questions to Answer”

- | | |
|-----------------------------------|-------|
| 1. d | 6. b |
| 2. d | 7. a |
| 3. The King of France (Louis XIV) | 8. d |
| 4. b | 9. a |
| 5. The little rock | 10. d |

Questions to Answer

1. Which of the following are among the reasons why Europeans came to North America in the 16th and 17th centuries?
 - a. to get rich
 - b. to share their religion
 - c. to see what was here
 - d. all of the above
2. The only battle of the Revolutionary War fought in Arkansas is known as:
 - a. Cortambert's Fight
 - b. the Chickasaw Revolt
 - c. Carlyle's Raid
 - d. Colbert's Raid
3. After whom did La Salle name the entire Mississippi River valley?
4. Which Native American group was really a confederacy of twenty-five tribes?
 - a. the Osage
 - b. the Caddo
 - c. the Comanche
 - d. the Quapaw
5. _____ is the name of a rock formation known to the French along the Arkansas River that became the name of an important city in Arkansas.
6. Explorers from which country first established a trading post at Arkansas Post?
 - a. England
 - b. France
 - c. Spain
 - d. Portugal
7. Why were the English particularly involved in the Native American slave trade?
 - a. to help work their plantations
 - b. to help work their mills
 - c. to help man their trans-Atlantic ships
 - d. to perform for their festivals
8. Today we call the Native American people once known as the "downriver people" by what name?
 - a. the Osage
 - b. the Caddo
 - c. the Comanche
 - d. the Quapaw
9. Which of the following did De Soto and his men NOT bring with them on their journey into what became Arkansas?
 - a. camels
 - b. horses
 - c. dogs
 - d. armor
 - e. hogs
10. The real name of the man the Native Americans called "man with the iron hand" was:
 - a. Henri Joutel
 - b. Jean-Bernard Bossu
 - c. Louis Jolliet
 - d. Enrico Tonti

ACTIVITIES

Have your students study the early 18th century French maps on pages 11, 14, 23, and 24. What is different between these maps and modern maps of the same area? Why are they different? Why do your students think the mapmakers made these maps the way they did? What geographical elements can they identify on the 18th century maps?

Addresses Frameworks - G.1.5.2; G.1.5.4; G.1.5.7; G.1.6.7

Have your students become explorers in their own backyard or schoolyard. Have them look at their area as if they had never seen it before. Have them write about what they find, what they think it means, how they would explain it to someone who had never seen it before. How would they describe the land; the climate; the animals, birds, and plants? What about the people they see? How would they describe them to someone who had never seen them before?

Addresses Frameworks - G.1.7.7

Have your students research the topic of what people in 16th century Spain or 17th century France looked like, then report on what they found. There are many good books and websites that can help.

Addresses Frameworks - G.2.5.1; G.2.5.2

Set up a trading post in your classroom. Give each student different pieces of cloth cut to resemble pelts and maybe a few pieces of candles to indicate beeswax. In order to use the items or obtain the items at the trading post the students have to barter with their “pelts” & “beeswax.” Of course, as time goes on the “prices” of items will vary depending on how many of certain “pelts” or the amount of beeswax the trading post has. To give this a more “modern” feel you might use sets of contemporary trading cards.

Addresses Frameworks - E.9.1.1; E.9.2.1; E.9.3.1

STORIES

Roderigo

They Are Coming

Joey and the Little Rock

RELATED LINKS

The following maps are on the internet and might help you present the material in this chapter:

Abraham Ortelius Map (1584): La Florida (Library of Congress)

LaSalle Map (Library of Congress)

Joliet's Map (1673-4) (Library of Congress)

www.nps.gov/deso/

(Site for information about La Florida and Hernando De Soto in North America; not specifically Arkansas)

www.floridahistory.com/arkansas.html and www.floridahistory.com/arkansasab.html

(De Soto's Arkansas Trails, north and south)

www.nps.gov/arpo/

(National Park Service site about Arkansas Post)

www.enchantedlearning.com/explorers/page/1/lasalle.shtml

(Information about La Salle)

www.museumoftheredriver.org/caddo.html

(Information about the Caddo along the Red River, links, artifacts)

www.uark.edu/campus-resources/archinfo/atufrencol.html

(French Colonial Arkansas: excavations, links to other archaeology in the state)

www.enchantedlearning.com/explorers/page/1/laharpe.shtml

(Information about La Harpe)

www.uark.edu/depts.contact/explorers.htm

("European Explorers in the Mississippi Valley: A Chronological Outline of Early Explorations in Arkansas and the Mississippi Valley," by Marvin D. Jeter. Divided by century. Sponsored by the Arkansas Archeological Survey)

www.nps.gov/revwar/about_the_revolution/colberts_raid.gif

(National Park Service, Stories from the Revolution, "Colbert's Raid on Arkansas Post: The Westernmost Action of the Revolution," by Bob Blythe)

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The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.

Arkansas Post

Casqui

Hernando de Soto

Henri de Tonti

Rene Robert Cavalier de La Salle

Chapter 2

Becoming Arkansas

FOCUS AND EMPHASIS

The focus of this chapter is how Arkansas began to be incorporated into the United States. It discusses the major elements in the Louisiana Purchase and describes some of the early American expeditions that came into Arkansas. It provides a description of how Arkansas became a Territory, discusses Arkansas's early American settlement and describes what life was like in Arkansas before and after it became a Territory.

LEARNING EXPECTATIONS

When this Unit is completed students should:

- 1) Be able to discuss the nature and consequences of the Louisiana Purchase (H.6.5.6)
- 2) Know the names and accomplishments of some of the early American expeditions to Arkansas (H.6.5.6; H.6.5.25)
- 3) Know the time and place of the Great Arkansas earthquakes (G.3.4.5)
- 4) Know the major combatants in the War of 1812 and some of its consequences for the settlement of early Arkansas (H.6.5.18)
- 5) Know the significance of the survey marker in Phillips County
- 6) Know when Arkansas became a Territory and what it means to be a United States Territory (H.6.5.33)
- 7) Know that Arkansas Post was Arkansas's first capital (H.6.5.33)
- 8) Know when and why the capital was moved to Little Rock
- 9) Know the name of Arkansas's first newspaper and its editor
- 10) Be able to describe Arkansas's early settlers, identify the major ethnic groups who came to early Arkansas, describe how they came, and what they did when they got here (G.2.5.1; G.2.5.2; H.6.5.6)

- 11) Be able to discuss the consequences of American migration into Arkansas had on Native Americans who lived here (H.6.5.10)
- 12) Discuss the background and significance of the Trail of Tears, know its dates and the major Native American groups involved (H.6.5.26)
- 13) Be able to understand the Missouri Compromise (H.6.5.19)

WAYS TO GET STARTED

Review with your students a map of North American showing the new “United States of America” and the land held by other countries. You might want to show them what the continent looked like immediately after the Revolutionary War, as well as after the Louisiana Purchase. Examples on the internet include: www.earlyamerica.com/earlyamerica/maps/peace/peace.jpg (1783 map); www.earlyamerica.com/earlyamerica/maps/louisianapurchase/bwmap.htm (Louisiana Purchase territory map).

Show your students a map of what was known about Arkansas when it became a territory. Examples on the internet include: www.nypl.org/west/hw_explor1.shtml (Long’s map of Arkansas Territory).

SAMPLE VOCABULARY LIST

revolution/revolutionary
 discourage
 treaty
 delegate
 motivation
 astronomer
 naturalist
 ally/allies
 decade
 tempest
 chasm
 neutral
 initial
 speculator
 Creole
 frequent/frequented
 intention

remnant
 wretched/wretchedness
 inundation
 procure/procuring
 reservation
 abolish/abolitionist
 tension
 compromise
 horizontal
 junction/junctions
 upstream
 current
 navigable
 surplus
 bacteria
 sewage
 meteor

ANSWERS TO “QUESTIONS TO ANSWER”

- | | |
|---------|-------|
| 1. d | 6. a |
| 2. b | 7. b |
| 3. a | 8. c |
| 4. True | 9. d |
| 5. c | 10. c |

ACTIVITIES

Research with your students the different types of boats used to bring people and goods to Arkansas Territory. Be sure to include flatboats, keelboats, pirogues, canoes and steamboats. What did each look like? What was different about each? Why were some boats used in some places and not in others?

Addresses Frameworks - G.3.4.1; H.6.2.12; H.6.4.16

Have your students conduct a census of the school. Help them devise the questions they would ask and why that information would be useful. (Help guide them with their questions so that no one's feelings are hurt or their privacy is ignored.) What questions would they find most useful to ask their fellow students? What would the data tell them about their community? Why would such information be useful to the "government" of the school? How could they conduct it in the most efficient manner (how to count everyone only once, how to be sure everyone answered the questions, how to be sure that the questions were answered "correctly," etc.)?

Addresses Frameworks - G.5.5.12; G.5.6.11

Invoke a surveyor to your class. Have him/her demonstrate how modern surveying is done. With his or her help have your students "map" your schoolyard or classroom. What elements would they want to know about? How would they divide up that space for each student (in the class if surveying the classroom or in the school if surveying the schoolyard). How would they let each student know or choose their lot once the survey was complete? What would be the most fair (or would fairness play a part on who got what section?)

Addresses Frameworks - G.1.5.7

4) Invite a representative of a Native American tribe to your classroom. Have him/her describe the tribe's history, way of dress, and modern lifestyle. Invite your students to ask relevant questions based on what they know about the history of Native Americans in Arkansas.

Addresses Frameworks - G.2.5.1; G.2.5.2; G.2.6.1; G.2.6.2

Have your students read the "Coming to Arkansas Territory" sidebar. Then have them go to the Economic History Services website (<http://eh.net/hmit/compare>) where they can compare the costs they find there with how much it would cost to buy the same goods or services today. [For example, using the Consumer Price Index today the \$30 steamboat ticket Hiram Whittington paid for his trip from New Orleans to Arkansas in 1831 would cost about \$634.80.] The conversions that the EH website provides can be done for any year from 1789 to the present. Other cost comparisons can also be found; read site for further information.

Addresses Frameworks - E.7.5.9; E.7.6.9; E.9.5.3; E.9.6.3; E.9.5.5; E.9.6.5

STORIES

Lake Chicot
Roland Sparks

RELATED LINKS

www.yale.edu/lawweb/avalon/ildefens.htm

(Treaty of San Ildefonso in which Spain returned Louisiana to France)

www.arkansasstateparks.com/parks/park.asp?id=37

(Louisiana Purchase State Park)

www.surveyhistory.org/louisiana_purchase_state_park.htm

(*Arkansas Gazette* article from 1993 about the importance of Louisiana Purchase State Park)

www.aetn.org/forgotten/

(Overview and Real Player video of program about Hunter-Dunbar Expedition)

www.arkie.net/~eara/Territorial%20Arkansas.htm

(Information about various explorations/expeditions through Arkansas, including Hunter-Dunbar, Freeman Custis, and surveying the Louisiana Purchase in 1815)

www.nypl.org/west/hw_explor1.shtml

(Long's map "Geography, Statistics & Historical Map of Arkansas Territory")

www.arkansasstories.com/newmadrid-earthquake.html

(Information about the 1811-1812 New Madrid earthquakes)

www.osagetribe.com

(Tribal site for information on the Osage; look under museum and then history)

www.nps.gov/fosc/osage.htm

(Good map showing the land held by the Osage at different times)

www.rootswest.com/~cherokee/cn-west.html

(1820 map of the Cherokee Nation West in Arkansas Territory, part of the Cherokee.net archival project)

<http://digital.library.okstate.edu/kappler/Vol2/TOC.htm>

(Oklahoma State University website with ability to read transcripts of 1778-1883 treaties with Native American tribes)

www.pbs.org/wgbh/aia/part4/4p2959.html

(Information about the Indian Removal Act)

www.nps.gov/arpo/history/gazette/index.htm

(Image of the first *Arkansas Gazette* printed at Arkansas Post)

www.pbs.org/wgbh/aia/part3/3h511.html

(Information about the Missouri Compromise)

<http://comets.amsmeteors.org/meteors/showers/leonidhis.html>

(Discusses the birth of meteor astronomy and the discovery of the Leonid Meteor Shower; a little scientific but interesting)

www.mfa.org/handbook/portrait.asp?id=350.5&s=1

(Check out the center panel (in gray) of Harriet Powers' quilt made between 1895 & 1898 showing the night the stars fell)

REFERENCES

Bagnall, Norma Hayes. *On Shaky Ground: The New Madrid Earthquakes of 1811-1812*. Columbia: University of Missouri Press, 1996.

Bennett, Swannee, and William Worthen. *Arkansas Made* (2 vols.). Fayetteville: University of Arkansas Press, 1990.

Bolton, S. Charles. *Territorial Ambition. Land and Society in Arkansas 1800-1840*. Fayetteville: University of Arkansas Press, 1993.

McNeilly, Donald P. *The Old South Frontier. Cotton Plantations and the Formation of Arkansas Society, 1819-1861*. Fayetteville: University of Arkansas Press, 2000.

Nuttall, Thomas. *Journal of Travels into the Arkansas Territory During the Year 1819*. Reprint. Cleveland: A.H. Clark Co., 1905.

Schoolcraft, Henry Rowe. *Rude Pursuits and Rugged Peaks: Schoolcraft's Ozark Journal, 1818-1819*. Reprint. Fayetteville: University of Arkansas Press, 1996.

The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.

Arkansas Post

Cadron Settlement

Cherokee

Dwight Mission

Jacob Wolf House

Hunter-Dunbar Expedition

Indian Removal

Mexican War

New Madrid Fault

Sarasin

Sequoyah

Southwest Trail

Trail of Tears

Chapter 3

ARKANSAS AND STATEHOOD: AN INTERRUPTED JOURNEY

FOCUS AND EMPHASIS

The focus of this chapter is how Arkansas became a state and what were some major consequences of its full membership into the United States.

LEARNING EXPECTATIONS

At the conclusion of this chapter students should:

- 1) Know when and under what circumstances Arkansas became a state
- 2) Understand some of the major consequences of being a part of the United States as it rapidly expanded westward (H.6.5.24)
- 3) Be able to define the term Manifest Destiny (H.6.6.4)
- 4) Know the nature, date, and consequences of the Dred Scott case (H.6.5.19)
- 5) Be able to list a number of occupations in Arkansas prior to the Civil War (E.8.5.1)
- 6) Know the basic issues and sequence in Arkansas's decision to secede from the Union (H.6.5.19)
- 7) Know the dates for the beginning and ending of the Civil War (H.6.5.21)
- 8) Know some of the major battles of the Civil War in Arkansas, where they were fought, and their outcome (H.6.5.21; H.6.5.32)

WAYS TO GET STARTED

Review with your students what the Republic of Texas looked like and its physical relation with Arkansas. An example on the internet can be found at:

www.earlytexashistory.com/Tx1836/maprepub.html

Show a map illustrating the Compromise of 1850 to help visual learners. Examples on the internet include:

www.pbs.org/wgbh/aia/part4/4p2951.html

SAMPLE VOCABULARY LIST

decision
devastate
quarry/quarrying
sufficient
prosperity/prosperous
manifest
destiny
recovery
immigrant
enforce
influx
solution
fugitive
prohibit

majority
utopian
reform
emancipation
refugee
hospitality
secede/secession
passionate
neutrality
desolation
duration
sympathizer
emancipation
exhausted

ANSWERS TO “QUESTIONS TO ANSWER”

- | | |
|----------|---|
| 1. c | 6. c |
| 2. c | 7. True |
| 3. True | 8. a |
| 4. b | 9. the Confederate States of America, the Confederacy, or the CSA |
| 5. False | 10. freedmen |

ACTIVITIES

Divide a part of the class into two sections (about 6-10 students total). Assign one section to represent the northern states/anti-slavery advocates and the other section to represent the southern states/states rights advocates immediately before the Civil War. Have each section research their stand on several issues: states rights, slavery, independence, and other issues they find relevant. Have each side debate their stand on the various issues before the rest of the class. How do the students react to each sides' arguments? Can either side sway the other? After the debate have the students vote on whether they would have seceded or stayed in the Union if they had lived in Arkansas at the time.

Addresses Frameworks - H.6.5.19

Have students research what it would take for a U.S. territory to become a state today. First have them identify current U.S. territories. Have the class choose one current U.S. territory to research. Assign some students to research that territory (where, lifestyles, population, etc.) while having others research the current requirements for statehood. Some students might even want to write to their Congressmen/Congresswomen to ask them how an Enabling Act works and other questions they might have about statehood. Finally, have the remainder of the class research how the citizens of the particular U.S. territory (the same territory other students are researching) feel about becoming a state (pro & con). Most of this can be done looking at internet websites.

Addresses Frameworks - H.6.5.5; H.6.5.6

Give/**S**how the students a large map that shows the Western Hemisphere (North, Central & South America). Have them find Arkansas and California on the map. Based on what they know about mid-19th century travel, how would they choose to go from Arkansas to California? Would they go straight across the American Southwest? Would they go on a more northern land route and then drop south into California? Or would they travel by steamboat to Panama, cross the isthmus, and then catch another steamboat up the west coast? Have the students give their reasons for why they chose their particular mode of transport and why they would not have used the other modes. Have them take into consideration geography, time, health and people to be encountered.

Addresses Frameworks - H.6.6.4

Check your local historical societies, archives, or genealogical societies for information about local slaves and freedmen who lived in your area. After checking the available sources, assign a student (or students) to research that person using the resources you identified. Have the students present their findings periodically in class. What do those accounts tell them about African Americans in your area in the mid-to-late 19th century? [This activity could also be done for Chapter 4.]

Addresses Frameworks - G.2.5.1; G.2.5.2

STORIES

The Cornfield
The Bushwhackers
Jake (2)
Sam Kirkman

RELATED LINKS

Related Links

www.nps.gov/fosm/history/2ndfort/

(Information about the construction of a permanent facility at Fort Smith)

www.americanpresident.org/martinvanburen/biography/DomesticAffairs.common.shtml

(Information on Martin Van Buren and the Panic of 1837)

www.pbs.org/keramexicanwar/mainframe.html

(English language (bilingual & Spanish version also available) discussion about the Mexican War, includes timeline, dialogues, discussion, resources, etc.)

www.pbs.org/goldrush/

(Program on the California gold rush, including background, classroom resources, documents, and fun facts)

www.yale.edu/lawweb/avalon/fugitive.htm

(Information on the Fugitive Slave Act of 1850)

www.yale.edu/lawweb/avalon/kanneb.htm

(Information on the Kansas-Nebraska Act that repudiated the Compromise of 1820)

www.pbs.org/wgbh/aia/part4/4p2951.html

(Information about the Compromise of 1850 and the Fugitive Slave Act)

<http://library.wustl.edu/vlib/dredscott/>

(Chronology of the Dred Scott case, case files of other Freedom Suits, links, actual documents, etc.)

www.mtn-meadows-assoc.com/DepoJournals/Depos/depo.htm

(First hand accounts, depositions and journals, links, Maj. Carleton's report, etc. concerning the

Mountain Meadows Massacre)

www.archaeology.org/online/features/massacre/meadows.html

(Recent archaeological information about the Mountain Meadows Massacre)

www.pbs.org/weta/thewest/resources/archives/six/

(Good resource about what was happening in the West, including documents, images, lesson plans, etc.)

www.senate.gov/artandhistory/history/minute/The_Caning_of_Senator_Charles_Sumner.htm

(Background, references, and political cartoon about the event)

www.yale.edu/lawweb/avalon/csa/scarsec.htm

(Declaration of the immediate causes for South Carolina secession)

www.csawardept.com/documents/secession/AR/index.html

(Text of the Ordinance of Secession for Arkansas, May 6, 1861 and information on the Secession Convention delegates)

www.civilwarhome.com/pearidge.htm

(Official Records and battle description of the Battle of Pea Ridge)

www.cr.nps.gov/nr/TwHP/wwwlps/lessons/70prairie/70prairie.htm

(Includes activities, lesson plans, use of historic documents, etc. related to the Battle of Prairie Grove)

www.uttyl.edu/vbetts/little_rock_daily_state_journal.htm

(Information on about what was happening in Arkansas in 1861 from the *Little Rock Daily State Journal*)

www.law.ou.edu/hist/emanc.html

(Lincoln's Emancipation Proclamation)

www.nps.gov/malu/documents/amend13.htm

(Includes text of the 13th Amendment and information about its proposal and ratification)

www.access.gpo.gov/congress/senate/constitution/con024.pdf

(Includes text of the 13th Amendment as well as the discussion about the abolition of slavery, the origin and purpose of the amendment, etc.)

www.civilwarweb.com/articles/06-99/sultana.htm

(Survivor accounts of the *Sultana* disaster)

REFERENCES

- Core, Dorothy J. "Mary John, A Remarkable Woman of Arkansas." *Grand Prairie Historical Bulletin*, Vol. 21 (Oct. 1978): 16-19.
- Etter, Patricia A. *American Odyssey*. Fayetteville: University of Arkansas Press, 1986.
- Higgins, Billy D. *A Stranger and a Sojourner: Peter Caulder, Free Black Frontiersman in Antebellum Arkansas*. Fayetteville: University of Arkansas Press, 2004
- Lankford, George E., ed. *Bearing Witness: Memories of Arkansas Slavery, Narratives from the 1930s WPA Collections*. Fayetteville: University of Arkansas Press, 2003.
- McArthur, Priscilla. *Arkansas in the Gold Rush*. Little Rock: August House, 1986.
- Patterson, Ruth P. *The Seed of Sally Goodn'n, A Black Family of Arkansas 1833-1953*. Lexington: University of Kentucky Press, 1985.
- Potter, Jerry O. *The Sultana Tragedy: America's Greatest Maritime Disaster*. New York: Pelican Books, 1992.
- Ragsdale, William O. *They Sought a Land*. Fayetteville: University of Arkansas Press, 1997.
- Roberts, Bobby, and Carl Moneyhon. *Portraits of Conflict*. Fayetteville: University of Arkansas Press, 1987.
- Taylor, Orville W. *Negro Slavery in Arkansas*. Fayetteville: University of Arkansas Press, 2000.
- The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.
- Act 151 of 1859
 - Arkansas State Constitutions
 - Bushwackers and Jayhawkers
 - Civil War Timeline
 - Cotton Farming
 - Friedrich Gerstaecker
 - The Johnson Family (Benjamin, Lycurgus, Robert W.)
 - Mountain Meadows Massacre
 - Sultana

Chapter 4

ARKANSAS AND THE NEW SOUTH

FOCUS AND EMPHASIS

The focus of this chapter is to describe the political, social, and economic processes that were involved in Arkansas's recovery from the aftermath of the Civil War.

LEARNING EXPECTATIONS

After completing this chapter students should:

- 1) Know that Arkansas was no longer a state after the end of the Civil War and be able to describe the process by which it was re-admitted into the Union (H.6.6.3)
- 2) Be able to define the Freedmen's Bureau and discuss its function in Arkansas (G.5.6.11; H.6.6.3)
- 3) Be familiar with the term sharecropping and discuss how and why it arose in Arkansas
- 4) Be able to identify the basic elements in the Brooks-Baxter War (H.6.6.3)
- 5) Know the content of the Fifteenth Amendment
- 6) Know the nature and purpose of Jim Crow laws (H.6.6.3)

WAYS TO GET STARTED

Review with your students a map showing the United States in relation to West Africa. Help them identify Liberia on the map.

SAMPLE VOCABULARY LIST

policies

Reconstruction

amendment

dilapidated

shanty

dominate

confiscate

burden

insurrection

prevail

radical

segregate/segregation

discrimination

liberty

ANSWERS TO “QUESTIONS TO ANSWER”

1. a

2. b

3. sharecropping and tenant farming

4. c

5. d

6. False

7. c

8. separation

9. e

10. True

ACTIVITIES

Show the class a map of the United States in the 1870s. What do they notice about it? Does it look more like the modern U.S.? Where are most of the cities? What about railroad lines? What other things do they notice?

Addresses Frameworks - H.6.6.3

Present the class with a map that shows the United States in relation to West Africa. Have them identify Liberia on the map. How would they suggest getting from Arkansas to Liberia? What about if they lived in the 19th century? Have the students research different aspects of life in Liberia in the late 19th century (housing, income, jobs, etc). After presenting their findings ask the class if, knowing what they know now about what life was like in the United States for freedmen, would they have moved to Liberia or stayed in the United States? What would be the advantages? What would be the disadvantages?

Check out the types of items invented in the second half of the 19th century. Generally have the students discuss the types of inventions they see that were patented. Have each student choose one invention to research and present their findings to the class. How would life be different today without that particular invention? What difference did it make to life then and today? Based on what they know about the time period, what would they invent to help society at this time in the development of Arkansas and U.S. history? Why would they choose that particular item? In what way would it have been helpful? What would they choose to invent for society today?

Consult such sites as <http://inventors.about.com/library/weekly/aa111100b.htm> or www.enchantedlearning.com/inventors/1800b.shtml for examples.

Addresses Frameworks - H.6.6.3; H.6.6.5; E.8.5.1; E.8.6.1

Have your students write (or e-mail) various elected state officials asking them what they see are the ten most important issues that candidates in the next gubernatorial election need to address. Have the students compile their responses. How are the issues the same as/different from the issues that Arkansas faced in the late 19th century?

Addresses Frameworks - C.5.5.12; C.5.6.11; H.6.6.3

SONGS AND STORIES

Coming to Slovak
Election Night
Mary Jacks' Place

RELATED LINKS

www.nps.gov/malu/documents/ament14.htm

(Includes the text of the 14th Amendment and information about its proposal and ratification)

www.nps.gov/malu/documents.amend15.htm

(Includes the text of the 15th Amendment and information about its proposal and ratification)

<http://freedmensbureau.com/>

(Freedmen's Bureau Online website, which includes National Archives microfilm publication of Records of the Bureau of Refugees, Freedmen and Abandoned Lands, 1865-1869)

www.oldstatehouse.com/general_info/history/baxter.html

(Information about the Brooks-Baxter War)

<http://asms.k12.ar.us/armem/looper/RESWEB.HTM>

(Brooks-Baxter War information part of the Arkansas Memory Project)

www.faulknerhistory.com/articles/battleatpalarm.htm

(Brooks-Baxter War and the Battle of Palarm by Robert W. Meriwether)

www.arkleg.state.ar.us/data/constitution/index.html

(Text of the 1874 Arkansas Constitution)

www.rbhayes.org/disputeFAQ.htm

(From the Rutherford B. Hayes Presidential Center: Questions and answers about the election of 1876, Hayes, the Compromise of 1877 and how it all relates to Reconstruction)

http://pigtrail.uark.edu/info/profile_2002/land_state.html

(Establishment of the University of Arkansas, originally called Arkansas Industrial University)

www.jimcrowhistory.org/home

(Information on the television presentation, history, geography, literature, and teacher resources)

www.pbs.org/wnet/jimcrow/

(PBS telecast of program about Jim Crow laws)

www.nps.gov/malu/documents/jim_crow_laws.htm

(Sampling of laws from various states, 1880s-1960s, that are considered Jim Crow laws)

www.ferris.edu/news/jimcrow/menu.htm

(Jim Crow Museum of Racist Memorabilia at Ferris State University)

REFERENCES

Barnes, Kenneth. *Journey of Hope: The Back to Africa Movement in Arkansas in the Late 1800s*. Greensboro: University of North Carolina Press, 2004.

Gordon, Fon Louise. *Caste and Class. The Black Experience in Arkansas, 1880-1920*. Athens: The University of Georgia Press, 1995.

Moneyhon, Carl H. *Arkansas and the New South 1874-1929*. Fayetteville: University of Arkansas Press, 1997.

The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.

Elisha Baxter

Scott Bond

Joseph Brooks

Brooks-Baxter War

Back to Africa Movement

Carpet Baggers and Scalawags

Freedmen's Bureau

Ku Klux Klan

Railroads

Sharecropping and Tenant Farming

Chapter 5

Arkansas Enters a Modern Age

FOCUS AND EMPHASIS

The focus of this chapter is on the major technological changes of the late 19th and early 20th centuries and how these affected life in Arkansas.

LEARNING EXPECTATIONS

At the conclusion of this chapter students should:

- 1) Be able to identify many of the technological advances in the late 19th and early 20th centuries and how they affected people living in Arkansas (E.8.5.1)
- 2) Know the name of an early automobile and early airplane built in Arkansas (E.8.5.1)
- 3) Know when oil was discovered in Arkansas and its consequences
- 4) Know the content of the Nineteenth Amendment
- 5) Know the date, circumstances, and some of the consequences of the Spanish-American War (H.6.6.14)
- 6) Know the dates, major participants, and consequences of World War I (H.6.6.10; H.6.6.16)

WAYS TO GET STARTED

Review with your students maps showing the countries involved in the Spanish American War (Philippine Islands, Spain, Cuba, Puerto Rico, and the United States).

Review with your students maps showing the countries involved in World War I. There are some wonderful websites available to help you illustrate not only where the fighting took place, but what the people looked like at the time, and many other aspects of the war.

SAMPLE VOCABULARY LIST

sanitation
durable
potential
institution
rural
opportunity
imaginable
derrick

rebellion
annexation
immune
commemorate
idleness
vagrancy
epidemic

ANSWERS TO “QUESTIONS TO ANSWER”

- | | |
|---------|------------|
| 1. a | 6. Climber |
| 2. d | 7. b |
| 3. d | 8. True |
| 4. c | 9. b |
| 5. True | 10. c |

ACTIVITIES

Did your community ever have a streetcar line? What about early experiments in flight? If so, have your students research it. Look for photographs, interviews, histories, etc., that deal with your community's streetcars or aviation pioneers. Have the students create a display for the school to show what they found. When were they used? Who used them? Who built them? Did the flying machine get patented? Where did they go? Why did the community stop using them? What did it look like?

Addresses Frameworks - E.8.5.1; E.8.6.1

Organize your class into different groups to plan the Arkansas contribution to a World's Fair. Students should be grouped to plan the building, choose what to exhibit and why, how the exhibits should look and any other items the students think should be addressed so that Arkansas is appropriately represented to the world. Should they concentrate of agriculture? What about business? How about manufacturing? What about history or the future? What about the arts? Should they include the people who live in Arkansas?

In September 1892 a pledge to the flag appeared in *The Youth's Companion* magazine in Boston. We know it today as the Pledge of Allegiance. Have your students research the history of the Pledge of Allegiance and how it has changed over time. What was happening in the United States at the time that caused it to be written? How and why has it changed over time?

Addresses Frameworks - C.5.3.1; C.5.2.1; C.5.4.3; C.5.5.6

Invite a military historian to your class to discuss the impact of World War I on Arkansas and the world and to answer questions posed by your students. Help the students craft their questions before the speaker arrives. What things would they like to know about the First World War? What would they like to have more information about? Are they interested in how people at home reacted to the war? What about new weapons/items invented during the war? Why wasn't it the "war to end all wars?"

Addresses Frameworks - H.6.4.7; H.6.6.10; H.6.6.16

STORIES

Mr. Jones
Electric Park
Owen Barkley

RELATED LINKS

www.pbs.org/weta/thewest/lesson_plans/lesson01.htm

(Lesson plan about the Transcontinental Railroad and the Homestead Act including map work, document analysis, etc.)

www.scarletknights.com/football/history/first_game/htm

(Information about the first intercollegiate football game between Rutgers & Princeton)

http://cincinnati.red.mlb.com/NASApp/mlb/cin/history/cin_history/timeline.jsp

(Information about the Cincinnati Red Stockings, the first organized professional baseball team)

www.pbs.org/wgbh/amex/telephone/

(Invention of the telephone by Alexander Graham Bell)

www.cat.cc.md.us/techstud/auto/FordHistory.html

(History of Ford Motor Company)

www.pbs.org/wgbh/amex/orphan/

(History and accounts of the Orphan Trains)

www.ideafinder.com/history/inventions.story003.htm

(Short history of Coca-Cola; links; fun facts)

www.ideafinder.com/history/inventions/kelloggcf.htm

(Brief history of Kellogg Company and corn flakes, links to other information)

www.cals.lib.ar.us/butlercenter/lesson_plans/1874-1900/jimcrow.pdf

(Butler Center lesson plan dealing with the 1892 Arkansas constitutional amendment that imposed a poll tax; restriction of who could vote)

<http://lcweb.loc.gov/rr/hispanic/1898/>

(Library of Congress website about the Spanish American War)

www.cals.lib.ar.us/butlercenter/lesson_plans/geography/Bauxite.pdf

(Butler Center lesson plan dealing with the beginning of bauxite mining in Arkansas)

www.emporia.edu/earthsci/amber/go340/students/laird/diamond4.html

(About diamond mines in North America, but leads with Arkansas)

www.firstworldwar.com

(Includes speeches, documents, treaties, origins, etc., about WWI)

www.worldwar1.com/dbc/

(Great material from the Doughboy Center, project between the Great War Society and the Library of Congress Veterans History Project)

<http://memory.loc.gov/ammem/nldpedu/lessons/99/suffrage/yearbook.html>

(Excerpts from “The Woman Suffrage Year Book 1919;” thoughts about suffrage at the time)

www.pbs.org/wgbh/amex/influenza/

(Good overview of the Spanish Flu pandemic that came at the end of WWI, including timeline, interviews, map, etc.)

www.natmedmuse.afip.org/collections.archives/agalleries/1918flu/1918flu/html

(National Museum of Health & Medicine website about the 1918 flu pandemic)

<http://asms.k12.ar.us/armem/99-00/Oguinn/main2.htm>

(Part of the Arkansas Memory Project; includes pictures, reasons, business, population, bibliography, etc., about the discovery of oil near El Dorado)

REFERENCES

Butler, John L. *First Highways of America*. Iola, WI: Krause Publications, 1994.

Hanley, Steven G. *Arkansas at Work: 1900-1925*. Charleston, SC: Arcadia Publishing, 2000.

Holt, Marilyn Irvin. *The Orphan Trains: Placing Out in America*. Lincoln: University of Nebraska Press, 1992.

Senn, Gerald. “Molders of Thought, Directors of Action: The Arkansas Council of Defense, 1917-1918.” *Arkansas Historical Quarterly* 36 (1977): 280-290.

“Uncle Sam’s Little War in the Arkansas Ozarks.” Reprinted in *The Military in America: From the Colonial Era to the Present*, ed. Peter Karsten. New York: Free Press, 1980: 297-300.

Willis, James F. “The Cleburne County Draft War.” *Arkansas Historical Quarterly* 26 (1967): 24-39.

The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.

Agricultural Wheel

Bathhouse Row

Climber Motor Corporation

Flu Epidemic of 1918

Harvey Couch

Oil Industry

Pearling Industry

Chapter 6

Arkansas Hopes for a Better World

FOCUS AND EMPHASIS

The focus of this chapter is on the several disasters and misfortunes Arkansas faced during the early 20th century. It describes the nature and consequences of the Great Flood of 1927, the Depression, agricultural labor organizations and disputes, and World War II.

LEARNING EXPECTATIONS

At the conclusion of this chapter students should:

- 1) Know the magnitude and consequences of the 1927 flood
- 2) Know that Arkansas elected the first woman to the United States Senate
- 3) Be able to describe the general extent and effect of the Great Depression (H.6.4.7; H.6.6.10)
- 4) Be able to identify the Southern Tenant Farmers Union (H.6.6.10)
- 5) Discuss the major aspects of the New Deal and its associated programs like the CCC and the REA and their impact on Arkansas (H.6.6.10; E.7.5.1; E.7.5.3; E.7.5.5; E.7.5.6)
- 6) Be able to identify the dates of WWII, the combatants, and its effects on Arkansas (H.6.6.8; H.6.6.18; H.6.6.19; H.6.6.20)
- 7) Know that Arkansas was the location of numerous Prisoner of War (POW) camps.
- 8) Know that Arkansas was the location of two, major internment camps during WWII (H.6.6.19)

WAYS TO GET STARTED

Review percentages with your students. Make sure they recognize the word and the percent sign (%). Create different exercises using the students themselves, items within the classroom and within the school to help them understand percentages.

Review with your students a map of Europe, North Africa and the United States at the time of the Second World War. Help them understand the changes in territory that had occurred since the First World War.

SAMPLE VOCABULARY LIST

tributary
levee
scaffolding
situation
tremendous
maintenance
preside
weevil
productivity
conservation
drought
migration
income
hardship
usher
publicity
notorious
gangster

cooperative
disturb/disturbing
(military) occupation
ally/allied
infamous
examination
ordnance
ration/rationed/rationing
substitute
unpatriotic
workforce
exempt
POW
sentry
encounter
possession
sabotage
prosecute

ANSWERS TO “QUESTIONS TO ANSWER”

- | | |
|------|-------------------|
| 1. a | 6. a |
| 2. e | 7. Levees |
| 3. b | 8. d |
| 4. d | 9. c |
| 5. d | 10. Little Rocket |
| 6. a | |

QUESTIONS TO ANSWER

1. The terrible economic situation in the 1930s that caused thousands of people to lose their farms, their jobs, and to suffer terrible hardships is called:
 - a. the Great Depression
 - b. the Great Crash
 - c. the Great Drought
 - d. the Great Exodus
2. Which of the following were beneficial to Arkansas and Arkansans as a result of World War II?
 - a. more jobs
 - b. more money
 - c. greater demand and better pay for agricultural crops
 - d. none of the above
 - e. all of the above
3. Which natural disaster in 1927 caused many groups and individuals to come to Arkansas to help and caused the nation to see what life was like in Arkansas?
 - a. a meteor shower
 - b. a flood
 - c. an earthquake
 - d. a drought
4. Which of the following items were NOT rationed during the Second World War?
 - a. sugar
 - b. gasoline
 - c. shoes
 - d. frogs
5. Who was the first woman (and an Arkansan) elected to serve in the U.S. Senate?
 - a. Hillary Rodham Clinton
 - b. Rosie Riveter
 - c. Francis Willard
 - d. Hattie Caraway
6. How did most people during the 1930s and 1940s get their news?
 - a. radio
 - b. television
 - c. telegraph
 - d. movies
7. _____ are the high banks of dirt built along the sides of the rivers to help with flood control.
8. Which two Arkansas towns had Japanese American internment camps nearby during WWII?
 - a. Little Rock and Fort Smith
 - b. Jerome and Stuttgart
 - c. Springdale and Walnut Ridge
 - d. Jerome and Rohwer
9. The New Deal program that provided jobs to young men who worked primarily in the nation's parks and forest lands was called:
 - a. the Works Progress Administration
 - b. the National Relief Agency
 - c. the Civilian Conservation Corps
 - d. the Public Works Administration
10. The _____ was the Arkansas-built plane that won the All American Flying Derby of 1930.

ACTIVITIES

1) **F**ind someone in your community who lived through the Great Depression and invite them to speak to your students. Was she/he a child at the time? What are her/his most vivid memories? Did she/he live on a farm or in a town/city? How did rationing work? What did she/he miss the most?

Addresses Frameworks - H.6.4.7; H.6.6.8; H.6.6.18

2) **I**nvide your students to design a new Bicentennial half dollar celebrating the 200th anniversary of Arkansas statehood (not until 2036). What will they show on it? Why would they want other states and the world to see that? How are their ideas different from the Centennial half dollar minted in 1936? How is it different from the Arkansas state quarter?

Addresses Frameworks - H.6.K.2; H.6.1.2; H.6.2.2; H.6.3.1; H.6.4.1; H.6.4.2; C.5.3.1; C.5.5.6

3) **A**sk your students to read various first person accounts of Japanese Americans interred in the Rohwer or Jerome. What is the most memorable thing they read from the account(s)? Was the interred person a child, teenager, or adult at the time? How did they live? What was school like? What did the camp look like?

There are several excellent books and internet sites that include this material.

Addresses Frameworks - H.6.6.19

4) **C**reate a rationing system in your classroom. Create ration books with different “stamps” (and a limited number of each stamp) the students can redeem for books to read, trips to the water fountain, taking attendance, or other daily activities carried out in the classroom. Vary the number of ration “points” necessary to purchase each item/activity. Each student will get the same types and number of each stamp. Use this system throughout your unit dealing to help illustrate how rationing was done during WWII.

Addresses Frameworks - E.7.5.5; E.7.6.5

STORIES

The Flood

Symbols

Douglas Simon

RELATED LINKS

Related Links

www.pbs.org/wgbh/amex/flood/filmmore/fd.html

(“Fatal Flood” transcript, primary sources, timeline, people and events of the 1927 flood)

www.pbs.org/itvs/homecoming/history3.html

(Black farming history from Reconstruction to the 1960s, includes timelines, stories, resources, etc. Good for discussion about sharecroppers and tenant farmers.)

www.uspresidency.com/ussentate/JosephTRobinson/com/

(Arkansas Senator Joe T. Robinson chosen as Al Smith as his vice presidential running mate in 1928)

www.pbs.org/fmc/timeline/estockmkcrash.htm

(Stock Market crash Oct. 29, 1929, signaling the start of the Great Depression)

[New York Times \(historic\) Newspapers online \(subscription\):](#)

(July 22 through August 3, 1930 about Lee Gehlbach and the Little Rocket in the All American Flying Derby)

<http://enso.unl.edu/ndmc/enigma/dustbolw/1930s9.htm>

(Includes links to other sites; divided into pictures, videos, poems, personal accounts, etc. about the Dust Bowl)

www.delta-dirt.com/stories/england.html

(Description, timeline, eyewitness accounts, primary documents about the England (AR) food riot in 1931)

<http://asms.k12.ar.us/armem/wallace/History.htm>

(All woman town government in Arkansas in 1931)

www.ssa.gov/history/32election.html

(Hoover v Roosevelt, New Deal, Social Security, sound clips from famous FDR speeches, including “Pledge for a New Deal”)

www/fdrlibrary.marist.edu/

(Homepage for FDR Library and Museum. Site has 13,000 documents, photographs, etc. Great for New Deal and WWII)

www.rootsweb.com/~argreene/1937refugeesflo.htm

(Good photograph collection about the 1937 flood)

www.mtholyoke.edu/acad/intel/WorldWar2/fdr8.htm

(FDR's radio address about remaining neutral as fighting begins in Europe & Asia)

www.historychannel.com/speeches/archive/speech_225.html

(Radio Warsaw reports about the Nazi invasion of Poland)

www.bbc.co.uk/history/war/wwtwo/battles/russia/russia_2.shtml

(Information about Germany's invasion of the Soviet Union, including an audio of a German soldier's description of the destruction of Russian villages)

www.sentimentaljourney.org/history

(Southwestern Proving Grounds in Hope opens to test military munitions)

www.law.ou.edu/hist/infamy.html

(President Franklin Roosevelt's "Day of Infamy" speech after Japan attacked the U.S. Pacific Fleet at Pearl Harbor, Dec. 7, 1941)

www.pbs.org/childofcamp/history/timeline.html

(Documents, camp information, timeline, health impact, resources, family album project, etc. about Japanese American internment camps in US during WWII)

www.shearman.com/enterprise/pipeline.html

(Construction of the Big Inch oil pipeline through Arkansas, includes map of the pipeline found at the Library of Congress)

www.trumanlibrary.org/whistlestop/study_collections/bomb/large/bomb.htm

(Several documents about the decision to use the atomic bomb during WWII and its aftermath. Includes teaching units, plans, classroom activities, etc.)

www.city.nagasaki.nagasaki.jp/na-bomb/museum/m1-1e.html

(Information and photographs from the Nagasaki Atomic Bomb Museum)

REFERENCES

- Barry, John M. *Rising Tide. The Great Mississippi Flood of 1927 and How It Changed America*. New York: Simon and Schuster, 1997.
- Daniel, Pete. *Deep'n As It Come: The 1927 Mississippi River Flood*. New York: Oxford University Press, 1977.
- Gill, John Purifoy. *Arkansas Post Office Art in the New Deal*. State University, Arkansas: Arkansas State University, 2002.
- Smith, C. Calvin. *War and Wartime Changes. The Transformation of Arkansas 1940 - 1945*. Fayetteville: University of Arkansas Press, 1986.
- Smith, Sandra Taylor. *The Civilian Conservation Corps in Arkansas, 1933-1942*. Little Rock: Arkansas Historic Preservation Program, 1994.
- Smith, William M., Jr. "The Right Plane at the Wrong Time: A Brief History of the Command-Aire Aircraft Company." *Arkansas Historical Quarterly* 51 (1992): 224-246.
- Vanderpool, Guy C. *All Together Now: The Arkansas Home Front During World War II*. Texarkana: Texarkana Museum System, 1995.

The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.

Hattie Caraway
Dyess Colony Resettlement Area
Flood of 1927
Japanese-American Relocation Camps
Jerome Relocation Center
Pine Bluff Arsenal
Rohwer Relocation Center
Sharecropping and Tenant Farming
World War II Ordnance Plants
World War II Prisoner of War Camps

Chapter 7

Arkansans Look in the Mirror

FOCUS AND EMPHASIS

The focus of this chapter is on the social and economic changes that occurred in Arkansas after World War II. Emphasis is placed on the events and changes associated with the Civil Rights Movement and the Cold War experience.

LEARNING EXPECTATIONS

At the conclusion of this chapter students should:

- 1) Be able to describe the basic ways in which agriculture in Arkansas has changed in the last half of the 20th century
- 2) Be able to identify major elements in the changes in civil rights (H.6.6.4; H.6.6.22)
- 3) Know who were the major participants and when the Crisis at Central High occurred (H.6.6.4; H.6.6.22)
- 4) Be able to identify major military facilities located in Arkansas important during the Cold War

WAYS TO GET STARTED

Review maps of population in AR 1940, 1950, 1960, 1970, 1980

Review a world map showing North and South Korea, Cuba, Eastern Europe, and Vietnam with your students. This will help them place the location of certain events covered in this chapter.

SAMPLE VOCABULARY LIST

uncertainty
twilight
tribulation
integration
continuation
suburb
merge
convenience
destination
pursue/pursuit
surge

ineligible
forfeit
unanimous
interstate
intrastate
picket
mutual
suspicion/suspicious
nuclear
arsenal
resolution

ANSWERS TO “QUESTIONS TO ANSWER”

- | | |
|----------|----------------------------|
| 1. True | 6. a |
| 2. c | 7. Freedom Riders |
| 3. False | 8. b |
| 4. b | 9. c |
| 5. c | 10. United Nations (U. N.) |

QUESTIONS TO ANSWER

- Several Arkansas schools had voluntarily integrated in the 1950s before the Central High incident in Little Rock.
True False
- Winston Churchill called the division separating Eastern from Western Europe:
a. the Soviet Curtain c. the Iron Curtain
b. the Soviet Blockade d. the Iron Divider
- The name of the program that began at the end of World War II that offered veterans help to pay for college, get home loans, and start new businesses was called the Government Assistance (G.A.) Bill.
True False
- The governor of Arkansas during the fight to integrate Central High in Little Rock was:
a. J. William Fulbright c. Bill Clinton
b. Orval Faubus d. Joe T. Robinson
- Which of the following were NOT among the refugees who found themselves in Arkansas between WWII and the end of the Cold War?
a. Vietnamese c. Germans
b. Cubans
- Which of the following was the major reason so many people left Arkansas from the 1940s through the 1960s?
a. to find better jobs c. to go to school
b. to find the suburbs d. to travel
- What was the name given to those men and women who traveled throughout the South to make sure that African Americans were welcome at all travel facilities?
- What did people in the United States fear most during the Cold War?
a. a nuclear attack c. another war
b. the collapse of the economy d. an unpopular president
- The *Brown v Board of Education* Supreme Court case ruled which institutions to be integrated?
a. churches c. schools
b. bus stations d. libraries
- _____ was created at the end of WWII to deal with international situations and to help prevent another world war.

ACTIVITIES

Ask your local library or historical society to help you find women in your community who worked outside their homes during WWII. Invite the women to your classroom to discuss what they did during the war and how it changed their lives after the war. Did they continue to work? Did they get married and quit working outside the home? Did they pursue other parts of the “American Dream?” What was the first thing they wanted to do once the war was over? What new technology (appliances, goods, etc.) do they remember using during the 1950s and 1960s? Have the class draw up a list of questions as a group to send to the interviewees before they visit the classroom.

Addresses Frameworks - C.5.5.15; H.6.6.7; H.6.6.9

Was there a memorable non-violent Civil Rights event in your community or county? If so, assign half of your students to conduct research and conduct interviews about the event. After they have gathered enough information have the other half of the class write a short play about the event. Work with the school’s speech, theater, music, and/or art teacher to help craft the play. Have the entire class participate in the construction of the sets, lighting, music (if desired), and performance of the play. Present the completed work to the rest of the school and/or the community.

Addresses Frameworks - H.6.4.7; H.6.4.8; H.6.6.22

Try a test of segregation in your class. Randomly separate students into two groups, giving each a different name. Restrict the access of each group to different places in the room (or having access to different pieces of equipment in the classroom, et al). Post signs above each restricted section so that the restricted group knows they are not allowed to use the particular item or go to the particular area. Do this for several days. At the end of the time period have the students respond to various questions about how they feel about being segregated.

Addresses Frameworks - H.6.6.23

Contact a local VFW or American Legion Post to arrange interviews with veterans from different 20th century military conflicts. Include at least one person from the Korean War, the Vietnam War, and someone who served in Europe during the Cold War. Invite these individuals to your class. Divide your students so that the same number of students (as a group) interview each of the veterans in a different area of the classroom.

Ask your students not to concentrate on the fighting they might have done, but instead to focus on non-military questions. What was life like when they joined the military? Why did they join? What was going on in the world that made it necessary for them to serve?

Did they take advantage of the G.I. Bill when they returned from the war? Help the students prepare their questions in advance and send them to the interviewees before they visit the classroom. You might even want the students to record the interviews with the veterans. If the local VFW, American Legion Post, or local college/university has an oral history project you might want to join with them to help craft the nature of the questions and provide them with the oral history tapes when the interviews are completed.

Addresses Frameworks - H.6.6.24; H.6.6.25

STORIES

Miss Ella

Cuba

Luz

Settling

RELATED LINKS

www.usc.edu/isd/archives/la/disneyland

(Short background and opening information about Disneyland; photographs)

www.mcdonalds.com/corporate/info/history

(History of the founding of McDonald's; photographs)

www.smithsonianmag.si.edu/smithsonian/issues02/aug02/object.html

(History of the G.I. Joe doll)

www.pbs.org/newshour/bb/race_relation/july-dec97/rock-9-25a.html

(Description of the events at Little Rock Central High, including interview with some of the Little Rock Nine)

www.journalism.indiana.edu/gallery/faculty/counts/integration.html

(Pictures of the events and people associated with Little Rock Central High integration)

www.rohan.sdsu.edu/~bfuentes/highbackground.html

(Background, timeline, Little Rock Nine, responses, sources, and links)

www.voiceofcivilrights.org/Approved_Letters

(Voices of Civil Rights project sponsored by AARP, Leadership Conference on Civil Rights and the Library of Congress; search under "Arkansas" or any other topic in which you might be interested)

www.sitins.com/index/sthtml

(Information about the sit-ins of the 1950s and 1960s)

www.trumanlibrary.org/deseg1.htm

(Chronology of the desegregation of the U.S. military)

www.uapb.edu/silas/page2.html

(Silas Hunt is admitted to the University of Arkansas Law School making it the first integrated public institution of higher education in the South)

www.jimcrowhistory.org/home

(Information on the television presentation, history, geography, literature, and teacher resources)

www.pbs.org/wnet/jimcrow/

(PBS telecast of program about Jim Crow laws)

www.nps.gov/malu/documents/jim_crow_laws.htm

(Sampling of laws from various states, 1880s-1960s, that are considered Jim Crow laws)

www.ferris.edu/news/jimcrow/menu.htm

(Jim Crow Museum of Racist Memorabilia at Ferris State University)

www.cnn.com/SPECIALS/cold.war/episodes/02/documents/churchill

(Text of Winston Churchill's "Iron Curtain" speech; links to other items about the Cold War)

www.redstone.army.mil/history/korea/timeline_1950.html

(Chronology of events of 1950 when North Korea invaded South Korea)

<http://wire.ap.org/Appackages/20thcentury/50mccarthy.html>

(Associated Press stories from Feb. 1950 about Senator McCarthy)

<http://korea50.army.mil/>

(The U.S. Army's official website commemorating the 50th anniversary of the Korean War. Includes history, information for teachers, images, interviews, etc.)

www.rose-hulman.edu/~delacova/cuban-revolution.htm

(Articles, information, photographs, maps, State Department dispatches, etc., about the Cuban Revolution, 1952-1959)

www.nsa.gov/docs/cuba/

(Short and full-length synopses about the Cuban Missile Crisis, timeline, documents, etc.)

www.cs.umb.edu/jfklibrary/j102262.htm

(Text and audio of President Kennedy's radio and television report, Oct. 22, 1962, about the Cuban Missile Crisis)

www.pbs.org/wgbh/amex/vietnam/

(Introduction, maps, timeline, biographies, accounts, photographs, etc., about the Vietnam War)

www.pbs.org/newshour/extra/features/jan-june00/vietnam.html

(Remembrances of the fall of Saigon & the withdrawal of U.S. forces from Vietnam, timeline, links, etc.)

www.newseum.org/berlinwall/

(Explores the rise and fall of the Berlin Wall, includes an interactive exhibit)

REFERENCES

Holley, Donald. *The Second Great Emancipation. The Mechanical Cotton Picker, Black Migration, and How They Shaped the Modern South*. Fayetteville: University of Arkansas Press, 2000.

The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.

Central High
Charleston Schools
Desegregation of Hoxie Schools
J. William Fulbright
Klipsch Audio Technologies
Little Rock Air Force Base
Little Rock Nine
Titan II Missiles
Sam Walton
Segregation and Desegregation
Wilton Robert (Witt) Stephens

Chapter 8

The Newest Arkansas

FOCUS AND EMPHASIS

The focus of this final chapter is on some of the major aspects Arkansas's economy, society, and political structure at the beginning of the 21st century.

The intent is to encourage students to think about what things they would like to see in the Arkansas of the future and begin to think about how they might help to make this come true.

LEARNING EXPECTATIONS

At the conclusion of this chapter students should:

- 1) Understand that Arkansas has entered an increasingly global society
- 2) Understand the increasingly important role that education will play in Arkansas's future
- 3) Know the most recent sources of immigration into Arkansas
- 4) Understand the continuing importance of agriculture and forestry in Arkansas's future
- 5) Understand the important role that technological innovation has played and will play in Arkansas's future economic well-being
- 6) Know that Arkansas's natural heritage is one of the state's most important legacies from the past and the role it is likely to play in the Arkansas of the future

WAYS TO GET STARTED

Review a world map showing South and Central America with your students. This will help them to understand the diversity of places from which Hispanic immigrants are coming to Arkansas.

SAMPLE VOCABULARY LIST

interaction
ratify
consolidation
constitute
affiliated
remarkable
legacy

ANSWERS TO QUESTIONS TO ANSWER

1. d
2. c
3. d
4. d
5. c

6. True
7. b
8. b
9. c
10. True

ACTIVITIES

Have your students research a company in your area. What is the reach of the company? Where do the items they produce go? For what are they used? Who uses them? **OR** Have your students research the farms or farm coop in your area. What do they produce? What is the reach of their crops? To whom do they deal/sell their items? Who uses what they grow/produce? What does that tell the students about the local, state, national, and even international economy?

Help your students conduct basic genealogical research into their families. Where were their parents born? What about their grandparents? Do they know where previous generations were born? When did they move to Arkansas? Do they know what brought them to Arkansas? What does that tell your students about immigration into Arkansas at different periods of time? Provide your students with a basic genealogical “family tree” form.

Discuss the current state slogan “The Natural State” with your students. What does it mean to them? How does your area of the state relate to the slogan? Ask your students to create a new slogan for your area/county of the state. What would it be and why?

RELATED LINKS

www.1800arkansas.com/data_demographics/

(Information from the Arkansas Department of Economic Development concerning corporations, regional profiles, economic data, etc.)

www.arkansaskids.com/

(Information from the Arkansas Department of Parks and Tourism about state parks, games, facts, trip ideas, attractions, famous Arkansans, etc.)

www.clintonlibrary.gov/

(Events, maps, museum information, educational programs, teacher resources, classroom outreach, and much more about President Clinton and the events during his administration)

www.rmiembassyus.org/

(The Embassy of the Republic of the Marshall Islands website with information about their government, history, culture, geography, etc.)

www.soskids.arkansas.gov/ar-abstract_population.html

(Great current population and demographic information from the Arkansas Secretary of State's office)

www.soskids.arkansas.gov/5-8-games.html

(Word searches, crossword puzzles, trivia, etc. about Arkansas from the Secretary of State's office)

www.soskids.arkansas.gov/ar-abstract_agriculture.html

(Current agricultural information about Arkansas from the Secretary of State's office)

REFERENCES

Johnson, Ben F., III, *Arkansas in Modern America. 1930-1999*. Fayetteville: University of Arkansas Press, 2000.

The following articles in the Encyclopedia of Arkansas History & Culture provide additional information for topics covered in this section.

Clinton Presidential Center
William Jefferson Clinton
Heifer Project International
J. B. Hunt Transport Service, Inc.