

TEACHING WITH PRIMARY SOURCES—MTSU
**Lesson Plan: Bass Street, Reconstruction
Communities, and Memory**

Grades: 8th grade, High School

Subject: Social Studies, African American History, Tennessee History

Time Required: 3 class periods

Author: Connie Fink and Anna Stern, University School of Nashville

OVERVIEW

As the Civil War came to an end, thousands of Black people across the South undoubtedly asked themselves the same question, “what’s next?”. Buoyed by promises like Sherman’s Field Order #15 and the aggressive politics of the Radical Republicans, free Blacks and the formerly enslaved created new towns and communities to begin their lives as free members of the United States. These towns centered around schools, churches, businesses, and homes, all meant to launch the people into the 20th century with promise and opportunity.

However, these communities were not free from hardship. Reconstruction came to a screeching halt not long after it began in 1865, as politicians walked back their promises and former Confederate leaders clawed their way back into local, state, and eventually federal politics. Over time, towns and neighborhoods were ravaged by targeted violence, as well as racist public policy that prioritized “public domain” over community foundations. Today, academic institutions and communities are revisiting, remapping, and memorializing these neighborhoods, like Bass Street in Nashville, that previously stood as pillars of the lives of newly freed Black people.

INVESTIGATIVE QUESTION

How did Black people create communities during the Reconstruction and early Jim Crow periods? In what ways can “progress” shift the identity of a community? How should we commemorate historic locations to preserve and perpetuate their stories and impact?



[Union Hotel, Chattanooga, Tenn.](#)
[1899?]

UNDERSTANDING GOAL

Black communities and neighborhoods during the Reconstruction and early Jim Crow eras were fundamental to the development of Black culture, schooling, and political life. Many of these communities were razed by gentrification and modernization, being treated as expendable in the wake of nearby cities needing highways and housing. Students will have the opportunity to explore these early communities to learn about the ways in which newly-freed people lived and set up their lives post-Emancipation. From there, students will create meaningful ways to commemorate these communities and their enormous impact, as well as learn about historic locations in their communities in danger of being destroyed.

OBJECTIVES

Students will:

- Collaborate in a group setting to analyze primary sources.
- Collaborate in a group setting to create a presentation.
- Craft a claim and back up with historical evidence.
- Present information to their peers.
- Design a commemorative artifact.

CURRICULUM STANDARDS

- 8.68 Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution.
- 8.72 Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves.
- 8.73 Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow.
- AAH.16 Describe the changing status of slaves, freed slaves, and free Black people during and after the Civil War.
- AAH. 19 Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen.
- AAH.20 Assess the successes and failures of Reconstruction as they relate to African Americans.
- AAH.21 Assess the economic and social impact of Jim Crow laws on African Americans.
- AAH. 25 Describe the progress of African American institutions, such as religion, education, and benevolent organizations, during this era.
- AAH.49 Compare and contrast the responses of African Americans to the economic, social, and political challenges in the contemporary U.S.
- TN. 31 Describe how the Civil War impacted various populations in Tennessee (e.g., African Americans, American Indians, and women).
- TN. 35 Explain the development and efforts of the Freedmen's Bureau schools, including Fisk University.
- TN. 36 Identify early elected black lawmakers and leaders in Tennessee (e.g., Sampson Keeble and William Yardley), and determine their significance.



[Students and teachers in training school of Fisk University, Nashville, Tennessee](#)
[between 1890 and 1906]

RESOURCES

[African American Photographs Assembled for the 1900 Paris Exhibition](#) (collection)

- [African American men, women and children outside of church](#)
- [Exterior view of church](#)
- [Group of Children from the Model School, Fisk University, Nashville Tenn.](#)
- [Addison Avenue looking north at Fisk University, Nashville, Tennessee, showing Jubilee Hall, Fisk memorial chapel, and the Daniel Hand Model School](#)
- [Students and teachers in training school of Fisk University, Nashville, Tennessee](#)
- [Negro homes - home of R.R. Church, Memphis, Tenn. \(exterior\)](#)
- [Negro homes - Home of Bishop Holsey, Atlanta, Ga.](#)

- [Negro homes - homes of poorer classes, Chattanooga, Tenn.](#)
- [Houses along unpaved street in Georgia](#)
- [Union Hotel, Chattanooga, Tenn.](#)
- [W. L. Smith, grocer in Knoxville, Tenn.](#)

Cemetery Community

- [Cemetery Community History](#)
- [Percy Minter Oral History](#)
- [Thirteenth Census of U.S., 1910](#)
- [Mapping the Cemetery Community](#)

Bass Street Community

- [Brief History of Fort Negley Park \(2017\) by Krista Castillo](#)
- [Bass Street Church History](#)
- [Nashville. Plate 7 from G. M. Hopkins' Atlas of Nashville \(1889\)](#)

RESOURCES

Bass Street (cont.)

- [Sanborn Fire Insurance Map of Nashville, Tenn. \(1897, rev. 1911\)](#)
- [Aerial view of Fort Negley](#)
- [Nashville Globe Feb. 15, 1907 Miss Staton Entertained](#)
- [Nashville Globe April 21, 1912 Ryman Gospel](#)
- [Nashville Globe Jan 11, 1907 Reception](#)
- [Nashville Globe, Nov 22, 1907 Marriage](#)
- [Nashville Globe, Sept 2, 1910 - Stag Party](#)
- [Nashville Globe, 7/31/1908 - Death of Miss Kelly](#)
- [Nashville Globe, 12/16/1912 Santa-Kelly](#)
- [Dr. Sutton Tweet thread at Tennessee Central Railway Museum](#)
- [Dr. Sutton Tweet thread at Bass Street archeological dig](#)
- [Dr. Learotha Williams Tweet on Bass Street census](#)

Mitchelville - [Mitchelville Freedom Park](#)

PROCEDURE

Day One	<i>Activity Introduction</i>
Step 1	<p>Share with students that after the Civil War, freedmen across the nation were taking steps to create their own thriving independent communities. DuBois used photographs at the Paris Exposition of 1900 to share the progress with the world. Show slides and use the images as talking points. Emerging Black Community Life.</p> <p>Hook: Watch this video from Vanderbilt University introducing the Bass Street Community near Fort Negley in Nashville</p> <ul style="list-style-type: none"> • What do you notice? What information does the video provide? What information is left out? (Students should recognize that there isn't a lot of information.) Why do you think there is so little information available? What are you curious about?

MATERIALS

- [Emerging Black Community Life](#)
- [Video from Vanderbilt University](#)
- [Presentation Prompt](#)
- [Bass Street, Reconstruction Communities, and Memory](#)
- [Station 1 Cemetery Field Notes \(teacher\)](#)
- [Station 1 Cemetery Field Notes \(student\)](#)
- [Station 2 Bass Street Field Notes \(teacher\)](#)
- [Station 2 Bass Street Field Notes \(student\)](#)
- [Station 3 Memory/Mitchelville Field Notes \(teacher\)](#)
- [Station 3 Memory/Mitchelville Field Notes \(student\)](#)

Optional resources:

- [Article: What is Heir's Property? A huge contributor to Black land loss you may have not heard about?](#)
- [Interactive Site: Mapping of the Destruction of Tennessee's African American Neighborhoods](#)

Step 2	<p>Explain that there isn't much information currently available on the Bass Street Community, or many of the other all-Black Reconstruction neighborhoods. Many of these communities were destroyed and did not have their records preserved. Teams of researchers and archeologists are working on recovering information to try to better understand the lives of the people who lived there.</p> <p>Ask students: What kinds of sources might you want to look at if you were trying to reimagine a community?</p> <ul style="list-style-type: none"> • Students should come up with things like maps, photographs, business records, diaries, newspapers, etc.
Step 3	<p>Put students into groups and explain the activity/hand out the prompt: We are going to imagine that we have been tasked with creating some sort of memorial or exhibit to commemorate the Bass Street community and its historical impact. Today (Day 1) we will be researching Reconstruction Era communities to learn more about the ways in which these communities functioned across the South. While we will have some materials about Bass Street itself, we will also look at similar towns and neighborhoods to get a sense of what many of these communities look like, and apply those findings to Bass Street. Then, on Day 2, you will work with your team to design some sort of monument or exhibit for the public to teach them about this community and communities like it. On Day 3, you will pitch your memorial to the class. Your goal is to persuade your peers and me that your commemoration of this community is the most fitting.</p>
Step 4	<p>Students should begin working with their groups through the primary source slide deck: Bass Street, Reconstruction Communities, and Memory while completing field notes (see links below) to process and capture their understanding and learning at each station.</p> <ul style="list-style-type: none"> • Station 1 Cemetery Field Notes (teacher) (pp. 7-10) • Station 1 Cemetery Field Notes (student) (pp. 11-13) • Station 2 Bass Street Field Notes (teacher) (pp. 14-17) • Station 2 Bass Street Field Notes (student) (pp. 18-22) • Station 3 Memory/Mitchelville Field Notes (teacher) (p. 23) • Station 3 Memory/Mitchelville Field Notes (student) (p. 24)
Step 5	<p>At the end of the period, students should make a plan for what they need to do for homework. Some suggestions are:</p> <ul style="list-style-type: none"> • If you aren't done with the source packet: finish reading and annotating the document packet; each member of your group should come up with their own idea for the monument/exhibit so you use those ideas as a launchpad next class • If you have already started brainstorming your exhibit: assign each person in your group an element to begin designing.

Day Two	<i>Designing the Monument/Exhibit</i>
Step 1	<p>Show the Mitchelville Freedom Park video clip to provide students a source of inspiration. Ask students if they have any residual questions about the content or task.</p> <p>Set expectations/goals for the workday:</p> <ul style="list-style-type: none"> • Plan out memorial/exhibit • Create a presentation to pitch your ideas - what materials will be available to them (projector, slides, notecards, etc.)? • Practice your presentation
Step 2	Give students supervised work time; travel between groups to answer questions, keep them on track, and give feedback.
Step 3	<p>At the end of the period, students should make a plan for what they need to do for homework. Some suggestions are:</p> <ul style="list-style-type: none"> • If you aren't done designing your memorial/exhibit: assign each group member a task to finish designing and build into your presentation. • If you are done designing your memorial/exhibit: double-check your presentation. Each person should practice their portion of the presentation independently, and if time, you all should get together to rehearse.
Day Three	<i>Presenting the Pitches</i>
Step 1	<p>Have students gather with their groups. Ensure that they/you have all needed presentation materials.</p> <p>Have groups present their pitches. While groups are presenting, students in the audience should be writing down questions to ask at the end of the presentation.</p> <p>Once all groups have presented, if time, debrief:</p> <ul style="list-style-type: none"> • Which pitch(es) were most persuasive? Why? • Were there any trends/patterns in the presentations/proposals? • If you could do it all again, what would you do differently?

EVALUATION

- Day 1: Graphic Organizers from students' work with the primary sources
- Day 3: Presentations

EXTENSION

Bass Street is local to Nashville, but there are communities across the country that face similar challenges. Locate a neighborhood in your community that is in danger of being lost to history. Write your local councilperson to add a historic marker to the site where it once stood.

Look up the list of historic Black sites in danger of demolition in your local community. Have students research their critical role in the community and write to the local historical society as to why these sites deserve to be preserved.

Bass Street, Reconstruction Communities, and Memory: Memorial/Monument Prompt

There are many Reconstruction-era communities, like Bass Street in Nashville, that were “lost” to gentrification, eminent domain, and other public works priorities. Our goal is to honor, memorialize, and educate the history of Bass Street by designing and pitching an authentic, meaningful installation and/or exhibit for the location where the community once stood. You will work with a group of your choice to create (at a minimum):

- The design of a physical/tangible artifact you would create (you should create a detailed mock-up/blueprint of this)
- The text to be featured at the artifact (can be on a wall, spoken by a guide, or anything else you can imagine)
- A memorial/exhibit that demonstrates a clear connection to the primary sources you have explored over the past few days

You will pitch your proposal formally to our community in a *Shark Tank*-style presentation that will include questions. They will help us evaluate your proposal in terms of its authenticity, professionalism, and workability in an actual space. Consider this as you create your things and your pitch: if you have ever watched an episode of *Shark Tank*, it is clear that the entrepreneurs integrate their pitch with the idea they are pitching. You will want to consider how you are going to sell us your ideas in how you present them. Remember that you need to create/design items that entice us!

RUBRIC¹

PRESENTATION SKILLS

Were the main ideas presented in a clear, informational manner?	1	2	3
Were the presentation materials appropriate and helpful to the audience?	1	2	3
Were all group members equally involved?	1	2	3
Was the presentation persuasive and engaging?	1	2	3
Were the presenters responsive to audience questions?	1	2	3

Total: _____/15

MATERIALS

Was proper background information on the topic given?	1	2	3
Was the material selected for presentation appropriate to the topic?	1	2	3
Was enough essential information given to allow the audience to effectively evaluate the topic?	1	2	3

Does the proposal make sense given the circumstances?	2	4	6
Is the design clear, informative, and suitable for the space?	2	4	6
Is the text included clear, proofread, informative, and engaging?	2	4	6
Is the project representative of the Bass Street Community?	1	2	3

Total: _____/30

COMMENTS

¹ Thanks to Illinois State University for the template



STATION 1: CEMETERY COMMUNITY

Cemetery Community Background

1. Who were the people that first settled in this community?

African American men who had served in the U.S. Colored Troops during the Civil War and then transitioned to employees of the federal War Department to build and maintain the national cemetery. However, the majority of those who established this community were freed men and women who chose to stay where they had lived before the war.

2. What types of places built around the national cemetery helped develop the land into an African American community?

African American school & churches

3. How do we know about who lived in this community?

Landowners in this area were forced to sell their property to the U. S. government for the purpose of creating Stones River National Military Park (as it was known until 1960). This taking erased part of the landscape of the Cemetery community in order to commemorate the Civil War battle that had taken place on the same land from December 31, 1862, to January 2, 1863. The land acquisition process also created a traceable record of land ownership.

4. What were some of the reasons the identity of the community started to change?

- 1) population decrease that relates to the “great migration” of African Americans northward, which began during World War I.
- 2) In 1929, when the War Department began purchasing land for the national park

Cemetery Community Residents

1. List some of the occupations noted on the census records.
 - Farmers
 - Laborer: laundry, lumber yard, cemetery, railroad
 - Washerwoman
 - House carpenter
 - National Cemetery

2. Where is there evidence of resistance from the residents of Cemetery in the U.S. census record?

In 1918 Hugenson [Hutchinson], George, Howder [Howard], Ed and Hudson [Huddleston], Rufus worked at the national cemetery and went on strike.

3. As you scan through the list of who lives in each household, what does a typical family look like?

Husband, wife & kids, sometimes nieces/nephews & grandchildren

Cemetery Resident Oral History

1. When Mr. Percy Minter, Sr. is asked about his parents, he shares how his father was not from the Cemetery Community. He doesn't seem to know much about his father. Someone was going to share the history of his father but unfortunately he was not able to do this. Why?

The man that was going to share about his parents history died before he was able to give it to him.

2. What did Mr. Minter's family do for a living in the Cemetery Community?

Farmers

3. What happened to the property his family owned?

Government purchased 11 acres from his family in 1927

4. How does Mr. Minter describe the unfairness of the offer they received from the U.S. government for their property?

"Wanted to give us nothing for the 11 acres." Tells that someone else in the community was offered more money for their two acres than they were wanting to pay them for 11 acres.

5. What are some of the memories Mr. Minter shares about his time living in Cemetery Community?

- Two churches
- Only place he remembers living in
- Went to school (Cemetery School) not too far from where he lived down the highway. Describes the school house as an old frame building with only a front door. Went there from 1st to 8th grade.

6. What information can be taken from the census reports on the slide to piece together a bit of Mr. Minter's life history?
 - His mother was a widow, parents were literate
 - Maggie (listed in 1910) still living with mother in 1930.
 - Must have valued an education because adults are literate and children are attending school.
 - Mother had 3 more children reported in the 1930 census.
 - Census using term "negro" in 1930 instead of "mulatto."

Mapping Cemetery Community

1. What event caused African Americans in the Cemetery Community to be displaced? **The creation of a military park in the late 1920's to early 1930's.**
2. Find Mr. Minter's property on the map. What non-residential places are next to his land?
 - Mt. Olivet MB Church
 - Ebenezer Primitive Baptist Church
 - Working Peoples Labor & Aid Society
3. Mr. Minter mentions in his interview that Homer Gannon was being offered more money for his land than he was. Find the Gannon property on the map. What can you infer about the injustice of the amount being offered by the government for Mr. Minter's land? **Mr. Gannon is white** How is Mr. Minter's property noticeably more valuable? **He has 5 acres more than Mr. Gannon and has made improvements to the land (Four-room house, barn, smokehouse, two sheds, and 12 fruit trees)**

Concluding Thoughts

Use the "investigative questions" to summarize and reflect on the importance of learning about a community's past while preserving the history of the origin story that anchors the foundation of its identity.

- How did Black people create communities during the Reconstruction and early Jim Crow periods?
- In what ways can "progress" shift the identity of a community?

Landowners were forced to sell their property to the U.S. government for the purpose of creating Stone River National Military Park. This erased part of the landscape of the Cemetery Community. The purpose of the park was to commemorate the Civil War battle that took place on the same land.

- How should we commemorate historic locations to preserve and perpetuate their stories and impact?



STATION 1: CEMETERY COMMUNITY

Cemetery Community Background

1. Who were the people that first settled in this community?
2. What types of places built around the national cemetery helped develop the land into an African American community?
3. How do we know about who lived in this community?
4. What were some of the reasons the identity of the community started to change?

Cemetery Community Residents

1. List some of the occupations noted on the census records.
2. Where is there evidence of resistance from the residents of Cemetery in the U.S. census record?
3. As you scan through the list of who lives in each household, what does a typical family look like?

Cemetery Resident Oral History

1. When Mr. Percy Minter, Sr. is asked about his parents, he shares how his father was not from the Cemetery Community. He doesn't seem to know much about his father. Someone was going to share the history of his father but unfortunately he was not able to do this. Why?
2. What did Mr. Minter's family do for a living in the Cemetery Community?
3. What happened to the property his family owned?
4. How does Mr. Minter describe the unfairness of the offer they received from the U.S. government for their property?
5. What are some of the memories Mr. Minter shares about his time living in Cemetery Community?
6. What information can be taken from the census reports on the slide to piece together a bit of Mr. Minter's life history?

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3. Mr. Minter mentions in his interview that Homer Gannon was being offered more money for his land than he was. Find the Gannon property on the map. What can you infer about the injustice of the amount being offered by the government for Mr. Minter's land? How is Mr. Minter's property noticeably more valuable?

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- How did Black people create communities during the Reconstruction and early Jim Crow periods?

- In what ways can "progress" shift the identity of a community?

- How should we commemorate historic locations to preserve and perpetuate their stories and impact?



STATION 2: Bass Street Community

Bass Street is a forgotten Nashville African American community that will require some “digging backwards” to piece together the history. Rely on Cemetery Community background you gained in Station 1 to help you fill in the gaps to make inferences.

Fort Negley & Bass Street Background

In order to know Bass Street’s history, you must start with the direct connection it has with Fort Negley. “Click Me” to read a brief “A History of Fort Negley Park.” Focus on the highlighted parts to respond to the following questions:

1. Why was this location selected as a prime place to build a fort?

It was a hill, high ground, near the Louisville/Nashville railroad line & Nolensville & Franklin Pikes

2. Why was Fort Negley considered a desired destination place for African Americans?
What was their reality once they arrived?

It was a Union/Federal for so they viewed it as a chance for freedom. They were put to work to build the fort. They were not always paid for their work and many died of diseases in the makeshift camps they created at the foot of the fort.

3. How was the Bass Street Community ultimately displaced?
 - African American community’s request to make Fort Negley a “Negro” park was denied.
 - In the mid 1960s, their land was used for the construction of I-40 & I-65 and the Adventure Science Museum.

4. In what way does the Bass Street Church history reflect a strong and resilient community?

As the community grew, they built a new facility to serve the people. While it was relocated multiple times and is no longer located on Bass Street, it continues to be an active congregation today.

5. What are some similarities to the Cemetery Community history?
 - It’s a battle location where Black people settled in to create a community.
 - Church is an important part/anchor of the community
 - Both are near railroads.

- The idea of making a public park to memorialize the Civil War battles
- The community was displaced

Bass Street Timeline

1. What makes the Bass Street community worthy of preserving its legacy?
 - “In a gentrifying city that is rapidly losing its Black population, many of whom are direct descendants of the builders and defenders of Fort Negley, we cannot justify the abuse of their ancestor’s material culture and stories.
 - “rifle pits where Black Union soldiers would have lain in wait for attack. These areas would make for unique and valuable interpretive space..”
2. Why are the trees the Adventure Science Museum (ASM) wants to plant an issue? How are steps taken by ASM interfering with preserving Bass Street’s history?
 - Any planting on that hill could permanently damage or destroy historically rare artifacts and information about the Civil War, and this Reconstruction era postwar community.
 - ASC called in the archaeology company TVAR to do a survey of tree plantings in the summer of 2021, and the results of this survey were never filed with the TN State Archaeologist, meaning that the findings are not public.
3. Why don’t we know much today about the history of Bass Street?

“we still don’t know a lot about because the vast majority of the people in the Bass Street Neighborhood were actively prevented from literacy by laws forbidding the enslaved from learning how to read and write. “

Mapping Bass Street Community

1. Use the 1889 Hopkins Atlas of Nashville Map to help you locate the following locations on the 1937 aerial view photograph: *Fort Negley, the cemetery, L&N (Louisville & Nashville) Railroad Crossing, Bass Street*. What observations, inferences and questions do you have about the landscape?
2. Notice the map key on the 1889 map. The colors represent different types of construction. What types of homes are primarily found in the Bass Community?
frame/wooden structures
3. Use the 1911 Sanborn Map to list the industries in the Bass Street area.
4. “D” represents “dwelling” (homes) on the Sanborn Map. What important structure to the community is noted on this map? **Bass Street Baptist Church**

Bass Street U.S. Census of 1910

1. What information can you extract from this page of the census to help you understand more about the Bass Street community?
2. Do you see any familiar work place names that you found on the 1911 Sanborn Map?

Bass Street Clues Left Behind

1. Look closely at the archeology dig image, what coloration do you see in the soil and what inference can you make about what was once there? **Red/orange probably clay and black coal/burn items - perhaps a fire pit?**
2. How can you use the evidence in the other two images to infer that people once lived in this area?

Bass Street Signs of Life

1. What does Angela Sutton say most of the focus of African American related archeological digs are? **Plantations & enslavement**
2. Why is it important to look beyond these typical places to learn about Black history?
3. In what ways does Angela Sutton use the building materials found on the site to piece together the circumstances the residents faced?
4. How do the objects found help us understand that Bass Street was an active community?
5. In a tweet, Sutton posts, "Fort Negley isn't just a place of enslavement, it is also the birthplace of freedom." How does the Bass Street Community represent this idea?

Bass Street Residents, Part 1& 2

The Nashville Globe was a Black-owned and operated newspaper that ran from 1906 to the 1930s. Within its first decade of operation, it reached approximately one fifth of Nashville's total population.

1. Read through the articles to get a sense of what Bass Street community life was like. Use evidence from the articles to back up your claims.

2. On the Part 2 slide “Click Me” article, what inferences can you make about the cultural role the church played within the community?

Concluding Thoughts

Use the “investigative questions” to guide you in what evidence should be highlighted in the narrative presented in your pitch.

- How did Black people create communities during the Reconstruction and early Jim Crow periods?
- In what ways can “progress” shift the identity of a community?
- How should we commemorate historic locations to preserve and perpetuate their stories and impact?



STATION 2: BASS STREET COMMUNITY

Bass Street is a forgotten Nashville African American community that will require some “digging backwards” to piece together the history. Rely on Cemetery Community background you gained in Station 1 to help you fill in the gaps to make inferences.

See-Think-Wonder

See	Think	Wonder

Fort Negley & Bass Street Background

In order to know Bass Street’s history, you must start with the direct connection it has with Fort Negley. “Click Me” to read a brief “A History of Fort Negley Park.” Focus on the highlighted parts to respond to the following questions:

1. Why was this location selected as a prime place to build a fort?
2. Why was Fort Negley considered a desired destination place for African Americans?
What was their reality once they arrived?
3. How was the Bass Street Community ultimately displaced?

4. In what way does the Bass Street Church history reflect a strong and resilient community?
5. What are some similarities to the Cemetery Community history?

Bass Street Timeline

1. In reading the background history, what makes the Bass Street community worthy of preserving its legacy?
2. Why are the trees the Adventure Science Museum (ASM) wants to plant an issue? How are steps taken by ASM interfering with preserving Bass Street's history?
3. Why don't we know much today about the history of Bass Street?

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1. Use the 1889 Hopkins Atlas of Nashville Map to help you locate the following locations on the 1937 aerial view photograph: *Fort Negley, the cemetery, L&N (Louisville & Nashville) Railroad Crossing, Bass Street*. What observations, inferences and questions do you have about the landscape?

2. Notice the map key on the 1889 map. The colors represent different types of construction. What types of homes are primarily found in the Bass Community?
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2. How can you use the evidence in the other two images to infer that people once lived in this area?

Bass Street Signs of Life

1. What does Angela Sutton say most of the focus of African American related archeological digs are?
2. Why is it important to look beyond these typical places to learn about Black history?
3. In what ways does Angela Sutton use the building materials found on the site to piece together the circumstances the residents faced?
4. How do the objects found help us understand that Bass Street was an active community?
5. In a tweet, Sutton posts, “Fort Negley isn’t just a place of enslavement, it is also the birthplace of freedom.” How does the Bass Street Community represent this idea?

Bass Street Residents, Part 1& 2

1. Read through the articles to get a sense of what Bass Street community life was like. Use evidence from the articles to back up your claims.
2. On the Part 2 slide “Click Me” article, what inferences can you make about the cultural role the church played within the community?



STATION 3: MEMORY/MITCHELVILLE

1. Scroll down the website's **Our Story timeline** to explore the history and make connections to the Cemetery and Bass Street communities. Record your observations below:
 - First African Baptist Church founded in 1862 - deep seeded part of their culture
 - Direct Civil War connections - seeking freedom
 - Injustices: Some lands were returned to Southern owners after the Civil War, lands were sold off bit by bit until the town no longer appeared on the map. Lack of financial support from the devastating Hurricane that hit the area in 1893.
 - Resilience - when plantation was returned to owners which was the land where Michelville was located, a Black man purchased most of it back.
 - 2005 a group invests time to preserve the "lost" history and heritage of the place.
2. In the **Timeline: Michelville Today** section, what plans are in the works for telling the Michelville story? Which Bass Street themes could you possibly weave into your pitch?
 - Build replicas of the historic homes, churches, stores
 - Create themes bring the Michelville story to life:
 - Importance of education
 - Desire for land ownership
 - Laws & citizenship
 - Power of opportunity
 - Everyday life
3. Read through the website's **About Us: Park Master Plan** to consider options for how you plan to memorialize the Bass Street Community. Make sure you weave in the importance of knowing local history and its relevance to the present. Record ideas below. THINK BIG!

