

The Clinton 12: Pre-Visit Activities

Theme: Civil Rights

Topic: The desegregation of Clinton High School

Learning Objectives

Standard: Era 9: Post World War II Era (1945-1970s)

Standard Number 1.0: Culture

- Investigate the effects of desegregation, the Civil Rights Movement, and the turbulent 1960s upon American society.

Standard Number 4.0: Governance and Civics:

- Understand the causes, course, and impact of the Civil Rights Movement.
- Investigate Supreme Court decisions that affected the United States from 1945 to the early 1970s.

Standard Number 6.0: Individuals Groups and Interactions

- Understand how the "baby boom," suburbanization, desegregation, and other social movements affected American society.

Performance Indicators State:

As documented through state assessment,

- 9.2 Distinguish social inequities in America in the post World War II era (i.e., racial segregation, generation conflict, gender equity, ethnic identification).
- 9.7 Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., *Plessy v. Ferguson*, *Brown v. Board*, *Miranda v. Arizona*, *Gideon v. Wainwright*).
- 9.8 Identify significant events in the struggle for Civil Rights (i.e. integration of Clinton High School in Clinton, Tennessee, the Clinton 12 and Governor Clement's actions, Little Rock Central High, Montgomery Bus Boycott, Freedom Riders' route, Birmingham bombings, Nashville lunch counters, Martin Luther King's March on Washington speech, Civil Rights Act of 1964, Civil Rights Act of 1968, Escobedo v. Illinois, Great Society).
- 9.10 Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Eugene " Bull" Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.).

Performance Indicators Teacher:**As documented through teacher assessment,**

- 9.7 Compare the ideologies and effectiveness of different groups involved in the Civil Rights and women's movement.

Goal/Objectives:

1. The students will learn the significance, meaning, and relevance of the Civil Rights movement through oral and written expression.
2. The students will utilize Internet searches for specific materials and report information in proper written and oral format.
3. The students will gain awareness of the Civil Rights movement.
4. The students will develop awareness of civil rights, past and present.

Materials:

- Textbooks
- Various websites (see below)
- Copies of the U.S. Constitution, especially the Thirteenth, Fourteenth, and Fifteenth Amendments
- A legal dictionary

Teaching Sequence:**Before Lesson:**

- Students will read the appropriate chapters in their textbooks (or other handouts) on the Civil Rights movement; students will also read the Green McAdoo Cultural Center website. <http://www.greenmcadoo.org/>
- As students come into class each day, "We Shall Overcome" and other civil rights songs will be heard on a CD player.
- Students will encounter a "generative object" that will remind them of the Civil Rights struggle. It may be a large newspaper headline or a sign that reads: "Colored Water Fountain" or "Whites Only"
- Students will be asked to reflect on the generative object.

Anticipatory Set:

- As an introduction to the Civil Rights movement, students will take a short online pre-quiz on the topic.
- Students will watch a short film clip on the "Little Rock Nine"
- Students will write a one-paragraph reflection on the "Little Rock Nine" film clip

Collaborative Work on Creating a PowerPoint on the History of the Civil Rights Movement

- Students will create a PowerPoint of an overview of the history of African Americans, from 1619 to the present

Collaborative Work Following PowerPoint

- **Students will divide into 4 to 6 small groups and work collaboratively to develop a Civil Rights timeline on large roll of paper. Student will illustrate timeline with photographs, sketches, political cartoons.**

1. Colonial through Revolutionary period
2. Antebellum period
3. Civil War and Reconstruction
4. New South period
5. Twentieth Century through World War I
6. 1920s
7. Great Depression
8. World War II
9. Civil Rights movement of the 1950s and 1960s
10. Black/white relationships today

- **Students will divide into small groups and research the primary Civil Rights U.S. Supreme Court cases**

1. *Dred Scott v. Sanford*
2. *Plessy v. Ferguson*
3. *Sweatt v. Painter*
4. *Briggs v. Elliott*
5. *Davis v. Prince Edward County*
6. *Belton v. Gebhart*
7. *Brown v. Board of Education of Topeka*

- **Students will also divide into small groups and research primary Civil Rights cases in the U. S. District Court for the Eastern District of Tennessee (Knoxville)**

- *Gene Mitchell Gray, et al. v. The Board of Trustees of the University of Tennessee, et al.* 1951 Case No. 1567

Plaintiffs are Negro citizens of Tennessee who alleged that they were denied admission to the University of Tennessee solely on the grounds of race or color.

- *Joheather McSwain, et al v. County School Board of Anderson County, Tennessee* 1950 Case No. 1555

Suit filed to desegregate the public schools in Anderson County, Tennessee.

- *Josephine Goss, et al. v. The Board of Education of the City of Knoxville, Tennessee, et al.*
1959 Case No. 3984

Suit filed to desegregate the public schools in Knoxville, Tennessee

- **Following research, students will create short PowerPoints on the U.S. Supreme Court and district court cases**
- **Student groups will present PowerPoints on U.S. Supreme Court cases and district court cases to the entire class**

Working with Primary Source Materials

- Students will work then with several primary source materials, using the Document Analysis Worksheet from the National Archives website.

<http://www.archives.gov/education/lessons/brown-v-board/>

<http://www.archives.gov/education/lessons/rosa-parks/index.html>

1. "To Secure These Rights": An examination of the 1947 Report of the President's Committee on Civil Rights. Findings include racial discrimination in regards to health, health services, economic disparity, education, and housing.
2. Rosa Parks' Arrest Warrant

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

- Using the link below, students will examine the following photographs and analyze them.

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf



Clinton 12 walking to Clinton High School in 1956



Judge Robert Love Taylor



Newspaper article



Clinton High School, 1956



Clinton High School, Fall 1956



The Clinton Twelve meet Rosa Parks at the Highlander Center

The Clinton 12: Pre-Visit Activities

How Far Is It to School?

Objectives

1. Students will gain knowledge of the distances traveled by African-American students to attend high school in Knoxville.
2. Students will gain an appreciation of the inequalities that existed prior to school integration.

Materials

1. Computer access and ability to use MapQuest or a similar website.
2. Blank mileage charts to be used by the students.

Standards

9.7, 9.8

Lesson

1. Using MapQuest have the students compute the mileage from the Green McAdoo Cultural Center to Austin-East Magnet High School and complete the chart with the information.
2. Next, have the students compute the mileage from the Green McAdoo Cultural Center to the present location of Clinton Middle School and complete the chart with the information.
3. Have the students compare the distances and determine which trip was more justifiable and explain why.
4. Discuss with the students the reasons African-American students were forced to travel the longer distance to high school.
5. Finally, introduce the story of the Clinton 12 to the class.

Relevant Websites:

<http://www.archives.gov/education/lessons/brown-v-board/>

<http://www.archives.gov/education/lessons/rosa-parks/index.html>

http://www.jimcrowhistory.org/resources/lessonplans/hs_es_clintonhs_deseg.htm

<http://tennesseeencyclopedia.net/imagegallery.php?EntryID=C111>

<http://thomas.loc.gov/cgi-bin/query/z?c110:H.R.+2695:>

<http://pr.tennessee.edu/alumnus/alumarticle.asp?id=431>

<http://www.archives.gov/southeast/finding-aids/civil-liberties-cases.html#tn>

Selected Secondary Sources

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Anderson, Margaret. "Clinton: Children in a Crucible." *New York Times Magazine* (Nov. 2, 1958).

Anderson, Margaret. *The Children of the South*. New York: Farrar, 1966..

Barrett, George. "Study in Desegregation: the Clinton Story." *New York Times Magazine* (Sept. 16, 1956).

Brake, Patricia E. *Justice in the Valley: A Bicentennial Perspective of the United States District Court for the Eastern District of Tennessee*. Franklin, Tennessee: Hillsboro Press, 1998.

Brand, John E. "Clinton Annexation Study." Knoxville, UT, 1964.

Cate, Lee A. "History of the St. Mark United Methodist Church, Clinton, Tennessee." Clinton, *Courier-News*, 1983.

Cleveland, Mary L. "A Baptist Pastor & Social Injustice in Clinton, Tennessee." *Baptist History & Heritage* 14 (1979).

McClelland, "A Structural Analysis of Desegregation: Clinton High School, 1954-1958," *Tennessee Historical Quarterly* (1998).

Dykeman, Wilma. "Clinton, TN: a Town on Trial." *New York Times Magazine* (Oct. 26, 1958).

Halberstam, David. "Town that Became Everybody's Test Tube." *Reporter* (Jan 10, 1957).

Halberstam, David. "Patching the Roof at Clinton High." *Reporter* (Sept. 17, 1959).

McMillan, Neil R. "Organized resistance to school desegregation in TN." *Tennessee Historical Quarterly* 30 (1971).

"Now: Dynamite in School Unrest." *U.S. News and World Report* (Sept. 20, 1957).

Rorty, James. "Hate Monger with Literary Trimmings." *Commentary* (Dec. 1956).

Rorty, James. "In Contempt of the Law." *New Republic*. (Dec. 17, 1956).

Selected EDSITEMent Web Sites

- [American Memory, Library of Congress](http://www.loc.gov/index.html)
<http://www.loc.gov/index.html>
 - [Images on Popular Topics](http://www.loc.gov/rr/print/list/listguid.html)
<http://www.loc.gov/rr/print/list/listguid.html>
 - [Photographs of Signs Enforcing Racial Discrimination-Farm Security Administration, Office of War Information](http://www.loc.gov/rr/print/list/085_disc.html)
http://www.loc.gov/rr/print/list/085_disc.html
- [American Studies at the University of Virginia](http://xroads.virginia.edu/)
<http://xroads.virginia.edu/>
 - [Institute for Public History-Civil Rights Resources](http://xroads.virginia.edu/~MA05/macdonald/iph/resources.html)
<http://xroads.virginia.edu/~MA05/macdonald/iph/resources.html>
 - [Charles Moore Photographs](http://www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml)
<http://www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml>
 - [Birmingham's Racial Segregation Ordinances](http://xroads.virginia.edu/~PUBLIC/civilrights/ordinances.html)
<http://xroads.virginia.edu/~PUBLIC/civilrights/ordinances.html>
 - [Malcolm X, Message to the Grassroots \(November 10, 1963\)](http://xroads.virginia.edu/~public/civilrights/a0147.html)
<http://xroads.virginia.edu/~public/civilrights/a0147.html>
 - [Digital History](http://www.digitalhistory.uh.edu/)
<http://www.digitalhistory.uh.edu/>
 - [1960s](http://www.digitalhistory.uh.edu/resource_guides/content.cfm?tpc=30)
http://www.digitalhistory.uh.edu/resource_guides/content.cfm?tpc=30
 - [Martin Luther King, Jr., Papers Project](http://www.stanford.edu/group/King//mlkpapers/)
<http://www.stanford.edu/group/King//mlkpapers/>
 - [Popular Requests \(March on Washington for Jobs and Freedom\)](http://www.stanford.edu/group/King//popular_requests/)
http://www.stanford.edu/group/King//popular_requests/
 - [Letter from Birmingham Jail](http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf)
<http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf>
 - [National Archives](http://www.archives.gov/)
<http://www.archives.gov/>
 - [Teaching With Documents: Lesson Plans](http://www.archives.gov/education/lessons/)
<http://www.archives.gov/education/lessons/>
 - [Documents Related to Brown v. Board of Education](http://www.archives.gov/education/lessons/brown-v-board/)
<http://www.archives.gov/education/lessons/brown-v-board/>
 - [Online Exhibits](http://www.archives.gov/exhibits/)
<http://www.archives.gov/exhibits/>

The Clinton 12: Post-Visit Activities

- Review questions and answers that students worked on at the Green McAdoo Cultural Center.
- Show the *Clinton 12* DVD.
- Have students write a reflective essay on their visit to the Green McAdoo Cultural Center.
- Invite individuals who participated in the Civil Rights movement to visit the class.
- Have students conduct interviews/oral histories of participants in the Civil Rights movement.
- Encourage students to visit other Civil Rights museums.

The Clinton 12: Post-Visit Activities

How Did They Act?

Objectives

1. Students will become knowledgeable of the different situations that developed with the integration of Clinton High School and Central High School in Little Rock, Arkansas.
2. Students will use primary sources to develop opinions of the actions taken by citizens during integration.

Standards

9.7, 9.8

Materials

1. Copies of history of the integration of Central High School.
2. Copies of quotations from dedication day speeches.

Lesson

1. Provide students with copies of the history of the integration of Central High School. Have students read the histories, paying attention to the attitudes displayed by the white citizens.
2. Discuss with the students the types of attitudes displayed in Little Rock.
3. Provide the students with copies of the quotations from the dedication day speeches.
4. Have the students use the quotations to determine the reaction of the citizens of Clinton to the integration of Clinton High School.
5. Have the students write an essay comparing the two situations. Question: Did citizen reaction play a part in the impact of these two events on American History?

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Reception

Taking a bold step

by Johanne Jean-Jacques

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Tennessee Governor Frank Clement was an aberration when it came to governors in office during the height of the Civil Rights movement. When Clement heard the city of Clinton was embroiled in racial protests against the integration of Clinton High School, he sent the Tennessee National Guard to quell the violence. The governors of Alabama, Mississippi, and Arkansas would never had made such a decision. "That was a bold step for a southern governor in 1956," said Frank Clement Jr. Clement, the son of the former governor, made

that statement before a crowd of 400 people at a private reception given in honor of the Clinton 12 Thursday afternoon. The outdoor reception, held under a big white tent on N. Bowling Street was the kick-off event for the 50th anniversary of the integration of Clinton High School. . . .

In his speech, Clement recognized the former black students in the audience. "You stood in the face of evil with the threat of bodily harm," said Clement to the students. "But by doing that you impacted Clinton, Tennessee, and the nation." When Clement specifically acknowledged Bobby Cain, the audience gave him a standing ovation. Cain was the first black male to graduate from a public high school in the South. Clement also gave credit to the city of Clinton for standing behind the law and not allowing segregationists to control the town. "The good people of Clinton were neither silenced nor indifferent., he said. Clement said a new generation would have to step forward and continue the fight against indifference and hatred. "On behalf of Gov. Bredeesen, I want to thank the Clinton 12. . .for teaching us how to act," he said. Other speakers included included State Sen. Randy McNally, State Rep. Jim Hackworth and Mayor Rex Lynch. . . .To cap off the reception, Shoopman and the city of Clinton presented each student a key to the city. The students who received a key included: Bobby Cain, Minnie Ann Dickey Jones, Alvah McSwain, Robert Thacker, JoAnn Crozier Allen Boyce, Ronald Hayden, Gail Ann Epps Upton, William Latham, Regina Turner Smith, Alfred Williams, Anna Theresser Caswell and Maurice Soles.

The Clinton 12: Post-Visit Activities

What Does a Monument Tell Us?

Objectives

1. Students will compare the different purposes monuments have in society.
2. Students will appreciate the purpose of the Clinton 12 statues.

Materials

1. Students will need access to a computer with internet capability.
2. Poster board and art materials (color pencils, markers, etc...).

Standards

9.7, 9.8

Lesson

1. Prior to visiting the museum students will need to complete the learning module “Memory, History and Memorials.” The module can be found at www.facinghistory.org and is a free resource available for teachers.
2. Having completed the module and visited the museum have students create a visual comparison of the Clinton 12 statues and a monument from the learning module. The students will need to include a written narrative of what they felt as they viewed the memorial and visited the museum.