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| **Lesson Plan** |
| **Title** |  Chicago 1919 Race Riot | **Grade** | 9th – 12th  |
| **Content Area** | Social Studies, US History, Chicago History, African American History | **Time Frame** |  2 classes |
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| **Lesson Description:** Students will discuss the recent centennial of the 1919 Chicago Race Riots and what caused this event to happen. Using secondary and primary sources, student will analyze, question, and synthesize these different perspectives to develop a claim on what caused the 1919 Chicago Race Riot, using textual evidence from these sources. Once students have a basic understanding of the events of the 1919 Chicago Race Riot, they will be able to discuss the meaning of commemorating/memorializing certain historical events, and whether some events should be memorialized. Through this discussion, students will then be asked to propose a memorial to the 1919 Chicago Race Riot, taking into account the complexities in creating monuments/memorials. |
| **Established Goals (Standards):****Common Core:**[CCSS.ELA-LITERACY.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/#CCSS.ELA-Literacy.RH.9-10.1)[CCSS.ELA-LITERACY.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/#CCSS.ELA-Literacy.RH.9-10.2)[CCSS.ELA-LITERACY.RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/#CCSS.ELA-Literacy.RH.9-10.3)[CCSS.ELA-LITERACY.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/#CCSS.ELA-Literacy.RH.9-10.6)[CCSS.ELA-LITERACY.RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/#CCSS.ELA-Literacy.RH.9-10.8)[CCSS.ELA-LITERACY.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/#CCSS.ELA-Literacy.RH.9-10.9)[**Illinois Social Studies Standards**](https://www.isbe.net/Documents/K-12-SS-Standards.pdf)**:**SS.IS.1.9-12.SS.IS.4.9-12.SS.IS.5.9-12.SS.IS.6.9-12.SS.IS.8.9-12.SS.G.6.9-12.SS.G.7.9-12.SS.H.7.9-12.SS.H.9.9-12. | **Vocabulary:** * Centennial
* Riot
* Red Summer
* Black Belt
* Commemorative
* Memorialize
* Public Memory
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| **Essential Questions:*** How is art used to challenge traditional historical narratives?
* What is the relationship between art, history, and civic engagement?
* What factors caused the 1919 Chicago Race Riot?
* Which historical events, if any, should be memorialized?
* How do memorials/monuments affect public memory?
 | **Enduring Understandings**:***Students will understand that…**** Historical events have multiple perspectives and can be interpreted in various ways.
* Chicago’s segregated neighborhoods created tension amongst the various communities in the city.
* Artists can use art as a form of resistance and social/historical critique.
* Commemorative monuments/memorials can have both negative and positive effects on the public memory of an event.
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| **Knowledge:*****Students will know…**** The historical context for the 1919 Chicago ace Riots.
* The city of Chicago was highly segregated and continues to be presently.
* Some examples, both locally and nationally, of memorial monuments/projects on “difficult” history.
 | **Skills:*****Students will be able to …**** Analyze and synthesize primary and secondary sources.
* Make a historical claim and use textual evidence to support it.
* Develop and propose a memorial for the 1919 Chicago Race Riot.
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| **Texts/Resources:** * [1919 Centennial News Video](https://www.youtube.com/watch?v=HutkXD5Wvn4)
* Documents A through E (included in lesson materials)
* Document Analysis Graphic Organizer (included in lesson materials)
* 1919 Chicago Race Riot Commemorative Plaque (included in lesson materials)
* Commemorative Monuments Examples (included in lesson materials)
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| **Learning Activities:****Day 1 –**1. Bellringer/Opener –1919 Centennial News Video (5 mins)
	* Have students watch the CBS news clip on the centennial of the 1919 Chicago Race Riots. <https://www.youtube.com/watch?v=HutkXD5Wvn4>
	* After the video, ask students if they knew about the 1919 Chicago Race Riots prior to this video.
	* Using student responses to the video, transition into the primary source activity to allow student to learn more of the details of this event and the differing perspectives that often arise in secondary and primary sources.
2. Secondary Source Analysis (15 mins)
	* Have students read through Documents A &B, which are secondary sources that summarize the events of the 1919 Chicago Race Riot. Once they have read each document, have them fill in the venn diagram with the differences and similarities that they find in each retelling of what happened. *This can be done independently or in pairs.*
	* After the venn diagram, have students think about which document they trust more in retelling what happened in 1919 and using evidence from the documents (quotes, wording, author, date, etc.) students should write a brief paragraph on which they trust more and why.
	* Have students share out their responses as to which secondary source they trust more and why. *They could also share in small groups and come to a group consensus that can be then shared out to the rest of the class.*
3. Primary Source Analysis (20 mins)
	* Now that the students have a general sense for the details of the 1919 Chicago Race Riot, they will be looking at firsthand accounts of the riot.
	* Students should read through each of the following primary source documents, Documents C, D, & E. As they read through each one, students should be filling in the chart with the appropriate information for each document. (Author and Date, what cause the riot, according to this document, and a piece of evidence from the document that backs-up their previous claim). *Students can do this independently or in groups of three.*
	* Once they have finished all three documents, have them synthesize the information they gather from all the documents, including Documents A & B, and make a final claim as to what caused the 1919 Chicago Race Riot. Students should use evidence from most of the documents to back their claim.
4. Wrap-up: Share out/Discussion (10 mins)
	* Have students/groups share out their final claims as to what caused the 1919 Chicago Race Riot.
	* As a class, attempt to reach a consensus as to what caused the 1919 Chicago Race Riot, having students with different claims trying to convince others of their claims using the evidence from their sources.
	* If time permits, return to the fact that the 100th anniversary of the 1919 Chicago Race Riot was in 2019 and what it means to know about, remember, or commemorate this event. Use the following questions to prompt some responses:
		+ Why do you think some people don’t know about the 1919 Chicago Race Riot?
		+ Why is it important to remember and know about events like the 1919 Chicago Race Riot?
		+ What can be done to have people be more informed about this event?
	* Students, on the following day, will be discussing and looking at different commemorative markers on significant historical events and how it this can be controversial depending on the event being commemorated.

**Day 2 –**1. Bellringer/Opener: 1919 Chicago Race Riot Commemorative Plaque Analysis (5 mins)
	* Have students look at the commemorative plaque marker for the 1919 Chicago Race Riot, located at 29th beach near the site of the murder of Eugene Williams.
	* Read the MLK quotes to the class and have students respond to them and think through the following questions:
		+ Why do you think these quotes were chosen for this event?
		+ What does this plaque aim to do, in your opinion?
		+ Why is it important to commemorate/acknowledge “difficult” topics like the 1919 Chicago Race Riot?
2. Commemorative Monuments Examples (15 mins)
	* Show students the following examples of commemorative monuments/markers in Chicago and ask for their initial thoughts on these monuments:
		+ Chicago examples
			- Haymarket Memorial & Haymarket Police Statue
				* The Haymarket Memorial, at the site of the Haymarket Affair, uses a wagon as a reference to the actual wagon that speakers stood on during the Haymarket rally. This memorial celebrates the speakers and organizers as labor martyrs. There was also a statue for the police who died during the Haymarket Affair, which had been destroyed twice by bombs during the late 60’s and early 70’s. A third statue was built and moved to the Chicago Police Academy.
			- Fort Dearborn Massacre Monument
				* This monument which has now been moved into storage, commemorated the Battle of Fort Dearborn in which the US government and the Potawatomi engaged in a battle that the Potawatomi won and proceeded to burn down the fort. The monument was criticized for its depiction of the indigenous Potawatomi violently “murdering” US soldiers.
			- Confederate Mound Memorial
				* This memorial commemorates the thousands of confederate POW that died in a nearby camp during the Civil War. It was originally located in Lincoln Park, was moved to the Southside at Oakwood cemetery, which is also home to gravesite to Harold Washington and Ida B. Wells. There has been some unsuccessful protest at getting the statue removed from the cemetery, that is surrounded by a predominantly African American community.
			- Balbo Monument
				* Given as a gift to Chicago during Benito Mussolini’s Fascist regime in Italy, shortly before WWII, the monument symbolized Italy’s involvement in the Century of Progress World’s Fair in Chicago in 1933.
		+ National example
			- [National Memorial for Peace and Justice](https://museumandmemorial.eji.org/memorial)
				* Is a museum/memorial for those who were affected by slavery, lynching, and other racist acts throughout US history. It uses large blocks of steel, hanging from a ceiling and has the names of US counties and the names of people murdered through lynching in those counties.
	* As the students are looking at each monument, have them think about the following questions:
		+ What is the monument/marker commemorating?
		+ Should this event/people/thing be commemorated?
		+ Where is it located and what is significant about its location?
	* Student should have a general understanding of the purpose of commemorative monuments/markers and how they can be used as reminders of a difficult event, but that the way in which they are made, how they look, where they are at, among a variety of other factors ultimately conveys the actual message.
3. Designing a Memorial to the 1919 Chicago Race Riot (25 mins)
	* Have student get into small groups (3-4) and using the previous discussions on monuments/markers/memorials, have each group propose a memorial for the 1919 Chicago Race Riot.
	* The memorial proposal should have the following:
		+ The name of the memorial
		+ The look/design of the memorial (this should be sketched and visual)
		+ The materials used for the memorial
		+ Location of the memorial
		+ A written justification for all of the above (why is it called that, why does it look that way, why are those materials used, and why is it located there?)
4. Wrap-up: Share out (5)
	* Have each group quickly share out their memorials with a brief explanation.
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| **Extension Activities:*** Set up a philosophical chairs/debate for students to more deeply discuss the overarching idea of commemoration and public memory. Some questions to consider for a philosophical chairs/debate activity:
	+ What should be done with confederate monuments? (Taken down, recontextualize, placed in a museum, other options)
	+ Who gets to decided what events/people get memorialized?
	+ How does the public perception of an event change over time?
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