

Arkansas History Lesson Plan Template

Brooks-Baxter War

***Appropriate Grade Level(s):**
Grade 6

***Full name of author:**
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***District/School/Grade level(s):**
Pottsville/Pottsville Jr. High/Grade 8

***Enduring Understanding:**
I know the changes that have occurred in Arkansas since Reconstruction.

***Essential Questions:**
Who was Joseph Brooks? What did he stand for?
Who was Elisha Baxter? What did he stand for?
What circumstances surrounded the 1872 election?
Why was it a disputed election?
How did the election of 1872 cause the final split in the Republican Party in Arkansas?

***Student Learning Expectations from K-6 Social Studies Framework:**

Arkansas Social Studies Curriculum Framework:

C.5.6.10

Examine the importance of the procedure for voting in the United States and in Arkansas (e.g., registration, maintaining the right to vote, voicing opinion)

C.5.6.11

Analyze the importance of citizen participation in government at the state and local level

H.6.6.3

Define and discuss post-Civil War Reconstruction from a state and national perspective

Describe the *Reconstruction* Era in Arkansas:

- Freedmen's Bureau*
- Brooks-Baxter War*
- Resurgence of the Democratic Party
- Approval of the 1874 Constitution

***Lesson Plan:**

***Overview:** In this lesson plan, students will learn who the candidates for governor in 1872 were and what each stood for. Also, they will learn what caused the election to be disputed, and who claimed victory and why. Also, students will learn the Brooks-Baxter War's events and outcomes.

***Lesson Objective:**

Students will research the events in the election of 1872, including the candidates, the election process, and election results.

Students will use the research to create a timeline of events in the election of 1872 and the Brooks-Baxter War that followed.

***Teaching Strategies:**

Computer lab and library research

Use of T-chart or Venn diagram/compare and contrast

Use and creation of a timeline

***Background information:**

Students should have background knowledge of Arkansas History through 1872.

Students should have research skills in Internet research and use of library reference materials.

***List of materials:**

Computers

Library reference materials

Butcher paper

Venn Diagrams or T-charts (or other graphic organizers)

Pencil/pen

Paper

Poster board

Construction paper

Scissors/glue/markers/crayons

***Vocabulary:**

Brooks-Baxter War

Election of 1872

Governor

Platform

Joseph Brooks

Elisha Baxter

Republicans

Democratic-Conservatives

Redeemers

Internet Research form

***Activities:**

Research the election of 1872 in the computer lab, using Internet sources (reselected and linked to school or class webpage) and library resources. Document information on district's or personal research form.

In groups, create a timeline of the Brooks-Baxter War.

In groups, develop a campaign slogan and poster for either Brooks or Baxter.

Finally, individually, create a T-chart or Venn diagram to compare/contrast Brooks and his platform with that of Baxter.

***Cross-curricular connections. Identify the content framework and SLEs.**

***Assessment**

Assess the poster according to the following rubric:

4 points Content

4 points Neat work

4 points Colorful

4 points Grammar/Mechanics

Assess the timelines and Graphic organizers according to the following rubric:

5 points Content

5 points Grammar/Mechanics

5 points neatly done

***Estimated time allotted for lesson:**

1-2 hours research, 1-2 hours timeline, 1-2 hours Venn diagram or T-chart

***Adaptations for special needs learners:**

Pre-select print materials in library; adapt groups to learning needs, use computer-generated timelines or graphic organizers for students with limitations in written expression

Extension activity:

Have students promote their candidate in an oral debate.

Attachments:

Internet research form:

Topic: _____

Sites I explored: _____

Three facts I learned: _____

Questions I have: _____

(Adapt this form for your own uses.)