



StoryMaps Reading Guide: Mapping Police Violence and Misconduct (1957-1967)

StoryMap 1:

<https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=91ede303be6d406aabce59df705220c3>

StoryMap 2:

<https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=93d97763a354450b8f8fd0ae95c84575>

StoryMap 3:

<https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=24591bd9c2694d0ca6b45e082896709e>

Introduction

The Equal Protection Clause of the 14th Amendment to the United States Constitution states:

*“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; **nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.**”*

What this means is that all people who are citizens of the United States have equal rights and protections. No branch of government, from federal to local, should take away a person’s life, freedom, or property without a fair legal process. No government department, office, or official should deny anyone equal protection of the law. No group of people should be treated differently and have less rights than any other; in theory, we are all equal under the law.

This amendment was fully ratified and passed into law in 1868, so we have had it on the books for more than 150 years... **but to what extent have we actually lived up to this goal of equal protection under the law for all people in this nation?**

You will explore this question using the specific issue of police brutality and violence. In particular, you will analyze a series of StoryMaps that focus on the problem of police violence towards African-Americans in Detroit during the late 1950’s and 1960’s. StoryMap is an online platform developed by ArcGIS to help people tell stories and share information using interactive maps and multimedia content, including video, audio, images, documents, and text. These StoryMaps were developed to teach about the history of police violence in Detroit, and you will use this reading guide and the StoryMaps to explore and respond to the following questions:

- **Based on case studies of community responses and activism around the issue of police violence towards African-American people in the city of Detroit from 1957 to 1967, to what extent did the United States live up to the promise of the 14th Amendment during the 1950s and 60's?**
 - In other words, after studying examples of police violence in Detroit– in particular towards African-Americans- and using your historical reading and thinking skills, how well do you think this nation was doing at providing all citizens “equal protection of the law”?
 - Are there patterns of police behavior in the historical data that help you answer this question, and if so, what are they? What do they tell you?
 - How did the activism and demands of Black Detroit change over time connected to the problem of police violence?
 - What claims can you make about how well we were doing as a nation at protecting all citizens equally? How well can you support these claims with evidence?

Let's get started!

As you work through the StoryMap Reading and Analysis Guide, record your responses in an online document or hard copy notebook as directed by your teacher. Your teacher might ask you to record your own thoughts in writing, to work on some questions in groups, or both!

Study this image carefully. It was taken in Detroit in 1963.



See – Think - Wonder	
<p>What do you see? Describe in detail what you see in this photo.</p>	
<p>What do you think? What are you thinking as you study this photo? What conclusions or analyses are you developing, and what connections are you making?</p>	
<p>What do you wonder? What questions does this image raise for you? What do you want or need to know?</p>	

Thinking like a historian: What else was happening in the US between 1960 and 1963? Visit the history.com timeline at <https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline>. Select one event during this time period and briefly describe it, then discuss how that event might have influenced African-American people in Detroit in 1963.

StoryMap Part 1: Mapping Police Violence and Misconduct (1957-1963)

<https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=91ede303be6d406aabce59df705220c3>

This particular StoryMap has 11 Tabbed sections. This reading and analysis guide will take you through 8 of these sections, but you should definitely check the other ones out as well! As you work through this Reading and Analysis Guide, record your responses to the questions in an online document or hard copy notebook as directed by your teacher. Your teacher might ask you to work on your own and/or to work in pairs or small groups.

StoryMap 1, Tab 1

- StoryMaps are digital collections of maps, text, graphics, and images that can be used to explore different issues through both geographical and historical perspectives. What is this StoryMap about?
- Who helped to create this StoryMap and how did they gather the resources?
- Why is it important to know who developed this StoryMap and where and how they gathered their sources? Why is it important to analyze sources of information when exploring historical questions?

StoryMap 1, Tab 2

This section provides an overview of civil rights activism and community organizing around the issue of police brutality as Black community residents in Detroit demanded fair and equal treatment.

- Which organizations in Detroit helped to fight against police brutality in 1958?
- What were the key findings of their investigation into police brutality?
- Who do you think the audience for their report was? What impact do you think they hoped it would have?
- How can investigations and research help communities fight for equity and justice?

StoryMap 1, Tab 3

This section contains maps, as well as a listing of key findings (conclusions based on research) from the analysis of historical evidence.

- What does this set of maps show? (Who, what, when, and where?)
- What do the different symbols on the map mean?
 - Black dots
 - Red dots
- Select one black dot and one red dot, click on them, and read what happened. Jot down a brief description of what happened at each location for the symbols you click on, including the names of any people who were subjected to police violence or mistreatment.
 - Black dot
 - Red dot
- If possible, Turn and Talk with a partner to compare the incidents you each read about.
- With your Turn and Talk partner, read the Findings section. Discuss the following questions, then write down your own response in your document or notes. If you are working independently, respond to only one of the questions below (you choose!).
 - How would you summarize these findings in 30 words or less? What is the large pattern these findings show?
 - How do these findings connect to, extend, or challenge your thinking about the role of police in the US? In other words, how do these findings line up with what you already thought about the police, how did they add to what you already thought, or how did they clash with or not line up with what you thought?

StoryMap 1, Tab 5

- Sourcing Ike McKinnon: Who is Ike McKinnon? Why do you think his story is included here? What perspectives or views on policing do you think McKinnon has? Why do you think he was willing to share his story? Do you think he is reliable? Why?

- Listen to part of Ike McKinnon’s story, from the beginning (the clip starts at 3:54) to the 7 minute 10 second mark (7:10). Choose one of the following options to respond:
 - In your own words, describe what happened to Ike McKinnon and how it made him feel.
 - Create a short comic strip or storyboard that illustrates what happened to Ike McKinnon and shows how it affected him.
 - Create a headline and the first paragraph of a news story about the incident (which in reality never made the news).

StoryMap 1, Tab 7

- This StoryMap shows several incidents when the police shot and killed teenagers, both Black and White. With your partner or on your own, read the introduction to the section and then read about David Carson and Kenneth Evans. What questions do these incidents raise for you? Write down 2-3 questions.
- Official Detroit Police Department policy gave officers permission to shoot at people who were running away from them... people (including youth) who may have only been suspected of misdemeanors (for example, property theft) and had not yet been convicted of any crime. Discuss this policy with your partner if you can. What do you think about this policy? Is this a good idea? Take a position and support it with logic and reason. *Note: this policy is no longer allowed in police departments today. Even if incidents like this still happen, it is not policy to allow them.*

StoryMap 1, Tab 8

- In 1958, around 30% of the population of Detroit was African-American, but less than 4% of the police officers were African-American. Use the map to find the police precinct with the most African American officers in 1958. Which precinct was it and what % of the population of the closest census tract was Black then? What % of the police officers in this district were Black? Do you think this matters? Why or why not?

StoryMap 1, Tab 9

- In 1960, the Detroit Police Department started something called the *Crash* program. Read Tab 8 and describe how the Crash program worked in your own words.
- What happened to Carl Fitzpatrick, and what does this event tell us about equal protection under the law for Black Detroiters in 1960?

- Why do you think the research team found almost no evidence of the Crash program in police department records?

StoryMap 1, Tab 11

- Read the introduction and explore the map, and also review the images. How do the events of the summer of 1963 show problems with equal treatment under the law for all people?
- How do these events also demonstrate active resistance and organizing for justice by African Americans?
- Summarize the case of Cynthia Scott. What different accounts were there for what happened?
- Study the images and document that follow. You already analyzed one of these images at the beginning of this reading guide. They were produced in 1963 in connection to a large protest movement in Detroit against police violence that was sparked by the killing of Scott. What can we learn about African American resistance and community activism against police violence by reading across these sources? How do these sources compare to each other? Do they seem to present the same story about peoples' responses to these events? Use these sources to develop some conclusions about how African-Americans responded to police violence and summarize your ideas in writing.

UNITE or PERISH!
CYNTHIA SCOTT
IS DEAD



PROTEST THIS BRUTAL MURDER !
MARCH ON

POLICE HEADQUARTERS
1300 BEAUBIEN

WITH UHURU and GOAL

SATURDAY JULY 13th

2 P.M. (AND EVERY SATURDAY
UNTIL JUSTICE)

MASS RALLY, 8 P.M., FRIDAY, JULY 19TH
CENTRAL CONGREGATIONAL CHURCH

KILLER COPS MUST GO!
EDWARDS MUST GO!
OLSEN MUST GO!



--UHURU--

The horrible and callous out-and-out murder of Cynthia Scott, a young black woman, exposes the true nature of the Police Department and verifies our contention that the Police Department is a low-down vicious anti-Negro machine.

Furthermore, the present police under the Cavanaugh Administration are even more brutal and treacherous than it has been in the past, becoming so arrogant as to commit the most atrocious crimes against Detroit black people in broad daylight and often on their own property.

The police department has with the help and aid of the off-the-wall white press tried to delude the Negro people into believing that there has been a change in heart of the police department but the following facts speak for themselves:

1. The slaying of Arther "Wimpy" Elliot by patrolman Forrest Foster. Foster has since had the charges reduced to second-degree murder and is presently scot-free on bail,
2. The brutal beating of James Gendraws by the murderer of Cynthia Scott, patrolman Spicer, on his own front porch on Easter Sunday.
3. The outrageous near-fatal shooting of Kirby Brown in his own back yard 6 weeks ago by the two cops who were later suspended for their crime.
4. The treacherous and cowardly back-shooting of Cynthia Scott on July 5, twice in the back and once in the stomach as she lay bleeding her life away by the mad dog cop Theodore Spicer, and the release of Spicer by Prosecutor Olsen who ruled that eye-witnesses were "biased" and that the brutal murder of a black woman was "justifiable."

Hence black people must not entertain no illusions about the anti-black police department. Rather we Afro-Americans must engage in a resolute tit-for-tat struggle against the racist police department.

--UHURU--

copy - 7-15-63
pc

Title

UHURU Flyer

Source

UHURU Flyer, July 15, 1963,

StoryMap 1 Reflection:

- Based on the data and cases you explored in StoryMap 1, what do you think about the treatment of African Americans in Detroit by the police during the late 1950s and early 1960s?
- What patterns did you see in the data and cases?
- What questions do you have about the data and cases?
- How do you think these events connect to events today?
- How did the African-American community in Detroit organize to work for more equity and justice? What lessons do you think we can learn from the activists of the late 1950's and early 1960s?



StoryMap Part 2: Mapping Police Violence and Misconduct (1964-1966)

<https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=93d97763a354450b8f8fd0ae95c84575>

This particular StoryMap has 11 Tabbed sections. This reading and analysis guide will take you through 10 of these sections, but you should definitely check the other one out as well! As you work through this Reading and Analysis Guide, record your responses to the questions in an online document or hard copy notebook as directed by your teacher. Your teacher might ask you to work on your own and/or to work in pairs or small groups.

StoryMap 2, Tab 2

This section contains maps, as well as a listing of key findings (conclusions based on research) from the analysis of historical evidence related to the years of 1964-1966.

- What does this set of maps show? (Who, what, when, and where?)
- What do the different symbols on the map mean?
 - Black dots
 - Brown dots
 - Red dots
 - Yellow dots
- Select one of each color dot, click on them, and read what happened. Jot down a brief description of what happened at each location for the symbols you click on, including the names of any people who were killed or subjected to police violence or mistreatment.
 - Black
 - Brown
 - Red

- Yellow
- If possible, Turn and Talk with a partner to compare the incidents you each read about. How are they similar and how are they different? What questions do these incidents raise?
- With your Turn and Talk partner, read the Findings section. Discuss the following questions, then write down your own response in your document or notes. If you are working independently, respond to only one of the questions below (you choose!).
 - How would you summarize these findings in 30 words or less? What is the larger pattern these findings show?
 - How do these findings compare to the findings from StoryMap Part I, 1957-1963? Is there a similar pattern, or did something seem to change after 1963?

StoryMap 2, Tab 3

- What does this map in Tab 3 show?
- What do the different colors for the neighborhoods mean? How are communities with the darker orange or brown colors on the map different from the communities with lighter shades?
- In what color neighborhoods (as in colors on the maps) do most of the incidents of police violence or abuse take place? What is the pattern?
- Why do you think this is the case? What conjectures (best guesses) can you make?

StoryMap 2, Tab 4

- The map for Tab 4 displays the same 175 incidents as Tab 3, incidents of misconduct, shootings, and homicides by the Detroit Police Department. This map gives specific locations in Detroit's streetscape based on a historical map from 1968 (you can zoom in to view the street level and see more clearly where each incident took place).
- Click on one point for each color, find where it says "Document," and click where it says, "More info," and read over the supporting historical document for that incident.
- Select one document out of the four you looked at and summarize what it tells you, and then also write down what it does NOT tell you... what questions do you still have?

What or who is the source? What do you think the purpose and audience of this document were? Does the document likely represent a particular point of view?

- Discuss with a group or respond on your own: What do these sources tell us about how historians research and study problems like police abuse and violence? What kinds of information can historians find in these documents, and what information seems to be missing?

StoryMap 2, Tab 5

- Based on the information in Tab 5, what were some of the ways that traditional civil rights organizations and neighborhood-based organizations fought for better treatment from the police? How were their approaches different?
- What can you learn from the flyer that is included here? What did the West Central Organization want?
- What were the risks that Black people faced when they stood and spoke out for their rights?

StoryMap 2, Tabs 6 and 7

- Explore the maps in both of these tabs and try clicking on some of the names in the tabbed left column to zoom in on incidence locations on the map. What patterns that the researchers found are discussed in these two sections? What do these maps and data tell us about the status of equal protection under the law for African Americans in the 1960s in Detroit? Summarize the big picture.
- In particular, what patterns did you notice related to violence targeted at Black youth?

StoryMap 2, Tab 8

- This tab is about the murder of two young people by the police. What do these incidents tell us about equal rights and due process for Black youth at this time?
- How did civil rights groups respond to the murders of Clifton Allen and Nathaniel Williams?

StoryMap 2, Tab 9

- Summarize what this map in Tab 9 shows.

- What is loitering? (look it up if you don't know)
- What was ACME?
- Why do you think the police would target people for loitering near the ACME offices?
- Click on the link to the "Kercheval mini-riot" and read the first three paragraphs. What was the Kercheval mini-riot and what caused it?

StoryMap 2, Tab 10

- Tab 10 focuses on ACME, the Adult Community Movement for Equality (ACME), and also on the youth branch of the organization, the Afro American Youth Movement (AAYM). ACME/AAYM was a civil rights organization that began to focus a lot of their activism on police brutality. Explore the black dots on this map that represent ACME/AAYM protests. Choose 5 and summarize what the protest was about.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- What can you learn about the goals of ACME/AAYM from these events? What do you think they hoped to accomplish?
- Read the documents below. They are flyers developed by ACME/AAYM in the mid-1960s. What were the purposes of these documents, and what do they tell you about ACME/AAYM? How does reading multiple documents help you develop a more complete understanding of ACME/AAYM? What else would you want to read about ACME/AAYM?

Detroit - A.C.M.E

STRIVING FOR A BETTER COMMUNITY

ADULT COMMUNITY MOVEMENT FOR EQUALITY

TO THE CHAIRMAN AND FELLOW WORKERS:

We the members of A.C.M.E. first would like to express our appreciation for the help and support that your organization has given us.

Secondly, we would like to explain what our group is, what we are striving to do, and how we intend to go about achieving our goal.

A.C.M.E. is made up of mostly east side adults who live in this community. We are working on a questionnaire door to door, to determine what people in general think and feel about. This includes about 75 people, 25 of whom are active and 5 or 10 of whom are paid.

1. Housing
2. Public and Private Schools and Hospitals
3. Police Brutality
4. Discrimination
5. Government Retraining Programs

This will give us basic ideas on the problems that we will attack first.

We also have a group of Junior High and Senior High School students who are now leafletting that work with us. We assist them with their demonstrations. We offer advice and help to the best of our ability when the young people come to us with their problems.

Besides our kids, we try to help and advise anyone with problems they have or they may encounter.

We are now working on fund raising projects such as:

1. Asking each member to pay \$2.00 for their membership cards.
2. " " " " " \$1.00 a month for dues.
3. " " " " donate as much money as they can spare so that we can set up an emergency fund, with the stipulation that they will receive their money back as soon as we have established some type of bank account in our organization.

DETROIT - HARLEM - MISSISSIPPI
POLICE BRUTALITY IS THE SAME EVERYWHERE
JOIN THE DEMONSTRATION
FROM 2:00 - 10:00 - SAT. JULY 25.
AT 1300 BEAUBIEN!!!!

SUPPORT THE REHEARS-TYSON FAMILY IN DETROIT
SUPPORT CIVIL RIGHTS WORKERS IN MISSISSIPPI
SUPPORT THE HARLEM STRUGGLE

THE COMMITTEE AGAINST POLICE BRUTALITY: ACME (The Adult
Community Movement for Equality-ACE (The Action Committee
for Equality-- SUPPORTED BY: NSM (Northern Student Movement)
CORE, GOAL, SDS, Det. Friends of SNCC, U of D NAACP, ACDC
(Allied Citizens Defense Committee), Youth Committee for
DuBerry and Shaw.

StoryMap 2, Tab 11

- Summarize the Kercheval Incident? In brief, what happened?
- What two different explanations were offered for this event?
- Based on patterns in the data, which explanation do you believe?
- Who was Alvin Harrison? How did the FBI use him to damage ACME/AAYM?

StoryMap 2 Reflection:

- Based on the data and cases you explored in StoryMap 2, what do you think about the treatment of African Americans in Detroit by the police during the early to mid 1960s?
- What patterns did you see in the data and cases?
- What questions do you have about the data and cases?
- How do you think these events connect to events today?
- How did the African-American community in Detroit organize to work for more equity and justice? What lessons do you think we can learn from the activists from organizations like ACME/AAYM?



StoryMap Part 3: Mapping Police Violence and Misconduct (1967)

<https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=24591bd9c2694d0ca6b45e082896709e>

This particular StoryMap has 6 Tabbed sections, and this reading and analysis guide will take you through all 6 of them. As you work through the StoryMap Reading and Analysis Guide, record your responses to the questions in an online document or hard copy notebook as directed by your teacher. Your teacher might ask you to work on your own and/or to work in pairs or small groups.

StoryMap 3, Tab 1

- What is this third StoryMap about? What events does it focus on? What happened in the US before 1967 that might have influenced the way people in Detroit felt about the ways they were being treated? Use the history.com timeline linked below or another resource to find an important event and analyze how it might have had an impact.
- <https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline>
- Review the information in Tab 1 and summarize in your own words the causes of the 1967 uprising in Detroit.

StoryMap 3, Tabs 2 and 3

- These maps display 47 known fatalities--37 African Americans and 10 white people--during the Detroit Uprising of late July/early August 1967. Review the findings section in Tab 2. In your own words, summarize the patterns you see in who got killed during the 1967 uprising (called by some the 1967 Riots), and who did the killing.
 - Patterns of who got killed:
 - Patterns of who did the killing:
 - Patterns of what people were doing when they were shot by law enforcement:

StoryMap 3, Tab 4

- This tab discusses the fact that almost all of the killings during the uprising were labeled “justified” by the county prosecutor who had jurisdiction (legal responsibility) for the city of Detroit. Read the paragraph below about the murder of a man named George Talbert and Turn and Talk with a partner, or Stop and Jot on your own, to process this event. What are you thinking after reading this?
 - George Talbert was a 20 year old African American from Detroit. He had a wife Barbara and two kids and took very good care to ensure they never had to go on welfare. He worked many different jobs including as a production worker in Pontiac and at a television repair firm. During the summer of 1967 they traveled to New York and frequented Belle Isle where George enjoyed fishing. He dropped out of high school, but was planning on returning to school to learn a trade. His father, Willie, attests to George’s personal character as “never a rough boy” and that “you couldn’t fault that boy of mine.” On Wednesday during the uprising, Talbert and a friend Lance Smith decided to head down Twelfth Street to see the damage. Upon arrival the area was tense, filled with National Guardsmen on edge looking for supposed sniper fire. George and Lance had parked their car and began walking down LaSalle Gardens South towards Twelfth Street. Witness Julian Witherspoon said he saw the men walking down his street when one of the guardsmen raised his rifle and let out a shot. The bullet took Talbert to the ground and then hit Lance in the shoulder. A priest onlooker ignored the Guard’s orders to stay back and administered last rites. The Guard said they couldn’t take the men to the hospital and that the police were coming. The police never came, so the priest called them and they had been ordered out of the area by the National Guard. The two boys were finally taken to the hospital. Talbert told his wife and father that he was shot by a sniper, but didn’t know what actually happened. Guardsmen told police that the boys had threatened them, but people on LaSalle Gardens don’t believe their stories. Talbert and Smith weren’t breaking the law, out past curfew, or armed. Guardsmen actually broke orders by Lt. Gen. Throckmorton when they shot Talbert. He died ten days after the shooting at Henry Ford Hospital.
- Next, read the passage below from a memo by Bob Danhof, legal counsel for the Governor George Romney of Michigan, about Johann Guykema, the National Guardsman who killed George Talbert.

Received a call yesterday from Jim Brickley, Chief Assistant Prosecutor in Wayne County regarding to Specialist Fourth Class Johann Guykema, age 26, Specialist Fourth Class 126th Infantry, 3rd Battalion, Grand Rapids.

one of
Brickley explained that this Guykema was involved in/the last homicide cases that they have from the riot. It seems that on either Tuesday or Wednesday of the riot Guykema was on traffic control duty near 12th street. A car parked and two Negro emerged, Guykema told them to stop or to lay down, or gave some order, which they apparently didn't hear or didn't adhere to, at which time he picked up his gun and fired. The bullet went through the arm of the first Negro and struck the second one in the chest and killed him.

Brickley indicated that not necessarily were they charging this young fellow with murder because of the tenseness and the situation, but they do want to get the matter solved. He asked that we contact the Guard and have them contact his office which they did. Later the same afternoon I called General Johnson

Title: *National Guard Guykema Homicide of Talbert Excerpt*

Source: *Bob Danhof, "Riot" Memo, Oct. 19, 1967, Box 319, Folder Detroit Riot General, George Romney Papers, Bentley Historical Library, University of Michigan*

- According to Assistant Prosecutor Brickley, why was Guykema not charged with a crime? What does this tell you about the status of equal protection under the law in 1967? Was George Talbert protected under the law? Do you think that Governor Romney wanted people in the public to see this memo? Why or why not?

StoryMap 3, Tab 5

- This interactive map is a data visualization of [46 civilian allegations](#) of police brutality and misconduct during and right after the Detroit Uprising of 1967. The red dots show reported incidents of police brutality and the black dots show incidents of police misconduct, while yellow dots show incidents of police brutality. Click on and read at least 3 red dots and 3 black dots.
- Based on what you read, what were some of the types of brutality, and what were some of the types of misconduct?
- What is the difference between brutality and misconduct?

StoryMap 3, Tab 6

- This particular StoryMap Tab pertains to the tragic murder of a child by a soldier. This is a very upsetting account, so you should feel comfortable bypassing it and moving on to the reflection.
- If you choose to, read the account and the document and respond to this question: What happened before, during, and after this event, and what does this case tell us about justice and equal protection in 1967 Detroit?

StoryMap 3 Reflection:

- What do these accounts of historical events make you think about current events?
- The Black Lives Matter movement today is part of the legacy of organizations like ACME/AAYM in Detroit. Why do you think the history of local civil rights groups like ACME/AAYM is not studied in most US history classes?
- Why is it important to remember the lives and names of people like George Talbert and Tonia Blanding?

Final Reflection:

- This part of our national and local history is sad and upsetting. It is connected to a long and deep rooted history of injustice in the United States. At the same time, this history is also about people standing up against injustice and fighting for a better society. Why is it important to learn about how people worked to fight against injustice and police brutality?
- What questions or concerns do you still have about this topic?
- Final question... while all of these injustices were taking place, African-American people in Detroit also experienced lives full of purpose and joy in their communities. They went to school, spent time with their families, worked, listened to and made music, cooked and shared meals together, and so much more. They lived their lives like everyone else, and there were wonderful things taking place in their communities.

There are fewer historical records and collections dedicated to the positive moments of this community. Do you think it is important to remember and recognize strength and resources of the African-American community even as we study the experience of injustice? Why or why not? Turn and Talk about these questions and then jot down some final reflections.

Exit Ticket *(or other assignment / project)*:

- **Based on case studies of police violence towards African-American people in the city of Detroit from 1957 to 1967, to what extent did the United States live up to the promise of the 14th Amendment during the 1950s and 60's?**
 - In other words, after studying examples of police violence in Detroit– in particular towards African-Americans- and using your historical reading and thinking skills, how well do you think this nation was doing at providing all citizens “equal protection of the law”?
 - Are there patterns of police behavior in the historical data that help you answer this question, and if so, what are they? What do they tell you?
 - How did the activism and demands of Black Detroit change over time connected to the problem of police violence?
 - What claims can you make about how well we were doing as a nation at protecting all citizens equally? How well can you support these claims with evidence?