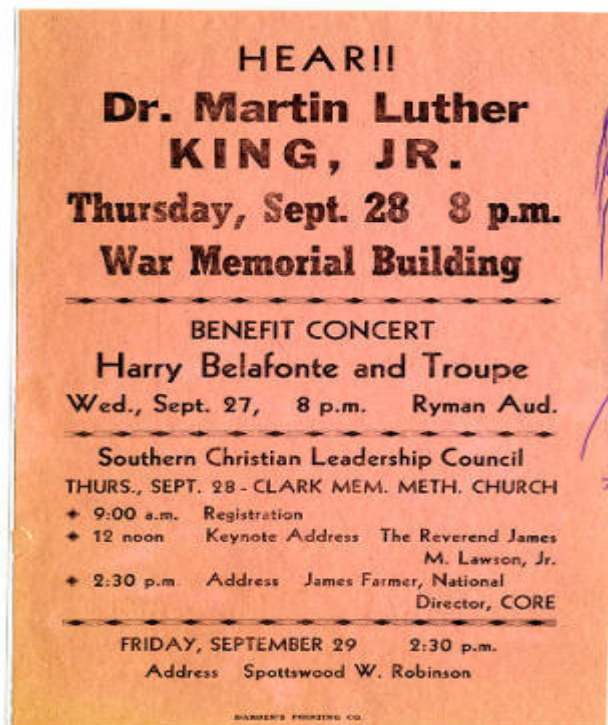




EAST TENNESSEE HISTORICAL SOCIETY
Making history personal

Freedom Spirit

Tennessee and the Civil Rights Movement



Teaching Tennessee History: Lesson Plans for the Classroom Volume IX



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Lesson Plan Titles and Authors

Alphabetical by Author

<i>Civil Rights: Researching Supreme Court Cases</i> Jennifer Bolton	High School.....	2
<i>Sitting for a Change</i> Kimberly J. Daily	Intermediate.....	5
<i>Civil Rights History and African American Poetry: The Convergence of a Dream</i> Susan Godwin	Middle School.....	6
<i>Rosa Parks</i> Brian Harrill	Intermediate.....	16
<i>Faces of Civil Rights Movements</i> Karen Liles	Intermediate.....	17
<i>“When Spider Webs Unite, They Can Tie Up a Lion”: Tennessee Confronts the Lion</i> Clara “Faye” Rutledge	High School.....	19
<i>Martin Luther King, Jr.</i> Chad Smith	High School.....	22
<i>Changes in Society</i> Diane Smith	Intermediate.....	24
<i>The Civil Rights Movement: An Introduction</i> David Stoika	High School.....	26
<i>Civil Rights in our Backyard</i> Elizabeth Thomas	Intermediate.....	29
<i>Rings of Research: A Collaborative Civil Rights Project</i> Jessica Thomas	High School.....	30
<i>Using Photos to tell the Story of the Civil Rights Movement</i> Marcia Whetsel	High School.....	34
<i>The Civil Rights Movement in Tennessee’s Three Grand Divisions</i> John White	High School.....	37
Suggested Readings.....		41

Civil Rights: Researching Supreme Court Cases
Submitted by Jennifer Bolton, Clinton, TN

Objectives/Purpose:

- Students will research Supreme Court cases.
- Students will create posters that detail specific actions taken in the cases.
- Students will reflect on how these cases influence the United States today.

Grade Level: 9th-12th grades

Group Size: Twenty five to thirty students working in groups of four to five.

Lesson Time: Three ninety minute classes (includes time to present the projects).

Background Information: Students need to have some basic knowledge of the Civil Rights Acts and other related legislation prior to working on the project. This can be accomplished by showing a related film, having a discussion using information from your textbook, or by using primary sources that relate to the subject (speeches, newspaper articles, photos etc).

Materials:

- Poster board
- Markers
- Computers
- Printers
- Internet
- Website: www.oyez.org

Strategies/Procedures: Students will be divided into groups of four to five to work on the project. Students will be given some background information about the Civil Rights Movement. I will describe some of the things that happened in Tennessee during that time. I will also show them websites and photos from my trip. Then, I will describe the project they will work on. Students will be instructed to find a Supreme Court case that is specifically about civil rights (one that involves Tennessee or their local area would be even better). They will then give details about the case including the facts of the case, the main question, and the conclusion the court came to. I also want students to be able to discuss the significance of these cases in relation to the Civil Rights Movement. All of the information collected will be placed on a poster and presented to the class. I will give students a rubric that details how they will be scored. Students will then go to the computer lab to research their cases. Students will sign up for their cases as we go, and if a case has already been chosen they will need to search for another. They will be given class time to put their work in order and to present their projects.

Tennessee Social Studies Curriculum Correlations:

- 5.2 understand specific historical documents and institutions which shaped the principles of the United States Constitution.

Evaluation/Assessment: Students will be given a rubric to go by in order to complete their poster project. They will also discuss and share the information they found with the class through their presentation. This will give me an oral evaluation of what they learned and how it relates to the Civil Rights Movement. We may also diagram the cases on the board to further see how they relate to each other and the movement.

Author's Evaluation: I look forward to teaching this lesson soon. I feel that the discussions and the hands-on aspect of the posters will help to engage my students. I also know that many of my students enjoy working in groups and with computers. My concern is that they may have some difficulty in narrowing their search for cases and with comprehending the material in the cases. The cases are usually written in legal format, but I'm hoping that the website will help to summarize the basic ideas of the cases for them.

Researching Supreme Court Cases

In order to earn the maximum number of points for each section you will need to answer each part completely.

CRITERIA (What do I have to do?)	Points Possible	Points Earned
Date of Court Case	5	
Question (What was the case disputing?)	25	
Facts (List or describe the facts of the case)	20	
Who decided the case? (Who wrote the majority and minority opinions? Who was on the court at the time?)	10	
What was the decision and why did they decide in that way?	25	
Presentation of material (To earn maximum credit for this portion you must present the information in a neat and creative manner.)	15	
TOTAL		

Sitting For a Change

Submitted by Kim Dailey, Maryville, TN

Objectives/Purpose: Students will discuss fair and unfair treatment while evaluating actions and choices made by those involved in the 1960's sit-ins seeking nonviolent change.

Grade Level: 3rd

Group Size: 20 students

Lesson Time: Two class periods of forty-five minutes, and an evening performance of the play.

Background Information: During these lessons, students will gain insight into segregation prior to the student sit-ins of the 1960s through readings and make use of their insight to perform a play of the lunch counter sit-ins.

Materials:

*Giovanni, Nikki. *Rosa*. New York: Scholastic, 2006

*Turck, Mary C. *The Civil Rights Movement for Kids*. Chicago: Chicago Review Press, 2000

*Props for play

*Copies of the play for each student from Turck book listed above

Strategies/Procedures:

1. Review vocabulary: segregation, Jim Crow laws, nonviolent resistance, etc.
2. Read aloud *Rosa* and discuss her choice and actions that followed
3. Read aloud *Nonviolent Resistance: Student Sit-Ins, 1960*
4. Distribute copies of the *Lunch Counter Play*, and assign parts (from Turk book above)
5. Create set, and practice
6. Perform play for parents and caregivers

Tennessee Social Studies Curriculum Correlations: 3.1.spi.1; 3.4.spi.2; 3.5.spi.1; 3.5.spi.2; 3.5.spi.3; 3.6.spi.2

Evaluation/Assessment: Students will be evaluated on their participation. Extra credit will be given to students interviewing someone who remembers the 1960's sit-ins. Given more time, students would be required to interview someone about the Civil Rights Movement, particularly memories of happenings in our local area. Students would choose their presentation method: a paper, video/audio recordings, poster exhibit, or a Power Point presentation.

Author's Evaluation: Students had a difficult time grasping segregation issues and the harsh treatment of blacks by whites; especially whites in authority positions. This proved to be an insightful lesson on nonviolent resistance leading to a great class discussion. This lesson also brought about much discussion regarding the then upcoming presidential election, and how the election of 2008 would be momentous as the Democratic candidate for President is black, and the Republican Vice-Presidential candidate is a woman.

Civil Rights History and African American Poetry: The Convergence of a Dream

Submitted by Susan Jacqueline Godwin, Nashville, TN

Objectives/Purpose: Use African-American poetry to deepen student understanding of racism in past and present America while introducing/reinforcing various literary devices in poetry.

- Students will study—incorporating reading strategies studied weekly—a smattering of African-American poetry (and brief bios of poets) from the 19th century to the present.
- Students will realize the importance and fun of learning from and making connections to America’s literary and historical past, present, and future.
- Introduce/reinforce various literary devices in poetry.
- Students will discover that many poets are published while still young adults
- Students will use this context to help create their own civil rights poems.

Grade Level: 6th-8th (adaptable to 9th-12th) Grades

Group Size: Adaptable for any size. Larger classes can be broken up into sub-groups for discussions.

Lesson Time: Two weeks, forty-five minutes per class. Optimally, this is an integrated curriculum with social studies/history: Students are studying the civil rights movement in social studies/history class while simultaneously exploring African American poetry.

Background Information: As African Americans’ place in American society has changed over the centuries, so, too, have the foci of African American literature. Before the [American Civil War](#), African American literature primarily focused on the issue of [slavery](#), as indicated by the subgenre of [slave narratives](#). During the [American Civil Rights Movement](#), authors wrote about issues of [racial segregation](#) and [Black Nationalism](#). Today, African American literature is an integral part of [American literature](#). In broad terms, African American literature can be defined as writings by people of African descent living in the United States of America. Just as African American history and life is extremely varied, so too is African American literature. That said, African American literature often focuses on themes of particular interest to the role of African Americans within the larger American society and what it means to be a black American.

- Poet [Phillis Wheatley](#) (1753–84), published her book *Poems on Various Subjects* in 1773, three years before the Declaration of Independence. Many of the leading figures of the [American Revolution](#), including [George Washington](#), praised her poetry. He personally thanked her for a poem she wrote in his honor. Despite this, many white people found it hard to believe that a black woman could be so intelligent as to write poetry. As a result, Wheatley had to defend herself in court by proving she actually wrote her own poetry. Some critics cite Wheatley's successful defense as the first recognition of African American poetry.
- [Paul Laurence Dunbar](#), who often wrote in the rural, [black dialect](#) of the day, was the first African American poet to gain national prominence. His first book of poetry, *Oak*

and Ivy, was published in 1893. Much of Dunbar's work provides revealing glimpses into the lives of rural African Americans of the day. Though Dunbar died young, he was a prolific poet, essayist, novelist, and short story writer.

- The **Harlem Renaissance**, 1920-40, brought new attention to African American literature. While the Harlem Renaissance, based in the African American community in **Harlem** in **New York City**, existed as a larger flowering of social thought and culture—with numerous Black artists, musicians, and others producing classic works in fields from jazz to theater—the renaissance is perhaps best known for the literature that came out of it. The Harlem Renaissance marked a turning point for African American literature. Prior to this time, books by African Americans were primarily read by other blacks. With the renaissance, though, African American literature—as well as black fine art and performance art—began to be absorbed into mainstream American culture. **Langston Hughes** was a pivotal artist of this era.
- The Civil Rights movement saw the rise of female black poets, most notably **Gwendolyn Brooks**, who became the first African American to win the **Pulitzer Prize** when it was awarded for her 1949 book of poetry, *Annie Allen*. Other female poets who became well known during the 1950s and 1960s are **Nikki Giovanni** and **Sonia Sanchez**, and poet, educator, historian, author, actress, playwright, civil-rights activist, producer and director **Maya Angelou**, who became a point of consciousness especially for black women seeking to survive masculine prejudice and white hatred. Another playwright who has gained attention is **Amiri Baraka**, who wrote controversial off-Broadway plays. In more recent years, Baraka has become known for his poetry and music criticism. **Elizabeth Alexander**, professor at University of Chicago, read her poem *Praise Song of the Day* at the Barack Obama Presidential Inauguration, January 20, 2009.

Materials and Resources:

Handouts of poet bio's and poetry
Soft pastels and construction paper
Class computers

Video camera, optional

Poetry and poet bio sources:

<http://www.lkwdpl.org/WIHOHIO/whea-phi.htm>

<http://www.poemhunter.com/phillis-wheatley/>

<http://www.dunbarsite.org/biopl.d.asp>

<http://www.dunbarsite.org/gallery.asp>

<http://www.si.umich.edu/CHICO/Harlem/text/jwjohson.html>

<http://www.poets.org/poet.php/prmPID/83>

The Collected Poems of Langston Hughes, published by Alfred A. Knopf, Inc., 1994

<http://www.achievement.org/autodoc/page/ang0bio-1>

1996-2009. American Academy of Achievement.
<http://www.poemhunter.com/poem/i-know-why-the-caged-bird-sings/>
<http://www.answers.com/topic/nikki-giovanni>. 2008, Answers Corp. Last updated: June 05, 2007.
<http://www.poemhunter.com/nikki-giovanni/>
<http://www.notablebiographies.com/Br-Ca/Brooks-Gwendolyn.html>
<http://www.poemhunter.com/gwendolyn-brooks/poems/page-1/>
<http://www.poets.org/poet.php/prmPID/276>
<http://www.poemhunter.com/sonia-sanchez/>
http://www.english.uiuc.edu/maps/poets/a_f/baraka/onlinepoems.htm
<http://www.nytimes.com/2009/01/20/us/politics/20text-poem.html?ref=books>
www.elizabethalexander.net/home.html

Strategies/Procedures: Below is a condensed biography and a few pages of poems by Langston Hughes, with suggestions for how to extend the activity. If you are interested in ways to incorporate poetic devices within poetry studies, here are a few topics to consider:

- rhyme scheme vs. blank verse
- couplets and triplets as ways the speaker emphasizes certain themes
- Italian and English sonnet form
- ode
- literal vs. figurative meaning
- personification
- alliteration
- consonance, assonance
- caesura, enjambment, endstop
- circle vocabulary, write definitions in margins
- break up the poem into interesting “word chunks” to help with comprehension. (A strategy we teach for narrative comprehension, too.)
- circle favorite words and phrases
- metaphor, simile, symbolism

Adapt depending on the poet and poem, of course.



<http://www.poets.org/poet.php/prmPID/83>

Langston Hughes (1902-1967) began writing in high school; even at this early age, he was developing the voice that made him famous. Hughes was born in Joplin, Missouri, but lived with his grandmother in Kansas until he was thirteen and then with his mother in Illinois and Cleveland, Ohio, where he went to high school. Hughes's grandmother, was prominent in the African American community in Lawrence, Kansas. During the time Hughes lived with his grandmother, however, she was old and poor, unable to give Hughes much attention. Hughes felt hurt by both his mother and his father, and was unable to understand why he was not allowed to live with either of them.

When Hughes's grandmother died, his mother summoned him to her home in Lincoln, Illinois. Here, according to Hughes, he wrote his first verse and was named **class poet of his eighth grade class**. Hughes lived in Lincoln for only a year, however; when his stepfather found work in Cleveland, Ohio, the rest of the family then followed him there. When his family moved to Chicago, Hughes stayed in Cleveland to finish high school. His writing talent was recognized by his teachers and classmates. Hughes had his first pieces of verse published in the sophisticated school magazine. Soon he was on its staff.

An English teacher introduced him to poets such as **Carl Sandburg** and **Walt Whitman**, becoming Hughes' earliest influences. Hughes's father reentered his life. James Hughes was living in Toluca, Mexico, and wanted his son to join him there. Hughes lived in Mexico for one summer but he did not get along with his father. Afterwards, during his senior year of high school, Langston Hughes began writing poetry of distinction.

After graduating, Hughes returned to Mexico, On the train, while thinking about his past and his future, Hughes wrote the famous poem, "**The Negro Speaks of Rivers.**" After arriving in Mexico, the tension between Hughes and his father was strong. Hughes wanted to be a writer; his father wanted him to be an engineer. After some of Hughes' poetry was published, his father was impressed enough to pay for a year at Columbia University.

Hughes entered the university in fall of 1921. His poem "**The Weary Blues**" won first prize in the poetry section of a 1925 magazine literary contest; his literary career was launched. His first volume of poetry, also titled The Weary Blues, appeared in 1926. He uses the rhythms of African American music, particularly blues and jazz. This sets his poetry apart from that of other writers, and it allowed him to experiment with a very rhythmic free verse.

Money was a nagging concern for Hughes all his life. He managed to support himself as a writer, but he was never financially secure. In later years, he was deemed the "Poet Laureate of the Negro Race." Hughes meant to represent the race in his writing; he was one of the most original of all black poets. In 1967, Hughes died of complications from prostate cancer after abdominal surgery. His funeral, like his poetry, was all blues and jazz: Very little was said, but the jazz and the blues were hot, a fitting final tribute. His residence at 20 East 127th St. in Harlem, New York City, has been given landmark status by the New York City Preservation Commission; E. 127th St. has been renamed "Langston Hughes Place."

From: *The Collected Poems of Langston Hughes*, Alfred A. Knopf, Inc., 1994. Used with permission of Harold Ober Associates Incorporated.

The Negro Speaks of Rivers

I've known rivers:

I've known rivers ancient as the world and older than the
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

I built my hut near the Congo and it lulled me to sleep.

I looked upon the Nile and raised the pyramids above it.

I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

I've known rivers: Ancient, dusky rivers.

My soul has grown deep like the rivers.

Point to each river on a globe and ask students to infer what message the speaker intends for the reader. Emphasizing expression, discuss end- stops vs. caesura. Ask the students to whisper-read the next poem using punctuation to guide them how to read. The next poem is ripe for discussion. I often have children discuss with partners first to gain confidence in their responses and to insure that everyone participates. A large class discussion follows.

I, Too, Sing America

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--
I, too, am America.

As I Grew Older *This poem is a fabulous poem to illustrate, using soft pastels, ideally.*

It was a long time ago.
I have almost forgotten my dream.
But it was there then,
In front of me,
Bright like a sun-
My dream.
And then the wall rose,
Rose slowly,
Slowly,
Between me and my dream.
Rose until it touched the sky-
The wall.
Shadow.
I am black.
I lie down in the shadow.
No longer the light of my dream before me,
Above me.
Only the thick wall.
Only the shadow.

My hands!
 My dark hands!
 Break through the wall!
 Find my dream!
 Help me shatter this darkness,
 To smash this night,
 To break this shadow
 Into a thousand lights of sun,
 Into a thousand whirling dreams
 Of sun!

<p>Mother to Son</p> <p>Well, son, I'll tell you: Life for me ain't been no crystal stair. It's had tacks in it, And splinters, And boards torn up, And places with no carpet on the floor -- Bare. But all the time I've been a-climbin' on,</p>	<p> And reachin' landin's, And turnin' corners, And sometimes goin' in the dark Where there ain't been no light. So boy, don't you turn back. Don't you set down on the steps 'Cause you finds it's kinder hard. Don't you fall now -- For I've still goin', honey, I've still climbin', And life for me ain't been no crystal stair. </p>
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Dreams

Hold fast to dreams
 For if dreams die
 Life is a broken-winged bird
 That cannot fly.

Hold fast to dreams
 For when dreams go
 Life is a barren field
 Frozen with snow.

Dream Variations

To fling my arms wide
 In some place of the sun,
 To whirl and to dance
 Till the white day is done.
 Then rest at cool evening
 Beneath a tall tree
 While night comes on gently,

Dark like me--
That is my dream!

To fling my arms wide
In the face of the sun,
Dance! Whirl! Whirl!
Till the quick day is done.
Rest at pale evening . . .
A tall, slim tree . . .
Night coming tenderly
Black like me.

Dream Deferred

What happens to a dream deferred?
Does it dry up
Like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

Tennessee Social Studies Curriculum Correlations: I teach in a K-12 private school with little restrictions on curriculum; however, I used the State of TN curriculum indicators for middle school student performance:

English: 5.1.1-3, 6-9, 11-14; 6.1.6, 13, 17, 18, 25; 7.1.2-3, 6, 8, 13, 16, 17, 21; 8.1.1, 7, 25, 26
Social studies: 5.5.8; 5.6.1; 8.4.4

Evaluation/Assessment: Keep a running record of your oral and written instructions and give points accordingly, grading their collections once a month or so.

Each child has a portfolio in the school Student File Server. Consider having them each start a personalized poetry file within your school server.

Author's Evaluation: This “unit” of poetry fits into my larger framework for studying poetry, the Creative Writing Project. Along with staple units, poet studies change with current events, happenings that relate to curriculum in other subjects (For instance when the war began, for a week or two, we studied well-known war poets from WWI. When Johnny Cash died, we celebrated his lyrics for a week. Around Valentine’s Day we look at love poems, and no middle school poetry unit is complete without nonsense or silly poetry!) Students studied African American poets while engaging in the study of the Little Rock Nine in both social studies and English classes in the fall. For the Obama inauguration, we added past inaugural speeches, poems and poets including Elizabeth Alexander and her poem, *Praise Song on the Day*. Believe me, the next day, the children studied the text and read it with more expression than the poet and realized its beauty.

The Civil Rights Movement – Rosa Parks
Submitted by S. Brian Harrill, Vonore, TN

Objectives/Purpose: Following this lesson the student will recognize that changes in culture occur through the spread of ideas and contributions of individuals of various ethnic groups help the development of civilization.

Grade Level: 3rd

Group Size: Approximately twenty students

Lesson Time: Twenty-five minutes, evaluation time twenty-five additional minutes

Background Information: After reading “Martin Luther King Jr.’s Birthday” in Elliot and Piersel’s *Comparing Communities*. Morristown, NJ. Silver Burdett Ginn., read “Rosa Parks: Changing The Course Of History,” reproduced from *The Education Center*, February, 1996.

Materials: The reproduced copies of Rosa Parks: Changing The Course Of History, reproduced from The Education Center, February, 1996.

Strategies/Procedures: The student will read the reproduced materials after a quick lesson on Dr. Martin Luther King, Jr. The student will then discuss the differences in laws for whites and African Americans in the 1950s. The student will discuss the civil disobedience of Rosa Parks.

Tennessee Social Studies Curriculum Correlations: 3.1.01, 3.1.03, 3.1.04, 3.5.3, 3.6.02

Evaluation/Assessment: The evaluation consists of listing important events in Rosa Parks’ life in chronological order.

Author’s Evaluation: The student will master the assessment to seventy five percent.

Faces of the Civil Rights Movement
Submitted by Karen Liles, Lenoir City, TN

Objectives/Purpose:

1. The student will choose a participant involved in the Civil Rights Movement and write a one-page biography citing their sources.
2. The student will impersonate a participant in the movement becoming part of a living museum by presenting their biography in full costume to parents and the student body.
3. The student will understand the fundamental democratic principles behind the Civil Rights Movement and reflect on the meaning of individual sacrifice by researching people involved in the movement.

Grade Level: 5th Grade

Group Size: Twenty five to thirty students

Lesson Time: Fifty minutes per day for two weeks.

State Standards: 5.5.12 Understand domestic policies in the post World War II period.

Background Information: During the course of this project, the students will choose from a list of Americans involved in the Civil Rights Movement. The students will collect photos and memorabilia relating to the Movement. Each day, the teacher will spend approximately ten to fifteen minutes giving snippets of information about the events in the South. They will work on their projects each day and will have a checklist of deadlines created by the teacher. Through the use of primary and secondary sources the student will gain an understanding of how the Movement and the people involved helped to desegregate schools, lunch counters, theaters, and public places. The final day of the project the students will present their biography as the person they have researched to an audience of their peers, parents and family.

Materials:

Handouts:

- Movement activists
- Parent letter
- Grading rubric
- Costume suggestions or patterns

LCD projector

Floppy disc or jump drives for student to save their work

Trifold display foam boards for pictures

Plastic milk crates for the students to stand on during presentations

Strategies/Procedures:

1. The teacher will project the following words on the board using an overhead or LCD projector: segregation, desegregation, prejudice, racism, ethnic group, the Red Scare, Communism, Jim Crow, sit-ins, voting rights, and Freedom Riders.
2. The class will discuss the definition of each of these terms.
3. Students will choose one of the following people involved in the Civil Rights:

Movement:

Claudette Colvin	Rosa Parks
Norman Jean Davis	Dr. Cynthia Griggs Fleming
Martha Norman	Rev. Samuel Billy Kyles
Jim Clark (sheriff)	Coretta Scott King
John Seigenthaler	Bob Booker (Knoxville College)
Bernard LaFayette Jr.	Ida B. Wells
John Lewis	Ruby Bridges
Diane Nash	Bobby King
Constance Motley	Rev. James Lawson
Ella Baker	Guy Carawan
Jo Anne Robinson	Candy Carawan
Elizabeth Eckford (Little Rock Nine)	Gov. George Wallace
Martin Luther King Jr.	Viola Gregg Liuzzo
Bob Moses	Ronnie Duggger (The Texas Observer)
John Doar	Medger Evers
James Meredith (University of Mississippi)	

4. The students will research their chosen historical person using the Internet, primary and secondary sources. They are to find two Internet sources, and one printed source. Students will visit the library three times during this project and the computer lab three times to complete the research and type their project biographies.

Resources

Guggenheim, Charles. *A Time for Justice: America's Civil Rights Movement* VHS. www.teachingtolerance.org. 1992. 334.264.0286 Fax 334.264.3121

Southern Poverty Law Center. 2002. *Teaching Tolerance, Mighty Times: The Legacy of Rosa Parks*. VHS

www.unitedstreaming.com. *Free At Last*. Teacher's Guide included

Tennessee Confronts the Lion

Submitted by Clara “Faye” Hart Rutledge, Johnson City, TN

“When Spider Webs Unite, They Can Tie Up a Lion”

An Ethiopian Proverb

Objectives/Purpose:

- The learner will identify thematic connections across genres
- The learner will interpret the influence of historical context on a work
- The learner will compare text events with life experiences
- The learner will research the role Tennessee contributed to racial desegregation
- The learner will identify the significance of historical black colleges and churches in social activism
- The learner will utilize opportunities to connect events from the Civil Rights Era with the present in order to complete a research paper and oral presentation

Grade Level:

College Prep English II (sophomore)

Group Size:

Three classes @ twenty-two, twenty-four, twenty-six students

Lesson Time:

Block Schedule @ ninety minutes

Background Information:

Many individuals not living during the turbulent Civil Rights Era in America, unless they have studied the history of its movement, may not be aware of the significant contributions of citizens living in Tennessee. Many students who were actively engaged in the non-violent movement not only left their mark on Tennessee, but continued to contribute positively to society through elected offices, government appointments, international volunteerism, and community activism. It is ironic that forty years following the assassination in Memphis of Dr. Martin Luther King, Jr.—considered by many to be the greatest orator of the twentieth century—Congressman John R. Lewis (5th congressional district from Georgia, House of Representatives), the Rev. Dr. Joseph Lowery, the Rev. Dr. James Lawson, the Rev. Billy Kyles, and Diane Nash, all leaders in their communities united thousands of disenfranchised African Americans and the conscience of many white Americans to overturn *Plessey v. Ferguson* (separate but equal conditions), joined citizens in November 2008 to elect Illinois Senator Barack Obama as the first African-American President of the United States of America.

Materials:

- Adams, Luther J. “The Civil Rights Movement in Tennessee: A Narrative History.” *The Journal of Southern History*. 73 (Feb 2007): 220-21.
- Armstrong, Julie, Houston B. Roberson, Rhonda Y. Williams. *Teaching the American Civil Rights Movement: Freedom’s Bittersweet Song*. New York: Routledge, 2003.
- Holt, Rinehart, Winston. *Elements of Literature: Fourth Course with Readings in World Literature*. Texas: Holt, Rinehart, and Winston, 2000.
- King, Martin Luther. “I’ve been to the Mountaintop” April 3, 1968.
- <http://stanford.edu/group/King/about/encyclopedia/sncc.htm>
- <http://stanford.edu/group/King/publications/speeches/contents.htm>
- Lovett, Bobby L. *The Civil Rights Movement in Tennessee: A Narrative History*. Knoxville: University of Tennessee Press, 2005.
- West, Carroll Van. *Trial and Triumph: Essays in Tennessee African-American History*. Knoxville: University of Tennessee Press, 2002.
- Williams, Juan. *Eyes on the Prize: America’s Civil Rights Years 1954-1965*. New York: Penguin Press, 1988.
- Overhead Projector
- Sharpie Permanent Markers
- Easel Pad Paper
- Tape
- Handouts (four) and prepared envelopes

Strategies/Procedures:

Students will be given a twenty question (true or false) pre-test comprised of Tennessee history Civil Rights Movement, African American who’s who, historical black colleges (Tennessee), social and civic organizations facts and fiction to check their knowledge base. The pre-test will serve as an introduction to “*When Spider Webs Unite, They Can Tie Up a Lion*” Unit

- Following the completion of the pre-test the class will divided into groups of five and each student within the group will discuss their answers.
- A recorder for each group will tally the answers using a Sharpie marker on a page of easel pad paper and tape the results on the white board.
- After all the groups have completed this task, volunteers will be asked to explain their answer i.e. “Would someone who answered false to question number two please explain his or her choice?” Following the false response the same question would be posed asking for someone who answered true and to explain the choice.

Only after reassurance to the students and ensuring that a safe zone is in force so that no “negative” comments are to be made in this learning experience, are the correct answers revealed on the overhead projector.

1. Answers will appear on the same format as the student’s pre-test.
2. As the answers are being shown a brief explanation or clarification will be given.
3. The students will be asked to return their seats to the appropriate area.
4. After the students are in their seats a basket with sealed envelopes will be passed around and each student will retrieve one.
5. Once all the students have an envelope they will be instructed to open it, take out the contents, and look on the wall/board for the picture (a corresponding label will be attached) which matches their item.

Students will be asked to relocate to areas in the classroom which designate geographical regions of the state of Tennessee and correlate with the picture they have chosen.

As the students are locating where they should be in the classroom, a smaller map which has the same material already in place with the dates will be unveiled.

- The instructor will use a time line beginning with the earliest to the latest to illustrate the progression of events.

The students will be given handouts for the following:

- Common terminologies
- Brief biographical sketch of leaders involved in the Tennessee Civil Rights Movement
- A copy of Dr. Martin Luther King's April 3, 1968 speech "*I've been to the Mountaintop*"
- The previous day's homework assignment was to read from the literary textbook "*A Letter from the Birmingham Jail*" by Dr. Martin Luther King, Jr.
- Using prompts the instructor will ask students to comment on the contents of Dr. King's letter i.e. allusions to the Bible, four steps to non-violence, and specific references which use imagery to suggest the condition of the nation in April 1963.

Homework for the lesson will be to read "*I've been to the Mountaintop*" and find examples of Biblical allusions, imagery, non-violence, conditions in the city of Memphis and in America and be prepared to discuss in class using a chart that each student will create reflecting his or her discovery.

- Students will be instructed to review the principles of Collecting Ideas for a Research Paper previously taught.
- Students will be asked to consider the themes on the handout which will address various topics associated with the Civil Rights Movement in Tennessee and its significance to the present

Tennessee Social Studies Curriculum Correlations:

1.2 e; 1.3 a, b, d, e, i, k; 2.5; 4.0; 4.10; 4.13 e, f, h; 5.3; 5.14 c, d; 6.4

Evaluation/Assessment:

Pre-test will be placed in English folder

1. Daily grade will be ten points
2. Pre-test will be given again as a post-test to assess material retention
3. Homework assigned will be evaluated for accuracy in information and preparation for step one *Gathering Information* in writing a research paper (total worth of completed research paper and oral presentation is twenty-five per cent of term grade)

Author's Evaluation:

Writer's Notebook Portfolio Assignment One: Collecting Ideas for a Research Paper Stage B-Save notes

Martin Luther King, Jr.

Submitted by Chad Smith, Knoxville, TN

Objectives/Purpose:

- Students will recognize how blacks were treated during Martin Luther King, Jr.'s lifetime.
- Students will demonstrate their understanding of civil rights.
- Students will identify ways that they can treat others more fairly, equally, and with respect.
- Students will recognize that one effective way to voice your opinion is through peaceful speeches and marches.
- Students will identify ways that they can help make Martin Luther King, Jr.'s dream of peace a reality.

Grade Level: Lower level high school students

Group Size: Twenty to Thirty Students

Lesson Time: Two ninety minute classes

Background Information: Martin Luther King Jr. was one of America's greatest leaders. He felt very strongly about the rights of Black Americans. He felt that everyone, Black or White, should have equal rights. The right to work and make an honest living, the right to vote, the right to a good education, and the right to use all public facilities. Dr. King believed in using love instead of hate to settle disagreements. He was a very influential leader, one who will always be remembered and honored in this country. This is possible because in 1983, President Ronald Reagan signed a bill declaring that beginning in 1986, the third Monday of every January would be celebrated as a national holiday known as Martin Luther King Day.

Materials:

- At least one biography (written on a 4th or 5th grade level) on Martin Luther King, Jr.
- Textbook or other resource containing information on civil rights
- Video showing Dr. King giving a speech and leading a march
- Hikam, Rita. *Martin Luther King, Jr. and the March Toward Freedom*. BT Bound, October 1999.

Strategies/Procedures:

1. Read a biography on Martin Luther King, Jr. together as a group. *Martin Luther King, Jr. And the March Toward Freedom* by R. Hakim is especially good. Stop at appropriate times and discuss terms, feelings, and emotions. Make sure students understand what civil rights are. Explain that Martin Luther King and other blacks during his time were denied some of these rights. Allow the students to express how they would feel if they were treated in that way.

2. Give students the following writing assignment to be completed as a separate, individual assignment: Pretend you are a black high school student living in Montgomery, Alabama in 1955. During the past week you have been treated very poorly by some of the white people in Montgomery. For instance, your best friend, who is white, has informed you that he/she can no longer hang out with you because you are black. You and your family have been kicked out of your favorite restaurant because they no longer serve blacks, and you had to give your bus seat up for a white person every day last week. Write a letter to Dr. King explaining your feelings. Show what you would like him to do to help you and what you are willing to do to help other blacks.
3. Role Play. Review the term “civil rights.” Divide the class into groups of four or five students. Allow each group to choose a civil right from a hat that contains those civil rights that blacks were most commonly denied. Students should have several minutes to research the civil right using a textbook or other resource. Allow more time for students to put together some kind of role play demonstrating that right and how it was denied the blacks. For instance, if one group was assigned the right of using public facilities, the students could role play a situation where a black child wanted a drink from a public water fountain but was denied by either his/her mother or white children playing in the same area. Other students in the class will then try to guess each civil right based on the role play. Discuss how each of these rights makes a difference in the students' lives today.
4. Speeches and March. Review how Dr. King used peaceful speeches and marches to encourage people to help change the laws against blacks. Explain that peaceful ways to state a view are almost always the most effective.
5. Journal Writing. As a conclusion of the lesson, have students write about their feelings about Martin Luther King, Jr. Have them explain what changes he made during his lifetime that still affect us today. Also encourage students to explain what they can do to help Dr. King’s dream of peace become a reality.

Tennessee Social Studies Curriculum Correlations: Era 9: Post World War II Era (1945-1970s); Standard Number 4.0: Governance and Civics: Understand the causes of the Civil Rights Movement.

Evaluation/Assessment:

- Assess the creative writing assignment in journals. Check for understanding of how Blacks were treated during this time period.
- Assess students' role plays. Check for comprehension of civil rights.
- Assess speeches. Check for student realization that these are civil ways to voice an opinion.
- Assess writing assignment about students' feelings on Martin Luther King, Jr. Check for ideas of how student can help Dr. King’s dream become a reality.

Author’s Evaluation As a teacher of many low-level learners and students who do read on grade level, this lesson plan was exceptional when executed during our civil rights discussion. Low-level learners struggle with understanding the concept of what civil rights are and why they are important to all Americans as we begin to talk about the Civil Rights Movement. The question is often asked by these students of why people would not just be granted these rights instead of having to fight for them. By learning who Dr. Martin Luther King, Jr. was low-level students also gain a better understanding of what the civil rights movement was all about.

Changes in Society

Submitted by Diane C. Smith, Robbins, TN

Objectives/Purpose: The objective of the lesson is to expose students to the changes in society's acceptance of a minority as equal in intelligence, ability, and desire to better themselves to reach their full potential. Students will use primary sources, research, journal writing, and role playing to fully understand these changes.

Grade Level: 5th Grade

Group Size: A class of twenty students, divided in groups of five. The background information and instructions will be presented to the class as a whole.

Lesson Time: Four fifty-minute classes. Also, will follow-up on a day's field trip to the Green McAdoo Center.

Background Information: Using interviews by students of people who were living in different decades discussing what they knew or experienced about the changes in racial prejudice, violence, and/or acceptance of the African Americans.

Materials:

- (1) The Story of Green McAdoo Cultural Center, <http://www.greenmcadoo.org/>
- (2) Fleming, Cynthia G. "'We Shall Overcome': Tennessee and the Civil Rights Movement." *Tennessee Historical Quarterly*, (Fall 1995): 230-245.
- (3) Knoxville *News Sentinel*, November 5, 2008 and January 21, 2009 Editions
- (4) *Scott County News*, November 5, 2008 edition
- (5) Miller Center for Public Policy at the University of Virginia's website video and transcript of Barack Obama's inauguration
<http://millercenter.org/scripps/archive/speeches/detail/4453>.

Strategies and Procedures: LESSON ONE:

- (1) Using the Knoxville *News Sentinel* and *Scott County News* November editions, show the headlines about the election and ask the following questions: a.) Are you surprised by the election results? b.) What did your parents or other family members think about it? Then, allow class discussion for about ten minutes.
- (2) Divide students into groups of five. Give assignment to them to conduct an interview with someone who was born between the years of 1910 and 1955 and ask them what they remember about the Civil Rights Movement and/or anything they remember about the differences in his/her perception of equality for black people.
- (3) Make and take suggestions on possible questions to ask the people being interviewed.
- (4) Have students write in their journal what they think of this lesson.

LESSON TWO: Discuss the Civil Rights Movement activities around the country, particularly lunch counter sit-ins and theater and school segregation. Introduce articles about the Clinton 12 and Knoxville sit-ins. Put students in the groups of five they had been divided up in the first lesson. Using a makeshift lunch counter have the children role play a “sit-in” situation using different groups to play protagonist/antagonist roles. Lastly, choose twelve students to pretend to be the Clinton 12 and role play their part in the civil rights movement. Have students write in their journal about lesson.

LESSON THREE: Choose five students to volunteer to read their interviews. Discuss the changes in differences and attitudes to that of today. Secondly, discuss what Martin Luther King, Jr. and others like him did to change society’s attitude toward black people. Take up interviews to read later to give individual feedback to students. Lastly, give out the assignment and have all students write a report on what they have learned and what they feel has been the greatest accomplishment made by black people.

LESSON FOUR: Go to the Miller Center for Public Policy at the University of Virginia’s website for a video and transcript of Barack Obama’s inauguration <http://millercenter.org/scripps/archive/speeches/detail/4453>. Have class discussion about what they learned while watching the presidential inauguration. Remind the students of the importance of having the opportunity of living during this period of time. Have students write in their journal about what this entire lesson has enabled them to learn.

LESSON FIVE: In the spring, the class is planning a field trip to the Green McAdoo Cultural Center in Clinton, Tennessee, to explore the event that happened within an hour’s ride from where we live.

Tennessee Social Studies Curriculum Correlations: 5.1.1; 5.1.2; 5.1.3; 5.1.4

Evaluation/Assesment: This will be made by the written reports, observation of role playing, and depth of the discussions.

Author’s Evaluation: This lesson was a great opportunity for students to see the differences in attitudes of people who have always lived in Scott County and those who have not. Scott County is a rural area where the population is a less than one percent black. Scott County voted overwhelmingly for John McCain. Whether this is because Barack Obama is black or possible ties to the Muslim religion is uncertain. Historically, Scott County usually votes Democratic. (Note: We were lucky enough to be snowed out of school on the day of the presidential inauguration, allowing many students the opportunity to watch this event live.)

The Civil Rights Movement: An Introduction

Submitted by Dave Stoika, Athens, TN

Objectives/Purpose:

- *To familiarize students with segregationist seating policies on city buses
- *To have students discuss and express their feelings of seeing discrimination and of being discriminated against.
- *To have students analyze the first-person account of a major participant of the Montgomery bus boycott, JoAnn Robinson.
- *Time permitting, to begin disseminating introductory information about the Civil Rights Movement through lecture format.

Grade Level: 11th grade.

Group Size: Class sizes vary from twenty to thirty-five. The larger the group the better.

Lesson Time: Fifty-five minutes.

Background Information: Students may already have prior knowledge of Rosa Parks and the Montgomery bus boycott, and of the segregated seating policy of the bus company. I have found that most, if not all, of my students are very familiar with this incident in history. But even if they are not, the walk-through activity and subsequent discussions are quite powerful and would leave a lasting impression on the students. If they knew nothing of this incident before, they will not forget it now.

Materials:

- *As many individual chairs as can be obtained (at least ten, preferably enough to seat everyone in the class).
- *Copies of the reading selection: "Now is Your Time: Leading the Montgomery Bus Boycott." Each student should receive a copy of this.
- *One copy per student of the APPARTS worksheet.
- *Chalk or white board and writing utensils (chalk or dry erase markers).

Strategies/Procedures:

Teacher will divide the class into two visibly different groups (by hair color, skin color, gender, etc.).

Teacher should arrange the chairs into two rows, one chair behind the other, with a center walkway between the rows. These should simulate the seats on a city bus. A separate seat for a "bus driver" should be in the appropriate place. Space should be allowed on the right-hand side of the "bus" (as one sits in a chair facing forward) to simulate bus "doors." If possible, tables or desks should be set up around the perimeter of the "bus" to further confine the interior of the "bus."

The teacher should select two students for special roles to play in the walk-through. The first (student number one) will be a student who, on cue, will not sit where he is "supposed" to. The second (student number two) will demand student number one get up from his/her seat.

Student number one will comply. Also, student number two will sit, in the final scenario, where instructed by the teacher, which will be about two-thirds of the way toward the back of the “bus.”

The teacher will assume the bus driver’s seat and direct the students in three walk-through scenarios to illustrate the segregated seating policies of southern bus companies. Scenario one has one group confined to seats at the back of the bus, the other group sits at the front of the bus. Students may get “on” or “off” the bus as needed for the following scenarios. Scenario two has a member of the group (preferably a female student) assigned to the back of the bus to sit in the front of the bus. This (hopefully) female student is student number one. Student number two (a male student, part of the group that sat at the front of the bus earlier) will demand that student number one give up her seat to him; after the bus driver threatens her, she will comply. Scenario three finds the bus crowded with students from the group that sits in the back. The teacher will explain that in some places, like Memphis, blacks had to sit behind the white passenger that sat the farthest toward the back; a “white” passenger (again, use student number two) will get on the bus and sit about two-thirds of the way toward the back of the bus, prompting (with teacher instruction if necessary) the “black” students to cram into the back of the bus. Creating an overcrowded situation at the back of the bus is the goal here. Once the students have experienced all three scenarios, they may resume their normal seats.

The teacher will next lead a class discussion by asking these questions?

*What historical situation did we simulate?

*How did you feel in scenario number one? Scenario number two? Scenario number three?

*How could you fix this? If you tried to fix this, might there be any backlash or other consequences? If so, what might they be?

*Are there any present day parallels?

Students will then break into small groups. They will do an APPARTS analysis of the first-person account of JoAnn Robinson, an major organizer of the Montgomery, Alabama bus boycott. The JoAnn Robinson account is entitled, “Now Is Your Time: Leading the Montgomery Bus Boycott” and is taken from this book:

Monk, Linda R., editor. *Ordinary Americans: U.S. History Through the Eyes of Everyday People*, 2nd edition. Alexandria, Virginia: Close Up Publishing, 2003.

The teacher will read this introduction prior to the students beginning their APPARTS analysis:

“The Montgomery boycott was not spontaneous. It had been carefully planned for several years – principally Jo Ann Robinson, an English professor who herself had been forced to take a back seat on the bus in 1949. Robinson and her Women’s Political Council (WPC) had complained to bus officials, but to no avail. In 1955, the council developed plans for a citywide bus boycott; all they were waiting for was the right moment. Here Robinson recalls hearing the news of Rosa Parks arrest.”

Students will share their findings, answers and conclusions of the APPARTS analysis.

If time permits, the teacher will begin lecturing from the Civil Rights Movement outline, going through the introduction section of the outline.

Tennessee Social Studies Curriculum Correlations:

9.2; 9.7; 9.10

Evaluation/Assessment:

*Students will be graded on their APPARTS assignment, based on a 100 point scale.

*At the end of the unit on the Civil Rights Movement, students will take a multiple choice test, anywhere from 20-33 questions in length.

Author's Evaluation:

The walk-through exercise and the APPARTS tools are all new to me – I've never done either one before. I will have to "play it by ear" on my assessment. That is, I'll try them, see how the students respond, tweak and adjust accordingly. An important key will be exposing the students to the APPARTS tools prior to this unit. That way they'll be familiar with it and know how to do it once we analyze the Jo Ann Robinson item.

Civil Rights in Our Backyard

Submitted by Elizabeth Thomas, Clarksville, TN

Objectives/Purpose: To provide students the opportunity to understand that the Civil Rights Movement was not only in the big cities but also in small towns. Students will be able to tie the Civil Rights movement to Clarksville, TN.

Grade Level: 5th Grade

Group Size: Twenty-Five Students

Lesson Time: Four, one-hour class sessions.

Background Information: The Civil Rights Movement has always been taught using national figures as the basis for the lesson. Fifth grade students find it difficult to relate to such a broad scope. This year I will have the students interview both African Americans and non-African Americans who resided in Clarksville, TN during the Civil Rights Movement to get a fresh perspective of how the Civil Rights Movement directly affected Clarksville.

Materials: Interview questions written by the students, pencil and paper. Interviewees arranged to visit by the teacher.

Strategies/Procedures: The first class session will be devoted to the students brainstorming and coming up with pertinent questions to ask the individuals who come to our classroom to be interviewed. Background information will have already been provided through the curriculum's lessons. The next two class sessions will be utilized interviewing individuals who lived in Clarksville during the Civil Rights Movement and ascertaining how they were involved and how the movement has affected their lives since. The last half of the third class session will be devoted to a discussion about the interviews. The fourth class session will involve the students writing about their experience with the interviewees and reflecting on how the Civil Rights Movement has affected the student's life.

Tennessee Social Studies Curriculum Correlations:

5.5.spi.8. Recognize examples of how the how the United States confronted Civil Rights issues,

5.6.spi.1. Recognize people who contributed to reform in Tennessee and American society

Evaluation/Assessment: The assessment of this lesson will be mostly informal observation, how the students interact with the interviewees, etc. The students' written reflections will be used as a formal assessment to ascertain exactly what the individual student acquired through the process.

Author's Evaluation: This lesson has not yet been put into practice as our scope and sequence does not cover the Civil Rights Movement until March. I have three interviewees scheduled to participate already with a few more who have yet to confirm. The students are aware of the planned activity and seem to be enthusiastic about the project. I believe this activity will make the Civil Rights Movement more real to the students.

Rings of Research: A Collaborative Civil Rights Project

Submitted by Jessica Thomas, Loudon, TN

Objectives/Purpose:

1. Students will explore the civil rights campaign by seeking out personal accounts from family and community members.
2. Students will create informal research questions regarding the events and key figures of the Civil Rights Movement.
3. Students will seek out answers to their research questions while simultaneously collecting data for their classmates.
4. Students will present findings to the class by creating a display or writing a summative essay.

Grade Level: 11th Grade (This lesson could be modified for use in lower grade levels.)

Group Size: One class (thirty to thirty-five students)

Lesson Time: Two ninety-minute class periods.

Background Information: Many students do not realize the incredible role of their state in the Civil Rights Movement-- including the sit-ins at Nashville's lunch counters, Freedom Rides, the integration of Clinton High School ("Clinton 12"), the establishment of "Tent City" in West Tennessee, and the assassination of Martin Luther King Jr. in Memphis. The complexity of Tennessee's response to the movement is remarkable. In Lester C. Lamon's book, *Blacks in Tennessee: 1791-1970*, he writes, "Historians, students, and other interested readers are discovering how the state's range of geographic, economic, racial, and historical traditions reflects, in many ways, the South in microcosm." Without question, an understanding of the movement in our state will provide a relevant glimpse of the larger context of the Civil Rights Movement. It is also a goal of this project for students to see that the Movement has a life—experienced by people who they actually know. This project gives those individuals the opportunity to share a possible untold segment of the story. At this point the Civil Rights Movement will become a part of our student's personal narrative.

As a culminating activity this lesson seeks to engage students by actively pursuing answers to their own questions. The teacher should place perimeters around the possible topics; however, students should have some liberty in defining the questions to be researched. This project also introduces junior-level students to research (possibly quantitative and qualitative), note-taking, data management, and presentation skills. Each of these skill sets will help in preparing them for writing assessments and senior level research papers. Undoubtedly, as students pursue a 1950-60s understanding of race they will begin to develop their interpretation of justice, oppression, and avenues to bring about social change.

Materials:

- 30-35 hole-punched white index cards (3 x 5) per student (each student will ultimately give every student in the room one of their cards)
- 30-35 Loose-Leaf Rings, 1 1/2" Diameter (Box of 100 can be purchased at an office supply store for less than \$15.00)

These materials will be used to make “rings of research questions.” Although more expensive, pre-made card rings as pictured below can be purchased online at <http://www.hygloss.com>.



- Display boards (for those students who opt to present their findings in this manner)
- Access to a library and historical resources

Strategies/Procedures: Begin this lesson by brainstorming questions that students would like to ask of individuals who lived during the height of the modern Civil Rights Movement. Write down general topics/questions on the board. Make sure that students think beyond the obvious by prompting them to think of questions that relate to legacies of the movement, guiding forces, social change, political impact, economic impact, moral implications, emotional perception, etc.

Give each student an index card in which they will draft one question of particular interest to them. Tell students that this question will become their research question for an upcoming project. Remind students that this question should be broad enough to be asked of multiple members of the community.

Examples might include:

- What are your memories of the MLK assassination?
- Do you remember when schools were integrated in your community? What happened?
- How was the Civil Rights Movement portrayed in local papers?
- What does “civil rights” mean to you?
- Were there any acts of violence in your community?

- What do you remember about the Freedom Rides?
- Did you ever eat or shop in segregated stores/restaurants?
- Were local theaters segregated?
- How did you respond to the message of civil rights leaders?
- Were African Americans prevented from voting in your town?
- How did the bombing at Clinton High School affect your community?
- How did you feel about President Johnson’s views of civil rights?
- What does nonviolent resistance mean to you?

Collect cards to check for appropriateness, scope of question, practicality, and relevance. Make suggestions and set guidelines for a final question.

Once every student has a research question give each student 30-35 index cards. Inform students that they should write out their question(s) on the blank side of the index cards for each member of the class. Make sure they include their name at the top of each card. Have student distribute questions to peers. Each student should then have their original question as well as a different question from all classmates.

Hole-punch index cards in an upper corner and bind them together with a loose leaf ring.

Students should then interview community members to collect answers for their set of questions. Answers to questions can be written on the back of the index cards on the lined side. The teacher should set guidelines on how the interviews should be conducted as well as the information that should be collected from each participant (name, date of birth, location at the height of the movement, contact info, etc.). You might request that interviewees sign the cards they answered for your students. Students might interview one person or seek various interviewees in order to answer all of the questions. Upon completion of the interviews, students will redistribute cards to their classmates. In other words, each student will be given their original question with a completed response.

Each student is then responsible for reading and compiling accounts into a summative essay or classroom display. Require students to incorporate primary sources and background information into their final project/presentation.

Finally, have students share their projects and their favorite accounts!

Tennessee Social Studies Curriculum Correlations:

U.S. History—Era 9

- 9.7
- 9.8
- 9.10

Evaluation/Assessment:

Student work should be evaluated at different points throughout the project. For example, a daily grade could be given for drafting and finalizing a research question. Test grades could be awarded for the completed interview cards, summative essay/poster display, or class presentation of findings.

Evaluate understanding of the assignment by practicing with a few interview questions in class. The teacher could even invite a guest into the classroom to answer some of the questions for practice/model interview.

Author's Evaluation:

When students seek out their own curiosities, I find more passion and meaning in their projects. Although I have not yet used this specific lesson with my classes, I have assigned something similar with a 1960s scavenger hunt. Many students have found amazing stories among their friends and family members. I find that their ability to research topics far exceeds my expectations. This particular lesson allows students to feel a sense of accountability to their peers--while anticipating the surprise of reviewing information that others have collected for their original topic/question. This lesson also encourages students to explore one topic in detail while gaining an understanding of the greater context of the Civil Rights Movement through the inquiries of their peers.

I hope that this lesson plan opens up a dialogue on the Civil Rights Movement in your community. This lesson might reach others by collecting and displaying completed "research rings" on a bulletin board in your school's library.

Using Photos to tell the Story of the Civil Right Movement

Submitted by Marcia Whetsel, Morristown, TN

Objectives/Purposes:

The Students will: Examine and discuss the content of selected primary source photographs of Civil Rights Movement events and situations with a partner, the entire class, and the teacher.

Grade Level: 11th and 12th grade U.S. History

Group Size: A regular class of 25-30 students

Lesson Time: 1 day (could be extended to 2 or 3 days if time and student interest level permit.)

Background Information: This activity is designed as an introduction or “set” discussion among students and teacher to spark interest and empathy with both the Caucasian and African American Civil Rights Movement participants—prior to an in-depth 1-2 week study of the 1950s & 1960s Civil Rights Movement. This unit study features reading assignments from *The Americans: Reconstruction to the 21st Century* by Gerald A. Danzer et. al.(McDougal-Littell, 2008), lecture-discussion with teacher created MS PowerPoint presentation, and viewing of A & E Biography, *Martin Luther King, Jr. - The Man and the Dream*.

Materials:

1. Selected primary source photographs of Civil Rights Movement events and situations. (A search of www.loc.gov and www.nara.gov will garner many examples which you can then mount on construction paper or poster board and laminate to enhance durability.)
2. Discussion questions to guide student and teacher analysis of photographs.
3. (Optional) MS PowerPoint presentation of the Civil Rights Movement photographs enhances student ability to see and react to photographs during class and teacher discussion.

Strategies/Procedures:

1. Teacher will prepare and select photographs illustrating segregation in the late 1800s and early 1900s and events and situations that occurred during the Civil Rights Movement of the 1950s and 1960s for the small groups (2-3) of students to examine and discuss.
2. Teacher will open class by explaining that students will work with a partner to examine photographs from the Civil Rights Movement as an introduction to the upcoming Civil Rights unit of study and distribute the photographs and questions to be discussed.
3. Teacher will monitor and guide individual small group discussions.
4. Teacher will guide whole class discussion of photographs by calling on individuals from small groups to report their ideas to the entire class. Photographs could be scanned and inserted into MS PowerPoint presentation for entire class to see during discussion.

Tennessee Social Studies Curriculum Correlations:

Era 9: Post World War II Era (1945-1970s)

Standard Number 4.0: Governance and Civics:

Understand the causes, course, and impact of the Civil Rights Movement.

Performance Indicators State:

- 9.7 Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., *Plessy v. Ferguson*, *Brown v. Board*, *Miranda v. Arizona*, *Gideon v. Wainwright*).
- 9.8 Identify significant events in the struggle for Civil Rights (i.e. integration of Clinton High School in Clinton, Tennessee, the Clinton 12 and Governor Clement's actions, Little Rock Central High, Montgomery Bus Boycott, Freedom Riders' route, Birmingham bombings, Nashville lunch counters, Martin Luther King's March on Washington speech, Civil Rights Act of 1964, Civil Rights Act of 1968, Escobedo v. Illinois, Great Society).
- 9.10 Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Eugene " Bull" Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr).

Evaluation/Assessment:

1. Informal teacher observation of student ability to question, draw inferences, and synthesize visual information during discussion with individual students and whole class.
2. Students will complete multiple choice, matching, definition and discussion questions on U.S. History Unit Test on the 1950s & 1960s Civil Rights Movement.

Author's Evaluation:

As I taught this Civil Rights Unit during the Fall 2008 semester, beginning our studies with *Using Photos to tell the Story of the Civil Right Movement* activity, I experienced a heightened level of student interest and ability to make connections in the relevance of the Civil Rights Movement to understanding the complexities of American society today. Throughout the Civil Rights unit, students would tell me they remembered the pictures we discussed in this introductory lesson as they would show up in our textbook, or MS PowerPoint lecture discussions. I think the activity was a successful method of using the primary source photographs to motivate students to delve deeper into the story of the Civil Rights Movement.

Questions to Guide Teacher/Student Analysis of Civil Rights Movement Photographs

Directions:

A. With your partner(s) study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual people and features.

B. Discuss your ideas to these questions with your partner(s)

1. What do you think is going on in this picture?
2. Who do you think these people are? (age, gender, occupation, economic status)
3. Where are they?
4. When do you think this picture was taken? How can you tell?
5. Look at the faces of these people? What do their expressions tell us?
6. Look at the body language of these people. What does it tell us?
7. What do you think various people might be thinking?
8. Do you recognize any of the people in the picture?
9. Based upon what you observed and discussed above, what are THREE things you might infer (conclude, guess, surmise) from this photograph.
10. What questions do this photograph raise in your mind?
11. Where could you find answers to them?

C. Be ready to make a report on your findings to the entire class.

The Civil Rights Movement in Tennessee's Three Grand Divisions

Submitted by John White, Knoxville, TN

Objectives/Purpose:

- 1) Students will investigate the effects of desegregation, the Civil Rights Movement and the 1960s in American society.
- 2) Students will explain the impact of Supreme Court rulings in the area of civil rights.
- 3) Students will identify significant events in the struggle for civil rights.
- 4) Students will compare the ideologies and effectiveness of people and groups involved in the Civil Rights Movement.

Grade Level: 11th Grade

Group Size: Twenty to thirty students

Lesson Time: Three ninety-minute class periods.

Background Information:

In this lesson we will discuss the events & personalities of the Civil Rights Movement in each of the 3 Grand Divisions of Tennessee. As we will cover these in chronological order, it will be necessary to move from section to section as events warrant. We will also be studying events & personalities in the context of the national Civil Rights Movement.

In antebellum Tennessee, the West and Middle sections of the state were solidly behind the Confederacy largely because their economies were driven by cotton production. East Tennessee, however, had a long history of anti-slavery sentiment & this mountainous region was not conducive to cotton production and its strong tie to slavery. East Tennesseans were suspicious of the South's "slaveocracy." This difference is clear from the results of Tennessee's vote on secession in 1861 on June 8, 1861:

	YES	NO
<i>EAST</i>	<i>14,768</i>	<i>32,923</i>
<i>MIDDLE</i>	<i>58,319</i>	<i>8,198</i>
<i>WEST</i>	<i>29,127</i>	<i>6,099</i>
<i>Total</i>	<i>102,214</i>	<i>47,220</i>

This pattern was reflected in post Civil War politics. West & Middle Tennessee were Democratic while East Tennessee was Republican. From 1865 to 1877 the nation faced the crisis of Reconstruction. As the former Confederate states were restored to the union, the 13th, 14th & 15th Amendments were ratified and the Civil Rights Act of 1866 was enacted.

By the 13th Amendment (1865) “Neither slavery nor involuntary servitude...shall exist within the United States.” The Civil Rights Act (1866) ensured African American citizens would have the same civil rights as other citizens. It was vetoed by President Andrew Johnson of Tennessee but became the first major law to be passed over a presidential veto. Also in 1866 the Ku Klux Klan was formed by Confederate veterans in Pulaski, Tennessee. It sought to repress black voting, topple Reconstruction governments & reestablish white supremacy.

By the 14th Amendment (1868) “all persons born... in the United States are citizens.” Because Tennessee was the only seceded state to adopt the 14th Amendment, it was readmitted to the Union & escaped further reconstruction. By the 15th Amendment (1870) “The right of citizens to vote shall not be denied... on account of race, color or previous condition of servitude.” The 14th & 15th Amendments would not be used, however, to protect minority rights for almost a century. In 1890, Mississippi amended its state constitution to exclude most black voters & other southern states followed. Literacy tests, poll taxes and property requirements were used to disenfranchise blacks. In 1953, the Supreme Court ruled laws keeping blacks from voting violated the 14th Amendment.

One of the important personalities in the Civil Rights Movement in Tennessee during the late 19th Century was Memphis journalist Ida Wells-Barnett. In 1884, after being removed from the first class ladies coach on a train, she filed a lawsuit against the railroad. Although she won the case, it was over-turned by the Tennessee Supreme Court. In *Plessy v. Ferguson* (1896) the US Supreme Court ruled racial segregation legal if “equal” facilities were made available to each race. With the court’s “blessing,” the South segregated its public school system but did not provide “equal” facilities.

In 1934, Charles S. Johnson established the Race Relations Institute at Fisk University in Nashville. Three years later he became University President. His research and conferences were designed to bring blacks and whites together and had a positive impact on racial attitudes in the state. Charles S. Johnson became the 1st black President at Fisk.

In 1954, in the *Brown v. Board of Education* decision, the Supreme Court overturned *Plessy v. Ferguson* ending segregation in public education. 100 Congressmen signed the “Southern Manifesto” in protest of the Brown decision but Tennessee’s Senators, Estes Kefauver & Albert Gore, Sr. did not sign the manifesto.

Despite the Brown decision, desegregation would prove to be a very slow process. On January 4, 1956 Federal District Court Judge Robert Taylor ordered Clinton High School, in East Tennessee’s Anderson County, to desegregate. On August 27, 1956, 12 black students walked from the segregated Green McAdoo Elementary School down the hill to Clinton High. Anderson County’s black students attended Green McAdoo School through the 8th grade then were bussed to Knoxville’s Austin High School.

Threats & violence followed. Segregationists arrived in Clinton to rally white citizens to join in protest. Cars were overturned & windows smashed. Residents formed a ‘Home Guard’ to protect property & lives. Tennessee Governor Frank G. Clement sent 600 National Guardsmen to Clinton. On October 5, 1958 explosions rocked Clinton High School.

In 1960, students from Nashville’s black colleges began “sit-ins” to protest segregation at the city’s drug store lunch counters. Student leaders included John Lewis & Bernard Lafayette. Nashville Mayor Ben West admitted to Diane Nash the “immorality of discrimination.” Segregation at Nashville’s lunch counters ended. Dr. King called Nashville the “model movement.”

Knoxville, with a black population of 15-17%, was regarded as the “least racially sensitive” of Tennessee’s major cities. After failing to negotiate an end to segregation of Knoxville’s public facilities, students at Knoxville College set out to change the laws & customs of their city. Following sit-ins in June 1960, Knoxville’s political leaders convinced businesses to integrate.

In 1968, the leader of the Civil Rights Movement, Dr. Martin Luther King, Jr. came to Memphis to assist the sanitation workers who were on strike. He was killed at the Lorraine Motel on April 4. Today, the Lorraine Motel is the site of the National Civil Rights Museum. Rev. Billy Kyles, pastor of Monumental Baptist Church in Memphis, is the only living person who spent the last hour of Dr. King’s life with him.

Materials and Resources:

- Computer with Power Point
- Big screen or projection TV
- DVD Player
- Video (DVD): “*The Clinton Twelve*,” narrated by James Earl Jones and available at the Green McAdoo Cultural Center in Clinton.
- Guest Speaker (*John Anderson, Assistant Principal Carter High School, 210 Carter School Road, Strawberry Plains, TN 37871, (865) 933-3434*)
- The following resources:
 - *Fleming, Cynthia G. “‘We Shall Overcome’: Tennessee and the Civil Rights Movement.” *Tennessee Historical Quarterly*, (Fall 1995): 230-245.
 - *Lamon, Lester C. *Blacks in Tennessee, 1791-1970*. Knoxville: The University of Tennessee Press, 1981.
 - *Lovett, Bobby L. *The Civil Rights Movement in Tennessee: A Narrative History*. Knoxville: The University of Tennessee Press, 2005.

Strategies/Procedures:

1. Students will be assigned to read Dr. Cynthia Fleming’s “‘We Shall Overcome’: Tennessee and the Civil Rights Movement.” Each student will select an event or personality from the article to research and prepare a short written report to be completed by the end of the 3rd class day.
2. Power Point Presentation/Note taking: “*The Civil Rights Movements in Tennessee’s Three Grand Divisions*” by John White. The presentation will identify and describe important events and personalities involved in the Civil Rights Movement in the state of Tennessee. (*The text of this power point is available in the “Background Information” section of this lesson plan.*) Each slide includes photographs. Some of these were taken by the author during the ETHS Institute in June 2008: “*Freedom Spirit: Tennessee and the Civil Rights Movement.*”
3. Guest Speaker. Carter High School assistant principal John Anderson will be invited to speak to the class on his experiences growing up in Knoxville during the Civil Rights Movement. (*John Anderson, Carter High School, Strawberry Plains, TN 37871 (865) 933-3434*). Students will prepare questions to ask Mr. Anderson after his talk.
4. Students will view “*The Clinton Twelve*” narrated by James Earl Jones and will be prepared to discuss it in class.

Tennessee Social Studies Curriculum Correlations: 5.9

Evaluation/Assessment: Students are evaluated on their reports from Dr. Fleming's article as well as their participation on other activities for this lesson. Students will take the Unit Exam which has been prepared by Knox County's United States History Academy following the Tennessee Social Studies Curriculum standards. Questions from this lesson may appear on the End of Course Test for United States History.

Author's Evaluation: This lesson was presented at a most relevant time in United States History. With the election of the first African American President in 2008, the study of the Civil Rights Movement in the state of Tennessee and particularly in the Knoxville area was of great interest to my students. Dr. Fleming's article proved to be an excellent overview of the topic and Mr. Anderson's talk brought the Civil Rights Movement to a personal level.

Suggested Readings

Carawan, Guy and Candy Carawan. *Sing for Freedom: The Story of the Civil Rights Movement Through its Songs*. Montgomery: New South Books, 2007

Fleming, Cynthia G. “‘We Shall Overcome’: Tennessee and the Civil Rights Movement.” *Tennessee Historical Quarterly* (Fall 1995): 230-245.

Hamburger, Robert and Michael Abramson. *Our Portion of Hell: Fayette County, Tennessee: An Oral History of the Struggle for Civil Rights*. New York: Links, 1973.

Lamon, Lester C. *Blacks in Tennessee, 1791-1970*. Knoxville: The University of Tennessee Press, 1981.

Lovett, Bobby L. *The Civil Rights Movement in Tennessee: A Narrative History*. Knoxville: The University of Tennessee Press, 2005.

Morris, Aldon D. *Origins of the Civil Rights Movement*. New York: Free Press, 1986.

Waalkes, Mary and Donna Summerlin. *Flying Below the Radar: Activist, Paternalist, and Obstructionist Responses to the Civil Rights Movement in Three East Tennessee Communities*. *Tennessee Historical Quarterly* (Fall 2007): 270-293.

Wills, II, Ridley, “Highlander Folk School, Grundy County’s ‘Public Nuisance.’” *Tennessee Historical Quarterly* (Winter 2007): 351-370