Introduction
As part of a study on Civil Rights, students will understand the struggle to secure civil rights for African Americans through the protests that took place in Fayette County, Tennessee.

Guiding Questions
- What motivates a society to make changes?
- What risks were taken by African Americans registering to vote?
- Did the Tent City Movement trigger the Civil Rights Movement?

Learning Objectives
In the course of the lesson, students will be able to analyze key events and people who contributed to the Civil Rights Movement in Tennessee.

Social Studies Curriculum Standards

5.24 Analyze the key events and people during the Civil Rights Movements, including: Brown v. Board of Education, Dr. Martin Luther King, Jr. and non-violent protests (Nashville sit-ins), Montgomery Bus Boycotts and Rosa Parks, Freedom Riders (Diane Nash). (C, E, G, H, P)

US.80 Describe the significant events in the struggle to secure civil rights for African Americans, including: (T.C.A. § 49-6-1006) Montgomery Bus Boycott, Integration of Clinton High School in Clinton, TN, Integration of Central High School in Little Rock, AR, Tent City in Fayette County, TN, Freedom Riders, Marches, Demonstrations, Boycotts, and Nashville Sit-Ins, March on Washington, Birmingham bombings of 1963, Assassination of Martin Luther King, Jr. (C, E, G, H, P, T, TCA)
Materials Needed

- Copies of the following:
  - Photo Analysis Worksheet
  - Copy of the photo titled Tent City in Fayette County (ID #42310)
    https://cdm15138.contentdm.oclc.org/digital/collection/p15138coll18/id/1033/rec/6
  - Newspaper Article “Fact, Fiction Mingle in Freedom Village Claims”
    http://cdm15138.contentdm.oclc.org/cdm/ref/collection/p15138coll18/id/1036
  - Copy of political Cartoon “At Last” (ID #42125)
    https://cdm15138.contentdm.oclc.org/digital/collection/p15138coll18/id/1027

- Video of Mary Williams https://www.youtube.com/watch?time_continue=55&v=JP8t7uswogk

- Access to the internet or copies of the following articles:
  - http://www.utm.edu/staff/accarls/civilrights/tent_city_history.html
  - https://www.tn magazine.org/12103-2/
  - http://www.memphis.edu/tentcity/
  - https://tennesseencyclopedia.net/entries/john-and-viola-mcferren/

Lesson Activities:

Lesson Activity 1– Introduction

As a class, complete a KWL chart stating what a student knows (K), wants to know (W), and has learned (L) about registering to vote and voting. Add to the chart as students move throughout the lesson.
Show video clip of Mary Williams discussing registration and eviction. 
https://www.youtube.com/watch?time_continue=55&v=JP8t7uswogk

1) Discuss the consequences of Ms. Williams registering to vote.

2) Ask students to add any new information to the KWL chart.

**Lesson Activities Continued:**

**Lesson Activity 2 - Origins of the Movement**

Discuss with students the origins of the Tent City Movement and the Civil Rights Act of 1957.

Divide students into groups of 4 or 5 and give each group a copy of one of the articles or access to the websites and have the students summarize important information and key people involved. Students should be prepared to share that information with another group.

**Voting Right and Tent City**
**What Happened? “Tent City,” Tennessee**
**John and Viola McFerren**
**Fayette County Movement**
**Fayette County’s Tent Cities May Have Triggered Civil Rights Movement**

After students have completed their summarization, reorganize groups and have students share the information they learned from their article.

Have students add information to the KWL chart.

**Lesson Activity 3 - Summarizing the Movement**

Show students a copy of the photo titled “Tent City in Fayette County” and ask them to complete the analysis of a photo worksheet to better understand the conditions in the Tent City.

After the students have completed the analysis worksheet, have them read “Fact, Fiction Mingle in Freedom Village Claims.” Students will complete a 3-2-1 Summary of the article.

**Your task:** Write a summary of the reading using this 3-2-1 strategy.
Lesson Activities Continued:

Use the diagram on the last page of this plan to complete this task: (See triangular 3-2-1 diagram on next page)

- 3 - In the bottom 3 spaces, write three facts/events in the reading you think were important.
- 2 – In the middle 2 spaces, define or identify two important people, places or things from the reading (vocabulary)
- 1 – In the top space, write one question that can be answered by using the other two levels.

As a summation of the movement, project or pass out copies of the political cartoon “At Last.” Analyze the cartoon and discuss how it depicts the final outcome of the Tent City Movement.

When the class has completed the summary, have them complete the L section of the KWL chart.

Assessment

Write an essay or paragraph presenting evidence that sharecroppers were evicted because of their registering to vote.

Write an essay or paragraph presenting evidence that by registering to vote the businesses of African Americans in Fayette County were boycotted.
Instructions:

- 3 - In the bottom 3 spaces, write three facts/events in the reading you think were important.
- 2 – In the middle 2 spaces, define or identify two important people, places or things from the reading (vocabulary)
- 1 – In the top space, write one question that can be answered by using the other two levels.