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AP US History Junior/Senior Level  
US History Freshman/Sophomore Level  
1967 Riot Inquiry Lesson Plan

Overview:

With this lesson students are going to be looking at a race riot from the 1960s. This is going to be the introduction to our unit on the militant civil rights movements and how they differed from the peaceful movements at the time. Students will be answering the question of What Caused the Race Riot in Detroit in 1967.

Objectives:

Students will understand and describe what a race riot is. (B.12.1)  
Students will identify 3 causes of the Detroit Race Riot. (B.8.5)  
Students will make and support hypotheses. (B.12.2)  
Students will cite sources and determine primary from secondary sources. (B.12.1)  
Students will see the struggle race relations went through in the 1960s. (B.12.18)  
Students will compare the riots to peaceful movements. (B.12.4)

Connections to State Standards:

- B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently.
- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.
- B.12.4 Assess the validity of different interpretations of significant historical events.
- B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.

Materials

Scoring Rubric

Data Sets 1-7

Hypotheses Worksheet

[http://www.youtube.com/watch?v=Mtwx7EpC\\_UU](http://www.youtube.com/watch?v=Mtwx7EpC_UU)

<http://www.youtube.com/watch?v=LaDPcqbnr78>

Procedures:

- Day One

- Introduce the lesson by simply stating that we are starting our civil rights unit today and will be looking at an example of a riot. Write the main question on the board.
  - What caused the Race Riot of 1967 in Detroit, MI? (2 min)
- Then show the YouTube video about the 1967 riots first link above. After the video have one of the students read Data Set #1 (5 min.)
- Then show the second video from the second link above. (Roughly 10 min.)
- Divide students up into groups of four students. (5 min.)
- Give students the Hypotheses worksheet and have them come up with as many different hypotheses as they can individually and then as a group. (10 min.)
- Share the hypotheses as a class and come up with a “Master List” of what could have caused the Race Riots of 1967. (10 min.)
- Introduce the second Data Set and have a student read it aloud. (5 min)
  - “As ... reads this data set put a plus next to the hypotheses that you think are supported by this document, and a minus by the ones that are disproved by this reading.
- Discuss as a group which hypotheses are supported then as a class. The goal of this is to spark some kind of debate about the source and what it is saying so prompt students with questions. (5-10 min. depending on the discussion)
  - “Are there any hypotheses that aren’t supported by this? Why is it not supported?”
  - “Do you agree with what they have said?”
- Day Two
  - Reintroduce the lesson with the students and dive right back in with the lesson. Repeat the process for Data Sets 3-7 with discussion among the class. Make sure that you are either supporting or disproving the hypotheses and remember that more than one piece of evidence can support a theory. (This should take the whole class period)
  - Some of the data sets are at a more advanced reading level i.e. 4, 5, 6. Make sure that these are gone over in DETAIL!! Answer all questions necessary and talk through the source. With the students. The master copy is highlighted so please make sure that on the student copies it is clear to make out what is and what is not the correct sections of the data set to reduce confusion.
  - Its ok if this takes the whole day because students are coming up with arguments.
  - Make sure that every student has a copy of the data sets.
- Day Three
  - Instruct students that today they are going to pick one of the hypotheses that they feel they can support, and they will be writing an essay. This essay should include source materials from the data sets. Other sources are ok to use if they double-check them with the instructor to make sure that they are credible. They will be answering the topic question. Give students a copy of the attached rubric so they know what will be expected of them. This essay will be due in two days from when it is assigned.

Inclusion of Students with Special Needs:

In order to include students make sure that you are using both the picture sources such as maps along with the text. Discuss as a group all of the sources and make sure that you are reading aloud the sources.

#### Citations:

Deskins Jr, Donald R. Residential Mobility of Negroes in Detroit 1837-1965. Ann Arbor: Department of Geography, University of Michigan. 1972

Locke, Hubert. The Detroit Riot of 1967. Detroit: Wayne State University Press, 1969.

Detroit Historical Society. Chris Paris. "Detroit Police Department." Detroit Historical Society. <http://detroithistorical.org/learn/encyclopedia-of-detroit/detroit-police-department>.

Singer, Benjamin Ricard Osborn, and James Geschwender. Black Rioter. Lexington MA: Heath Lexington Books, 1970.

#### PASS Standards Score

##### Higher Order Thinking:

For Higher Order thinking I would score this lesson a 5 because students are listening to sources and then analyzing them to either support or undermine the hypothesis that they have come up with. I would not give this lesson a four because every student is participating in this practice.

##### Deep Knowledge:

I would give this lesson a 3 for deep knowledge. This is not a 4 because students are working with a set of data that they have not had time to completely master and improve upon. This is not a 2 because students are picking out more than key concepts and using the data to make assumptions that are more than superficial.

##### Substantive Conversation

This lesson would get a 4 for Substantive Conversation because many of the students are participating in the conversation. The dialogue shows how much the students are processing the information and all three of the qualities are being met.

##### Connection to World

I would give this lesson a 3 because not many students would have a large experience in this area. I would not give it a 4 because it does not connect to their personal lives as well as I would hope. I would not give this a 2 because the issue of race relations connects to student's lives in some ways.

##### Ethical Valuing

I would give this a 3 because one democratic view of equality is showcased and explored. Students are then discussing the value and voicing their beliefs on it. I would not give this a two because more than two students participated in the discussion and had

opinions on it. I would not give this a four because most of the students participated and not many.

#### Integration

I would give this lesson a 2 for integration. Only one type of integration is used however it is clearly explained. I would not give it a one because integration is used and I would not give it a 3 because it only introduces one type of integration which would be with Time or Place.

### Data Set #3

Beginning in the 1950s, the population of Detroit began to change. Many white citizens relocated to suburbs in the north, east and west. Remaining and new African American citizens often clashed with the predominantly white police force. The strain grew to a climax in July 1967, when the city erupted in violence after police raided an after hour's club in a predominantly black neighborhood and arrested 82 people.

After the riot, city officials created a special police task force called S.T.R.E.S.S. (Stop the Robberies, Enjoy Safe Streets). STRESS escalated the tensions between the police department and the city's residents. Civil rights leaders charged that STRESS was unjustly targeting African Americans. In 1974, Coleman Young, Detroit's first African American mayor, disbanded the STRESS unit. Mayor Young later hired William Hart, Detroit's first African American police chief. By 1998, nearly 61% of the police force in Detroit was African American.

By the late 20th century, Detroit had a reputation of being one of the most dangerous cities in the country. In 2000, the Detroit Free Press recorded that Detroit led the nation in fatal shootings by police. Current Police Chief Ralph L. Godbee, Jr., under the direction of Mayor David Bing, is working to restore the Detroit Police Department's reputation and public image by holding the department to higher standards of professionalism and integrity.

## Hypothesis / Evidence Sheet

**Why did the Race Riots in 1967 Occur?**

Hypothesis	Evidence (Supporting [+] Undermining [-])

Scoring Rubric

<b>Score</b>	<b>Development</b>	<b>Audience</b>	<b>Quality</b>
<b>5</b>	The Development of the essay is clear and has a specific focus. It is well thought out and uses 5 or more of the sources provided.	The essay shows that the student knows who their audience is and writes for that audience.	This essay uses background knowledge and sources to support a clear hypothesis. Multiple sources are used and relied upon.
<b>4</b>	The Development of the essay is mostly clear. There are a few grammatical and structural errors. It uses a minimum of 3 sources.	The students have an idea about whom they are writing for. Much of the essay is understandable.	This essay supports a somewhat clear hypothesis. It uses sources well, but the argument is not perfectly clear.
<b>3</b>	The essay is developed, but it does not flow. There are many grammatical errors. This essay uses a maximum of 3 sources.	The student has a general idea of whom they are writing about and for. Some of the writing is interesting and understandable.	This essay has a hypothesis that is not supported with enough evidence.
<b>2</b>	The essay has no clear development. It has a lot of grammatical errors. Only one source is used.	The student's work is not aimed at anyone. Some of the structure is there, but it is hard to follow.	This essay has a hypothesis but it is not supported at all.
<b>1</b>	This essay is not developed at all. It doesn't use any sources. It is almost impossible to read due to grammar errors.	This essay is not structured at all. There is no logical progression through the steps.	There is no hypothesis for this essay. No sources are used for support or otherwise.



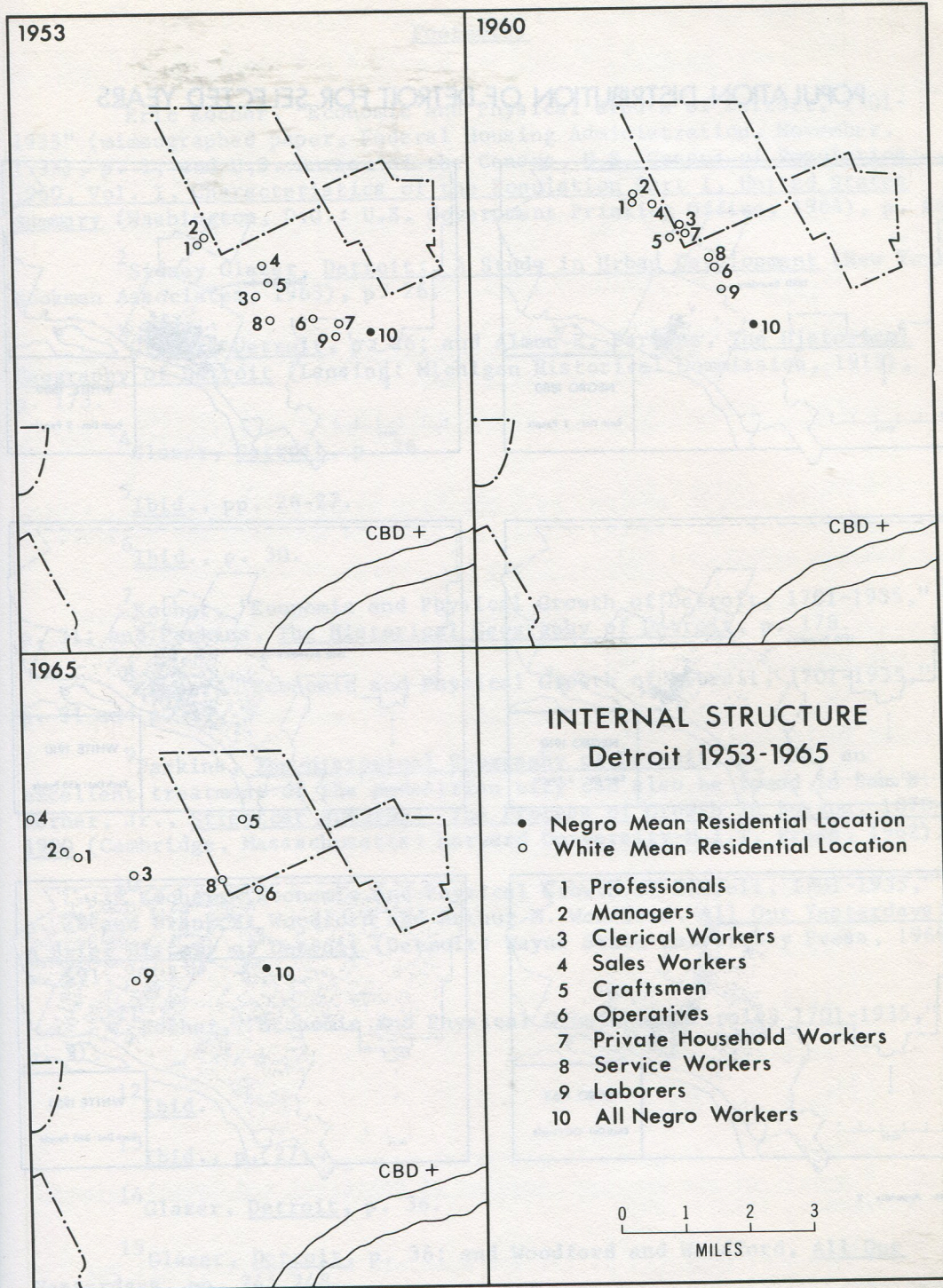


FIGURE 3.10



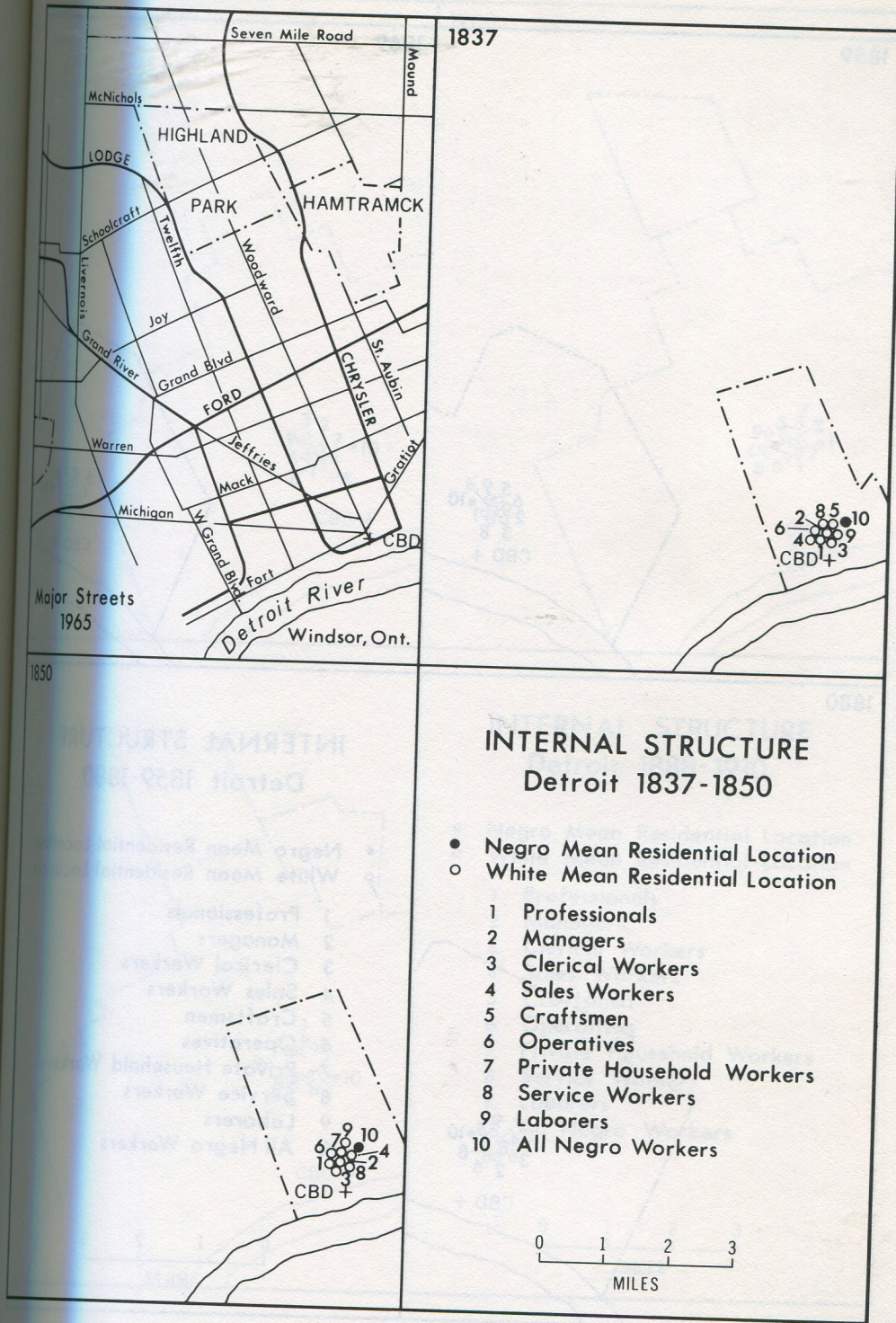


FIGURE 3.6



# Police and Guard Move In as Mobs Run Rampant

from Page 1A

their car and fled area.

state troopers police guarded leading to the violence. Two troopers controlled each side-

area could be es away.

th and Linwood re blazes in every a building. Some re completely wood, at a point s south of Chi- mbled out.

ld be heard on of Grand Blvd. hers said snip- at officers.

roit police were r gas, there was being used.

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ers were estab- sation Army and Hotel to shelter out in the ram-

EE looters flee- g into Whaling's Woodward and ot in the leg by

were ordered as were Detroit nd Wayne State

he Twelfth and was one of ndemonium as es looted and m.

and children ty from the ned-out stores lfth from W. Chicago Blvd. ured, including men.

persons were rges ranging and entering to

a.m. curfew throughout Wayne County.

He also notified downriver communities to set up blockades on I-75, Fort (U.S. 25), Telegraph (U.S. 24) and the Edsel Ford Freeway to prevent northbound vehicles from entering trouble areas.

**Sheriff's Inspector Richard Novak said there were reports of cars and busloads of Ohioans moving toward Detroit as news of the disturbances spread.**

Only Michigan residents and others with good reasons to enter the area were to be allowed into the Detroit area from the south and west.

**Reports from the violence scene said people were carrying off booty in open trucks.**

"You take all you can get, and get it while you can," explained one witness.

Negro community leaders were infuriated at the lack of police interference with the looting and burning, aimed almost exclusively at white businesses.

The looting, said one witness, was carried out in "almost a picnic atmosphere."

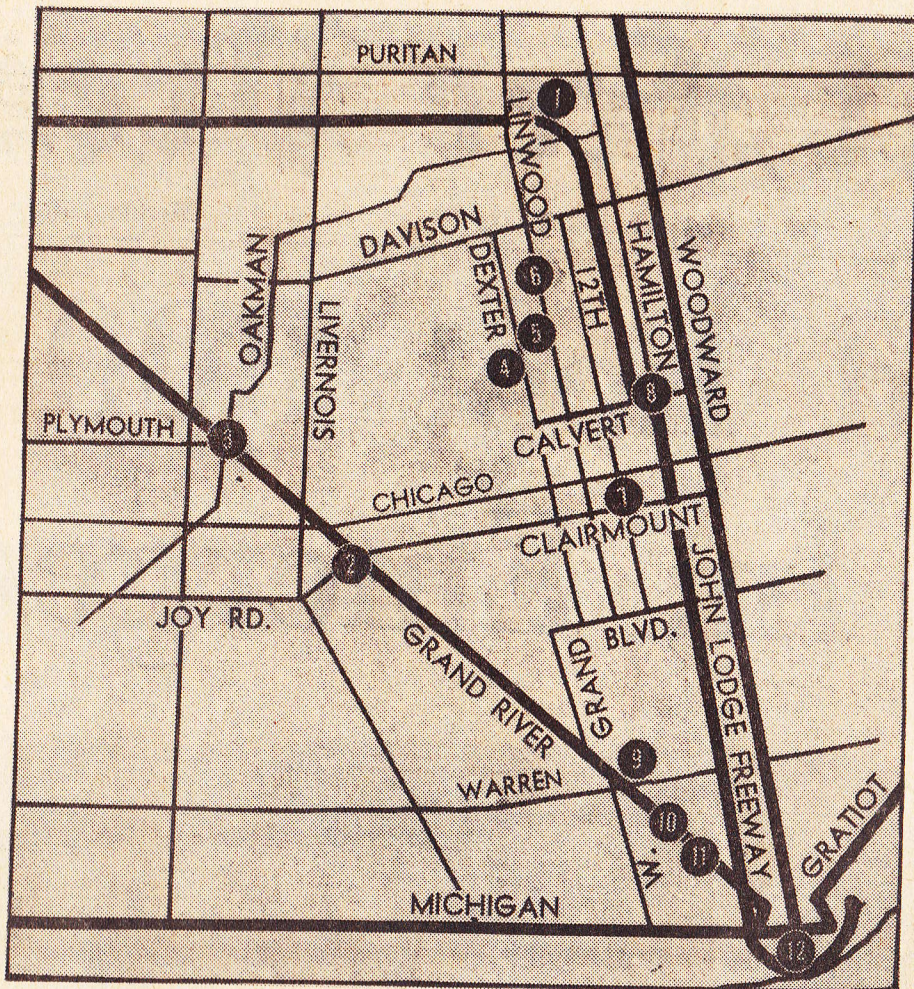
The worst of the fire damage was on Twelfth from Euclid to Pingree, where fires raged out of control and were spreading.

For a time, firemen, pelted with missiles by Negroes, simultaneously fought two fires at Euclid in the block between Philadelphia and Pingree.

**AS THE FIRE spread and others started, firemen gave up. By then there were bad fires on Dexter, Grand Blvd., Linwood and streets between.**

At the corner of W. Grand Blvd. and Grand River, Charles Furniture Store, the Sherwin Paint Co. and S.S. Kresge all were ablaze. Winkleman's department store, Sanders, Cancellation Men's Shoes and United Shirt all had been looted.

A sheet of smoke hung for miles over northwest Detroit, and its sources were black cores of burning buildings.



**NUMBERS key hot spots in Sunday's disturbance: (1) Looting at Puritan and Wabash; (2) Rioting at Joy and Grand River; (3) Rioting at Grand River and Oakman Blvd.; (4) Riot calls in Dexter-Elmhurst area; (5) Rioting spreads west to Lawton from (6) Linwood and Glendale; (7) Hub of disturbance at**

**Twelfth and Clairmount; (8) Rioters fire on firemen at Hamilton and Lawrence; (9) Looting in Grand River-Warren area; (10) Violence spreads down Grand River almost to Temple (11); (12) At 6:40 p.m., looters broke into Scholnick's, downtown men's store, 1400 Washington Blvd.**

of the violence area and would wait until the area was cleared before moving in.

"It's embarrassing to firemen to see fires going without being able to put them out," Quinlan said.

haves against the have-nots." He said the presence of police in the area "creates all sorts of hostility."

**AT 5 P.M.**, 12 hours after the start of the outbreak, which

with their arms loaded with rifles.

**THE LOOTING** and disorder had begun spreading from Twelfth onto Grand River shortly after 5 p.m.

Side streets leading onto Twelfth were hit by roving gangs of looters.

By early Sunday afternoon, seven patrolmen had been treated at Ford Hospital, for injuries suffered in two incidents.

Negro community leaders and two Negro congressmen went to the area in an attempt to quiet the disturbance. They were greeted with cat-calls and hoots, bash in north Detroit.

Police said looters flowed into the Linwood-Glendale area at 7 p.m. and were spreading west to Lawton.

Police radios crackled with reports of policemen in trouble and store lootings along Grand River from the 7400 block as far out as Oakman Blvd.

The outbreak was the first of its kind in Detroit since last August, when Negroes touched off three nights of violence in the Kercheval and Pennsylvania area on the East Side.

Unlike the East Side area, which is predominantly residential with mixed Negro and white residents, Twelfth is almost entirely a Negro area.

It was the old Detroit Jewish community.

Now it is a treeless, depressed area, its two-story brick buildings housing stores and shops on the first floor and squalid apartments above.

The spark that touched off the festering Negro resentment against white store owners and police was a 3:45 a.m. raid by Livernois Station officers at a blind pig at 9215 Twelfth.

A CROWD of about 200 Negroes formed across the street as police began to load 83 prisoners into vans. The crowd began to yell obscenities at police and to hurl bottles.

Negroes who witnessed the raid claimed police manhandled the prisoners.

Police said a preliminary investigation of the raid had

"They shouldn't have held us out of here," said one sergeant. "They kept us out till 8:30 and just let everything run wild."

As the commandos moved down the street, beefing up patrolmen with rifles slung from shoulders, Negroes popped out of doorways and tenement windows and let loose a barrage of missiles.

One of those injured was Free Press staff writer William Serin, who was rushed to Henry Ford Hospital after his head was gashed by a broken bottle.

## Himelhoch's

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