Allensworth: A Piece of the World

A Teacher's Guide with Student Lessons and Resources

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Introduction

Students and their teachers are welcomed to a memorable learning experience where California history becomes a "story well told" through video. *Allensworth: A Piece of the World* is part of the award-winning California Legacy series.

Allensworth: A Piece of the World with Teacher's Guide makes history and geography come alive for **fourth graders** during studies of History-Social Science Content Standard 4.1 (physical and human geographic features that define places and regions in California) and Standard 4.4 (California as an agricultural and industrial power since the 1850s). The video and this guide provide meaningful and engaging examples for **eighth graders** during the study of History-Social Science Content Standard 8.9 (attempts to abolish slavery), 8.10 (Civil War), 8.11 (Reconstruction), and 8.12 (transformation of the American economy and changing social and political conditions in the U.S. in response to the Industrial Revolution).

This Teacher's Guide is organized into four sections:

1. The front material includes Teacher Background and Video Overview, Lesson Goals/Objectives, State Standards Correlation for History-Social Science, and State standards Correlation for English-Language Arts.

2. There are fourteen suggested lessons that are worded as questions for student investigation. Lesson One should be accomplished prior to video viewing. Lesson Two through Lesson Thirteen are organized by the five "parts" of the video. A teacher can decide if the class should view the video in its entirety and then do follow-up lessons OR view a "part" and complete lessons prior to viewing the next part. Lesson Fourteen places the video in the context of the California State Park System.

   The lessons, aligned with the video content and California's Content Standards for grades four or eight, incorporate analysis and critical thinking skills. The lessons are interdisciplinary. Lessons are suggested for individuals, pairs of students, or student groups and utilize reflection, analysis, research, writing, and speaking skills. Each lesson includes a worksheet that helps to guide the investigation and reporting to the class, or to other groups. Teachers should duplicate the worksheets for individual or group assignment.

   It is understood that completion of all the lessons would take a substantial amount of time. It is suggested that teachers incorporate the video and lessons, or portions of

the video, at appropriate times during grades four and eight where the content is illustrative of the period of history studied. This assumes that teachers of the grade think ahead as they plan lessons for the year, and plan with other teachers (other grade levels and other disciplines.) The large number of lessons and extension activities provide the opportunity for teachers to "pick and choose" according to the age level, interests, needs, and abilities of the students.

Most lessons include Extension Activities. These activities challenge and extend the learning, and are built upon the video content, the lessons, and the Content Standards.

3. The Resources section includes literature, biography, and non-fiction that support the video content and the lessons. Each resource is annotated, and thus provides ideas for its use.

4. There are three Appendices. Appendix One and Appendix Two provide teacher background about the life of Colonel Allen Allensworth and the community of Allensworth. Use by students (as a teacher read-aloud or for individuals or groups during their investigations) is a teacher option. Appendix Three is a map of Allensworth State Historic Park, and should be duplicated for student use.

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Video Overview

The video is organized into five parts and shares, through reenactment, photographs, and interviews with experts about Colonel Allensworth and the Allensworth community, a story that is an important part of California history and African-American history. It is a compelling story that tells of vision, hope, risk, courage, commitment, dreams fulfilled, and challenge. The message is a convincing one for the importance of preserving and learning from history.

Appendices A (about Colonel Allen Allensworth) and B (about the community of Allensworth) provide teacher background. The teacher could also choose to print the text of these appendices and make them available to students, or work groups during lessons.

Allensworth: A Piece of the World

> "I'll never forget the first time I came to Allensworth. How harsh the landscape was, how hard it must have been to carve a community out of this land."
>
> – Lonnie Bunch

Part 1. The Book and the Comb

The video opens with a description of Allen Allensworth's dream—to provide for people, barely fifty years out of slavery, something he called a "piece of the world". He needed land, and found it in California's Central Valley, north of Bakersfield. He hoped to "strike a blow in the battle for racial equality."

But this was not the first time that Allen Allensworth had "battled" for rights; not with his fists but through learning to read and write. At age 12 he was forced to leave his mother, because he had enraged his master by learning to read. Later, as Chaplain of the all-black 24th Infantry, he battled racism in the ranks below, as well as ostracism by his fellow white officers.

His Mother, realizing that her son Allen had special gifts, gave him her hidden silver dollar and requested that he purchase two items: a book, and a comb. The book that Allen bought was *Webster's Spelling Book*, one popular with slaves struggling to learn. The comb was to "create room for the great things in your mind", to let go, and make a new life.

Part 2. A Life for Themselves

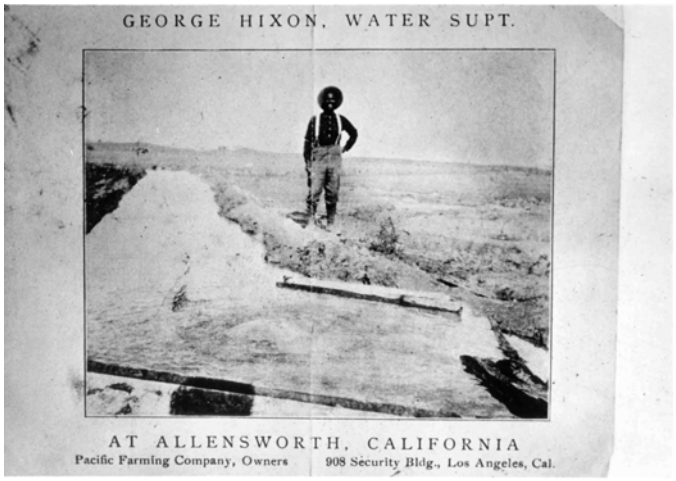
In the spring of 1909, eight families arrived at the new colony of Allensworth, north of Bakersfield, California, to begin the life that Colonel Allensworth had envisioned for them. Lots sold for $100 to $400, depending on their proximity to the railroad. Rural lots were $110 an acre, and this included $10 to two water companies who were to ensure development of this precious resource. One of the first investors was Oscar Overr of Topeka, Kansas, who had also served in the military during the Spanish-American War. He bought 12 acres, sold them at a profit, and then purchased more land and a herd of cattle.

Colonel Allensworth shared his time between his new residence at the new colony of Allensworth and a home in Los Angeles. It was his mission to inform people, particularly blacks in the military, about life in the colony as a genteel retirement. Through speeches and newspaper articles he told about the dream of having a home (classic, beautiful, self-sustaining), on the main line of the Santa Fe Railway, within easy reach of San Francisco and Los Angeles. One could raise their own vegetables, pick their own fruit. Allensworth professed, "Here one is not overshadowed by white men and women in such overwhelming numbers that we see no beauty in ourselves. It is here that we can see ourselves as we are..."

However, when the "pioneers" arrived, the reality of the climate and the landscape was very different than what they were used to in Kansas or the Old South. And, how would the people in the little white towns in the Central Valley react toward them? The challenges were considerable, but Colonel Allensworth was right, they did control their own destinies, building your own, founding your own, running your own. By January 1911, the town had taken shape with 80 residents and several businesses—a post office, grocery store and cafe, general store, hotel, drayage business, cattle business, dairy business (hence the phrase, "Life in that butter dish".) Allensworth became a school district, and in 1914 a judicial district with Oscar Overr as elected judge. Allensworth was becoming a "community", with a social life for adults and children, and a particular caring for each other.

Part 3. Water

The colonists at Allensworth staked their future on an abundance of water. At first there were four artesian wells, where water gushed 24 hours a day with no pumps. There was plenty of water. But the Colonel knew that as the population grew, an adequate water supply needed to be planned. Thus, the Allensworth City Water Company and the Allensworth Rural Water Company were formed.



Also needed for a successful agricultural society was fertile soil. But there were problems as Allensworth was located on what had once been Tulare Lake and there were large deposits of salt—the soil was alkali packed. With poor soil, alfalfa was the easiest crop to grow; then the alfalfa could feed cattle.

However, alfalfa needed lots of water, and just two years after Allensworth was founded the wells were drying up. Oscar Overr used the threat of litigation to force Pacific Farming to bring in gasoline powered pumps. Finally, in 1923, there would be more powerful electric pumps, but by then many of the early pioneers had left.

The community of Allensworth suffered further challenge when the Santa Fe Railway, which had not offered jobs to those in Allensworth, changed its stopover point from Allensworth to neighboring Alpaugh. As a result, the hotel, stores, and the livery stable lost business.

Part 4. The Fire of Learning

But despite challenges, there was still great hope among the residents of Allensworth. Some turned to raising poultry. It was the school that provided the heart and soul of the community. "School was definitely for learning. You prepared at home, and you'd better be prepared for school."

Professor William Payne

Professor William Payne energized the educational program of the colony, and was respected by students and adults. He challenged his pupils and they responded by doing their homework and became thinkers and learners.

The adults in the community were also cared for intellectually when the Tulare County Free Library opened. Colonel Allensworth helped out by contributing his personal library.

One of Allen Allensworth's goals for the colony was to create a technical school for blacks that would attract students from throughout the state. This "Tuskeegee of the West", modeled after the work of his protégé, Booker T. Washington, would solidify the town's financial base.

Unfortunately, Colonel Allen Allensworth would not live to see his goal come to fruition. On September 14, 1914, while crossing the street to preach at Sunday services in Monrovia, in the Los Angeles area, he was struck by a motorcycle. He died the next day. Mrs. Allensworth demanded an inquest, but no charges were brought in the death.

Part 5. Epilogue

News of the death devastated the residents of Allensworth; they had lost their leader. But they pledged to live up to the ideals of Colonel Allensworth and reaffirmed their faith in the community.

The case Wysinger vs. Kruikshank in Visalia, which ended segregation in California, would turn out to be a disadvantage for Allensworth's dream, and the Legislature would not approve the technical school. This was a tremendous blow and the future of the community was uncertain. Had the experiment come to an end?

William Payne stayed as schoolmaster. World War I hastened the decline of the colony as people left for jobs in factories and shipyards. Finally in 1919, Payne left for a principalship in El Centro.

However, some had caught the "Allensworth spirit" and were determined to stay and keep businesses going. Some stayed for forty years.

The colony continued its uncertain existence into the 1970s, when the State of California, recognizing the historical significance of the site, purchased 240 acres of the original town and surroundings and designated it a State Park. Since then there has been an ambitious plan for restoration for all those wishing to share the spirit of Allensworth. Was it all worth it? Many agree that it was!

Lesson Goals/Objectives

- Understand key words or terms that support understanding of the historical video, *Allensworth: A Piece of the World*.
- Know the geography and climate of the Central Valley, and compare this with other places in California and the nation. Plot location and distances on a map.
- Understand the conditions that faced African Americans during slavery, following the Emancipation Proclamation, and during the early part of the 20th century, and how African Americans coped with these conditions.
- Identify the push-pull factors that caused migration to California, and some resulting issues and challenges.
- Explain Allen Allensworth's "vision" for descendants of slavery, how this led to the community of Allensworth, and life in this "colony".
- Identify factors that lead to the development of a "community", and factors that could lead to its demise.
- Analyze and explain critical issues in California: water, agriculture, transportation, education, diversity.
- Understand the purpose and value of California's State Park System.

State Standards Correlation for History-Social Science

Grade Four—California: A Changing State

4.1.1 Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.

4.1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups....

4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities....

4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.

4.4.7 Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.

4.4.8 Describe the history and development of California's public education system, including universities and community colleges.

Grade Eight—United States History and Geography, Growth and Conflict

8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10.7 Explain how the Civil War affected combatants, civilians, the physical environment, and future warfare.

8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions....

8.11.3 Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

Historical and Social Sciences Analysis Skills

The suggested lessons in this Teacher's Guide address many of the intellectual, reasoning, reflection, and research skills identified in the *History-Social Science Framework for California Public Schools, 2001 Updated Edition with Content Standards*. The intellectual skills are to be learned through, and applied to, the content standards for each grade and are organized into three categories:

- Chronological and Spatial Thinking
- Research, Evidence, and Point of View
- Historical Interpretation

State Standards Correlation for English-Language Arts

Grade Four—Writing

Word Analysis and Vocabulary Development

Writing Strategies
Create multiple-paragraph compositions
Research and technology; use various reference materials

Writing Applications
Write narratives

Grade Four—Listening and Speaking Strategies

Ask thoughtful questions and respond to relevant questions.
Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
Make informational presentations.

Grade Eight—Writing Strategies

Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
Plan and conduct multiple-step information searches by using computer networks and modems.
Achieve an effective balance between researched information and original ideas.

Grade Eight—Writing Applications

Write biographies, autobiographies, short stories, or narratives.
Write research reports.

Grade Eight—Listening and Speaking Strategies

Organize information to achieve particular purposes....
Deliver narrative presentations (e.g. biographical, autobiographical).
Deliver research presentations.
Deliver persuasive presentations.

LESSON ONE (PRE-VIEWING)

What Words or Terms Help for Understanding *Allensworth: A Piece of the World*?

Each student investigates one of the following terms, where knowledge is helpful for understanding the concepts in the video. The teacher assignment will vary depending on the grade level and previous knowledge of the students. The student uses a dictionary, encyclopedia, and other resources (including interviews with other students and family members) to learn about the term. The findings are recorded on the WORKSHEET, and presented to the class in an oral presentation and/or compiled in a class "dictionary".

alkali	dairy	racism
American Dream	drayage business	rural community
artesian wells	Emancipation Proclamation	sanctuary
barren plains	enslaved/slavery	segregation
benchmarks	fertile soil	self-sufficient
"butter dish"	gossip sessions	State Historic Park
Central Valley	litigation	technical school
Colonel	Maytag	Tulare Lake
corrugated washboards	pioneering	"Tuskegee" of the West
credit	poultry	vision (multiple meanings)

LESSON ONE WORKSHEET
Defining Terms

Term:_____

Description or definition of term:

Use of term in sentences:

Picture or drawing of term:

LESSON TWO (PART 1)

How was Allen Allensworth's "Vision" Formed?

The video opens with scenes of a twelve-year-old Allen Allensworth and his Mother in their slave cabin in Kentucky. She has already seen her other children sold off in slavery, and now receives news that Allen must leave home. Why? Because he has learned to read and write. She is very saddened, but has hope for Allen's future. She gives him a silver dollar as a parting gift with instructions to purchase a book and a comb. **Appendix A** can serve as a resource for more information about Allen Allensworth.

The teacher leads a class discussion. What is slavery? When has slavery occurred in history throughout the world? What were the reasons? What has been the viewpoint in the United States about slavery since the Civil War? (NOTE: Eighth grade students should have a deep understanding about slavery in the United States since early colonial days, the divisions on slavery between the northern and southern states, the conflicts during the Civil War, the Reconstruction period, and the impact of the war and Reconstruction on African-Americans.) What impact did slavery have on Allen Allensworth? Students reflect and write paragraphs on the meaning of the parting gift of a silver dollar for a book and a comb.

Students are organized into small groups and share their reflections. The Lesson Two worksheet is completed and then added to the class "Dictionary of Terms" for others to read and interpret.

LESSON TWO WORKSHEET
The Impact of a Silver Dollar

A Book	A Comb
What did Allen's Mother intend?	What did Allen's Mother intend?
How did this affect Allen?	How did this affect Allen?

Extension activity: Students investigate events in the life of Allen Allensworth following his escape from slavery; for example, life in Kentucky, service in the military, life in Kansas, becoming a minister, experience as a Chaplain in the all-black 24th Infantry, military achievements. Appendix A can be helpful for this activity.

LESSON THREE (PART 2)

How was Allensworth Formed?

Upon retirement from the military, Colonel Allen Allensworth wanted to fulfill his vision for "A Piece of the World" for blacks, particularly those who had served in the military. He dreamed for a place where blacks could have self-sufficiency, and would also provide for a "genteel retirement". He spent days and days looking for an ideal location. California, which was the destination for many in the late 19th and early 20th centuries, seemed to have the most potential and available land. He found affordable property in Tulare County in California's Central Valley. Then, he spent more days and days giving lectures and writing newspaper articles in order to entice "colonists" to a pioneer settlement, which was later named after him. **Appendix B** provides some background information.

LESSON THREE WORKSHEET
Allen Allensworth Newspaper Article

You are Allen Allensworth. Write an article for a newspaper about your dreams for a new colony for African-Americans. Give it a title that will attract readers, include a description of the place, and provide an illustration. The articles are displayed on a classroom bulletin board.

Title:
Text:

Extension activity: Students practice oral presentation skills. They deliver an Allen Allensworth "lecture" on his vision and the merits of self-sufficiency and a community for African Americans.

LESSON FOUR (PART 2)

Where is Allensworth?

Students work in small groups, use a map of California and locate Tulare County (approximately 36 degrees latitude and 119 degrees longitude). What counties surround Tulare County? California has eleven "landform regions", and Tulare County is located in the Great Central Valley region. What landform regions surround the Great Central Valley?

Students locate the major highways in the Great Central Valley; then the major roads in Tulare and the surrounding counties where important cities and towns in this story are located: Bakersfield, Visalia, Alpaugh, Earlimart (just east of Allensworth), Allensworth (on Route 43), Los Angeles, San Francisco, Oakland, and Alameda. Using the scale of miles for the map, distances between the cities and towns are estimated. In addition to a political map and a topographical map of California, some good maps for this exercise are on pages 3, 4, 5 and 14 of the *California Atlas (refer to Resources section).*

LESSON FOUR WORKSHEET
Allensworth Location

Describe the Great Central Valley: Why might Colonel Allensworth have chosen the Great Central Valley for a town location?
Distance between locations: Allensworth to Bay Area (San Francisco, Oakland, Alameda)_____ Allensworth to Los Angeles_____ Allensworth to Bakersfield_____ Allensworth to Visalia (County seat of Tulare County)_____ Why might Colonel Allensworth have chosen Tulare County for his town?

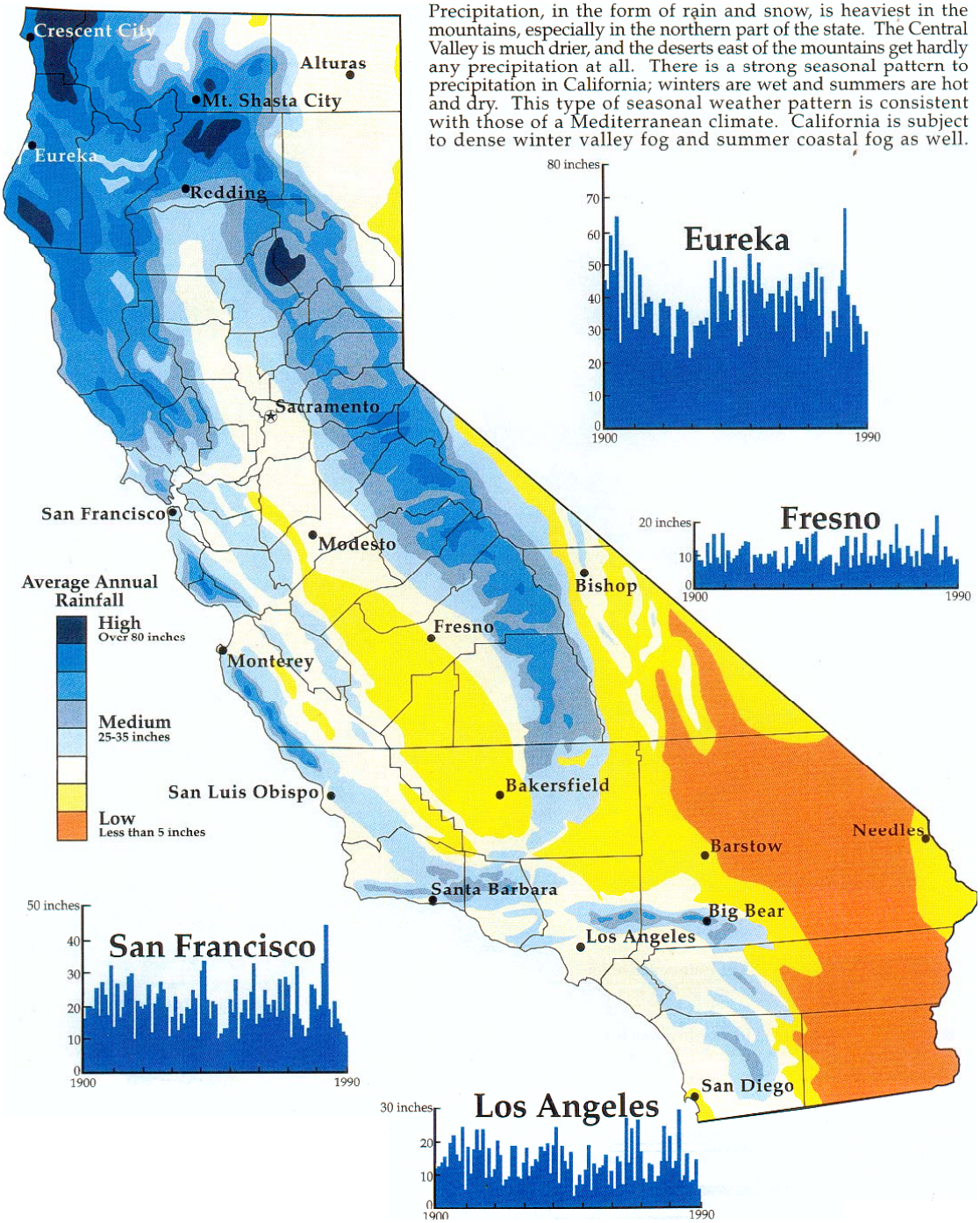
Each group meets with another and shares and compares findings.

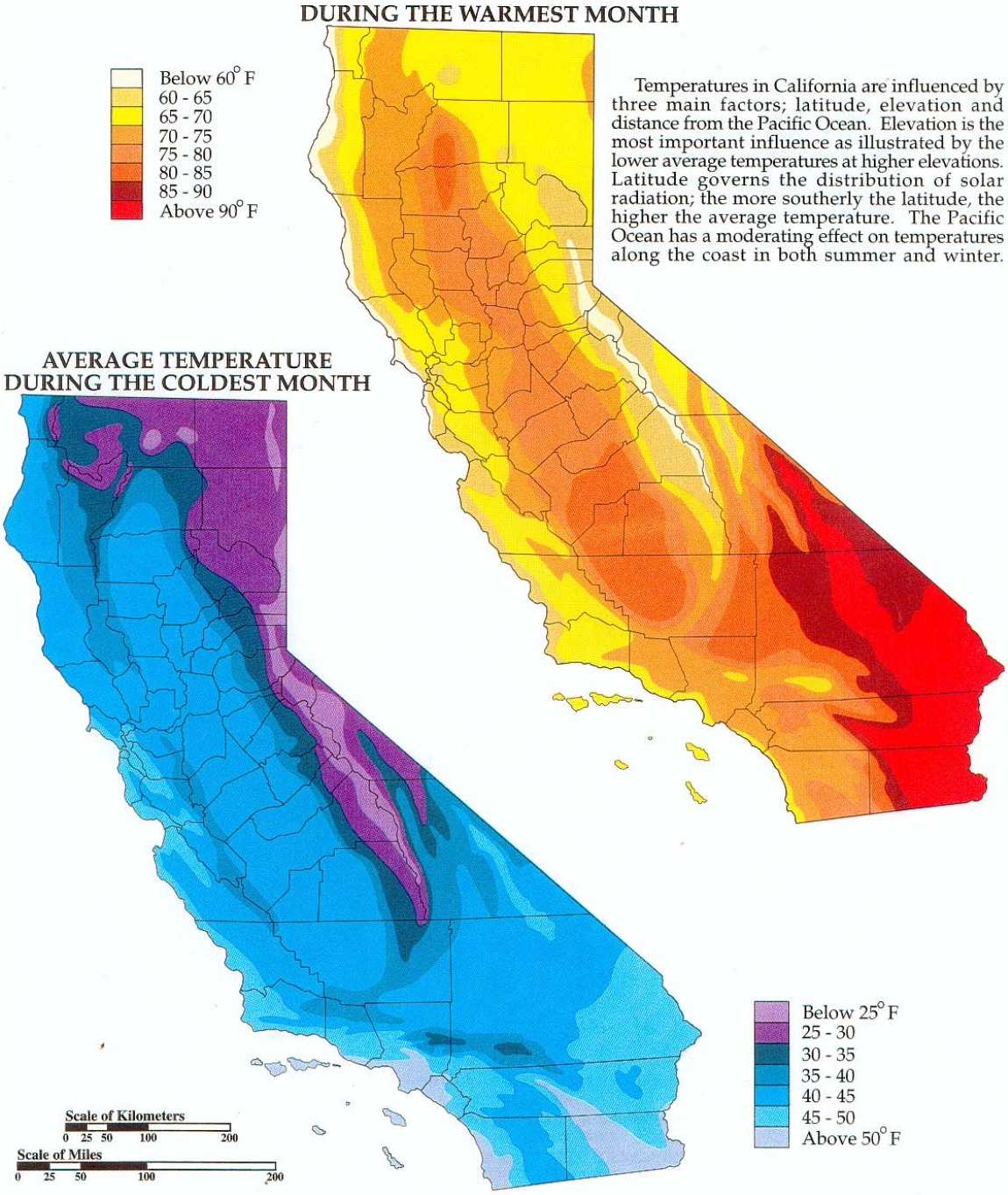
LESSON FIVE (PART 2)

What is Allensworth's Climate?

The physical setting of Allensworth was a significant hurdle facing people who had come from the humid and topographically varied Mid-western and Southern regions of the country.

> *"She used to look out the window as they went by in the train and she'd see these women way out there, out on the forgotten land and she'd say, those poor women, how did they ever get way out here following some man, way out here.... She said when she got off the train and looked around, she says, my god, have I come to this?"* *Marjorie Wallace, remembering comments of her Mother, Annie Wallace*





LESSON FIVE WORKSHEET

Allensworth's Climate

Students work in small groups and analyze maps of California's climate—precipitation and temperature. Locate Tulare County, and Allensworth's placement on the west side.

Describe Allensworth's rainfall:

Describe Allensworth's temperature:
Compare the rainfall and temperature of Allensworth with that of the San Francisco Bay Area:
Compare the rainfall and temperature of Allensworth with that of Los Angeles:
Why might people who moved from San Francisco's Bay Area, or from Los Angeles have a challenge adjusting to the climate of Allensworth?

Extension activity: The climate in Allensworth was different to the locations from where many of Allensworth's "pioneers" came. Half the class is organized into smaller groups and investigates the climate in the Midwest (such as Kansas and Missouri). The other half of the class investigates the climate of some states in the Deep South (such as Mississippi, Alabama, and Louisiana). Comparisons are then made with Allensworth's climate, and reported to the class. There is a grand discussion, "Why was the move to Allensworth a challenge?"

LESSON SIX (PART 2)

How was life in Allensworth and what makes a community?

Appendix B provides some information about life in Allensworth. **Appendix C** is a map of the Allensworth community. Students familiarize themselves with the locations mentioned in the video; such as, Allensworth Elementary School, library, drug store, hotel, general store, post office, railroad line and ticket office, Colonel and Mrs. Allensworth's house, livery stable.

Students reflect on the video. Working in groups they list all the events and issues that made the residents of Allensworth feel like a "community". The list is illustrated. Each group reports to the class.

LESSON SIX WORKSHEET
The Allensworth Community

Events and issues that made Allensworth "a community":

LESSON SIX WORKSHEET (cont.)
The Allensworth Community

Illustrations of "Allensworth community":

Extension activity: Colonel Allensworth sought a place for the descendants of slaves where they were "Not overshadowed by white men and women in such overwhelming numbers that we see no beauty in ourselves. It is here that we can see ourselves as we are..." Some colonists were concerned how they would be received by those in neighboring all-white rural town. According to the video, how did Allensworth's citizens buffer themselves from outsiders? And, how were they ultimately received in the region? Students write a reflective essay, "How has diversity impacted California?" Students read each other's essays, as the responses to this question should vary and be informative.

Extension activity: Students reflect on their own community. What issues and events promote a "sense of community"? A Venn Diagram is created that compares "My Community and Allensworth".

LESSON SEVEN (PART 3)

What was Required for "Self-sufficiency" in Allensworth?

The teacher leads a class discussion on what is needed for human survival. Conclusions should include food, water, and shelter. What is meant by "self-sufficient"? The discussion should then lead to what is needed for a community to be self-sufficient. The class brainstorming responses are listed on the chalkboard or a chart.

Students work in pairs and use the brainstorming responses and information learned from the video to determine how prepared Allensworth was to be "self-sufficient".

LESSON SEVEN WORKSHEET
Self-sufficiency

What is needed for a community to be self-sufficient?	What resources did the community of Allensworth start with for self-sufficiency?	What was still needed for self-sufficiency, and how did the citizens of Allensworth obtain the needs?

Extension activity: Farmers need fertile soil, ample water, and desirable climate for raising crops. Students research Lake Tulare. Why is the lake not included on current maps of California? What was its origin? What was its size? What happened to the lake? What is the condition of the remaining soil? What is alkali? What crops can be grown on this type of soil? Why is Tulare County the top-producing county for milk and cream in the state? What other crops are grown in Tulare County? The maps on pages 22-23 of *California Atlas*, Agricultural Production, are helpful.

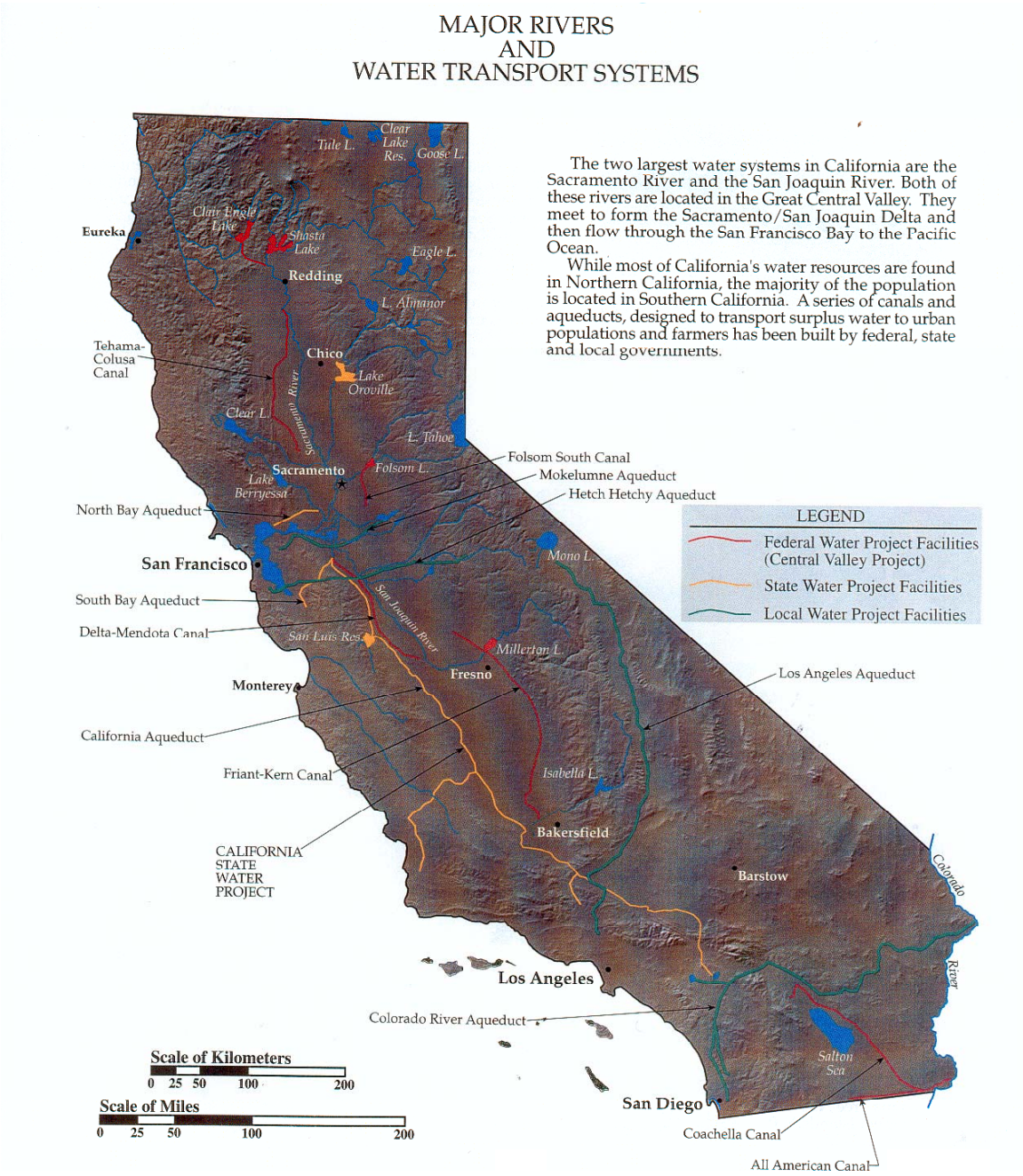
Extension activity: Why is Allensworth referred to as "the butter dish"? Students learn about the process for making butter, and make a sample.

LESSON EIGHT (PART 3)

Where did Water for Allensworth come from?

Students locate the major natural water sources in California—lakes and rivers. Are any near Tulare County? If most of the natural supply is in the northern part of the state, how can there be productive farming and water for homes in the southern part of the state?

Students reflect on these questions as they search dictionaries, encyclopedias, maps, science books, and other resources for responses to questions about water and water systems.



LESSON EIGTH WORKSHEET
Investigating Water Sources

What is ground water?
What is an artesian well?
How can ground water be brought to the surface?
Why might ground water disappear?
How has water been transported throughout the state?
What is the Central Valley Project?
Why is water "California's most precious resource"?

Extension activity: The class works together and prepares a **timeline**: "Water Conditions and Water Issues in Allensworth". What steps were taken to have adequate preparations and a water supply for the Allensworth "colonists"?

Extension activity: The class is organized into five groups. Each researches and reports on one of California's major water transport systems: Los Angeles Aqueducts, Colorado River Aqueduct, Hetch Hetchy Aqueduct, Central Valley Project, California Aqueduct.

LESSON NINE (PART 3)

Why was Transportation Access Important to the Allensworth Community?

One of the advertising features for the Allensworth colony was its access to the Santa Fe Railway. The class is organized into four groups; each group analyzes one date/period of railroads in California (1870, 1880, 1915, present day). The maps and accompanying legend (next page), and information in student textbooks and other resources assist with research. Each group reports to the class with data and illustrations.

LESSON NINE WORKSHEET
Period of Development of Railroads in California _____

Conditions prior to railroad development	Reasons for railroad building	Impact of railroad lines; growth or change

Extension activity: Students write a multi-paragraph essay, "How the Railroad Made a Difference to the Allensworth community". The reasons are defended with examples of life in Allensworth.

The first railroad constructed west of the Mississippi River was built in California. It began in Sacramento and ran 13 miles to the east. The first transcontinental railroad linking California to the rest of the United States was completed in 1869 by the Southern Pacific Railroad Company. After the east-west link was completed, railroads began a north-south expansion. Rail links were built to important lumber, agricultural and mining centers. Agricultural products and raw materials were shipped from the rich interior areas, to the large urban centers of Los Angeles and the San Francisco Bay Area.

Links between large urban centers were established as well. Railroads were the main form of travel in the late 19th century. By 1915 construction of the major railroad trunk lines in California were completed; construction of extensions and spur lines continued for another 45 years. By 1920, north-south highways had been paved and the automobile took over as the major mode of passenger travel. In 1950 the main railroad lines reached a peak of 7,533 miles of track in California. By 1975, railroads carried less than 1 percent of California's travelers. By 1987, track miles had been reduced to 6,267 miles.

LEGEND
Railroad line

LESSON TEN (PART 4)

Why is Education Important?

Learning to read and write was very important to Allen Allensworth. It made a difference throughout his life, and he felt that it was most important for all who wish to improve their lives. Students "put themselves in the shoes" of Allen Allensworth at different periods in his life, and write journal/diary entries about his feelings of the importance of education.

LESSON TEN WORKSHEET
Allen Allensworth Journal

1856 on a Southern Plantation. Allen Allensworth is twelve years old and has learned to read and write.
Allen Allensworth decides to become a minister.
Allen Allensworth serves in the Spanish-American War.
Allen Allensworth retires from the military and promotes a community for African Americans.
Allen Allensworth gives lectures and writes newspaper articles about a new community.

A new community is formed.
A school is built at Allensworth.
A library is started at Allensworth.
A technical school is planned for Allensworth.

Extension activity: Professor William Payne is credited with the success of the Allensworth School and its students. Write a biographical sketch of this teacher. End with a statement on the importance and value of teaching.

Extension activity: Education does not end with grade eight, high school, or college. Allen Allensworth believed this and provided for a library. He started the library's collection by donating his own collection of books. Why is a public library important?

Extension activity: Allen Allensworth envisioned a technical school for African Americans as an ultimate goal for the community. What is a technical school? Why might it be good for the Allensworth community? Who was Booker T. Washington? Why was a potential technical school at Allensworth called "The Tuskegee of the West"?

Students research the Internet for information about technical schools in California. Search "Technical Schools in California" for resources.

Students participate in a class debate. Half of the class is in support of a technical school for Allensworth. The other half is opposed. Students base their case on research, legislation and court cases; including, Wysinger vs. Kruikshank in Visalia and Assembly Bill 299, 1915.

LESSON ELEVEN (PART 4)

What Caused the Community of Allensworth to Diminish?

Students work in small groups, reflect on the video and research, and identify reasons why the community of Allensworth lost individuals and families. Can you identify at least five reasons?

LESSON ELEVEN WORKSHEET
The Settlement at Allensworth

Reasons why the settlement at Allensworth did not thrive:	**How this affected the community:**

Extension activity: What could have made a difference for building a community at Allensworth? Students make posters with their position. The posters are displayed in the classroom or hallway.

LESSON TWELVE (PART 4)

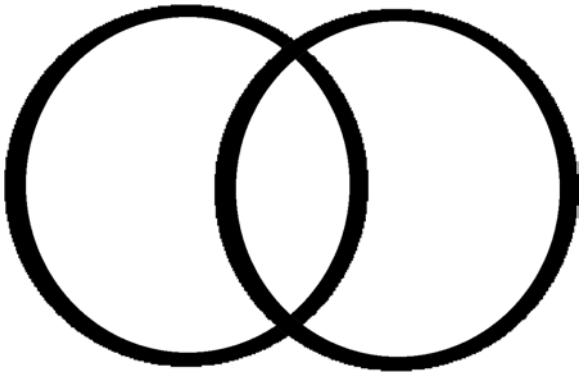
Was Colonel Allen Allensworth's Vision for the Community "Worth It"?

On September 14, 1914, a motorcycle hit Colonel Allen Allensworth as he was crossing the street to preach at a Sunday church service in the Los Angeles area. The community of Allensworth were devastated with the news. They met to share their grief and reassert their dedication to the ideals Allensworth had fought for.

> *"We pledge to live up to the ideals that were Colonel Allensworth's. We reaffirm our faith in the community he founded, we reconsecrate ourselves to the task that was his and ours, and rededicate ourselves to the unfinished work. We will strive to make this community a glowing monument to his sacred memory and one that shall live throughout the ages."*

Students brainstorm the dreams and visions they have had for themselves and the future. Include dreams and visions of their family. Next, the brainstorming reflects on the dreams and visions of Colonel Allensworth and those who settled at Allensworth. The brainstorming is displayed on a Venn Diagram. Where are there similarities? Where are there differences?

LESSON TWELVE WORKSHEET
How Do the Vision and Dreams of Colonel Allensworth and of Those Who Lived in Allensworth Compare with Those of My family and Me?



Extension activity: Students write a reflective multi-paragraph essay, " Was the experience at Allensworth worth it"? Include an opening statement that describes the situation, paragraphs to substantiate the situation, and a conclusion that reflects the situations in the essay and takes a position.

LESSON THIRTEEN (PART 5)

Who "Made a Difference" at Allensworth?

The achievements at Allensworth were due to the commitment and character of many people—those who had a vision or dream for all Americans, those who believed that the Emancipation Proclamation provided new opportunity, those who wanted a better life for their families, and entrepreneurs. *Allensworth: A Piece of the World*, identifies some of the many pioneers who were valuable contributors to the "Colonel Allensworth Vision". Each made contributions, and had character traits that are inspirational. Students work in groups, reflect on the video and research, and identify the contributions and character traits of Allensworth "pioneers". Then, each group pairs with another group and compare worksheets. A report is presented to the class, and a class composite is agreed upon.

LESSON THIRTEN WORKSHEET
People Who "Made a Difference" for African-Americans

Name	Contribution	Character traits
Colonel Allen Allensworth		
Allen Allensworth's Mother		
Josephine Allensworth		
William O'Bryan		
Oscar O. Overr		
Blanche Archer		

Henry Singleton		
Mary Jane Bickers		
Henrietta and Joshua Singleton		
Zebedee and Sara Hindsman		
John and Clara Morris		
James Alexander and Josephine Hackett		
Wallace and Annie Towns		
William Payne		
Booker T. Washington		

Extension activity: What is historical fiction? Students conclude on the meaning and identify pieces of literature or stories that are historical fiction. What parts are history? What parts are fiction? Each student then selects one of the persons who are part of the story of Allensworth and write a piece of historical fiction. The stories are compiled with the products from Lessons One and Two, and placed in the school library for other students to enjoy.

LESSON FOURTEEN

What are State Parks and Why Are They Important to Californians?

In the 1970s, the State of California recognized the historical significance of Allensworth and purchased 240 acres of the original town and surroundings and designated it a State Park. How does the designation of Allensworth as a State Park continue the "vision" that Colonel Allen Allensworth had? Was this again a reconsecration similar to what the residents of Allensworth felt after Colonel Allensworth died? Students reflect on these questions and write a paragraph about the value to people today and in the future of Colonel Allensworth State Historic Park.

Extension activity: Students find out more about the California State Park System. California's 266 parks are located throughout twelve geographic regions: North Coast, Shasta Cascade, Gold Country, High Sierra, San Francisco Bay Area, Central Coast, Central Valley (includes Colonel Allensworth State Historic Park), Los Angeles County, Orange County, San Diego County, Inland Empire, and Deserts. Each region is renowned for natural beauty, historical significance, and recreational opportunities. See the Resources section for materials that help the students with this activity. The class is organized into twelve groups; each group finds out about the State Parks in their region.

LESSON FOURTEEN WORKSHEET
Investigating State Parks in California's _____Region.

State Park
State Historic Park
State Historical Monument
State Reserve
State Recreation Area
State Beach
State Vehicular Recreation Area

Extension activity: How can individual citizens support/help the State Park System? Invite a staff person from a nearby State Park to talk to the class about the system, careers with California State Parks, roles for volunteers, and ways to enjoy this California resource.

RESOURCES

California State Parks Guide. Santa Barbara, CA: Olympus Press, 1988.

Compiled by the editors of Olympus Press, this guide is an invitation to adventure through California's historical and natural attractions. Colonel Allensworth State Historic Park is described as a place to visit restored buildings and "put yourself in the shoes of others", and an enjoyable place for family camping and picnics.

California State Parks Magazine; Activities, Maps, Facilities. New York, NY: Meredith Corporation, American Park Network publication, published annually.

An excellent, and free resource, that serves as a guide to California's State Parks. Maps, photos, biographies of California leaders, and brief descriptions of each California park make this an invaluable resource for students who are investigating the resources in each of California's regions: North Coast, Shasta Cascade, Gold Country, High Sierra, San Francisco Bay Area, Central Coast, Central Valley, Los Angeles County, Orange County, San Diego County, Inland Empire, Deserts. The Colonel Allensworth State Historic Park is included in the Central Valley section. Visit the parks online, www.AmericanParkNetwork.com

Cantor, George. *Historic Landmarks of Black America*. Detroit, MI: Gale Research Inc., 1991.

This comprehensive book contains information on more then 300 sites related to African-American history and includes: historical sketches of the sites, illustrations, maps, a timeline noting important dates in African-American history, a selected bibliography of further reading. Allensworth State Park is included. The book is available in many public libraries.

Dunbar. Paul Laurence. *Complete Poems of Paul Laurence Dunbar*. Dodd, Mead, 1980.

Dunbar is one of the outstanding poets of our African-American heritage. Though out of print, this collection is still usable in both history-social science and English-language arts classes. Libraries should be checked for availability. Various publishers, such as Ayer, AMS, and Greenwood reprint numerous single volumes of Dunbar's work (e.g. *Poems of Cabin and Field*, *Joggin'erlong*, and *Lyrics of Sunshine and Shadow*).

Engbeck, Jr., Joseph. *State Parks of California, from 1864 to the Present*. Portland, OR: Charles H. Belding, 1980.

An excellent resource for the history of California's State Park System. The importance of volunteerism and the State Parks Foundation is included.

Force, Eden. *Theodore Roosevelt*. Watts, 1987.

This is a biography of the twenty-sixth President who, among other achievements, transformed himself from a sickly youth into a hero of the Spanish-American War. Colonel Allen Allensworth served as an Army Chaplain in this war.

Gates, Doris. *Blue Willow*. Viking, 1940.

Having migrated with her family from Texas to the San Joaquin Valley of California during the dustbowl years, ten-year-old Janey yearns for a permanent home. The family finds a one-room shack to live in, where Janey befriends her neighbor Lupe, a young Mexican girl. Friendship, family devotion, courage, and a little luck all work together to give Janey her dream; a true home for herself and for her cherished blue willow plate that tells a miraculous story. This book is recommended reading for grade four, and makes a marvelous comparison study to families and life at Allensworth.

Hakim, Joy. *A History of US*. New York: Oxford University Press, 1999.

In 10 volumes appropriate for upper elementary and middle grade students, the series is "Winner of the 1997 James A. Michener Prize in Writing". Chapters that are pertinent to the life and times of Colonel Allensworth are: Book 5 (A Dreadful Decision, Fleeing to Freedom, Over the River and Underground); Book 6 (Harriet and *Uncle Tom*, Harriet, Also Known As Moses, Slavery, Emancipation Means Freedom, Determined Soldiers); and Book 7 (A Failed Revolution, Meanwhile Out West, Reaping a Harvest, Jim Crow—What a Fool!, A Man and His Times, A Man Ahead of His Times).

Hurmence, Belinda. *Tanch*. Clarion, 1984.

Characterization and historical detail are incorporated into this Civil War tale. Tancy, a young slave girl, is freed, discovers the meaning of freedom, and realizes the danger of illusions during her search for identity. For eighth graders, this story provides a perspective that can be compared with the experiences of Allen Allensworth during that period in history.

Lapp, Rudolph. *Afro-Americans in California.* Materials for Today's Learnings. 1987.

Available in paperback, Lapp's work offers history and commentary that is valuable for teachers' own reading.

Meltzer, Milton. *Voices from the Civil War*. Crowell, 1989.

The author describes this collection of primary source materials as a "documentary history" of the Civil War. A background sketch of each individual who is quoted is provided. See also *The Black Americans: A History in Their Own Words* (Crowell, 1987).

Potter, Joan. *African-American Firsts*. Elizabethtown, NY: Pinto Press, 1994.

The book is an illustrated collection of biographic sketches of famous, little-known and unsung triumphs of blacks in America. Information about Colonel Allen Allensworth, and town named after him is provided under, "Who Founded the First African-American Town in California?"

Robinson, Deidre. *Open Hands, Open Heart: The Story of Biddy Mason*. 1998.

The true story of an early hero of civil rights, Biddy Mason was born a slave in the "south" and through hard work and shrewd investment became wealthy and dedicated her life to helping others in California. As students investigate the contributions of notable blacks to American and California society, this is an excellent resource. Also recommended are *Breaking Free* by Judith S. Offer, and *With Open Hands: A Story About Biddy Mason* by Jeri Chase Ferris.

The California Water Story. Sacramento, CA: Water Education Foundation.

A multidisciplinary unit of study based on the C*alifornia Water Map* provides six lessons that integrate geography, history, science, math, and art. This is an excellent resource for the study of water issues in California, including the Central Valley.

Water. California Chronicles. Peterborough, NH: Cobblestone Publishing, 1998.

This is an excellent resource for water issues in California. Of particular interest for this video is the article about wells. Where does the water in a well come from? What is an artesian well? Can the water in a well run out? What is groundwater, and where does it come from? Is there groundwater all over the state?

Williams, Larry, and Jerry Williams. *California Atlas*. Quincy CA: California Geographic Associates and George F. Cram Company, Inc., 2000.

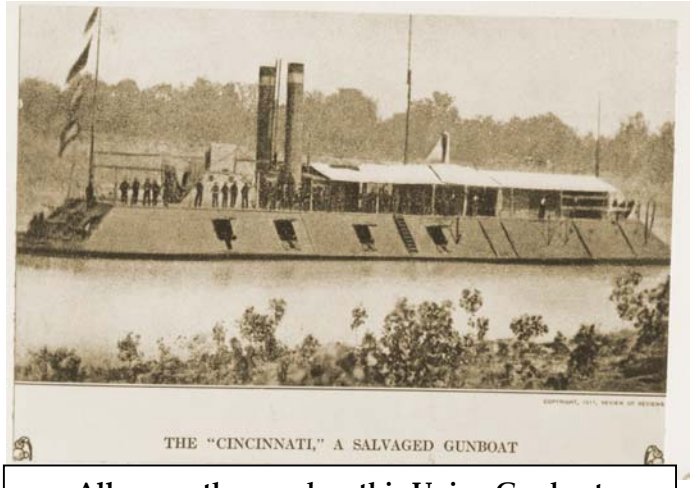
Twenty-four pages of full-color maps with legends, scales, and historic and scientific descriptions bring-to-life the study of California history and geography. Of particular support for studies related to *Allensworth: A Piece of the World* are the maps titled Counties of California, Location, Landform Regions, Precipitation, Temperature, Development of Railroads, Major Highways, Waterways (Major Rivers and Water Transport Systems), Ethnicity, Agricultural Production.

APPENDIX A

Colonel Allen Allensworth, 1842-1914

"The battles of this man were hard battles; but the victories have been complete. Colonel Allen Allensworth is one of the heroes of our generation—a strong link in the chain which binds the strenuous present to a fast fading past."

Battles and Victories of Allen Allensworth, A.M., Ph.D.
Charles Alexander



Allensworth served on this Union Gunboat

Born into slavery in 1842 in the Deep South, Allen Allensworth was sold "down river" for trying to learn to read and write. He attempted escape and finally succeeded. He became a well-known jockey in Kentucky and rode frequently in big races at Louisville. He entered the Navy during the Civil War. After the war, Allen and his brother operated two successful restaurants in St. Louis. Allen continued his formal education, sold the restaurants, and became a minister in 1871.

Soon after, he met and married Josephine Leavell, a young schoolteacher and talented pianist and organist. In 1886, Allensworth reentered the U.S. Army. He served with distinction in the Spanish-American War and was appointed chaplain of the 24th Army Infantry of the United States Colored Troops by the President of the United States.

Lieutenant Colonel Allensworth retired from the military in 1906 as not only the highest-ranking African American officer, but also the highest-ranking chaplain in the army of the time. After his retirement, Colonel Allensworth traveled throughout the country inspiring African Americans through lecture and newspaper articles to become economically, culturally, and politically self-sufficient. Colonel Allensworth with his wife and daughters moved to Los Angeles. He was committed to furthering the cause of African Americans and wanted to establish a community where descendants of slaves could become self-sufficient and gain "a piece of the world".

Colonel Allen Allensworth's efforts with four colleagues at the turn of the century, is one of California's great stories for racial equality. The town of Allensworth, incorporated in 1908, would be a place where African Americans could own property and otherwise achieve their full economic potential free from the discriminatory laws and practices of the time. Such a community could create "sentiment favorable to the intellectual and industrial liberty" of African American people throughout the United States. Everyone in the town respected the Colonel's leadership, and his reputation and deeds were known throughout the state and nation.

In 1914, Colonel Allensworth was killed in an accident—hit by a motorcycle while crossing the street in a Los Angeles community to preach at Sunday church. His death was a blow to the community of Allensworth and to all African Americans who shared his vision of self-sufficiency and economic potential for descendants of slavery.

Adapted from brochure
Colonel Allensworth State Historic Park
California Department of Parks and Recreation

APPENDIX B

The Community of Allensworth

> *"It always seemed home to me. The grass was green and wildflowers grew all over. I thought Allensworth was one of the most beautiful places I ever saw."*
>
> *Gemelia Herring*
> *Former Allensworth resident*

Colonel Allensworth, Professor William Payne, and several other African Americans who had a "vision" decided to establish a self-governed community for African Americans. They envisioned a place where African Americans could live free from the discriminatory laws and practices of the time so that African Americans could achieve their full social and economic potential. In 1906, Allensworth and Payne founded the California Colony and Home Protection Association and started searching for a location for their new town. There was still plenty of space in California's Central Valley. The site selected, midway between Los Angeles and San Francisco in Tulare County, had plenty of inexpensive farm land and several artesian wells. The new town, named Allensworth and located on the Santa Fe Railway line in Tulare County, grew rapidly. Enterprising African American men and women—nurses, business owners, educators, farmers, ranchers and others, purchased town lots, started farms and businesses, and built homes. Farmers worked the fertile land. Shops, homes and schools were built.

In its heyday, Allensworth bustled with activity. The town, a railroad transfer point for grain and cattle merchants to move their products to market, drew in a steady stream of customers for Allensworth's many businesses. Allensworth had a school, church, library, post office, hotel, machine shop, livery, bakery, drugstore, and a barbershop, among other businesses and services. The shops and stores supplied the day-to-day living needs of the town, and the church, school, and library provided for their spiritual and educational needs. The women of Allensworth organized formal debates, concerts, plays, club meetings, and other social events that strengthened the community's sense of unity as adversity continued to plague their community.

In 1911, both water companies serving Allensworth were declared inactive by California's Secretary of State for nonpayment of taxes. The Pacific Farming Company then seized control of both water companies and declared that no more land could be sold to African Americans. Another severe blow to the town came when Colonel Allensworth was struck dead by a motorcyclist in 1914. The death of the town founder was a tragic loss to the community. Other capable leaders took charge, but one obstacle could not be overcome—the lack of water. Groundwater pumping throughout the San Joaquin Valley lowered the water table and impaired the quality and quantity of Allensworth's water.

Compounding the town's problems came when the Santa Fe Railway decided to change its stop in Tulare County from Allensworth to nearby Alpaugh. This hurt the hotel and some of the town's businesses. But this was not the end to the challenges to Allensworth's pioneering community. During the 1920s and 1930s, many people were forced to seek work elsewhere to make ends meet. Further, the draft and enlistment needs of World War I and World War II and the call for workers in factories and

shipyards to support the war needs called on Allensworth's young men and often their families followed. As the years passed, growing agricultural demands, increased upstream diversions and deep well pumping throughout the San Joaquin Valley resulted in a lowered water table. These events took their toll on both the quantity and quality of water available to Allensworth. Income associated with Allensworth's railroad shipping business began to decline as trucks gradually replaced trains for the transporting of farm products to market. By the 1970s, only a few of Allensworth's steadfast families remained.

In 1976 the State of California recognized Allensworth's historic value in California history. The community of Allensworth should be more than a "ghost town". A portion of the town of Allensworth is now a state park preserving the pioneering dream and rich culture of its African American citizenry.

Individuals and groups are invited to attended Colonel Allensworth State Historic Park. Students in grades four and eight would find a visit particularly enlightening and engaging for their study of California history (grade four) and U.S. history, growth and conflict period (grade eight).

Quotes from Descendants:

"Mr. and Mrs. Cowes of Oakland decided to make Allensworth their home. Their house became a community center...Soon the town was humming with sewing circles, chocolate hours, holiday events, and evening family get-togethers..."

Grace Hackett Churchill

"Father and Mother Wells had a eucalyptus grove on their acreage. This was an enviable distinction as the alkaline soil and arid climate discouraged tree growth...The Wells' hospitality made their grove available for community picnics..."

Grace Hackett Churchill

"Mr. Archer kept dairy cows and worked on road maintenance. Mrs. Archer was a midwife and delivered most of the town's babies, including the sizable family of Professor and Mrs. Payne. Amelda, Lonnie, and Jessie Archer were an important part of the glee club, which Mr. Payne carried throughout the San Joaquin Valley on concert tours. This group was often in demand for war bond rallies during World War I."

Grace Hackett Churchill

"Allensworth's families held high standards. Their neat appearance, their desire for their children to receive the best, this standard was kept up by pride and a desire to succeed."

Margaret Prince, Allensworth teacher assistant,
in left hand picture above, at far right.

About the Authors

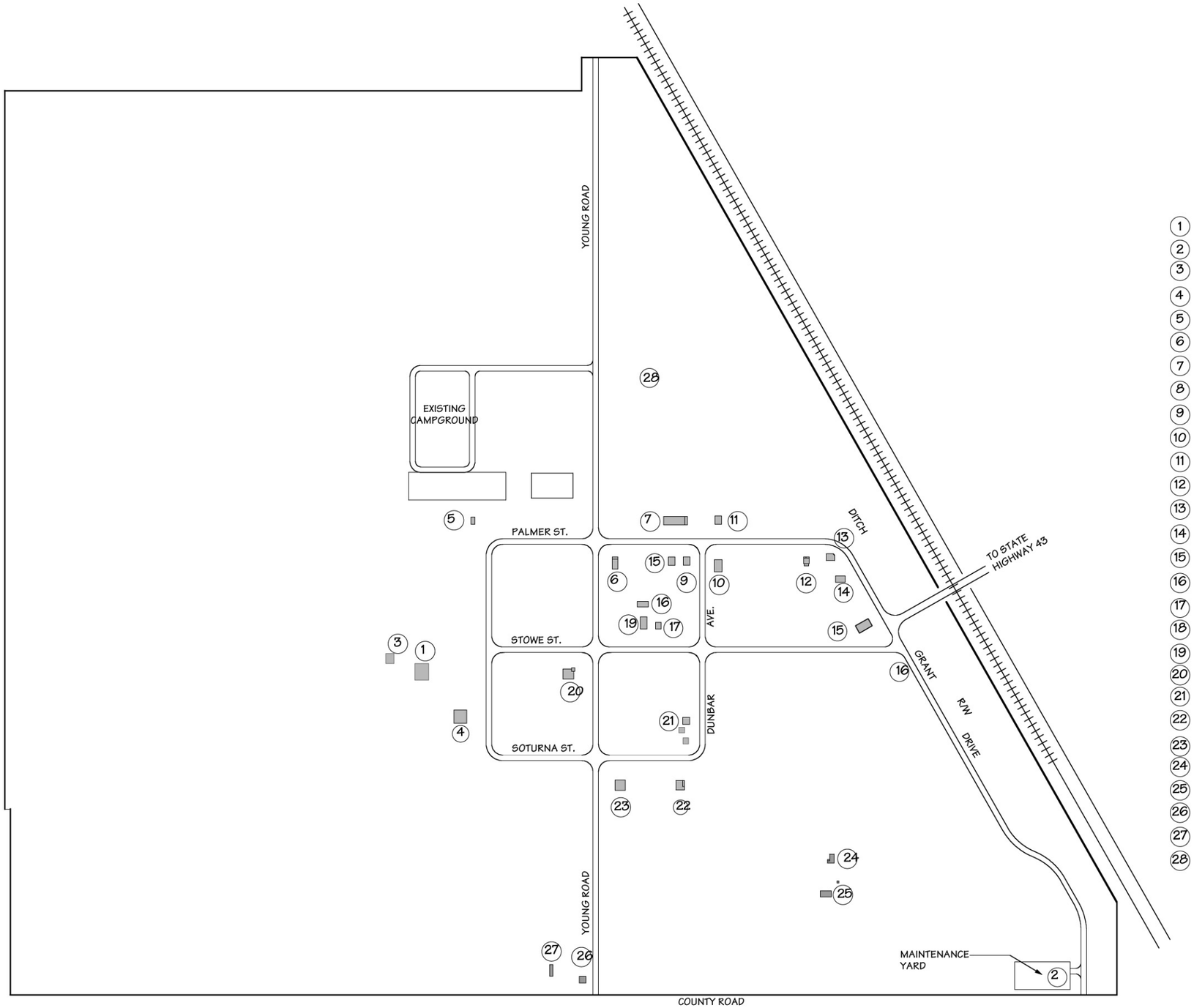
Diane L. Brooks, Ed.D. brings her experiences as an elementary and middle school teacher, middle school principal, and a curriculum specialist to this *Teacher's Guide with Student Lessons and Resources, Allensworth: A Piece of the World*. The content reflects her love of history, the stories of the famous and not so famous, and the commitment to the importance of using visuals and authentic and well-researched "story" to teach history and geography. The interdisciplinary lessons reflect the importance of making connections among content and skills for two reasons—it makes sense to students for "real-world learning", and it makes efficient use of instructional time.

Brooks holds a bachelor's degree in history and English from the University of California at Berkeley, and master's and doctorate degrees in school administration. She is retired from the California Department of Education where she was manager of the History-Social Science and Visual and Performing Arts Office, and administrator of the Curriculum Frameworks and Instructional Resources Office. Currently, she has an education consulting business where she specializes in K-12 instructional materials, character education, writing for television documentaries and historical videos, and writing for the various magazines for children of Cobblestone Publishing.

Ira Clark, Ph.D. has been a classroom teacher at various grade levels (elementary, secondary, and Pepperdine University), a school administrator, and a curriculum specialist as Consultant, History-Social Science, California Department of Education. He has a broad perspective of curriculum as member and Board President of Compton Unified School District. His experience as Consultant for Special Programs and Assistant Director of Compensatory Education, California Department of Education, make him knowledgeable of the experiences and needs of Title I and underserved students.

Clark holds a bachelor's degree from the University of Arizona, a master's degree in school administration from California State University Los Angeles, and a doctorate in philosophy. He is a strong believer that "all students can learn and all students can be successful". A resource, such as *Allensworth: A Piece of the World*, provides motivation, inspiration, and role models for the underserved.

COL. ALLENSWORTH STATE HISTORIC PARK



1. VISITOR'S CENTER
2. MAINTENANCE FACILITY
3. COMFORT STATION
4. ELEMENTARY SCHOOL
5. LIBRARY
6. GROSSES DRUG STORE
7. ALLENSWORTH HOTEL
8. MILNER BARBERSHOP
9. SMITH HOUSE
10. SINGLETON GENERAL STORE
11. BICKERS GENERAL STORE SITE
12. HINDSMAN HOUSE
13. HINDSMAN GENERAL STORE
14. HOWARD RESIDENCE
15. JOHNSON BAKERY AND RESIDENCE
16. RAILROAD BOXCAR
17. STOCKETT HOUSE
18. HACKETT BARN
19. HACKETT HOUSE
20. BAPTIST CHURCH RECONSTRUCTION
21. DODSON HOUSE/BLACKSMITH AREA/BARN
22. COL. ALLENSWORTH RESIDENCE
23. PHILLIPS HOUSE
24. ASHBY HOUSE
25. ASHBY DAIRY BARN
26. CARTER HOUSE
27. CARTER LIVERY STABLE
28. OVERR'S DEMONSTRATION AREA