How do we teach about a tragedy?

The Case of Ed Johnson:  
A *Social Justice Curriculum Outline*

Patricia Ward Cooper

Most resources were adapted from the following **Facing History and Ourselves Materials:**

*Teaching Mockingbird: A Facing History and Ourselves Study Guide*,

*The Reconstruction Era and the Fragility of Democracy: A Facing History and Ourselves Publication.*,

*Democracy at Risk: Holocaust and Human Behavior, A Facing History and Ourselves Publication.*

Special recognition goes to countless primary resources shared by the filmmaker Linda Duvoisin, David Moon of Picanooga, and **the team at Ed Johnson Project** [**https://www.edjohnsonproject.com/**](https://www.edjohnsonproject.com/)

Image from Chattanooga Daily Times, 20 March, 1906 and featured in the article "God Bless You All—I Am Innocent": Sheriff Joseph F. Shipp, Chattanooga, Tennessee, and the Lynching of Ed Johnson” Author(s): Michael D. Webb Source: Tennessee Historical Quarterly, Vol. 58, No. 2 (Summer 1999), pp. 156-179 Published by: Tennessee Historical Society Stable URL: <http://www.jstor.org/stable/42628468> Accessed: 13-06-2018 12:57 UTC

**How should we teach about a tragedy?**

***Facing History and Ourselves*** **Social Justice Pedagogical Approach:**

“Our Mission: ***Facing History and Ourselves*** is an

international educational and professional

development organization whose mission is to engage

students of diverse backgrounds in an

examination of racism, prejudice,

and anti-Semitism in order to promote

the development of a more humane

and informed citizenry.”

Facing History’s pedagogical approach:



We recommend you also view the following video to provide historical and social context for your teaching:

[Lynching in America: Bryan Stevenson](https://youtu.be/3BWTh4p6QEk)

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**Scope and Sequence:** **Looking out; looking in.**

*A reflective approach to learning about a local tragedy.*

**Class contract** to ensure safe, brave, frank and reflective discussion.

**Individual and Society:**

Activities on identity and bias

**We and “They”:**

Reflection on “circles of obligation” and “otherness”

**Bridge We/They to Case Study:**

Historical context; Jim Crow South and Lynching

Shorts Films from Teaching Tolerance/SPLC/Lynching and Justice

Adaptation of resources and activities from Facing History teaching guides

**Case Study:**

Primary and secondary sources related to the Ed Johnson case. Analysis and synthesis of sources; reflection and impact.

Discussion/Reflection/Activities at each level

**Judgment and Legacy:**

Analysis and reflection on the initial case, his incarceration, lynching, and the Supreme Court Case

**Choosing to Participate:**

How could individuals have made a difference?

**Legacy:**

How should the Ed Johnson case be remembered?