

NOTE TO EDUCATORS: This lesson will provide students with information about peaceful and violent protests. Your scholars will use this information to discuss the effects of violent protests on communities and on the residents of these communities. This lesson will aid students as they learn to work to manage their emotions; deal with conflicts; and make ethical decisions about social issues and events that can profoundly affect their neighborhoods and communities. Hopefully, they will use this information to inform their choices about how they will work to advocate for change.

This lesson will support the following:

Grade Eight Social Studies

Content Statement 22: Choices made by individuals, businesses and governments have both present and future consequences.

Expectations for Learning: Analyze how choices made by individuals, businesses and governments have both present and future consequences.

American History:

Content Statement 28: Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Expectations for Learning: Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States.

American Government:

Content Statement: The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.

Expectations for Learning: Identify a civic issue and explain how persuasion, compromise, consensus building and/or negotiation were used to resolve the opposing positions on the issue

Content Statement 20: Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

Expectations for Learning: Identify and explain roles that Ohio citizens can play in helping state and local government address problems facing their communities.

SEL Competencies

Social Awareness

Self- Management

Responsible Decision Making

ASSESSMENT:

Grade Eight—Students will create posters encouraging the use of peaceful protest to effect changes in their communities. Rubric to be developed by teacher.

High School—

- 1. Cite two examples of violent protests in Cleveland and explain their effects on the business community.**
 - 2. Explain how the residents of a community are affected by violent protests.**
 - 3. Explain how peaceful protests in Selma led to the Voting Rights Acts of 1965.**
 - 4. Explain why some citizens might become frustrated with peaceful protests.**
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Activity One—Introduction to Unit

- 1. Direct students to read, Think About It.**
- 2. Student triads will answer the guide questions to create a portrait of their neighborhoods.**
- 3. Whole Class Discussion—How might violent protest change your neighborhoods?**

Activity Two—Violent Protest Images

- 1. Provide students with hard copies of the images (attached).**
- 2. Direct students to follow directions on the images.**
- 3. Project images and discuss.**

Activity Three—The East Side Business Community Power Point

Direct students to list ten businesses, by name or type, that they see in the power point. They will discuss the questions on the last slide.

Activity Four—Selma : The Bridge to the Ballot-- Students will view this documentary . They will use a dual entry journal to help process their emotions resulting from viewing this documentary. Column Headings: What did I see? How did I feel? Allow time for discussion of the documentary.

- 1. What did the people of Selma and neighboring communities want?**
- 2. How did they protest when their rights were denied?**
- 3. Many protesters became frustrated when government officials refused to institute changes even after years of protesting. Did they choose to resort to violence? What did they do?**
- 4. The protesters were eventually successful. How were their communities affected? How was the nation affected?**
- 5. Which type of protest is more effective? Why? Students will support their answers by citing facts from previous activities and the documentary.**

Activity Five—Read this scenario to the class.

You live in a neighborhood where residents are frustrated because they feel they have continuously been disrespected by government officials. They don't believe that peaceful protest can or will solve the issues of your community. So, they resort to violence. Businesses are destroyed by fire and vandalism. Some residents take advantage of the chaos to loot the stores that are not completely destroyed. The mall where you shop is severely damaged. Many houses are destroyed, also. Your house is not completely destroyed, but it needs a lot of repairs before you and your family can move back into it. Your life has been totally changed by this violence. What will you do?

1. Where will you live until your house is repaired?
2. Where will you shop for groceries?
3. Where will you get your hair cut?
4. Where will you go to church?

Scholars will answer the questions above and discuss other ways their neighborhoods and lives would be impacted by violent protests. Encourage them to discuss the benefits of using peaceful protest to work for change.

Activity Six—How will you work to effect change in your community?

Use a form of the arts (music, art, drama) to illustrate how you will work to effect change in your community. Identify the issue you want changed and tell how you will work to change it.

THINK ABOUT IT

Throughout our history, Americans have exercised their right to protest to work for economic, political and social change. They used boycotts, demonstrations, marches, rallies and civil disobedience to peacefully advocate for desired changes. In some instances, changes occurred rather quickly. In other cases the desired changes occurred only after years and years of peaceful protest. The Civil Rights Movement of the 1960's is an example of how sustained protest led to political and social changes in our nation.

Some become frustrated with the process and lose faith in it when change does not occur quickly enough. Oftentimes, their protests become violent rebellions with devastating consequences.

In this unit, you will examine the Selma Campaign and the violent rebellions in Hough and Glenville. You will use this information to compare the effects of non-violent and violent protest on communities and neighborhoods. You will evaluate both methods for obtaining change and be directed to think about how you and your neighborhood/community could be affected by violent protests. Finally, you will be challenged to plan how you will work to effect change in your community.

Create a portrait of your neighborhood by answering the following questions as your guide:

1. Describe where your neighborhood is located. Is it located east or west of the Cuyahoga River? Name the major streets and/or avenues.
2. Who lives in your neighborhood/community? Have they lived there long, or are there a lot of newcomers?
3. Name the shops and businesses in your neighborhood. Is your barber shop or beauty salon located in your neighborhood? Is there a grocery store? (Giant Eagle, Dave's)
4. What schools and churches are located in your neighborhood?

THINK ABOUT IT!!!!

5. How might your neighborhood and your life be changed by violent protests?



Residents look on as their neighborhood is destroyed during the Glenville Riot, 1968. What might they be thinking? Fill in the thought bubbles.



July 1966—The Hough Riots—The result of frustration with the Civil Rights Movement. What would you say to protesters who set these fires?



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WEATHER
 Forecast and reports by
 Mr. Bob H. Ward
 10:00 A.M. to 11:00 P.M.

THE PLAIN DEALER

YOUR BEST NEWSPAPER — ALL DAY
 CLEVELAND, SATURDAY MORNING, JULY 23, 1966

65 PAGES 18 CENTS

SHOOTING ENDS HOUGH CALM

Father of 5 Wounded in Auto, Is 'Critical'



Several days earlier, with a police department spokesman's words, the city was calm and quiet. The shooting that took place in the city on Saturday, July 23, 1966, was a result of police officers and their families being shot in the street. The shooting was a result of a police officer being shot in the street. The shooting was a result of a police officer being shot in the street.

Crack Down Harder
An Editor

Create a quote that illustrates your reaction to the headlines about the Hough Riot. Place your quote in the box below.

[Empty box for student response]

WEDNESDAY
 JULY 24, 1968

The Cleveland Press

The Newspaper That Serves Its Readers

City
 Bureau
 Phone 523-3111

9 DEAD, 18 HURT, 48 JAILED; GUARD PATROLS RIOT AREA



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