

# University of Tennessee at Chattanooga

## Special Collections Lesson Plans

### White Backlash as a Result of Black Integration in Chattanooga Public Schools

#### 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> .....	3
<i>Syntax and Discourse</i> .....	3
<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> .....	3
<i>Opening</i> .....	3
<i>Work Session</i> .....	4
<i>Closing</i> .....	4



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## Grade Level/Subject

High School *9-12th Grade*: History

## Lesson Length

60 minutes

## Central Focus

In this lesson, students will develop understanding of the white backlash which resulted from integration into Chattanooga public schools by **analyzing** primary sources which include photographs and newspaper clippings. Students will use their assigned primary source to **discover** and **discuss** how the integration of black students led to backlash from the white community by using journaling, small group, and large group discourse.

## Context

Students will follow “**think, pair, share**” format in order to develop taxonomically increasing levels of understanding which form as a result of individual reflection, small group discussions, and large group sharing. By examining the selected primary sources and engaging in classroom discourse, students will gain perspective about racial tensions that incurred from local school integration.

## Standards

**SSP.01** Collect data and information from a variety of primary and secondary sources including: printed materials, graphic representations, field observations/landscape analysis, artifacts, and media and technology sources.

**SSP.05** Develop historical awareness by perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness.

## Objective

Students will **examine and interpret** primary sources related to the backlash of the white community as a result of integration in Chattanooga public schools and **describe** findings in a written paragraph. (Journaling: think.)

Students will **discuss** written findings based on their primary sources with a partner or small group (4 or less) in order to gain a different interpretation of the primary source. (Discussion: pair.)

Students will **present** the most relevant and important findings of the pair or small group during large group discourse. (Presentation: share.)

## Primary Language Function

Collect, Develop, Perceive, Present

## Key Vocabulary

Integration, Public school, Racism, Amendment, Mixing, Ku Klux Klan, Segregation, Prejudice

## Syntax and Discourse

**Syntax:** Students will follow the guidelines and processes associated with “think-pair-share” which includes: *thinking* through the individual processing/journaling, *pairing* through partnered/small group discussion, and *sharing* through recognition of the most important information and large group presentation.

**Discourse:** **Examine** the primary sources to develop understanding of white backlash as black students were integrated into Chattanooga public schools, **describe** the findings in a written paragraph, **discuss** written findings, and **present** the most relevant information.

## Accommodations

Students with special learning needs (IEPs/504 plans) will receive one-on-one teacher scaffolding during the work session. Any written articles will read aloud to students with language related impairments. Photographs will be printed in an enlarged format for students with visual impairments. Students with other learning needs will be supported with student-to-student interaction. Students will be encouraged to help their peers as they develop ideas and understandings during the work session. Formative and summative assessments will be presented in an oral format for students who have language difficulty in order to assess their levels of understanding.

## Formative Assessment Measure

The teacher will use observational methods of assessment to observe student learning during the work session. The teacher will move around the classroom while students are in pairs or small groups discussing information in the primary sources. This observational assessment will allow the teacher to gauge the understanding of each group and assist any students who are struggling with the primary sources or analytical questions.

## Summative Assessment Measure

To assess learning after the work session concludes, the students will answer one final analytical prompt that is written in the handout. The final prompt will allow students to compile all of their new knowledge into measurable means of assessment for teacher use.

- Q1: Think about the primary sources that you reviewed today. Using your new knowledge about the white backlash that occurred due to the integration of black students in Chattanooga public schools, reflect on your learning in a written paragraph. Use related words, concepts, and ideas that summarize the information in the primary sources.

## Materials

Printed handout and writing utensil.

## Procedures and Timeline

### Opening

*10 minutes*

To begin the lesson, the teacher will ask a series of open-ended questions to assess prior knowledge of the subject matter involved in the work session. The questions will analyze students' prior knowledge of vocabulary and basic historical concepts.

- Q1: Take a moment to think about the word “integrate.” Can anyone raise their hand and give me an example or a synonym of integration? (The examples do not have to be related to the historical subject. This question is solely to help define integration.)
- Q2: In 1957, schools in Tennessee began integrating black students into all-white public schools. Using your prior knowledge of segregation and racism in the south, can someone raise their hand and infer some emotions, reactions or effects of this integration?

### **Work Session**

Students will be provided with a handout that includes 3 primary sources. The primary sources range in perspectives (pro-student, anti-student, administrator, teacher, school board of education) as related to the backlash of whites when black students were integrated into Chattanooga public schools. Each primary source will have one analytical question to guide student learning. Students will follow the think-pair-share format to achieve the learning objectives.

#### *10 minutes* – **THINK**

Each student will review the handout and the provided resources. The students will examine/read each primary source and then using the analytical questions provided, students will fill in the graph boxes which describes their findings (main points & evidence) about the backlash of whites when black students were integrated into Chattanooga public schools.

#### *15 minutes* – **PAIR**

Students will form pairs or small groups (no more than 4 students per group). The groups will discuss their individual findings based on the primary sources and deduce the most relevant/important information to be gathered from all 3 sources. Students will highlight the most important information on their handouts and write a new paragraph using the most important information that was extracted from all of their individual findings. Then students will designate a spokesperson who will share aloud in large group discourse.

#### *15 minutes* – **SHARE**

A spokesperson from each pair or small group will share the information that their group gathered with the whole class. Students will be expected to take notes during this time and list any new information that another classmate presents.

### **Closing**

#### *10 minutes*

The students will review the final prompt written in the handout. Then, students will write a reflection using related words, concepts, and ideas that summarize the information in the primary sources. The teacher will review the reflections for assessment measures.

### **References**

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