



Voices:

Century of Little Rock's African American Community, 1870 - 1970

teacher guide

Tools and Resources to Investigate Community History

Suggested for Grades 5 -12

second edition

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The mission of the Cultural Center is to collect, preserve, interpret, and celebrate Arkansas's African American history, culture, and community from 1870 to the present, and to educate the public about black achievement – especially in business, politics, and the arts.



This teacher guide was produced to accompany *Voices: A Century of Little Rock's African American Community, 1870-1970*, an interactive CD-Rom developed by the Mosaic Templars Cultural Center, a museum of the Department of Arkansas Heritage. *Voices*, a multimedia presentation, features personal stories recounting aspects of Little Rock's African American community.

Activities in this teacher guide are closely aligned to state curriculum frameworks so that you may easily implement these activities and resources into your classroom. Lesson plans within this guide were written to be effortlessly adapted to the diverse needs of your students.

We hope that *Voices* and the accompanying teacher guide will be a useful tool for you to share the endearing stories of Little Rock's African American community.

For more information visit www.mosaictemplarscenter.com or contact the **Mosaic Templars Cultural Center Education Department at 501.683.3592.**



**Voices: A Century of Little Rock's
African American Community, 1870-1970**
Arkansas Curriculum Frameworks
Grades 5-12

Lesson Name	Lesson 1: Beginnings	Lesson 2: Mosaic Templars of America	Lesson 3: Business & Professional Life	Lesson 4: Politics & Civil Rights	Lesson 5: Education	Lesson 6: Religion & Downtown Churches	Lesson 7: Social & Cultural Life	Lesson 8: Entertainment, Music, & Media	Lesson 9: Mapping Our History
Arkansas History (7 - 8)									
RP.6.AH.7-8.5. Describe the development of the public school system in Arkansas.					x				
WWP.AH.7-8.4. Examine the civil rights movement in Arkansas using primary/secondary sources.				x	x				
WWP.9.AH.7-8.12. Identify significant contributions made by Arkansans in art, business, culture, medicine, and science.	x	x	x	x	x	x	x	x	
Arkansas History (9 - 12)									
RP.6.AH.9-12.5. Investigate the development of the public school system in Arkansas.						x			
WWP.9.AH.9-12.4. Analyze the civil rights movement in Arkansas using primary/secondary sources.					x	x			
Social Studies									
H.6.6.23. (Grade 6) Explain segregation and desegregation as established by the Supreme Court.					x	x			



Lesson Name	Lesson 1: Beginnings	Lesson 2: Mosaic Templars of America	Lesson 3: Business & Professional Life	Lesson 4: Politics & Civil Rights	Lesson 5: Education	Lesson 6: Religion & Downtown Churches	Lesson 7: Social & Cultural Life	Lesson 8: Entertainment, Music, & Media	Lesson 9: Mapping Our History
Social Studies									
G.2.5.2. (Grade 5) Understand the contributions of people of various racial ethnic and religious groups in Arkansas and in the United States.	X	X	X	X	X	X	X	X	X
C.5.5.14. (Grade 5) Identify the provisions of the 13th, 14th, and 15th Amendments.				X					
C.5.6.14. (Grade 6) Examine how citizen rights are exercised through organizations that influence societal and governmental changes	X			X	X				
E.8.5.1. (Grade 5) Research the role that entrepreneurs have played in the development of the economy of Arkansas.		X	X						
English Language Arts									
OV.1.8.8 (Grade 8) Report results of interviews, research, etc.	X								
OV.3.5.1 (Grade 5) View a variety of media to enhance and show understanding of a specific topic.	X	X	X	X	X	X	X	X	X
R.10.6.14 (Grade 6) Analyze message through pictures, images, and photographs.							X		



Beginnings:

An Introduction to Little Rock's African American Community

Introduction

Every community has a story. In fact, there are thousands of voices and thousands of stories. This segment introduces students to *Voices: A Century of Little Rock's African American Community*, which chronicles one hundred years of Little Rock's African American community through oral history. Oral history serves as a link from the immediate present to the immediate past. Through these activities, students will learn the importance of oral history and the need for its preservation.



CD-Rom Segment Length

5 minutes, 18 seconds

Objectives

- To develop and strengthen oral and written communication skills through oral history.
- To broaden understanding of community history and change over time.
- To understand how point of view influences and affects historical understanding.

Key Terms

Oral history
Community
Segregation
Integration
Congregation
Entrepreneurs
Commercial
Urban renewal

Focus Questions

- Describe Little Rock during the early twentieth century.
- What caused Little Rock's African American community to scatter from its original location?
- What circumstances may have encouraged separate black and white business districts?
- How does this depiction of Little Rock and its African American community compare with other sources such as your textbook?



Activities

For Middle School Students (5-8)

1. Introduce students to the idea of a community. Brainstorm with students on characteristics that define a community.
2. After watching “Beginnings,” review the focus questions with students.
3. Give the students a brief overview of the importance of oral history then distribute copies of “Tips for Interviewers.”
4. Distribute the “Family Story Assignment” handout. Students will interview a member of their family about a particular memorable event. Students will record their findings in the space provided on the worksheet.
5. Students can include photographs to supplement their reports.
6. Invite students to share their reports with the class.

Extension Activities

- To practice writing follow up questions, play a brief sample interview segment to the class. Stop the recording after the interviewer asks the question. Allow students time to consider why the interviewer asked the question. Play the interviewee’s answer to the question. Stop the recording again and allow students time to consider what a follow-up question should be.
- Assign an essay assignment synthesizing student’s knowledge of their family or community history.
- Edit taped interviews into a radio piece to be aired on your local public radio station. Add music and student narration to your radio spot.
- Invite a historian or long-time resident to class then allow students to ask prepared questions about your community.

For High School Students (9-12)

1. Introduce students to the idea of a community. Brainstorm with students on characteristics that define a community.
2. After reviewing “Beginnings,” review the focus questions with students.
3. Give the students a brief overview of the importance of oral history then distribute copies of “Tips for Interviewers.”
4. Distribute the “Interview Assignment” handout.
5. Distribute the “Oral History Interview Release Form.”
6. With a partner, students will interview someone they know but not a relative about a subject as specified by the teacher.
7. Students will tape record the interview and present their recordings and prepared questions to the class.



Tips for Interviewers

1. Avoid dead-end questions; ask questions instead that require more of an answer than “yes” or “no.” Start with “Why, how, where, what kind of . . .”
2. Ask one question at a time and keep questions brief.
3. Start with non-controversial questions. A good place to start is the person's background. This allows you and your narrator to become comfortable, make eye contact, etc.
4. Don't interrupt a good story because you have thought of a question or because your narrator is straying from the planned outline. If the information is related, let the person continue, but jot down your question so you will remember to ask it later.
5. If your narrator does stray into non-related subjects, try to pull him/her back as quickly as possible. Example: “Before we move on, I'd like to find out . . .”
6. It is often hard for a narrator to describe a person. An easy way to begin is to ask him to describe the person's appearance.
7. Interviewing is one time when a negative approach can be more effective than a positive one. Ask about the negative aspects of a situation. Example: In asking about a person, do not begin with a glowing description. You will get a more lively answer if you start out in the negative. “Despite the mayor's reputation for good works, I hear he was a very difficult man for his immediate employees to get along with.”
8. Try to establish at every important point in the story where the narrator was or what his or her role was in this event, in order to indicate how much eye-witness information is available and how much it is based on reports of others. “Where were you at the time of the Oklahoma Bombing?”
9. Do not challenge accounts you think may be wrong or inaccurate. Instead, try to develop as much information as possible that can be used by later researchers in establishing what probably happened.
10. Do thoughtfully point out to your narrator that there is a different account or contradictory information of what he or she is describing, if there is.
11. Don't switch the recorder off and on. It is much better to waste a little tape on irrelevant material than to call attention to the tape recorder by a constant on-off operation.
12. Interviews usually work out better if there is no one present except the narrator and the interviewer.
13. Do end the interview at a reasonable time. An hour-and-a-half is probably the maximum. First, you must protect your narrator against over-fatigue: second, you will be tired even if the narrator isn't.
14. Don't use the interview to show off your own knowledge, vocabulary, charm, or other abilities.
15. Don't be a noisy listener; avoid interjecting phrases or verbal expressions while an interviewee is talking. Listen intently! Ask follow up questions early and often or use verbal encouragement, such as “that is interesting,” after the interviewee is finished speaking.

NAME _____

DATE _____

Family Story Assignment

Directions: Talk with a family member, such as your aunt, uncle, or grandparents about a particularly memorable event. This could be a special holiday gathering; a community event, such as a dance or concert; or a historical event, such as wartime memories or civil rights era memories. Be sure to get details about the event. Fill in your family member's answers in the space provided.

1. Name of Person Interviewed: _____

2. Name of Interviewer: _____

3. How old were you when the event took place? _____

4. Where were you living? _____

5. What actually happened?

6. What were your feelings of the event at the time?

7. What are your feelings of the event now?

8. How did you, the interviewer, feel about getting this story or information or just talking with your family member?



NAME _____

DATE _____

Interview Assignment

Directions:

- Review the “Tips for Interviewers” handout.
- Choose a topic for your interview. It could be a special holiday gathering; a community event, such as a dance or concert; or a historical event, such as wartime memories or civil rights era memories.
- You and your partner will prepare interview questions and interview someone you know but not a relative. One will be the “interviewer,” and one will be the “note taker.”
- Using a tape recorder or video equipment, conduct your interview following the questions you developed. Be sure to have your interviewee sign the “Oral History Interview Release Form.”
- Your recording and prepared questions are due: _____

List five questions that you would like to ask the interviewee:

- 1.
- 2.
- 3.
- 4.
- 5.

List any follow-up questions that you asked:



Oral History Interview Release Form

In view of the historical value of this oral history interview, I _____
(narrator)

knowingly and voluntarily permit _____ of _____
(name of student interviewer) (class and/or school)

the full use of this information for educational purposes and placement in an archive to create
research access of the interview.

Signature of Narrator _____

Date _____

Address of Narrator:

(street address)

(city, state, zip)

Release form taken from the Library of Congress Learning Page <http://lcweb2.loc.gov/ammem/ndlpedu/lessons/oralhist/release.html>



Community Stories:

The Mosaic Templars of America

Introduction

What do your students know about the Mosaic Templars of America, which is now recognized as one of the most significant endeavors in the history of Arkansas and Little Rock? Unfortunately, this story is not widely known. After reviewing this segment of *Voices* and through the use of primary sources, students will investigate the purpose, principles, and activities of Arkansas's most distinctive African American fraternal organization and business.

CD-Rom Segment Length

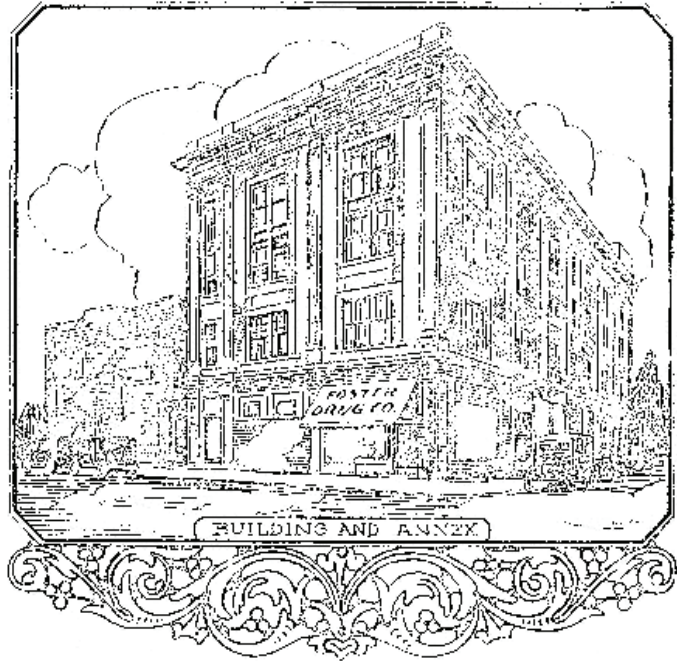
9 minutes

Objectives

- To analyze primary sources and experiences to understand perspectives.
- To understand historical chronology, concepts, and relationships through document analysis.
- To evaluate the role of ideals and institutions.

Key Terms

Fraternal organizations
Enterprise
Jim Crow
Integration
Boycott



Focus Questions

- Describe the successes of the Mosaic Templars of America.
- Describe the philosophy of Booker T. Washington. How do the Mosaic Templars of America reflect his philosophy?
- What roles did fraternal organizations play in black communities?



Activities

For Middle School Students (5-8)

1. After viewing the segment on the Mosaic Templars of America and answering the discussion questions, introduce the analysis of visual primary sources.
2. Distribute the “Be the Historian!” worksheet. Allow the students time in class to answer the questions.
3. Assign the writing activity for homework if time in class does not permit.



For High School Students (9-12)

1. After viewing the segment on the Mosaic Templars of America and answering the discussion questions, engage the students in a conversation about the importance of primary sources. Introduce APPARTS (see page 15) as a method to analyze and understand primary source documents.
2. Distribute the “Reading Primary Sources” handout. Allow students time to read the handout in class.
3. Following their reading time, distribute the “Analyzing Primary Sources” worksheet.
4. Optional: Divide the students into small groups to complete the worksheet.
5. Bring the class together and ask students to read their answers or the group’s answers to the worksheet.

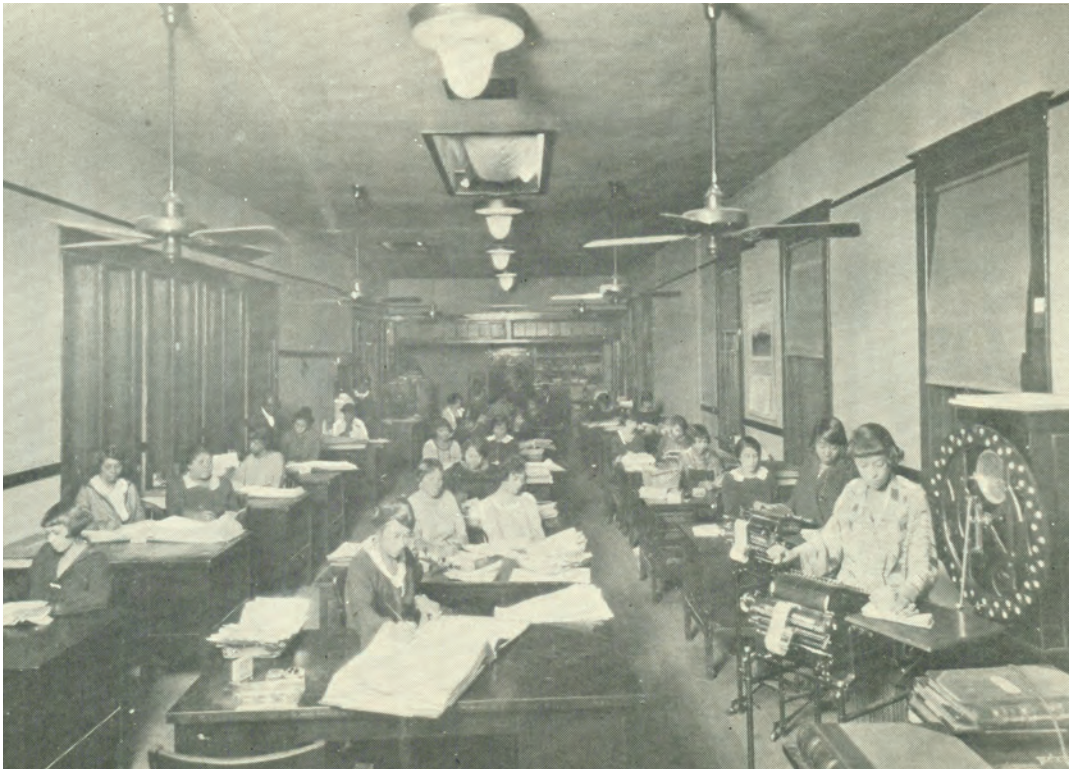
Extension Activities

- Design a poster displaying information about other fraternal organizations and compare their contributions to Arkansas with that of the Mosaic Templars.
- Research the philosophy of Booker T. Washington.
- Compose a journal entry, describing three qualities in Booker T. Washington’s life and how they helped him become a leader. Have the students pick three qualities that they would like to incorporate into their life. Use this to stimulate a class discussion.



Be the Historian!

Directions: Using what you have learned about the Mosaic Templars of America, examine the photograph below and then answer the questions about the photograph on a separate piece of paper.



Source Information: This photograph of a Mosaic Templars' business office was featured in a book called *The History of the Mosaic Templars of America*, published in 1924. The photographer is unknown.

1. What is happening in this photograph?
2. When was this photograph taken?
3. Examine all the details of this photograph. What do you notice? What details seem important?
4. *Critical Thinking.* Why do you think this photograph was taken? What is your impression of this photograph? How could this photograph be useful?
5. *Writing Activity.* Write a paragraph describing the sights and sounds surrounding the scene presented in this photograph. Be sure to present evidence from the photograph itself. You may even use other sources about Arkansas in the 1920s in your description. Examine the image for clues about the Mosaic Templars' role in business.

APPARTS

Author

Who created the source? What do you know about the author?
What is the author's point of view?

Place and Time

Where and when was the source produced? How might this affect the meaning of the source?

Prior Knowledge

Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source?

Audience

For whom was the source created and how might this affect the reliability of the source?

Reason

Why was the source produced at the time it was produced?

The Main Idea

What point is the source trying to convey?

Significance

Why is the source important? Ask yourself: "so what?" in relation to the question asked.



NAME _____

DATE _____

Analyzing Primary Sources

Directions: Read the document provided and then complete the worksheet below using the document and notes as references.

Title of Document: _____

Author: _____

Place and Time: _____

Prior Knowledge: _____

Audience: _____

Reason: _____

The Main Idea: _____

Significance: _____

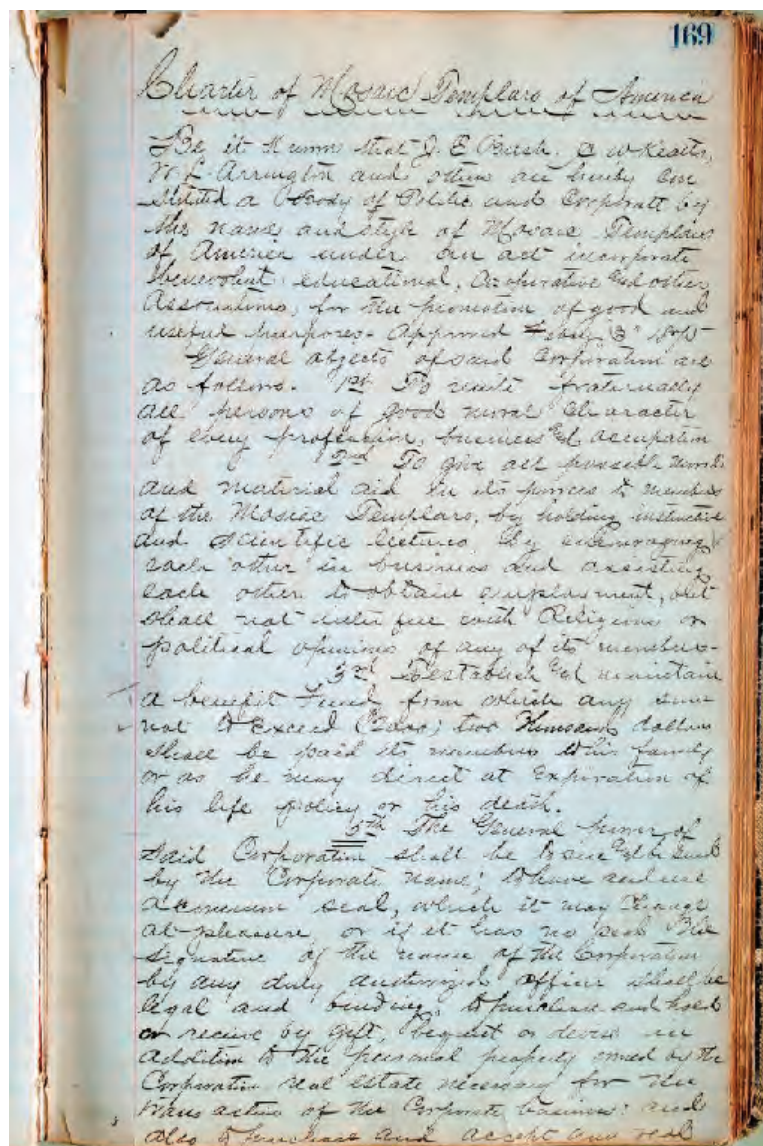
NAME _____

DATE _____

Using Primary Sources

Primary sources are extremely useful to historians to help them reconstruct the past. Charters are examples of a primary source. Charters are used to legally create businesses, organizations, or even cities. Examine the photographs of the original charter written in 1883, which legally created the Mosaic Templars of America, an African American fraternal organization. What do you notice? For instances, what type of paper was used? What does the handwriting imply about the document or even the person who wrote this document? Or why do you think this document was handwritten?

Page 1 of the Mosaic Templars of America Charter



Photographs of the original Mosaic Templars of America Charter. Courtesy of the Pulaski County Courthouse. Mosaic Templars Cultural Center Collection.

estate in payment, or in part payment
of any debt due the Corporation or to
sell the same; to establish by laws
and to make all rules and regulations
not inconsistent with the laws of the
land, devised expedient for the manage-
ment of Corporate affairs, to Charter
subordinate lodges, to make its own
Constitution, Laws and discipline and
General laws for the Government of the
entire order in America, To fix the
Compensation of its officers, and to do
whatever may be necessary for the
Government of the Grand Lodge & subordinate
lodges, not in conflict with the laws
of the U.S. or the State of Arkansas,
and not in conflict with the object
and purpose of this Charter.

Witness our hands this 24th May 1893
J. E. Bush.
C. W. Heats
W. L. Arrington

We the undersigned officers
of the "Mosaic Templars of America"
Sheweth request the granting of the
above charter and ask for a certificate
as by law required -
C. W. Heats - G. M. Harts
J. E. Bush - G. Scibe
W. L. Arrington - G. S. Inspector

Filed, May 24/93
J. L. P. Ray
C. W. Heats

Readings Primary Sources

MOSAIC TEMPLARS OF AMERICA CHARTER

Be it known that J. E. Bush, C. W. Keatts, and W. L. Arrington and others are hereby constituted a body politic and corporate by the name and style of Mosaic Templars of America under our act incorporate benevolent, educational, co-operative and other associations, for the promotion of good and useful purposes, approved February 23, 1875.

The general objects of said corporation are as follows. 1st To unite fraternally all persons of good moral character, of every profession, business and occupation.

2nd To give all possible moral and material aid in its power to members of Mosaic Templars, by holding instructive and scientific lectures, by encouraging each other in business and assisting each other to obtain employment, but shall not interfere with religious or political opinions of any of its members.

3rd To establish and maintain a benefit fund from which any sum not to exceed two thousand dollars (\$2,000.00) shall be paid to its members to his family or as he or she may direct at expiration of his or her life policy or at death.

5th The general power of said corporation shall be to sue and be sued by the corporate name; to have and use a common seal, which it may change at pleasure, or if it has no seal the signature of the name of the corporation by any duly authorized officer shall be legal and binding, to purchase and hold or receive by gift bequest or devise in addition to the personal property owned by the corporation, real estate necessary for the transaction of the corporate business, and estate in payment, or in part payment of any debt due the Corporation or to sell the same; to establish by-laws, and to make all rules and regulations, not inconsistent with the laws of the land, devised expedient for the management of corporate affairs, to charter subordinate lodges, to make its own constitution, laws and discipline and general laws for government of the entire order in America. To fix the compensation of its officers, and to do whatever may be necessary for the government of the grand and subordinate lodges, not in conflict with the laws of the U.S. or the State of Arkansas, and not in conflict with the object and powers of this charter.

Witness our hands this 24th May 1883.

J. E. Bush

C. W. Keatts

W.L. Arrington

We, the undersigned officers of the "Mosaic Templars of America" herewith request the granting of the above charter and ask for a certificate as by law required.

C. W. Keatts, G. M. Master

J. E. Bush, G. Scribe

W.L. Arrington, G.D. Inspector

Filed, May 24 by J.L. Bay, Clerk



Community Stories:

Business & Professional Life

Introduction

The West Ninth Street area served Little Rock's black community for over 100 years. This "city within a city" provided services the black community did not have access to because of segregation laws. Through this segment and activities, students will explore Little Rock's historic West Ninth Street business and professional community.

CD-Rom Segment Length

14 minutes, 36 seconds

Objectives

- To understand factors affecting local economies.
- To explain the role of Little Rock's black business community.

Key Terms

Discrimination
Jim Crow
Civil Rights Act of 1964
Urban renewal

Focus Questions

- In what ways did Little Rock's West Ninth Street area serve as the business, political, and social hub for the black community?
- What types of businesses operated on West Ninth Street?
- What factors led to the demise of Little Rock's black business district?

Activity

1. Prepare copies of the "Anticipation Guide" handout.
2. Before viewing the segment, allow students to respond to the prompts listed on the handout.
3. After the viewing the segment, the students would repeat the activity and compare their prior knowledge and/or assumptions to what they learned.
4. This could be used as a basis of a discussion.

Extension Activities

- Research famous West Ninth Street entrepreneurs and have students keep a journal to describe the entrepreneurs they learn about in class.
- Write a fictional resume establishing what qualities would be necessary to be a successful entrepreneur.
- Invite an entrepreneur to share their successes and failures with the class.

Anticipation Guide

NAME _____

DATE _____

Directions: Before viewing the segment on “Business & Professional Life,” answer the following true/false questions based on what you know right now. After the segment, repeat the exercise. Use what you learned from the segment.

True/False
Before Viewing

True/False
After Viewing

- | | | |
|-------|--|-------|
| _____ | 1. In 1907, there were about 15,000 African Americans living _____
in Little Rock, most of whom owned their homes. | _____ |
| _____ | 2. By 1927, there were 67 businesses and eight doctors _____
operating successfully on Little Rock’s West Ninth Street. | _____ |
| _____ | 3. Even though it was during Jim Crow, or legalized _____
segregation, black doctors practiced without a white
associate signing all their medical orders. | _____ |
| _____ | 4. Scipio A. Jones was the first elected black municipal _____
judge in the United States and first United States
Ambassador to Madagascar. | _____ |
| _____ | 5. As a business, political, and social center for Little _____
Rock’s black community, the West Ninth Street
business district served the community for only 40
years. | _____ |
| _____ | 6. Integration may have caused West Ninth Street _____
area’s businesses to suffer. | _____ |
| _____ | 7. Many African Americans supported the city’s _____
Urban Renewal program. | _____ |



Community Stories:

Politics & Civil Rights

Introduction

Following the end of the Civil War, freedmen received basic political rights under Arkansas's new constitution. However, once power returned to the former Confederates, blacks began to lose many of the rights previously afforded to them by the state's constitution and the 13th, 14th, and 15th Amendments of the United States Constitution. Combating segregation practices and racism became the focus of many within Little Rock's African American community. After completing this segment and activities, students will have a better understanding of the civil rights movement in Little Rock.

CD-Rom Segment Length

19 minutes, 30 seconds

Objectives

- To apply inquiry skills towards historical analysis and interpretation.
- To understand Arkansas's segregation laws and how they affected the civil rights and liberties of African Americans.
- To understand the concept of arguments based on supporting evidence.

Key Terms

Reconstruction
13th Amendment
14th Amendment
15th Amendment
Jim Crow
Separate Coach Law (1891)
Black activism
Disfranchise
Poll tax
Lily-white movement
Black and Tans
NAACP
Desegregation

Focus Questions

- What law set the precedent for other segregation legislation in Arkansas?
- What tools were used to disfranchise black voters in Arkansas?
- To what extent did black students, ministers, and the media fuel Little Rock's Civil Rights Movement in the 1950s and 1960s.
- Why do you think it took so many decades of organizing by civil rights activists to end Jim Crow laws?



Activity

1. Ask students to create a list of laws or school rules that restrict their activities, for example, city curfews, voting age, or driving age.
2. Explain to the class that following the Civil War laws or statues were created to restrict the actions of African Americans in Arkansas.
3. Explain that the video segment tells the story of civil rights movements and activities in Little Rock. Follow the video with a review of the focus questions.
4. After viewing the segment, distribute copies of the “Arkansas Segregation Laws.” Please note that the language of the laws has been paraphrased for students. Review the document carefully and facilitate a class discussion.
5. Distribute copies of the “Scenario Cards.” Students should assess and respond to the question posed by the scenario. Students should support their answers with information from the segregation law handout.
6. Student responses to the scenarios may be used to facilitate another discussion.



Extension Activities

- Create a historical newspaper with articles, editorials, illustrations, and political cartoons about the civil rights movement in Arkansas.
- Research individuals who were involved in the civil rights movement in Arkansas and create a Children’s Encyclopedia of Civil Rights in Arkansas as a class project.
- Research the effects of Jim Crow in Arkansas.

This segment does contain graphic information.



Arkansas Segregation Laws, 1866-1958

NAME _____

DATE _____

Legalized segregation, also known as the “Jim Crow Laws,” systemically mandated the civil rights and liberties of African Americans following Reconstruction in the South. Because of these segregation laws, African Americans were prevented from social, economic, and political equality. Below are examples of segregationist laws that were passed by Arkansas legislators between 1866 and 1958.

ACT 35

Black children are not allowed to attend public schools except for schools that are exclusive for black students. (1867)

ACT 130

The Arkansas school board must establish separate schools for black and white students. (1873)

ACT 51

Separate colleges for teachers are to be established for black and white students. (1897)

* * *

ACT 37

Railroad companies must provide separate but equal passenger coaches and separate waiting rooms for black and white passengers. People not willing to sit in their assigned seats will have to pay a fine between \$10 and \$200. Companies who ignore the law will be fined between \$100 and \$500. (1891)

ACT 104

All city street railway cars in Arkansas must provide separate seating for white and black passengers. People not willing to sit in their assigned seats will have to pay a \$25 fine. Companies who ignore the law will be fined \$25. (1903)

* * *

ACT 220

All voters are required to pay a poll tax. (1947)

ACT 84

No child is required to enroll in a racially mixed public school. (1957)

ACT 4

The Governor may close schools by Election with a ballot stating, “For racial Integration of all schools within the school district,” or “Against racial integration of all schools within the school district. (1958)

NAME _____

DATE _____

Arkansas Segregation Laws Scenario Cards

Directions

After reviewing the Arkansas segregationist laws, read through the scenarios with a partner. Answer the questions posed by each scenario. Support your responses with information from the segregation law handout.

Scenario 1

You are an African American man living in Hot Springs, Arkansas in 1947. You follow local politics very closely. This year, the election for city officials is hotly disputed. Despite your interest and informed opinion, you can not vote. Why not?

Scenario 2

You are an African American boy. You take the train to Memphis to visit family during the summer of 1892. Although you purchase a first-class ticket, you are escorted to a coach car. Assuming a mistake has been made, you go to the first-class car. Why might you be stopped from entering the car?

Scenario 3

It is 1958. You are a six-year-old white girl. The public school you were supposed to attend is now closed. What steps might your family take in order to continue your education?

Scenario 4

It is 1904. You are an African American woman heading home from work. Instead of walking home you want to take a ride on the street car. The section for black passengers is full, and the streetcar conductor will not allow you to sit anywhere else.

What do you do?

Scenario 5

It is 1898. You are an African American woman. After graduating high school at the top of your class, you apply for admission at the local teacher's college.

Why might you be denied entrance?



Community Stories:

Education

Introduction

After being denied education as slaves, schools took on an added importance to African Americans following Reconstruction. Working within the bounds of segregation, schools helped sustain the black community and were a potent symbol of the community's opportunities for the next generation. Through these activities, students will learn about schools that served the black community in Little Rock.



CD-Rom Segment Length

12 minutes

Objectives

- To understand how *Plessy v. Ferguson* affected the development of Little Rock's black schools.
- To discuss education opportunities for Arkansas's black community.
- To understand issues regarding the judicial protection of individual rights.

Key Terms

Plessy v. Ferguson
"Separate but equal"
Brown v. Board of Education
"Lost year"

Focus Questions

- How did schools take on an added importance in the black community following Reconstruction?
- Describe the experiences of former students of Little Rock's Paul Laurence Dunbar High School.
- What was the impact of the failure of the state to provide higher education opportunities for African Americans.
- Does separate but equal imply inferiority?



Activities

For Middle School Students (5-8)

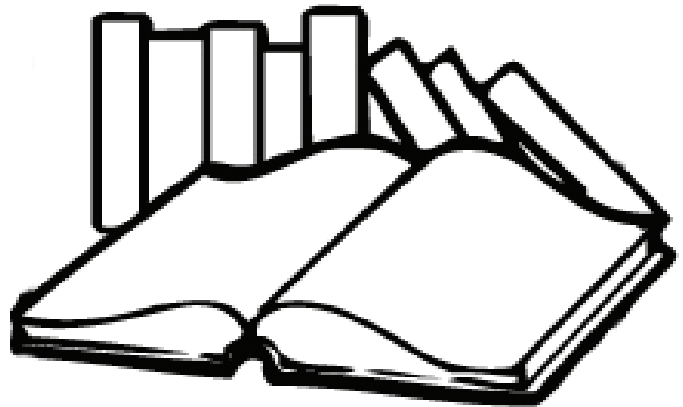
1. Introduce students to the concept of segregation. Ask the students to come up with synonyms and examples.
2. Allow students time to complete the “Different Viewpoints” worksheet. Discuss the answers as a class.
3. Explain to the class that as a necessity schools were forced to work within the bounds of legalized segregation. Explain that the video segment tells the story of Little Rock’s black schools during the time of legalized segregation.
4. After watching “Community Stories: Education,” review the focus questions with students.

For High School Students (9-12)

1. Introduce students to the concept of segregation. Ask the students to come up with synonyms and examples.
2. Allow students time to complete the “Opposing Viewpoints” worksheet. Discuss the answers as a class.
3. Explain to the class that as a necessity schools were forced to work within the bounds of legalized segregation. Explain that the video segment tells the story of Little Rock’s black schools during the time of legalized segregation.
4. After watching “Community Stories: Education,” review the focus questions with students.

Extension Activities

- Explore the historic Supreme Court rulings of *Brown v. Board of Education* (1954) and *Brown II* (1955). Write a position paper agreeing or disagreeing with the rulings.
- Research Rosenwald-funded schools like Little Rock’s Paul Laurence Dunbar High School around the state. Discover Rosenwald schools that were established within your community.
- Create a mural or collage depicting the struggle for racial equality in Arkansas.



NAME _____

DATE _____

Different Viewpoints: Plessy v. Ferguson (1896)

Directions: Read the description of *Plessy v. Ferguson*. Then read the summaries of the justices' decisions on the case. Answer the questions below on your own paper.

The Case

A group of black Louisiana citizens argued the separate coach law violated their Thirteenth and Fourteenth Amendment rights. Speaking for the Supreme court in 1896, Justice Brown wrote that the separate coach law was constitutional, providing that equal accommodations were given to black and white passengers. Justice Harlan was the only member of the Supreme Court who disagreed with the court's decision. Nevertheless, this "separate-but-equal" doctrine set the stage for court decisions for sixty years.

Justice John Harlan's Statement

Our constitution is color-blind. The futures of blacks and whites, in this country, are linked together. Both races want a government that does not accept legalized racism. What causes racism, what creates and continues a feeling of distrust between these races, than state actions based on reasoning that black citizens are so inferior and horrible that they cannot be allowed to sit in public coaches occupied by white citizens? This is the real meaning of the separate coach law in Louisiana.

Justice Henry Brown's Decision

The separate coach law does not conflict with the Thirteenth Amendment, which abolished slavery implies merely a legal distinction between white and black races -- this distinction is found in the color of the two races which always existed -- has no tendency to destroy the legal equality of the two races...The goal of the Fourteenth Amendment was to legally enforce equality; it did not change differences based upon color. Laws about the separation of races do not imply inferiority.

Review Questions

1. **Define:** segregation, unconstitutional, constitutional, Thirteenth Amendment, Fourteenth Amendment.
2. In Justice Harlan's opinion, what was the real reason for the separate coach law?
3. In your own words, explain the "separate-but-equal" decision.
4. Why did Justice Brown think the separate coach law did not violated the Thirteenth and Fourteenth Amendment?
5. *Thinking Critically.* Do you think it is possible for blacks and whites to be separate and equal? Why or why not?

NAME _____

DATE _____

Different Viewpoints: Plessy v. Ferguson (1896)

Directions: After reviewing the case summary and the viewpoints from *Plessy v. Ferguson*, answer the questions that follow on your own paper.

Case Summary

A group of black Louisiana citizens, who insisted on their right to ride in a first-class railroad car after paying first-class fare, presented their case before the United States Supreme Court. The citizens argued the separate coach law violated their Thirteenth and Fourteenth Amendment rights. Nevertheless, the Supreme Court ruled in 1896 that the separate coach law was constitutional, providing that equal accommodations were given to black and white passengers. This “separate-but-equal” doctrine set the precedence for court decisions for the next several decades.

Justice John Harlan’s Dissent

“Our constitution is color-blind, and neither knows nor tolerates classes among citizens... The destinies of the two races, in this country, are indissolubly linked together, and the interests of both require that the common government of all shall not permit the seeds of race hate to be planted under the sanction of law. What can more certainly arouse race hate, what more certainly create and perpetuate a feeling of distrust between these races, than state enactments which, in fact, proceed on the ground that colored citizens are so inferior and degraded that they cannot be allowed to sit in public coaches occupied by white citizens? That, as all will admit, is the real meaning of such legislation as was enacted in Louisiana.”

Justice Henry Brown’s Majority Opinion

“That [the Separate Car Act] does not conflict with the Thirteenth Amendment, which abolished slavery...is too clear for argument...A statute which implies merely a legal distinction between the white and colored races -- a distinction which is founded in the color of the two races, and which must always exist so long as white men are distinguished from the other race by color -- has no tendency to destroy the legal equality of the two races...The object of the [Fourteenth Amendment] was undoubtedly to enforce the absolute equality of the two races before the law... Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. . . .”

Questions for Review

1. **Define:** segregation, unconstitutional, constitutional, Thirteenth Amendment, Fourteenth Amendment.
2. What is the main idea of Justice Harlan’s statement?
3. Why did Justice Brown think the separate coach law did not violated the Thirteenth and Fourteenth Amendment?
4. *Thinking Critically.* Do you think is it possible for two races to remain separated while striving for equality? Are separation and equality compatible? Why or why not?



Community Stories:

Religion & Downtown Churches

Introduction

The 1890 United States census reported that one third of the African American population, approximately 100,000, belonged to a church congregation. Churches and buildings provided the foundation for Little Rock's African American community and its primary social and political traditions. Through this video segment and accompanying activity, students will gain an understanding of the role of the church in black communities.

CD-Rom Segment Length

8 minutes

Objectives

- To analyze the social political, economic, and cultural role of churches in black communities.

Key Terms

Congregation

Focus Questions

- What was the oldest existing African American congregation in Little Rock?
- Explain why churches were considered "community affairs."

Activity

1. S.P.E.C. charts, which investigate the social, political, educational, and cultural complexities, can be used to closely examine a community or people group. With this chart, students should identify the "S.P.E.C.s" of the church in a black community.
2. Explain to students that churches have played vital roles in community in the United States.
3. After viewing the segment about Little Rock's church, review the method to analyze the social, political, educational, and cultural aspects of communities. Provide students with definitions and examples of each aspect.
4. Using the data they gathered from the video segment, allow students to collaborate and complete the "S.P.E.C. Chart."
5. Students should also generate main ideas describing churches' social, political, educational, and cultural roles within a community.
6. Conclude this exercise by reviewing the focus questions for this lesson.

NAME _____

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The Roles of Little Rock's Black Churches

Directions: Churches and buildings provided the foundation for Little Rock's African American community. Examine the four roles that churches have played within black communities. Based on information provided by the video segment, list examples of the social, political, educational, and cultural roles of black churches. Then write a one sentence generalization, or main idea, describing each aspect.

SOCIAL	POLITICAL
Main Idea (Social)	Main Idea (Political)
EDUCATIONAL	CULTURAL
Main Idea (Educational)	Main Idea (Cultural)



Community Stories:

Social & Cultural Life

Introduction

For much of the twentieth century, social and cultural life for African Americans in Little Rock focused in a twenty-six by nine block area from Seventh to Roosevelt Streets between Broadway and High Street (now Dr. Martin Luther King, Jr. Drive). Through these activities, students will examine Little Rock's historic black district.

CD-Rom Segment Length

12 minutes, 4 seconds

Objectives

- To analyze images as primary sources.
- To understand historical chronology concepts, and relationships through image analysis.
- To evaluate historical perspectives.

Key Terms

"The Line"



Focus Questions

- Describe the day and night atmosphere of Little Rock's West Ninth Street.
- To what extent did women help provide services to the African American community? Provide examples.
- Social clubs provided important recreational activities. What examples does the video segment provide for these accounts.



Activities

For Middle School Students (5-8)

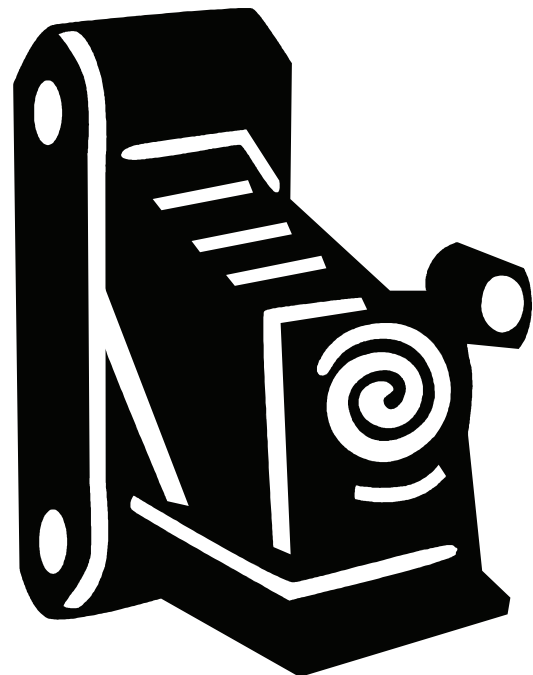
1. After viewing the segment describing the social and cultural life of Little Rock's African American community and answering the discussion questions related to the segment, engage the students in a conversation about the value of information provided by old photographs.
2. Model the method of analyzing images by using the "5 W" questions (Who? What? When? Where? Why?).
3. Distribute the "Understanding Images: Scenes from Little Rock's West Ninth Street" handout. Allow students time to analyze the images and complete the worksheet.
4. Discuss the students' responses.

For High School Students (9-12)

1. After viewing the segment describing the social and cultural life of Little Rock's African American community and answering the discussion questions related to the segment, engage the students in a conversation about the value of information provided by old photographs.
2. Introduce O.P.T.I.C.S. as a method to analyze images. See the handout for more information.
3. Distribute the "Analyzing Images: Scenes from Little Rock's West Ninth Street" handout. Allow students time to analyze the images and complete the worksheet.
4. Discuss the students' responses.

Extension Activities

- Create a scrapbook using images, captions, and other memorabilia presenting life along a popular or historic street in your city. Visit your public library or historical society for more information.
- Interview a long-term business owner or member of the city chamber of commerce about the transformations of your city's downtown through the decades.
- Take a guided walking tour of your historic downtown. Note the architectural styles and ghost signs that provide clues of businesses that once existed in the area.



NAME _____

DATE _____

Understanding Images: Scenes from Little Rock's West Ninth Street

Directions: After gathering background information from the video segment, answer the following questions using a separate piece of paper.



Image 1

Little Rock's West Ninth Street during the day, 1940s.
Courtesy of the Butler Center, Little Rock, Arkansas.



Image 2

Little Rock's West Ninth Street at night, 1940s. Courtesy of Leon Major. Mosaic Templars Cultural Center Community History Project Collection.

1. Describe each scene presented above. What is happening in each photo?
2. Who is in each photograph?
3. What are the differences between each photograph? What are the similarities?
4. What could have been the purpose of the photographs?
5. What conclusions could you make about the photographs?

Analyzing Images Using O.P.T.I.C.S.

Overview: Conduct a brief overview of the image.

Parts: Zero in on the parts of the image.
Read all labels.
Note any elements or details that seem important.

Title: Read the title or the description of the image to be clear on the subject it is covering.

Interrelationships: Use the title as the theory and the parts of the image as clues to detect and specify the interrelationships in the image.

Conclusion: Draw a conclusion about the image as a whole. What does it mean? Summarize the message of the image in one to two sentences.

Source: Who created this image?
Where did it come from?

NAME _____

DATE _____

Analyzing Images: Scenes from Little Rock's West Ninth Street

Directions: After gathering background information from the video segment, answer the following questions using a separate piece of paper.



Image 1

Little Rock's West Ninth Street during the day, 1940s.
Courtesy of the Butler Center, Little Rock, Arkansas.

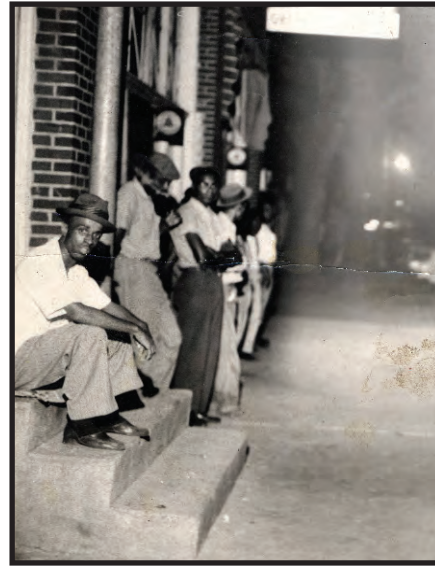


Image 2

Little Rock's West Ninth Street at night,
1940s. Courtesy of Leon Major. Mosaic
Templars Cultural Center Community
History Project Collection.

1. Analyze each photo by using O.P.T.I.C.S.
 - a. Overview
 - b. Parts
 - c. Title Information
 - d. Interrelationships
 - e. Conclusions
 - f. Source
2. What sensory words would you use to describe each image?
 - a. Image 1
 - b. Image 2
3. Compare the images of Little Rock's West Ninth Street presented here to the stories of West Ninth Street presented in the video segment. Are there differences? Are there similarities?



Community Stories:

Entertainment, Music, & Media

Introduction

Art, music, and performances played a vital part in the community. Little Rock artists earned national recognition in classical, opera and jazz music. Little Rock's West Ninth Street corridor pulsated with the constant sounds of bands, celebrations, movies, and entertainment. This segment and the activity that follows will introduce students to the sounds of the Little Rock's black community.

CD-Rom Segment Length

12 minutes, 6 seconds

Objectives

- To understand how music and other entertainment contributed to the development of Arkansas's African American Culture.

Key Terms

Chitlin' Circuit
Music hall
Ambiance
Media
Esoterics
Photography

Focus Questions

- What Little Rock venues hosted popular musical acts?
- Why do you think popular African American entertainers were attracted to Little Rock, Arkansas?

Activity

1. Introduce the video segment to the class. Allow students to brainstorm about the importance of music and media in their lives.
2. After viewing the segment, distribute the "Entertainment, Music, & Media" handout.
3. Divide class into small groups and allow students time to complete the chart. Students should record examples, details, or key terms related to the topics on the chart.
4. Discuss responses as a class.
5. Conclude the lesson with a review of the segment's focus questions.

Extension Activities

- Research the "Chitlin' Circuit."
- Research famous musicians who were born in or near your community. What was their impact on the history of music or Arkansas's history?



NAME _____

DATE _____

Entertainment, Music, & Media

Directions: While viewing the segment of entertainment, music, and media in Little Rock, Arkansas, complete the chart below. List examples or details that correspond to the topics listed in each section.

Musicians	Media
Writers	Art



Mapping Our Community

Introduction

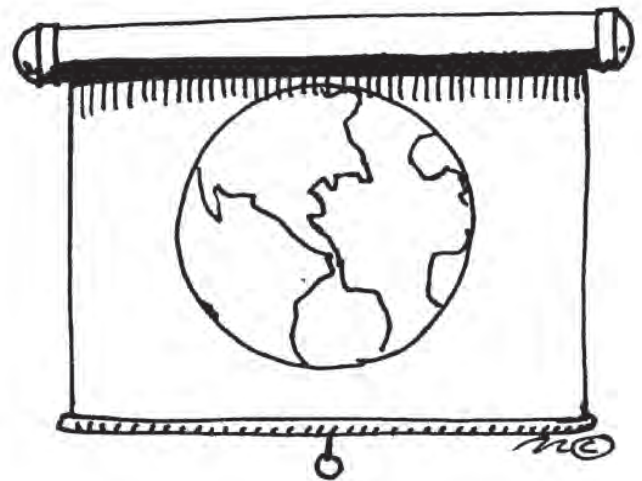
This three-part interactive slide show features a vivid photo gallery of historic images represented on a historic map of downtown Little Rock, Arkansas. “Mapping Our History” highlights images from the business district, church history, and historically black schools in Little Rock, Arkansas.

Objectives

- To define the concept of community.
- To locate specific places in the community.

Focus Questions

- What are the different elements one could find on a map?
- What important historical information could a map provide?
- In what ways do the locations of businesses, places of worship, and schools affect our daily lives?
- How would you tell your community history?





Activity

1. After reviewing the “Mapping Our History” slide show, which features images from the black community in Little Rock, ask the class to generate a list of words or phrases that describe your community. Consider words or phrases that describe the sights, sounds, smells, and tastes of your community.
2. With the class, answer the following questions:
 - a. Who lives in our community?
 - b. What makes the community famous or infamous?
 - c. When is the community the most exciting? Most frustrating?
 - d. Where do people work in the community?
 - e. Why do people want to live here?
 - f. How would we want to change the community?
3. Ask students to brainstorm on specific people, places, or events of your community that illustrate the description the class has established of your community.
4. Using a list of items suggested by the class, the students will create a travel guide modeled after guides that might be available from a travel agent describing the essence of the community.
5. Community Travel Guides may have the following components:
 - a. A map of local “landmarks”
 - b. Descriptions of events within the community
 - c. Pictures of people and/or places within the community

Extension Activities

- Create a multimedia presentation using photographs, drawings, graphics, and other images that captures the spirit of your community.
- Research a local landmark and describe its significance in your community.
- Construct a model of your neighborhood.



Glossary of Key Terms

13th Amendment: 1865 United States Constitutional Amendment which outlawed slavery

14th Amendment: the amendment to the US Constitution which specified who are legal citizens of the United States and their protections under the law

15th Amendment: the constitutional amendment passed after the Civil War that guaranteed blacks the right to vote

Ambiance: atmosphere, a particular environment or surrounding influence

Black activism: the intentional action to bring about social or political change within the black community

Black and Tans: a political group composed of both white and black Republicans, who opposed the Lily-White movement

Boycott: a refusal to buy, sell, or otherwise trade with an individual or business who is generally believed to be doing something morally wrong

Brown v. Board of Education: a 1954 landmark case of the United States Supreme Court, which explicitly outlawed *de jure* racial segregation of public education facilities

Chitlin' Circuit: the general name given to the string of venues throughout the eastern and southern United States that catered primarily to African American audiences

Civil Rights Act of 1964: landmark legislation that prohibited discrimination in public facilities, in government, and in employment

Commercial: relating to goods, often unrefined, produced and distributed in large quantities for use by industry

Community: a group of people living in the same locality and under the same government within a district or locality

Congregation: a group of people gathered for religious worship

De jure segregation: racial separation forced by specific laws



Desegregation: to open (a school or workplace, for example) to members of all races or ethnic groups, especially by force of law

Discrimination: treatment or consideration based on class or category rather than individual merit; partiality or prejudice

Disfranchise: to deprive of a privilege, an immunity, or a right of citizenship, especially the right to vote

Enterprise: an undertaking, especially one of some scope, complication, and risk related to business

Entrepreneurs: a person who organizes, operates, and assumes the risk for a business venture

Esoterics: a group of self-named highly creative black professional entertainers and artists

Fraternal organization: an organization that represents the relationship between its members as akin to brotherhood

Integration: the bringing of people of different racial or ethnic groups into unrestricted and equal association, as in society or an organization

Jim Crow: The systematic practice of discriminating against and segregating black people, especially as practiced in the American South from the end of Reconstruction to the mid-twentieth century

Lily-White movement: a subgroup within the Republican Party who wanted to purge the party of African American influence in order to appeal to white voters

Lost year: A year in which Arkansas's public school education facilities closed in order to halt the desegregation of Little Rock's public schools

Media: a means of mass communication, such as newspapers, magazines, radio, or television

NAACP: National Association for the Advancement of Colored People; founded in 1905 by W.E.B. DuBois to promote equality of rights and to eradicate caste or race prejudice among the citizens of the United States



Oral history: an account of something passed down by word of mouth from one generation to another

Photography: the art or process of producing images of objects on photosensitive surfaces

Plessy v. Ferguson: a landmark United States Supreme Court decision in the jurisprudence of the United States, approving *de jure* racial segregation in public facilities, and ruling that states could prohibit the use of public facilities by African Americans

Poll tax: a tax formerly required for voting in parts of the United States that was often designed to disenfranchise African Americans

Reconstruction: the period after the American Civil War when the former Confederate states were reintegrated into the United States of America

Segregation: the separation of humans according to race

“Separate but equal”: a policy enacted into law throughout the United States Southern states during the period of segregation, in which African Americans and whites would receive the same services (schools, hospitals, water fountains, bathrooms, etc.), but that there would be distinct facilities for each race

Separate Coach Law (1891): set a precedent for other segregation legislation in Arkansas; railroad companies must provide equal but separate accommodations for black and white passengers

“The Line”: Little Rock, Arkansas’s Ninth Street business district, which served the black community during the 1950s to the 1960s

Urban renewal: a federally-funded program, which peaked from the 1940s to the 1970s, intended to modernize or revitalize the downtowns of cities across the United States



Answer Key

Be the Historian (page 14)

1. Young women are typing/using adding machines and recording information in books 2. About 1920 3. Answers may include the following: most of the employees are African American women, they are working on similar tasks, and the fans are not on because this picture was probably taken during the fall or winter 4. Answers will vary 5. Answers will vary.

Analyzing Primary Sources (page 16)

Title: Mosaic Templars of America Charter; Author: Bush, Keatts, Arrington; Place/Time: Little Rock/24 May 1883; Prior Knowledge: Answers will vary; Audience: Government Officials; Reason: to legally create business; Significance: answer may include the following: charter outlines the principles of Mosaic Templars of America, charter gives authority to Mosaic Templars of America, the charter establishes operating procedures.

Business & Professional Life Anticipation Guide (page 21)

1. True 2. True 3. False 4. False 5. False 6. True 7. False

Different Viewpoints (page 28)

1. Segregation is the separation of people according to race; unconstitutional is something that contradicts the U.S. Constitution; Constitutional is something that is supported by the U.S. Constitution; 13th Amendment outlawed slavery; 14th Amendment legally gave all citizens, including African Americans, rights. 2. Harlan thought the real reason for the separate coach law was to promote racism. 3. Answers may vary. 4. Brown didn't think the separate coach law violated the 13th or 14th Amendment because the law has nothing to do with the 13th Amendment and because the law did not presume racial inferiority. 5. Answers will vary

Different Viewpoints (page 29)

1. Segregation is the separation of people according to race; unconstitutional is that which contradicts the U.S. Constitution; Constitutional is something that is supported by the U.S. Constitution; 13th Amendment outlawed slavery; 14th Amendment legally gave all citizens, including African Americans, rights. 2. Harlan states that the government should not endorse or promote racism or racist actions. 3. Brown didn't think the separate coach law violated the 13th or 14th Amendment because the law has nothing to do with the 13th Amendment and because the law did not presume racial inferiority. 4. Answers will vary

The Roles of Little Rock's Black Churches (page 31)

Social: fostered community relationships, prominent roles of women, built self-esteem, foundation of the community. Main Idea: Little Rock's black churches reinforced a sense of community. Political: helped to create community leaders, involvement in civil rights movement, introduced important social leaders to the black community. Main Idea: The black churches

around Little Rock stressed political activism.

Educational: Bible schools, community outreach/youth programs, founding higher education institutions (e.g. Arkansas Baptist College). Main Idea: Little Rock's black churches provided educational opportunities for the black community. Cultural: public concerts, music, bazaars. Main Idea: the black churches in Little Rock provided cultural events for the black community.

Understanding Images (page 34)

1. Photograph 1 is a picture of a busy downtown shopping area while photograph 2 is a picture of the nightlife in the same area. 2. In photograph 1 there are lots of different people in the picture including men and young women. However in photograph 2 there are only men in the photograph. 3. Answers may include that there are a lot of people in both photographs, which may mean they are popular places; one photograph was taken during the day, the other at night. 4. To document the busy life of the black business district. 4. During the 1940s, West Ninth Street was a popular place to shop according to photograph 1. Photograph 2 may be an example of the way some men socialized on West Ninth Street in the 1940s.

Analyzing Images (page 36)

1. (Image 1) Overview: Downtown daytime scene of a busy business district; Parts: Men in suits, at least four stores on this block, women eating ice cream, lots of people; Title: Little Rock's West Ninth Street during the day; Interrelationships: answers may vary, but may include the following—there are a number of people on the street during the day this picture may have been taken on a weekend (Saturday afternoon); Conclusion: During the 1940s, West Ninth Street was a popular place to shop; Source: Photographer is unknown/the photograph came from the Butler Center in Little Rock. (Image 2) Overview: Nighttime scene of a popular hangout in downtown Little Rock; Parts: Men loitering on steps, dressed casually, cars in background, Coca-Cola® sign in background, men standing in a row; Title: Little Rock's West Ninth Street at night; Interrelationships: Answers may vary, but may include the following—this alley may have been a popular place to watch passersby; Conclusion: This may be an example of the way some men socialized on West Ninth Street in the 1940s; Source: Mr. Leon Major lent his picture to the Mosaic Templars Cultural Center Community History Project Collection. 2a. Answers may include: busy, popular, noisy, and colorful. 2b. Answers may include: dark, secluded, quiet, and mysterious. 3. Answers may vary.

Entertainment, Music, & Media (page 38)

Musicians: chitlin' circuit, William Grant Still, Art Porter; Media: Lloyd Armon, deejay, KOKY, "Center Stage," movies at the Gem Theater; Writers: Maudelle (first novel published by a black Arkansan), Poet F.B. Coffin; Artists: "Esoterics," photographer Ralph Armstrong, photographer Maceo Binns.