

University of Tennessee at Chattanooga

Special Collections Lesson Plans

Using Local Primary Sources to Explore Major Milestones of Desegregation and the Integration of the University of Chattanooga

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Grade Level/Subject

9th grade United States (Tennessee) History

Lesson Length

Approximately 60 minutes.

Central Focus

This is a one-day 60-minute lesson plan that covers the impact of integration at a local level by focusing on the decision and responses to desegregate the University of Chattanooga. The purpose of this lesson is to expand students' knowledge of Chattanooga's history through analysis of primary sources. Students will identify major milestones of post-secondary institutional desegregation and describe the impact it had on Chattanooga and its university community in the 100 years following the ratification of the Emancipation Proclamation.

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

SSP.05 Describe and identify the change over time that accounts for the changing perspectives of the people of Chattanooga toward racial integration. Explain how the historical context and changing local climate contributed to the integration of the University of Chattanooga.

Objective

Ninth grade students will work together to examine the primary source excerpts in order to understand desegregation of the University of Chattanooga as a process. This understanding will allow students to more fully grasp the necessity of action to attain implementation. Students will develop an understanding of how cooperation on varied levels and involvement from individuals and groups with diverse interests result in the attainment of a desired goal. Additionally, having access to primary sources will help students learn to deconstruct different arguments in favor of and opposed to integration. This primary source analysis will also illustrate how multi-faceted a source can be. Students will learn how to mine information, while also appreciating that primary sources can be ambiguous.

Primary Language Function

Students will utilize the “think, pair, share” method to be able to describe the impact of the integration of the University of Chattanooga and identify whether or not documents supported or opposed desegregation based on the tone of the primary source documents.

Key Vocabulary

Segregation, desegregation, integration, ratification. Students will read primary sources that describe the key terms in this lesson.

Syntax and Discourse

- Students will use the rules of “think, pair, share” (syntax) to discuss with pairs and the class their previous knowledge of the desegregation of schools and the *Brown v. Board of Education* Supreme Court decision of 1954 (discourse).
- Students will use their primary source analysis and inferencing skills (syntax) to discuss and answer critical thinking questions about the sources (discourse).
- Students will use the rules of a Venn diagram (syntax) to compare and contrast primary source documents that are “in favor of” or “opposed to” integration of the University of Chattanooga (discourse).
- Students will use the rules of a timeline (syntax) to place primary source documents without dates on the timeline based on prior knowledge of desegregation and information found in the documents on the integration of the University of Chattanooga (discourse).
- Students will use the conventions of summary (syntax) to describe how desegregation and integration in the Chattanooga area influenced the integration of the University of Chattanooga and its community (discourse).

Accommodations

Students can work together to help each other understand the material. The instructor will assist and guide students as needed.

Formative Assessment Measure

Students will complete several activities that will evaluate student progress toward mastery of the state standard.

Summative Assessment Measure

The instructor should review the student timelines as well as conduct a reflection session to allow students to share their changes in perspectives on the desegregation of the University of Chattanooga.

Materials

Instructors will have a copy of the completed compare and contrast timeline activities, as well as a copy of the lesson plan. A projector is preferable for the opening activity, in which the class will work together to analyze a primary source document. This will help the students learn what to look for in analysis and will familiarize them with the assessment process. The instructor should either draw or project a larger version of the timeline, since this will be an activity that involves participation of the entire class. Students will have a copy of the compare and contrast activity, as well as their own timeline, upon which they will be asked to place excerpts from the primary sources on the date of occurrence.

Procedures and Timeline

Opening

The instructor will ask students to turn to a partner and share three pieces on knowledge about the desegregation of schools and, specifically, the integration of the University of Chattanooga. The instructor should remind the students that the *Brown v. Board of Education* Supreme Court

decision was made in 1954. Students will have an opportunity to share ideas with the rest of the class. The instructor will either draw the attention of the class to either a projected image of the primary source document or have students follow along in their own packets. This opening should take approximately 15 minutes. The instructor will ask the following questions:

1. Who might have written this document, and who could have been their audience?
2. What is the tone of the document – in favor or opposed to desegregation?
3. When could the document have been written?

Work Session

The instructor organizes students into groups of two or four and introduces the activity while passing out two sheets of paper to each pair or group. (The priority should be that there are at least six student groups. Adjust the size of groups accordingly.) The instructor will assign Documents 1 and 2 to half of the student groups and Documents 3 and 4 to the other half of the student groups. The groups will have 10 minutes to read and discuss the primary sources, after which they will place the sources on their Compare & Contract sheet. This activity is designed to encourage students to think about the differences in the arguments for and against the integration of the University of Chattanooga and will prepare them for the next activity.

After the allotted time, the instructor will regain the attention of the students and ask them to work as a class to place the sources on a timeline. The instructor could have the timeline from the handout drawn on the white board or have it projected in front of the class. The instructor will move through the list of sources, asking a representative from each of the groups to place their document on the timeline. The class will be given 10 minutes to do this. The groups will share the rationale for their decisions, and the instructor will spend 10 minutes engaging the class in discussion, asking students questions such as why they thought the excerpts went on the dates upon which the students placed them, how representative the sources seem, and how the excerpts compare and contract with what they've learned about integration in the class.

Closing

In the remaining 15 minutes of class, the instructor will discuss the correct answers for the timeline and provide any insight into the documents that was not illuminated during the group and class activities. The instructor will then ask students to reflect on the assignment. Using the questions on the last handout, students will consider any changes in their perspectives on the desegregation of the University of Chattanooga.

References

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