



Lesson Plan for the Carter G. Woodson Lyceum 2020 Institute on Black History

Creator:

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Title:

Memphis Tennessee Garrison: African American Activism in West Virginia

Subject and Level:

Social Studies and Civics/Government, Grades 9-12

Duration:

5 Days

Lesson Summary:

Through this activity, students will learn about the variety of civic actions and activism undertaken by Memphis Tennessee Garrison throughout her life. They will work to identify a cause or multiple causes that they are passionate about and determine how they can get involved with that cause in their community.

Formative Assessment:

Students will research causes or organizations important to them, create a plan for how they can work to further that cause in their community, and become involved in that cause. They will present their plan in small groups.

Standards:

SS.US.1: Evaluate, then defend, the importance of the fundamental democratic values and principles of U.S. constitutional democracy. Consider conflicts between individuals, communities and nations, liberty and equality, individual rights and the common good, majority rule and minority rights, and the rule of law vs. ethics (e.g., civil disobedience).

SS.US.2: Define the duties of citizens that are necessary to preserve US democracy (e.g., become informed and active in a democracy-through jury duty, paying taxes, public forums (local, state, and/or federal), voting and conscription.).

SS.US.4: Examine, select and participate in a volunteer service or project.

Literacy Components:

- Reading
- Writing
- Speaking/listening
- Inquiry/Research

Engagement Strategies:

- Active Reading/Writing
- Whole Group Discussion/Learning
- Small Group Discussion/ Learning
- Internet research

Content Resources:

Books

Memphis Tennessee Garrison: The Remarkable Story of a Black Appalachian Woman
by Memphis Tennessee Garrison, Ancella R. Bickley, and Lynda Ann Ewen, Athens:
Ohio University Press, 2001

Primary Sources

Politics and Voting:

- 1 page flyer announcing a "Colored Republican Rally", n.d., b&w. <https://marshall.pastperfectonline.com/webobject/6E152EDB-E1AC-46CD-82CE-367567233540>
- 1 page flyer announcing meeting of the Negro Progressive & Economic League, Oct. 6, 1929, col. <https://marshall.pastperfectonline.com/webobject/F773064D-1858-4D04-A4F9-454981582808>
- 1 page flyer announcing the Annual Emancipation Celebration at Gary, W.Va., Apr. 9, 1940, b&w. <https://marshall.pastperfectonline.com/webobject/D6392D42-1C58-49D7-8445-434570149046>
- Group gathering in living room, Huntington, WV, Memphis Garrison 2nd from right standing, b&w <https://marshall.pastperfectonline.com/photo/947D3B17-F399-4B97-BBC6-065465965435>

Education:

- Group photo of students and residents, possibly Bluefield State College, 1909, b&w <https://marshall.pastperfectonline.com/photo/E852351E-86F9-481B-8BE0-333149928054>
- Students and teachers, including Memphis Tennessee Garrison, likely Bluefield State College, early 1900's, b&w <https://marshall.pastperfectonline.com/photo/06F823A2-0DF8-4B09-B1C1-663530272674>
- Memphis Tennessee Carter 2nd grade teaching certificate in WV schools, Dec. 14, 1907, col. <https://marshall.pastperfectonline.com/webobject/FDD0AA6F-9376-4B47-9F72-858614863324>

Mining:

- Display of coal miners' safety equipment, by E. E. Quenon, US Bureau of Mines, b&w <https://marshall.pastperfectonline.com/photo/E71DA6FA-67C0-458B-8391-566477454789>
- Instruction in testing for mine gas in coal mine, Bennett Ferguson, instructor, ca. 1950's, b&w <https://marshall.pastperfectonline.com/photo/0F2E2FAC-4894-4B56-8314-376413503059>

Awards:

- Notice regarding the WV Human Rights Act, July 1, 1967, b&w. <https://marshall.pastperfectonline.com/webobject/225231D4-802D-435C-9E25-721518720903>

Lesson Guiding Question/Opener:

How did Memphis Tennessee Garrison use her power as an individual to fight for causes she thought were important? What causes are important to you, and how can you become active in your community to further that cause?

Instructional Plan and Sequence:

Day 1:

- Students will explore primary sources related to Memphis Tennessee Garrison from Marshall University Special Collections. Students will conduct a primary source analysis to determine what causes Garrison cared about and how she advocated for those causes.

Day 2:

- Read extracts of *Memphis Tennessee Garrison: The Remarkable Story of a Black Appalachian Woman* and discuss the various causes for which Garrison was a noted advocate: education, labor, politics and voting, civil rights, and more.
- Small group discussions will focus on researching and discussing the historical context of Garrison's work. What educational problems existed during that time? What voting issues existed? What societal inequalities existed?

Day 3:

- Using the historical context from the previous day, students will discuss power and social dynamics in early African American activism before the Civil Rights movement.
- Students will also discuss in small groups the different ways and levels at which activism can be accomplished, how Garrison exercised activism from the local to the national level, and what kinds of activism and protest are most effective.

Day 4:

- In small groups, students will consider what causes are important to them and consider ways that they can advocate for those causes.
- Students will individually conduct research on how they can effectively advocate for their cause based on previous discussions and begin writing their personal action plan.

Day 5:

- Students will finalize, share, edit, and refine their plans by exchanging them and reading the work of others in small groups. Students will discuss as a large group how their understanding of activism and community involvement has changed.