

**Name: Pam Ogilvy Date: 2/23/2011**

**Unit: Civil Rights Topic: Race Riots**

**Grade: 10th Grade Number of Students: 20**

**Standard(s): (Please specify which standards you are using, e.g. Ohio, NCSS, etc. As necessary, please explain the connection between national/state standards and Cleveland-focused content.)**

Ohio Standards:

* History Benchmark F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.
* Citizenship Rights and Responsibilities Benchmark A: Analyze ways people achieve governmental change, including political action, social protest and revolution.

**Objective(s): The students will**

* Students will be able to explain the factors leading to the riots, describe the destruction of the riots, and determine the effectiveness of the riots.

**Materials (include any links to online resources, as well as electronic copies of handouts):**

* PowerPoint: Riots of the Civil Rights Movement
* TIME Article: "Races: The Jungle & The City" (enough copies for half the class)
* Portions of the Ebook Hough Riots of 1966, by Marc E. Lackritz (enough copies for half the class)
* Copies of the "Riots of the Civil Rights Movement 1965-1967" handout

**Rationale (Why are you using this method to teach this material? Why are you engaging the resources you chose)** :

* I feel that the TIME article and the research paper provide students with a tone in which they can better understand the underlying themes, language, feelings and emotions of the time period in which race riots, namely the Hough Riots, took place. The students will read language that they can't/don't find in textbooks, which I hope will stir emotions and help them to better understand the true severity of situations like Hough. The PowerPoint is used to provide a basic background of the both the Watts and Detroit race riots, offering a context in which the class can further explore the events that occurred in Hough.
* The "Riots of the Civil Rights Movement 1965-1967" handout is an excellent tool to help guide the students through the PowerPoint, keeping them on task by asking them to look for specific pieces of information throughout the presentation.

**Local resources engaged:**

* As part of another grant program, I was given access to Cleveland City Club recordings over the last forty years, in that hopes that I would incorporate them into my classroom and curriculum. I chose to use two speeches, one from Louis Stokes just after the Hough Riots, and one from William O. Walker ten years later, discussing how very little has changed in terms of race relations in Cleveland.
* I used the Cleveland Memory website to find Marc E. Lackritz's report on the Hough Riots, Hough Riots of 1966

**Procedure**

\*\*Prior to this class, the class was given one of two articles to read for homework. They were instructed to read their respective article and underline any words that stood out to them or stirred their emotions. Both of the articles were written around the time of the Hough Riots, so many of the students may be shocked by the language used by both TIME and the research paper, but that will help students understand the context in which the events in Hough took place.\*\*

(In this particular unit, the previous classes discussed Civil Rights legislation, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965. In addition to lessons on important Civil Rights leaders such as Malcolm X, Martin Luther King, Jr., Stokely Carmichael, etc., students analyzed the grass-roots movements of the 1960s.

Following this lesson, the class will be able to discuss the effects of government legislation on Americans, specifically in urban areas, and evaluate effects on race relations. Subsequent lessons and units will include further discussions on the struggles for minority rights throughout the 1960s and 1970s, including the rights of women, homosexuals, Native Americans, migrant workers, etc.)

**Anticipatory Set (connecting Cleveland to students’ broader course of study)**:

**Steps (what will you do? What will they do?):**

1. When students enter the room, I will have them come up to the blackboard and write down some of the terms they underlined or highlighted from their respective articles. Some examples may include "violence," "Negroes," "sleazy," "black power," "victims," "lawlessness," etc. Once the students have done that, the teacher should ask them volunteers to sum up the tone, mood, and emotions of the words.
2. The teacher should have the students pair up--each pair should consist of one student that read the TIME article and one that read the research paper. The students should do an abbreviated jigsaw, explaining to each other what they learned from the article (those that read the TIME article should go first). Depending on time, the teacher could ask for volunteers to explain aloud what new information they learned about the Hough Riots.
3. From here, the teacher should go through the first part of the PowerPoint, which discusses the race riots on Watts and Detroit in the late 1960s. The teacher can choose to utilize the "Riots of the Civil Rights Movement 1965-1967" handout as a guiding tool to help the students work through the PowerPoint.
4. Once the teacher reaches the Hough Riots in the PowerPoint, he or she can reinforce the facts/details the students read about for homework and discussed in the jigsaw activity. The students should be asked to evaluate the pictures in the PowerPoint, sharing their feelings on the events in Hough (possibly journaling about what they've learned).
5. The teacher should play the City Club audio clip from Louis Stokes, discussing the events in Hough shortly after they occurred. Next, the students should listen to William O. Walker's assessment of race relations in Cleveland just about ten years after the Hough Riots took place.

**Closure**:

1. The teacher should instruct the students to answer the questions on the back of the handout OR have the students respond to a journal prompt regarding what they've learned for the day. For example: "Based on your personal experience, do you think that race relations have improved in Cleveland? Why or why not?"

**Reflection (About one page double-spaced; for presentation at end of the workshop IF the lesson is taught):**

**Riots of the Civil Rights Movement: 1965-1967**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Watts, CA** | **Detroit, MI** | **Cleveland, OH** |
| **Year** |  |  |  |
| **Catalyst** |  |  |  |
| **Role of Police** |  |  |  |
| **Use of National Guard/Army** |  |  |  |
| **Number Dead** |  |  |  |
| **Number Injured** |  |  |  |
| **Property Loss** |  |  |  |
| **Initial Outcome****(What do you see)** |  |  |  |
| **Remaining Questions** |  |  |  |

Assessment Questions

1. What societal issues led to all three riots?
2. Was the police/National Guard response effective?
3. How do you think the destruction of these neighborhoods helped or hurt the people living in them?
4. What could have been done to improve race relations in the 1960s?
5. Ten years after the events that occurred in Hough, what was William O. Walker’s take on the progress made regarding race relations?
6. What shocked you most about what you learned/saw today?

Friday, Jul. 29, 1966

**Races: The Jungle & the City**

The summer of 1966 threatens to yield one of the ugliest harvests of racial violence in memory. Partly because of the desperate new militance symbolized by the rallying cry of black power, partly because of the white man's ineptitude and uncertainty in meeting the Negro's legitimate needs, there is hardly a major city in the U.S. that does not live with the fear of turmoil in the streets. Last week the train of death and destruction slashed deep scars in Cleveland, where Mayor Ralph Locher had ignored persistent warnings of Negro unrest, and scratched New York City, where Mayor John Lindsay had set a notable pattern of personal concern for ghetto residents.

The savagery that gripped Hough, a garbage-strewn, rat-infested Negro section of Cleveland that is known as "Rough Hough" or simply "The Jungle," was a flagrant example of irresponsibility on the part of both Negroes and white officialdom. If ever a slum was predictably ripe for riot, it was Hough. Some 60,000 Negroes are jammed into a two-square-mile warren of squat apartment houses and decaying mansions carved up into flats; the area's crime rate is the highest in the city; flocks of prostitutes hustle passers-by at every chance; and hatred for the city's cops runs deep—the more so because the 2,140-man force has only 130 Negro members and only two above the rank of patrolman. The urban-renewal program in Hough has been labeled one of the nation's worst.

Though Mayor Locher (rhymes with poker) announced last year that he saw "no impending furor" in his city, a U.S. Civil Rights Commission investigation there last April convinced at least one commissioner, the Rev. Theodore M. Hesburgh, president of the University of Notre Dame, that conditions in Hough were "the worst I have seen." After the commission urged city officials to show "a more positive attitude" toward Cleveland's Negroes, Mayor Locher's response was to appoint a committee to report on the commission's report.

Goodwill Arson. It took only a small spark to ignite Hough. Early one evening, the bartender in a sleazy, white-operated tavern called The 79ers refused to give a glass of ice water to a Negro, who then ran angrily into the street shouting the news to his street-corner cronies. A muttering crowd gathered outside the bar, stormed the place, and wrecked it. The rampage was on. Chanting "Black power! Black power!", hundreds of Negro hoodlums charged up and down the streets, smashing and looting white-owned shops at will.

Police Chief Richard Wagner ordered a force of 400 cops into the area. They were outnumbered and all but engulfed. Dozens of fires flickered eerily over the sweating mob. Soon parts of Hough were plunged into darkness as electric power lines and street lights were shorted by flames. Negro snipers manned the rooftops and began shooting at random in the dark. Police tried desperately to herd people off the streets to protect them from crossfire between snipers and police. One young Negro woman, Mrs. Joyce Arnett, was searching frantically for her children when policemen pushed her into an apartment building. Hysterical, she ran to a window and screamed into the chaos below: "My God, I want to go home to my kids!" A bullet smashed into her head, killing her.

The plundering and burning continued after daylight and throughout the week. Under a greasy pall of smoke, fire trucks shuttled furiously through the streets, as often as not in response to false alarms. Several apartment buildings were burned. A store run by Goodwill Industries, a charitable organization chartered to help the handicapped, was ransacked and burned. The 79ers Bar, where it all began, was destroyed by a fire bomb. To no one's surprise, the regional urban-renewal office was wrecked and looted. Indeed, as one observer put it, Hough's busy arsonists were pursuing their own program of "instant urban renewal."

Odd Enforcement. Mayor Locher decried the Hough upheaval as "shameful and irresponsible," then vacillated until late in the second day before he requested 1,500 National Guardsmen to patrol the district. By the time they arrived, about midnight, the mobs had spectacularly refuted Chief Wagner's ebullient assurance: "This situation will not get out of hand because I've got my men there to see that it won't."

Wagner's men were there all right—and they were so conscious of the possibility that they might be accused of riot-incited brutality that they maintained a general attitude of scrupulous courtesy—at times almost to the point of being ineffectual. In the daylight hours following the first upheaval, officers rubbed their shotguns and watched placidly while leisurely looters emptied the shelves of riot-smashed stores. When one tearful shopkeeper begged the cops to stop the thieves from walking away with his livelihood, they shrugged and repeated what Chief Wagner himself had told reporters: "We don't want to increase the tension by making arrests in the middle of a riot." During the arrests that were made, at least one cop seized the opportunity to line his pockets. He cornered a Negro woman suspected of looting, frisked her until she was all but bare from the waist up, found some money and took it, with the explanation: "That's stolen property, you know."

J.F.K. House. In another ugly confrontation, at a police and National Guard roadblock, 21 bullets were sprayed into a car driven by a Negro named Henry Townes, 22. Townes's 16-year-old wife, their seven-month-old baby and her four-year-old son by a previous marriage were all wounded, and a National Guard captain was hit by a ricocheting bullet.

As the week went by, the toll of destruction reached millions; four lives had been lost, 46 people injured, and 187 arrested. The cause, Locher and Wagner hinted persistently, lay in an organized conspiracy. Cleveland does have its Black Muslim Temple of Islam (No. 18). There was at least one representative of the pro-Castro Revolutionary Action Movement in town. A group called the J.F.K. House—for Jomo Freedom Kenyatta and John F. Kennedy—is suspected of running a Hough-headquartered training school in street warfare.

Carl Stokes, a Negro state legislator who last November came within 2,000 votes of unseating Locher, had an entirely different insight. "Ralph can't comprehend the problem," Stokes said. "He thinks that because he doesn't have his hand in the cash box he's doing a good job. My campaign was for the people in Hough a symbol of hope, a chance to get at least a fair shake. Now they riot because they have no hope and nothing to lose."

SPONGE & Jacks. To some extent, the same futility underlay a racial outburst in the East New York section of Brooklyn last week. The catalyst was a menacing group of white men called the Society for the Prevention of Negroes Getting Everything (SPONGE). Their goading picket line, set up in a neighborhood that has been traditionally explosive because of racial street-gang rivalries, was an irresistible target for Negro bystanders. Fighting broke out and scattered gunshots crackled through the area, killing an 11-year-old Negro boy as he crouched in terror on a street corner. Rooftop commandos hurled everything from garbage to tire jacks at police and passersby. In all, 22 people were hurt and 29 arrested before 1,500 riot-ready cops managed to calm things down.

The turmoil was not nearly so bad as it might have been; and for once New York—long considered one of the U.S.'s most problem-plagued cities—could attribute the trouble's swift suppression to some foresighted if only partly proved civic remedies. The frenzied Harlem riots of 1964 taught officials a frightening lesson. Negroes on the police force have been given better assignments. Mayor Lindsay recently appointed a seven-man review board—including two Negroes, a Puerto Rican, and two men active in civil rights groups—to handle the predominantly Negro complaints of police brutality. Beyond that, a costly poverty program, run by Negroes for Negroes, has offered a measure of hope to thousands of restive slum dwellers.

Mayor Lindsay himself, displaying the alertness and concern that brought him a victory over a tired Democratic machine last fall, was on the scene during much of the worst of the rioting. He took time to call on the grieving family of the boy who was killed, talked coolly with street-gang leaders and SPONGE officials. Unknown to most New Yorkers was the fact that the mayor has been making tours of the ghetto areas ever since his inauguration last January. Before last week's violence, he strode one evening among the crowds of East Harlem, played the bongo drums with a pickup front-stoop combo, was bear-hugged by a blind Negro, tried with unquenchable determination to tidy up the streets. Another day the mayor went into the Canarsie section of Brooklyn, plowed into an angry crowd that was clamoring menacingly for more schools, and wound up bobbing on men's shoulders above a cheering throng. Lindsay's tactics struck cynics as canny politicking. Undeniably, though, the mayor and top city officials were visible to their lowliest constituents and in touch with them.

While being in touch would not assure New York or any city of trouble-free weeks ahead, it was a psychologically important part of the battle. Said Martin Luther King last week: "In Watts last year, I asked a rioter what he had gained from his smashing and looting and killing. He told me, 'We made them pay attention to us.' " Really paying attention means, as John Lindsay has shown, trying to do something about housing, sanitation, schools and jobs. Only through responsible and responsive public action to meet the Negroes' needs can white officialdom effectively inspire greater respect for law and order and lead the way to integrated power.