

# University of Tennessee at Chattanooga

## Special Collections Lesson Plans

### Using Local Primary Sources to Study School Desegregation in Chattanooga Lesson Plan

#### Table of Contents

<i>Grade Level/Subject</i> .....	2
<i>Lesson Length</i> .....	2
<i>Central Focus</i> .....	2
<i>Context</i> .....	2
<i>Standards</i> .....	2
<i>Objective</i> .....	2
<i>Primary Language Function</i> .....	2
<i>Key Vocabulary</i> .....	2
<i>Syntax and Discourse</i> .....	2
<i>Accommodations</i> .....	3
<i>Formative Assessment Measure</i> .....	3
<i>Summative Assessment Measure</i> .....	3
<i>Materials</i> .....	3
<i>Procedures and Timeline</i> .....	4
<i>Opening</i> .....	4
<i>Work Session</i> .....	4
<i>Closing</i> .....	4
<i>References</i> .....	4



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

## **Grade Level/Subject**

11<sup>th</sup> grade United States (Tennessee) History

## **Lesson Length**

One block, approximately 75-80 minutes.

## **Central Focus**

This lesson plan examines school desegregation in Chattanooga after the Brown v. Board of Education decision. The purpose of this lesson is for students to gain an understanding of Chattanooga's complex and prolonged process of school desegregation through reading critically and analyzing primary sources. Students will develop the skills necessary to analyze primary sources and synthesize different perspectives as well as link them to other course materials.

## **Context**

The Tennessee History standards state that students should “evaluate how unique circumstances of time and place create context and contribute to action and reaction.” According to research conducted by the Library of Congress, historical context is provided by studying history through primary sources, and, if the study is concerning a local issue, it will allow the students to relate to the issue and promote a deeper understanding of the overall topic.

## **Standards**

TN. 56. Describe Tennessee's role in the Civil Rights Movement (e.g., sit-ins and Diane Nash, Highlander Folk School, Tent City Movement of Fayette County, Columbia Race Riots, and the Clinton Twelve). (T.C.A. § 49-6-1006)

## **Objective**

Students will describe the process of school desegregation in Chattanooga and analyze different viewpoints through primary sources of the Chattanooga Board of Education and local observers. Students will also encounter sources that use ambivalent language to address school desegregation in order to learn that primary sources do not always have clear messages.

## **Primary Language Function**

Students will be able to describe the impact of school desegregation in Chattanooga and the role that public opinion played slowing down the process of school desegregation after the Brown v. Board of Education decision. Through the “think, pair, share” method, students will engage different points of views on the topic.

## **Key Vocabulary**

Segregation, Jim Crow, and desegregation. Students will read primary sources that describe the key terms and individuals in this lesson.

## **Syntax and Discourse**

Opening: Students will rely on the “think, pair, share,” method to engage primary sources. After reading each primary source, students will work in groups to investigate the contents of the primary sources and ensure that each student understands the document.

Station 1: Students will complete a worksheet about the primary source, a newspaper front page voicing the concerns of a local organization. The worksheet will help breakdown the contents of the front page.

Station 2: Students will answer questions by jotting down information about the primary source, including the author and other important local figures mentioned in the source. Students will summarize the source and its perspective regarding school desegregation.

Station 3: Students will transfer information from a primary source onto a newspaper template to get a sense of how important primary sources, such as newspapers, are to help inform local readers about important issues from specific time periods.

Station 4: Students will watch an interview that describes the effects of segregation in Chattanooga and answer questions that reflect the interviewee's comments about segregation.

## **Accommodations**

Students can work together in groups to help each other understand the information. The instructor will assist and guide students if needed.

## **Formative Assessment Measure**

In their respective groups, students will complete an assignment at each station that will evaluate student progress toward mastery of the state standard.

## **Summative Assessment Measure**

The teacher should ask each group to read aloud the summary written in Station 4. By listening to each summary, the teacher will be able to evaluate student mastery of the state standard.

## **Materials**

Students will need pencils at each station to complete the handouts.

Opening: Students will look at a flyer that explains how desegregation should occur in Chattanooga.

Station 1: Station 1 handout included in this lesson plan and a copy of a primary source with each group.

Station 2: Station 2 chart handout included in this lesson plan and a copy of a primary source with each group.

Station 3: Station 3 newspaper template handout included in this lesson plan and a copy of a primary source with each group.

Station 4: Students will watch an interview that describes the effects of segregation in Chattanooga and answer questions that reflect the interviewee's comments about segregation in Chattanooga.

## **Procedures and Timeline**

### **Opening**

Students will take notes on the primary source that will display the changing school demographics. The teacher should encourage the students to focus on the impact that the

contents of each source had on Chattanooga, the place in which they reside. The opening should take approximately 10 minutes.

### **Work Session**

The teacher should divide each class into four groups before class begins. Each of the four stations should be set up before class begins with instructions, worksheets, and assigned primary sources at each station. Each station should take approximately 15 minutes groups will rotate stations after the timer sounds. The instructor should set a timer at the start of each station rotation.

Station 1: Students will complete a worksheet about the primary source and answer questions that address the views of organizations and community leaders regarding desegregation.

Station 2: Students will answer questions noting information about the primary source, including the author and other local leaders mentioned in the source.

Station 3: Students will transfer information from a primary source onto a newspaper template to gain a clearer sense about relevance of particular primary sources, including how newspapers inform local readers about important issues from a certain time period and subject like school desegregation.

Station 4: Students will watch an interview that describes the effects of segregation in Chattanooga and answer questions that reflect the interviewee's comments about segregation in Chattanooga.

### **Closing**

The instructor will ask students to spend the last 10 minutes of class reflecting on the primary sources at their first station. Each group will explain the source they analyzed, considering the impact of school desegregation in Chattanooga.

### **References**

Chattanooga Board of Education. "Progress Report on Desegregation of Chattanooga Public Schools, 1965-1966." Legal Document. Chattanooga, TN, October 8, 1965. MS-083-05-08-01, Box: MS-083 006, Folder: 8. Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.

Craig, R.H., Z. Alexander Looby, and Thurgood Marshall "Memorandum Brief in Reply to Motion to Strike." Legal Document. Chattanooga, TN, May 30, 1960. MS-083-02-01-20. <https://digital-collections.library.utc.edu/digital/collection/p16877coll8/id/654/>. Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.

Dalton, Elizabeth and Benjamin Carmichael. "Peaceful Desegregation in Chattanooga." Phi Delta Kappa International Article. Arlington, VA, May 1964. MS-083-05-04-03, Box: MS-083 006, Folder 4. Raymond B. Witt papers, University of Tennessee at Chattanooga Special Collections.

"Demand Total Mixing Now." *The Chattanooga Times Free Press*. October 2, 1960. Newspaper Article. Chattanooga, TN. CHC-2016-004-048, Box: CHC H009. Chattanooga History

Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.

Frost, Chester, Rudy Ogliati, and Peter Rudolph. "Chattanooga's Opportunity." Flyer. Chattanooga, TN, 1962. MS-083-03-03-04, Box: MS-083 004, Folder: 2. Chattanooga History Collections, Chattanooga Public Library and the University of Tennessee at Chattanooga Special Collections.

LIVEKellyandRyan. "Samuel L. Jackson on Kelly and Michael." February 9, 2015. YouTube Video, 4:23. <https://www.youtube.com/watch?reload=9&v=VDKslFATVXE&t=24s>.

Tennessee State Board of Education. "Academic Standards." Tennessee Department of Education, n.d. <https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html>.