

DETROIT UNDER FIRE

POLICE VIOLENCE, CRIME POLITICS, AND THE STRUGGLE FOR RACIAL JUSTICE IN THE CIVIL RIGHTS ERA



Teaching Guide: Instructional Materials



CONTENT ADVISORY

The website and teaching resources for Detroit Under Fire center upon the history of police violence in Detroit, including the murder of African American people by police officers. Many people of color, particularly African-American youth, have been traumatized by the ongoing shootings and killings of African-Americans by police across the country. Video footage and photographs of many of these murders have been widely shared on social media and news sites, exacerbating the stress and trauma of these events.

Before using the website and teaching resources, please read the introductory materials and engage your students, colleagues, families, and communities in dialogue around the content. While it is essential that we teach our youth about these issues, sometimes we need to deeply learn ourselves first. In addition, HOW we engage with these issues and materials should be guided by the needs, identities, and concerns of our students, families, and communities of color.

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Instructional Materials Overview

The Detroit Under Fire website (<https://policing.umhistorylabs.lsa.umich.edu/s/detroitunderfire/item/669>) has a wide range of media and resources about police violence in Detroit from 1957–1973. The separate *Teaching Guide: Website Overview and Planning* document has a website outline and planning guide that teachers can use to develop their own inquiry projects using these resources.

This Instructional Materials document provides more detailed ideas for instruction and includes:

- a lesson that can be used to build classroom norms for constructive conversations around race.
- an idea for building background knowledge along with links to additional resources.
- and a detailed teacher’s guide for use and implementation of a StoryMap Student Reading Guide (in a separate document) for three StoryMaps that supplement the website. These three story maps condense and organize a more limited set of resources about police violence in Detroit for 1957–1963, 1964–1966, and 1967.

We encourage you to use, adapt, refine, and modify these materials, or to select and use specific sections, but also to first read the complete teaching guide to ensure effective and responsible implementation. These materials can be used for instructional purposes without additional permissions but may not be republished, repackaged, or sold.

Detroit Under Fire: Police Violence, Crime Politics, and the Struggle for Racial Justice in the Civil Rights Era is a public history exhibit created by the Policing and Social Justice HistoryLab, an initiative of the University of Michigan Department of History and a component of the U–M Carceral State Project's Documenting Criminalization and Confinement initiative.

The teaching guides and instructional materials were prepared for the Detroit Under Fire Website by the Center for Education Design, Evaluation, and Research (CEDER). CEDER is a center at the University of Michigan's School of Education dedicated to advancing equity and excellence in education by providing access to high quality design, evaluation, and research services through collaborations with university, school, and community partners.

Introductory Lesson:

Establishing classroom climate

COMFORT ZONE, LEARNING EDGE, AND ESTABLISHING WORKING AGREEMENTS¹

Materials:

- *Comfort Zone, Learning Edge & Establishing Working Agreements* slide show
- Sentence starters for student hopes & fears
- Signs to indicate where the hopes & fears will go when students turn them in
- Chart paper for anchor chart and for recording themes for hopes & fears
- Chart paper for posting working agreements

Gist: In this activity, students will first learn about what it means and feels like to be on a “learning edge” through a teacher-facilitated conversation and modeling. Then students engage in an activity centered on the hopes and fears students have about discussing challenging or controversial topics like racism and police violence in class. Students will then work in small groups, and then as a whole class, to establish working agreements to support ongoing teamwork by establishing norms and guidelines that will diminish their fears and promote their hopes.

¹ This lesson is adapted from the Equitable Futures curriculum, a joint project of UM CEDER and Oakland Schools.

Purpose: This is a critical piece of co-creating a safe classroom and culture for investigating challenging topics such as racism and police violence.

Teacher Directions:

1. Use the **Comfort Zone & Learning Edge slideshow** to introduce students to the idea of being on their learning edge.
 - **Slide 4** asks students to stop and jot about a time they were on a learning edge and how they knew it. Before students reflect it is important that YOU share an example of your own learning edge (and how you knew you were on your learning edge) as a model.
 - **Slide 5** prompts you to develop an anchor chart for the classroom of signs that a person may be on their learning edge.
2. After developing the anchor chart, students will each receive 2 quarter sheets with the following sentence starters (prompt in **slide 6**):
 - One FEAR I have about discussing race, racism and police violence is...
 - One HOPE I have about discussing race, racism and police violence is...
 - Students will write their hopes and fears on their sheets. Then, students turn in their sheets in two piles (one marked “hopes” and one marked “fears”).
 - Teachers should clearly indicate with two signs (one reads “hopes” and one reads “fears”) so that students know which of their papers go where.
3. Processing Hopes & Fears (directions on **slides 7-8**):
 - Have students circle up. Pass out one FEAR/participant. They read aloud. No discussions, but participants are listening for themes.
 - After all fears have been read, the teacher elicits students to share out themes they heard while the teacher scribes on chart paper.
 - Repeat process for hopes
 - Collect hopes and fears before sending students back to their teams.
4. Establishing working agreements (**slides 9-10**)

Next, explain that you will now as a class establish classroom working agreements (a list of norms that everyone agrees to) that, if followed, will help to maximize their hopes and diminish their fears. Engage students in a brief discussion about the first question on slide 9 (What is a working agreement?). Discussion points might include the following:

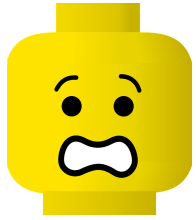
- Working agreements are statements that name positive behaviors that promote a productive, safe, risk-taking environment.
- People need to agree to follow the guidelines for them to work.

Next, briefly, discuss the second question about the types of working agreements your particular classroom might have in order to address their fears and maximize their hopes.

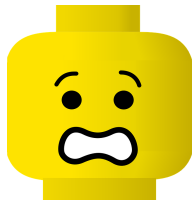
Slide 10 lists some model guidelines as starting points. Mention that usually five guidelines are usually a good amount (too many rules are hard to follow!). Engage your students in a process that results in classroom working agreements. You might use these questions as stems with teams and have them report out:

- How would you reword these to make them more understandable?
- Do these working agreements address our most important hopes and fears?
- Should anything be taken out?
- Is something missing?

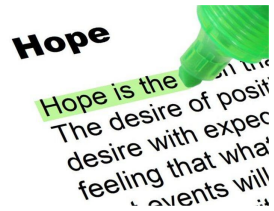
Finally, post the class working agreements in the classroom (if virtual, place on class webpage). This should be used as a tool as the semester proceeds in order to help students continually develop a positive and safe classroom culture.



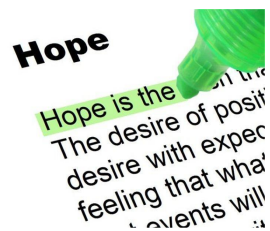
One FEAR I have about discussing race, racism, and police violence is:



One FEAR I have about discussing race, racism, and police violence is:



One HOPE I have about discussing race, racism, and police violence is:



One HOPE I have about discussing race, racism, and police violence is:

Building Background Historical Knowledge

After the Hopes and Fears Activity and the development of working agreements, you may want to provide students with some broad background knowledge about the history of policing in the United States.

Consider engaging students with one or all of the following resources:

- Reading:
 - <https://time.com/4779112/police-history-origins/>
- Audio:
 - <https://www.npr.org/2020/06/05/871083599/the-history-of-police-in-creating-social-order-in-the-u-s>
- Video:
 - <https://www.npr.org/2020/07/08/888174033/video-history-of-policing-how-did-we-get-here>

Have students read, listen, and/or view in small groups and then develop summaries, timelines, or graphic organizers that capture the main ideas from each source. This can be done in pairs or small groups, and then pairs/groups can share and compare their ideas in a whole class discussion.

Teacher's Guide

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

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

General Overview and Teacher Preparation Notes:

- This teacher's guide accompanies the student-facing StoryMap Reading Guide for the Detroit Under Fire website and associated StoryMaps. Through the reading guide, students will explore and respond to three StoryMap collections that cover the topic of police violence and misconduct in the city of Detroit from 1957-1967² in the larger context of the Civil Rights Movement and African-American struggles for equity and racial justice in the United States.
- **The StoryMaps are an online resource, so students will need access to devices and the internet.**
- The reading guide and StoryMaps are most appropriate for high school United States History classes, or for social studies elective courses focused on issues of social justice, Detroit history, African-American history, or civil rights.
- The content covered aligns with the following Michigan high school content expectations for High School United States History:
 - 8.2 Domestic Policies Investigate demographic changes, domestic policies, conflicts, and tensions in post-World War II America.
 - 8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.
 - 8.3 Civil Rights in the Post-World War II Era: Examine and analyze the Civil Rights Movement using key events, people, and organizations.

² The Detroit Under Fire website covers the period from 1957 to 1973, but the StoryMaps covered here only go until 1967.

- o 8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including: • the impact of World War II and the Cold War. • Responses to Supreme Court decisions and governmental actions. • the Civil Rights Act (1964). • protest movements. • rights. • organizations. • civil actions.
- o 8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.
- This reading guide takes students deeper into a single issue (police violence and misconduct in Detroit between 1957 and 1967) than is common for most US history courses. With three separate sections - one for 1957 to 1963, one for 1964 to 1966, and one for 1967- this resource emphasizes depth over breadth. While we hope teachers are able to engage students with the complete reading guide, we also recognize that time is limited, and the content is expansive! Teachers should feel free to only use one section, to adapt and use only certain activities, or to divide the guides across the class with a jigsaw approach. To jigsaw:
 - o Divide your class into three groups (one section for each of the three StoryMap collections), and then into smaller work groups or pairs within each of the larger groups.
 - o Assign each section to one of the 3 story maps and have students work through the reading guide as described below in the teacher directions.
 - o Then reconfigure students into new groups of 3 with one student from each of the previous classroom thirds (StoryMap 1, StoryMap 2, and StoryMap 3). Have them share their reflections with each other, discuss what stood out for them, and then work together to develop a response to the final reflection questions and the exit ticket question.
- The reading guide can be used as an online, **virtual learning activity** facilitated through online check-ins, virtual classes, and collaborative student group work using tools like Google Docs or online discussion boards. It can also be used for face to face learning and hybrid models. Teachers should feel free to adapt and tweak activities and questions to align with their context, for example by occasionally having students produce FlipGrid video responses instead of written responses.
- We strongly encourage emphasizing small group and pairs work so that students have the opportunity to process and think through these challenging issues with their peers. There is an associated final project that can be implemented as a performance assessment for the reading guide, or as a separate project using the website.

- Students will need either a **notebook or composition book**, or an **online tool such as Google Docs**, where they will record their thinking and responses to questions and tasks. Feel free to turn this into an interactive notebook to increase options for student creativity (see for more information <https://www.studentsofhistory.com/blog/social-studies-interactive-notebooks>).
- In the sections below, you will find the student directions and activities from the reading guide in the left hand column, and accompanying teacher directions and suggestions for each section of each StoryMap in the right hand column .

Please be sure you have read the section of the teacher guide on preparing yourself and your learning community for tackling this complex and challenging, but incredibly important, issue!

Reading Guide and Teacher's Guide

Student Directions	Teacher Directions
<p style="text-align: center;">Introduction</p> <p>The Equal Protection Clause of the 14th Amendment to the United States Constitution states:</p> <p><i>“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.”</i></p> <p>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.</p> <p>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?</p> <p>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</p>	<p>On a screen or in a presentation, share this introductory text with the students.</p> <p>Have different students help you read the sections of the prompt and instructions out loud.</p> <p>Explain to the students that these StoryMaps are curated collections of maps, text, images, and historical documents. Curated means that somebody researched the issue, found the artifacts, and made choices about what to include and how to present it.</p> <p>Tell them they will work through sets of StoryMaps to answer the driving question (in bold) and explain to them where you want them to record their thinking and answers (e.g. in a physical notebook, online in a Google Doc, etc.).</p> <p>Explain to students how you want them to respond to the different questions and activities. You might have them develop a learning log, an interactive notebook, an online journal, etc. You can also choose to turn some of the written prompts into discussion questions. However you choose to proceed, take this time to explain it clearly to students.</p> <p>If you are going to have students work in pairs or groups (strongly recommended), explain how this will be organized and set them up. Remember that effective group work</p>

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

includes having clear roles for students as well as measures for both group and individual accountability.

If you decide to jigsaw the content, explain this now and set up the groups.

This is also the time to walk through online access and make sure the students can find and work with the different StoryMaps.

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.



To begin, engage students with a See Think Wonder activity to preview the topic.

Ask students to study the image in the reading guide (at left) and have them engage in the See Think Wonder protocol. They can recreate the table in their notebooks or online documents. Project the image as well if possible.

Take some time to have them share their observations, thoughts, and questions. Explain that they will learn more about this photo further on in the reading guide.

If your students are not familiar with historical thinking, explain to them that some activities in the reading guide will ask them to think and read like historians. If time allows, use resources from the Stanford History Education Group, such as their table on historical reading, to introduce these ideas (<https://sheg.stanford.edu/history-lessons/historical-thinking-chart>).

Have students navigate to the History.com civil rights timeline, or use another timeline, to identify a key event connected to

See – Think - Wonder	
What do you see? Describe in detail what you see in this photo.	
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?	
What do you wonder?	

<p>What questions does this image raise for you? What do you want or need to know?</p>		<p>the Civil Rights movement between 1960 and 1963. Students should then discuss events in pairs or small groups and share ideas about how people in Detroit in 1963 – particularly the people in the photo- might have felt about different events.</p> <p>After some discussion, explain to students that they were engaging in the historical practice of contextualization, trying to understand specific events in their larger historical context. Return to the historical thinking chart if helpful and review contextualization.</p>
<p>StoryMap 1: 1957-1963 https://umich.maps.arcgis.com/apps/MapSeries/index.html?appid=91ede303be6d406aabce59df705220c3</p>		
<p>StoryMap 1, Tab 1</p> <ul style="list-style-type: none"> • 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? 	<p>Now you will transition students into accessing the StoryMaps, either with everyone entering StoryMap 1 at the link provided above, or with an assigned set of groups moving into each StoryMap collection for a jigsaw at the appropriate link (found at the beginning of each section).</p> <p>Ensure that students are able to navigate to the correct webpage.</p> <p>As needed, model for them how to move through the tabs and access the different maps. Explain that they will not necessarily explore every tab for every StoryMap, but will focus on the activities laid out in the reading guide.</p> <p>Have students read the introductory section to StoryMap 1 and respond to the questions in the reading guide. This can be carried out by having students record their written</p>	

	<p>answers, discussing their ideas in pairs or groups, or by a combination of the two (e.g. students Stop and Jot ideas and then share in a Turn and Talk).</p> <p>Close this section out by having students share some of their ideas from the questions and then call students' attention to the importance of sourcing in historical work. Revisit the historical reading and thinking skill of sourcing (as explained in the SHEG resources).</p> <p>Build in a process that allows checking for understanding and engagement at regular intervals.</p>
<p>StoryMap 1, Tab 2</p> <p>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.</p> <ul style="list-style-type: none"> ● 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? 	<p>Have students read through the text for this tab and answer the four questions. This tab is particularly important as it foregrounds Black activism and resistance to police violence in Detroit. When students have responded to the prompts, if possible, check in with groups and have different students or groups share their responses to each question.</p> <p>Engage students in a discussion of the last prompt and help them understand that investigations and critical research can provide important evidence for social justice issues that can help communities make a case for changes in policies.</p>

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!).

In this section students will encounter and use their first set of maps. As needed, model for them how to navigate the maps and use open-ended questions to make sure they understand what the maps include.

Have students work their way through the questions, if possible in their pairs or groups, checking in to monitor understanding of tasks and texts as they work.

If working online, consider using some sort of tool like a discussion board or Google Doc where students can post questions or ask for feedback. Students will need to be encouraged and incentivized to ask for help online, so consider finding ways to celebrate and recognize help seeking.

Check in with students as possible to make sure they understand the map symbols, and to clarify instructions as needed.

This is where students first encounter actual events in which African-American people were killed by the police, so this is an important moment for a “temperature check” in which you check in with students and see how they are feeling and responding to the information. Depending upon who your students are, reactions may vary from denial and victim blaming to righteous anger and sadness. Refer back to the tips in the section of the teaching guide about dealing with challenging issues as needed.

Students might need support to generate concise summaries of this much data. This would be an appropriate place to model your own summary development process with a think-aloud. If virtual, consider posting a Think-Aloud video

<ul style="list-style-type: none"> o How would you summarize these findings in 30 words or less? What is the large pattern these findings show? o 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? o How would you summarize these findings in 50 words or less? What is the large pattern these findings show? o 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? 	<p>using a tool like FlipGrid and then invite students to post their own summaries as a video.</p> <p>Feel free to adapt any of these activities/questions to whole group or small group discussions.</p> <p>If time allows, have students share their thinking on the final connect, extend, challenge question in this section.</p>
<p>StoryMap 1, Tab 5</p> <ul style="list-style-type: none"> ● 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? 	<p>Continue to monitor student navigation through the StoryMap. Students will watch a short video in this section, so consider your instructional context and figure out the best way to ensure that students are able to watch and attend to the video clip.</p> <p>At this point, quickly point out to the students that they are again using their historical thinking and reading skills as they</p>

<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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). 	<p>engage in sourcing with respect to Ike McKinnon. Refer back to <i>reading like a historian</i> resources as needed.</p> <p>In this section, students have three response options. Make sure they understand each of them. One option is to storyboard or create a comic strip. Ensure they understand what this entails and provide a model as needed (see this resource for ideas and background: https://www.facinghistory.org/resource-library/teaching-strategies/storyboard).</p>
<p>StoryMap 1, Tab 7</p> <ul style="list-style-type: none"> ● 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. <i>Note: this policy is no longer allowed in police departments today.</i> 	<p>In this section, students again navigate through a map and analyze incidents. Monitor as possible to make sure they understand the text and task.</p> <p>The second part of this tab centers around a policy issue but has the potential to generate a lot of emotion. Consider using this as a whole group discussion question, but if so, provide structure and purpose to the discussion.</p> <p>Make sure students understand that this policy gave police permission to kill people without any due process and in situations where there was no immediate threat to anyone.</p>

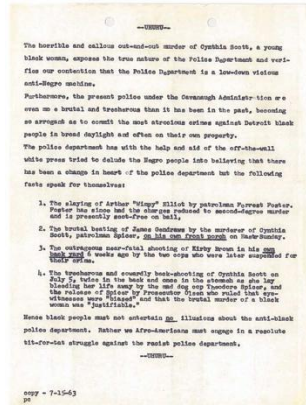
<p><i>Even if incidents like this still happen, it is not policy to allow them.</i></p>	
<p>StoryMap 1, Tab 8</p> <ul style="list-style-type: none"> ● In 1958, around 30% of the population of Detroit was African-American, but less than 4% of the police officers were African-American. Use the map to find 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? 	<p>This activity revolves around data, so make sure that students understand the mathematics of the question. This map activity has layers to it as well and might be more challenging. Monitor comprehension of text and task and consider carrying this out with whole group discussion and modeling if helpful.</p> <p>If carrying this out virtually, find ways to use synchronous sessions to model and explain tasks, and then have students work asynchronously and synchronously in small groups if possible, using a range of tools as already suggested to monitor understanding and support learning.</p>
<p>StoryMap 1, Tab 9</p> <ul style="list-style-type: none"> ● In 1960, the Detroit Police Department started something called the <i>Crash</i> 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? 	<p>Have students read through Tab 9 and discuss or respond in writing to the questions. This tab centers on the Crash program, a controversial police initiative that resulted in widespread harassment and brutality towards African Americans in Detroit.</p> <p>As with other personal stories, the story of Carl Fitzpatrick – a man illegally held and tortured by police- has the potential to generate emotional responses. Be aware of how students are feeling and as needed provide time and space to process emotional responses.</p> <p>If time allows, discuss this last question as a problem faced by historians researching great injustices. Those who commit</p>

human rights abuses often try very hard to hide the evidence of their deeds.

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



This tab includes a document based activity that will again call upon students to read and think like historians.

This section also deals with the murder of an African American woman named Cynthia Scott and has the potential to generate emotional responses. Remember that outrage and sadness are absolutely acceptable responses, even desirable responses, and that part of this learning involves helping students focus on learning from past struggles to take action today. Remind them how important it is that we remember and honor Cynthia Scott and use her story as a motivation to fight for justice.

Call their attention to the photograph of the protest and remind them that they analyzed this image with a See Think Wonder routine.

Talk through the questions and instructions for comparing the sources and add more detail and clarification to the writing task if helpful. You may choose to have students carry out more of a free response, or you might have them use a See Think Wonder routine for each source or summarize each and then write a comparative paragraph. Just be sure to provide clear instructions and expectations!

some conclusions about how African-Americans responded to police violence and summarize your ideas in writing.



StoryMap 1 Reflection:

- Based on the data and cases you explored in Story Map 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?

Wrap up student work on StoryMap 1 with these reflection questions. Again, depending upon your context and teaching approach with these resources, decide upon how best to approach these questions.

They can be used for individual student responses, group presentations, whole class discussion, online discussion boards, Padlet.com or Google JamBoard responses, and more.

Be sure though to take time to review general conclusions with the whole class and to collectively revisit the driving question and reflect on how StoryMap 1 can help answer that question.

Be sure to also collectively discuss the final question about activism, as taking action against injustice is meant to be a key theme for learning. Continue to check in with students about their emotional response to these events.

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

Note: If you are approaching the reading guide in a jigsaw format and only one third of your students are engaging with this StoryMap, of course adjust implementation and instructions for students.

Again, make sure students navigate successfully to the right StoryMap, and review instructions with them as needed.

Consider modeling how to navigate through the map if students need support.

As helpful, check in with students by calling on different students to share their thinking. In virtual contexts where students are working asynchronously, you can ask each student to post an answer in a discussion board to monitor comprehension.

Students again are asked to explore and describe map symbols, and then select specific incidents to read about. One thing to call to students' attention is the patterns they are seeing, and that some specific examples may fit a larger pattern whereas others may be outliers. Their overall goal is

- 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?

to notice larger patterns that help them answer the driving question (remind of the driving question every so often!).

As needed, help students process the discussion questions, and adapt any of them to whole group discussions as needed.

When in whole group discussion, look for ways to work towards equitable participation. Attend to who speaks up and who doesn't and invite all to participate while still respecting that some may choose to stay silent. For those preferring to not speak, check in with them to see if there is another way they would prefer to participate and express their ideas (e.g. posting in a chat or discussion board).

Students will select specific cases and summarize, so monitor their ability to do so, both in terms of using the map tools and generating summaries.

Students again explore data findings and summarize them, and then also compare the findings from this StoryMap to those from StoryMap 1. *Have students skip that part for now if in a jigsaw.*

<p>StoryMap 2, Tab 3</p> <ul style="list-style-type: none"> • 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? 	<p>Follow a similar trajectory as with the other Tabs and activities, checking in with students both academically and emotionally, monitoring understanding of texts and tasks, and modeling with think-alouds as needed to help explain texts and tasks.</p> <p>When feasible, use questions to drive whole group sharing and discussion .</p> <p>Students should be noticing geographic patterns in the incidents of police misconduct... African-American communities with lower average family incomes had more incidents. Use open ended questions and prompts to probe and push their understanding and make conjectures (less money = less power and influence, etc.).</p>
<p>StoryMap 2, Tab 4</p> <ul style="list-style-type: none"> • 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. 	<p>This tab has students delve back into documents after some map exploration. Remind students to read and think like a historian, and explicitly name sourcing as a practice they will exercise.</p> <p>Again take the opportunity to discuss with students the importance of sourcing, especially with issues where there are people involved with very different levels of power and authority.</p> <p>Students may need support with summarizing documents, or with thinking about what documents do NOT tell their readers, so be prepared again to do some modeling and</p>

<ul style="list-style-type: none"> ● 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? 	<p>support. Collaborative group if feasible is recommended, but with clear roles and expectations for individual accountability.</p> <p>Carefully review the writing instructions for students and add detail as needed to clarify expectations. Model thinking as needed.</p> <p>If possible, have groups or students share their thinking about the final question for this Tab and process as a group.</p>
<p>StoryMap 2, Tab 5</p> <ul style="list-style-type: none"> ● 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 flier 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? 	<p>In this tab, students read more about community organizing, civil rights organization, and protests. Have them read and answer the questions. Support their analysis of the flier as needed by modeling your own thinking out loud.</p> <p>Use the last question to focus a discussion about the very real risks that activists face when they stood up against the police.</p>
<p>StoryMap 2, Tabs 6 and 7</p>	

<ul style="list-style-type: none"> ● 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? 	<p>Follow a similar approach as in previous tabs.</p>
<p>StoryMap 2, Tab 8</p> <ul style="list-style-type: none"> ● 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? 	<p>Have students respond in writing to the questions for this tab as with other prompts or use this Tab and the questions as a discussion activity.</p> <p>As with other personal stories, the stories of Clifton Allen and Nathaniel Williams have the potential to generate emotional responses. Be aware of how students are feeling and as needed provide time and space to process emotional responses.</p> <p>Be sure to stress the activism and organizing and discuss how communities have responded to such incidents in the past. There are clear connections to more recent events, so this is a time to also help students make connections and talk about the contemporary Black Lives Matter movement.</p>

<p>StoryMap 2, Tab 9</p> <ul style="list-style-type: none"> ● 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? 	<p>Follow a similar approach as in previous tabs.</p> <p>Help students navigate as needed to the larger website to read about the Kercheval Incident. Make sure they understand which section to read. Have students read and respond to the questions, and then process the incident as a whole group.</p> <p>Discuss their reactions to the incident and compare it to current events if time allows.</p> <p><i>Relevant current event: Detroit police ordered to not use batons, mace, etc. against protesters in the city:</i></p> <p><u>https://www.mlive.com/news/2020/09/detroit-police-cannot-use-striking-weapons-chemical-agents-rubber-Tabs-against-protesters-judge-orders.html</u></p>
<p>StoryMap 2, Tab 10</p> <ul style="list-style-type: none"> ● 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. <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>Follow a similar approach as in previous tabs.</p> <p>When students engage with these documents, explicitly name corroboration as the historical reading practice they will engage. As before, monitor and support as needed by modeling with think-alouds.</p> <p>As before, carefully review instructions with students and clarify expectations as needed.</p> <p>Discuss ACME/AAYM with the whole class and explain to the current Black Lives Matter movement is a part of the legacy established by groups like ACME/AAYM.</p>

<ul style="list-style-type: none"> ● 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? 	<p>some scaffolding to work through the accounts and develop a more clear understanding of the events,</p>
<p>StoryMap 2 Reflection:</p> <ul style="list-style-type: none"> ● 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? 	<p>Have students engage individually with the reflection questions, but also with partners or groups if feasible. The goal is for students to begin noticing the clear patterns in the data, the maps, and the individual stories. They should also be encouraged to generate questions.</p> <p>If students struggle to generate questions, consider using the Question Formulation Technique to help them develop this important skill (https://rightquestion.org/what-is-the-qft/).</p> <p>If students struggle with the last question, use open ended questions about struggles ACME/AAYM may have faced and tactics they may have used to help students develop their answers (e.g. How did they try to get people out to their events? Would some people have been afraid to protest? Why? How do you think they overcame that?)</p> <p>If helpful, adapt the question into a more specific task like, “Write a letter from ACME/AAYM to Black Lives Matter activists today... what would ACME/AAYM members want to say to today’s Black Lives Matters activists?”</p>

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 Story Map 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.

Note: If you are approaching the reading guide in a jigsaw format and only one third of your students are engaging with this StoryMap, of course adjust implementation and instructions for students.

Again, make sure students navigate successfully to the right StoryMap, and review instructions with them as needed.

As helpful, check in with students by calling on different students to share their thinking. In virtual contexts where students are working asynchronously, you can ask each student to post an answer in a discussion board to monitor comprehension.

Students should answer the questions based on Tab 1, then navigate to the linked timeline.

Remind students that they are to engage in the historical practice of contextualization, trying to understand specific events in their larger historical context. Return to the historical thinking chart if helpful for review. As needed, model the kind of thinking you want them to do using Think-Alouds, selecting an event and thinking out loud about how it might have had an impact on local events 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:

Follow a similar trajectory as with the other tabs and activities, checking in with students both academically and emotionally, monitoring understanding of texts and tasks, and modeling with think-alouds as needed to help explain texts and tasks.

Adapt this activity as needed to pairs or group work.

Students should focus on identifying broad patterns across these cases, and they may need help understanding how to identify patterns with this kind of data; use open-ended questions as needed to probe and push their thinking.

Story Map 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

This is another moment where students encounter actual events in which African-American people were killed by the police, so this is again an important moment for a “temperature check” in which you check in with students and see how they are feeling and responding to the information.

As before, depending upon who your students are, reactions may vary from denial and victim blaming to righteous anger and sadness. Refer back to the tips in the section of the teaching guide about dealing with challenging issues as needed.

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

Students should read the paragraph and respond in a fairly open way. If your students struggle with more open ended prompts, consider giving them a more specific prompt, like "What happened to George Talbert, and what does this event say about the violence that took place during the Detroit uprising of 1967?" Or "What is most surprising or striking about this case?" or even a Who, What, Where, Why, and When prompt.

Students then read an additional document. Support students to read and analyze across the two texts. Remind that they are being asked to source the second document when they consider the purposes that Governor Romney might have had.

Consider using the final question for this Tab for small group or whole class discussion as they are fairly high level questions.

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 man solved. He asked that we contact the Guard and have them contact his office which

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?

Story Map 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. 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?

Students again are asked to explore map symbols, and then select specific incidents to read about. One thing to call to students' attention is the patterns they are seeing, and that some specific examples may fit a larger pattern whereas others may be outliers.

They are asked to consider the difference between brutality and misconduct. Give them time to work on this, and provide a whole class check in to hear their ideas on these terms and what they mean. Encourage students to really use the data to understand how these things are different. As needed, model and think out loud to help students figure this out.

Consider using an online whiteboard, or in person whiteboard, to gather thoughts and ideas in a two column chart (one for misconduct and one for brutality).

Remind them that their overall goal across all activities is to notice larger patterns that help them answer the driving question (remind of the driving question every so often!).

Story Map 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,

This tab is more of an optional section that you should review to decide whether or not you want to include it. It is quite upsetting as it deals with a case in which a young girl was killed by a soldier in a tank in 1967.

<p>and after this event, and what does this case tell us about justice and equal protection in 1967 Detroit?</p>	<p>Students who are more directly impacted by police violence may choose to skip this, and that should be allowed.</p> <p>Students who have a more limited understanding of racist violence in the United States may benefit from reading about this case though, and may be surprised to learn that US soldiers have been responsible for killing children on US soil in the not-so-distant past.</p> <p>If students are engaging with this story, help them process and understand the series of events, and give them structured space to discuss and process this event.</p>
<p>Story Map 3 Reflection:</p> <ul style="list-style-type: none"> • 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? 	<p>Have students engage individually with the reflection questions, and then with partners or groups if feasible. The goal is for students to connect past events to current events, and to ask students to think about what groups and subjects do NOT normally get taught in US history.</p> <p>The reflection closes by asking students to think about why we need to remember the names and stories of people of color killed by police. This is a moment where you can make direct connections to current activism and the Say Her Name and Say Their Names campaigns. Information on these campaigns is linked below (not a comprehensive list):</p> <ul style="list-style-type: none"> • https://aapf.org/sayhername • https://www.teenvogue.com/story/say-her-name-origin • https://www.newyorker.com/culture/cover-story/cover-story-2020-06-22 • https://saytheirnames.io/ <p>You might choose to have students visit one of the websites, or to read the article from Teen Vogue. Again, keep in mind</p>

	<p>students' emotional health and responses to this topic before sending them to any of these websites. In particular, if you want African-American students to visit these websites, make it optional and provide an alternative activity for students who do not want to engage with the websites.</p>
<p>Final Reflection:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	<p>This final reflection can be done individually or in pairs or groups. If you use jigsaw grouping, this will be the primary activity for the teaching groups that have students from each StoryMap group.</p> <p>You might have students journal independently around each prompt, and then have them engage in small group discussions which culminate in a whole class conversation.</p> <p>In a whole class session, or using an online tool, gather student questions and share them back with the class. Emphasize that ongoing questions are a valuable outcome of learning, and that they can and should continue to learn on their own.</p> <p>These are high level questions and may need additional scaffolding.</p>

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?

The exit ticket question can be used as described as an exit ticket and reflection moment. They can also be used to structure class discussion, as an argumentative writing prompt, or driving questions for additional research.

One idea would be to have students respond to these prompts in a journal type format, and then discuss in small groups. Each group could then create a graphic organizer or infographic that captures their main ideas to share with the class. If in person, these can be done on chart paper and posted around the room for a Gallery Walk in which students visit other groups' posters and leave questions and comments on sticky notes. If virtual, consider a similar activity using Padlet.com or Google Jamboard tools to allow students to virtually share their work and do a virtual Gallery Walk.

Stress to students that they need to support their thinking with data and evidence, not just opinion.

Wrap up this project by discussing the last question and brainstorming with students how they can be part of making this problem better.

Also consider using the Detroit Under Fire Research Project (in a separate document) as a summative assessment project.