

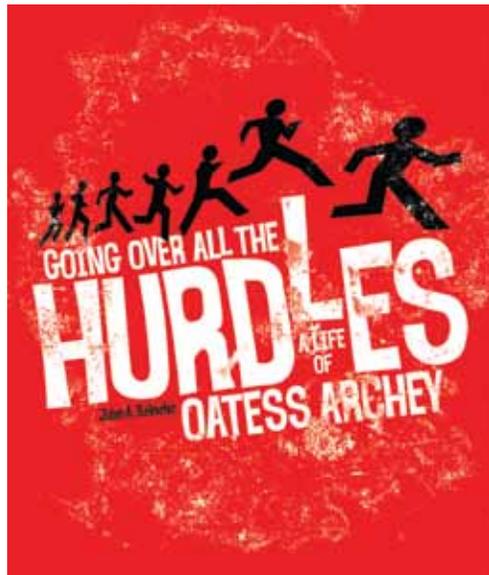
TEACHER RESOURCE

by Michele Brooks

for the Indiana Historical Society Press publication:

Going Over All The Hurdles A Life of Oatess Archey

by John A. Beineke



INDIANA HISTORICAL SOCIETY

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Overview/Description

Booker T. Washington once said, “Success is to be measured not so much by the positions that one has reached in his life as by the obstacles which he has overcome while trying to succeed.” While Oates Archey was no stranger to obstacles, he never let those obstacles stand in the way of his success as an athlete, teacher, coach, Federal Bureau of Investigation agent, and sheriff. He never let obstacles define the man he became. Not only did Archey clear the hurdles as a track athlete, he had to clear many other hurdles in life on his way to success in various fields.

Born in 1937 in Marion, Indiana, a modest-sized city about sixty-five miles northeast of Indianapolis, Archey was a star athlete in high school and then attended the all-black Grambling University. During the time Archey attended Grambling, the United States was undergoing a critical period in the history of civil rights. Upon returning to Marion in 1959 after graduating from Grambling, Archey faced discrimination when he tried to find a teaching job. In the 1950s the Marion High School that Oates and his older brother, Tom, attended had no black teacher. In fact, Marion High School never had a black teacher. Despite having a teaching license and having been a popular high school athlete, Archey found that no one in his beloved hometown would hire him. In 1959 Marion, Indiana, was not a community where diversity was welcomed, despite the image of the North as being more enlightened and racially integrated. Instead of using his teaching certification, Archey was forced to take a janitorial position with Marion Community Schools. He wondered if he had only been an entertainer for the white community as a high school athlete just a few years before. With the encouragement of his supportive wife, Barbara, Archey did not give up his dream of teaching.

Archey’s first foray in education was working as a teacher’s assistant, specializing in discipline as a “classroom cop” and not as a teacher. Yet Archey managed to incorporate teaching into his job as

he assisted students with math, grammar, and spelling. He also created a coaching opportunity when he offered to take the students out for recess, and graded assignments as well. The following year, the superintendent offered Archey his first licensed teaching job. Later, after a successful career in teaching and coaching, Archey embarked on a law enforcement career when he joined the FBI. Following retirement from the FBI, Archey once again returned home to Marion. In 1998 he became the first African American to be elected sheriff in Indiana. Archey had to overcome more barriers to win the election. As one might have expected, race was an issue in the election. First, no black had ever been elected sheriff in Indiana, let alone Grant County, with its troubled history in race relations. Second, county sheriff offices were viewed as less progressive in race relations than their city police counterparts. Archey also lacked political experience, yet another barrier, and had been away from Marion for more than a quarter of a century.

Author John A. Beineke, who was one of Archey’s students during his teaching days, explores Archey’s career in *Going Over All the Hurdles: A Life of Oates Archey* (Indianapolis: Indiana Historical Society Press, 2008). As Beineke explains, the word hurdle is used in his book “both symbolically and athletically.” The hurdle embodies the barriers that Archey had to overcome throughout his life. As an obstacle in a track-and-field event, a hurdle also represents a moment of achievement that exemplified Archey’s entire life. He not only went over hurdles, but he also taught others how to go over them. His life truly made a difference.

In this teacher resource, students will read *Going Over All the Hurdles* and complete multidisciplinary activities that provide curricular connections in social studies.

Grade Level

Elementary (grade 4), middle/intermediate school (grade 8), and high school

Academic Standards for the Social Studies

- Indiana Standards:
 - Grade 4, History, Standard 1, Contemporary Indiana: 1950–Present (4.1.13) and Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research (4.1.15)
 - Grade 8, Civics and Government, Standard 2, Foundations of Government (8.2.2) and Roles of Citizens (8.2.8 and 8.2.9)
 - High School, U.S. History, Standard 6, Postwar United States: 1945 to 1960 (USH 6.2) and Standard 7, The United States in Troubled Times: 1960 to 1980 (USH 7.1)
 - High School, U.S. Government, Standard 5, Roles of Citizens in the U.S. (USG 5.3, USG 5.7, and USG 5.9)
- National Standards (National Council for the Social Studies): I Culture; II Time, Continuity, and Change; III People, Places, and Environments; IV Individual Development and Identity; V Individuals, Groups, and Institutions; and VI Power, Authority, and Governance

Social Studies/Historical Concepts

Civil rights, discrimination, justice, courage, leadership, culture, citizenship, and politics

Learning/Instructional Objective

Students will:

- Compose an acrostic poem that uses the letters in a topic word to begin each line. All lines of the poem relate to or describe the topic word.
- Complete a digital reading journal utilizing Google Docs or other software that allows

students to create and share documents online with teachers and their classmates

- Make an illustrated word poster utilizing ten vocabulary words from the book
- Analyze primary sources utilizing photographs from *Going Over All the Hurdles*
- Complete Internet research to learn about racial diversity within the students' home communities, compare local statistics to state and national statistics, participate in a small-group discussion to consider how racial diversity within their own communities compares to state and national averages, and answer questions related to the importance of diversity within a community
- Research FBI careers and the qualifications for becoming an agent on the Internet and write a summary
- Create a digital picture book illustrating the main events from a chapter of the student's choice utilizing Microsoft Office PowerPoint or other presentation software
- Create a chronological time line of important events in Archery's life
- Create a chronological time line of important historical events in the United States in 1954

Time Required

Multiple class periods depending on the classroom needs and the activities selected

Materials Required

- For all activities:
 - Student copies of *Going Over All the Hurdles: A Life of Oatess Archey* by John A. Beineke
- Refer to a specific activity for a list of required materials.

Background/Historical Context

Oatess Archey was born in 1937 in Marion, Indiana. His parents, Oakley and Orpha, worked hard during the Great Depression to make a living. Their values were deeply imbedded in religious belief and practice. When trouble arose, Oakley said, “The darkest hour is just before dawn.”¹ Later in his life, Oatess said that he spent much time in prayer and through it all “God took care of me.”² When Oatess’s parents purchased their home in Marion in 1942 for a bargain price of \$850, they did not stop to think about the racial issues that might arise from living there. North Marion was an all-white area with the exception of one other African American family. After college, Archey returned to his hometown of Marion, where he faced discrimination when he tried to find a teaching job. One by one, Archey overcame the obstacles that life presented as he became a teacher and coach, an agent with the FBI and the first African American to be elected sheriff in Indiana. Not only did Archey go over hurdles, he taught others how to overcome their own challenges in life.

Teacher’s Instructional Plan

Introduction

Teachers may select one or more of the activities described on the following pages. Activities may be completed as students read *Going Over All the Hurdles* or after reading has been completed, depending on the activities selected.

Introduce the lessons with a general group discussion of key events during Archey’s lifetime, including school desegregation and the civil rights movement. Explain how Archey overcame many challenges and how the word hurdle so aptly describes his journey through life.

1. Beineke, John A., *Going Over All the Hurdles: A Life of Oatess Archey* (Indianapolis: Indiana Historical Society Press, 2008), 6.

2. *Ibid.*, 6.

ACTIVITY # 1:

Compose an Acrostic Poem

While reading the book, students will compose an acrostic poem. Students may choose to write the poem using the letters in their first or last name or Oatess Archey’s first or last name.

Time Required

One 45-minute class period

Materials Required

- Pencil and paper
- Student Handout: Write a Poem
 - There are two versions of the student handout. One version is for fourth grade students, the other is for middle school and high school students.

Procedure

- Ask student to compose an acrostic poem about themselves or Oatess Archey. Acrostic poems use the letters in a topic word to begin each line. All lines of the poem relate to or describe the topic word.
- The poems do not have to rhyme or have meter.
- The poem must relate to or describe the student’s life or Oatess Archey’s life.
- Make copies of the student handout to distribute to each student, which provides an example.
- Have students present their poems to the class.

ACTIVITY # 1

Student Handout: Write a Poem (fourth grade)

Instructions

On your own, write a poem using the following instructions:

- Write a poem about yourself or Oatess Archey's life using the letters in your first or last name (or Archey's first or last name) as part of the poem.
- Write the name you have chosen for your poem on the topic line.
- List each letter in this name, one at a time, below the topic line.
- For each letter, select a word that starts with that same letter and describes your topic name.
- The poem does not have to rhyme or have meter.
- The poem must relate to or describe your life or Oatess Archey's life, whichever name you prefer to use.
- Example:
 - Topic: Benjamin **FRANKLIN**
 - **F**ounding Father
 - **R**esident of Philadelphia, Pennsylvania
 - **A**mbassador to France
 - **N**ation builder
 - **K**new the importance of education
 - **L**oved liberty
 - **I**ntentor
 - **N**ational hero

Topic: _____

ACTIVITY #1

Student Handout: Write a Poem (middle school and high school)

Instructions

On your own, write a poem using the following instructions:

- Write a poem about yourself or Oatess Archey's life using the letters in your first or last name (or Archey's first or last name) as part of the poem.
- Write the name you have chosen for your poem on the topic line.
- List each letter in this name, one at a time, below the topic line.
- For each letter, select a word that starts with that same letter and describes your topic name.
- The poem does not have to rhyme or have meter.
- The poem must relate to or describe your life or Oatess Archey's life, whichever name you prefer to use.
- Example:
 - Topic: **WINTER**
 - **W**arm temperatures found only in the
 - **I**nside of my home as frost decorates the windows
 - **N**eat snowflakes fall fast on the barren ground
 - **T**elling the eager flower buds to remain hidden under the
 - **E**arth until the welcome warmth of Spring
 - **R**eminds us of the timeless beauty of four seasons.

Topic: _____

ACTIVITY # 2: Digital Reading Journal

While reading the book, students will create a digital reading journal and share documents online with their teacher and classmates.

Time Required

While reading the book, 15 minutes per class period

Materials Required

Internet access to Google Docs or other similar software

Procedure

- While reading *Going Over All the Hurdles*, have students create a digital reading journal utilizing Google Docs or other similar software that allows students to create and share online documents with their teacher and classmates.
- To begin, have students take a tour of Google Docs at <http://www.google.com/google-d-s/tour1.html> to gain an understanding of how to post documents. After the tour, have students create their own Google Docs accounts.
- As students read the book, have each student write and post entries to their digital reading journal to share with their teacher and classmates.
- Optional: Teachers may post reading questions online to be answered as part of the students' weekly journal posts.

ACTIVITY # 3: Vocabulary Word Poster

During or after reading *Going Over All the Hurdles*, students will make illustrated vocabulary word posters featuring words from the book.

Time Required

One 45-minute class period

Materials Required

- Poster board for each student
- Markers or colored pencils
- Teacher created vocabulary list

Procedure

- Prior to class:
 - Prepare a ten word vocabulary list from *Going Over All the Hurdles*.
 - Make a copy of the vocabulary list for each student, or write the list on a whiteboard.
 - Optional: Distribute a list of ten vocabulary words from the book for students to define.
- During class:
 - Make poster boards, markers, or colored pencils available to each student.
 - Have each student create a vocabulary word poster featuring the definitions of each word.
 - Have students illustrate each word with a picture or symbol depicting what each word means.
 - Have students write a sentence using each word to show an understanding of the word's meaning.
 - Mount the posters in a designated area of the classroom called the "word wall" and ask students to refer to the posters regularly as they read the book.

ACTIVITY #4: Photo Analysis Carousel

During or after reading the book, students will look at four photographs from *Going Over All the Hurdles* and analyze what they see in each photograph.

Time Required

One 45- to 55-minute class period

Materials Required

- Four photocopies of photographs from *Going Over All the Hurdles*
- Four pieces of cardstock (to mount the photographs)
- Glue or tape (to mount the photographs)
- Internet access (to retrieve the Photo Analysis Worksheet)
- Photocopies of the Photo Analysis Worksheet, four pages per student group

Procedure

- Prior to class:
 - Mount photocopies of four photographs from *Going Over the Hurdles* on cardstock.
 - Photo #1–Caption: “Archey wins the 1955 state championship in the high hurdles, setting a record that remained unbroken for the next seven years.”³
 - Photo #2–Caption: “Rosa Parks sits in the front seat of a bus in Montgomery, Alabama, after the U.S. Supreme Court ruled segregation illegal on the city bus system on December 31, 1956.”⁴
 - Photo #3–Caption: “Oatess Archey poses with FBI Director Clarence M. Kelley, circa 1974.”⁵
 - Photo #4–Caption: “Archey on the stump during his 2002 re-election campaigning for sheriff.”⁶

3. Ibid., 56.

4. Ibid., 68.

5. Ibid., 104.

6. Ibid., 111.

- Go to the National Archives and Records Administration Web site at <http://www.archives.gov/education/lessons/worksheets/photo.html?template=print> and download and print a copy of the Photo Analysis Worksheet.
- Set up four workstations around the classroom for students to use during class. Each workstation will feature one of the photos along with NARA’s Photo Analysis Worksheet.
- Make four photocopies of the Photo Analysis Worksheet per student group.
- During class:
 - Divide the class into four groups.
 - Distribute four copies of the Photo Analysis Worksheet to each group.
 - Allow students about ten minutes at each workstation to answer the worksheet questions. Have each student group complete one worksheet for each of the four images.
 - After ten minutes, signal students to move clockwise to the next workstation and complete another Photo Analysis Worksheet for the next picture.
 - Continue the workstation rotation until all four images have been viewed.
 - To conclude the lesson, have student discuss what they discovered in their photo investigations.

ACTIVITY # 5: Researching Racial Diversity

During or after reading the book, students will complete Internet research on their own or with a partner to learn about racial diversity within the students’ own community and then compare local statistics to state and national statistics.

Time Required

One to two 45-minute class periods

Materials Required

- Internet access
- Pencil and paper

Procedure

- Students will use the Internet to locate the U.S. Census Bureau Web site at <http://quickfacts.census.gov/qfd/index.html> to research racial diversity in the students' community. Local, state, and national census data may be found on this Web site.
- After research is completed, students will participate in a small-group discussion to consider how racial diversity within their own community compares to state and national data.
- Discuss with students the value of racial diversity within a community.
- Each small group will present highlights of their group's discussion to the class.

ACTIVITY # 6: "Do You Want to Be an FBI Agent?"

During or after reading of the book, students will research FBI careers on the Internet and write a one-page summary answering several questions about what it takes to become an agent.

Background Information

Oatess Archey became the FBI's African American agent number eighty-five in 1973, out of a total force of 8,500 agents. Three years later, less than twenty black agents had been added to the force. Archey viewed all this as just another hurdle to overcome. He served in the FBI for twenty years, retiring in 1993.

Time Required

One 45-minute class period

Materials Required

- Internet access
- Pencil and paper

Procedure

- Have students access the FBI's Web site at <http://www.fbijobs.gov/> to research FBI careers and qualifications for becoming an agent.
- After completing their research, have students write a one-page summary answering these seven questions about what it takes to become an FBI agent:
 - What are the different type of matters on which FBI agents may work?
 - What are the FBI's primary priorities?
 - What are the qualification requirements for becoming a special agent, including education?
 - What are the critical skills the FBI is currently seeking in special agents?
 - What are the special agent physical requirements?
 - What background investigation must a candidate pass before becoming an FBI agent?
 - What are the five different career paths an agent may follow?

ACTIVITY # 7: Create a Digital Picture Book

After reading the book, have students use Microsoft Office PowerPoint or other presentation software to create a digital picture book illustrating and summarizing the main events from one chapter of *Going Over All the Hurdles* of their choice.

Time Required

One to two 45-minute class periods

Materials Required

- Pencil and paper
- Computer access with Microsoft Office PowerPoint or other presentation software
- Printer and white paper
- Document/Image scanner
- 3-hole punch and paper fasteners or report covers

Procedure

- Have students select a chapter from *Going Over All the Hurdles* and summarize the chapter's main events. Students may pick a characteristic that seems prominent in the life of Archey, such as courage or determination, and use this characteristic as a main theme for their digital picture book.
- Use Microsoft Office PowerPoint or other presentation software to create a digital picture book illustrating and summarizing the chapter's main events.
- Have students draw illustrations to scan and insert into their presentation pages.
- Have students design a cover for their book.
- When students are finished with their pages and book cover, print a final copy.
- Punch holes in the pages and use paper fasteners to create the book, or use a report cover.
- Have students share their books with the class.

ACTIVITY # 8:

Time Line of Important Events in Archey's Life

After reading the book, have students use facts obtained from the reading to create a chronological time line of ten important events and accomplishments in Archey's life from 1937 to the present.

Time Required

One 45-minute class period

Materials Required

- Paper
- Markers or colored pencils

Procedure

- Have students make a list of ten important events in Oatess Archey's life, including the dates when they occurred.
- For each event, have students write the date and related event on a slip of paper.
- Have students take turns placing the events in chronological order to create a time line around the classroom.

ACTIVITY #9:

Time Line of Important Historical Events in United States history in 1954

After reading the book, students will create a chronological time line of important events in U.S. history in 1954 using facts from chapter four of *Going Over All the Hurdles* as a starting point. Students may also conduct Internet research to discover additional events.

Time Required

One to two 45-minute class periods

Materials Required

- Internet access
- Additional resources from the library
- Pen and paper

Procedure

- Have students create a chronological time line of important events in U.S. history in 1954 using facts from chapter four of *Going Over All the Hurdles* as a starting point.
- The time line should include the following events:
 - Dr. Martin Luther King Jr. becomes pastor at the Dexter Avenue Baptist Church in Montgomery, Alabama.
 - The U.S. Supreme Court rules on the landmark school case, *Brown v. Board of Education of Topeka*.
 - Roger Bannister becomes the first man to run the mile in less than four minutes.
 - The National Association for the Advancement of Colored People files a lawsuit in Marion, Indiana, to integrate the Matter Park Swimming Pool. The federal court in Indiana rules, based on the Fourteenth Amendment to the U.S. Constitution, that all persons shall have “the full use and enjoyment of the Matter Park Swimming Pool.”
 - The French give up control of one of their colonies in Southeast Asia, Vietnam
 - Elvis Presley, an unknown singer from Tupelo, Mississippi, records “That’s All Right (Mama).”
- Students may also conduct additional Internet and library research to discover more events for their time lines.

Assessment

Preactivity Assessments (prior to beginning the lessons):

- Give students a quiz using ten words from the book’s vocabulary. Test the class’s knowledge of the definitions.
- Have students explain what they know or would like to know about the key historical themes covered in the book. Use a “KWL chart” or ask students to write a single paragraph for each one of the main events. A “KWL chart” is completed by a student before and after a unit of study to record what they know, want to know, and what they learned. The chart includes three columns – one to record what they know, one to record what they want to know, and one to describe what they learned.

Midpoint Progress Test (at the halfway point):

- Repeat the above assessments, but vary the vocabulary.
- Compare these results to the preactivity assessment results.

Postactivity Assessments (at the conclusion of the lessons):

- Repeat the preactivity assessment. Vary the vocabulary.
- Have students list the major historical themes of the book and describe how these events might affect their community today.
- If using a “KWL chart” activity, ask students to review their charts and complete the column describing what they learned.

Enrichment Activities

Group Creative Writing Activity

Divide students into small groups and have them write a brief one-page story using selected vocabulary words from *Going Over All the Hurdles*

and then publish their stories online using Google Docs or similar software to share with their teacher and classmates.

Vocabulary Building Game

Divide students into teams to play a vocabulary building activity based on the game of Pictionary. Using vocabulary words from *Going Over All the Hurdles*, have players try to identify specific words from their teammates' drawings. Students may illustrate their clues on a whiteboard or draw on large newsprint sheets with markers.

Create Your Own Crossword Puzzle

Using the Internet, students will create their own crossword puzzle using vocabulary words from *Going Over All the Hurdles*. Go to the Variety Games Inc. Web site at www.varietygames.com/CW/ and follow the instructions. The teacher may provide a vocabulary list or students may select their own words for their puzzle. Please give credit for the puzzle, "Puzzle made at www.varietygames.com/CW/."

Write an Essay

Archey, his brother, Tom, and one other student were the only blacks to attend Washington School in Marion, Indiana. Desegregated schools had a profound impact on how students lived and learned during the 1950s. This held true for the Archey brothers in how they looked at race, life, and their education. Have students write a one-page essay describing how their school is a better place today because of school desegregation and how diversity impacts their daily life and education.

Internet Resources

Google Docs orientation tour available at <http://www.google.com/google-d-s/tour1.html> (accessed 10/16/09)

National Archives and Records Administration's Document Analysis Worksheets available at <http://www.archives.gov/education/lessons/worksheets/> (accessed 10/16/09)

U.S. Census Bureau's State and County Quick Facts available at <http://quickfacts.census.gov/qfd/index.html> (accessed 10/16/09)

Social Explorer Web site at <http://www.socialexplorer.com> (accessed 10/18/09)
This Web site provides reports and interactive maps on census data from 1790 to 2000. Some maps are available free of charge, while others require a subscription.

Federal Bureau of Investigation Web site at <http://www.fbijobs.gov/> (accessed 10/16/09)

Variety Games Inc., Instant Online Crossword Puzzle maker, available at www.varietygames.com/CW/ (accessed 10/16/09)

Publications

John A. Beineke. *Going Over All the Hurdles: A Life of Oatess Archey* (Indianapolis: Indiana Historical Society Press, 2008).