Lesson Plan: Civil Disobedience in Cleveland History (Hough Riots) (grades 6-8)

Josh Goldberg
Dani Copeland
Dan Russell

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Recommended Citation
Goldberg, Josh; Copeland, Dani; and Russell, Dan, "Lesson Plan: Civil Disobedience in Cleveland History (Hough Riots) (grades 6-8)" (2012). Project Documents. Paper 15.
https://digital.kenyon.edu/gullah_documents/15

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Lesson Plan

Course/Grade Level:

- 8th Grade Humanities

Topic/Title:

- Civil Disobedience in Cleveland History (Hough Riots)

Historical Time Period(s):

- 1960s

Thematic Question:

1. When is civil disobedience justified?
2. How does technology impact history?

Standards/Benchmarks/Indicators:

Standards below are taken from Ohio’s Academic Content Standards for English/Language Arts.

- Standards for Informational Text
  Integration of Knowledge and Ideas
  7. Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

- Speaking and Listening Standards
  Comprehension and Collaboration
  1. Engage effectively in a range of collaborative discussions (1-on-1, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues.

  Presentation of Knowledge and Ideas
  4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.
  5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Materials/Resources:

1. Linkage to Benjamin Rose Institute on Aging (791-8000) in order to arrange gathering between 10-15 students and community members living in Margaret Wagner Apartments (2375 Euclid Heights Boulevard). As the apartments are less than 1 mile away from Roxboro Middle School, an appropriate meeting place may be arranged at a nearby business, in the school’s library, or, weather permitting, public space near residents’ homes.
2. iPads/flip cams in order to record interviews

3. 5-8 participants aged 60 or above who have agreed to be interviewed about their memories of the Hough Riots and living in the Cleveland area during the 1960s and 1970s.


6. Hough Riots Webquest (see Day 2)

7. Access to youtube.com for documentary viewing purposes

**Motivation (Attention Grabber):**

- In a large group discussion, students will be asked to share their knowledge of the Civil Rights Movement and protests.

- Using iPads, students will view the following videos:
  1. *Glenville Riots* (documentary, 2009)
  4. *Hough Riots: We knew something was going on*... (first-person account, 2010)

- As students view the videos, they will be provided questions to respond to and engage in guided group discussions to share what they have seen and heard. Students will also be asked to discuss who was speaking in the videos and how technology has helped us keep records of history.

**Activities:**

**DAY 1** – Introduction activities including large group discussion of causes of Civil Rights Movement in America, viewings of documentaries, and journal writing response.

**DAY 2** – Students will research Hough Riots through a Webquest and organize findings into a 3 paragraph essay describing the causes, events, and immediate consequences of Hough Riots.

**DAY 3** – Guided reading activity using excerpts from *The Hough Riots* (Lackritz). Discussion of purpose and audience for Lackritz’ report.

**DAY 4** – Guided reading of Plain Dealer article from July 19th, 1966. Discussion of purpose and audience for newspaper and potential differences in perspective.

**DAYS 5 & 6** – Direct instruction of interview skills, including maintaining eye contact and asking follow-up questions. Using research conducted on Hough Riots, students will group in pairs and develop questions they might ask participants or observers of the Hough Riots. Students will also be asked to practice interviewing the teacher, taking turns asking questions.
DAY 7 – In pairs, students record interviews with community members who lived in Cleveland during the Hough Riots.

DAY 8 – Students re-watch their interviews, taking notes of comments, perspectives, and insights shared by the interviewee. Students compile notes into a Power Point Presentation presenting their subject’s experience and perspective on the Hough Riots.

DAY 9 – Students write Thank You notes to community members, citing specific details from the interview and how the subject’s personal account differed (and hopefully improved upon) the details provided in the Plain Dealer article, the report from 1968, and online resources provided through the Webquest.

DAY 10 – Presentations (see Assessment)

Assessment:

- Students will demonstrate mastery towards standards linked to this project using two methods.

1. First, students will demonstrate progress towards Speaking and Listening standards by creating a multimedia presentation that provides a detailed account of their interview subject’s perspective on the Civil Rights movement, specifically the Hough Riots. Students will be assessed on their ability to present the information clearly, their ability to maintain eye contact with their audience, and their ability to incorporate relevant graphics, quotes, or video clips into their presentation.

2. Second, students will be asked to compose a thank you letter which highlights the importance of technology in the aid of preserving history. Students will be instructed to include specific details that would be unavailable or difficult to find in the objective or antiquated articles and reports written concerning the riots.