

TEACHER RESOURCE LESSON PLAN

USING INQUIRY TO LEARN ABOUT JULY 1967



INTRODUCTION

In this lesson, high school students will gain a basic understanding of the causes, events, and impacts of the 1967 unrest. However, instead of simply reading a text for comprehension, they will approach the material through the process of historical inquiry.

LEARNING OBJECTIVES:

Students will:

- Develop research questions about a topic
- Use an organizational structure to record information
- Read a secondary source to find answers to research questions and for general comprehension
- Work cooperatively with others to complete a task

ERA

USHG Era 8 Post-World War II United States, 1945-1989

MI GCLES

United States History 8.3: Civil Rights in the Post-WWII Era - Examine and analyze the Civil Rights Movement using key events, people, and organizations.

- 8.3.1 - Civil Rights Movement - Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans.

MATERIALS USED:

- History Channel This Day In History Essay: The 12th Street Riot, <http://www.history.com/this-day-in-history/the-12th-street-riot>
- Handout: 5 Ws and an H Graphic Organizer & Rubric
- Large sheets of butcher block paper or flip chart paper.

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PRE-LESSON PREPARATION:

- Make 2 copies for each student of the 5 W's and an H Graphic Organizer.
- Use the butcher block paper to create a "Jumbo" version of the Graphic Organizer with just one column for questions for each of the 5 W's and an H. Post somewhere in the room.
- Either print the essay from the website and pass out a copy to each student, or have the students access the article on computers, tablets, etc.

Lesson Sequence:

1. Write "The Detroit Riot of 1967" on the board. Ask the students what they already know about this topic. Write (or have a student write) the responses on the board. (Note: The events of July 1967 are known by many names, including riot, rebellion, uprising, revolution, and civil disturbance. Please use the term you feel is most appropriate with your students. We used the term "riot" here only because it is usually portrayed that way in the mainstream media. It is not intended as an endorsement of this particular view.)
2. Pass out the 5 W's and an H Graphic Organizer. Explain that the students' role, as historians, is not to simply accept what has been written about the past in textbooks and other sources. A good historian approaches a reading with a list of questions that they want answers to. By approaching a reading with questions, it helps students focus on the work and prepares them to think critically about a written source, its authorship, the sources used to construct it, and the intentional or unintentional biases the author may have.
3. All together or in small teams, have the students review the notes on the board about what they already know (or think they know) about the events of July 1967. Have them think about what else they would like to know about what happened. Ask them to develop at least one question for each of the five W's and an H and write them on the organizer.
4. Pass out the essay: The 12th Street Riot, <http://www.history.com/this-day-in-history/the-12th-street-riot>, or have the students access the essay online. Ask them to keep their questions in mind as they read the essay, so they can keep an eye out for the answers. Have them write the answers to their questions in the second column. Once complete, have a few individuals or groups of students share their responses for which they found answers with the class.
5. Then, ask them if they have any questions that were not answered by the essay. Ask them what new questions they have after reading the essay. Have them write these unanswered and new questions on their organizers.
6. Ask students to take turns coming up to the "Jumbo Organizer" you prepared ahead of time and posted somewhere in the room and write down one or more of their unanswered questions.
7. The "Jumbo Organizer" can be used as a classroom guide as the students delve deeper into research about the causes, events and impacts of July 1967. Post it in the room and add or refer to it as needed. Remind students that good research questions don't just produce answers, but produce new questions.

Evaluation

Gather the student graphic organizers and use the rubric to evaluate their work.

Extension Activities

- Have students research the events of July 1967 to answer the questions they still have about the unrest, such as the book, *Detroit 1967: Origins, Impacts and Legacies*.
- Use lesson plan Learning about July 1967 through Photographs to facilitate a more in-depth review of the events and time period.
- Arrange a field trip or offer extra credit to visit the Detroit Historical Museum. Have them visit the Detroit 67: Perspectives exhibit (open until 2020) to learn more about the topic.

Information about the museum and how to get there can be found at: <http://detroithistorical.org>.

5 W'S AND AN H GRAPHIC ORGANIZER

Create at least one question for each of the question words on the left.
Read your source material and answer the questions in complete sentences in the middle.
Look over your answers and create new questions based on what you learned on the right.

| QUESTIONS ABOUT YOUR TOPIC: | ANSWERS FROM YOUR SOURCE: | QUESTIONS YOU STILL HAVE: |
|-----------------------------|---------------------------|---------------------------|
| WHO: | | |
| WHAT: | | |
| WHEN: | | |
| WHERE: | | |
| WHY: | | |
| HOW: | | |

5 W'S AND AN H GRAPHIC ORGANIZER TEACHER RUBRIC

STUDENT'S NAME _____

| EVALUATION CRITERIA: | |
|--|------------------|
| <input type="checkbox"/> Student created questions in each category | Comments: |
| <input type="checkbox"/> Student listed the source where he or she found the information | Comments: |
| <input type="checkbox"/> Student answered their questions using the source (when applicable) in complete sentences | Comments: |
| <input type="checkbox"/> Student developed new questions based on answers found (or not found) in the source. | Comments: |
| Other Comments: | |