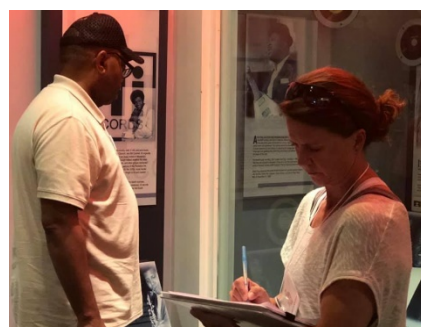




THE ROAD TO CIVIL RIGHTS



2019 Teacher Institute



Funded by
The NATIONAL PARK SERVICE CIVIL RIGHTS FUND
 in partnership with
The CITY OF MEMPHIS
DIVISION OF HOUSING AND COMMUNITY DEVELOPMENT



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SECTION 1

INTRODUCING

MEMPHIS HERITAGE

TRAIL





EXECUTIVE SUMMARY

Memphis Heritage Trail (MHT) launched in April 2018 during MLK50, a city-wide initiative commemorating the 50th anniversary of the assassination of Dr. Martin Luther King Jr. Developed by the City of Memphis Division of Housing and Community Development, MHT recognizes the significant contributions of African Americans. Situated primarily in South City, the MHT is a 20-block area of historical and cultural assets that reflect the nexus of African American culture, civil rights, entrepreneurship, intellectualism, and musical innovation. In addition, MHT is designed to strengthen the neighborhood, revitalize physical structures and spaces, stimulate the economy, and improve the quality of life. There are also two linkage neighborhoods – Soulsville and Orange Mound, both predominantly African American communities whose growth and development paralleled South City.

In the fall and summer of 2019, forty teachers and community educators from Tennessee, Arkansas, and Mississippi convened at the Withers Collection Museum and Gallery to participate in the Memphis Heritage Trail Teacher Institute. The primary purpose was to develop a curriculum relative to people, places, and events of MHT, its linkage neighborhoods, and the modern Civil Rights Movement (1950s – 1970s) in Memphis. Additionally, the Institute served as a gateway for educators to introduce the MHT to students and community learners. The MHT website and app provides extension information regarding the trail.

The Institute was funded by the National Park Service Civil Rights Fund, an effort to preserve sites and highlight stories related to the African American struggle for equality in the 20th century.





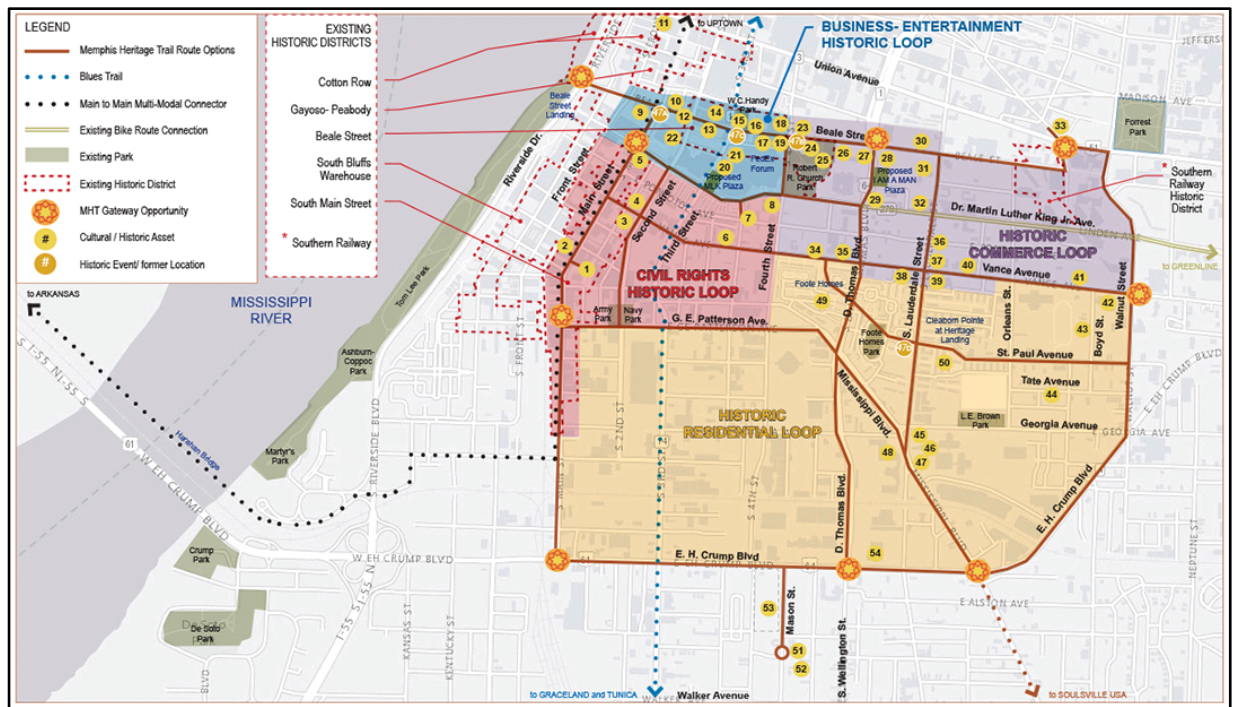
OVERVIEW OF MEMPHIS HERITAGE TRAIL

In 2008, the City of Memphis Division of Housing and Community Development (HCD) realized the need to acknowledge and recognize the contributions of local African Americans. During the planning phase (2008-2016) of Memphis Heritage Trail (MHT), HCD facilitated over 100 meetings and community conversations with diverse stakeholders representing various sectors of greater Memphis. They were keenly interested in creating a trail reflective of the heritage and history of the designated area with culturally relevant content and untold narratives.

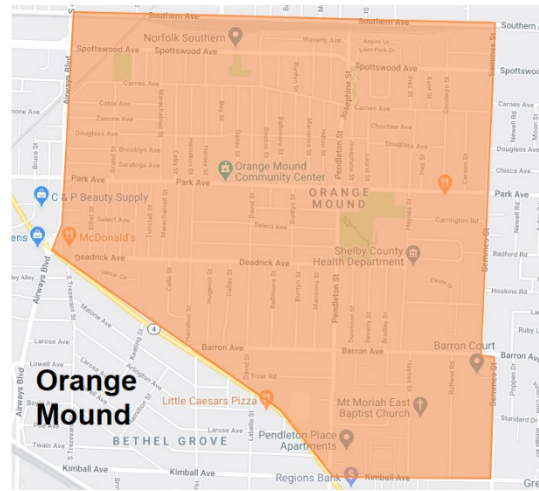
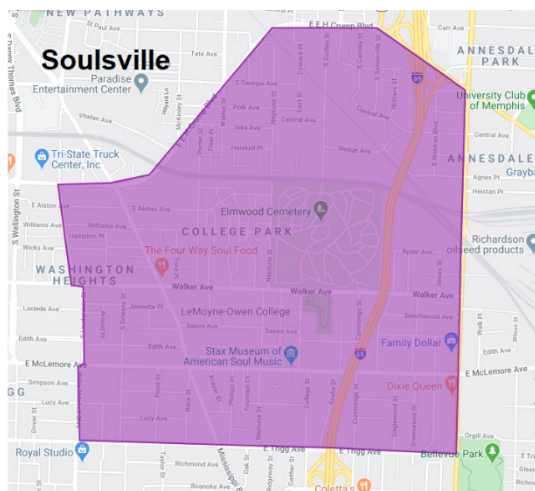
MHT is situated in south Memphis, an area of the city where African Americans settled during the Civil War and following emancipation. These early contraband and free communities represent the beginnings of African American placemaking in Memphis. By the end of the war, approximately 17,000 African Americans had settled in the city. They established neighborhoods and built homes, churches, schools, and social institutions. The growth of south Memphis paralleled greater Memphis with African Americans creating similar, though racialized, ways of life and community building.

MHT launched in April 2018 during MLK50, a city-wide initiative to commemorate the 50th anniversary of the assassination of Dr. Martin Luther King Jr. The trail is a 20-block area of historical and cultural assets that reflect the nexus of African American culture, civil rights advocacy, entrepreneurship, intellectualism, and musical innovation. MHT encompasses over 50 sites including Clayborn Temple, I AM A MAN Plaza, National Civil Rights Museum, Historic First Baptist Street Church, MLK Reflection Park, Beale Street, W. C. Handy Park, Robert Church Park, Withers Collection Museum and Gallery, Universal Life Insurance Building, Booker T. Washington High School and Mason Temple. In addition to recognizing the significant contributions of African Americans, MHT is designed to strengthen the neighborhood, revitalize physical structures and spaces, stimulate the economy, and improve the quality of life.

Similar to the African American Trail in Washington DC and the Black Heritage Trail in Boston, MHT is a cultural tourism destination that winds through significant sites in downtown and south Memphis. Additionally, MHT is linked to African American sites in other neighborhoods - Uptown, Soulsville USA, New Chicago, and Orange Mound. Sites within these neighborhoods include Slave Haven Underground Railroad Museum, Stax Museum of American Soul Music, LeMoyne-Owen College, Melrose High School, Walker House, Zion Christian Cemetery, and the African American International Museum.



MHT boundaries are Beale Street on the north, Main Street on the west, E. H. Crump Blvd. on the south, and Walnut Street on the east. The MHT linkage neighborhoods include Orange Mound and Soulsville.



ORANGE MOUND



Orange Mound was established by real estate developer E. E. Meecham in 1890 on 64 acres of the Deaderick Plantation, a 5,000-acre homestead located just outside the Memphis city limits. Knowing that Meecham had plans to use the land for a subdivision, Mattie Deaderick—whose prominent family had ties to politics and cotton—requested that he not sell any of the land to *Negroes*. Disregarding her request, Meacham established Orange Mound, Tennessee—named for the orange osage shrubs that grew on the plantation. It was one of the first subdivisions in the United States where African Americans could buy land and build their own homes.

Residents used their own resources to build shotgun homes, churches, schools and other necessary structures. Early residents viewed the community as a safe haven - a stark improvement over the shantytowns, alleyways and segregated enclaves found in Memphis. It also became a refuge for African Americans moving to Memphis from rural areas in Tennessee, Arkansas, and Mississippi.

By the 1950s, Orange Mound was as a self-determined community with its own personality and character based on the communal spirit of the residents. Further, it contained similar economic and cultural features as the more affluent surrounding neighborhoods. At its peak, Orange Mound had the largest concentration of African Americans in the United States, except for Harlem in New York City. Though its boundaries are fluid, residents generally regard the neighborhood as bound geographically by Semmes Street (east), Lamar Avenue (west), Southern Avenue (north), and Kimball Avenue (south).

In the years following the Civil Rights Movement, there was an outmigration of residents and general loss of economic anchors. While the economy shifted over time, Orange Mound remains a vibrant community whose residents are committed to preserving its rich heritage and generational traditions.

In 2016, former First Lady Michelle Obama in conjunction with the Advisory Council on Historic Preservation designated Orange Mound as a Preserve America Community. This designation recognizes communities that are using their heritage to build a better future while creating more vibrant and desirable places to live, work and visit. Orange Mound has been a treasured place for thousands of individuals who share a collective vision for safeguarding the history and heritage of this great community.

SOULSVILLE USA



SOULSVILLE is situated in south Memphis, a racially and economically diverse area of the city that developed in the early 1900s. It is bordered by Lauderdale Street (now Willie Mitchell Blvd.) on the west, Bellevue Blvd. on the east, Crump Blvd. on the north, and South Parkway on the south. Soulsville contains several significant cultural institutions: Stax Museum of American Soul Music (formerly Stax Records Company), LeMoyne-Owen College (Memphis' only historically black college), and Slim House Collaboratory (the former home of blues musician Peter Chatman). It is in proximity to other strong neighborhoods including Downtown, Midtown and Whitehaven.

Widely known as the birthplace of American soul music, the name of the neighborhood derives from the marquee of Stax Records Company, which displayed "SOULSVILLE USA" in response to Motown's "Hitsville USA" sign. Many of the artists who contributed to the success of Stax lived in the areas surrounding the studio or knew one another from churches or schools in the community. During its peak in the 1960s and early 1970s, Stax produced numerous successful artists including Otis Redding, Sam and Dave, Isaac Hayes, and Booker T & the MGs. Stax was more than a studio -it was a place where diverse individuals with varied talents converged to create new sounds in American soul music.

Beginning in the late 1950s, Soulsville began a gradual transition from a racially integrated and middle-class community to a predominantly African American area. Many important public policy decisions contributed to these changes: the development of LeMoyne Gardens public housing complex, the removal of streetcar lines that contributed to early residential and business growth, and the creation of an interstate highway system that opened new suburban developments in east Memphis. School desegregation and events surrounding the assassination of Dr. Martin Luther King Jr. expedited outward middle-class white flight.

Today, Soulsville has a clear mission: to enhance, strengthen, and empower the residents while creating a safe, inviting, diverse and economically sustainable community.



CULTURAL HERITAGE TOURISM

What is cultural heritage tourism? Cultural heritage tourism means traveling to experience the places and activities that authentically represent the stories and people of the past and present. It includes irreplaceable historic, cultural and natural resources.

What benefits does cultural heritage tourism offer? Tourism is big business. In 2018, travel and tourism directly contributed \$2.5 TRILLION to the U.S. economy. Travel and tourism is one of America's largest employers, directly employing more than 15.7 million jobs. In addition to creating new jobs, new business and higher property values, well-managed tourism improves the quality of life and builds community pride. Perhaps the biggest benefits of cultural heritage tourism, though, are diversification of local economies and preservation of a community's unique character.

What challenges can cultural heritage tourism bring? One challenge is ensuring that tourism does not destroy the very heritage that attracts visitors in the first place. Furthermore, tourism is a competitive, sophisticated, fast-changing industry that presents its own challenges. It is generally a clean industry: no smokestacks or dangerous chemicals. But it does put demands on the infrastructure — on roads, airport, water supplies and public services like police and fire protection.

What makes cultural heritage tourism work? By working in local communities across the country over the past decade, the National Trust has developed five guiding principles to create a sustainable cultural heritage tourism program.

- 1) Collaborate
- 2) Find the fit between a community and tourism
- 3) Make sites and programs come alive
- 4) Focus on quality and authenticity
- 5) Preserve and protect resources



SECTION 2

THE TEACHER INSTITUTE





MHT TEACHER INSTITUTE: THE ROAD TO CIVIL RIGHTS

The primary goal of the MHT Teacher Institute was to develop a curriculum relative to places, events, and people of Memphis Heritage Trail and the modern Civil Rights Movement (1950s – 1970s) in Memphis. While the Civil Rights Movement is typically viewed through the lens of Dr. Martin Luther King Jr., the Institute was designed to move beyond this persona to include numerous other narratives that relate and add value to the story of the movement in Memphis.

Presently, most academic standards for history and social studies do not incorporate local history. Therefore, students have limited opportunities to learn about key places, people and events that shaped the Civil Rights Movement in Memphis. The MHT Teacher Institute fulfilled this need by immersing educators and community stakeholders in the local movement through primary sources, interaction with local activists, interpretation of significant sites, guided tours, and lectures/discussions led by scholars. The Institute provided tools that can use to integrate local narratives across multiple disciplines and thereby impact student learning and community engagement.



MEMPHIS HERITAGE TRAIL 2019 SUMMER TEACHER INSTITUTE SCHEDULE

Day 1

Morning	<p>Welcome / Introductions</p> <p>Memphis Heritage Trail Overview Felicia Harris, Administrator, Housing & Community Development</p> <p>Welcome - Paul Young, Director City of Memphis Division of Housing & Community Development</p> <p>Teacher Institute Overview - Dr. Cynthia Sadler, Historian/Anthropologist</p>
12:00 Noon	<p>Lunch</p> <p>Speaker: Heritage Tourism, Carolyn Michael-Banks, Founder A Tour of Possibilities</p>
Afternoon	MHT Tour
Assignment:	<p>Review Memphis Heritage Trail Guide</p> <p>Develop a topic list of 6 lessons related to people, places, and events relative to the Civil Rights Movement</p>

Day 2

Morning	<p>Curriculum Development</p> <p>Deborah Frazier - Adjunct Faculty, Southwest Tennessee Community College & Co-Founder of Blues City Cultural Center</p> <p>Lauren Barksdale - History Educator, Shelby County Schools</p> <p>The Civil Rights Movement in Memphis - Dr. Clarence Christian President, Association for the Study of African American Life and History</p>
12 Noon	Lunch
Afternoon	<p>Integrative Technologies - Facilitator: Denise Malloy, Associate Professor Southwest Tennessee Community College</p> <p>Trekking the Trail: Self-Guided Exploration - Cynthia Sadler</p>
Assignment:	<p>Complete the "Trekking the Trail" worksheet</p> <p>Bring an artifact (item) related to Memphis history or Civil Rights</p>

Day 3

Morning	Curriculum Development - Frazier / Barksdale Trekking Discussion - Cynthia Sadler Memphis Heritage Trail as Text: Levi Frazier Jr., Associate Professor, Southwest Tennessee Community College & Co-Founder of Blues City Cultural Center
12 Noon	Lunch
Afternoon	National Civil Rights Museum (self-guided tour)
Assignment	Select lesson topic, Write lesson description and goal/objectives Identify 5 primary sources related to your topic

Day 4

Morning	Curriculum Development - Frazier / Barksdale Community Conversations 1: Voices of the Civil Rights Movement
12 Noon	Lunch
Afternoon	Community Conversation 2: Voices of the Civil Rights Movement Wrap-up / Reflections
Assignment	Complete lesson plan

Day 5

Morning	Curriculum Development - Frazier / Barksdale Lesson Presentations
12 Noon	Lunch
Afternoon	Lesson Presentations Discussion: Moving the Institute Forward and Final Reflections Closing Remarks - Felicia Harris



MEMPHIS HERITAGE TRAIL 2019 FALL TEACHER INSTITUTE SCHEDULE

Day 1

Morning

Welcome / Introductions

Overview of MHT and the Teacher Institute - Cynthia Sadler

Paul Young, Director

City of Memphis Division of Housing & Community Development

Heritage Tourism - Carolyn Michael-Banks, A Tour of Possibilities

MHT Tour

12:00 Noon

Lunch

Afternoon

Memphis as a Master Narrative

Clarence Christian – President, Association for the Study of African American Life and History (ASALH)

Levi Frazier Jr - Associate Professor, Southwest Tennessee Community College

Curriculum Presentation - Debbie Frazier / Lauren Barksdale and Summer Institute educators

Assignment

Review Memphis Heritage Trail Guide and App

Develop a topic list of 6 lessons related to people, places, and events within the Trail and its linkage neighborhoods (Orange Mound /Soulsville)

Day 2

Morning

Community Conversations – Voices from the Movement

Curriculum Development - Debbie Frazier / Lauren Barksdale

12 Noon

Lunch

Afternoon

Curriculum Development

Closing Reflections/Remarks



Memphis Heritage Trail Tour Locations

Educators toured key sites within the Trail. The tours were led by Heritage Tours and A Tour of Possibilities, local companies that specialize in African American tourism.

- Clayborn Temple AME Church
- I AM A Man Plaza
- MLK Reflection Park
- Foote Park (formerly Foote Homes Housing Development)
- Cleaborn Pointe (formerly Cleaborn Homes Housing Development)
- Booker T. Washington High School (formerly Clay Street School)
- Mason Village – Crump Blvd. and Fourth Ave.
- Historic First Baptist Beale Street Church
- W.C. Handy Park
- Paradise Event Center (formerly Club Paradise)
- Robert R. Church Park
- Blues Hall of Fame/Blues Foundation
- WLOK Radio Station
- Rock 'n' Roll Museum
- Solvent Savings Bank
- Mason Temple
- Universal Life Insurance
- R. S. Lewis Funeral Home
- Cornelia Crenshaw Library
- NAACP
- Orange Mound Gallery
- Historic Melrose High School
- New Melrose High School
- J. E. Walker Home
- LeMoyne-Owen College
- Stax Museum
- Memphis Slim House

Select Sites within Memphis Heritage Trail



A. Schwab Dry Goods (163 Beale Street). Established by Abraham Schwab in 1876, the mercantile store is the only remaining original business on Beale Street. The store's slogan – "If you can't find it at Schwab's, you're better off without it" – is a testament to its quirky merchandise ranging from love potions to cast iron skillet. A museum is on the second floor of the store.



Booker T. Washington High School (715 South Lauderdale). The legacy of Booker T. Washington High School chronicles the early education of African Americans in Memphis. Originally named the Clay Street School (late 1870s) and later Kortrecht High School, the first class consisting of five women graduated in 1891. In 1926, a new school was constructed in its present location on Lauderdale and the school was renamed Booker T. Washington.



Blues Hall of Fame Museum (421 South Main Street). Opened in 2015, the museum includes exhibits and an in-depth history of the blues while highlighting over 400 inductees in the Blues Hall of Fame. Galleries with interactive touchscreen displays along with three master databases allow visitors to hear music, watch videos, and read the stories of inductees.



Church Park & Auditorium (Beale and Fourth Streets). African American millionaire Robert Church Sr. built the park and auditorium in 1899. As the cultural center of black life in Memphis and the South, the 2,200-seat auditorium was used for concerts, political meetings, and graduations. In 1902, more than 10,000 citizens heard President Theodore Roosevelt speak in the park.



Clayborn Temple (290 Hernando Street). The building originally housed Second Presbyterian Church beginning in 1897 until it was sold to the African Methodist Episcopal Church in 1949. The name changed to Clayborn Temple and it became an important center for the Civil Rights Movement. Martin Luther King Jr. spoke at Clayborn



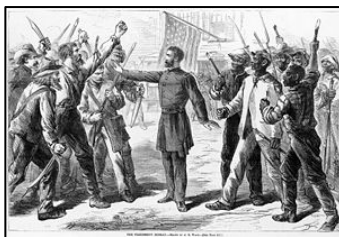
Vance Avenue Library, the name was changed in 1997 to honor Cornelia Crenshaw, a local community activist.

Temple on numerous occasions. It was also the gathering and meeting place for sanitation workers during the 1968 strike. **Cornelia Crenshaw Library (581 Vance Avenue).** Opened in 1939, it was the first library in Memphis for African Americans. After a three-year court battle led by the Memphis NAACP, all public libraries in Memphis were desegregated in 1961. Known as the



1954. During the 1950s and 1960s, civil rights leaders used the church to develop movement strategies.

First Baptist Church Lauderdale (682 South Lauderdale). In 1877, First Baptist Beale Street Church split into two groups. Later, under the direction of Rev. T. O. Fuller, the church moved to south Memphis in 1939 and retained the name - First Colored Baptist Church. It was officially renamed First Baptist Church Lauderdale in



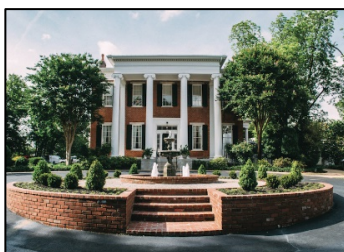
available.

Freedmen's Bureau Cemetery / Contraband Yard (southeast corner Crump at Lauderdale). The cemetery was established by the Freedmen's Bureau around 1866 on estate lands confiscated from Confederate General P.G.T. Beauregard. There is no physical evidence of the cemetery's existence. Yet, some burial records are



newspaper in the basement of the church.

Historic First Baptist Beale Street Church (379 Beale Street). Originally name the First Colored Baptist, this is the first brick church in the south built by and for former slaves. Under the leadership of its pastor and founder Rev. Morris Henderson the church raised enough money to purchase a lot on Beale Street in 1865. It took more than 22 years to raise enough money to build the magnificent church. The cornerstone was laid in 1871 and the building finished in 1885. Ida B. Wells published *The Free Speech*



Hunt-Phelan House (522 Beale Street). At the beginning of the Memphis occupation by Union troops, General Ulysses Grant made his headquarters at the Hunt-Phelan House. He used the home's library as his office but slept in a tent on the lawn as a bond with



his men. The house served as a hospital and lodge for wounded Union soldiers and later a Freedman's Bureau school.

Mason Temple (930 Mason Street). Under the leadership of Bishop C. H. Mason, founder of the Church of God in Christ, Mason Temple opened as the COGIC World Headquarters in 1945. At the time, it was described as "the largest convention hall owned by any Negro church group in America." Dr. Martin Luther

King Jr. delivered his "Mountaintop" speech at the temple the night before he was assassinated.



Memphis Branch NAACP (588 Vance). Established in 1917 by Robert Church Jr., the Memphis chapter was the first NAACP branch in Tennessee. By 1919, it was the largest branch in the South. Church was instrumental in establishing 68 branches in 14 southern states, representing over 9,000 members. As the oldest civil rights organization in the United States, the NAACP continues to fight for civil and human rights.



Mt. Olive Cathedral CME Church (538 Linden Avenue). Founded by Rev. G. A. Armour in 1881, Mt. Olive held its first worship services in a jug factory. By 1905, the congregation had collected enough funds to build a brick church on Georgia Avenue. In 1952, Mt. Olive moved to Linden Avenue where it had an active role in the Civil Rights Movement, particularly during the desegregation of Memphis public libraries.



National Civil Rights Museum / Lorraine Motel (450 Mulberry Street). Widely known as the site where Dr. Martin Luther King Jr. was assassinated in 1968, the Lorraine Motel is now the National Civil Rights Museum. Opened in 1991, the Museum tells the story of the Civil Rights Movement in America from the 17th century to present day.



R. S. Lewis & Son Funeral Home (374 Vance Avenue). Founded by Robert Lewis, the funeral home has operated continuously since 1914. Lewis, who was known for civic leadership, owned the Memphis Red Sox of the Negro Baseball League and built the first black-owned baseball stadium in America. The funeral

home held services for many prominent African Americans, including Benjamin Hooks and Martin Luther King Jr.



Rock and Soul Museum (191 Beale Street). Opened in 2000 through a collaboration with the Smithsonian Institution, the Rock and Soul Museum tells the story of Memphis music pioneers. The museum provides a comprehensive music experience from the rural field hollers, work songs, blues, gospel, and country sounds that fused with rockabilly, jazz, rhythm and blues, rock 'n roll, and soul music.



St. Patrick's Catholic Church. (277 South Fourth). The church was established in 1866 at the corner of Fourth and Linden. The original two-story structure had a school on the first floor and the church on the second floor. During the 1968 sanitation strike, Father William Greenspun attended strike meetings and donated \$1,000 of church funds to support the strikers and their families.



T. H. Hayes & Sons Funeral Home (680 South Lauderdale). In 1902, Thomas Henry Hayes entered the undertaking business at 245 Poplar Avenue. In 1913, he purchased a large house on Lauderdale and remodeled to accommodate the business and living quarters. The funeral home was the oldest African American business in Memphis until recently demolished.



Tri-State Bank (180 South Main). Dr. J. E. Walker and his son (A. Maceo Walker) opened Tri-State Bank in 1946 in the same Beale Street location as the former Solvent Bank founded by Robert Church Sr. During the Civil Rights Movement, strategy meetings were held at the bank and officials often kept the vault open at night to provide bail money for protesters. In 1965, Tri-State Bank moved from Beale to South Main Street.



Withers Collection Museum and Gallery (333 Beale Street). The museum and gallery house the works of photojournalist Ernest Withers. With a career that span more than 60 years, Withers documented the essence African American life and culture in the South. His most iconic image of the Civil Rights Movement is the "I Am A Man" photograph depicting the Memphis Sanitation Strike in 1968. The collection includes 1.8 million images.



SECTION 3

CURRICULUM DEVELOPMENT





Primary sources are firsthand/original records and documents of people, places and events. While most primary sources are firsthand documents, they can include memoirs, oral histories/interviews, or accounts that were recorded later.

Examples of primary sources

- Diaries
- Letters
- Speeches
- Autobiographies
- Photographs
- Official records (government reports, transcripts, court records, death certificates, census records, birth certificates, etc.)
- News reports (newspapers, telecasts, radio addresses, etc.)
- Eye-witness accounts and testimonies
- Maps
- Charts
- Diagrams
- Music (scores, sheet music, recordings, etc.)
- Interviews
- Images (photographs, paintings, films etc.)
- Statistics
- Polls & Public Opinion Data
- Laws, statutes, hearings

Sources for Primary Documents related to the Civil Rights Movement

The Assassination of Dr. Martin Luther King Jr – (<https://register.shelby.tn.us/media/mlk/>)
Includes: Crime Scene, Evidence, FBI Reports, Attorney Journal File, Court Records, James Earl Ray Correspondence, James Earl Ray Jail Activity Log

Civil Rights Digital Library. Organized by people, places and events. <http://crdl.usg.edu>

U.S. History Primary Sources College.

<https://www.shslibraryguides.org/c.php?g=86715&p=558148>

Dig Memphis. Civil Rights Collection of Memphis Public Libraries.

<https://memphislibrary.contentdm.oclc.org/digital/collection/p13039coll2>



The Memphis Heritage Trail Institute

Instructional Lesson Plan (Sample Lesson)

Lesson Title: That Night at Mason Temple...

MHT Curriculum Unit: Push for Freedom (Unit Two)

Content Area(s) and Grade(s):

U.S. History

African-American History

9-12

Related Themes:

- Civil Rights Movement
- Sanitarian Workers Strike
- Dr. Martin Luther King's Assassination

Overview of the lesson:

Students will be able to analyze and describe Dr. King's "Mountaintop" speech by creating a journal entry re-telling the events as if they were attending the service.

Proposed Time Frame:

- 50 to 90 minutes

Vocabulary:

- Civil Rights
- Boycott
- Strike
- Fair Wages
- Mason Temple
- Dr. Martin Luther King Jr.

Essential Questions:

- How was Dr. King’s “Mountaintop” speech a defining moment in the Civil Rights Movement?
- How did Dr. King’s visit impact the city of Memphis and the Sanitation Worker’s strike?

Curriculum Resources and Materials:

- Memphis Heritage Trail App
- “I’ve Been to the Mountaintop” speech (Text and Audio).
- Dr. King’s Speech (Clip)
<https://youtu.be/Oehry1JC9Rk>
- Notebook Paper and Pencil
- **The Memphis Heritage Trail Curriculum Guide**
- **I’ve Been to the Mountaintop Speech: The King Institute (Audio Available and Text)**
<https://kinginstitute.stanford.edu/king-papers/documents/ive-been-mountaintop-address-delivered-bishop-charles-mason-temple>

Lesson Objective:

Students will be able to analyze and describe Dr. King ‘s “Mountaintop” speech by downloading the Memphis Heritage Trail app and creating a journal entry re-telling the events as if they were in attending the service.

Lesson Procedures:

- **Lesson Introduction:** Ask students if they know Why Dr. King came to Memphis and if they know the name of his last speech. Listen to the responses, adding to or clarifying the students’ information. If anyone mentions the location of the “Mountaintop” speech (Mason Temple) refer to the MHT guide map to show them the exact location of the church within the MHT Civil Rights loop.
- **Ask students** to download the Memphis Heritage Trail App. Direct students to the Civil Rights loop of the app and browse the features of the trail Students will need to click on Mason Temple to read about the historic place.
- **Show the provided clip of an excerpt of Dr. King** delivering his last speech.
<https://youtu.be/Oehry1JC9Rk>

- **Ask students** to describe the emotion of the crowd and Dr. King. Listen to responses to guide the classroom discussion. Be mindful of the time because students will have to read and listen to the audio.
- **Distribute** excerpts of “I’ve Been to the Mountaintop” speech and play audio so that students can follow along. Teachers can choose to read whole group and play the audio partially.
- **Ask the students** to respond to the following questions: 1) What points did Dr. King make in his speech? 2) What was the emotion of the crowd? • Close the discussion by asking for any student discoveries, questions or comments.
- After reading and discussing the selected excerpts of King’s speech, ask students to create a journal entry as if they attended Mason Temple.
- Show the clip of Dr. King again to refresh student’s memory.
- Have students read aloud their journal entries if time permits.



TREKKING THE TRAIL

Site _____

Why did you select this site? _____

What is its significance? _____

Description of site _____

General Observations and Impressions (What do you notice about the site? Describe the users/visitors.)

Talk to at least one visitor/user. Why are they visiting the site? What are their general impressions?

Would you revisit the site? Yes_____ No_____

Why or why not? _____

How would you engage individuals in the site?

Did you use the Memphis Heritage Trail app while visiting this site? Yes_____ No_____

Why or why not? _____



CIVIL RIGHTS / MEMPHIS TIMELINE

1950s – 1970s

- 1954** The Brown v. Board of Education Supreme Court Decision ends segregation in public schools. It overturns the earlier Plessy v Ferguson (1896) decision that permitted “separate ^[]_[SEP.] but equal” facilities for blacks and whites.
- 1955** While visiting relatives in Mississippi, Emmett Till (age 14) is kidnapped and murdered by a group of white men for allegedly flirting with a white woman. Two white men (Roy Bryant and J. W. Milam) are arrested for murder and acquitted by an all-white jury. They later boast about committing the murder in a *Look* magazine interview.
- Rosa Parks refuses to give up her seat to a white passenger on a Montgomery (Alabama) city bus. Her arrest sparks a black boycott of the bus system that lasts for 381 days.
- 1956** In response to Brown Decision, 101 southern legislators sign the Southern Manifesto as a declaration against school desegregation.
- 1957** The Southern Christian Leadership Conference is established by Charles Steele, Fred Shuttlesworth and Martin Luther King Jr. It becomes a major force during the Civil Rights Movement, basing most of its actions on civil disobedience and nonviolence.
- A group of nine African American students integrate Central High School in Little Rock (Arkansas). They became known as the Little Rock Nine.
- 1958** The Binghamton Civic League asks the Memphis City Commission to desegregate all tax-supported facilities. At the time, African Americans could visit the zoo and fairgrounds one day per week.
- 1959** Eight African American students integrate Memphis State University (now University of Memphis). They became known as the Memphis State Eight.

- 1960** The Memphis NAACP challenge the segregated school system in *Northcross v. Board of Education of the Memphis City Schools*. The lawsuit prompts city officials to voluntarily desegregate schools starting with the first grade.
- Black college students organize the Student Non-Violent Coordinating Committee (SNCC) which promoted youth activism in the Civil Rights Movement.
- The first sit-in occurs at a segregated Woolworth lunch counter in Greensboro. Four African American students from North Carolina Agricultural & Technical College refuse to give up their seats after being denied service.
- Students from LeMoyne College and Owen Junior College stage sit-ins at McClelland Department Store in downtown Memphis and the Cossitt and Peabody public libraries.
- Maxine Smith helps organize the desegregation of Memphis City Schools. When she becomes executive secretary of the Memphis branch NAACP, she organizes voter registration drives, sit-ins, marches, and boycotts.
- African Americans sue the City of Memphis in a Federal District Court for immediate desegregation of public parks and other publicly owned or operated recreational facilities.
- The Memphis Zoo, public libraries, and Brooks Art Galley are desegregated.
- 1961** To test a 1960 Supreme Court ruling that declared segregation in interstate travel facilities unconstitutional, activists initiate Freedom Rides to protest segregated bus terminals, restrooms, lunch counters, and waiting rooms in the South. Activists faced multiple incidences of violence, particularly in Anniston (Alabama) where a white mob bombed the Greyhound bus.
- Memphis buses and train stations are desegregated.
- Thirteen African American students desegregate four elementary schools (Bruce, Gordon, Rozelle, and Springdale) in Memphis. They became known as the Memphis 13.
- 1962** James Meredith is the first African American student admitted to the University of Mississippi (Ole Miss). Violence and riots surrounding his admission cause President John F. Kennedy to send 5,000 federal troops to Oxford, Mississippi.
- 1963** Dr. Martin Luther King Jr. and the Southern Christian Leadership Conference begin a direct-action campaign in Birmingham. Under the direction of Eugene “Bull” Conner, police use high-power water hoses and dogs on demonstrators.

The 16th Street Baptist Church in Birmingham is bombed, killing four young girls.

During the March on Washington, approximately 250,000 people gather at the Lincoln Memorial to draw attention to the continuing challenges and inequalities faced by African Americans. Dr. King delivers his iconic “I Have a Dream” speech.

1964

During Freedom Summer, northern college students arrive in Mississippi to assist with black voter registration. Three activists are murdered - Michael Schwerner and Andrew Goodman of New York and James Chaney of Mississippi.

Congress passes the Civil Rights Act which forbids segregation in public facilities and accommodations. It also prohibits discrimination based on race, color, religion or natural origin.

1965

Congress passes the Voting Rights Act which eliminates voter requirements such as poll taxes and literacy tests that were used throughout the South to prevent African Americans from exercising their right to vote.

Black nationalist leader Malcolm X is assassinated in Harlem (New York City).

During a march from Selma to Montgomery, demonstrators are stopped at the Pettis Bridge where they are violently attacked by police. The incident becomes known as “Bloody Sunday.”

1966

SNCC National Chairman Stokely Carmichael popularizes the “black power” slogan in a march across Mississippi. It becomes the rallying cry of a younger, more radical generation of civil rights activists.

Huey Newton and Bobby Seale form the Black Panther Party in Oakland, California.

1968

City of Memphis sanitation workers Echol Cole and Robert Walker are crushed in the back of a garbage truck when the compactor malfunctions. Following their deaths, approximately 1300 sanitation workers begin a strike for better wages, safer working conditions, and union representation.

The Community on the Move for Equality (COME) in collaboration with SCLC organize the March for Justice and Jobs in Memphis. Memphians are urged to “stay away from work or school and walk with more than 10,000 people who want Memphis once and for all to learn that it must be a city for all people.” Planned as a peaceful demonstration led by Dr. Martin Luther King Jr. and Rev. James Lawson, it is marked by rioting and looting. Mayor Henry Loeb, who declares martial law, initiates a citywide curfew and brings in 4,000 National Guard troops.

Larry Payne, a 16-year-old protester suspected of looting, is killed by a white police officer (Leslie Dean Jones). Payne is unarmed. Criminal charges are not filed against Jones. His parents later lose the civil suit against the City of Memphis and the Police Department.

While in Memphis supporting the Sanitation Strike, Dr. Martin Luther King Jr. is assassinated at the Lorraine Motel - the day after he delivers his "I've Been to the Mountaintop" speech at Mason Temple.

In reaction to King's death, there is rioting in more than 100 cities across the country. In Memphis, hundreds of buildings are burned, thousands of arrests are made, and more than 40 people lose their lives.

Coretta Scott King returns to Memphis to lead a peaceful memorial march in downtown Memphis.

1969 Activist Cornelia Crenshaw wages multiple battles with Memphis city government and officials. When she refuses to pay the city service fee for garbage collection, Memphis Light, Gas and Water disconnect her utilities. Over the next 10 years, she lives in her home on Vance Avenue without basic city services. Her efforts successfully push MLGW to accept partial payments from economically disadvantaged residents.

Memphis Branch NAACP initiates Black Monday, a boycott against Memphis City Schools to gain equal representation on the all-white school board. Students are encouraged to be absent from school on Mondays. At its peak, more than 67,000 students and 774 teachers were absent from predominantly African American schools across the city.

1971 The U.S. Supreme Court upholds busing as a legitimate means for achieving racial integration in public schools.

1972 Lois DeBerry is first African American woman from Memphis elected to the Tennessee State Legislature and becomes the first female Speaker Pro Tem of the House.

1974 Harold Ford of Memphis is the first African American congressman from Tennessee.

1977 Benjamin Hooks becomes Executive Director of the Memphis Branch NAACP.



SECTION 4

PEOPLE ALONG THE TRAIL





The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: A Lens on the Civil Rights Movement

Content Area(s) and Grade(s): 7-12th

Related Themes: Civil Rights Movement, Ernest Withers

Overview of the lesson: Students will learn about the history of the Civil Rights Movement by viewing a MHT video and analyzing an Ernest Withers photograph

Proposed Time Frame: 55 minutes

Vocabulary: Civil Rights Movement, Ernest Withers

Materials: Ernest Withers video under “Civil Rights” Section of Memphis Heritage Trail App, Ernest Withers’ photograph “Daddy I want to be Free Too, Memphis, August, 1961”.

<http://emuseum.brooksmuseum.org/view/objects/asitem/search@/0?t:state:flow=14e72ec8-bbe2-47e8-9a1f-fc4dd0389ec1>

Lesson

Objective:

SWBAT to

share three facts about Ernest Withers

SWBAT to

develop critical thinking and visual analysis skills by completing a SIT analysis of a Withers photograph

SWBAT to develop writing skills by completing a written reflection.

Lesson

Procedures:

- 1) Hook: Show students Ernest Withers Memphis Heritage Trail video on the app or YouTube: <https://www.youtube.com/watch?v=jq1Q5alnBSw> After the video ask students to write three facts they learned about Dr. Withers on their graphic organizer (see handout)
- 2) Explain to students that they are going to complete a SIT analysis of a Withers photograph by answering these questions: What in the photograph surprised you? What interested you? What troubled you?
- 3) Project Ernest Withers’ Photograph “Daddy, I want to be Free Too, Memphis, August, 1961” on your board. If possible, also provide physical handouts of the photograph (see handout) and magnifying glasses so the students can examine the photograph at their desks.
- 4) Challenge students to look closely at the photograph for one silent minute. Emphasize that they should not raise their hands yet, there will be time for sharing after the silent minute is up.
- 5) Project the SIT analysis on the board and provide hard copies to students (see handout). Ask the students to work independently to complete each section of the graphic organizer.
- 6) Think-Pair-Share- Allow students to turn to a partner and share their responses. Exit ticket: Give students time to complete a reflection on Ernest Withers by combining their notes on the Ernest Withers video and their SIT analysis of the photograph.

Name: _____ Withers Video



Ernest Withers (1922-2007)

Fact 1:

Fact 2:

Fact 3:



Ernest Withers, American, 1922-2007, "Daddy, I want to be Free Too, Memphis, August, 1961" Gelatin silver print, printed from original negative in 1999, Memphis Brooks Museum of Art purchase with funds provided by Ernest and Dorothy Withers, Panopticon Gallery, Inc., Waltham, MA, Landon and Carol Butler, The Deupree Family Foundation, and The Turley Foundation, 2005.3.115, © Withers Family Trust

Name: _____ **SIT Analysis**

What in the photograph surprises you?

What in the photograph interests you?

What in the photograph troubles you?

Name: _____

Directions: Use your notes from the Withers Video and SIT analysis to write a reflection about “Daddy, I want to be Free Too, Memphis, August, 1961.”

This image shows a single page from a notebook or ledger. It features approximately 20 evenly spaced horizontal black lines across its entire width. The lines are thin and uniform, providing a guide for writing. There are no margins, headers, footers, or other markings present on the page.



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Cornelia Crenshaw: A Memphis Upstander during the Civil Rights Movement

Content Area(s):

U.S. History

ELA

African-American History

Grades: 9-12

Curriculum Connections:

- Understands the methods used to characterize individuals; Examining one's social responsibility

Related Themes:

- Civil Rights Movement

Overview of the Lesson: Students will examine primary sources about Cornelia

Big Idea: One person's seemingly small actions can make a big difference. Students will examine a Memphis upstander during the civil rights era to understand how one woman made a big impact.

Lesson Objective: Students will be able to define the term upstander and convey and understanding of why Cornelia Crenshaw would be considered an upstander.

Crenshaw to understand her character and why she would be considered an upstander

Proposed Time Frame: 50-60 minutes

Materials/Curriculum Resources: (Click each item for access)

[Report detailing a NAACP march and brief speech given by Cornelia Crenshaw advocating for civil disobedience.](#)

[Article: Cornelia Crenshaw, gadfly, advocate for poor dies by Marc Perrusquia and Laura Coleman](#)

[Photos of Cornelia Crenshaw](#)

Pencil, Paper and Sticky notes

- **The Memphis Heritage Trail Curriculum Guide**
- **commercialappeal.com**

Vocabulary:

- Cornelia Crenshaw
- Civil Rights
- Movement
- Perpetrator
- Upstander
- Bystander

Essential Question(s):

- Who was Cornelia Crenshaw
- What is an upstander?
- Was Cornelia an upstander?

Lesson Procedures:

- **Lesson Introduction:** Quickly access the prior knowledge of students by asking them to define the phrase Civil Rights Movement to establish a foundation for the lesson
- **As students respond, introduce the remaining vocabulary terms into the conversation by asking guiding questions such as:**
 1. Who were blacks fighting against?
 2. Who took a stand?
 3. Do you believe some people did nothing?
- Once students have been introduced to critical vocabulary, **Ask students** if they know that people all across the U.S. stood up for the cause of Civil Rights.

• **Distribute 4-5 sticky notes to each student**

• **Explain that one of those Civil Rights Upstanders came from Memphis, TN- Cornelia Crenshaw**

• **Explain** to the class that they are going to ‘**get to know**’ Ms. Crenshaw by examining some artifacts to understand what qualities made her an upstander.

• **Have students examine the artifacts** (determine how this will happen, before the lesson—(digital, paper copies)

• **As students examine the three artifacts**, they should record words and phrases from the artifact or describe it on one side of the notes. (this can be done independently or in pairs)

• On the other side, **students should explain what the artifacts, based on their notes, convey about Ms. Crenshaw.**

• **Have students or student pairs share and discuss their insights with others.**

• **As a class, discuss student responses. Encourage students to add to their notes.**

Assessments:

1. Determine what students already know about civil rights.
2. Evaluate student’s ability to make inferences based on the ‘text’
3. Observe the students’ participation during the group discussion.
4. Have students write a paragraph responding to the following prompt: In on your opinion, was Cornelia Crenshaw an upstander? Complete your response using your notes.

LESSON 3



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Dr. J.E. Walker: Civil Rights Pioneer

Content Area(s) and Grade(s): History 5-8th

Related Themes:

- ☐ J.E. Walker
- ☐ The universal Life Insurance
- ☐ Voting Rights
- ☐ Voting Registration

Overview of the lesson: Students will be able to understand the role of J.E. Walker as a successful business man and pioneer in the Civil Rights Movement in Memphis.

Proposed Time Frame: 45 to 55 minutes

Vocabulary:

- ☐ Voting Registration
- ☐ Nonpartisan Voters' Registration Club
- ☐ J.E. Walker

Materials:

- ☐ The Memphis Heritage Trail Curriculum
- ☐ The Memphis Heritage Trail App
- ☐ Visual Images of The Walker Home, Portrait of J.E. Walker (Douglas), and the Universal Life Insurance Building
- ☐ Voter's Registration form
- ☐ http://www.readwritethink.org/files/resources/lesson_images/lesson924/kwl.pdf
- ☐ http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html
- ☐ http://www.readwritethink.org/files/resources/lesson_images/lesson951/strategy.pdf

Lesson Objective: Students will be able to understand the role of J.E. Walker as a successful business man and pioneer in the Civil Rights Movement in Memphis.

Lesson Procedures:

Lesson Introduction: See Think Wonder

- ☐ Students pictures of The Walker Home, Portrait of J.E. Walker (Douglas), and the Universal Life
- ☐ Ask students what they see think and wonder about the images
- ☐ Have them complete a See-Think-Wonder graphic organizer.

- ☐ Ask students to download the Memphis Heritage Trail App. Direct students to the Civil Rights loop of the app and browse the features of the trail Students will need to click on People to read about J.E. Walker and browse the links associated with the historical figure.
 - Distribute K-W-L charts so that students can summarize what they have learned based in the research and information provided from the MHT APP.
 - Ask the students to respond to the following questions: 1)
 - Who was Dr. J.E. Walker? 2) What businesses did Dr. Walker establish in Memphis? 3) How was Dr. J.E. Walker instrumental in securing voting rights for black Memphians?

Lesson Close- 3-2-1 Strategy

Ask students to answer the following

3 summaries from the lesson

2 questions from the lesson

1 interesting point from the lesson



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: History in the Eye of the Beholder

Content Area(s):

9-12 U.S. History and
African-American History

Visible Thinking

Routine: What Makes
You Say That?

Related Themes:

- Civil Rights Movement
- Memphis History

Overview of the

lesson: Students will
be able to analyze and
interpret images from
the Withers Gallery
Collection

Proposed Time Frame:

One 50 minute class
period

Materials:

Big Idea: Ernest Withers captured 1.8 million images over the course of more than 50 years chronicling African-American life and culture in Memphis and the U.S. These photographs tell a story that speaks louder than any written word.

Essential Question(s): How do photographs and images tell a story of a culture? How can history be explored through everyday routines and images?

Lesson Objective: Students will be able to analyze and interpret photos from the Withers Gallery Collection and discuss their place in Memphis and African American history and culture

<p>-Images from the Withers Gallery</p> <p>-Notebook paper and pen/pencil</p> <p>Curriculum Resources:</p> <p>-The Memphis Heritage Trail Curriculum Guide</p> <p>-Withers Digital Gallery</p> <p>https://withers.digitalrela b.com/</p> <p>Vocabulary:</p> <p>-segregation</p> <p>-analyze</p> <p>-Civil Rights</p> <p>-Jim Crow</p>	<p>Lesson Procedures:</p> <p>Introduction: Have students answer the question “How can a picture tell a story?” and engage in guided discussion with one another about their answers.</p> <p>Task: Introduce students to Ernest Withers and his photography. Assess their familiarity with his work and his importance to the Civil Rights Movement.</p> <p>After introducing Withers’ photography, give students a selection of 6 photographs from the Withers Gallery and have students answer the following questions about each image in 3-5 sentences per step:</p> <p><i>Step 1-What do you see/what activity is taking place?</i></p> <p><i>Step 2-What’s the message and who is the audience?</i></p> <p><i>Step 3-How is this relevant to the era in question and how is it relevant to modern America?</i></p> <p>Closure: Students will finish the assignment as homework if they are unable to finish during class.</p>
	<p>Assessments:</p> <ol style="list-style-type: none"> 1) Evaluate students’ ability to answer the initial writing prompt and their participation during the follow-up discussion. 2) Determine students’ familiarity with Ernest Withers and his importance to the Civil Rights movement. 3) Assess students ability to analyze the photography, as well as follow the steps and determine their abilities to follow the task to completion.

	<p>Lesson Resources:</p> <ul style="list-style-type: none"> -The Memphis Heritage Trail Curriculum Guide -Withers Digital Gallery <p>(https://withers.digitalrelab.com/)</p> <p>Lesson Extensions:</p> <ul style="list-style-type: none"> -The Commercial Appeal -Memphis/Shelby County Archives
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LESSON 5



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: The Lee Sisters

Content Area (s)

Social Studies

Grade: 5

Curriculum Connection:

Individual and group
cultural development

Related Themes:

The Civil Rights
Movement

Overview of the Lesson:

TLW review the roles of
each of the Lee sisters
during their stance in 60s
during the Civil Rights
Movement

Proposed Time Frame:

- 55 minutes

Big Idea:

There were many activists who were involved in The Civil Rights Movement in Memphis during the 60s. However, the bravery of The Lee sisters stands out mainly because they were females and they took a stand for the equality of minorities as a family of females.

Lesson Objective:

TLW track the movements of the Lee Sisters including, but not limited to their sit in, marches, and incarcerations. TLW infer the mood of and the reasons why they the sisters took on a unique stance as well as their expected role as ladies during the time period.

Lesson Procedures:

Introduction: Show the class a video (black and white) of the “typical” household in the 1960s.

Teacher: Ask students to discuss verbally the role of ladies, mainly Negroes, in the home and the expectation of a lady in the 1960s (reviewing video). Ask students to discuss the difference in the ladies of today and those of the 1960s.

1. Distribute: Paper and pencil so students can list their thoughts.
2. Assign paired students to computer. Students will use computer to locate The Lee Sisters in the 1960s, listing “uncommon” activities that they were involved in.
3. Students will list the “common” activities that ladies were expected to be involved in during the time period.
4. Students will compare and contrast the two.
5. Students will make a chart to present to class.
6. Students will orally present their findings to the class.

<p>Materials:</p> <ul style="list-style-type: none"> • Pencil • Paper • Computer • Projector • Screen/board <p>Curriculum Resources:</p> <p>The Memphis Heritage Trail Curriculum Guide</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • freedom • sit-in • incarceration 	<p>Assessments:</p> <ul style="list-style-type: none"> • TLW be divided in pairs • TLW be assigned to make a spread sheet comparing • The Lee Sister’s activities in the 60s during the Civil • Rights Movement with the expectations or jobs of • Ladies during the same time period • TLW present their spread sheet (enlarged on poster-for viewing) along with a power point of documentation of comparison and contrast.
<p>Essential Question(s):</p> <p>What are some duties or expectation of ladies in the 60s?</p> <p>Are the duties and expectations of ladies different today from those of the 60s?</p>	<p>Lesson Resources:</p> <p>The Memphis Heritage Trail Curriculum Guide</p> <ul style="list-style-type: none"> • Paper • Pencil • Newspaper Article on The Lee Sister <p>Lesson Extensions:</p> <p>*TLW visit The Lee Sister’s Monument</p>



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Maxine Smith

Content Area(s):

U.S. History
Memphis History

Visible Thinking

Routine:

Color-Symbol-Image

Related Themes:

Character analysis;
activism; Civil Rights
Movement

Overview of the lesson:

Students will examine various primary sources about Maxine Smith. The lesson will culminate with students creating a “fakebook” page about Maxine Smith.

Proposed Time Frame:

50 minutes

Materials:

Notebook Paper + Pencil;
handouts; primary sources

Curriculum Resources:

Big Idea:

Maxine Smith was a crucial figure of the nonviolent Civil Rights Movement in Memphis.

Lesson Objective:

The Learner will examine various primary sources about Maxine Smith in order to create a “fakebook” page on Maxine Smith.

Lesson Procedures:

Do Now:

Teacher will display the following [image](#) of Maxine Smith and other protestors. Teacher will ask, *using your background knowledge and what you observe in this picture, what inference can you make about the two women in the photo?*

Teacher calls on 2-3 students to share out.

Work Time:

Teacher will tell students that one of the women in the photo is named Maxine Smith. Teacher asks, has anyone heard of Maxine Smith? Teacher will tell students that they will learn more about her today by examining primary sources about her.

Teacher will play a [video interview](#) of Maxine Smith. After the video, students will create a Color-Symbol-Image about Maxine Smith.

Culminating Project:

<p>See links below.</p> <p>Vocabulary: Examine Primary Sources Nonviolent Crucial Inference</p>	<p>After watching the video and creating a C-S-I, students will then be broken into groups. In their groups, they will examine the remaining primary sources about Maxine Smith (listed below). Based on inferences drawn from primary sources, students will create a “fakebook” page about Maxine Smith.</p> <p><u>MPD Assignments March 5, 1968</u></p> <p><u>Letter from Maxine Smith to Frank Hollman</u></p> <p><u>Letter of Encouragement from Russell Sugarmon to Maxine Smith</u></p> <p><u>“You Have to be Radical to Change a Radically Sick Society”: Robert Church, Jr., Maxine Smith, and the NAACPs Shift to Direct Action</u></p> <p>Assessments: Teacher will assess students’ background knowledge of Maxine Smith during the Do Now. Teacher will assess students’ working knowledge of Maxine Smith during the C-S-I (after the video interview). Teacher will circulate to provide support to struggling groups while groups are analyzing the remaining primary sources and creating “fakebook” pages.</p>
<p>Essential Question(s): How did Maxine Smith impact the story of Memphis?</p>	<p>Lesson Resources:</p> <p><u>Partial list of the assignments within the Memphis Police Department for the date of March 5, 1968. The list includes officers assigned to protect city hall during a meeting of the city council scheduled for that day. Police anticipated a sit in by supporters of the striking sanitation workers during the city council meeting. When the sit in took place, police were forced to arrest over a hundred demonstrators including Maxine Smith, executive secretary of the Memphis branch of the NAACP.</u></p> <p><u>Maxine Smith and others boycotting downtown businesses. Photo shows Goldsmith's sign above them.</u></p> <p><u>Letter from Maxine Smith, Executive Secretary of the Memphis branch of the NAACP, to Frank Holloman, Director of Fire and Police, where she complains about her treatment following her arrest on March 5, 1968. She along with more than a hundred others were arrested for staging a sit-in during a meeting of the city council. The sit-in was in support of the sanitation workers' strike. She complains about being forced to go into a men's restroom while it was in use and that the guards did not use courtesy titles</u></p>

when addressing her, something that she says they did with whites who were also arrested. Mayor Henry Loeb is copied on the letter.

Letter of Encouragement from Russell Sugarmon to Maxine Smith.

Maxine Smith Interview.

“You Have to be Radical to Change a Radically Sick Society”: Robert Church, Jr., Maxine Smith, and the NAACPs Shift to Direct Action



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Photography and the Civil Rights Movement in Memphis

Content Area(s):

- *U.S. History
- *African-American History
- *Sociology

Visible Thinking Routine:

- *See/Think/Wonder

Related Themes:

- *Civil Rights Movement
- *Sanitation Workers Strike
- *Assassination of Dr. King

Overview of the lesson:

Students will highlight the contributions of Ernest Withers, by analyzing primary sources (photographs), to better understand the Civil Rights Movement and evaluate the impact of media on society.

Proposed Time Frame:

50 minutes/High School

Big Idea: Most students have a “master narrative” of the Civil Rights Movement and do not understand the unnamed people and efforts that kept it going. Through video and photographs we capture a moment in time to express emotions and truth to rewrite the narrative.

Essential Question(s):

- *Who was Ernest Withers?
- *How did Withers photographs impact the city of Memphis and the Civil Rights Movement?

Lesson Objective:

Students will highlight the contributions of Ernest Withers, by analyzing primary sources (photographs), to better understand the Civil Rights Movement and evaluate the impact of media on society.

Materials:

***Poster paper**

*** Notebook paper and pencil**

***Photos from the Withers Collections**

***Video clip: Ernest Withers**

<https://youtu.be/BVUzoPnmZPo>

Curriculum Resources:

***The Memphis Heritage Trail Curriculum Guide**

***Withers Collection (Digital)**

<https://withers.digitalrelab.com/index.php>

Vocabulary:

Civil Rights

Ernest Withers

Media

***Lesson Introduction:** As students walk in, a photograph will be on the smartboard with the question –“What time period in U.S. history is this image from? What is it of?” Listen to student responses and develop a list of answers. Ask students “What emotions did you have looking at this photo? Why do you think the photographer took this image?”

Discuss answers and introduce Ernest Withers as the person who captured this photo.

***Show clip** to introduce students to Ernest Withers:

<https://youtu.be/BVUzoPnmZPo>-- After the clip ask how was he so successful in getting the hard-to-get-image?

Lesson Procedures:

1. Teacher will introduce students to the “See/Think/Wonder method and will use a different photograph (military on Beale St) for us to do together. Students will answer what they see, what they think about the photo, and what this makes them wonder about the time period.
2. **GROUP ACTIVITY:** Enlarged photos will be placed on post-it posters around the room. Students will stand by each photo in groups of 2-3.
3. Students will be given color post-its and for two minutes will write something that they either see, think about, or wonder about that photo. After two minutes students in that group will move to the next picture in a clockwise motion.
4. After students have looked at and responded to each picture, the teacher will ask them to stand by the photo that had the greatest impact on them. Teacher will then pick students to respond why.

CLOSURE: Students will write how the pictures impacted the city of Memphis and the Civil Rights Movement

	<p><u>Assessments:</u></p> <ol style="list-style-type: none"> <u>1.</u> Determine what students know about the Civil Rights Movement. <u>2.</u> Evaluate student's ability to discuss the impact of photographs. <u>3.</u> Analyze student responses to photographs used in the lesson. <u>4.</u> Observe the student's participation during the group work. <u>5.</u> Evaluate the student writing task to determine their understanding of the impact photos had on the Civil Rights movement.
<p>Essential Question(s):</p> <p>How did photography impact the Civil Rights Movement?</p>	<p><u>Lesson Resources:</u></p> <p>*The Memphis Heritage Trail Curriculum Guide</p> <p>*Withers Collection (Digital)</p> <p>https://withers.digitalrelab.com/index.php</p>



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: The Invaders - Youth Activists

Content Area(s) and Grade(s):

U S History/ African American History/ Arts
9-12

Related Themes:

Civil Rights
Grassroots Community Activism
Black Panthers
Mobilizers
Social Justice
Poor People's Campaign

Overview of the lesson:

Students will be able to research the role of the Invaders in Memphis Civil Rights Movements history and analyze the role of youth in social justice organizations. They will review articles, recorded interviews, a documentary, and videos and conduct oral interviews in order to gain a better understanding of the role of youth in social justice movements.

Proposed Time Frame:

Three class periods-50 to 90 minutes

Vocabulary:

Social Justice, Activism, Advocacy, Grassroots Democracy, Militant, Change Agent

Materials:

Memphis Heritage Trail App/ Website-Civil Rights 1960s Young Activist Section

The Invaders Documentary by Pichard Smith- PichardSmith.com/ Imdb.com

Youthactivismproject.org, SpeakOutNow.org, HipHopCongress.org, NAACP Youth & College Division-NAACP.org

Midsouthpeace.org

YouTube- The Invaders Documentary Q & A <https://youtu.be/N6ykrUK0XPY>

Articles: 1968 Bear Marks of the Invaders- Smart City Memphis, Commercial Appeal November 8, 2016- Former Invaders recall Civil Rights History by Tonyaa Weathersbee

Research: Colby Smith, Calvin Taylor, Juanita Thornton(deceased), John Cabbage, David Acey (possible people to interview)

Lesson Objective:

Students will be able to analyze and discuss the role of youth activism organizations during the Civil Rights Movement. They will also analyze and discuss the relevance of youth activism organization currently. Students will conduct research, oral interviews of former Invaders, and community members that were involved in the Civil Rights Movement. They will use their research to provide a reflection essay and incorporate a form of the arts (music, poetry, drama, dance) to express their point of view on student activism.

Lesson Procedures:

Do Now Questions:

Create a question gallery using a large sheet of paper and post it notes. Write the Questions

1. Is student involvement in social justice issues important and why? Answer yes or no and explain your point of view.
2. Would you have participated in protests or other forms of social justice activism during the Civil Rights Movement?

Discuss social justice, activism and advocacy as it relates to the Civil Rights Movement and ask students if they are familiar with any Memphis organizations that participated during the Civil Rights Movement- provide examples of groups that they discover.

Use the MHT video 1960s Young Activists to assist in the discussion. Watch the Invaders Documentary, read articles on the Invaders and related articles on current social activism among youth.

Discuss why it is important to understand the Civil Rights Movement history?

After analyzing the materials, gathering oral histories, inviting members of the Invaders and/or active participants in the Civil Rights Movement the students will do a reflection essay and express their findings by using the arts. The essay should be at least two pages, they can use art work, a song, dance, poem or dramatic piece that is at least three to five minutes in length.

Exit Ticket: Write a brief reflection on the importance of being a student social justice activist.
“Everything that is done to hurt you doesn’t make you cry.” Colby Smith



SECTION 5

PLACES ALONG THE TRAIL



LESSON 1



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: R.S. Lewis Funeral Home: Death as a Text

Content Area(s):
History/ELA

Visible Thinking
Routine: I use to think
Now I think

Related Themes:

Overview of the lesson:

Proposed Time Frame:
3 day lesson

Materials: Articles,
Pencil, paper, Venn
diagram, interview

Big Idea: For student to contextualize the importance of death, the preservation of remain, and funeral culture in the African American community.

Lesson Objective: I can examine African American funeral culture by constructing a newspaper article for the Tri-state defender examining a high-profile death of the civil rights movements of the 1950's- 1960's

<p>worksheet, Highlights</p> <p>Curriculum Resources:</p> <p>Vocabulary: Embalming, remains, funeral home, legacy, preservation</p>	<p>Lesson Procedures: Teacher introduces lesson by posing the question what's the oldest profession of civilization?</p> <p>Teacher would solicit answers and inform students the death care industry is the oldest profession in civilization.</p> <p>Teacher would then present on Memphis ties to Egyptian culture as a Segway into Egyptian burial practices presentation.</p> <p>Students would then examine two articles about preservation of the remain and burial practices.</p> <p>https://www.ancient.eu/Egyptian_Burial/</p> <p>https://blackthen.com/traditions-of-african-american-funerals-and-burials-past-and-present-day/</p> <p>Students would then complete a Venn diagram comparing and contrasting Egyptian death practices and contemporary death practices.</p> <p>Day 2: Students would go on a field Experience to R.S. Lewis Funeral Home and interview and engage staff about the role of the funeral home in the African American community pre and post the 1950's and learn about the preservation and celebration of Dr. King's remains.</p> <p>After the field trip students would return back to school and research high profile deaths during the civil rights movement and begin journaling information for their newspaper article.</p> <p>Day 3 Students construct newspaper article for Tri- state defender covering a high profile death of the civil rights movement examining how this figure died , how his or her death was celebrated, what funeral home handled the arrangements and the impact of this person's death on his or her community.</p>
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	Assessments: Venn Diagram, Interview worksheet, Annotations, newspaper article
Essential Question(s): Is the way person dies telling of how they lived their lives? How is death seen and celebrated in the African American Community? How does death promote change?	Lesson Resources: Lesson Extensions: Students construct an obituary program for their researched high - profile deceased person.

LESSON 2



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Lesson Title: WDIA, The Impact of the Black Radio Station For Social Change

Content Area(s):

Area(s):

Grade:

Middle/High School

Visible Thinking Routine:

Step Inside,
Connect –Extend-
Challenge

I use to
think...Now I
think

Related Themes:

Composing
Music

Overview of the lesson:

Students will
be able to
understand the
role and
impact of
music
specifically in
the black
community as

Big Idea:

Big Idea: WDIA was the first Black radio station owned and operated by African American in Memphis, Tennessee. The station served as a voice in the African American community during the Civil Right Movement. It provided a platform to expose some of the best local talent who become major musical icons today. The station: developed young talent, supported social activism, and religious events, as well as booster economic development in the community. Students will be able to recognize the role of the black radio station within the context of social change, specifically during the Civil Rights Movement

Lesson Objective: Students will :

Put the history of WDIA in chronological order on a timeline

<http://jfk.hood.edu/Collection/Weisberg%20Subject%20Index%20Files/D%20Disk/Domestic%20Intelligence%20MFO%20Invaders%20F>

<https://www.youtube.com/watch?v=T3IWkAeKxgg>

Categorize the time period of the station based on the genres the radio played

Compare and contrast the message convey during that Civil Rights Era and today.

Listen to music and the message during the Civil Right Era. Complete a I use to think...Now I think

Create a song, poster, political statement or with a social message that connects to the student, but express it in a different genre/medium.

Lesson Procedures:

Lesson Introduction: Ask students if they heard of WDIA? Listen to the responses, adding to or clarifying the students' information. If no have not heard of WDIA, I will refer to the Memphis Heritage Trail guide map to them the exact location of the Radio site within the Memphis Heritage Trail Civil Rights loop.

Show the provided clip of an excerpt of WDIA

<https://www.google.com/imgres?imgurl=https://theblackdetour.com/wp-content/uploads/2018/09/00a12-1.jpg&imgrefurl=https://theblack>

<p>a catalyst for social change.</p> <p>Proposed Time Frame: Three fifty minutes sessions</p>	<p>https://www.google.com/search?q=wdia+radio+building+today&source=lnms&tbm=isch&sa=X&ved=0ahUKewjw4NLI2efiAhVEKKwKHWf8</p> <p>Ask students to describe and clarify WDIA building site then and now.</p> <p>Have students to listen to music WDIA radio station played during the Civil Rights Movement</p> <p>https://www.youtube.com/watch?v=PB2Mu2zBzjw (Aretha Franklin 1968)</p> <p>Have student to sit in groups to discuss and write down on index cards the types of genre that heard to today?</p>
<p>Materials:</p> <p>Notebook</p> <p>Paper, Color Markers, Blank Timeline of WDIA</p> <p>Complete a chart Before and After</p> <p>Create a service ad</p> <p>Curriculum</p>	<p>Assessments:</p> <p>Put WDIA music in chronological order</p> <p>Sort the time period of the station based on the genres played</p> <p>Compare and contrast the message convey during that Civil Rights Era and today</p> <p>Listen to music and the message during the Civil Right Era. Complete a I use to think...Now I think</p> <p>Evaluate the student brief writing of WDIA history during the Civil Rights Movement</p> <p>Create a song, poster, political statement or with a social message that connects to the student, but express it in a different genre/medium.</p>
<p>The Memphis Heritage Trail Curriculum Guide</p> <p>Glory: John Legend</p> <p>Say it Loud, I'm Black and</p>	<p>Lesson Resources:</p> <p>The Memphis Heritage Trail Curriculum Guide</p> <p>Lesson Extensions:</p> <p>The Commercial Appeal</p> <p>America's first black radio station celebrates 70 years</p> <p>https://www.wmcactionnews5.com/2018/10/25/americas-first-black-radio-station-celebrates-years/</p>

<p>I'm Proud, James Brown</p> <p>Resources:</p> <p>Understands the Civil Rights Movement and social transformation in the United States.</p> <p>Vocabulary:</p> <p>Civil Rights</p> <p>Media</p> <p>Segregation</p>	<p>Essential Question(s):</p> <p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How was the use of the WDIA Station essential to Civil Rights? 2. Has WDIA changed much in your observation based on the station's history?



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: A Community called Orange Mound

Content Area(s) and Grade(s):

History 5th grade

Related Themes:

Memphis History, Civil Rights Movement, Memphis Heritage Trail

Overview of the lesson:

Students will be able to recognize the process of building Orange Mound and acknowledge the struggles the community went through.

Proposed Time Frame:

(1 to 2) 45 minute classes

Vocabulary:

Heritage, museum, community, history, plantation, unity, Civil rights, slavery, Post-Civil war

Materials:

Memphis Heritage Trail app

Black past <https://www.blackpast.org/african-american-history/orange-mound-memphis-1890/>

Tennessee Encyclopedia <https://tennesseeencyclopedia.net/entries/orange-mound/>

Hidden History <https://www.fox16.com/news/local-news/hidden-history-orange-mound-built-on-site-of-former-plantation-in-1890/>

The black Detour <https://theblackdetour.com/orange-mound-built-on-site-of-former-plantation-in-1890/>

Lesson Objective:

Understand the History of Orange Mound and know about the land which Orange Mound was built on.

Lesson Procedures:

Teacher will Present the class with a picture of Orange Mound in the making and ask the follow three questions.

See, Think, Wonder (Bell work)

What do you see in this community of Orange Mound?

What do you think about the community of Orange Mound?

What do you wonder about the community of Orange Mound?

The history of Orange Mound is presented via the video on the Memphis Heritage Trail app. A discussion is then taken place about obstacles that went on within the community.

Exit Ticket:

Students will draw/doodle an image to express the following.

How does it make you feel to know that Orange Mound was built on the land of a plantation?

How does the community unity make you feel in comparison to today's unity?

How does the history of Orange Mound make you feel?

Or

Create an art piece expressing your identity within your community.

LESSON 4



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Knowing the Unknown: The Story Behind I Am A Man

Content Area(s) and Grade(s): African-American History, US History, American History
Grades 9-12th

Related Themes: The Civil Rights Movement, Social Injustice

Overview of the lesson: In this lesson, the student will be introduced to Memphis Sanitation Strike that occurred in 1968 that led to Dr. Martin Luther King assassination at the Lorraine Motel. First, they will be introduced to this lesson by watching two videos and reading a handout on the sanitation strike.

Proposed Time Frame: 50 minutes or 1 class period

Vocabulary: Strike, Martin Luther King, Jr, Sanitation, Community, Membership, Mason temple, James Lawson

Materials: MHT App, [Their Deaths Sparked a Revolution](#)

[Sanitation Workers](#)

[A Time of Crisis: The Sanitation Strike](#)

Lesson Objective: The student will be able to differentiate the meaning of community and membership and why it is important to be a part of a particular community.

The student will be able to synthesize information from the sanitation workers' strike and afterwards be able to identify strategies to propose positive initiatives in their communities.

Lesson Procedures:

Introduction (Do Now): *Tug-of-War* The teacher puts the following question on the board, “Do you think belonging to a community plays a part in your upbringing?” The student will write on a sticky note their opinion to the question and place sticky note on the board. No yes or no answers permitted, student must provide a reasoning why. Afterwards, teacher will randomly select three notes to discuss. (5 mins total)

Lesson: Ask students to make a list of communities that they are members of. Next, the student will rank each community from most important to least important. Afterwards, in their journals, the students will answer each question:

1. What responsibilities do you have belonging to that community?
2. Think about one of your communities you are a part of. What kind of feeling do you get being a part of that community?
3. Write about a challenging time that you felt like you had to leave that community.

Teacher will then ask for volunteers to answer one of the questions until all questions are answered. (7 mins total)

Next, tell students they will be watching a clip on the two sanitation workers whose deaths sparked a monumental time period in Memphis.

Give students the graphic organizer of [Who, What, When, Where, and How](#). Students will answer each question while watching the video on, [Their Deaths Sparked a Revolution](#). Afterwards, the students will watch the video, [Sanitation Workers Strike](#) on the Memphis Heritage Trail app after asking them to download the app on their smart phones.

Teacher will then pass out the reading, “[A Time of Crisis: The Sanitation Strike](#)”. You may want to choose the read aloud method, read in pairs, or silently depending on students reading level. While reading, students will annotate, by marking with an asterisk what they found surprising. Things that they found interesting, students will underline. Things that they had trouble with understanding, they will highlight. Ask the following questions when completed with reading: (20 min total)

1. What did you find surprising?
2. What did you find that was interesting?
3. What did you find that was hard to understand?

Closure: In order to capture an understanding about the important of community and creating change within the community, ask the students to complete an exit card. Pass out note cards to students and on the card each student will respond to the following question:

After watching the two videos and reading the text on the sanitation strike, if you were a student during that time period, what advice would you give to the sanitation workers before going on strike? Why? (6 mins total)



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: What Strategic role did Clayborn Temple and Mason Temple have in the Modern Civil Rights Movement?

Content Area(s) and Grade(s): 5th-12th

African American History

American History

Local History

Related Themes:

Martin Luther King Jr.

Sanitation Workers Strike

Non-Violent Protests

Civil Rights Movement

Religious Impact

Social Studies

Politics

Overview of the lesson: Access MHT App and locate Clayborn Temple and Mason Temple and their proximity to each other, and identify other MHT Sites nearby for references and future discussions.

Proposed Time Frame: 2 hours

Vocabulary: Civil Rights Movement, Protest Marches, Sit-Ins, Black Power, Protest Songs, Segregation, Integration, Boycotts, I AM A MAN, Sanitation Workers Strike

Materials: Videos-Eyes on the Prize, You Tube, newspaper articles, Withers Collection

Lesson Objective: Students will understand the importance of using Black Churches and the role churches had during the Civil Rights Movement.

Lesson Procedures:

1. Give a brief history of both Clayborn and Mason Temples.
2. Analyze how both temples got involved in the Civil Rights Movement. And why some churches and clergy were opposed to MLK coming to Memphis.
3. Determine what support did Clayborn Temple and Mason Temple provide during the sanitation workers strike.
4. Map out why the location of Clayborn Temple was important for rallies and marches.
5. After reviewing the MLK "Been to The Mountaintop Speech" video. Why is April 3, 1968, an important date in American History?
6. Ask students why MLK chose Mason Temple to deliver his last sermon.
7. Compare and Contrast what the two temples had in common, and what they did different during the Civil Rights Movement.
8. Write a summary on what was a "Surprising" fact or idea, or what was an "Interesting" fact or idea, or what was a "Troubling" fact or idea.



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: How did the students enrolled at Lemoyne-Owen College impact the modern civil rights movement?

Content Area(s) and Grade(s): 7th-12th

African American History

American History

Social Studies

Related Themes: Civil Rights Movement, protest marches, student sit ins, picketing, civil disobedience.

Overview of the lesson: Students will access the MHT App to locate Lemoyne-Owen College and its relationship to Soulsville. Also, identify other area MHT sites for reference and future discussions.

Proposed Time Frame: Two class periods-120 minutes

Vocabulary: Civil Rights Movement, student marches, sit ins, Black Power, protest songs, segregation, integration, boycotts,

Materials: Videos-Eyes on the Prize, You Tube , Pictures, newspaper articles, Memphis Sanitation Strike, American History -part 207, Withers Collection,

Lesson Objective: Students will research and analyze the objectives of the protests. Identify who were the student leaders from Lemoyne-Owen. What tactics and strategies did they use to bring about a change? How did the students measure success? What training did the student receive on non-violent protests? What role did the NAACP and other Civil Rights organizations have in the student protests? Understand the challenges African Americans faced in the 1960's.

Lesson Procedures:

1.Divide class into several working units.

2. Show and discuss videos of the Greensboro, NC and the Memphis sit ins.

3. Introduce what Memphis was like in the 1960's, i.e., Black customers could buy goods in downtown stores, but not eat at lunch counters.

4. Which stores were targeted and why?

5. Gather and analyze how Memphis protested, specifically the youths.

6. How would you organize a protest movement?

7. Compare your plan to the Memphis Students Plan.

8. Each unit will present their findings to the class.

9. Each student will write a summary on "What was Surprising" What was Interesting" and "What was Troubling"



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Mason Temple

Content Area(s) and Grade(s): African American History, American History, US History
Grades 9-12th

Related Themes: Christian religion, Charles Harrison Mason, Church of GOD in Christ (COGIC), Pentecostal, Martin Luther King JR, Sanitation Strike, I've Been to the Mountaintop, April 3, 1968

Overview of the lesson: In this lesson, the students will be introduced and taught the importance of the Mason Temple and its role to the culture of African Americans in the mid-1900s.

Proposed Time Frame: 50 minutes (one class period)

Vocabulary: COGIC, Charles Harrison Mason, entombed, international sanctuary, Pentecostal, sanitation, "I've Been to the Mountaintop", Martin Luther King Jr, temple

Materials: MHT App, [Mason Temple](#), and ["I've Been to the Mountaintop" text](#)

Lesson Objective:

The student will be to learn about the role of COGIC in the African American community/culture and its significance to the Civil Rights movement in the mid-1900s.

Lesson Procedures:

Introduction (Do Now): *Tug-of-War* The teacher puts the following question on the board, "DO you believe that being a member of a religious organization defines who you are?" The student will write on a sticky note

their opinion to the question and place sticky note on the board. No yes or no answers permitted, student must provide a reasoning why. Afterwards, teacher will randomly select three notes to discuss. (5 mins total)

Lesson: Ask students to make a list of religious groups that they are members of. Ask students the following discussion questions:

1. Is religion prevalent in today's society? Why or why not?
2. Why do you think our ancestors were so religious back in old times?
3. Does being religious make or break an ethnic group? Does it make one ethnic group better than the next?

Teacher will then ask for volunteers to answer one of the questions until all questions are answered. (7 mins total)

Next, tell students they will be watching a clip on the Mason Temple and its importance to the COGIC denomination of Christianity.

Give students the graphic organizer of [Who, What, When, Where, and How](#). Students will answer each question while watching the video on [Mason Temple](#). Navigate students to the MHT app and under Civil Rights Videos, have students watch the video on Mason Temple. While watching this video, have students complete the Watch-Think-Write strategy. First, the student will watch the video and don't write any notes about the video. Next, the students will talk amongst the class about different segments of the video that follows the SIT protocol. Lastly, students will write any remaining notes that they learned from talking among each other.

Next, discuss April 3, 1968 to the students and remind them of the Sanitation Strike from the previous lesson. Pass out the reading, ["I've Been to the Mountaintop" text](#), students will use this as an introduction to the next lesson on dissecting "I've Been to the Mountaintop" speech by Dr. Martin Luther King Jr.

Closing: In closing, have students write on an index card the 3-2-1 method of closing an activity that relates directly back to how the role of COGIC in the African American culture and its significance to the Civil Rights Movement.

First, have students define each important vocabulary word taught during the lesson in class on one slip of paper to be turned in at the end of class.



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Mason Temple

Content Area(s) and Grade(s): History 5-8th

Related Themes:

- ☐ Mason Temple
- ☐ Sanitation Strike

Overview of the lesson: Students will be able to understand the role of Mason Temple as a religious institution and its purpose within the Civil Rights Movement and the Sanitation Strike

Proposed Time Frame: 45 to 55 minutes

Vocabulary:

- ☐ Church of God in Christ
- ☐ Charles Mason
- ☐ Mason Temple
- ☐ Temple “Mother” Church

Materials:

- ☐ The Memphis Heritage Trail Curriculum
- ☐ The Memphis Heritage Trail App
- ☐ Visual Images of Mason Temple, Temple “Mother” Church, and Charles Mason (MHT APP)
- ☐ Biography of Charles. Mason and the Church of God in Christ (MHT APP)
- ☐ http://www.readwritethink.org/files/resources/lesson_images/lesson924/kwl.pdf
- ☐ http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html
- ☐ http://www.readwritethink.org/files/resources/lesson_images/lesson951/strategy.pdf

Lesson Objective: Students will be able to understand the role of Mason Temple and its purpose within the Civil Rights movement and the Sanitation Strike.

Lesson Procedures:

Lesson Introduction: See Think Wonder

- ☐ Students pictures of Mason Temple and Mother Temple Church
- ☐ Ask students what do they see think and wonder about the images
- ☐ Have them complete a See-Think-Wonder graphic organizer.

- ☐ Ask students to download the Memphis Heritage Trail App. Direct students to the Civil Rights loop of the app and browse the features of the trail Students will need to click on Mason Temple to read about the historic place and watch the video.
 - Distribute K-W-L charts so that students can summarize what they have learned based in the research and information provided from the MHT APP.
 - Ask the students to respond to the following questions: 1) Why was Mason Temple an ideal place to host the Sanitation Workers? 2) What significance did the Church of God in Christ have within the Memphis community.

Lesson Close- 3-2-1 Strategy

Ask students to answer the following

3 summaries from the lesson

2 questions from the lesson

1 interesting point from the lesson



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Messages in the Music

Content Area(s) and Grade(s):

America History

African America History

Related Themes:

Civil Right Movement

Overview of the lesson:

Students will analyze the lyrics of the Sledge Sisiters' *Respect Yourself* and compare the song to a present day song of their choosing.

Proposed Time Frame:

- 50 minutes

Vocabulary:

- Civil Rights Movement
- Stax Records

Materials:

- Memphis Heritage Trail App
- Sledge Sisters' *Respect Yourself* Lyrics

Lesson Objective:

Students will analyze the lyrics of the Sledge Sisiters' *Respect Yourself* and compare the song to a present day song of their choosing.

Lesson Procedures:

Lesson Introduction:

- Quick Write or Journal: Have students write down their favorite song and explain the meaning behind the song. Allpw a few students to share out.
- **Vocabulary Review: Vocabulary Journals will allow students a quick overview of vocabulary they will see in the reading.**
- **Next have students download the Memphis Heritage Trail App. (1) Click on Video at the bottom (2) Click entertainment (3) Click Soulsville, USA**
- **Have the students view the video, silently and then give students 3-5 minutes to share out together**
- **Transition students into the activity. Distribute lyrics and have students read along as the song plays and to underline or highlight a stanza, or phrase that stands out to them,**
- **After the song plays have each student read their underline phrase, popcorn style. As the students read the teacher can highlight the most shared phrases and have a discussed after.**
- **Exit Ticket: Have the students choose a song that they feel displays a strong message for kids today. They will write the title and artist, along with a stanza or phrase that displays the message, and explain why they chose this song**



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: MLK Reflection Park - A Space to Connect with History

Content Area(s):

History
Civics

Visible Thinking

Routine: chalk talk, see/think/wonder, and think-puzzle-explore

Related Themes:

Civil Rights

Monuments and
Memorials

Overview of the

lesson: This lesson is designed to be completed after students study MLK's "I Have Been to the Mountaintop" speech. In the lesson, students consider Hunt's 1977 sculpture inspired by the speech and learn about its history in Memphis. The lesson

Big Idea: After a study of MLK's "I Have Been to the Mountaintop" speech, students will learn about the "The Mountaintop," a 10-ton bronze sculpture created in King's memory. Students will contemplate the use of memorials and how the newly opened MLK Reflection Park serves to promote Dr. King's legacy and inspire individual commitment to the continued efforts for equal rights for African Americans.

Lesson Objectives:

Students will understand the use of memorials in preserving a connection to history.

Students will research and learn about Chicago artist Richard Hunt's 1977 sculpture "I Have Been to the Mountaintop." They will be able to explain the significance of its construction, why it was brought to Memphis, and its history in Memphis.

culminates by having students learn about the new MLK Reflection Park in which the sculpture now stands.

Proposed Time Frame:
1 or 2 50-minute class periods

Materials:

Curriculum Resources:
linked in lesson

Vocabulary:
memorial
sculpture
reflection

Lesson Procedures:

Lesson Intro

Students are placed in groups. The teacher places images of the Vietnam Memorial on large sheets of paper in the middle of each group and asks the group to discuss what they see (what do you see? what do you think about that? what does this make you wonder?). After each group has had time to discuss, the teacher asks if anyone recognizes the image. If not, the teacher identifies the image and explains the [purpose of the Vietnam Memorial](#) and [memorials](#) in general.

Next, the teacher gives students excerpts from [Maya Lin's essay "Making the Memorial."](#) In their groups, students should write down ideas, thoughts, and information from the excerpts next to the image.

Finally, the teacher should lead a whole-class discussion about the choices the artist made in designing the memorial and have students share their thoughts and feelings about those. The teacher should emphasize that memorials have a purpose, so when artists design them, they are trying to accomplish that purpose with their choices. The teacher should then tell students that they are going to learn about a memorial for MLK in Memphis and the choices that went into helping it achieve its purpose.

Lesson

The teacher should open with a brief biography of Richard Hunt, perhaps showing images of his other artwork and/or excerpts from this video about his career ([Richard Hunt Bio video](#)). Then, the teacher should ask students to recall what they've learned about the importance of King's "I've Been to the Mountaintop" speech. Next, the teacher should display an image of Hunt's 1977 "The Mountaintop" sculpture. While looking at the image, students complete [the "Think-Puzzle-Explore" handout](#). Students share their responses in their small groups and then move to researching the sculpture and the new MLK Reflection Park.

Provide students with the following primary sources and take a trip to the park if possible so that students can take their own pictures and gather information on all the elements of the park and sculpture. If students are able to visit the park, have them use their phones to take pictures of their favorite parts of the park. These images can be displayed on a class website or LMS.

Primary Sources:

[Commercial Appeal article](#)

[Commercial Appeal article](#)

[Memphis Art Project](#)

[Smithsonian Institution file](#)

[Waymarking info on park](#)

[Memphis Flyer article](#)

[The Crusader \(Chicago\) article](#)

[Richard Hunt's website info/pictures on the sculpture](#)

[Photographs of the sculpture and park \(from Withers Collection and others\)](#)

	<p>MHT app information on MLK Reflection Park Video of MLK’s “I Have Been to the Mountaintop” speech (inspiration for the sculpture)</p> <p>Students use the above sources to collect as much information on the sculpture and park as they can. Have students take notes and add it to the “Think/Puzzle/Explore” handout (linked above). Students then use this information to complete the assessment. If a visit to the park is possible, the teacher could take a picture of each student on the sculpture (since climbing it is encouraged). These images can then be displayed in the classroom and/or with the students final project. Finally, if a trip to the park is possible, students should be asked to quietly sit on or around the sculpture for a few minutes and journal about how they can be a part of MLK’s message about civil rights in his “Mountaintop” speech.</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1. Students can reconstruct the sculpture using cardboard, the images of the sculpture, their experience with the sculpture (if they visited the park), and the information they collected about the sculpture. 2. Students write a paragraph explaining the connection between the sculpture and the “I Have Been to the Mountaintop” speech. 3. Students can design and draw (or build) their own sculpture or memorial for the “I Have Been to the Mountaintop” speech and then explain their process and choices. 4. Students can create a collage of the park, indicating points of importance and explaining how the essence of the park captures MLK’s spirit and encourages others to reflect on their own involvement in the fight for civil rights.
<p>Essential Question(s):</p> <p>Why do people create monuments/memorials?</p> <p>In what ways does Richard Hunt’s 1977 sculpture capture the essence of MLK’s “I Have Been to the Mountaintop” speech?</p> <p>What is the significance of the new MLK Reflection Park in Memphis?</p>	<p>Lesson Resources:</p> <p>the “Think-Puzzle-Explore” handout. Richard Hunt Bio video Maya Lin’s essay “Making the Memorial. Commercial Appeal article Commercial Appeal article Memphis Art Project Smithsonian Institution file Waymarking info on park Memphis Flyer article The Crusader (Chicago) article Richard Hunt’s website info/pictures on the sculpture Photographs of the sculpture and park (from Withers Collection and others) MHT app information on MLK Reflection Park Video of MLK’s “I Have Been to the Mountaintop” speech (inspiration for the sculpture)</p> <p>Lesson Extensions:</p> <p>Facing History and Ourselves: Analyzing and Creating Memorials Design Your Own Monument</p>



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Mt. Moriah Baptist Church

Content Area(s) and Grade(s):

U S History, African American History,
9-12

Related Themes:

Community Activism, Churches as hubs for community activism, Civil Rights Movement

Overview of the lesson:

Students experience the church as text for their learning experience. Students will visit the church to view the history and interview church historians. They will create a class video depicting how they would see themselves in the Civil Rights Era.

Proposed Time Frame:

Three Classes – 50 to 90 Minutes

Vocabulary:

Civil Rights, Pastors, Activists, Rev. Roy W. Norsworthy, NAACP, Historic Churches in Orange Mound

Materials:

Memphis Heritage Trail App- Video Section

MTSU Center for Historic Preservation- Historic Orange Mound Past, Present and Future: A Driving Tour of community landmarks- www.mtsuhistpres.org/.../07/09/historic-orange-mound

<http://tennesseencyclopedia.net/entries/orange-mound/>

Orange Mound Heritage Room in Melrose High School

www.pbs.org/video/wkno-specials-community-called.- A Community Called Orange Mound

Mt. Moriah historians/ Pastor Harvey Jackson

Notebook paper, pen and phone or tablet to make video

Lesson Objective:

Do Now- “Injustice anywhere is a threat to justice everywhere.” Students will engage in a 3 to 5 minute reflective writing exercise in order to answer what does the quote mean to them? Students will share their reflections.

Lesson Procedures:

Students will download the Memphis Heritage Trail App-they will focus on the Civil Rights section

Students will use relevant videos, reading materials and they will visit the Mt. Moriah (this will allow the students to use place as text for historical discussion).

Students will use the second class period to develop their video presentation depicting them as members of a Civil Rights meeting that would have taken place in Mt. Moriah Baptist Church under the leadership of Rev. Nosworthy.

The students will use the third class period to complete and share their video.

Exit Ticket:

The students will have a discussion about how churches were used as a center meeting place during the Civil Rights Movement and how did visiting the church enhance their knowledge of Mt. Moriah’s history.



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: "Orange Mound Bound Stories"

Content Area(s) and Grade(s):

United States History
African-American History
Humanities
9-12

Related Themes:

Oral History
Documentary
Qualitative Analysis
Social Studies/Sociology

Overview of the lesson:

Students will be able to conduct a basic oral history interview using their mobile device and the Memphis Heritage Trail App.

Proposed Time Frame:

Two 90 minute class sessions

Vocabulary:

Ethics
Oral Traditions
Interview
Narrator
Materials:

Recording devices such as a cell phone, digital camera, or tablet

"University of Florida"

[Samuel Proctor Oral History Program](#)

"Getting Started on the Oral History Project"

[Dr. Ortiz's 8 Steps To Doing Oral History](#)

Historic Orange Mound"

[Orange Mound Historical Information](#)

"Oral History for Social Change"

[Groundswell](#)

"Civil Rights Legend Bertha Rodgers Looney"

[Share the Love Award](#)

Lesson Objective:

Students will learn the basic procedure of planning and completing an oral history project. Students will be able to:

- a. Plan an oral history session
- b. Conduct a basic 2-3 minute oral history interview using a device such as a cell phone, digital camera, iPad or tablet and resources within the Memphis Heritage Trail App
- c. Upload the oral history recording to YouTube with transcription
- d. Share link with the narrator and with teacher

Lesson Procedures: DAY ONE

Warm-Up/Introduction

Have students pair up with the student to their left (right, etc.) and ask each other the question: Would you be willing to tell me about your experience so far at (Name of your school)?

Allow students 2 minutes to complete this exercise.

Take a poll of the classroom to determine the number of students who consented to be interviewed.

Ask 2 or 3 students to share their comments about the activity,

Have the students to download the Memphis Heritage Trail App

- Ask the students to download the MHT APP on their individual classroom devices and click on the *BEGIN THE JOURNEY* bar. Next, ask students to click on the *VIDEOS* link, located on the navigation bar, and select *Residential Videos, Orange Mound*
- After watching the video, give the students 2 minutes to discuss, then ask a representative from each group to share a comment about the Video

- Inform the students that they will have the opportunity to interview an Orange Mound resident, such as Mrs. Mary Mitchell to capture an oral history.
- Write the names of 4 to 8 pre-selected individuals who have consented to participate in the student oral history interviews,
- Assign the participants to the student.
- Distribute information to the students about the participants
- Distribute and discuss the Oral History Interview Tips with the class
- Review and finalize and have students fill in the Oral History Release Form

Lesson Procedures: DAY TWO

Warm-Up/Introduction

Introduce and present the interviewees (narrators) to the class

Announce the interview schedule for the day

Group the student interviewers with the interviewees (narrators)

Position student and narrator groups in four sections (corners) of the classroom

Conduct interviews. (As each student completes their interview, the student should begin completing paperwork.)

Students will upload their videos to YouTube and select include transcription.

Students will share the link with their narrator.

Exit Ticket/ Assessment:

1. Each student will **upload their video to YouTube and select include transcription.**
2. Each **student will share the link with their narrator and with the teacher.**

ADDITIONAL MATERIAL HANDOUT

Edit Carefully for your specific project with the guidance of your teacher, instructor, or institution.

SAMPLE ORAL HISTORY RELEASE FORM

[Name of project, school/organization/individual involved in this oral history project.]

1. You are being asked to participate in an interview with _____ in connection with the _____ history project.
2. The interview will be recorded by audio and/or video. It will be transcribed and made available for scholarship and public use on the school / organization website.
3. The interview will take about 10 minutes including prep time. You may stop and/or withdraw from the interview at any time. If you choose to withdraw, any recording will be deleted.
4. Upon completion of the interview the recording and content will belong to (organization) _____. You will receive access to the recording.
5. You will be presented with a deed of gift form for your signature before the interview, or afterwards if you prefer.
6. The interview recording, contents, comments, will not be used prior to the signing of the deed of gift by you.

If you have any questions, please

contact: _____

Interviewer signature _____

I agree to participate in this interview.

Interviewee Printed Name _____

Interviewee signature _____

Address _____

Phone number _____ Date ____/____/____



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Orange Mound Picture Perfect

Content Area(s) and Grade(s):

United States History

African-American History

Humanities

Photography/Visual Analysis and Interpretation

9-12

Related Themes:

Memphis Heritage Trail

Orange Mound

Memphis State Integration

Memphis 13

Ernest Withers

Overview of the lesson:

Students will be able to identify aspects of an image that reveal the photographer's point of view and develop or increase the student's awareness of historical content associated with an image.

Proposed Time Frame:

50 to 90 minutes

Vocabulary:

Relevance

Interpretation

Analysis

MATERIALS

Lesson Resources:

“Analyze a Photograph”

[Photograph Analysis Worksheet](#)

“Historic Orange Mound”

[Orange Mound Historical Information](#)

“Desegregation in Memphis”

[Integration and Innocence](#)

“Digital Image Database”

[Withers Digital Archive \(WDA\)](#)

Lesson Objective:

Students will analyze and interpret an image. By downloading and using the Memphis Heritage Trail app students will be able to:

- a. Tell the history of the central figure or event in the image and the event or place where the image was taken
- b. Make observations about the image that are detailed and based on what they see
- c. Complete the Photograph Analysis Worksheet

Lesson Procedures:

Warm-up/Introduction

- Group Activity “Begin the Journey”
- Arrange students in groups of four or six students to a table.
- Ask the students to download the MHT APP on their individual classroom devices and click on the *BEGIN THE JOURNEY* bar. Next, ask students to click on the *VIDEOS* link, located on the navigation bar, and select *Residential Videos, Orange Mound*
- After watching the video, give the students 2 minutes to discuss, then ask a representative from each group to share a comment about the MHT APP / Video

LESSON:

Display and provide students with a digital or hard copy of a pre-selected image and give an overview of the image analysis process.

Give students a digital or hard copy of the [Photograph Analysis Worksheet](#) and the additional resource links:
“Historic Orange Mound”

[Orange Mound Historical Information](#)

“Desegregation in Memphis”

[Integration and Innocence](#)

“Digital Image Database”

[Withers Digital Archive \(WDA\)](#)

EXPLAIN THE PROCESS TO THE STUDENTS:

- First, students will observe the historic image and take careful notes on what they see
- Next, students will develop and attempt to answer specific questions about the image
- In answering questions about the image, students should integrate information about the time period and culture that produced the image
- Finally, determine the photographer or author’s intended audience and purpose based on the information the students have collected

IMAGE ANALYSIS AND INTERPRETATION PROCEDURE:

Step One

Students should look at the image for at least 10 minutes. Observe shapes, colors, textures, the position of people and/or objects, facial expression(s), background.

Step Two (Clarity)

Students will then provide a detailed explanation, writing down what they see without making any interpretation about what the photograph/image is trying to say.

Note: Tell the students to pretend that they must help a friend who hasn’t seen the photograph to imagine or visualize it.

Step Three (Level of Interest)

Students should list a minimum of two questions the student has about the image.

Note: What questions do students have about the photograph that they would need to have answered before they can begin to interpret the image? Students can ask as many questions as come to mind. For example, I want to know... (who, what, when, where, why, how? Also, consider questions within the framework of I was wondering...)

Step Four (Research)

Students will discuss their questions within their group, utilizing the reference materials from the MHT APP along with the resource material online reference links to find answers and jot down their notes.

Step Five (Context)

Given the historical context and subject of the piece, students should answer the following questions:

1. What do you think the photographer is trying to convey in the image?
2. Who do you think is the intended audience?

Step Six (Content Quality)

Students should give a minimum of two examples about the image that support the answers given in Step Five.

Exit Ticket/ Assessment:

1. Each student will complete an individual [Photograph Analysis Worksheet](#)
2. Each small group will present the highlights from their group to the class.

LESSON 14



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Say It Loud - Stax and Proud!

Content Area(s):

9-12

US History

African-American History

Visible Thinking

Routine: Step Inside

Related Themes:

-Civil Rights Movement

-Protest Movement

Overview of the

lesson: Students will analyze snippets of songs from Stax Records and record their impressions of the songs, as well as create a list ranking their impact on American and African American culture.

Big Idea: Music created in Memphis-based Stax Records was a crucial part of African American culture, not just in Memphis, but throughout the U.S. The music helped shape a distinct identity for African Americans throughout the U.S.

Essential Question(s): How can music establish culture and create an identity for people?

Lesson Objective: Students will analyze snippets of songs from Stax Records and record their impressions of the songs, as well as create a list ranking their impact on American and African American culture.

<p>Proposed Time Frame: One 50 minute class period</p> <p>Materials:</p> <p>-Stax Greatest Hits Playlist (https://youtu.be/S0bb5At4V38)</p> <p>-Notebook paper and pen/pencil</p> <p>Curriculum Resources:</p> <p>-The Memphis Heritage Trail Curriculum Guide</p> <p>-Stax Greatest Hits Playlist (https://youtu.be/S0bb5At4V38)</p> <p>Vocabulary:</p> <p>-Civil Rights</p> <p>-segregation</p> <p>-anthem</p>	<p>Lesson Procedures:</p> <p>Intro: Students will answer the writing prompt “How can music shape a culture?” and engage in discussion via small group discussion or whole class discussion.</p> <p>Task: Students will receive a short lecture about Stax Records history and impact on African American and American culture.</p> <p>Students will be placed into groups at teacher discretion. Snippets of songs will be played for 30 seconds to 1 minute. Students will record their initial impressions of the songs, then discuss their thoughts in the small groups.</p> <p>After playing a certain amount of songs, the students will arrange the songs in order from greatest to least impact on American and/or African American culture.</p> <p>Students will then write a reflection essay on the song they pick as their favorite and discuss how they would react to the song if it was first released in the present day.</p> <p>Closure: Students will complete their essay for homework if they have not finished the essay during class.</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1) Evaluate students’ ability to answer the initial writing prompt and their participation during the follow-up discussion. 2) Evaluate students’ participation in the listening and discussion exercise. 3) Analyze students’ written essays about their favorite Stax song.
	<p>Lesson Resources: -The Memphis Heritage Trail Curriculum Guide</p> <p>-Stax Greatest Hits Playlist (https://youtu.be/S0bb5At4V38)</p> <p>Lesson Extensions: Students can compare and contrast the work done at Stax Studio with the work done at Sun Studio, via YouTube playlists and images from the Memphis-Shelby County Public Library Archives</p>



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Stacks on Stax

Content Area(s) and Grade(s): History 3rd- 5th grade

Related Themes: Memphis history
Civil Rights Movement

Overview of the lesson: The students will be able to explain the importance of Soulsville as it relates to the native Memphians and their impact to the music industry during the Civil Rights Movement.

Proposed Time Frame: 150 minutes (three periods)

Essential Question (s): How did Stax Records set an example for Memphis and America during the Civil Rights movement?

Vocabulary: segregation, diverse, Civil Rights Movement, Jim Stewart, Estelle Axton, revolution

Materials: MHT App, Pringle or Lays Stax can, pictures, secondary resources, I've Got a Summary on my Hands graphic organizer, Acrostically Speaking Exit Ticket, Stax Records Unit, and S.I.T. Slip

Lesson Objective: This unit aims to highlight vernacular musical tradition of Memphians through the use of music, visual arts, and creative writing.

Lesson Procedures:

The teacher will give out S.I.T. slip and explaining the task. The teacher will hook the students by having the students to use the MHT app on their laptops and view the document on Soulsville. The teacher will also play The Barkays' Soul Finger as thinking music. The teacher will introduce the lesson by discussing the vocabulary, Week at a Glance, and the Stacks on Stax Project.

Exit Ticket: 3-2-1 Take Aways, Acrostically Speaking Exit Ticket



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Deserve to Preserve: STAX Museum

Content Area(s) and Grade(s): 7-12th

Related Themes: historic preservation, music history, Memphis history

Overview of the lesson: Students will learn about the history of STAX by analyzing a historic Withers photograph and a recent photograph

Frame: 55 minutes

Compare/Contrast, Venn Diagram, Soulsville, historic preservation

Materials: Soulsville video under “Entertainment” Section of Memphis Heritage Trail App

Dr. Wither’s photograph STAX
in Ruins, East McLemore, Late 1970s
<https://withers.digitalrelab.com/?s=file=120401>



Contemporary photograph of STAX Museum:

Note: you can put a black and white filter on the contemporary photo so it’s not obvious that it’s a recent picture



Lesson Objective:

SWBAT to develop critical thinking and visual analysis skills by comparing and contrasting two photos

SWBAT to form an argument by writing an opinion reflection

Lesson Procedures:

- 1) Hook: Tell students to answer this question on a sticky note: Should old buildings be saved, yes or no? Why? Allow students to add sticky notes to chart paper divided in half with “yes” and “no” written at the time top. If time allows permit a few students to share their sticky notes with the class.
- 2) Explain that the students will consider this issue today by examining a building in the historic Soulsville neighborhood located in Memphis, TN. Project the historic and contemporary photos of STAX next to each other on the board. If possible, also provide the students with printouts of the photographs (see attached handout) and magnifying glasses. Provide students with a Venn Diagram hand out.
- 3) Challenge students to look closely at the two photographs for one silent minute. Explain that they should be looking for similarities and differences. Emphasize that they should not raise their hands yet, there will be time for sharing after the silent minute is up.
- 4) Think-Pair-Share: Give students three minutes to share with a partner or their table group the similarities and differences they were able to spot in the photographs. After the discussion time use an attention getter to bring the students back together.
- 5) Turn the students’ attention to the Venn Diagram. Project an example on the board and ask students to look at the handout. Explain that it is time to record the photos’ similarities and differences on the Venn Diagram. Do an example together as a class, then allow the students to independently complete the Venn Diagram, putting at least three examples in each section.
- 6) Ask students if they have any ideas about the purpose of the building after examining it so closely. Challenge students to support their ideas with evidence from the photograph. Explain to the students that photo 2 was taken after the building fell into disrepair in the late 70s and photo 1 was taken recently and shows the building after being restored. Ask students to consider why the building fell into disrepair and why it was rebuilt. Explain that saving buildings is a form of historic preservation and is a way to tell stories from the past.
- 7) Now it is time to introduce students to the history of STAX. Use the Soulsville video under “Entertainment” Section of Memphis Heritage Trail App. It is also available on YouTube here: <https://www.youtube.com/watch?v=rjLL4II5czU>
- 8) Exit ticket: Should the STAX building continue to be preserved, yes or no? Ask students to provide at least three pieces of evidence to support their answer.

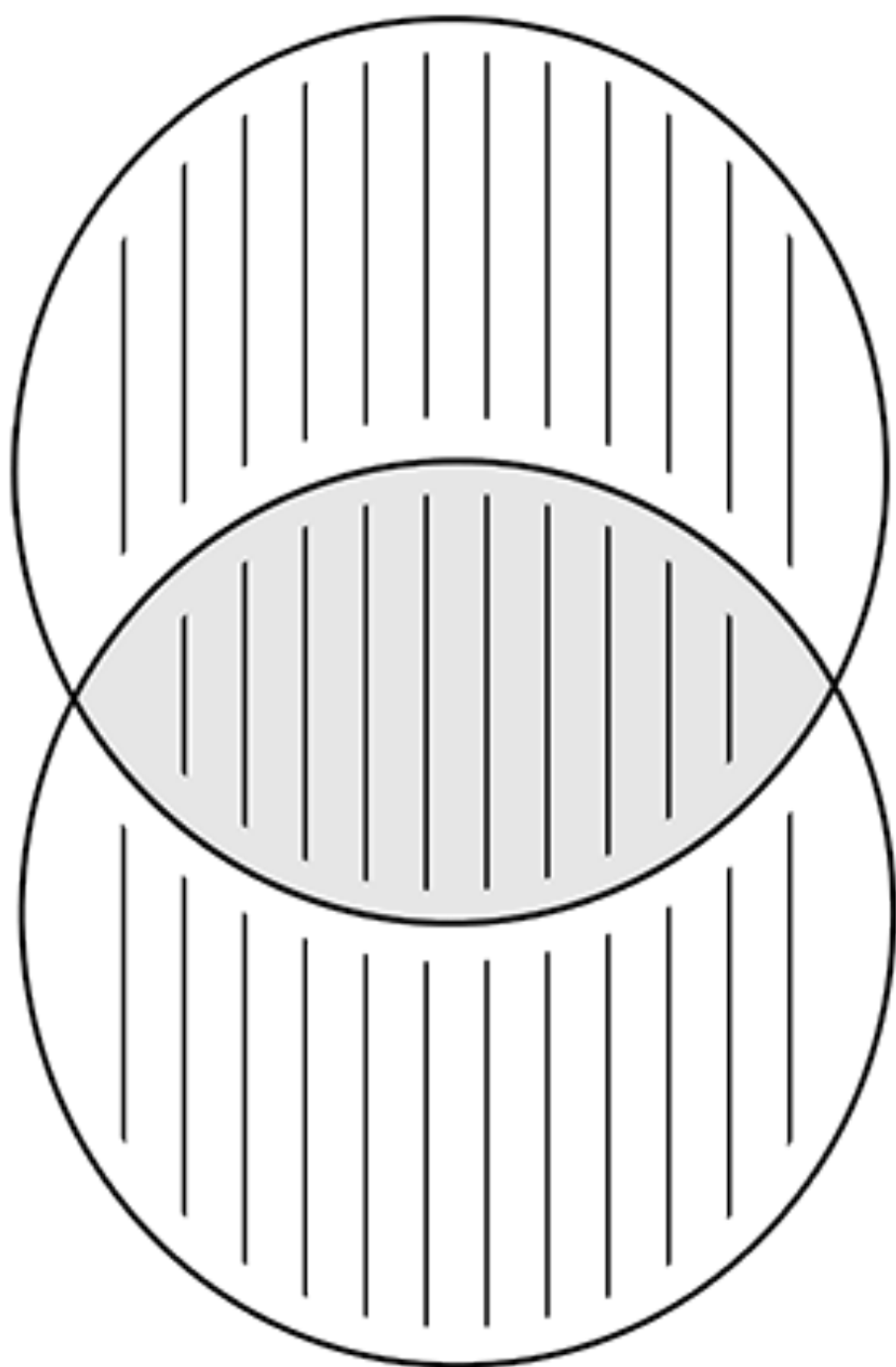
Photo 1:



Photo 2:

Venn Diagram

Name _____





The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Protest Music: Stax Records

Content Area(s) and Grade(s):

English Language Arts and Reading- 3rd Grade

Social Studies

U.S History

3rd Grade-5th Grade

Related Themes:

The Civil Rights Movement

Music

U.S History

Overview of the lesson:

Students will learn how the music during the 1950s through 1970s was music that protested against segregation and the discrimination against blacks in the United States.

Proposed Time Frame: 1 or 2 50-minute lessons

Vocabulary:

Rock and Roll

Rhythm and Blues

Music

Civil Rights Movement

Aretha Franklin

Soul

The Staples Singer

Materials:**Memphis Heritage Trail App:**

- **Soulsville Information and Video**

[Stax Most Famous Songs](#)

[Stax History](#)

[History of Rock and Roll](#)

Lesson Objective:

Students will be able to identify songs recorded from Stax Records that were protest songs during the Civil Rights movement and talk about the impact of the lyrics.

Lesson Procedures:**Introduction (5 minutes):**

If you could record a song, what will your song be about and what genre will it be? Write it on a sticky note and post it on the parking lot.

- TW put 5 minutes on the clock for students to write on the sticky note and discuss what they wrote.

Lesson (40 minutes):

Teacher will present the picture of Stax records and talk about its significance in Soulsville. Then the teacher will move on to talk about Stax Records's music impact on the U.S. Students will take notes and ask questions if needed. (15 minutes) (Materials: Stax History and History of Rock and Roll)

Teacher will instruct students to pull out tablets and download the **Memphis HeritageTrail App**. Students will click on **Loops**. Next click on **Entertainment Loop**. Then click on **Locations**. Lastly click on **Soulsville**. Students will then write down any information from the app and video from the app independently. (10 minutes)

Teacher will play *Respect* by Aretha Franklin and *I'll Take You There* by The Staple Singers. Students will be listening. Teacher will ask literal questions after the two songs. (15 minutes)

What impact did these two songs have on the Civil Rights Movements?

- Students will have a turn and talk and discuss their answers.

Exit Ticket:

What impact did the songs from Stax Records have in the United States? Write it in your writing journals.

Students will write one paragraph.



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: The Green Book Ads

Content Area(s):

9-12

US History

African-American History

Visible Thinking

Routine: Step Inside

Related Themes:

-Civil Rights Movement

-Jim Crow Era

-Black Businesses

Overview of the

lesson: Students will create their own Green Book ads

Proposed Time Frame:

One 50 minute class period

Materials: -The

Green Book (any

Big Idea: “The Green Book” was used by African Americans during the era of segregation in order to find places in segregated areas of the country that would provide them with food, lodging, and other essential services while traveling.

Essential Question(s): -How could traveling be difficult or dangerous for African Americans during the Civil Rights Movement?

Lesson Objective: Students will be able to identify, describe, and explain the purpose of the Green Book, and will create their own ads for businesses that would advertise in the Green Book

<p>edition; copies available for purchase in various locations and online retailers; examples also found online)</p> <p>-Poster paper and markers</p> <p>Curriculum Resources:</p> <p>-The Memphis Heritage Trail Curriculum Guide</p> <p>-The Green Book (any edition)</p> <p>Vocabulary:</p> <p>-segregation</p> <p>-Green Book</p> <p>-Jim Crow</p>	<p>Lesson Procedures:</p> <p>-Introduction: Students will be answer the prompt “What kind of goods and services do people need when they travel?” and engage in discussion about their own experiences with travel in today’s world. A short lecture will then follow describing traveling conditions for African-Americans during the Civil Rights Era.</p> <p>Task: Students will be divided into groups according to the size of the class. They will then be assigned a business from a list provided by the educator (example businesses include restaurants, hotels, barber shops/beauty salons, clothing stores, and service stations). Each group will then have to create a business name, draw a poster-sized ad complete with slogan, and give a short oral presentation during a gallery walk.</p> <p>Closure: Students will write a reflection paragraph about what hazards and troubles African Americans faced while traveling during the Civil Rights Era.</p> <p>Assessments:</p> <ol style="list-style-type: none"> 1) Evaluate students’ ability to answer the initial writing prompt and their participation during the follow-up discussion. 2) Assess students’ familiarity with the Green Book. 3) Assess students’ ad creation and participation in the ad making process. 4) Assess students’ reflection paragraph answers.
<p>Essential Questions:</p> <p>What inequalities existed for African-Americans?</p>	<p>Lesson Resources:</p> <p>-The Memphis Heritage Trail Curriculum Guide</p> <p>-The Green Book (any edition)</p> <p>Lesson Extensions: Students can compare and contrast ads for white businesses and black businesses during the Civil Rights Era via ads found in the Memphis-Shelby County Library Archives or in the Library of Congress (www.loc.gov)</p>



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Designed by Claudine S James NBCT

Malvern AR

Lesson Title: The Green Book

Content Area(s):

ELA

**Visible Thinking
Routine:**

Claim - Support-
Question

Related Themes:

Raising Our Voices
Civil Rights

Big Idea:

Part of helping students develop a strong sense of self includes showing them that they each have a voice, and they can use their voice to highlight a cause that they are passionate about. This year's unit of Raising Our Voices will highlight those who have used their voice to impact change.

Lesson Objective:

I want my students to demonstrate understanding by:

- *analyzing some of the factors resulting from segregation
- * learning that segregation happened all over the United States and not just in the South.

<p>Overview of the lesson: Students will learn about the “The Negro Motorist Green Book” and the role it played in helping AA travel.</p> <p>Proposed Time Frame:</p> <p>Two (50 minute) class periods</p> <p>Materials:</p> <p>Chromebooks</p> <p>Vocabulary cards</p> <p><u>Curriculum Resources:</u></p>	<p>Lesson Procedures:</p> <p>Day 1:</p> <p>Introduction:</p> <p>“The Negro Motorist Green Book” was the brainchild of Victor H. Green, a black postal carrier in Hackensack, New Jersey, who later moved to Harlem in New York City. As Green tells it, the idea for this guidebook came to him in 1932, when he decided to do something about his own frustrating travel experiences as well as the constant complaints he heard from friends and neighbors about difficult and painfully embarrassing experiences they had while traveling by automobile. Green modeled the guide after those created for Jewish travelers, a group that had long experienced discrimination at vacation spots. The first edition of The Green Book, produced in 1936, was limited to listings in New York City. But the demand for the guide was so great that, by the following year, it became national in both scope and distribution. In the introduction to his first guide in 1936 Green wrote: <i>“There will be a day sometime in the near future when this guide will not have to be published. That is when we as a race will have equal rights and privileges in the United States.”</i></p> <p>The Henry Ford Collection contains a 1949 edition of the Green Book, which will be the primary source document used in this lesson.</p> <p>In this lesson plan, students will learn about the Green Book by:</p> <p>Have students complete the (K and L) of a K-W-L Chart on The Green book Project on overhead - actual copy of The Green Book (from Henry Ford site)</p> <p>Scroll up and down on the book highlighting Memphis and locations mentioned.</p> <p>Turn and talk - Have you ever heard of any of these places?</p> <p>Activating prior knowledge: Read the nonfiction text about the Green Book</p> <p>Group discussion of what was learned</p> <p>Day 2 Students will continue learning about the Green Book by:</p>
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Memphis Heritage Trail
Curriculum guide
Resources from Henry Ford:
<https://www.thehenryford.org/explore/blog/victor-h.-green-and-the-negro-motorist-green-book>

Ruth and the Green Book by
Calvin A. Ramsey

Hand out – Vocabulary

Nonfiction text:
https://www.nalc.org/news/the-postal-record/2013/september-2013/document/09-2013_green-book.pdf

The New York Public Library
has digitized the *Green Book*
from 1937-1962; browse the
editions [their website](#).

Information for lecture:
<https://www.thoughtco.com/the-negro-motorist-green-book-4158071>

10 minute info video with
movie tie-in
https://youtu.be/B_CaKSInTfI

Vocabulary:

Civil Rights: The promise of
personal liberty made to citizens
by the U.S. Constitution.

Desegregation: Abolishment of
racial segregation by opening
schools, parks, and libraries to
people of all races.

Discrimination: The unfair
difference in the treatment of
people. Integration: Full
equality of people of all races in
the use of public facilities and
services.

Jim Crow Law: Laws that were
enacted between 1876 and 1964.
They institutionalized
segregation and racism and
denied African Americans rights
we now take for granted. Laws
that prevented or hindered
educating African-American
children. These laws created
segregated railroad cars,
streetcars, restaurants, water
fountains, school, parks, and
even cemeteries.

Read *Ruth and the Green Book* in groups

Complete quiz from *Ruth and the Green Book*

Grade responses and discuss questions

Complete the (L) of the K-W-L Chart

Watch video https://youtu.be/B_CaKSInTfI

Complete writing prompts:

Do you think segregation is still a problem today in some parts of the United States, particularly Memphis?

Why or why not?

If so, in which communities and why?

What are possible solutions?

Do you think the City of Memphis is a role model of a desegregated city?
Explain.

Assessments:

Ruth and the Green Book Quiz

The Green Book writing prompt

Lesson Resources:

Memphis Heritage Trail Curriculum guide

Resources from Henry Ford:

<https://www.thehenryford.org/explore/blog/victor-h.-green-and-the-negro-motorist-green-book>

Ruth and the Green Book by Calvin A. Ramsey

Hand out – Vocabulary

Nonfiction text: https://www.nalc.org/news/the-postal-record/2013/september-2013/document/09-2013_green-book.pdf

The New York Public Library has digitized the *Green Book* from 1937-1962;

Segregation: The separation of people, usually based on race or religion.

Relevant National Standards

Read and comprehend complex literary and informational texts independently and proficiently.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors as the longest working as the longest working

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

browse the editions: [website](#).

Information for lecture: <https://www.thoughtco.com/the-negro-motorist-green-book-4158071>

10 minute info video with movie tie-in https://youtu.be/B_CaKSInTfI

Lesson Extensions:

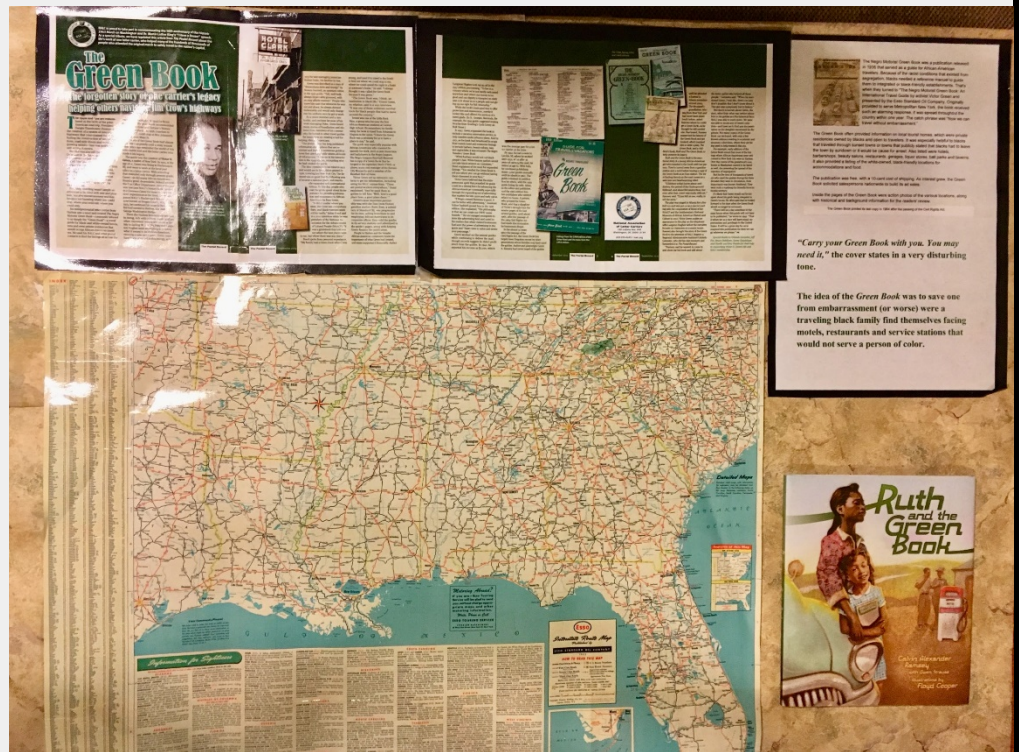
This is a good tie-in to the movie, *The Green Book*.

**Essential
Question(s):**

What does separate
but equal mean
today?

If people are equal,
why was segregation
needed?

Visual Aid: (This was created using the resources plus a 1950's map obtained from an online auction.)



Name: _____ Date _____ Period _____

Questions for Discussion:

Ruth and the Green Book

1) Where does Ruth's family live? _____

2) What is the destination of their trip? _____

3) What preparations does her mother make for her trip?

4) Does the gas station sell them gas? What are your thoughts about this?

5) What are they not allowed to do at the gas station? Is this fair?

6) What do they do the first night?

7) Where did they eat the next day? Why?

8) Where did they stay their first night in Tennessee?

9) While Daddy and Eddy were talking at night, Daddy said, " *He had hoped that the _____ had changed things, but now he could see he was wrong.* "

10) When they leave, who/what does Eddy warn them about?

11) Where did they get the *Green Book*?

12) What are the first places Ruth looked for the *Green Book*?

13) According to Ruth, traveling could be _____.

14) What new historical information have you learned after reading Ruth and the Green Book?



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Universal Life Insurance Company

Content Area(s):

U.S. History
Memphis History

Visible Thinking**Routine:**

See-Think-Wonder,
Gallery Walk

Related Themes:

Community
Development;
sociology;
entrepreneurship;

Big Idea:

There are symbols of African American entrepreneurial creativity in the city of Memphis.

Lesson Objective:

The Learner will examine the contributions of Universal Life Insurance to the African American community.

Overview of the lesson:

Students will engage in a gallery walk of images about Universal Life Insurance; their learning will culminate in a final creative project.

Proposed Time Frame:
50 minutes

Materials:

Notebook Paper + Pencil,
Chart Papers, Primary
Sources Printed

Curriculum Resources:
See below

Vocabulary:

Symbols
Entrepreneurial
Examine
Contributions

Lesson Procedures:Do Now

Students will answer the following question:

What are some successful black-owned businesses in Memphis?

Teacher will call on 2-3 students to share their responses to the Do Now.

After discussing, Teacher will tell students that they are going to participate in a gallery walk in which they will examine images related to black business in Memphis.

Work Time

Teacher will display the following images on chart papers around the room.

[Universal Life Insurance Company Letterhead Image](#)

[Executive Committee of Universal Life Insurance Corporation Image](#)

[Giants of Black Capitalism Article](#)

[Dr. Joseph E. Walker, Founder of Universal Life Insurance, Image](#)

[Raffle to win a Buick, hosted by Tri-State Bank & Universal Life Insurance Company](#)

[Universal Life Insurance Building Now](#)

At each image, students will write what they see-think-wonder on a sticky note, and place that sticky note on the chart paper.

Work Time Debrief

After recording their ideas, the teacher will then lead students in a discussion about what they wrote down. Teacher will ask:

1. What did you notice about black business in Memphis?
2. What new things did you learn?
3. What questions do you have?

Teacher will describe Universal Life Insurance to students and explain how the company impacted Memphis' African American community.

Culminating Project:

After examining the primary sources, students will create a project answering the following question:

What's a business that Memphis needs right now to serve its black residents?

Students can create a PowerPoint/Prezi, write an essay, or another form of literature (poem, rap, song, etc.) in response to the question.

	<p>Assessments:</p> <p><u>Do Now:</u> The Do Now assesses students working knowledge of black businesses in the City of Memphis, and lets the teacher know what gaps needed to be filled.</p> <p><u>Work Time:</u> Teacher will circulate during work time gallery walk to see what students are writing in response to the images.</p> <p><u>Culminating Project:</u> The culminating project will assess students ability to synthesize the information from the lesson by responding to the needs of their community today.</p>
<p>Essential Question(s): How does Universal Life Insurance exemplify black entrepreneurial excellence in Memphis?</p>	<p>Lesson Resources:</p> <p><u>Universal Life Insurance Company Letterhead Image</u></p> <p><u>Executive Committee of Universal Life Insurance Corporation Image</u></p> <p><u>Giants of Black Capitalism Article</u></p> <p><u>Dr. Joseph E. Walker, Founder of Universal Life Insurance, Image</u></p> <p><u>Raffle to win a Buick, hosted by Tri-State Bank & Universal Life Insurance Company</u></p> <p><u>Universal Life Insurance Building Now</u></p>



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: WDIA: Media as a Text

Content Area(s):
History/ ELA

Visible Thinking
Routine: Tug of War

Related Themes: Radio,
Radio personalities,
Music

Overview of the
lesson:

Proposed Time Frame:

Materials:

Curriculum Resources:

Vocabulary: Media

Social Movements

Disk jockey

Big Idea: Students should be able to understand the role of media on the growth, progression, sustainability of social movements particularly the civil rights movement of the 1950-1970.

Lesson Objective: I can contextualize the influence of media on social movements by constructing a podcast including a playlist, community announcement, persuasive speech examining contemporary social movements.

Assessments: Playlist, announcement, speech, podcast, peer evaluation, closure activity

Essential Question(s):

What is media?

Does Media influence
social movements?

What was the prevalent
mode of media during the
civil rights movement of
the 1950's- 1970's?

What is media's purpose?

Lesson Resources:

Lesson Extensions: Students compose a reflective summary about lesson.



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: What Do You Know About Orange Mound, TN?

Content Area(s) and Grade(s):

Tennessee History

Grades 9-12

Related Themes:

- Tennessee History
- Memphis History

Overview of the lesson:

The learner will utilize the *Level of Questions Learning Strategy* to journey through the rich cultural heritage of Orange Mound. The *Level of Questions Learning Strategy* will afford students an opportunity deep dive into the Memphis Heritage Trail Curriculum through both the creative stage and the application stage. This provides all participating learners with an opportunity for engagement with higher order critical thinking learning initiatives.

*The original Level of Questions concept was formulated by the Facing History Institute. This is a tweaked version of the original concept utilized with a different media.

Proposed Time Frame:

This lesson will cover three class periods with proper class preparation. Class preparation includes prior student exposure to group assignments and cooperating learning activities within a classroom setting.

Materials:

- Classroom organized into seven groups
- index cards
- colored pencils or markers
- poster-sized chart paper

Lesson Objective:

The learner will analyze information from selected sites throughout the Orange Mound Community presented by the Memphis Heritage Trail. From the analysis, students will formulate their own questions. The student

created questions will guide learners to a deeper understanding of the rich history of the Orange Mound Community.

Lesson Procedures:

Supplies and Anticipatory Set:

- ✓ Divide students into seven groups
i.e. This may be pairings of two for smaller class and groups of four or larger for large classes
- ✓ Each group will receive three index cards per person according to the group size
e.g. Groups of two will receive six cards, three per person
e.g. Groups of four will receive twelve cards, three per person
- ✓ Each group should receive three distinct colored markers, as these will be the designated group colors
e.g. If a group selects pink, green and black, no other group may utilize those colors
- ✓ Each group will receive will receive two sheets of poster sized chart paper

Activity:

Day 1

- ✓ Explain to the students that they will create their own class assessment by utilizing the *Level of Questions Learning Strategy*
- ✓ All students will view the WKNO Documentary, *A Community Called Orange Mound*
- ✓ Each group will be assigned an 8-minute segment of the film to analyze
- ✓ Based on the film footage assigned, each group will create three types of questions with two questions per type for the next viewer
- ✓ The three questions types are factual, inferential and universal
 - Explain to students that factual questions are can be answered directly with facts stated directly from the film
 - Explain to students that inferential questions ask students to address a subject that was viewed during the film but not directly addressed, subject was implied but not directly spoken
 - Explain to students that universal questions are open-ended questions that are drawn from viewing the film- these questions are intentionally meant to spark a deeper conversation
- ✓ Students will have 20 minutes to utilize their index cards to take notes from the film segment and to formulate their questions
- ✓ After 20 minutes, each group should have a total of six color-coded questions; two questions per type on their chart paper with one color representing each question type
 1. Factual Question #1
 2. Factual Question #2
 3. Inferential Question #1
 4. Inferential Question #2
 5. Universal Question #1
 6. Universal Question #2
- ✓ Collect the finalized questions from the student groups
- ✓ Organize the questions into a quiz format that can be easily distributed to all students the next day

Day 2

- ✓ Prior to class, arrange the chart paper around the room in the same order of progression from the film
- ✓ Have students to watch the entire film the WKNO Documentary, *A Community Called Orange Mound*

- ✓ While watching the film, students should review the student generated questions and take notes

Day 3

- ✓ Prior to the start of class, all of the student created questions should be condensed and formatted into a Pop Quiz
- ✓ Individually, students should complete the Class-Generated Level of Question Pop Quiz Activity for a full assessment and critical review of the WKNO Documentary, *A Community Called Orange Mound*



SECTION 6

EVENTS ALONG THE TRAIL



LESSON 1



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: They Say It's Worth a Thousand Words

Content Area(s):

English
U. S. History
Humanities
Photography

NCTE/IRA Standards:

"Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works." "Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their

Big Idea: Students will consider the power of an image - how an image can contain an argument or tell a story. Students will learn how to analyze an image and explain how its components work together to accomplish its goal.

Lesson Objective: The students will understand the basic components of visual argument and how an image is composed to be persuasive or tell a story. They will research to learn about the role Ernest Withers played in documenting the lives of African-Americans in the South, particularly during the Civil Rights movement. Students will understand the significance of the "I AM A MAN" photograph in capturing the spirit of the Sanitation Strike in Memphis in 1968.

prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)."

Visible Thinking Routine: Chalk Talk

Related Themes:

Civil Rights Movement

Memphis Heritage Trail

Ernest Withers

Photography/Visual rhetoric

Proposed Time Frame:
2 - 50-minute class periods

Materials and Curriculum Resources:

["How photography connects us"](#)

Lesson Procedures:

Introduction:

Students are placed in groups. Each group is given one age-appropriate print photograph taped/glued to a large piece of butcher paper. Using sticky notes, students identify three things that, in their opinion, make the photograph powerful. Finally, students use markers to describe WHY the chosen elements are so powerful (e.g. they evoke emotion or make the idea personal) and how they work together to accomplish a goal. Each group then shares its ideas and posts its paper on the wall. Students are then given time to closely view the other groups' work and make additional comments. The teacher then leads a whole-group discussion to review the ideas.

Day 1:

Students watch the TEDEd video ["How photography connects us"](#) and answer the five questions that follow (teacher can create a TEDEd assignment).

The teacher then leads a class discussion about [what questions to ask when analyzing a photograph](#). The teacher should pull one photograph from the [Withers Collection](#) to analyze together as a class.

*teacher can adapt the National Archives [Analyze a Photograph handout](#) to assist students if necessary

Day 2:

Begin with the image analyzed at the end of the last class, and introduce students to Ernest Withers. Use the Memphis Heritage Trail app to have students both read about Ernest Withers and watch the video about the Withers Gallery. Students can also listen to the [NPR story](#).

Students then use the Withers Digital Archives to find an image that they think is powerful. In groups, students share their images and collectively choose one to either print and analyze or use a digital tool (like [Padlet](#)) to analyze and annotate the elements that they believe make the image powerful. Each group shares its work with the class. Teacher monitors for understanding, adding background information about Withers, the Civil Rights Movement, etc.

Teacher shows Withers' iconic ["I AM A MAN" image](#) and has students read about the [history of this image](#). Students then brainstorm in their groups and create a list of all the elements/components of the image that work together to make it powerful. Students then collectively answer the question: *what story does this image tell?* The teacher should circulate during group discussion to clarify and help where necessary.

Students use their notes from this group discussion to complete the assessment activities. **A trip to the Withers Gallery would be a good addition to this lesson.

[what questions to ask
when analyzing a
photograph](#)

[NPR story](#)

[“I AM A MAN” image
history of this image](#)

Vocabulary:

photography
argument
persuasion
story

Overview of the

lesson: Students are encouraged to consider what elements make a photograph powerful and/or help it tell its story. They are then guided in an understanding and analysis of Withers’ “I AM A MAN” image.

Assessments:

Students create a digital or hard-copy analysis of Ernest Withers’ “I AM A MAN” image. Students annotate all elements of the photograph identifying the components that help tell the story/make the argument.

Then, students recreate their own version of the image. They must identify a story or argument they want to make, and they must include three of the components they identified in the “I AM A MAN” image. Finally, students must write a thorough analysis/explanation of their original photograph.

Essential Question(s):

In what ways can a photograph be persuasive or tell a story?

What elements of Ernest Withers’ iconic “I AM A MAN” image work together to make it so powerful?

Lesson Resources:

[“How photography connects us”](#)

[what questions to ask when analyzing a photograph](#)

[NPR story](#)

[“I AM A MAN” image
history of this image](#)

Lesson Extensions:

[Crash Course on Photos and Videos](#)

	Visual Rhetoric Techniques for analyzing visual texts
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The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Black Monday Leads to a Red Week

Content Area(s) and Grade(s):

American History

African American History

Related Themes:

- Civil Rights Movement

Overview of the lesson:

Students will be able to analyze the effects “Black Monday” had on the economic system in the city of Memphis during the Civil Rights Movement, and connect the event to present day protest.

Proposed Time Frame:

- 50-90 minutes

Vocabulary:

- Protest
- Civil Rights
- Boycott
- NAACP

Materials:

- Memphis Heritage Trail App
- T.I Boycott’s Houston Restaurant YouTube <https://www.youtube.com/watch?v=Mm21Tu9zCMg>

Lesson Objective:

Students will analyze the effects “Black Monday” had on the economic system in the city of Memphis during the Civil Rights Movement, and connect the event to present day protest.

Lesson Procedures:

- **Lesson Introduction: Quick Write or Journal Entry** “Do you think that modern day protest are successful? Why or Why not?” Allow for a few students to share.
- **Vocabulary Review: Vocabulary Journals** will allow students a quick overview of vocabulary they will see in the reading.
- **Ask Students to download the Memphis Heritage Trail App.** (1) Click on the Trail Loops link (2) Click the Civil Rights Loop (3) Click Events (4) Click Black Monday (1969)
- **Have students read the article, silent independent reading or popcorn read.**
- **Big Paper Silent Conversations:** Present students with large butcher paper. Assign groups with 4-6 students per group. Each student can be given colored markers to use in their conversations. Have students to silently discuss the article. They can write what was shocking or interesting about the article. (Let the students know that the activity is similar to texting with a friend) . Allow students 7-10 minutes and then return to seats and have a large share out about what their group discussed.
- **Transition to how protests such as “Black Monday” are relative today.**
- **Ask students if they were familiar with the boycott of Houston’s steak restaurant by T.I and play video clip <https://www.youtube.com/watch?v=Mm21Tu9zCMg>**
- **Discuss clip and how the restaurant was eventually closed down.**
- **Closure: Have students think about injustices in their school and create a hashtag that can be use in a protest.**



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: The Role that Public Libraries Played in Desegregation Efforts in Memphis

Content Area(s):

U.S. History (easily adaptable for English Language Arts)

Visible Thinking**Routine:**

See-Think-Wonder

Related Themes:

Literacy; activism; social change; Civil Rights Movement

Overview of the lesson:

Do Now: See-Think-Wonder about image of Vance + Cossitt libraries.

Big Idea:

Students will understand the key role that libraries played in desegregation efforts in Memphis.

Lesson Objective:

The learner will examine primary and secondary sources on the sit-in movement in public libraries in Memphis in order to construct a written argument on the role of libraries in the desegregation efforts of the broader Civil Rights Movement.

Students are introduced to key academic vocabulary related to the lesson and go over the objective and essential question.

Work Time: Guided Notes & Think-Pair-Share as Teacher guides students through examination of primary sources.

Exit Ticket: Students craft a written argument on the role of libraries in the desegregation efforts of the broader Civil Rights Movement.

Proposed Time Frame:
50 minutes

Materials:

- Primary & secondary sources displayed in PowerPoint or on handouts for students (links to sources included below).
- Notebook paper + pencil

Curriculum Resources:

See “Lesson Resources” section below for links to primary and secondary sources. See also [Library History Collection](#) on Memphis Public Library website.

Vocabulary:

Primary source
Secondary source
Sit-in Movement

Lesson Procedures:

Do Now

Teacher will display an [image](#) of the Vance Library beside an [image](#) of the Cossitt Library. Students will complete a [See-Think-Wonder](#) Visible Thinking Routine about the images.

After students have completed the See-Think-Wonder, the teacher will call on a few students to share about their See-Think-Wonder. Teacher will ask students probing questions about the images, leading finally to telling students that the images are of two different libraries, one a library for African Americans (Vance Library), and one for white people (Cossitt Library), during [segregation](#).

Objective

The learner will examine primary and secondary sources on the sit-in movement in public libraries in Memphis in order to construct a written argument on the role of libraries in the desegregation efforts of the broader Civil Rights Movement.

Essential Question

What role did public libraries play in desegregation efforts in Memphis?

Work Time (Guided Notes + Think-Pair-Share while teacher guides analysis of primary sources)

Teacher will briefly tell students about an incident involving Allegra Turner (wife of civil rights activist Jesse H. Turner) who was turned away from Cossitt library. Allegra Turner’s brother died in a railroad accident, and Allegra mourned her brother’s loss throughout the winter of 1949. Her husband, Jesse H. Turner, suggested that she go to the library to find a book to lessen her grief. At the Cossitt library, she was turned away by a white staff member. African Americans were allowed to visit the reference section in the Cossitt library, but were not allowed to use any other resources or books. Allegra violated this by going to the card catalog section. Previously, Allegra had been an student and instructor at Southern University and the University of Chicago. She stepped out of the library to go to a nearby shop to call her husband to pick her up, but the only shops open in the area were white-owned businesses. She caught a bus, and sat in the back all the way to her apartment in Binghampton. (This story was found on p. 203-204 of “Since I Was a Citizen, I Had the Right to Attend the Library”: The Key Role of the Public Library in the Civil Rights Movement in Memphis” by Steven A. Knowlton).

Teacher will then display an image of the [Central Library on 253 S. McLean](#) and explain that Jesse H. Turner visited a white library (the main library) several years after the incident that happened with his wife, Allegra. Turner was turned away from the library. This incident occurred on June 17, 1957. Turner formally appealed for access to the library and requested a library card via his attorney and President of the NAACP, H.T. Lockard.

On June 20, 1958, Rowland Hill (white professor at Memphis State University) gathered signatures in support of Turner and presented them to the Board of Directors. The names and addresses of the supporters of library integration were published in a newspaper article on [July 2, 1958](#). Hill was forced out of the University, and some others denied their original signatures out of fear.

Written Argument
Desegregation

On October 2, the library board voted unanimously to deny Turner's application to use the Central Library. Library Board President, Wassell Randolph, and other board members repeatedly rebuffed Turner and Lockard.

Teacher will display an image of the [6-page complaint initiating a lawsuit to desegregate public libraries](#) that Jesse Turner issued with the assistance of his NAACP attorney, H.T. Lockard.

Lockard filed a lawsuit on August 15, in a case called *Turner v. Randolph*.

The City Commission was also against desegregation of libraries. Judge Marion Boyd let the case linger, allowing delays to prevent movement on the lawsuit until the Spring of 1960.

Teacher displays a [letter from Cunningham describing 4 African American youth coming to the Central library](#) on September 22, 1958. Teacher also displays another [letter from Cunningham describing an African American woman entering the library](#) on December 15 as well. Tell students that in both incidents, Cunningham was suspicious that these people were instructed to come to the library so that the case could have more witnesses.

In 1959, Henry Loeb was elected and was committed to maintaining separate but equal facilities and fighting integration.

On Saturday, March 19, 1960, 22 African Americans entered the Central Library. 14 others entered the Cossitt Reference Library. The librarians asked them to leave, and when they didn't, the librarians called the police. The youth were arrested and taken to jail.

The NAACP and local churches raised money to post the bail for the young people, and continued to support their efforts. On March 22, 1960, there were sit-ins at the Cossitt Reference Library and the Brooks Memorial Art Gallery. Sit-ins continued that Spring.

On October 13, 1960, libraries were finally [integrated](#) (after more stalling and an attempt to keep the [restrooms in the library segregated](#)).

Public libraries were not perfect after integration (the Youth arm of the NAACP criticized the library in [1967](#) for its discriminatory hiring practices, and criticisms continued into the 1980s), however, change did occur as a result of the steadfastness of Turner, the NAACP, and the youth that courageously engaged in the sit-ins.

Exit Ticket

Teacher will display an exit ticket which asks students to craft a written argument on the role of libraries in the desegregation efforts of the broader Civil Rights Movement.

Assessments:

Do Now: See-Think-Wonder

Work Time: Guided Notes & Think-Pair-Share as Teacher guides students through examination of primary sources.

Exit Ticket: Students craft a written argument on the role of libraries in the desegregation efforts of the broader Civil Rights Movement.

Essential Question(s):

What role did public libraries play in desegregation efforts in Memphis?

Lesson Resources:**Primary Sources:**

[Jesse H. Turner files a 6-page complaint initiating a lawsuit to desegregate public libraries](#)

[Vance Avenue Branch Newspaper Clip](#)

[Vance Avenue Branch Image](#)

[Vance Avenue Branch Fire Image](#)

[Cossitt Library Image 1945](#)

[Cossitt Library Renovations](#)

[Central Library 253 S. McLean Image](#)

[Library Integration Letter](#)

[Library Restroom Integration](#)

[Letter from Cunningham describing 4 African American youth coming to the all-white library.](#)

[July 2, 1958 Newspaper Clipping about Library Integration](#)

[Library Integration Newspaper Clipping](#)

[1967 Petition from NAACP Youth about Discriminatory Hiring Practices in libraries](#)

[Cunningham Incident Report & Letter](#)

[A Petition from Memphis' Citizens about Library Integration](#)

Secondary Sources:

“Since I Was a Citizen, I Had the Right to Attend the Library: The Key Role of the Public Library in the Civil Rights Movement in Memphis” by Steven A. Knowlton

[“The ‘Negro Branch’ Library in Memphis: A Case Study of Public Services in a Segregated City” by Steven A. Knowlton](#)

LESSON 4



The Memphis Heritage Trail Institute Instructional Lesson Plan

Lesson Title: I AM A MAN Sanitation Strike

Content Area(s) and Grade(s):

History 5th grade

Related Themes:

Memphis History, Civil Rights Movement, Memphis Heritage Trail

Overview of the lesson:

Student will be able to explain the importance of the Sanitation Strike as it relates to Memphis history and Civil Rights

Proposed Time Frame:

(1 to 2) 45 minute classes

Vocabulary:

sanitation, strike, Civil Rights, wage, union, safety, welfare, NAACP (Association for the Advancement of colored People), sit-it, protest, work stoppage, march, invaders,

Materials:

Memphis Heritage Trail app

Stanford University <https://kinginstitute.stanford.edu/encyclopedia/memphis-sanitation-workers-strike>

Civil Rights Digital Library http://crdl.usg.edu/events/memphis_sanitation_strike/?Welcome

Facing History and Ourselves <https://www.facinghistory.org/resource-library/memphis-1968/memphis-1968-sanitation-workers-strike>

Lesson Objective:

Students will be able to recognize and identify the obstacles given to sanitation workers during the I AM A MAN Sanitation Strike of Memphis.

Lesson Procedures:

The teacher will show an image of the sanitation workers on strike with the I AM A MAN signs and ask students the following questions to be introduced to the history in the lesson.

See, Think, Wonder (Bell work)

What do you see?

What do you think?

What do you wonder?

When questions are answered and attempted by every student a discussion will be presented within the classroom about what is happening within the photo.

The true meaning and reasoning behind the Sanitation Strike will be discussed using the materials listed.

Then there will be a second discussion when the history of the Sanitation Strike is given.

Exit Ticket:

Students will draw/doodle an image to express the following. How does the movement make them feel? How would the movement affect their family if their guardian was involved?



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Lunch Counter Closed

Content Area(s):

U.S. History
African American History
Contemporary Issues

Visible Thinking Routine:

See-Think- Wonder
Step Inside

Related Themes:

- Civil Rights Movement
- Efforts to end segregation within the South

Overview of the lesson: Students will be able to analyze the strategies of the Civil Rights Movement and their effectiveness to end segregation.

Proposed Time Frame: 50 minutes

1-2 days

Materials:

- Picture of the Woolworth sign
- Video Desegregating the Lunch Counter
- Integration Report
- Slideshow

Big Idea: The use of sit-in's and non-violence strategies in the Civil Rights Movement help set the stage for human rights for all in America. The impact of these strategies help spread the message across America about race relation and equal rights.

Lesson Objective: The students will be able to describe and exam the purpose of efforts to end segregation by becoming a history detective in the Civil Rights Movement lunch counter protest experience.

- **Photos from Wither's Gallery**
- **Commercial Appeal News articles**

Curriculum Resources:

The Memphis Heritage Trail Curriculum Guide

www.pbs.org/historydetectives/educators/lessonplan/african-americanhistory-lunch-counter-closed

Wither's Gallery

Commercial Appeal Newspaper

Vocabulary:

Segregation

Desegregation

Civil Rights

Protest

Lesson Procedures:

- **Discuss with** students what does it mean to "Protest" and the history of "Protest."
- **Display** a hook video of "Desegregating the Lunch Counter" from the history detectives episode "Woolworth Sign."
- **Introduce Newspaper** article activity procedures. Teacher explains to students how to create their newspaper article from primary sources. Teacher will distribute hand-outs on "Lunch Counter Sit-in's." Teacher will explain how to use primary resources to locate specific information. Students will work in groups to complete "history detective" worksheet. Students will observe various photos of primary resources to determine their views the protest strategies. Students will select one of the two students newspaper to create their article.
- **Reconvene students together** as a whole group to discuss their article about the "lunch counter sit-in" and how these strategies were employed by the Civil Rights Movement.
- **Evaluate Students** responses with an oral presentation about the lunch counter sit-in protest.

Assessments:

1. Determine what students already know about lunch counter sit-in's during the Civil Rights Movement.
2. Evaluate student's ability to analyze primary resources.
3. Observe the students' participation during group discussion.

Essential Question(s):

1. What strategies did the Civil Rights movement employ in the efforts to end segregation?
2. Were they effective?
3. How were they effective in their efforts to make change?

Lesson Resources:

- [Integration Report](#) Full film of “Integration Report” pm the Internet Archive
- [The March on Washington](#) _20 minute documentary made in 1961 about the March on Washington on the Internet Archive
- [Voice of Civil Rights](#) online exhibit with images and descriptions from the Library of Congress
- [Timeline: Civil Rights Era](#) Timeline, with links to further information, tracing achievements of Civil Rights Movement from PBS
- [Commercial appeal newspaper article](#)
- [Police Report](#) from Memphis Police Department
- [Withers Gallery Photos](#) from lunch counter protest

Lesson Extensions: When the articles are finished, allow students time to read them all. Lead a discussion on how students presented the stories differently based on their assigned perspective and the audience. How did the newspaper present the sit-in differently? How does the writer’s perspective influence what they write? How does the intended audience influence what they write? Have students actually conduct a sit-in demonstration .



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: NAACP Black Mondays

Content Area(s):

U.S. History
Memphis History

Visible Thinking

Routine:

Connect-Extend-
Challenge

Related Themes:

Civil Rights Movement;
nonviolent direct action;
activism

Overview of the lesson:

Students will examine primary sources related to Black Mondays and complete a Connect-Extend-Challenge for their Exit Tickets.

Proposed Time Frame:

50 minutes

Materials:

Notebook Paper + Pencil
+ Primary Sources in
PowerPoints or on student
handouts

Curriculum Resources:

Big Idea:

Black Mondays played a key role in the efforts to desegregate public schools in Memphis.

Lesson Objective:

The Learner will investigate the role of nonviolent direct action in school desegregation in Memphis by examining primary sources on Black Monday.

Lesson Procedures:

Do Now:

Teacher will display an [image](#) of a Black Monday protest on the board. Without telling students anything about the picture, the teacher will ask:

1. What do you see?
2. What do you think?
3. What do you wonder?

After students finish writing their responses, the teacher will call on a few students to share their ideas with the whole class.

Work Time:

After listening to Do Now responses, the teacher will guide a whole conversation to assess students' prior knowledge. Teacher will ask:

1. What does segregation mean? Desegregation?
2. What do you know about school desegregation in Memphis?

See links below.

Vocabulary:

Black Mondays
Nonviolent direct action
Desegregation
Primary sources

3. What methods were used to desegregate schools in Memphis?

(Teacher will have key vocabulary written on the board to support struggling learners, or learners who may not be as familiar with the history.)

After assessing students' prior knowledge and ensuring students know the necessary background information/vocabulary, the teacher will display [Black Monday Flyer 1](#) and [Black Monday Flyer 2](#). Students will be asked to work with their shoulder partner to write down 1 thing that they notice, 1 thing that they wonder, and to make an inference about the flyer (they will do this for each flyer).

Teacher will call on a few students to share out. Teacher will then tell students that these flyers are about Black Monday, and give students a general overview of what Black Monday was.

Students will then work in groups to examine the remaining sources about Black Monday. (Teacher can Jigsaw the groups, depending on class size and the amount of time in the class period.)

[April 1969 Civil Emergency Proclamation](#)

[Letter offering Hollman support from the "Silent Majority"](#)

[Letter from the district managers and traveling representatives of the Commercial Appeal and the Press-Scimitar offering support for the actions of the Memphis Police during and following the Black Monday protest.](#)

[Police Report Listing 53 Arrested During Black Monday Protest November 10, 1969.](#)

[Point of View Segment by Nat D. Williams Discussing Protests](#)

[Typed transcripts of 22 complimentary messages regarding the actions of Holloman and the Police Department surrounding the Black Monday protests.](#)

[Wendi Thomas Interviews Local About Black Monday](#)

[Press Release Highlighting MPD's Regulations on NAACP's Black Mondays.](#)

Exit Ticket:

Students will complete the following exit ticket.

1. Connect: How is the new information connected to what you already knew?
2. Extend: What new ideas did you get that extended or pushed your thinking in new directions?
3. Challenge: What is still challenging or confusing for you to understand? What questions, wonderings, or puzzles do you now have?

	<p>Assessments:</p> <p>Teacher will use the whole class share out time after the do now and before work time to assess how much students know about school desegregation in Memphis and what areas (vocabulary or conceptual, etc.) need to be addressed before moving on with the lesson.</p> <p>Teacher will circulate during partner and group work time to see that students understand the primary sources and the significance of Black Monday.</p>
<p>Essential Question(s): How did Black Mondays impact school desegregation in Memphis?</p>	<p>Lesson Resources:</p> <p><u>April 1969 Civil Emergency Proclamation</u> <u>Letter offering Hollman support from the “Silent Majority”</u> <u>Black Monday Flyer 1</u> <u>Black Monday Flyer 2</u> <u>Letter from the district managers and traveling representatives of the Commercial Appeal and the Press-Scimitar offering support for the actions of the Memphis Police during and following the Black Monday protest.</u> <u>Police Report Listing 53 Arrested During Black Monday Protest November 10, 1969.</u> <u>Point of View Segment by Nat D. Williams Discussing Protests</u> <u>Typed transcripts of 22 complimentary messages regarding the actions of Holloman and the Police Department surrounding the Black Monday protests.</u> <u>Wendi Thomas Interviews Local About Black Monday</u> <u>Fall of 1969 Black Monday Protest (Photo by Ernest Withers)</u> <u>Press Release Highlighting MPD’s Regulations on NAACP’s Black Mondays.</u></p>



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Learning About Memphis: Mason Temple, Martin Luther King Jr. and Sanitation Workers

Content Area(s) and Grade(s):

English Language Arts and Reading

Social Studies

U.S History

3rd Grade-5th Grade

Related Themes:

The Civil Rights movement

Martin Luther King Jr.

Religion

U.S History

Overview of the lesson:

Students will learn how the Mason Temple was an international sanctuary that had an important role in the Civil Rights movement and in Memphis. More specifically, how the Mason Temple hosted Martin Luther King Jr. on his last hours and what impact that had on churches and blacks in Memphis

Proposed Time Frame:

1 or 2 50 minute period

Vocabulary:

Martin Luther King Jr.

Mason Temple

Civil Rights movement

Pentecostal

Mountaintop speech

Materials:

Memphis Heritage Trail App:

- **Mason Temple Information and Video**

[Mason Temple Website](#)

[Mountaintop Speech and Mason Temple](#)

[Mountaintop Speech](#)

[Sanitation Workers](#)

[Sanitation Strike](#)

Lesson Objective:

Students will be able to recount Martin Luther King's last speech given at the Mason Temple and the effect his speech had on the church and the people in Memphis during the Sanitation Workers Strike.

Lesson Procedures:

Introduction(5 minutes):

What are some of the important things that you know that Martin Luther King Jr. did in Memphis? Write it on a sticky note and post it on the parking lot.

- TW put 5 minutes on the clock for students to write on the sticky note and discuss what they wrote.

Lesson (40 minutes):

Teacher will present a picture of the Mason Temple. Teacher will give background knowledge on Charles H. Mason and the significance of the church in the Sanitation Worker Strike. Students will take notes and ask questions if needed (15min) (Materials: Mason Temple Website, Sanitation Strike)

Teacher will instruct students to pull out tablets and download the **Memphis HeritageTrail App**. Students will click on **Loops**. Next click on **Civil Rights Loop**. Then click on **Locations**. Lastly click on **Mason Temple**. Students will then write down any information from the app and video from the app independently. (10 minutes)

Teacher will attract students' attention to the board. Teacher will play the last 10 minutes of the speech. Teacher will ask students literal questions:

What is the "promised land" that Martin Luther King Jr. is referring to in reference to the sanitation workers?

- Students will have various answers related to segregation and the Sanitation Workers.

Did this speech inspire you? Why or why not?

(15 minutes)

Exit Ticket:

What impact did Martin Luther King's last speech have on the Mason Temple and Sanitation Workers? Write it in your writing journals.

Students will write one paragraph.



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: The “Light” Things

Content Area(s):

English
U. S. History
Humanities

NCTE/IRA Standards:

“Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).”

“Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.”

“Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

Big Idea: Students will consider both the positive and negative outcomes of celebrations and festivals in communities. Specifically, because the Cotton Makers Jubilee was an important yet controversial annual cultural event in Memphis, students will be able to articulate the reasons the Jubilee was created and its value in the Civil Rights Movement.

Lesson Objective: Students will write an argumentative letter to the NAACP in which they take a position about the value of the Cotton Makers Jubilee in the Civil Rights Movement and support their position with evidence.

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Visible Thinking

Routine:

Claim/Support/Question

Related Themes:

Civil Rights Movement

Memphis Heritage Trail

Cotton Makers Jubilee

Point of

View/Perspective

Proposed Time Frame:

2 - 50-minute class periods

Materials and

Curriculum Resources:

[Picture for intro activity](#)

[Number Group Content](#)

Lesson Procedures:

Lesson Introduction -

1. Students sit in groups of three (either teacher-created or self-selected)
2. As an introduction to perspective, explain to students that you are going to give them each a small [piece of a larger picture](#). Distribute pieces of the photograph to the members of each group. Ask students to draw what they think the rest of the photograph might look like, without looking at the other pieces (students should only focus on their piece and what it might say about the whole). Have members of the group share their illustrations with one another. The students should then assemble all the pieces to reveal the entire image.
3. Introduce the concept of perspective and explain that perspective is point of view: how someone sees a situation, their feelings about a situation, their opinions of a situation, etc. So, each student formed a different idea of the original photograph because each was seeing it from a different perspective. Ask students to articulate why it is valuable/essential to have multiple perspectives = to see the whole picture.
4. Introduce the lesson: tell students that today they are going to learn about two historical festivals in Memphis and the different perspectives about their value. Students will then form an opinion about the festivals and write a persuasive letter to the NAACP about its position regarding the Jubilee.

Lesson Core - ([Jigsawing](#))

1. In their groups, assign each student a number (1, 2, or 3). The number will correspond to [a topic](#) about which the student will become an “expert.” Students then break into groups with the other students who have the same number (all the number 1’s sit together, etc.); these are called expert groups and will help each other learn the material. Students then read/listen to/engage with the content about their assigned topic (see lesson resources for content). The teacher gives students questions to answer in their expert groups. Once students have engaged with the material, the group should complete the questions together. The teacher should circulate through the expert group work time to help clarify and answer questions.

***This may be the end of the first 50-minute lesson.**

2. Students then return to their original groups. Each member of the group presents their information and teaches their topic. Each student completes a [teacher-created graphic organizer](#) as a way of collecting all of the information.
3. Distribute the [“Claim/Support/Question” handout](#). Individual students should then be asked to make a claim about the Cotton Jubilee based on what they’ve learned. On the handout, each student should make a claim about whether or not they agree with the NAACP’s 1961 position about the Jubilee by completing the statement: I believe that the NAACP’s position that ____ was _____. Underneath this claim, each student should list at least two pieces of support for the claim - things they have read, know, feel. Ask students to share these with a partner. Students should help one another identify strong persuasive evidence. The teacher should then lead a whole-group conversation to help students make certain they have strong support for their positions. Finally, students should write down at least one question they have: something about which they want to know more, something that is confusing or unanswered, etc. The teacher can then take up these handouts in order to address and answer questions.

<p><u>Graphic Organizer</u> <u>“Claim/Support/Question” handout</u></p> <p>Vocabulary: perspective argument persuasion evidence</p> <p>Overview of the lesson: Students will research the history of the Cotton Makers Jubilee and the ways it was both an important and controversial part of the Civil Rights Movement in Memphis. Students will then write a persuasive letter to the NAACP in support of or opposition to the organization’s 1961 position about the festival.</p>	<p>4. Once all groups have shared, the teacher should lead a whole-class discussion to clarify and answer questions.</p> <p>5. Ask students to write a persuasive letter to the 1961 Memphis NAACP board in which they take a position about the board’s stance on the Cotton Makers Jubilee. Students are required to articulate more than one perspective about the Cotton Makers Jubilee in the letter.</p>
	<p>Assessments:</p> <p>Evaluate students’ ability to take a position and support that position with persuasive evidence.</p> <p>Determine whether or not students were able to articulate more than one perspective in the letter.</p> <p>Analyze student responses in the “Claim/Support/Question” handout to check for understanding of the issue and ability to engage with other perspectives.</p>
<p>Essential Question(s):</p> <p>Why did the NAACP oppose the Cotton Makers Jubilee?</p> <p>In what ways was the Cotton Makers Jubilee an important part of the Civil Rights Movement in Memphis?</p>	<p>Lesson Resources:</p> <p>Picture for intro activity Number Group Content Graphic Organizer “Claim/Support/Question” handout</p> <p>**Teacher essential reading: The Pageantry of Segregation</p> <p>Lesson Extensions:</p> <ul style="list-style-type: none"> - Cotton Carnival and Cotton Makers Jubilee Combine to form Memphis in May Music Festival - a lesson about persuasive writing - a lesson about letter writing (formal format)



The Memphis Heritage Trail Institute

Instructional Lesson Plan

Lesson Title: Tweeting from The Mountaintop

Content Area(s):

High School U.S. History
High School African-
American History

Visible Thinking

Routine: Step Inside

Related Themes:

-Civil Rights Movement
-Sanitation Workers'
Strike
-MLK Assassination

Overview of the

lesson: Students will
be able to annotate and
analyze Dr. King's

Big Idea: Since MLK's "Mountaintop" speech inadvertently became the last public speech of his life, students will be able to connect how the speech served as a milestone post for the Civil Rights Movement, as well as understand how major moments of history can happen when least expected.

Essential Question(s):

-How did MLK's Mountaintop speech serve as a coda for the Civil Rights Movement?
-How can moments that seem insignificant in history become defining moments?

Lesson Objective: Students will be able to annotate and analyze excerpts of MLK's "Mountaintop" speech, then will be able to insert themselves into the scene by imagining themselves at the speech and using a Twitter sheet (digital or paper), "live tweet" reactions to the speech as if they were there using an assigned persona.

“Mountaintop” speech, then create a series of tweets as if they were in the series using one of the assigned personas.

Proposed Time Frame:
Two 50 minute class periods or one 90 minute block

Materials:

-“I’ve Been to the Mountaintop” speech (Text and Audio).

-Dr. King’s Speech (Clip)
<https://youtu.be/Oehry1JC9Rk>

-Annotation Guide/Strategies

-Notebook Paper and Pencil

-Twitter Feed Worksheet

Curriculum Resources:

- The Memphis Heritage Trail Curriculum Guide

-I’ve Been to the Mountaintop Speech: The

Lesson Procedures: Day 1

Introduction: Ask students what makes a moment historical and worthy of history. Engage them in discussion of this concept.

Task: Ask students what they know about the Memphis Sanitation Workers’ Strike and give an overview of the strike to round out their knowledge.

Introduce “Mountaintop” speech, distribute copies of the text, and either engage in a choral reading or have students listen to audio of the speech. If choral reading is done, show the provided clip of the speech conclusion and have them make a note of the emotion of Dr. King, as well as the crowd responses.

Closure: Have students annotate and analyze the speech, either completing during class or completing for homework.

Lesson Procedures: Day 2

Introduction: Check for understanding of the Memphis Sanitation Workers’ Strike and the Mountaintop speech.

Task: Check to see if students are familiar with how Twitter works and familiarize students with the concept of live-tweets. Show examples of speeches live tweeted.

Pass out Twitter worksheets and give students choice of personas to Tweet as during “Mountaintop” speech (example personas: middle aged woman; local reporter; teenager; fellow clergyman) and play clip length of your choice to have students tweet.

Closure: Have students share and compare some of their tweets and explain why they chose their various personas and tweets. This can either be completed during class or for homework.

Assessments:

1. Determine what students already know about Dr. Martin Luther King Jr. and the Sanitation Worker’s Strike.
2. Evaluate student’s ability to read and analyze “Mountaintop”.
3. Evaluate student responses to annotation and analysis “Mountaintop”.
4. Observe the students’ participation during the Live Tweeting activity.
5. Evaluate the student writing task to determine the students’ understanding of the text and significance of the night at Mason Temple.

King Institute (Audio
Available and Text)

<https://kinginstitute.stanford.edu/king-papers/documents/ive-been-mountaintop-address-delivered-bishop-charles-mason-temple>

Vocabulary:

-injunction
-Civil Rights
-strike

APPENDIX

SUMMER EDUCATORS	
Educators	School / Organization
Sandra Boyer	Central High School
Cynthia Brewer	Robinsonville Elementary School
Tamala C. Brown	White Station High School
Monica Campbell	A. Maceo Walker Middle School
Vanessa Colman	New Sardis Church
Caroline Goodman	St. Mary's Episcopal School
Crystal Hicks	Westwood High School
Verlie A. Horton	Craigmont High School
Valerie Houston	Tennessee Arts Commission
Rashun Monique Jackson	Raleigh-Egypt High School
Claudine S. James	Malvern Middle School
LaTerryan James	Westwood High School
JoAnn Johnson	Goodwill Excel Center
William Kelley	Kirby High School
Caratte Davis Mickens	Robinsonville Elementary School
Shoneisha H. Myes	Bartlett High School
Rev. Lawrence Ragland	Isaac Lane Elementary School
Ziara R. Smith	Ridgeway Middle School
Shurvon Spearman	Westwood High School
Shante' Stutts	Robinsonville Elementary School
Jolanda Thompson	West Junior High School
Valen Warner	Sherwood Middle School
ReTonya P Watson	Kirby High School

FALL EDUCATORS	
Educator	School / Organization
Cyndi Alexander	Promise Academy
LaWanda Anderson	Fox Meadows Elem. School
Bria M. Bacchus	Whitehaven High School
Christopher Berry	Overton High School
Kenya Berry	Richland Elementary School
Torian Black	Freedom Prep Academy
Tamalia Brown	White Station High School
Michael L. Cherry	Local Historian
Roniece N. Gilkey	Hattiloo Theatre
Caroline Goodman*	St. Mary's Episcopal School
Crystal Harris	St. Jude Children's Research Hospital
LaTerryan James*	Westwood High School
John LeGrand	Memphis Grizzlies Preparatory Charter School
Brandi Love	Hollis F. Price Middle College High School
Shambrika N. Randle	Belle Forest Community School
Fayth Hill Washington	The Hoxie Project
J'Bunta L. Washington	Cordova Middle School
Mary Webster	Brooks Museum of Art
Ziara Smith	Ridgeway Middle School

*summer participants who served as instructors

COMMUNITY CONVERSATION GUEST PANELISTS		CIVIL RIGHTS LEGACY
David Acey		Organized the first Black Student Association at Memphis State University (now University of Memphis); coordinated sit-in demonstrations in the administration building demanding the inclusion of Black Studies in the academic curriculum and more African American representation among the faculty and staff
Bertha Looney		One of the first students to integrate Memphis State University (now University of Memphis); became known as the Memphis State Eight
Grace Meecham		Participated in sit-in demonstrations and marches; was arrested numerous times; first arrested for attempting to desegregate a Walgreens lunch counter
Elmore Nickelberry		Sanitation worker during the 1968 Strike; marched with Dr. Martin Luther King Jr. and other strike supporters; worked for City of Memphis Public Works Department for 63 years; recognized as the longest-tenured city employee
Coby Smith		One of the first African American students to attend Southwestern University (now Rhodes College); co-founder of the Invaders, a youth organization that focused on police brutality, social injustice, and poverty; met with Dr. King in his Lorraine Motel room prior to the assassination
Calvin Taylor		Member of the Memphis Invaders; instrumental in recruiting students from LeMoyne College, Owen Junior College, and Memphis State University; copy clerk assigned by the Commercial Appeal newspaper to cover King's last march on March 28, 1968
Elaine Turner		Participated in approximately 60 sit-in demonstrations and protest marches; recognized along with her sisters as "the most arrested family" during the Civil Rights Movement; a historical marker honors their activist
Johnnie Turner		Participated in numerous sit-in demonstrations and protest marches, particularly at retail businesses in downtown Memphis that routinely practiced segregation

FACILITATORS	ORGANIZATION
Carolyn Michael-Banks	A Tour of Possibilities
Dr. Clarence Christian	Association for the Study of African American Life & History (ASALAH)
Levi Frazier Jr.	Southwest Tennessee Community College
Denise Malloy	Southwest Tennessee Community College

STAFFING	ORGANIZATION
Felicia Harris, Administrator	City of Memphis Division of Housing and Community Development
Alorien Sadler, Planning Analyst	City of Memphis Division of Housing and Community Development
Dr. Cynthia Sadler, Coordinator	Memphis Heritage Trail
Debbie Frazier, Curriculum Developer	Blues City Cultural Center
Lauren Barksdale, Curriculum Developer	Shelby County Schools