Name and school: Andrew Machacek, East Buchanan Community Schools

Grade/Subject: 10th Grade and/or U.S. History (3 lesson sequence)

Lesson title: Buxton: Company Town

Lesson Abstract: Using primary sources students will research as a collaborative team to discover the origins, history and why Buxton, IA was known as the “Black Utopia.”

Learning Objectives: I can, I Understand

I understand how company towns are a vital part of Iowa’s history.

I can, in a small group, create a primary source timeline that explains the beginning, climax, and end of Buxton, IA.

I can compare and contrast Buxton, IA to other society’s or small towns inside the USA in the early 1900’s.

Iowa Core Standards:

SS.9–12.H.1

Essential Concept and/or Skill: Understand historical patterns, periods of time, and the relationships among these elements

SS.9–12.H.3

Essential Concept and/or Skill: Understand the role of culture and cultural diffusion on the development and maintenance of societies.

Materials/Equipment/Websites

Printer
Laptop-internet access-Google classroom/Google Doc’s
Tape
Whiteboard or bulletin board
Iowa Map electronic/paper (5 paper maps for the class)
Primary Documents, newspapers, photographs,

Detailed Procedures/Questions/Activities:

Day 1 - 45 minute period

Starter:
Chalk Talk- “Company Towns” 6-8 min
Students will take 6-8 minutes to write on the board everything they know about the subject of “Company Towns.”

Group discussion of Company Towns 2-5 min
As a class, come up with a definition for Company Towns. Have a student look the definition in their textbooks. Compare and contrast the class’ definition and the textbook’s.

Buxton Research 30 minutes – End of class period
Students will open either an electronic or paper map of Iowa.

Have students locate the town/city of Buxton.
-After discovering the town Buxton doesn’t exist on current maps, have students group into 2-3’s.

- Have students brainstorm in their groups the essential questions of how we go about researching the City of Buxton. What are we looking for? 5 W’s most importantly HOW AND WHY Buxton known is known as a “Black Utopia.”

Where do we look? What can we use to find the city of Buxton?
- Primary sources- Newspapers, State Documents, Coal mining company records – if available.

Websites:
State Historical Society of Iowa- www.iowahistory.org
History matters http://historymatters.gmu.edu/
National Archives http://www.archives.gov/education/
BlackPast.org www.blackpast.org

Homework- Assessment
Using Google Docs students will need to turn in the following class period a collaborative brief history of Buxton, IA. Students will need to answer their essential questions and explain why it was so different and unique to the rest of the world.

Day 2

Starter- Iowa Pathways 49 sec
http://www.iptv.org/iowapathways/artifact_detail.cfm?aid=a_000764&oid=ob_000293

African American Museum Link-students to observe on their own
http://www.blackiowa.org/exhibits/past-exhibits/no-roads-lead-to-buxton/ 10- min

Class discussion: using homework from the day before answer the essential question: Why is Buxton known as the “Black Utopia”

Class Assessment
Class project: Primary Source-newspaper timeline 30 min or next class period

Students will form up in their original groups from the previous day. Each group will be given a time frame of 4-5 years to find primary newspaper documents from and about Buxton. In small groups students will need at least 2 primary documents for each year assigned to them along with a short summary paragraph that explains the How and Why the primary source they have chosen describes the city of Buxton and what happened to it.

Assignment

Students/groups will need to have a paper copy of their primary source and summary ready to be viewed for next time the class meets.

Day 3

20 min

Starter-
Have students set their Primary Sources and summary out on their desk. Students will then spend the next 10-18 min looking through each Primary Source and reading summaries.

Chronological Timeline-Primary Sources 25 min

As a class have students draw a large time line on the white board of the years of Buxton.

Have the class arrange the Primary sources on the timeline in order of physical date and importance of what Primary Source Documents best answers our essential question of why is Buxton known as the “Black Utopia?”

*If possible leave the Primary Source Timeline up in the room for the next several days. A public place or common area for student to reflect back on when they work on their final assessment would work best if your classroom’s whiteboard is unavailable.

Final Assessment: Students will work on their own outside of class.
The final essay will be due two days after the Chronological Timeline class project has been completed. No further class time will be given for their final essay.

In a page essay students will need to answer the essential question of why Buxton, IA known as the “Black Utopia?” Students will have to use primary source from the class time line to support their thesis. The essay should explain their understanding and knowledge of Buxton and how African Americans lived in Buxton compared to the rest of US in the early 1900’s.