



EAST TENNESSEE HISTORICAL SOCIETY  
Making history personal

# *Making History Personal*

## *Family and Local History in the Classroom*



### **Teaching Tennessee History: Lesson Plans for the Classroom Volume VII**



**HUMANITIES  
TENNESSEE**

This project was funded in part by a grant from Humanities Tennessee, an independent affiliate of the National Endowment for the Humanities.

Additional support provided by The Grimes Family Donor Advised Fund of the East Tennessee Foundation, established by Mr. and Mrs. B.W. Grimes.

# Lesson Plan Titles and Authors

Alphabetical by Author

<i>Where I Came From Family Tree Activity</i> .....	Intermediate.....	2
Jeffrey L. Bird		
<i>Getting to Know My Community</i> .....	Intermediate.....	5
Kimberly J. Daily		
<i>World War II Interview</i> .....	Middle School.....	8
Cynthia Davis		
<i>The Geography of Families</i> .....	Middle School.....	9
Rebecca Dickenson		
<i>Re-claiming Mill Working Children of the Industrial Revolution: Knoxville, Tennessee and Beyond</i> .....	High School.....	18
Sue Weaver Dunlap		
<i>The Family Tree that Starts with Me</i> .....	Middle and.....	23
Bob Gatton	High School	
<i>Writing My History</i> .....	Secondary.....	28
Melissa Glover		
<i>No Child Left Behind – 1966: The Achievement of Educational Reform During the Civil Rights Movement</i> .....	High School.....	29
Deborah McConnon		
<i>Family Tree and Heredity and Issues and Events of East Tennessee</i> ...Intermediate.....		42
Donna Meade		
<i>Staying Connected to Your Family History</i> .....	Intermediate.....	45
Kyle Ramsey		
<i>Family History</i> .....	Primary.....	47
Amy Beth Smith		
<i>Personal Timeliness</i> .....	Intermediate.....	48
Kim Smith		
<i>Scrapbooking our History: Making History Personal</i> .....	Intermediate.....	51
Cindy Van Pelt		
<i>The Democracy Project</i> .....	MiddleSchool.....	55
Melinda Williams		
Suggested Readings.....		58

## **Where I Come From Family Tree Activity**

Submitted by Jeffrey L. Bird, Maryville, TN

**Objectives/Purpose:** The students will:

- 1.) research their family tree back with a goal of five generations
- 2.) interview and record oldest living relative about their childhood and other interesting events
- 3.) create a biography of most interesting relative
- 4.) share most interesting family artifact or heirloom

**Grade Level:** Fifth and Sixth Grade

**Group Size:** Regular class of twenty-five students, each working individually

**Lesson Time:** One to two class periods (forty-five to sixty minutes) to teach the basics of interviewing and researching materials. One to three weeks for students to do the research, interviews, and prepare their materials.

**Background Information:** Between 1860 and 1910, America began to see an increase in the number of immigrants coming to America for a better life, religious freedom, and a brighter future for their families. It is estimated that about twenty-three million immigrants arrived in the United States during this time. In an effort to help students realize the impact of this time period, the students will be researching their own backgrounds to learn more about their family's history.

**Materials:**

1. Blank family tree outlines
2. Sample family tree
3. Marker, crayons, notebook paper etc.
4. Poster board
5. Tape recorder and/ or video camera to record relative interviews

**Strategies/Procedures:** This lesson will be one to three days in length. During this time the teacher will explain the proper techniques for conducting an interview and for researching materials for the family tree project. During this time students will have the opportunity to ask questions and receive help on their projects. Also during this time students will be permitted to conduct internet and library research. After the appointed date students are expected to present their projects and will be scored according to a rubric which will be provided.

**Tennessee Social Studies Curriculum Correlations:** 5.1.04

**Evaluation/Assessment:** At the conclusion of the lesson, students will be required to present their family tree, relative interview, and family heirloom. Students will be graded based on requirements from a rubric provided. Once the students have completed their presentation, each student will display their projects for the local community on Family History night.

**Author's Evaluation:** Having assigned this project in previous years, I have noticed that many students have family heirlooms that they have wanted to share but due to time constraints were unable to. After I made some modifications to the original activity, students now have the opportunity to share their family treasures. In the past my students and some parents have complained that this assignment was time consuming, however, upon completion, they have commented that they have learned many interesting facts about their family that they had never known. I believe this activity has helped my students become aware of the uniqueness of their families and the community.

Dear Parents,

In Social Studies we are studying about life after the Civil War. In this chapter there is a section devoted to the immigrants. Since the immigrants had a major impact on the development of the United States, I thought the students would enjoy researching their family history. This will help the students see where their family originated and a little about the major events their relatives have lived through. This assignment will be for a grade so they must participate in this project. I am asking each student to trace his or her family back at least five generations. Further research is permitted, however the student will only be graded on the first five generations. Each child will be permitted to use the school library and computer lab to conduct research. Each student is required to interview his or her oldest living relative. Please be sure to record this interview either with a video camera or tape recorder. This will become a keepsake for future generations. We will have a lesson on the proper way to conduct an interview in a future lesson. Below is an example of the rubric that will be used to grade the project and presentation.

Student's work is neatly typed or written	25 pts
Student's work is neatly displayed (poster board)	25 pts
Biography of most interesting relative	25 pts
Recorded (audio/video) interview of oldest living relative	25 pts

\*Extra Credit opportunity

- A. Write a half page report on how your family moved to the Greenback area or what persuaded your family to choose Greenback School. (10 pts.)
- B. Bring in one family heirloom with written description of why this item is so important to your family. (10 pts.)

Parents please feel free to help your child on this project but keep in mind that this project is for your child. I am grading your child's work, not yours! (Sorry boys and girls!) If for some reason your child cannot participate in this project, please send me a short note with your explanation. If your child is unable to participate, I will assign them a separate project. Please send these in ASAP so I can assign the alternative assignment.

Thank you for your help and I look forward to your child's presentation.

Thank you,  
Mr. Bird

## **Getting To Know My Community**

Submitted by Kimberly J. Dailey, Greenback, TN

**Objectives/Purpose:** The students will:

1. conduct library research on Greenback community history.
2. conduct an oral interview.
3. use historical societies, museums, and historic sites for research.
4. compare and contrast photographs and maps from different time periods accurately and critically.
5. share information about the Greenback community history with others.
6. keep a reflective journal.
7. compile materials in a notebook.

**Grade:** Third Grade

**Group Size:** Eighteen students

**Lesson Time:** Four forty-five minute lessons

**Background Information:** Students should be able to answer the following essential questions prior to beginning the unit study:

- What is a historian?
- Why is history important?
- What is a community?
- Why is the history of the Greenback community important?

**Materials:** The teacher will assemble available research books, pamphlets, photographs, maps, and artifacts. Students will also use their Harcourt Brace textbook as a reference tool. Students will need available a recorder, disposable camera/digital camera, video recorder, scanner, and a computer with internet capability. Each student will also need a spiral 70-sheet filler notebook for journaling, a three-ring binder with dividers, and items they choose for their presentation.

**Strategies/Procedures:**

- The teacher will set up a mini-museum area in the classroom with community artifacts, photographs, and maps. Students will use the photographs and maps found in the classroom museum to critically compare, contrast, and learn how to read old photographs and maps and to complete a student-made T-Chart representing likes and differences.
- Guest Speaker, Mrs. Virginia Hammontree-owner of a house built by slaves and listed on the National Homes Registry  
6649 Morganton Rd., Greenback, TN 37742 (865)856-3282
- Guest Speakers:
  - Librarians from Greenback School and the Greenback Public Library will provide information and resources.

- Mrs. Claudette Ervin, GHS Librarian  
400 Chilhowee Ave., Greenback, TN 37742 (865)856-3028
- Mrs. Clara Sue Hammontree, Greenback Public Librarian  
6889 Morganton Rd. Greenback, TN 37742 (865)856-2841
- Mrs. Louise Coada-curator of the Greenback Museum  
653 McTeer Rd. Greenback, TN 37742 (865)856-6284
- Mr. Hudson-retired Greenback School teacher  
617 Murphy Rd. Maryville, TN 37801 (865)983-2205
- The teacher and students will brainstorm and compile a list of possible names of people to contact for oral interviews concerning their early memories of the Greenback community. Students will interview a grandparent, family member, or community person or contact from the brainstorming activity, while using their “Interview” and “Writing Thank-You Notes” organizer to complete their oral history interview.
- Visual Organizational tools from the teacher’s edition of the Harcourt Brace basal: My Community’s History, My Action Plan, Interviews, Writing Thank-You Notes, and Planning Your Presentation.

Boehm, R., Hoone, C., McGowan, T., McKinney-Browning, M., Miramontes, O., Porter, P. (2002). *Communities*. Orlando: Harcourt Brace & Co.

- Students will take a walking tour of the city of Greenback ending with a guided tour of the Greenback museum and will fill in the “My Community’s History” graphic organizer.
- As a culminating activity, students will present and display their activities, interviews, journals, and notebook. A reception will be held inviting parents, members of the community, and interview subjects.

**Tennessee Social Studies Curriculum Correlations:**

3.0.spi 1; 3.2.spi 2; 3.2.tpi 2; 3.2.tpi 3; 3.2.tpi7; 3.2.tpi 8; 3.3.spi 2; 3.3.spi 3; 3.3.spi 6; 3.3.tpi 2; 3.3.tpi 8; 3.3.tpi 9; 3.5.tpi 1; 3.5.spi 2; 3.5.spi 3; 3.5.tpi 5; 3.5.tpi 6; 3.5.tpi 7; 3.5.tpi 12

**Evaluation/Assessment:** Students will be evaluated on a 100 point system:

- 10 points for journals that represent each day and learning activity, with correct spelling, and neatness.
- 10 points for their photography/map T-Chart displaying a true understanding of likes and differences in photographs.
- 50 points for their oral history interview.
- 10 points for the unit notebook filled with each activity in a neat and organized fashion.
- 20 points for presentation of materials in a clear, concise, and effective manner.

**Author's Evaluation:** The lesson went well and I learned a great deal about Greenback history and the students! Teachers need to include permission slips for field trip. Students might also want to bring some spending money to get a drink or an ice cream cone from the historical Greenback Drug Store.



**WORLD WAR II INTERVIEW**  
Submitted by Cynthia Davis, Newport, TN

**Objectives/Purpose:** The student will:

- 1.) investigate/interview his/her family/family tree for WWII participants
- 2.) document any gathered information
- 3.) gather family artifacts pertaining to WWII

**Grade Level:** Eighth grade

**Group Size:** Twenty to twenty-five students

**Lesson Time:** Fifty to sixty minutes

**Background Information:** Introduce, read, and review timeline and chapter in text on WWII

**Materials:** Text, paper, pencil, accessible WWII family materials

**Strategies/Procedures:** Students will be instructed to:

- 1.) interview family participant of WWII
- 2.) document/record information gathered
- 3.) gather artifacts/objects for class-share
- 4.) create a family tree at least three generations in his/her family if possible
- 5.) if possible, invite veteran to visit/speak to class

**Evaluation/Assessment:**

Student evaluated participation	25 points
Family tree creation	25 points
Interview documentation	25 points
Presentation to class	25 points

**The Geography of Families**  
Submitted by Rebecca Dickenson, Maryville, TN

**Objectives/Purpose:** The student will:

- 1.) create personal timelines of four events in their lives to review the use of timelines and to introduce themselves.
- 2.) make personal connections with events in Tennessee and United States history through completing a family genealogy project.
- 3.) create special purpose maps to chart the patters of migration over a period of time.
- 4.) review parts of maps.
- 5.) differentiate between primary and secondary resources

**Grade Level:** Seventh grade (could be used for eighth grade as well, especially during discussions on immigration)

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

**Lesson Time:** One class period (forty-five to fifty minutes) per week for seven weeks. Not all assignments will take the full class period.

**Background Information:**

In this project, students research their family's history, create a timeline of their personal history, collect examples of primary resources from their families, construct a family tree, and map the migration of their families over time. Each part could be taught as a stand-alone assignment if time does not allow for completion of the project. As written, this is designed to take one class period per week over seven weeks. It will be helpful to review the rubric before reading the Strategies/Procedures portion of the lesson plan.

**Materials:**

- Receipt tape or strips of paper (for timelines)
- Color pencils or crayons (for timelines)
- Handouts (attached)
  - Parent letter/due date slip
  - Grading Rubric
  - Maps taken from <http://www.50states.com/maps/usamap.htm> and [www.enchantedlearning.com](http://www.enchantedlearning.com)
- Example project with all components if possible
- Family Tree (attached) \*if possible, make an overhead of the family tree to use as an example for students

**Strategies/Procedures:**

**Week 1, Day 1:**

1. Introduce the project by showing students your example and giving them the project packet. Go over parts of the assignment, explaining that the class will begin each part during class time. Students will also need a computer disk if you would like the written parts to be typed at school.

2. Have students brainstorm lists of important events in their lives.
3. Choose the most important five items from their lists to include on their timeline.
4. Create timeline using receipt paper; create illustrations or symbols for important events with color pencils.
5. Homework: Complete timeline, checking dates if necessary. Send home permission/release form and rubric

#### Week 1, Day 2:

1. Check permission slips
2. Give each student time to present their timelines, and then display them in the room.
3. Define primary and secondary resources. Ask students to identify whether their timelines are primary or secondary resources (primary).
4. Show students your family tree and the primary resources you have as evidence for the information on your tree (for example, copies of marriage or birth certificates).
5. Homework: Find out birth and death dates and spellings of names for family members for the family tree to be completed next week.

#### Week 2:

1. Show students an example of your family tree, on the overhead if available. Stress that students must use pencil to complete the tree so they can change information if necessary.
2. Begin family trees in pencil (self, parents). \*Remind students to use their mother's maiden name, or leave space for when they find it out.
3. Homework: Work on tree; interview parents if necessary.

#### Week 3:

1. Discuss primary versus secondary sources. (A **primary source** is material from or directly related to the past, created or recorded by someone close to the event. Examples for this project might include official records like birth or marriage certificates, diaries, letters, photographs, objects. **Secondary** resources are further removed from the event, such as textbooks). Encourage students to only bring copies of such items to school.
2. Show students an example of a primary resource from your family.
3. Review the types of primary sources they may have at home to back up the information on their family tree (photographs, birth or marriage certificates).
4. Homework: Bring a copy of a primary resource from your family history.

#### Week 4:

1. Check primary resources that students have brought in.
2. Review primary versus secondary resources.
3. Ask students what type of traditions they have in their family. For example, perhaps they always have a particular food at Christmas or Thanksgiving. Ask why they might have this tradition.
4. Describe one of your family's traditions. Share a paragraph you have written describing this tradition, if available.
5. Assign students to write a paragraph describing one of their family's traditions. If available, type this in the computer lab.
6. Have a few volunteers share their traditions.

7. Discuss whether these writings would be a primary or a secondary resource.
8. Homework: Finish paragraph for next week.

#### Week 5:

1. In class: Allow time to ask final questions about completing family trees, family tradition paragraphs, and allow students time to type on computers if available and required.
2. Homework: Completed family tree due next week.

#### Week 6:

1. In class: Completed family trees due. Allow students to share information and discuss discoveries in small groups.
2. Give each student an outline map of the United States, Tennessee, or the World, depending on what they need.
3. Demonstrate the creation of a migration map based on your own family. Draw a green star (or other symbol) on the map for your birthplace; use another color for your parents, etc., as far back as you can go. Connect the symbols with arrows from the oldest generation on the map to yourself; create a map key explaining the symbols.
4. Give students time to draw their own symbols for each generation of their family they've included on their tree.
5. Homework: Finish map and map key, assemble project, practice presentation.

#### Week 7:

1. Students present their findings to their class, sharing their maps, primary resources, and family trees.
2. Afterwards, discuss the number of students whose families have migrated from other areas of the country. How many have ancestors from another state? Another country? Another continent? You could extend the project by creating graphs of these types of statistics.

#### **Tennessee Social Studies Curriculum Correlations:**

7.1.4; 7.3.1; 7.3.15; 7.3.19; 7.3.2; 7.3.3; 7.3.15; 7.5.0; 7.5.4; 7.6.1; 7.6.3

#### **Evaluation/Assessment:**

1. Daily grades for each mini-due date during the project (see grade sheet).
2. Rubric for evaluation of final project.

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

Family History Project Due Dates

Dear Parents:

In social studies, we are beginning a family history project. The purpose of this project is for students to utilize their knowledge of timelines, primary and secondary sources, and parts of a map. As part of it we will be exploring primary sources and family history. Students may ask you questions about your family and ask for copies (NOT ORIGINALS!) of primary resources that support your family history, like photographs, census records, birth certificates, diaries, newspaper clippings, etc. If you have any questions or concerns about this project due to your own family situation, please do not hesitate to contact me to discuss the assignment. This project is meant to make history more real for students, not meant to be intrusive. Attached to this letter are the due dates for the parts of the project, a rubric describing how the project will be graded, and forms the student will need. Students will have time to work on this during class each week, but may need assistance at home.

<b>Date Due</b>	<b>Assignment</b>	<b>Date Submitted</b>	<b>Tchr. Initials</b>
_____	Parent Signature	_____	_____
_____	Timeline	_____	_____
_____	Family Tree	_____	_____
_____	Primary Sources to support Tree	_____	_____
_____	Family Tradition Paragraphs	_____	_____
_____	Family Migration Maps	_____	_____
_____	Project Presentation	_____	_____

I have reviewed this project with my child, and I am aware of its due dates and requirements.

---

Signature

Date

*Please return this to school with your student!*

*Thank you,*

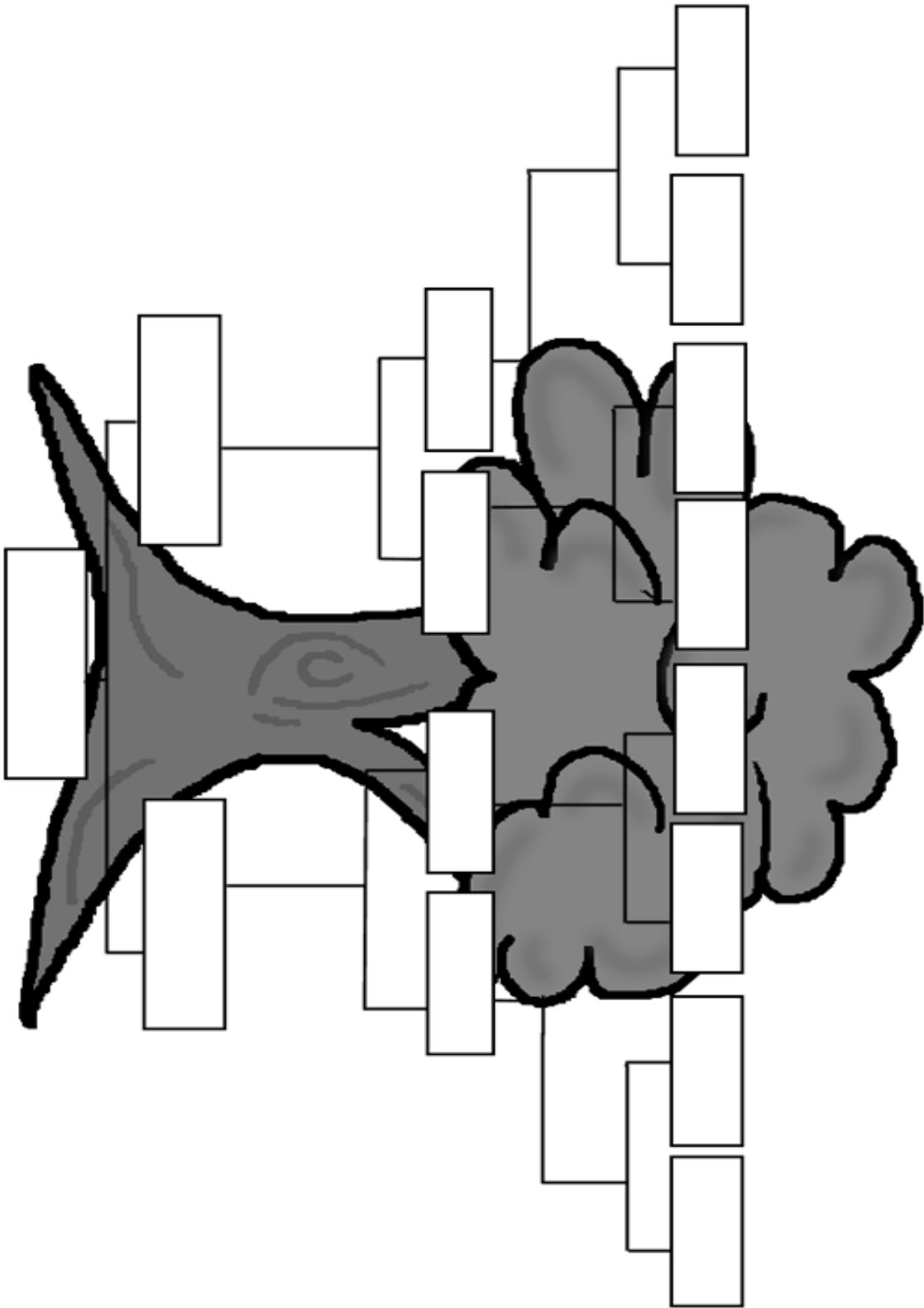
\_\_\_\_\_

Name: \_\_\_\_\_  
 Class Period: \_\_\_\_\_  
 Family History Project RUBRIC

<b>Project component</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Comments</b>
<b>Timeline</b>	The timeline includes at least 5 significant events, and has neat, eye-catching and appropriate illustrations for each event.	The timeline includes at least 5 significant events, and has neat and appropriate illustrations for each event.	The timeline includes 4 significant events, and has illustrations for each event.	The timeline includes 3 significant events, and has illustrations for at least 2.	
<b>Family Tree</b>	Family tree is completed neatly in pencil for at least four generations, including birth and death dates, and places. Notes where dates or places are supported by primary resources.	Family tree is completed neatly in pencil for at least three generations, including birth and death dates and places.	Family tree is completed for at least three generations. Birth and death dates and places are usually included.	Family tree is completed for at least two generations. Birth and death dates and places are sometimes included.	(Exceptions may be made for special cases, upon consultation with teacher!)
<b>Primary sources to support family tree</b>	Copies of three or more primary sources are included with the family tree, or student has discussed lack of primary resources with teacher.	Copies of two or more primary sources are included with the family tree, or student has discussed lack of primary resources with teacher.	Copies of some primary sources are included with the family tree, or student has discussed lack of primary resources with teacher.	Primary resources are not included.	(Exceptions may be made for special cases, upon consultation with teacher!)
<b>Family tradition paragraphs</b>	The writing demonstrates an effective arrangement of events, ideas, and/or details. The writing is almost error free and demonstrates an outstanding control of standard writing conventions. A wide variety of precise and appropriate words are used.	The writing demonstrates a good arrangement of events, ideas, and/or details. The writing has few errors and demonstrates control of standard writing conventions. A variety of precise and appropriate words are used.	The writing demonstrates an adequate arrangement of events, ideas, and/or details. The writing has some errors and demonstrates some control of standard writing conventions. A variety of words are used.	The writing demonstrates an adequate arrangement of events, ideas, and/or details. The writing has many errors in standard writing conventions. Words are rarely clear and precise.	

<b>Family Migration Maps</b>	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely. At least 90% of the items are labeled and located correctly. Legend is easy-to-find and contains a complete set of symbols for family generations, including a compass rose.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely. 80-89% of the items are labeled and located correctly. Legend contains a complete set of symbols for family generations, including a compass rose.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely. 79-70% of the items are labeled and located correctly. Legend contains an almost complete set of symbols for family generations, including a compass rose.	Many lines, corrections of errors, and/or features are not neatly done. Less than 70% of the items are labeled and located correctly. Legend is absent or lacks several symbols.	
<b>Project Presentation</b>	Speaks clearly and distinctly all the time, and mispronounces no words. Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. Student is completely prepared and has obviously rehearsed. Student is always quiet and attentive during other presentations	Speaks clearly and distinctly all the time, but mispronounces one word. Stands up straight and establishes eye contact with everyone in the room during the presentation. Student seems pretty prepared but might have needed a couple more rehearsals. Student is always quiet and attentive during other presentations	Speaks clearly and distinctly most of the time. Mispronounces no more than one word. Sometimes stands up straight and establishes eye contact. The student is somewhat prepared, but it is clear that rehearsal was lacking. Student is usually quiet and attentive during other presentations	Often mumbles or can not be understood OR mispronounces more than one word. Slouches and/or does not look at people during the presentation. Student does not seem at all prepared to present. Student is not quiet and attentive during other presentations.	
<b>Due Dates</b>	Student met every due date during the project.	Student met all but one due date during the project.	Student missed two or fewer due dates during the project.	Student missed several due dates during the project.	

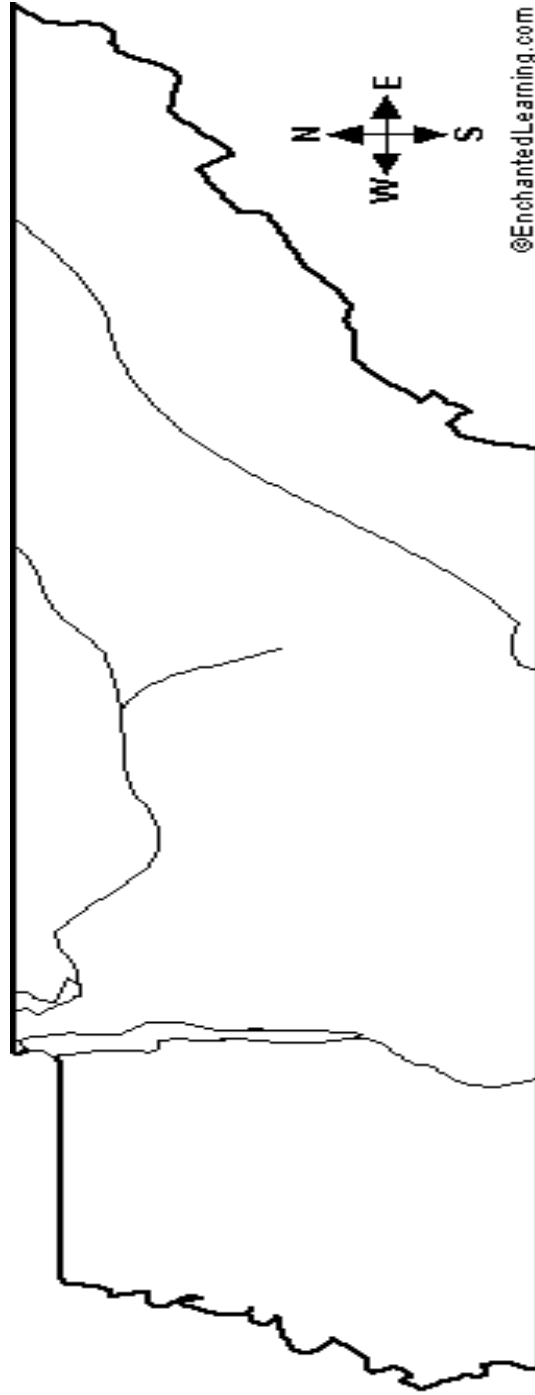
# MY FAMILY TREE





Name: \_\_\_\_\_

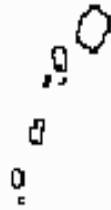
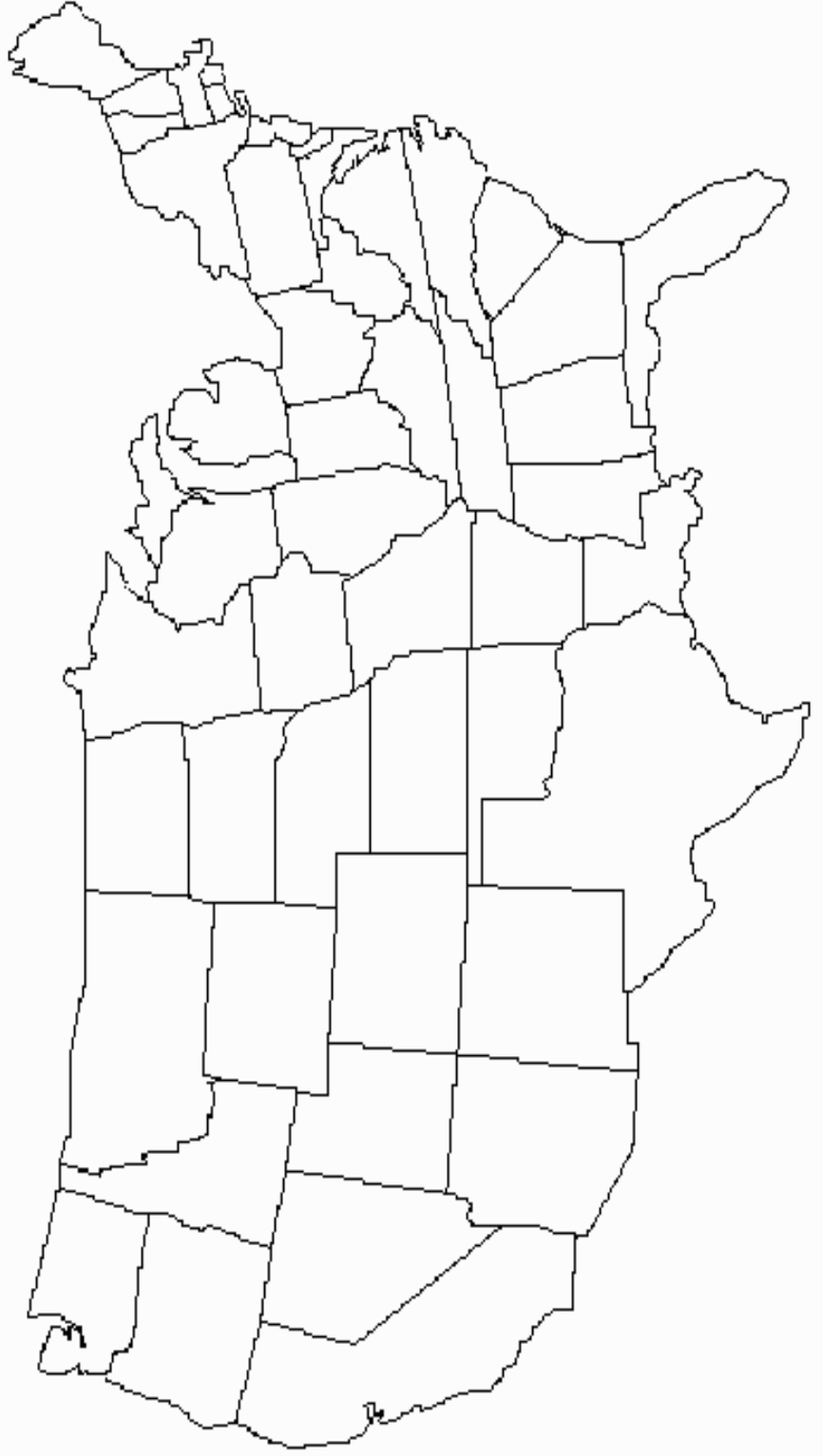
Class: \_\_\_\_\_



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**U.S. States - [www.50states.com](http://www.50states.com)**



**Re-claiming Mill Working Children of the Industrial Revolution:  
Knoxville, Tennessee, and Beyond**

Submitted by Sue Weaver Dunlap, Seymour, TN

**“There is a work that profits children, and there is work that brings profit only to employers. The object of employing children is not to train them, but to get high profits from their work.” ---Lewis Hine, 1908**

**Objectives/Purposes:** Through research, students will gain understanding of the economic, social, and political aspects of the textile industry and East Tennessee and the resulting impact on later twentieth century economic, social, and political growth.

The students will:

- 1.) identify specific characteristics of the American Industrial Revolution.
- 2.) identify specific characteristics of the American Industrial Revolution and Knoxville, Tennessee, and other distinct points in the Southern Appalachian Mountains.
- 3.) identify specific characteristics of the mill town and child workforce in the textile industry.
- 4.) prepare a map of textile mills in Knoxville, Tennessee (or other mill town of choice), from 1900 to 1934 with locations noted in relationship to housing districts for mill employees.
- 5.) explore specific job descriptions for the textile employee, specifically children, charting jobs, descriptions, and pay scale.
- 6.) explore on-the-job-related accidents and/or deaths reported for children under the age of eighteen and prepare a graph.
- 7.) research and describe job descriptions and pay scale for both adults and children in the textile industry.
- 8.) examine Lewis Hine’s Documentation of Child Labor in the United States through photography in his books and various websites.
- 9.) time-line child labor laws in this country and subsequent Supreme Court Cases with an examination of state and local involvement.
- 10.) explore one author’s examination of the Textile Strikes of 1934 – Grace Lumpkin’s *To Make My Bread*.
- 11.) listen to and/or read protest songs solely relating to the textile strikes.

**Grade Level:** Eleventh grade

**Group Size:** Large classroom group instruction with interdisciplinary groups of five each for break-out research for individual topics and preparation of story boards.

**Lesson Time:** Since this lesson plan lends itself to across-the-curriculum collaboration and the reading of a novel in addition to research and storyboard preparation, the suggested time for instruction, research, collaboration, and presentation of findings is four to six weeks. Two weeks of intense preparation in individual class settings is recommended with the remainder of time spent on collaboration within break-out groups.

**Background Information:** Secondary students need to implement across the curriculum studies of local historical, political, cultural, and economic issues. In collaboration with select eleventh grade English III honors and College Preparatory classes, United States history classes, American Government classes, Economics, and music classes, students will integrate studies and therefore an understanding of the local involvement in American Industrialization and the subsequent changes which occurred in the landscape of East Tennessee and the Southern Appalachian region. This lesson plan specifically laps over three eras in Tennessee State Standards for History, Era Six – Industrial Development of the United States (1870 – 1900), Era Seven – Emergence of Modern America (1890 – 1930), and Era Eight, The Great Depression and World War II (1929 – 1945). Conversely, this lesson plan specifically addresses Tennessee State Standards in English, Government, Economics, and Music classes, all pertaining to the same eras.

**Materials:**

- Classroom sets of Grace Lumpkin’s *To Make My Bread*
- Storyboard, etc.
- Access to the Knoxville City Directory various years from 1910 to 1940.
- Primary Oral History sources – available on internet – see resource page
- Library time reserved for research with access to the following electronic devices:
  - Internet access for research on the individual collaborative work
  - Video/audio viewing from internet downloads
  - PowerPoint presentation software
  - Graphics software

**Resource Books and Materials:**

Agee, James, and Walker Evans. *Let Us Now Praise Famous Men*. Boston; Houghton Mifflin, 1988.

Center for Working Class Studies at Youngstown State University. <[www.as.yosu.edu/~cwcs/](http://www.as.yosu.edu/~cwcs/)>.

Hall, Jacquelyn Dowd, et al. *Like a Family: The Making of a Southern Cotton Mill World*. Chapel Hill: U of North Carolina P, 1987.

The History Place: Child Labor in America.

<[historyplace.com/unitedstates/childlabor/index.html](http://historyplace.com/unitedstates/childlabor/index.html)>.

Lessons in the History of American Labor. Special Collections Georgia State Library.

<[www.library.gsu.edu/spcoll/labor](http://www.library.gsu.edu/spcoll/labor)>.

Like a Family: The Making of a Southern Cotton Mill World.

<[www.ibiblio.org/sohp/laf/](http://www.ibiblio.org/sohp/laf/)>.

Lumpkin, Grace. *To Make My Bread*. Chicago: U of Illinois P, 1995.

Miller, Jim Wayne. *The Mountains Have Come Closer*. Boone: Appalachian Consortium P, 1980.

“Mother Jones.” Voices across Time: American History.

<[www.voicesacrosstime.org](http://www.voicesacrosstime.org)>.

Music of Labor. <[tar/ton.law.utexas.edu/lpop](http://tar/ton.law.utexas.edu/lpop)>.

Neely, Jack. *Knoxville’s Secret History*. Knoxville: Scruffy City Publishing, 1999.

---. *Secret History: Stories about Knoxville, Tennessee*. Knoxville: Scruffy City Publishing, 1998.

The Photographs of Lewis Hine: Documentation of Child Labor.

<[www.kentlaw.edu/ilhs/hine.htm](http://www.kentlaw.edu/ilhs/hine.htm)>.

Rash, Ron. *Eureka Mill*. Oregon: Bench P, 1998.

Sowinska, Suzanne. "Introduction." *To Make My Bread*. By Grace Lumpkin. Chicago: U of Illinois P, 1995.

Stoney, George, and Judith Helfand, Producers. *The Uprising of '34*. Research Consortium for the Southwide Textile Strike of 1934. 1995.

"Treated Like Slaves." Textile Workers Write to Washington in the 1930s and 1940s. *History Matters*. <[www.historymatters.gmu.edu](http://www.historymatters.gmu.edu)>.

Unrest in the Southern Textile Mills.

<[www.hampsteadchamber.com/A%20Southern%20Primer/textile.htm](http://www.hampsteadchamber.com/A%20Southern%20Primer/textile.htm)>.

The Uprising of '34. <[www.itvs.org/external/uprising](http://www.itvs.org/external/uprising)>.

Virtual Library Labor History.

Wilson, Charles Reagan, and William Ferris, eds. *Encyclopedia of Southern Culture*. Chapel Hill: U of North Carolina P, 1989.

Workers on the Line. <[www.uml.edu/tsongans/programs](http://www.uml.edu/tsongans/programs)>.

**Strategies/Procedures:** Using the high school master schedule as a starting point, five teachers who are willing to collaborate on the project will meet after school to formulate strategy for teaching lessons, including the six weeks the project will be implemented. Since four of the five classes are taught to only eleventh and twelfth graders, each student involved will have had research and library skills. The music students involved will be those who are currently involved in one of the four core classes with the music teacher providing resource and direction for collaboration of protest songs of the period. The unit is designed to be used independently in history or English class without direct collaboration with other teachers. If that is the case, students will use the government, economics, and music teachers as resources. This unit will culminate in a reception for the community with story boards displayed and students available for question/answer interaction with interested parties. Whenever possible, the students will tap into oral history, recording information from primary and/or secondary sources concerning involvement in the textile industry in East Tennessee and/or surrounding counties.

**Tennessee Social Studies Curriculum Correlations:**

- **Era 6: Industrial Development of the United States (1870-1900)**
  - 1.0 Culture
  - 2.0 Economics
  - 3.0 Geography
  - 4.0 Governance and Civics
  - 6.0 Individuals, Groups and Interactions

And as noted by Performance Indicators Teacher:

- 6.1, 6.6, 6.7, 6.9, 6.10, 6.12
- 6.6, 6.7, 6.10

- **Era 7: Emergence of Modern America (1890-1930)**

- 1.0 Culture
- 2.0 Economics
- 4.0 Governance and Civics
- 6.0 Individuals, Groups and Interactions
  - 7.3, 7.5, 7.7, 7.8

And as noted by Performance Indicators Teacher:

- 7.3, 7.4, 7.8

- **Era 8: The Great Depression and World War II (1929 – 1945)**

- 1.0 Culture
- 2.0 Economics
- 4.0 Governance and Civics
- 5.0 History
- 6.0 Individuals, Groups and Interactions
  - 8.2, 8.4, 8.6

And as noted by Performance Indicators Teacher:

- 8.1, 8.3, 8.5

- A portion of this lesson plan meets the National History Standards (Era 6: Standard 3A)
- A portion of this lesson plan meets the National Standards for Civics and Government (Standard V.B.3)

**Evaluation/Assessment:** Students mastery of material presented will be evaluated through a series of predetermined and announced quizzes over appropriate class reading assignments in core curriculum subjects, including but not limited to Lumpkin’s novel, research based projects to follow MLA formatting and documentation, storyboard and/or other graphic presentation such as PowerPoint, and participation in reception/discussion of findings. Each student will be given a syllabus for the entire lesson, including suggested timeline for completing activities, appropriate rubrics, sample documents, and preliminary suggested bibliography for research.

**Author’s Evaluation:** East Tennessee has a rich history of involvement in the textile industry and subsequent strikes and labor movements to improve working conditions and eliminate abuse of child labor. In fact, Knoxville was once known as the “Underwear Capital of the World.” This particular lesson encourages a multi-disciplinary approach to history and a myriad of learning strategies to meet the needs of different styles of learning and different ability groupings. The most difficult part of the project is collaboration across the curriculum. Since this writer has a background in each of the disciplines, if direct collaboration was not accessible, the lesson would continue as planned with collaboration occurring informally. As National Standards continue to stress collaboration among disciplines in the high school setting, these lessons afford the ideal format for this to occur. Teacher enthusiasm would generate student enthusiasm for this non-traditional approach to studying a specific history topic.

### Mill Mother's Lament

We leave our home in the morning  
We kiss our children goodbye  
While we slave for the bosses  
Our children scream and cry.

And when we draw our money  
Our grocer's bills to pay  
Not a cent for clothing  
Not a cent to lay away.

And on that very evening  
Our little ones will say  
I need some shoes, dear mother  
And so does sister May.

Now it grieves the heart of a mother  
You everyone must know  
But we cannot buy for our children  
Our wages are too low.

Now listen to the workers  
Both women and you men  
Let's win for them the victory  
I'm sure twill be no sin.

-Ella May Wiggins (1900 – 1929)

### Final Chorus

If I don't starve, nobody will  
You can't make a living at a cotton mill.

**The Family Tree That Starts With Me**  
Submitted by Bob Gatton, Knoxville, TN

**Objectives/Purpose:** This project is meant to start students in beginning an ongoing story, a personal account, which will, for some, possibly establish a family tradition. Our students take photography as part of their curriculum and have a lab here at the school which can contribute positively to their project. They also receive keyboarding instruction and are starting on word processing which will help in the production of a quality project. Perhaps most importantly for some, a life-time interest and hobby may be formed within the absorbing, challenging, and continually expanding world of genealogical information.

**Grade Levels:** Middle and high school students (It could be modified for use at lower levels.)

**Lesson Time:** The time frame is about two months and it will be worked into the regular schedule in small segments of time. This will allow students to share information and experiences and to become motivated as they see and hear the progress being made by others.

**Background Information:** Our students are nearly all closely related to one another, so there are commonly held and known “stories of the ancestors.” Like most families or groups, the information is inconsistent --- much about some, little or nothing about others. Part of the motivation of this project is to instill a desire to have everyone accounted for --- to encourage each descendant to leave at least a few “footprints in the sands of time.” Hopefully, it will also allow families and a group which is already close to each other to value each other even more. If only a few develop an increased interest in ancestors and descendants, a reasonable and perhaps valuable purpose will be achieved.

**Materials:**

Cameras  
Word Processors  
Journals  
Information/instruction sheet  
Rubric for evaluation

**Strategies/Procedures** Students will receive the accompanying information/instruction sheet. They are accustomed to project work and tend to be self-motivated. If they take to this like most projects, it will develop its own momentum. There is an inherent interest in genealogy which should also provide motivation and momentum to this project. We have in the past had teachers do projects which led to several (or many) pages in “products” which have been attractively presented on a hall bulletin board. That will likely be one of the results of this class experience. It should be convenient to time this with two class plays which will draw many parents, grandparents and other family members and friends who always seem to enjoy the bulletin board presentations.

**Evaluation/Assessment** <http://www.scholastic.com> has an interesting and useful AUTOBIOGRAPHY RUBRIC which has been appropriately modified and will be used with this project.



**Author's Evaluation** Having a life-long interest in genealogy and family history/stories, I always enjoy students' work on their own families. The novel twist in this particular project is an outgrowth of listening to the interesting and informative speakers who visited (and sometimes traveled with) our teachers' project at the ETHS program. The light shines on.

## THE FAMILY TREE THAT STARTS WITH ME

Suppose a young boy or girl in one of the original settlements of our country started thinking the thought which is the basis of this family tree project: "I wonder what life was like for the generations who were born years and even millenniums ago, whose life experiences and ancestral makeup have combined to bring about me. The great majority of them are now totally unknown. There's not even that skeleton of a family tree, their name and birth and/or death dates, to give leads to an exploration of what facts might possibly be found."

And suppose he or she has seen merely the name and birth and death dates of quite a few ancestors with no other information available. You may have seen a family tree like that. It's a winter tree. There are few or no leaves --- nothing to sway in the breeze --- nothing to add life, color, texture, or body. The response might be, "I'd love to see my family tree have more information about the ancestors. Well, I'm going to make some notes and answer some of the questions my own distant descendants might have some day. I'll let a living and colorful type of family tree start with me!"

So, you've got the idea. Seriously, what if this had happened? Your family could have a life account in their own words from an ancestor already in the realm of "time out of mind." Should an ancestor have encouraged her or his children and descendants to do the same, a fascinating and treasured document would likely have emerged. Now, if there was just one copy, which had been misplaced or lost for several generations, what would it be worth --- and not just in money? To some descendants its value would perhaps be little or nothing. Yet to others such a desired, treasured item would be bid for highly, if that's what it took to rescue and secure it.

You have today the chance to copy the actions of that boy or girl for future generations yet unborn who would be living then in a day and time perhaps even more unimaginable than today's times would have been to most early pioneers. Let's think together awhile and imagine the questions we might have asked that young girl or boy from so many generations ago --- for the answers to those same questions would likely be interesting to some, perhaps many, of those who will be your descendants.

First, though, we might say that the number of questions which could be asked and answered in an autobiographical genealogical record are without limit. Such questions are offered here simply to set your thinking in gear. Other questions will be prompted in your thinking by these. The choice, really, is yours for you are telling your story, and the telling should be in a way which makes you comfortable and at least a little pleased with the result.

A beginning is both easy and obvious: When and where were you born? Then this beginning can branch out in any direction like the buds of a tree sprout out and branch into multitudes of limbs and even more twigs and leaves as the tree grows. For example: What was your early upbringing like? What are some of your earliest memories? Who do you remember as being the most special persons in your early years? In what ways have each of your parents or caregivers had the most influence on whom and what you have become, so far, in life? What friends, peers, and relatives stand out in your memory as influential in your life and in what ways?

What has been the influence of your early school, church, sports, or club activities? What experiences with individuals or groups stand out in your thinking in terms of who you have become so far? What “first day” or “first time” experiences stand out in your memory --- for example: the first day in school, at a doctor or dentist’s office, the first time at a fair or carnival, and the first time on a team or cheerleading squad. Again, there’s a multitude of choices, but only certain choices or experiences have been the most important in determining who and what you are becoming.

We’ll come back to some more “prompt” statements to jog some memories in a little. But for a moment, let’s think about the writing process when working on your personal “Family Tree that Begins with Me.” First, get some words down. Some writers freeze up when they cannot get something in their mind exactly like they want it to look and sound to the reader. Those of you already starting to use a word processor have a luxury early generations couldn’t begin to dream about because it was so unimaginable. You can change words and thoughts as you go. Swap sentences and paragraphs around --- even Spell Check. Amazing!

Sooooooo, get some words down. The spelling and grammar can come later. Plus, if your work is even the tiniest bit interesting, and it will be, there are people who will gladly help you fix it up. When they understand what you’re trying to accomplish and that you’re sincere about it, they’ll be pleased to be asked. Once some words go down, other ideas will start to follow. Pretty soon, the value of an outline may become evident. Remember, your outline is like the rest of your writing --- nothing’s set in concrete. You’re in charge. It’s your life and you get to tell it.

Remember paragraphs. Some writers, from primary grades through graduate school, start writing and go on and on without pausing when their story takes a twist or turn --- which is the obvious time for a new paragraph. The sentences (thoughts) in a paragraph should all relate to a central idea, what has been called the topic sentence. When you start to stray from the main idea you’re on, be sure to begin a new paragraph. And if you end up writing quite a lot, remember chapters. Should your story be chronological, then infancy, childhood, teenage years and young adulthood are reasonably obvious chapters.

Think of your reader. Assuming that you wish him or her to enjoy your story, keep your tone conversational --- like talking with a friend you like, enjoy and trust. That great, great, great, great granddaughter or grandson will be so pleased to feel like you are talking personally and with a sense of caring that reaches out over the years and says, “Welcome into my life. I’m so glad to have you visit.” Assume that they’ll want to like you and will be likeable themselves.

Consider for a moment that story we referred to in the first few paragraphs, the imaginary story (though we both can wish it was real) from your ancestor. Wouldn’t you be inclined to like them? In this project you are entertaining the delightful prospect of making friends with descendants you will not personally meet or see, at least here and now.

Hopefully, that’s some extra motivation to some of you who might feel a little daunted by this whole idea. Just remember that the writer of almost every book that gets written today was once a kid in school, sweating out a writing assignment. The ones who succeeded just kept at it. That’s part of your task now. Give yourself a quota of work to accomplish each day and each week so

that you'll have something worthwhile to show in a couple of months.

We have suggested starting with your birth date and place of birth simply because it's easy and obvious, but it is also an example of how this project is in your hands and your control. You could as easily start with short stories you have collected from parents, grandparents, and (if you're lucky) great-grandparents. If you're exceptionally fortunate there may be one or more autobiographical stories from even more remote times. While not quite as easy, this is another obvious way to get started in telling and sharing your own story.

Now, for some other directions your project might take. If you have any artistic talent some drawings on borders or sections of pages would be a delightful addition to your story, particularly if related to a topic you've written enjoyably about. Photographs are another way to add depth and interest to your project. Are there some family recipes that are *really* good? Particularly if it's a recipe you contributed to, it will be treasured by some of those some-day-in-the-distance readers.

A few more prompts or memory joggers might be helpful in beginning your project:

Accomplishments  
Best Friends  
Chores  
Collections  
Dreams  
Family Traditions  
Favorite Things  
Friends

Goals  
Hopes for the Future  
Holidays  
Pets  
Playthings  
Special Places  
Talents  
Valued Books

## **Writing My History**

Submitted by Melissa Glover, Knoxville, TN

**Purpose:** Students will learn about their personal history to understand why the United States is a nation of immigrants. They will understand the importance and relevance of history in everyday life through a study of their own background.

**Grade Level:** Eleventh grade, U.S. History

**Group Size:** Thirty-five students

**Lesson Time:**

- One day in class
- One week outside of class
- Time can be adjusted depending on size of class

**Background Information:** Many students see history as a sequence of events and dates to be memorized, instead of the story of real people that it actually is. This lesson will help students understand how “ordinary” people influence and make history. This lesson should be implemented in the beginning of the class, during the immigration unit, as a way to emphasize the relevance of history.

**Materials:**

- Thirty-five copies of assignment

**Procedures:**

- 1) Teachers will introduce the assignment to the class by handing out the assignment. Teacher will explain each part and elaborate on any area.
- 2) Students will have one week outside of class to complete the project.
- 3) On the due date, students will present their projects.
- 4) After all projects have been presented, the teacher will lead a discussion on the relevance of history.

**Tennessee Social Studies Curriculum Correlations:**

- U.S. History Curriculum-1.5 a-d

**Evaluation/Assessment:**

- Students will be graded based on the appearance, content, and creativity of the projects.

**Author’s Evaluation:** The lesson was carried out and, despite initial complaining; the students obviously enjoyed the process of learning about themselves. Also, they really enjoyed the food part of the presentations. The lesson went very well and so did the discussion on immigration.

**No Child Left Behind – 1966:**  
**The Achievement of Educational Reform During the Civil Rights Movement**  
Submitted by Deborah McConnon, Powell, TN

**Objectives/Purpose:** The student will:

- 1.) understand the need for additional federal intervention in the education of black students living in Southern states.
- 2.) gain an appreciation of the role of East Tennessee in the establishment of black schools in the South.
- 3.) trace the actions of citizens in their attempt to achieve desegregation of schools following *Brown v. Topeka*.
- 4.) compare and contrast the education of black students in the mission schools and in the integrated white schools.

**Grade Level:** Tenth through twelfth grades

**Group size:** Twenty to thirty students

**Lesson Time:** Ninety minutes

**Background Information:** Students should have a basic knowledge of the struggles faced by blacks to participate in the educational and the voting process after Reconstruction. This lesson could be used in several different units because of the broad number of social topics addressed. It could be used in units covering Reconstruction, the Progressive Era, or the Civil Rights Movement. It could easily be adapted for a Tennessee History class.

**Materials:**

- Fleming, Cynthia Griggs. *In the Shadow of Selma – The Continuing Struggle for Civil Rights in the Rural South*. Lanham: Rowman & Littlefield Publishers, Inc., 2004.
- [www.randmcnally.com](http://www.randmcnally.com) – directions from Knoxville, TN to Camden, AL
- Introduction worksheet of basic civil right terms and student preconceptions
- Excerpt handout and discussion questions
- “What If” creative writing handout
- The Internet resources of the computer lab for follow-up research

**Strategies/Procedures:**

1. Distribute introduction worksheet. Allow about five minutes for students to complete the worksheet. Review each Civil Rights Act by checking the worksheet together.
2. Ask the class to share their ideas on how black students in the South were educated in spite of a segregated public school system and how they were treated following desegregation.
3. Distribute copies of excerpts from *In the Shadow of Selma*. Students will need at least fifteen to twenty minutes to complete reading. Encourage them to look for the personal connection of Knoxville (or East Tennessee) to the setting in the book.
4. When students finish reading, divide them into groups of four or five and distribute discussion

- handout. Groups should answer questions together and choose one student to share their ideas with the class. After sufficient time, the teacher should ask for responses.
5. Distribute creative writing page following group discussion. Each student should complete the “what if” scenario and submit it to the teacher at the conclusion of class.
  6. Encourage follow-up research on the early mission efforts of Knoxville College to educate black students in the deep South.

**Tennessee Social Studies Curriculum Correlations:**

- 5.5.7 Interpret a primary reading sample
- 8.5.11 Identify conclusions about historical events using primary and secondary sources  
PSI – through state assessment
- 9.7 Determine the effect of Supreme Court’s decisions on Civil Rights
- 9.8 Identify significant events in the struggle for Civil Rights

**Evaluation/Assessment:** The teacher will monitor completion of group projects during class. Students will submit a brief creative writing exercise that should display an understanding of the events described in the excerpt handout. The teacher should look for student realization of the personal connection of Knoxville (East Tennessee) to educational opportunities for freed blacks in Alabama.

**Author’s Evaluation:** The most difficult part of this lesson is dealing with the preconceptions which are inherent in each classroom. As the students see the personal, real-life struggles of the young people of Camden, the preconceptions should begin to be overcome. The length of the excerpt reading may be tedious for some students, so the teacher should periodically check progress and remind students what to be looking for in the text. Some class groups may do better with a directed reading of the excerpt handout. Teacher involvement will be the key to the student’s understanding of the real challenge faced by the blacks in the desegregation of the South’s educational system.

*Civil Rights Review*

**Match the definition in the left column to the correct term in the right column. Write the letter of the correct term in the blank provided.**

- |  |                                  |
|--|----------------------------------|
| _____1. granted the freed slaves full rights as citizens                 | A. Thirteenth Amendment          |
| _____2. forbade racial discrimination in public buildings                | B. Fourteenth Amendment          |
| _____3. created an independent civil rights commission                   | C. Fifteenth Amendment           |
| _____4. freed the slaves and prohibited slavery                          | D. _____ Twenty-fourth Amendment |
| _____5. the use of “separate, but equal” schools is unconstitutional     | E. Civil Rights Act of 1957      |
| _____6. the right to vote cannot be denied on the basis of race or color | F. <i>Brown v. Topeka</i>        |
| _____7. outlawed literacy tests for voters                               | G. Civil Rights Act of 1964      |
| _____8. outlawed the use of poll taxes                                   | H. Voting Rights Act of 1965     |



## Something To Think About

- ✓ **Why were the Reconstruction amendments (thirteenth, fourteenth, and fifteenth) not successful in providing social and civil equality for the freedmen?**
- ✓ **How did the freedmen and their descendants secure an education in the segregated South without government help or funding?**

### SELECTED EXCERPTS ON THE DESEGREGATION OF SOUTHERN SCHOOLS

*In Wilcox County, Alabama, sits the small town of Camden. It lies three hundred eighty-six miles and seven hours deeper into the south than Knoxville, Tennessee. Yet the connection between these two southern towns stretches beyond distance and time. It is a connection of faith, hope and intellect. The illuminating light of education was carried from one town to the other through the efforts of missionary teachers. This light would serve to ignite a movement among the black community that would eventually achieve what many thought impossible – school desegregation in the heart of the South.*

#### **Excerpts taken from *In the Shadow of Selma* – Cynthia Griggs Fleming**

*page 38:* Although Alabama’s constitution of 1868 created a state board of education that was empowered to manage the schools and enact relevant legislation, the state legislature had the power to repeal the board’s legislation, and the governor could veto it. In practical terms, this unusual division of power led to ... strife that retarded the growth of public education throughout the state during the era of Reconstruction .

*pages 44-45:* In 1891 the Alabama State Legislature passed a new apportionment act. This act, which was introduced as House Bill 504, provided that “The Superintendent of Education is relieved of apportioning the school fund between the races.” Instead, that responsibility was granted to school officials in each county. Immediately after the passage of this act, the State Education Report discontinued the practice of printing county statistics by race, and expenditure data based on race would not be available again until the 1907-1908 school year. By then, the damage had been done....During the 1907-1908 school year, \$28,108 was spent to educate [Wilcox] County’s 2,825 white students.

On the other hand, the county's 10,745 black students received only \$3,940. The disparity was staggering: \$12.30 was spent on each white child, but only \$0.36 was spent on each black child...during the 1928-1929 school year, the county's 1,865 white students received \$57,578 while the 8,483 black pupils only received \$8,176....only \$0.96 was spent on each black child, while \$30.87 was spent on each white child.

*The future of education for the freedmen and their children in Wilcox County, Alabama, rested in the missionary efforts of teachers from Tennessee.*

*pages 45-49:* ...many still refused to surrender their hopes and dreams for a better life. In the early 1880s an unlikely combination of circumstances occurred that would produce more educational opportunities for black county residents. Those opportunities...started from a casual visit by white Presbyterian missionary Eliza B. Wallace to Judge William Henderson's plantation in Miller's Ferry [Alabama]. In August of 1877 she [had] joined the faculty of Knoxville College, a black United Presbyterian college in Knoxville, Tennessee. Wallace's arrival on the East Tennessee campus occurred just two weeks after the school's first president, Dr. J. S. McCulloch, assumed his duties....It was obvious to anyone who came into contact with her that Eliza B. Wallace was filled with missionary zeal: she was consecrated to the cause of uplifting the freedman....As Wallace heard more and more about the inadequacy of state and county efforts [in Alabama] to educate local freedmen, her brow wrinkled in concentration and an idea began to take shape in her mind. She tactfully suggested to her friend Judge Henderson ...his duty as a good Presbyterian....The school on Judge Henderson's plantation opened in 1884....Black residents were thrilled; even some white residents were favorably impressed. Not all of the county's white residents were willing to tolerate this alien Presbyterian presence, however, because even though these Presbyterian missionaries were black and southern, they had been educated by the northern white missionaries at Knoxville College. Some white locals feared that alien ideas about black citizenship right and black equality might have been part of their training.

*pages 53-65:* As news of Miller's Ferry's success spread, black residents in other parts of the county became increasingly vocal in their demands for their own neighborhood schools. In response to black demands, through the end of the nineteenth century and on into the twentieth the Presbyterians organized four other black schools in Wilcox County....[including] Camden Academy...the only one of these schools located near a town. It was also the largest of the mission schools, and it sat on a picturesque hill overlooking the sleepy little town of Camden.

...In concert with the other Wilcox mission schools, Camden Academy placed a great deal of emphasis on the religious education of its students....Throughout the twentieth century Camden continued to provide a rigorous academic program for its students.

Finally in 1956, its efforts were rewarded when it received its accreditation from the Southern Association of Colleges and Secondary Schools....Early letters from Dr. J. S. McCulloch, the president of Knoxville college, to officials of the Presbyterian Church's Board of Missions to the Freedmen frequently mentioned money problems and salary issues at the Wilcox County mission schools....Administrators at Knoxville College recognized how frustrating and difficult the job was that faced the young missionaries...beginning in 1895, President McCulloch, along with Eliza Wallace, convinced others at the college to sponsor an annual Bible School on the Knoxville campus..."the Bible school is their relaxation, their rejuvenation, their re-creation."

...Over the years, the intimate involvement of scores of Knoxville College graduates in the establishment and administration of the Wilcox mission schools meant that the Knoxville College training these missionaries received would make an indelible imprint on the black Wilcox County residents whose lives they touched.

...these Knoxville College recruits were acutely aware of the reality of racial prejudice in America. However, most were totally unprepared for the ferocity of the racial prejudice that confronted them when they reached the Alabama Black Belt....Yet, the danger inherent in that racial hostility only strengthened the resolve of these early black Presbyterian missionaries.

...black missionary educators were acutely aware of the importance of the example they were setting...Black students noticed and appreciated the lessons their teachers taught...For example, Dr. Kayte Marsh Fearn...recalls frequent discussions of the electoral process in her classes. She explains, "We knew we weren't part of it." Yet, young Kayte's teachers made it clear that they were planning for the future, and they told their students. "Our intent [is] to prepare you so that if there's ever a time when we can be a part of that society, we'll be ready."

*In spite of the success of the mission schools, the idea of attending school in the county system gained new strength in 1954 with an important decision by the U.S. Supreme Court.*

*pages 126-127:* ...racial restrictions and growing white insecurity were played out against the broad backdrop of dramatic national events that were destined to have a crucial and lasting impact on black lives...One of those events, the U.S. Supreme Court's decision in *Brown v. the Board of Education*, unleashed a storm of protest all over the South, particularly in the Black Belt. The high court's majority opinion in that decision declared that segregating students on the basis of race was unconstitutional... Of course, white residents who were worried about the new decision were able to derive at least a small measure of comfort from knowing that it would probably be a long time before this decision which had been made in far away Washington, D.C., would have any impact on conditions in their community. African Americans also realized that implementation of

the decision was years away. At the same time, however, most were painfully aware that the very existence of such a decision, whether it were enforced or not, inflamed the passions of their white neighbors, prompting some black residents to lament, "Lord help us all."

*Beginning in 1965, the black residents of Wilcox County and Camden began to organize themselves in order to integrate the county's white public schools.*

*pages 196-201:* During the spring and summer of 1965 a group of black Wilcox students applied for admission to the county's all-white schools....Wilcox County school officials quickly denied the black students' request.

... Paulette Pettway recalls...[a] particular group [of black parents] targeted Camden High...When the black parents in the group attempted to enter the school to register their youngsters, they were met by a solid wall of mounted policemen and a small group of white bystanders. Out in front of the group was Lummie Jenkins, the Wilcox County sheriff...the group [of parents] decided to return the next day....The next morning, the same group of black students and their parents assembled at Antioch Baptist Church and marched to the school. The crowd confronting them was even bigger than the one that had been on hand the day before. Paulette recalls... her fear threatened to overwhelm her. Everywhere she looked, it seemed that there were white people with hateful expressions on their faces screaming racial epithets at her...Then, time suddenly seemed to stop altogether as young Paulette watched a white man with a hatchet step out of the crowd. He held the hatchet high up above his head, and the sun glinted menacingly off its polished metal surface. In one smooth, swift motion, the man swung the hatchet directly at the head of a nearby news reporter. Paulette describes what happened next: "Blood just shot out...It scared me so bad, I was just shaking, and they turned us around and told us to go back"...a short while later Paulette's parents made the decision to send her to Mobile to attend school.

...in November of 1965, the Justice Department filed suit seeking the desegregation of Wilcox County Schools...in August of 1966, a federal appeals court ordered Wilcox County to begin desegregating its public schools immediately...the order left no room for compromise:

"...all students in the affected grades will be afforded a reasonable time up to and including September 12, 1966, in which to exercise a free and unrestrained choice of schools they wish to attend."

*The first black students entered Wilcox County schools in the fall of 1966. They faced immense danger and continual threats. It was just too much for some students to endure on a daily basis.*

*pages 198-204:* The word spread rapidly through the black community that parents and children who were interested in helping integrate their county's schools should meet at Antioch Baptist Church. One of those excited about the meeting was Sheryl Threadgill, the daughter of activist Presbyterian minister Thomas Threadgill. Sheryl remembers...her parents...did not expect that she would encounter any real trouble...As the anxious ninth grader walked into the church's familiar sanctuary. . . she was hit by the first pang of uncertainty. There were only eight black students and their parents sitting nervously on the wooden pews...[eventually] Sheryl and twenty other black students were admitted to Wilcox County's formerly all-white public schools.

...As a student of Camden Academy, Sheryl had always trusted and admired her teachers. Sheryl has particularly vivid memories of the pain she felt in her back when one of her assailants caught her off guard one day and used all his strength to ram the desk behind her into the back of her chair. The teacher sitting in the front of the classroom refused to intervene.

...The worst incident Sheryl remembers occurred in her science class. One day after the teacher had passed back a test that the students had taken, she briefly left the room. While the teacher was absent, one of the white boys who regularly tormented Sheryl turned around and said in . . . a menacing voice. . . "if you make more than me on this test, I'm gonna kill you."...her tormentor walked to Sheryl's desk, reached down, and turned her test paper over...it was clear by the look on the boy's face that [she] had made a better grade....After her science class ended and she was walking to her next class, Sheryl tried to put the threat out of her mind...But, before she had gotten very far, she noticed the bully running toward her...Sheryl anticipated the attack...that was [her] last deliberate act; her assailant hit her so hard that he knocked her unconscious. After the attack, school officials called Reverend Threadgill and he rushed to the school. Sheryl's assailant was never punished, and to this day, she does not know what he used to hit her.

...She came home every day with a swollen lip or a bleeding nose. She was fifteen at the time. Boys hit her across the head with crutches. They tore her books and clothes and put chewing gum on her seat.

...Finally, mercifully the school year ended...Sheryl Threadgill knew that she could not go back. But, how could she tell her father...As the anger, anxiety, and frustration that she had repressed all summer came to the surface, her words of explanation tumbled out with increasing rapidity...the fiery pastor smiled knowingly at his young daughter and reassured her that she did not have to go back....A short time after that conversation, Sheryl Threadgill stepped comfortably back into her old life at Camden Academy.

*As the 1967-68 school year opens, a young black resident from Camden named Larry Nettles entered Wilcox County High School as a junior. He would endure two tortuous years at the school in order to become the first black student to graduate from WCHS*

*while it was still all white. The black community had achieved one of their most important goals, but at what cost?*

*pages 210-11:* Nettles clearly remembers walking up on the stage to receive his diploma. He looked out at the sea of white faces in the audience, but in the midst of that big white sea there was one small group of black faces smiling broadly...and sitting right there in front of the group was his mother, Mattie Nettles. She still had that fierce light of determination in her eyes, but her gaze softened and her eyes misted just a bit as she watched her son receive his diploma. As Nettles reached out to accept his diploma, he recalls, "I felt proud that I had accomplished my goal." After his graduation, Larry had to decide what college he would attend. For some time, Nettles had been debating between Tuskegee and Alabama State. However, just as he was about to make his decision, his employer for the summer presented Larry with an opportunity to attend a church-affiliated school in the North. He jumped at the chance... Nettles was anxious to leave his hurt, pain, and disillusionment behind: he graduated on Thursday, left the state on Sunday, and never looked back. Larry Nettles has never lived in Alabama again.

## GROUP DISCUSSION QUESTIONS

*Discuss each question as a group. Allow different answers and ideas to be shared. Be open to different interpretations of the same excerpt. Choose a spokesperson to share group conclusions with the class.*

1. Why did Alabama write a new state constitution in 1868? Who managed education under the new constitution? Which branch of state government could take control of state education?
  
2. What significant legislation in 1891 changed the direction of education in Alabama? What level of government controlled education after the passage of this legislation? How did this make the education of the freedman more difficult to achieve?
  
3. What institution accepted the burden of educating the black residents of Wilcox County? Why? How were the land and buildings secured and financed? What role did government, at any level, play in this process?
  
4. What was the community response, both black and white, to the first mission school in Wilcox County?
  
5. What were the challenges and struggles faced by the missionary teachers in the Wilcox County mission schools? How did Knoxville College encourage the missionaries?
  
6. What is achieved by the Camden Academy in 1956? What does this represent in terms of quality education? Camden Academy teachers knew they were teaching and preparing their students for what? How did the Camden Academy of 1956 pave the way for the pioneer black students in the Wilcox County of the 1960s?
  
7. How did the residents of Alabama, both black and white, respond to *Brown v. Topeka Board of Education* ? How important is this decision in the long-run to Wilcox County and Camden?

8. What was the occupation of Sheryl Threadgill's father? Why is this a significant fact? Describe her feelings before, during, and after the 1966-67 school year. Where does she attend school in 1967-68? How had she come "full-circle" in her educational journey?
9. Contrast the feelings of Sheryl towards the teachers of Wilcox County High School and the missionary school teachers of Camden Academy? What actions led to her negative memories of the public school teachers and administrators?
10. What is Larry Nettles' most vivid memory of his graduation day? What did he want to leave behind in Camden? What type of college did he choose to attend? Why is this a significant fact? What does the final sentence of the excerpt say about the outcome of the civil rights movement in Wilcox County, Alabama?
11. What role did government intervention play in placing black students into the white schools of Wilcox County? Would this have been achieved without government help? Why or why not?
12. Discuss a recent event or tragedy, local or national, which has resulted in faith-based institutions responding to a community's need. Compare and contrast the effectiveness of both government funded programs and faith-based initiative programs? What are the drawbacks of each approach? What are the benefits of each approach?



## *What If It Happened This Way Instead?*

**Written by** \_\_\_\_\_

Finish the following story of Camden, Alabama. Write an original and creative story using this fictional version of history.

In the mid 1880s Eliza Wallace asked Judge Henderson to contribute part of his land and labor to help build a new school for the freedmen. The Judge was not convinced the effort would be worthwhile or successful and therefore refused the missionary's plea for help.

*Answer Key to Civil Rights Quiz*

1. B
2. G
3. E
4. A
5. F
6. C
7. H
8. D

**Family Trees and Heredity**  
Submitted by Donna Meade, Whitesburg, TN

**Objectives/Purpose:** The student will:

- 1.) create a family tree.
- 2.) determine cause of death for each member of the family tree.
- 3.) analyze possible inherited health risks.

**Grade Level:**

Fourth and fifth grades

**Group Size:** This was offered as extra credit

**Lesson Time:** Two thirty-minute sessions

**Background Information:** This lesson correlates family history with genetics. At the completion of our genetics unit, I offered extra credit to anyone who created a family tree. One of my students went a step further and researched the causes of death for the family members on her diagram. This will be something extra that I require next year.

**Materials:** Students may be creative in the design of their family tree. The tree will need to have a key to identify the various causes of death.

**Strategies/Procedures:**

- 1) Students will create a family tree going at least as far back as great-grandparents.
- 2) Students will determine cause of death for each member of the diagram that is no longer living.
- 3) Students will create a color-coded key for the various causes of death.
- 4) Students will draw conclusions as to what some of the inherited health risks are within their family.
- 5) Students will be offered additional extra credit for creating a report on the most common reoccurring disease in their family history.

**Tennessee Science Curriculum Correlations:** 4.4.1

**Evaluation/Assessment:** Students will be evaluated by neatness, originality, and completion of project.

**Author's Evaluation:** My main objective was to allow students to find a connection to their family history. When my student tied the lesson to our science unit I was even happier with the lesson. The students who completed the project were very proud of their work.

**Issues and Events of East Tennessee**  
Submitted by Donna Meade, Whitesburg, TN

**Objectives/Purpose:** The student will:

- 1.) write creatively about people and/or settings using photographs from the past as prompts.
- 2.) read and compare created stories to actual accounts given in the book *Images of America: Johnson City*.
- 3.) reflect on the impact of various issues and events on life in Tennessee.

**Grade Level:** Third through fifth grades

**Group Size:** Fifteen to thirty students

**Lesson Time:**

- Creative writing time: thirty minutes
- Read-aloud and comparison time: thirty minutes
- Reflection time: thirty minutes

This lesson can be divided among multiple class periods. This reading material may be used for several different lessons depending on lesson topic.

**Background Information:** This lesson is part of a unit plan identifying major events, people, and patterns in Tennessee. Students can use photographs in the book to learn how major events affected the average East Tennessean citizens. Also, students can learn about the industrial changes that have occurred over the past 100 years.

**Materials:** Copy of:

Haskins, Sonya A. *Images of America: Johnson City*. Charleston: Arcadia Publishing, 2005.  
wide-ruled notebook paper, pencils

**Strategies/Procedures:**

- 1) Teacher will choose a photograph from the book *Images of America: Johnson City* that correlates with the period in history that is to be discussed.
- 2) Students will be allowed to view the photograph while teacher reminds the students of the background information previously learned about that time period. The teacher will map key ideas about the time period on the board for student use during the creative writing.
- 3) Students will write a creative story about the person or place depicted in the photograph using key ideas learned throughout the unit.
- 4) The students will listen as the teacher reads aloud the actual account that is taking place in the photograph.
- 5) Students will compare the key ideas that were used in their creative writings to the actual facts given in the book.
- 6) Students will be divided into small groups of five or fewer to reflect upon the impact the specific event had in our state history.

**Tennessee Social Studies Curriculum Correlations:** 4.5.12

**Evaluation/Assessment:** Students will be graded on two five-point rubrics. One rubric will account for creative writing performance. The other rubric will account for use of key ideas to the history lesson.

Creative writing rubric:	5 – Few or no mistakes
	4 – 80% accuracy
	3 – 60% accuracy
	2 – 40% accuracy
	1 – 20 % accuracy
History key ideas rubric:	5 – Five or more key ideas
	4 – Four key ideas
	3 – Three key ideas
	2 – Two key ideas
	1 – One key idea
	0 – No key ideas

**Author’s Evaluation:** My main objectives were for students to learn about events in Tennessee history through different sources than a textbook. I also wanted students to feel a personal connection to the average Tennessee citizen, not just the famous Tennesseans. I hope that students can envision themselves in the time period being studied and better understand what their feelings might have been if they were in the given situation.

## **Staying Connected to Your Family History**

Submitted by Kyle Ramsey, Newport, TN

**Objectives/Purposes:** The student will:

- 1.) investigate personal family histories using oral histories, interviews, and artifacts,
- 2.) identify military veterans,
- 3.) compare the changing roles of women,
- 4.) analyze the economic impact of war.

**Grade Level:** Fifth grade

**Group Size:** Eighteen

**Lesson Time:** Six fifty-minute sessions

**Background Information:** Thanksgiving and Christmas holidays are good times to investigate family histories. Students need to know that the time to learn about their parents, grandparents, and great-grandparents is now, while those family members are still alive and still able to share priceless and interesting details about family relationships and experiences. Each generation probably has many wonderful and interesting stories that need to be told, recorded, and made available for future generations. It is their responsibility and privilege to get connected and stay connected.

**Materials:**

- “My Family Tree” forms
- Interview guidelines
- Interview Questionnaire
- Permission forms to complete for bringing artifacts to share
- Area to display artifacts and/or interesting stories

**Strategies/Procedures:**

**First session:**

- Ask students to list the names of parents, grandparents and great-grandparents
- State the objectives for the lessons to be taught
- Distribute the “My Family Tree” forms and explain how to complete them.  
Forms should be completed during the holiday you have selected.

**Second Session:**

- Take up completed forms.
- Let the students tell about their experiences and any problems they may have encountered.
- Ask the students to list five to ten things they would like to know about their relatives.
- Take the questions they want answered; combine them with questions to meet your objectives; prepare a list of interview questions.

**Third Session:**

- Distribute and discuss some guidelines for interviewing family members
- By show of hands ask students how many still have grandparents and great-grand parents.
- Let students choose which female relative they want to interview. There should be some interviews representing each generation of moms, grandmothers, and great-grand mothers
- Give students interview questionnaires to be completed one week from today's date.
- Let students practice interviewing each other.
- Remind students to listen for any interesting or unusual stories and ask about things to bring for sharing with other class members.

**Fourth Session:**

- Take up interviews.
- Discuss the experiences they had.
- Ask students to bring their interesting stories, pictures, war medals, etc. to share with the class the following Friday.
- Give permission forms to be signed allowing them to bring items.

**Fifth Session:**

- Students read stories and share information about the history of items they brought.
- Student need to take items home with them that day.

**Sixth Session:**

- Summarize information from interviews that address the objectives of these sessions. Students should relate their family experiences in the areas of: veterans, changing roles of women, and the impact of war on the economy.
- Let students write and share a paragraph on their experiences.

**Tennessee Social Studies Curriculum Correlations:**

- Process standards for Social Studies: Acquiring information, communication, and historical awareness
- Tennessee History Accomplishments: 5.5.10 a.; 5.5.10 b.

**Evaluation/Assessment:** The students will be evaluated by a rubric based on their completion of their Family Trees, their interviews, and their participation in "show and tell."

**Author's Evaluation:** I thought the lessons were very interesting and informative. The students enjoyed both the information gathering process and the time spent with their relatives. I believe students were surprised at the economic hardships experienced by their families during the different wars and the changing roles of women over the last seventy years.

## **Family History**

Submitted by Amy Beth Smith, Strawberry Plains, TN

**Objectives/Purpose:** Each child will be introduced to family history and create a simple family history of their own. Each child will also help create a class poem concerning our local history.

**Grade Level:** Second grade

**Group Size:** Twenty

**Lesson Time:** Three forty-five minute sessions

**Background Information:** Prepare a short family history of my own as an example for my children. Find a local historian to come in and tell the children about their local community's history.

**Materials:**

1. Get the book by Cynthia Rylant , *When I was Young and in the Mountains* (New York, Puffin Books/Penguin Group, 1982).
2. Create and bring in a short family history of my own as an example for my children.
3. Find a local historian to come in and tell the children about their local community's history.
4. Create a family history booklet for children to fill out for their personal histories.
5. Pictures, books, and artifacts from my family and our local community.

### **Strategies and Procedures:**

#### **Day One**

1. Discuss with the children the meaning of family history.
2. Read *When I was Young and in the Mountains* by Cynthia Rylant and discuss my family history. Show pictures of my family.
3. Hand out booklet for children to fill out concerning their own family history.

#### **Day Two**

1. Discuss the meaning of local/ community history.
2. Have a local historian come in and tell our community's local history.
3. Ask each child to tell one thing about our local history and create a class poem with each child's sentence.

#### **Day Three**

1. Let each child show the class their family history book.

**Tennessee Social Studies Curriculum Correlations :** SPIS Grade 2; Objective 27

**Evaluation/Assessment:** Children will create their own family history book. Children will help compose a class poem about our local community.



## **Personal Timelines**

Submitted by Kim Smith, Oak Ridge, TN

**Objectives/Purpose:** The student will:

- 1.) review the purpose and uses of historical timelines.
- 2.) interpret timelines.
- 3.) demonstrate understanding of historical timelines and personal application by constructing a timeline showing important events in his/her life.

**Grade Level:** Fifth grade

**Group Size:** Approximately twenty-two students

**Lesson Time:**

Session one: introductory lesson, forty-five minutes

Session two: skill lesson, forty-five minutes

Session three: project sharing, forty-five minutes

**Background Information:** Students have been exposed to timelines in previous grades. Since the history component of fifth grade social studies content covers the years from 1850 to the present, students will frequently be working with timelines.

**Materials:**

- historical timelines gathered from social studies textbook, posters, and overheads
- teacher's personal timeline (after first year of activity, also use personal timeline projects from previous years)
- project instruction sheet
- construction paper (12 x 18), one sheet per student

**Strategies/Procedures:**

Session One-Introduction

- show sample timelines (i.e. posters/overheads)
- discuss purposes, usage
- using social studies text, students locate timelines throughout text
- discuss, compare/contrast several timelines from text
- introduce personal timeline project
- distribute project instruction sheet, explain, answer questions
- show personal timelines from previous year as examples of finished products and expectations (if first year, use teacher's personal timeline)

Session Two-Skill Lesson

- check for questions concerning timeline project instructions
- show/discuss additional timeline examples (overheads, posters)
- together, complete timeline skillsheet from social studies text workbook or skill resource book

- assign additional skillsheet for homework (hand back graded papers and correct together during additional session as needed)

Session Three-Project Sharing

- each student shares personal timeline project, elaborating as time and comfort level allows
- collect projects for detailed assessment

**Tennessee Social Studies Curriculum Correlations:** 5.5.1; 5.5.3

**Evaluation/Assessment:**

Session One – informal assessment as students locate textbook timelines and discuss interpretation of such

Session Two – student skillsheet (homework) graded

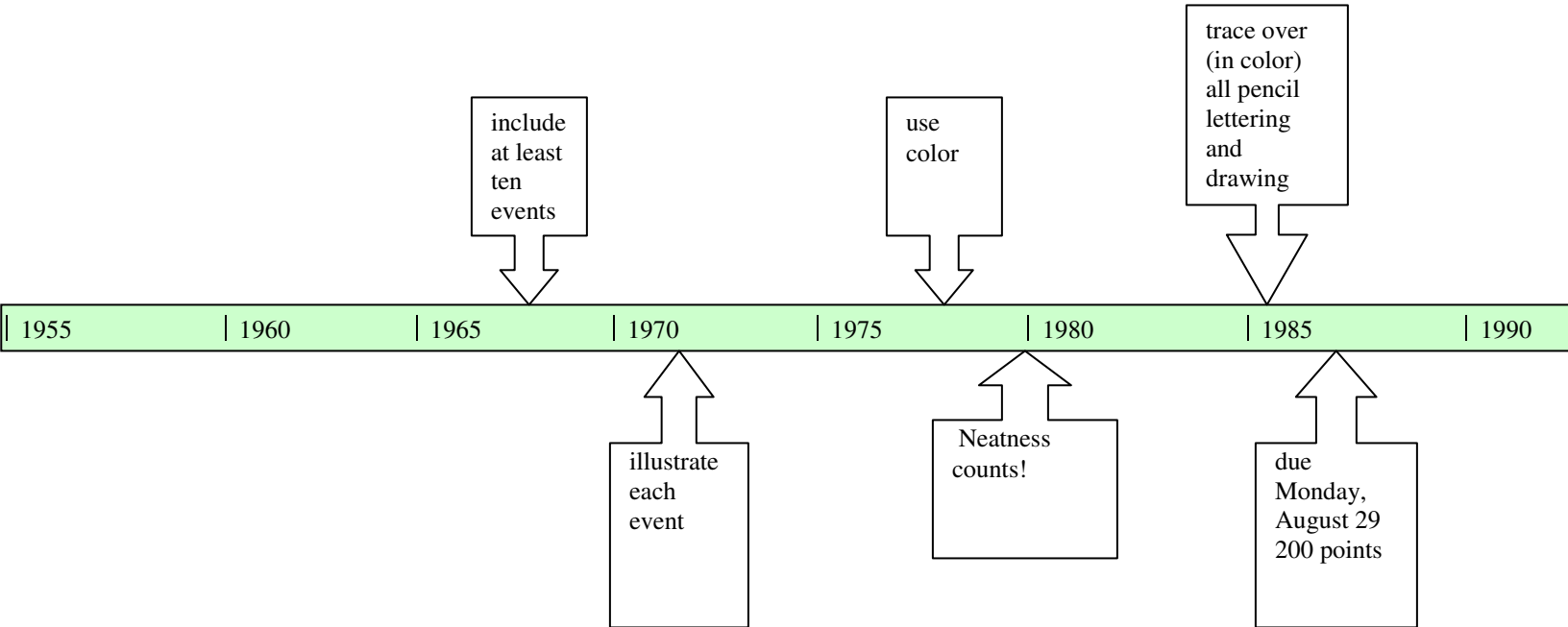
Session Three – personal timeline project graded according to instruction sheet expectations

**Author’s Evaluation:** Besides the obvious benefit of developing the skill of interpreting timelines, students experience the following:

- increased positive self-concept
- pride in sharing life history
- an enjoyable activity with parents and grandparents promoting the sharing of family stories

The timelines could be used in language arts class as a ‘jumping off’ point for personal history stories. Each event/picture would be the seed for a personal narrative. Each student’s narrative could be saved and assembled at year’s end as a collection to take home and treasure.

# Personal Timeline



## **Scrap Booking our History: Making History Personal**

Submitted by Cindy Van Pelt, Maryville, TN

**Objectives/Purpose:** Students will make a personal connection to history through the use of the family tree. They will recognize the contributions of individuals and groups to the development of the city, state and country in which they live. The span of time will decrease as students learn about the people, places, and inventions that are so much a part of our present day.

**Grade Level:** Fifth grade

**Group Size:** Regular classroom (22 Students)

**Lesson Time:** Twenty to thirty minutes, once a week, all year

**Background Information:** Fifth grade Social Studies Curriculum covers historical events from 1860 to present day. Students need an attachment to each time period to make learning relevant and meaningful. Families and Family History makes it personal as well as interesting. Using their personal history gives students the connections to the past, understanding of the present, and a vision for the future.

### **Materials:**

- Scrapbook templates
- Construction Paper or Cardstock for Cover / Cover Templates

### **Strategies/Procedures:**

- Introduce the Project at Parent Orientation night at the beginning of the year. Be sure to make note of how to handle blended family trees as well as foster and adopted families. Our suggestion was to pick a paternal family line and a maternal family line to use for the project if possible, otherwise, one family line would do. We also suggested that parents copy pictures to be used in the scrapbook so that we were not responsible for valuable photos! At this time genealogy resources from the library and the Internet were available for families to use in their research. Be sure each student has a Scrapbook to complete. (Completion of project was done at home and returned the Tuesday after Labor Day.)
- Teachers address families, community and cultural differences in their course of study at the beginning of the year with an emphasis on identity.
- Plan a study trip to the library with a guided instructional tour of the genealogy department.
- Each week as you study new information in Social Studies, pull out the scrapbooks and have students fill in the events that coordinate with their family members that were alive at that time. Add bits of interest with foods that were invented at that time, inventions of that time period and popular dress and entertainment of that time period. Possibilities are endless and make history come alive for students!

### **Tennessee Social Studies Curriculum Correlations:**

Because this is done as a “timeline” of history that attaches to the student’s personal “timeline” of history; all Social Studies Curriculum Standards are met. They relate their study of the history of the United States from the Civil War period into the twentieth century to their personal families. Keeping the scrapbook adds a stronger focus on the following:

5.1.01 Understand the diversity of human cultures.

5.0.03/04 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations./Tennessee

5.3.02 Recognize the interaction between human and physical systems around the world.

5.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

5.4.04 Recognize how Americans incorporate the principles of the Constitution into their lives.

5.6.01 Recognize the impact of individual and group decisions on citizens and communities in a democratic republic.

5.6.02 Understand how groups can create change at the local, state, and national level.

### **Evaluation/Assessment:**

The scrapbooks containing the student’s input and their correlation of events with their family tree is a vital assessment tool in itself. However, the students created a classroom timeline of historical events and inventions that was displayed in the hallway for a second means of assessment. Attention was given to the fact that events in history covered more than one generation in our families. We discussed the overlapping and looked for understanding in the scrapbooks!

### **Author’s Evaluation:**

This is an ongoing project, but so far student excitement about history has increased. It has been interesting seeing the reactions of students when they realize that “history” wasn’t as long ago as they thought! Family stories about war and the Civil Rights Movement have been invaluable in the teaching of the history. It seemed the students felt the emotional connections as well! I threw in the invention of food items to our timelines and student interest increased. Anything of interest only adds to the connection for students. This is a work in progress and has turned out to be a valuable keepsake of knowledge and family history for all my students!

Fun Food Facts for Scrapbooks:

1850 Modern marshmallows	1995 Blue M&M's
1853 Potato Chips	1996 Olestra
1868 Tabasco Sauce	1995 WOW Potato Chips
1869 Campbell's Soup	2000 Heinz Green Ketchup
1870 Margarine	2006 Hot Pocket Micro Subs
1876 Heinz Ketchup	
1885 Dr. Pepper	
1886 Coca Cola	
1890 Peanut Butter	
1893 Cracker Jack	
1896 Tootsie Rolls	
1897 Jell-o	
1900 Chicklets Gum	
1902 Nabisco's Animal Crackers	
1903 Canned Tuna	
1906 Kellogg's Corn Flakes	
1911 Crisco	
1912 Oreo's	
1917 Moon Pies	
1921 Wonder Bread	
1922 Girl Scout Cookies	
1923 Popsicles	
1927 Kool-Aid	
1928 Gerber's Baby Food	
1929 Twizzlers	
1931 Bisquick	
1934 Hawaiian Punch	
1937 Krispy Kreme and Kraft Macaroni & Cheese (Good year!!!)	
1937 Spam	
1941 M&M's	
1946 French's Instant Potatoes	
1948 V-8 Juice	
1949 Whoppers	
1955 Kentucky Fried Chicken	
1958 Rice-A-Roni	
1960 Coffee Rich Non-Dairy Creamer	
1965 SpaghettiOs	
1968 McDonald's Big Mac	
1969 Bac-os	
1970 Hamburger Helper	
1972 Tuna Helper	
1978 Reese's Pieces	
1985 New Coke	

## **Inventors / Inventions**

**(Give students the inventor to research for invention & date)**

Thomas Edison / Light bulb, phonograph + 1,000 others

Alexander G. Bell / Telephone

Lewis Latimer / Filament – wire in light bulbs

Elijah McCoy / Oil cup for engines

Orville & Wilbur Wright / Airplane

Henry Ford / Assembly Line

Alessandro Volta / Battery

Levi Strauss / Blue Jeans

George Washington Carver / Peanut butter and other peanut products

George Eastman / Camera

Louis Pasteur / Pasteurization

Nikola Tesla / Radio

Joseph Gayetty / Toilet Paper

Christopher Latham Sholes / Typewriter

George Crum/ Potato Chips

Garrett Morgan/ Traffic Light

Mary Anderson / Windshield Wipers

John Baird / Television

Ben Franklin / Lightning rod, Bifocals, Franklin Stove, Long Arm, odometer, swim fins,

Library and Writing chair, Glass Armonica, Clock w/second hand, ++++++++

Wilhelm Von Roentegen / x-rays

**The Democracy Project**  
Submitted by Melinda Williams, Oliver Springs, TN

**Objectives:** The student will:

- 1.) increase his or her knowledge base about politics and elections.
- 2.) use political terms and increase understanding of their meanings.
- 3.) improve writing and communication skills.
- 4.) express opinions on issues and compare and contrast them to the opinions of others.
- 5.) compare and contrast factual information.
- 6.) identify the geographic themes of place and location.
- 7.) work cooperatively to achieve tasks.
- 8.) creatively express ideas through the arts.

**Grade level:** Eighth grade social studies

**Group Size:** Twenty-three

**Lesson Time:** Six fifty-minute class periods

**Background Information:** Study of early government and formation of the Constitution.

**Materials:**

- Computers with internet access
- White board or chalk board
- Sentence strips
- Newsprint or poster board
- Crayons, markers, or coloring pencils
- Tape
- Party hats and favors
- Picture of the Republican elephant and picture of the Democratic donkey
- Encyclopedia
- Map of the United States or atlas

**Procedures:**

1. Label party hats with numbers one through five before distributing the hats and party favors. Announce to the students that a party is going to start. Allow students an opportunity to quietly celebrate. Then tell the students that this will be a different type of party, one they will create themselves: a political party. Ask the students if they've heard the term "political party" before or the terms "Republican" and "Democrat."



2. Explain that government is all around us and that decisions made by the government affect us. Often in cities, states, and countries, groups of people who share the same political opinions want their government to make decisions in a certain way. Many times the people who hold opinions in common form a group which elects leaders who best promote those ideas. These groups are called “political parties.”

The political parties encourage voters to support their candidates through many methods such as sponsoring debates, advertising, fundraising, letter or e-mail writing campaigns, slogans, making speeches and hosting big meetings called conventions.

3. Divide students into five groups. The number on their party hat determines to which group they belong. Each group will form a political party. The group is responsible for identifying their group with a name, an animal symbol, slogans, a site for their convention, and campaign hats, buttons pennants, etc., an issues platform and an opening speech for their convention.
4. Student groups will choose a party name and design an animal symbol. Begin by sharing pictures of the Democratic donkey and the Republican elephant: why were these symbols chosen? What qualities does each animal possess? Students should be encouraged to develop a name and animal symbol that are connected in some way to a quality they think government should possess. Discourage the use of names of sports teams or other unrelated names. Each group will be given a large sheet of newsprint or poster board and they will design a political poster incorporating the party’s name and animal mascot. Afterwards each group will explain the poster and the posters will be displayed in the classroom or hallway.
5. Ask each group to think about the issues that bind its members together. What are the best things about America? What are America’s biggest problems? Each group should create a list of the most important issues and the party’s position on each issue.
6. Next, the group will select a city and venue in which to hold their mock convention. Using a United States map, atlases and encyclopedias, the student groups will make their choices. What are important considerations in choosing a convention site? Brainstorm a list before each group makes its final decision.
7. Explain to the students that political parties use conventions as a way to publicize the party’s platform and to choose candidates. To illustrate the idea of a platform, lay out sentence strips with school-related opinions on each strip (e.g., “School lunch should be ten minutes longer.” or “More swing sets should be built on the playground.”). Step on the “platform” of strips and model a short speech about the ideas presented there. Discuss the connection of your “platform” to your speech’s content.

Explain that political parties build an “idea platform” for their conventions. This platform of ideas is the stand that the parties take on certain issues. Give each group ten sentence strips. On each of the strips they write their party’s position on the issues they chose. Use the sentence strip platform for the group’s opening day speech at their convention.

8. The students will design their campaign hats, pins, buttons and pennants. Museums in your area may have extensive collections of campaign materials or a guest speaker who is also a collector may be available to offer advice. If no resource person or collection is available, then examples can be seen at Duke University's "America Votes."

Paper or straw campaign hats may be purchased inexpensively or donated by political action groups, or they could be constructed using simple construction paper methods. Ribbon and paint pens could be used for slogans on campaign hats or paper strips and crayons or markers are inexpensive options. Dowels or straws may be used to pennants. During the opening speech activity the "convention crowd" will use the campaign items.

9. The students prepare for their opening day convention speech based on their party's platform. Teachers should make suggestions for the speech content such as a welcome, use of slogans, talk of issues, hopes for the future, encouragement to voters and closing statements. The students may select one of their members to deliver the speech or each may give a portion of the speech. Other members of the group will become a part of the convention crowd. On the opening day of the mock convention, each group will don their campaign items. As each group takes its turn, the group members will position their sentence strip issues platform. The speaker(s) will then stand on the platform and deliver the speech. Video taping of speeches is recommended if possible. After the completion of these activities, the issues, platform, and examples of the campaign materials may be placed on display.
10. At the conclusion of all conventions, students will choose the parties that they liked the best and explain their reasoning verbally or in writing. Explain to students that in some states, voters must choose or "declare" a particular party when they register to vote. Learn more about voting and voter registration by playing the interactive game, "Inside the Voting Booth."

**Tennessee Social Studies Curriculum Correlations: 8.4.3**

**Evaluations/Assessments:**

- Teacher checklist of completed tasks and deliverables
- Teacher checklist completed during speeches
- Written or verbal defense of party name and animal symbol
- Identifications of geographic location of convention sites on a United States map
- Sequence steps in preparing mock convention
- Students' oral or written evaluation of the most persuasive parties

## Suggested Readings

Levstick, Linda and Keith C. Barton. *Doing History: Investigating With Children in Elementary and Middle Schools*. Mahway, NJ: Lawrence Erlbaum Associates Publishers, 2001.

Kyvig, David E. and Myron A. Marty. *Nearby History: Exploring the Past Around you*. Walnut Creek, CA: AltaMira Press, 2000.

Whitman, Glenn. *Dialogue with the Past*. Walnut Creek, CA: AltaMira Press, 2004.

Wolfman, Ira. *Climbing Your Family Tree: Online and Off-line Genealogy for Kids*. New York: Workman Publishing Company, 2002.

Chorzempa, Rosemary. *My Family Tree Workbook: Genealogy for Beginners*. New York: Dover Publications, 1982.