Lesson Plan: Mount Pleasant: Yesterday Meets Today (grades 9-12)

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Lesson Plan

Course/Grade Level:
- American History 10th Grade

Topic/Title:
- "Mount Pleasant: Yesterday Meets Today"

Historical Time Period(s):
- Contemporary America (1945-present)

Thematic Question:
- What makes a person, place, or event of the past significant?

Standards/Benchmarks/Indicators:
- Social Studies: People in Societies
  A. Analyze the consequences of oppression, discrimination and conflict between cultures.
- Social Studies: Geography
  C. Analyze the patterns and practices of movement of people, products and ideas.
- Social Studies: Citizenship Rights & Responsibilities:
  A. Analyze ways people achieve governmental change, including political action, social protest and revolution.
- English Language Arts: Research
  E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.
- English Language Arts: Reading: Acquisition of Vocabulary
  F. Use multiple resources to enhance comprehension of vocabulary
- English Language Arts: Writing Conventions
  A. Use correct spelling conventions
  B. Use correct punctuation and capitalization
  C. Demonstrate understanding of the grammatical conventions of the English language.
• Writing: Writing Process

A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
B. Determine the usefulness of organizers and apply appropriate pre-writing activities.
D. Edit to improve sentence fluency, grammar and usage
F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

• English Language Arts: Communications: Oral and Visual

G. Give presentations using a variety of delivery methods, visual displays and technology.

Materials/Resources:

1. Paper & Pen
2. Cameras
3. Rubric
4. Internet
5. Powerpoints
6. Interview Questions
7. Refreshments
8. Senior Citizens from Mt. Pleasant and Miles Neighborhood

Motivation (Attention Grabber):

• Students will listen to the detailed description of the Hough area after the riots ceased from *Hough Riots: The Aftermath* by Brigetter Bencoe

Activities:

• Prerequisites:
The students need to know the following vocabulary from the English and Social Studies standards which will be reviewed and written as notes through a PowerPoint visual before the lesson: Civil Rights Movement, culture, discrimination, integration, racism (racist), riot, segregation, oppression, migration, urban, primary source, secondary source.

• To differentiate, modeling and scaffolding will occur throughout the project

• The students will receive rubrics and directions before the start of the lesson that will explain each part of their expected goals.

• Day One:

1. (Warm-up) - Class Assessment - Group discussion about definitions of vocabulary.

2. Class Work - Students will view a Powerpoint presentation entitled "Desegregation of Cleveland Schools" “Hough Roits”. Students will then copy the lesson vocabulary from the projector and participate in a group discussion of life in Cleveland in the past.

3. Assessment: Use a Venn Diagram to compare and contrast Cleveland past and present.
• Day Two:

1. (Warm-up) - Journal Prompt - "When you become a senior citizen, how will you spend your days?"

2. Class Work - Students will get into their groups to formulate ideas, using a graphic organizer, And then to write ten questions for their interview. I will assist each group using scaffolding.

3. I will model an interviewing session after a whole group discussion on interviewer techniques.

4. After a brief intro to using the Flip Camera, students will role play with each other, asking the questions, recording, and writing the responses.

5. Students will meet briefly with students from other classes to walk-thru the program.

• Day Three: Program

1. Students will meet in the Media Center

2. Two students will be assigned to meet our guest in the office and escort them to the media center

3. Students will greet guests with a welcome

4. Student state the objective

5. Seniors Citizens will be asked to seat two to a table (depending on participants)

6. Students will break-out into designated teams

7. Students will conduct oral histories in their groups/teams. One student will operate the video recorder, one will act as recorder and depending on size there will be one or two interviewers per group.

8. Students will thank guests

9. Students will serve refreshments

Assessment:

• The completion of each day of the project culminates with an assessment of student learning.

1. Day 1: Students will be assessed by their Venn Diagrams using a rubric.

2. Day 2: Students will be assess by their completed interview questions, using a rubric.

3. The culminating assessment will be the group presentation of their oral history interview.
Hough Riots: The Aftermath by Brigette Bencoe

The predominately black Hough neighborhood of Cleveland, Ohio, encompasses the area between Euclid Avenue and Superior Avenue (running east and west), and East 55th and East 105th (running north and south). On Monday, July 18th, 1966, a disagreement occurred between a white cafe owner and the black community of the Hough neighborhood. This disagreement led to a state of violence and turmoil in the area that lasted until the Cleveland National Guard restored order a week later. This week-long period of civil disorder in Cleveland history was remembered as the Hough Riots. The Hough Riots was considered “one of the most serious outbreaks of civil disorder in the city's history”.¹

The aftermath of the riots produced activism from residents and leaders alike in Cleveland. The Hough neighborhood had the potential for improvement with the creation of the urban renewal programs Cleveland NOW!, Hough Area Development Corp (HADC), Special Impact Program funded by Office of Equal Opportunity, and the Neighborhood Youth Corp. The recently elected African American Mayor, Carl Stokes, represented a fresh start for the city and its black population. However, implementation of the urban renewal programs often fell short of proposed goals due to sparse funds, fraudulent practices and disorganization. Racial tensions seemed to escalate and result in more violence. Mayor Stokes was unable to achieve much success after the riots due to the problematic state of the Hough slum and continued racial violence. Progress to improve Hough was counteracted by the shortcomings of urban renewal programs, the escalation of racial violence, and the absence of affective results from Carl Stokes.

The Seventy-Niners’ Cafe located on the corner of East 79th street and Hough Avenue was an establishment owned by a white man named Dave Feigenbaum, who has been known to discriminate against, and often times refuse service to, Hough’s black community. On July 18, 1966, at the Seventy-Niners’ Cafe, arguments occurred between Dave Feigenbaum and two members of the black community. The first incident occurred when a black prostitute solicited bar customers for funds to benefit a deceased prostitute’s children. When Feigenbaum asked the prostitute to leave, she showed some resistance and quarrelled with him until he finally got her to leave. Residual tensions from this incident set the stage for Feigenbaum’s next encounter with a black man who requested water to accompany his order. Feigenbaum claimed he could not serve the man because he was ordering out. He further instructed the barmaids not to serve water to blacks, and posted a sign on the door that read “no water for niggers (sic)”² Once the news of the incidents spread, frustrations peaked in the ghetto and led to the start of the riots.

One day after the riots began (July 19th), the Cleveland paper, the Plain Dealer, ran the front page headline, “Woman Killed in Hough Violence”³ Twenty-six year old Joyce Arnett was ushered into a
nearby apartment by police, where she became frantic about the safety of her children. She poked her head out the window of a building to announce that she was going to leave the building, at which point she was shot in the head and chest by three stray bullets from an unknown sniper. The article also mentioned fire bombs, shots by snipers (most likely by Hough gang members), fires and looting as other forms of civil disorder. While Hough only encompassed approximately two square miles, the riot had fanned out to ten square miles.

Chaos mounted to such a level that Cleveland Mayor Ralph Locher called in one thousand Cleveland National Guardsmen. On the night of the National Guardsmen arrived, Percy Giles, a black man, was killed amidst a rapid exchange of gunfire between police and snipers. The most danger from the riots occurred in the first few days, after which the Guard began to take control of the situation. Four deaths occurred during the riots and countless looters and vandals were arrested.
# Oral Presentation Rubric: Interview

"Mount Pleasant: Yesterday Meets Today"

Teacher Name: **Mrs. Greer**

Student Name: ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and specifically all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and specifically all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and specifically most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (five or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td><strong>Interview</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
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</tbody>
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Total Score _______/80__________