8th Grade

How do words shape history?

Unattributed Artists, Martin Luther King Square Park, Rochester, NY

Supporting Questions

1. What happened in Rochester, NY on the weekend of July 24th, 1964?

2. How did words shape the story of what happened in Rochester, NY on the weekend of July 24th, 1964?

3. What happened in Rochester, NY during the summer and fall of 2020 and how did words shape that story?

4. What can be done to prevent a single story?

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

8th Grade Words Shape History Inquiry

How do words shape history?

New York State Social Studies Framework Key Idea & Practices	**8.9 DOMESTIC POLITICS AND REFORM**: - 8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements. - 8.9b The civil rights movement prompted renewed efforts for equality by women and other groups. ◌Gathering, Using, and Interpreting Evidence ◌Chronological Reasoning and Causation ◌Comparison and Contextualization
Staging the Question	Students will consider the concept of a "single story" and how language can influence historical interpretation.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What happened in Rochester, NY on the weekend of July 24th, 1964?	How did words shape the story of what happened in Rochester on the weekend of July 24th, 1964?	What happened in Rochester during the summer & fall of 2020 and how did words shape that story?	What can be done to prevent a single story?

Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
-Evidence Tracker & Jigsaw: students will collect evidence through source analysis on SQ1 Worksheet A. Students record a historical summary of the events in Rochester on the weekend of July 24th, 1964.	**-Identifying POV and Bias:** Students will analyze two articles regarding the events of July 24th, 1964. **-Evaluating Source Reliability**: students will evaluate source's reliability. Students will examine several sources depicting events in	Rochester during the Summer of 2020. **-Top Hat Source Analysis:** Students will complete SQ3 Worksheet 1 via **Jigsaw** to compare and contrast source perspectives. Students will examine the role of a "single story" in the events of	January 6th, 2021. **Think, Pair, Share:** Students will participate in a closing circle and consider how a single story could be avoided.

Featured Sources	Featured Sources	Featured Sources	Featured Sources
● **Source A:** Rochester Riot Timeline ● **Source B:** *"18 Months of Racial Conflict…"* ● **Source C:** *"The Spark and How it Flared"* ● **Source D:** *"Damage, Looting*	*Heavy"* ● **Source A:** *"Rochester Beset By New Rioting"* ● **Source B:** *"Rochester Rebellion (July 1964)"* ● **Source A:** AllSides.com Headline Roundup ● **Source B***:* The Guardian, "Nearly all Black Lives Matter protests are peaceful	● **Source C:** The Daily Caller, Study: America Hit by Roughly 550 Violent Demonstrations ● **Source D:** *"Protests Continue in Rochester* ● **Source A:** TED Talk Danger of a Single Story from **TEDGlobal 2009** ● **Source B:**"77 Days: Trump's Campaign to Subvert the Election" ● **Source C:** Trump Rally	● **Source D:** "Pro-Trump mob storms U.S. Capitol

Summative Performance Task	Students will work in groups or independently to create a PSA addressing the compelling question. Directions and Rubric

	EXTENSION
	Hold a competition for the PSAs and post the best in a more public venue, such as YouTube or the local library's website. The best could also be entered into a national competition.

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Taking Informed Action	UNDERSTAND, ASSESS, ACT
	Students will curate or develop an "AllSides" style collection of sources related to a school or community related issue that students care about such as the Black Lives Matter movement, dress codes, attending school in person during a pandemic, or funding for police and mental health services.

Inquiry Description

How do words shape history? This is the question students consider as they look back in time to examine the way the 1964 protests in the City of Rochester were reported and discussed in various sources, then compare their conclusions to the way the protests following the 2020 death of Daniel Prude were covered and discussed. Then students consider the consequences of a single story as they learn about events leading to the violence in the US Capital on January 6, 2021. Students realize through this study that history is both "told" and "created" through sources and that all "tellers" have a point of view. They learn to source documents and artifacts carefully as they consider their reliability and bias. Along the way, students gain valuable insights into the way their own community has been impacted by racism and possibly, misinformation.

The inquiry begins by staging the question "how do words shape history?" Students reflect on this question using a protocol and then begin to think about limited perspectives on people and history through Chimamanda Ngozi Adiche's Ted Talk, "The Danger of a Single Story." Students connect to the idea that history is told through written expressions as they analyze a historical marker (epigraph) and consider how the words on it shape the readers' interpretation of events.

Then students begin to learn about the lives and living conditions surrounding African Americans in Rochester in the 1950s and 60s, many of whose families had arrived just one generation prior. A formative assessment is provided to help the teacher know if students have learned the background necessary to proceed to the next section of the inquiry. Students transition to a study of primary sources reporting on the events of the weekend of July 24, 1964, a series of events commonly referred to as the "Rochester Race Riots." By sourcing and analyzing a variety of written sources and hearing the voices of people actually part of the events through oral histories, students then make a determination if the term "race riot" represents a biased point of view and discuss in a Socratic Seminar whether the events should be labeled an "uprising" or "protest" instead.

Students then transfer what they have learned about sourcing to a study of the protests and other events that occurred in Rochester following the death of local citizen Daniel Prude, who died seven days after an encounter with four officers from the Rochester Police Department (note that students do not analyze the guilt or innocence of the Rochester Police Department but study a variety of media sources that reported on the events that

followed). Students work in teams to analyze the way the protests that followed Prude's death were reported through a variety of media, in recorded interviews, and by studying a variety of social media posts. Again, students ask themselves about the reliability and point of view of each of the texts they analyze and try to understand why different sources report the same events so differently. They take a stand on whether the events that followed Prude's death were protests (as we, the writers of this inquiry have chosen to call them), riots, an uprising, or

perhaps something else. Students will ultimately write about their decisions, supporting their claims with evidence from the sources that they analyze.

In the final stage of the inquiry, students connect all that they have learned to understand the motivations and actions of people leading up to the violence in and around the Capitol building on January 6, 2021. They discuss the role that single stories play in their own lives, particularly their digital lives, and work with partners to think about how single stories can be avoided.

The summative assessment for the inquiry is a Public Service Announcement about the importance of seeking multiple perspectives from reliable sources in contexts that make sense to students such as social media or local news. As an extension, these PSAs may be entered into local or national contests, such as that sponsored annually by the Broadcast Education Association. The inquiry may be extended by having students Take Informed Action and curating a collection of reliable and balanced sources related to an issue of interest to them.

NOTE: This inquiry is expected to take eight to 10, 40 -minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Inquiries are not scripts, so teachers are encouraged to modify and adapt them to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Content Background

The fight for Civil Rights in the United States is as old as the nation itself. The movement entered a new phase of intensity in the decade following the Supreme Court's decision in the case of Brown vs. Board of Education of Topeka, Kansas, 1954, which declared unequivocally that segregation is inherently unequal, and thus unconstitutional. As a result of this and subsequent Court decisions, organized movements, and protest events, including the Montgomery Bus Boycott, sit-ins across the South, and marches across the country, the movement expanded its focus from segregation to civil equality and equity across the nation. This brought forward issues of poverty, discrimination, and other forms of systemic racism in Northern states.

During the period known as the Second Great Migration (1940-1970, per US Census Data), African American populations increased in many Northern cities, including Rochester, New York, a city known as the hometown of Susan B. Anthony and the resting place of Frederick Douglass, as well as for its history of civil rights activism and significant involvement in the Underground Railroad. However, in spite of this seemingly progressive and antiracist history, racial tensions increased significantly in Rochester as the African American population increased and residential segregation became a reality of the region. Policies such as redlining and restrictive covenants resulted in segregation of communities and schools at a scale not previously seen. Additionally, Ku Klux Klan meetings were held throughout Monroe County and most school districts held annual minstrel shows, featuring white students in blackface; such events encouraged and reflected racism in the area and shaped the perceptions of African Americans amongst white residents.

In the context of this social climate on July 2, 1964, Lyndon Johnson signed the Civil Rights Act of 1964 into law, which was designed to prohibit discrimination based on race, color, religion, or national origin. However, the impact of laws to enforce social change is limited and slow to enforce; on July 18th, in Harlem, NY, protests (later labeled as riots) erupted due to the fatal shooting of a 15-year-old African American male by a white police officer.

Less than a week after these events, the unrest in Rochester began on July 24th when a 19-year-old African American man was arrested in the 7th ward for public intoxication. Leading up to this consequential moment, the community in the Upper Falls was becoming increasingly populated, with unemployment rates up to six times higher for black residents than for white residents within the same community. Moreover, efforts to "renew" the city left many without stable and/or affordable housing. When the young man was arrested on the night of July 24th, tensions ran high, more police were called to the scene, and soon rumors spread across the crowd to other neighborhoods. By 11:30 that evening, about 400 people were battling with police officers and by 2am, the police chief ordered the use of riot weapons. By the next morning, the uprising was officially labeled a "riot" and the governor of New York declared a state of emergency in Rochester. When the unrest finally receded by Sunday night, about 250 stores were looted, five white people died (three from a helicopter crash), nearly 350 people were injured, more than 900 people were arrested (only about 15% of whom were white), and the community was in turmoil.

Fifty-six years later, during the Spring of 2020, when the murder of George Floyd by a police officer set off Black Lives Matter protests in all 50 states during the Spring and Summer. Locally, in September of 2020, Rochester had found itself once again in the midst of social upheaval and racial tensions as a result of the circumstances surrounding the death of Daniel Prude, who was in police custody at the time. The protests and uprising following these events were also named as a "riot" by some media and government agencies, and police were authorized to use riot gear to counter the protesters in the street. In spite of the widespread support nationally for this message, there remained a significant portion of the American population that did not support the Black Lives Matter movement. This division came to a head in November, when Joe Biden and Kamala Harris won the presidential election by more than 7 million votes. However, due to the unique circumstances under which the election was held as a result of COVID 19, Donald Trump and the Republican party made claims of election fraud. After more than 60 court cases showing no fraud, the Electoral College voted in Joe Biden and Kamala Harris as the Present elect and Vice President-elect. However, Donald Trump continued to make claims of a stolen election, which came to a head on January 6th, 2021 when he called a "rally" in DC while Congress met to certify the Electoral College Vote. After delivering an incendiary speech, the rally turned violent, leading to rioters storming and breaking into the Capitol building. When the Capitol Building was secured hours later, the Congress reconvened and certified the Electoral College Vote that night.

As a result of this current movement, school district superintendents made statements in support of Black Lives Matter, white residents have organized in support of black residents in the City of Rochester, and the City Council has approved and created a Police Oversight Committee. But the question of the long-term impact remains to be seen.

Social Studies Content and Practices

In addressing the compelling question, "How do words shape history?" students will consider various sources that stretch from 1964 through 2020. In supporting question 1, students will apply their source analysis and chronological reasoning skills in order to draw conclusions regarding what events transpired on the weekend of July 24, 1964 in Rochester, NY. The second supporting question will then engage students in analyzing how media

used words to describe these events, paying specific attention to the author's purpose, point of view, and bias based on the language chosen. Next, students will take the skills and concepts from these first two tasks and apply them to their analysis of the events that occurred in Rochester, NY surrounding the death of Daniel Prude, paying specific attention to the language used to document these events.

Throughout this inquiry, students will apply their historical thinking skills, specifically **chronological reasoning**, **gathering, using, and interpreting evidence**, as outlined by the NYS Social Studies Practices (detailed in Appendix B). This Inquiry would fit best as a case study for students to reinforce students content knowledge for Key Idea of 8.9 DOMESTIC POLITICS AND REFORM, specifically the Conceptual Understandings of 8.9a-b. In the summative task of this inquiry, students will transfer their skills and conceptual understandings to their analysis of how a single story contributed to the violence that occured in the United States Capitol on January 6, 2021. For their summative assessment task, students will create a PSA addressing the question, How do words shape history? Students will make the case that being informed citizens is essential to the health of our democratic government.

The Taking Informed Action piece could be started at the end of the Inquiry and serve as a guide as students apply their newfound sourcing skills and knowledge to the remaining curating sources that reflect lateral reading strategies.

Compelling Question	How do words shape history?

To stage the compelling question, teachers want to introduce the dangers of misrepresenting an event or person through a single lens. To make students educated consumers of information, we must help them identify, describe, and evaluate evidence about events from diverse sources (written documents, works of art, photographs, charts, graphs, artifacts, oral traditions, and other primary and secondary sources). Limiting information to one source or "single story" only allows students to see a part of the narrative. The launch will begin with students engaging in the protocol I used to think...Now I think... Using Tool A1, students will be given the question, "How do words shape history?" Students should be given roughly three minutes to independently think and write a response under the section I used to think.... After roughly three minutes of independent writing , responses should be collected and redistributed during Supporting Question 4. Next, students will be introduced to *The Danger of a Single Story* TED Talk video. During the video, students will be asked to make connections to self, local community, and the world. Through a circle discussion, students will share a personal example of where a single story has caused damage to them or someone they know. Following class discussion, the teacher will summarize student responses.

Once discussion is complete, students will be given an epigraph (bookmark to Source A) describing the events in Detroit during July 1967. Students will be asked to characterize the events as protests, uprising, or riots using only the single story provided in the epigraph. The purpose of this portion of the launch is to have students see how the language used in the epigraph can influence or shape history. The class will work together to analyze the language of the epigraph and identify key adjectives that were included, using the Charged Words graphic organizer. Together, consider how the words chosen influence their interpretations of this event.

Without having multiple sources to provide context, a single story can control how events or people are viewed in

history and how those views impact current events and perspectives. In an effort to frame the compelling question in accessible terms, teachers should start by engaging students in either building or analyzing the definition of the following terms; definitions below are from the Oxford Language via Google: ● **Riot**: a violent disturbance of the peace by a crowd

- **Uprising**: an act of resistance or rebellion; a revolt
- **Protest**: a statement or action expressing disapproval of or objection to something

Following vocabulary activity, provide students with the question, "How does the meaning of the event change based on which term is used to describe it: riot, uprising, or protest?" Students will divide into 3 groups, each taking one term and describing how that term would change the interpretation of the event by the reader of the epigraph. Students will then go around the room and share their thinking for each term.

After students participate in the launch, explain that students will dig into the **coverage** of the events in Rochester in 1964, and then apply their learning to **coverage** of the events following the death of Daniel Prude.

Through the analysis of the following sources, framed by the supporting questions below, students will analyze media and secondary sources to determine the influence of the author's bias, POV, audience, and purpose on how we understand and interpret events.

Inquiry Instructional Tools -- A1

Directions: The launch will begin with students engaging in the protocol I used to think...Now I think... Using the graphic organizer, students will be given the question, "How do words shape history?" Students should be given roughly three minutes to independently think and write a response under the section I used to think.... Responses should be collected and redistributed during SQ 4. **This Tool will be used again during SQ4.**

I used to Think...	Now I think...

Inquiry Instructional Tools -- A2

Directions: As a class, students will analyze the language used in the epigraph and identify terms that influence their interpretation of the events described.

Section 1: Adjective Tracker

After reading the epigraph, write down 3 adjectives used to describe what happened in Detroit in July of 1967.

1	
2	
3	

Section 2: Charged and Tone Words

Jot down the description of a "Charged Word" and "Tone Words". Then explain what the adjectives used in the epigraph make the reader feel about the people involved in the event described.

Charged words are ones that…
Tone words are ones that..
The wharged words and tone words used in the epigraph make the reader feel the people involved in the event are…

Section 3: The Power of Charge and Tone Words

Depending on a person's perspective, the event that occurred in Detroit in July of 1967 could be labeled as a riot, uprising or protest. Look at the definitions of these words below and decide how a reader of the epigraph would feel about the people involved in the event if the phrase "Detroit's civil unrest" in the epigraph was replaced by riot, uprising or protest.

Riot: a violent disturbance of the peace by a crowd	**Uprising**: an act of resistance or rebellion; a revolt	**Protest:** a statement or action expressing disapproval of or objection to something

K. CRISTAL, WEST IRONDEQUOIT; M. MONAGHAN, M1B; B. FIEGE, GREECE CENTRAL; J. HALSDORFER, EAST EPO; C. DOBBERTIN, EAST IRONDEQUOIT 4/8/21 11

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Staging the Inquiry -- Source A

The photograph below is of the historic marker that contains the epigraph for the events that occurred in the city of Detroit, Michigan in July of 1967.

Source: Photo taken by Sarah Cwiek/ Michigan Radio as it appeared in the article from https://www.michiganradio.org/post/after 50-years-historic-legacy-detroit-uprising-celebrated-contested

DETROIT JULY 1967

Detroit's civil unrest on Twelfth Street continued for four days until July 27, 1967. More than 1,600 buildings were destroyed after fires spread from the business district to nearby residences. Property damage was estimated to be $132 million. Around 7,200 people were arrested, hundreds were injured and forty-three people died, including bystanders, looters, a fireman and a National Guardsman. In response to the conflicts in Detroit and throughout the country, President Lyndon B. Johnson created the Kerner Commission to investigate the causes of the violence. It concluded that although the specific episodes of violence were spontaneous, they were in response to poverty, segregation, racism, unemployment, "frustrations of powerlessness" and police actions that enforced a double standard for how people of different races were treated.

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Supporting Question	What really happened in Rochester, NY on the weekend of July 24th, 1964?

Formative Performance Task	Students will be introduced to the Charged-Language Journal that they will be using as they analyze sources throughout this inquiry.
	
	Students will be organized into three groups and will analyze different sources pertaining to the events in Rochester, NY on the weekend of July 24th, 1964. Students begin to build context around these events and collect information using the Evidence Tracker.
	    - Group 1: Source A, Source B
	    - Group 2: Source C
	    - Group 3: Source D
	
	Teachers will then jigsaw the groups so that all of the sources are represented. Students will share the summaries created in their expert groups and continue to fill in the Evidence Tracker. Students will compare and contrast the details shared by each source.
	
	Students will independently complete an exit ticket by recording a historical summary of the events in Rochester on the weekend of July 24th, 1964 and include short term causes, sequence of events and short term impacts on the community.

Featured Sources	**Source A:** Rochester Riot Timeline from *PBS Independent Lens* **Source B:** "*18 Months of Racial Conflict Preceded Riots in Rochester*" from the *New York Times*, July 26, 1964 **Source C:** "*The Spark and How it Flared*" by John Omicinski from the *Democrat & Chronicle*, July 26, 1964 **Source D:** "*Damage, Looting Heavy*" from the *Times Union*, July 25, 1964
Social Studies Practices	☞**Gathering, Using, and Interpreting Evidence**

Supporting Question 1

Through an analysis of the supporting question, students will summarize the events that occurred in Rochester, NY on the weekend of July 24th, 1964. The question provides students with an opportunity to use a variety of primary sources to build their own interpretation of these events. The supporting question recognizes that many perspectives must be considered when analyzing past historical events.

Before engaging in the sources, be sure to emphasize with students the presence of antiquated language (such as "Negro") present in some of these historical sources and that is no longer appropriate to use today.

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Inquiry Instructional Tools -- B

Charged Language Journal - How do words shape history?

Directions: Record a running list of words and/or phrases used that are "charged", meaning ones filled with excitement, tension or emotion. **Continue to update this journal after each new source you examine throughout the entire inquiry.**

Charged Word or Phrase	Source	How does this impact the reader's interpretation?

Supporting Question 1 -- Handout 1

Evidence Tracker - What happened in Rochester, NY on the weekend of July 24th, 1964?

Directions: Use this chart to identify the evidence included in the different sources provided, to develop an understanding of the events that occurred on the weekend of July 24th, 1964 in Rochester, NY?

		According to the source, what were the short/long term causes?	According to the source, what were the short term impacts?	What important details are provided in this source?
SOURCE A PBS Timeline				
SOURCE B *18 Months of Racial Conflict Preceded Riots in Rochester*				
SOURCE C *The Spark and How it Flared*				

| SOURCE D
Damage, Looting Heavy				

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Supporting Question 1 -- Handout 2

Exit Ticket - Record a historical summary of the events in Rochester on the weekend of July 24th, 1964 and include short term causes, sequence of events and short term impacts on the community.

What were the short term causes of July 24th, 1964?
What was the sequence of events?
What were the short term impacts on the community?

Supporting Question 1 -- Source A

Rochester Riot Timeline excerpt from **PBS Independent Lens** (https://www.pbs.org/independentlens/july64/timeline.html)

Over the course of three days and two nights in July 1964, thousands of Rochester's African American residents rioted in the streets of the city's low-income neighborhoods. In the stifling summer heat, rioters smashed storefront windows, looted neighborhood merchants and clashed with police, exposing the city's long-simmering racial tensions. In the seven years following the Rochester riots, more than 750 race riots erupted in numerous American cities, leaving over 200 dead, injuring nearly 13,000 and leaving many African American urban neighborhoods in ruins.

Read the timeline below to trace key moments in the Rochester Riots and other race riots that erupted in African American neighborhoods during the 1960s.

July 2, 1964

President Lyndon Johnson signs the Civil Rights Act of 1964, which prohibits discrimination of all kinds based on race, color, religion or national origin. The Act also provides the federal government with the powers to enforce desegregation.

Harlem: July 18, 1964

Riots erupt in Harlem, New York after the fatal shooting of a 15-year-old African American male by a white police officer. One person is killed, more than 100 are injured and hundreds more are arrested.

Rochester: Friday, July 24, 1964

10:00 PM

Police arrest a 19-year-old male for public intoxication at a block party of about 200 people, on Nassau Street near Joseph Avenue in Rochester's Seventh Ward. Rumors spread, such as: a child attacked by a police dog and a pregnant woman slapped by an officer, leading the crowd to become violent.

11:30 PM

About 400 people riot on Joseph Avenue; all available police officers are called to the scene. Bricks are thrown at police cars.

Rochester: Saturday, July 25, 1964

12:30 AM

Police Chief William Lombard urges crowd to disperse. Rioters throw stones, spit on Lombard and overturn his car.

2:00 AM

Police Chief William Lombard instructs officers on use of riot weapons.

3:30 AM

Crowd swells to more than 2,000; looting spreads down Joseph and Clinton Avenues; city police, state troopers and sheriff's deputies are called in.

4:24 AM

State of emergency declared.

Daytime

City Manager Porter Homer orders 8:00 PM curfew in the city of Rochester; closes the downtown and all liquor stores in Rochester and adjoining towns.

African American leaders go to the Public Safety Building, and volunteer to help quell disturbances planned in the Third Ward.

Nightfall

Violence breaks out in the Third Ward; angry mobs swarm the streets; rioters toss Molotov cocktails, rocks and bottles from rooftops and store windows.

10 PM

A white man is attacked and killed on Clarissa and Atkinson Streets.

Rochester: Sunday, July 26, 1964

3 PM

Helicopter surveying riot damage crashes into a Clarissa Street home, killing three.

National Guard called in to help "weary local and state police" control riot, marking the first time the National Guard is called out in a northern city.

Evening

The Rochester riots end. Nearly 1,000 people are arrested; the majority, between 20 and 40 years old, employed, with no prior record. Fifteen percent are white.

Supporting Question 1 -- Source B

"*18 Months of Racial Conflict Preceded Riots in Rochester*" from the ***New York Times***, July 26, 1964

18 Months of Racial Conflict Preceded Riots in Rochester

Rochester, July 25 (AP)

This riot-torn city has been the scene of racial conflict for more than a year. The trouble was stemmed from Negro charges of police brutality, legal action involving members of Black Muslims, and plans to eliminate racial imbalance in the public schools.

Charges of police brutality were first made in February, 1963. A Negro who was hospitalized after his arrest on traffic and assault charges said he had been beaten by four policemen at the time of his arrest. The brutality accusations were withdrawn in March, 1963.

The Rochester City Council, which had been asked by the National Association for the Advancement of Colored People to create a citizens' review against two police, could not reach an agreement on such a board at the time.

15 Black Muslims Seized

Earlier, 15 members of the Black Muslims had been arrested at a meeting in January, 1963. The police said they were attacked while trying to enter the meeting to investigate a report that a man there had a pistol. The Negroes contended the policeman intruded on a closed religious meeting.

Charges against two of the 15 Black Muslims were dropped, but the 13 others were involved in four trials over a year. The first, ended in a mistrial and juries failed to reach verdicts at two subsequent trials. Then the 13, plus two others, were convicted of two counts of third-degree assault and two counts of unlawful assembly, both misdemeanors.

The 15 were placed on probation last April after a judge had suspended four-year prison

sentences. **School Plan Challenged**

An open enrollment program, inaugurated in February by the Board of Education, in which students from predominantly Negro schools have been transferred to predominantly white schools, has been challenged repeatedly in the courts.

Parents of white children argued that the plan was to end racial imbalance and was unconstitutional because it altered the neighborhood school pattern to promote integration. The school board said the shift was to alleviate overcrowding in the schools.

The appellate court ruled June 25 that the transfer was constitutional and that the Board of Education could continue its program pending the outcome of an appeal of a state Supreme Court justice's ruling that the program was illegal. The appeal is pending.

Supporting Question 1 -- Source C

"*The Spark and How it Flared*" by John Omicinski from the **Democrat & Chronicle**, July 26, 1964

The Spark and How it Flared

By John Omicinski

As the gray dawn broke, ending the night of violence and terror, the fire hoses still gushed brown, brackish water on the few stragglers at Joseph Avenue and the Inner Loop.

Many who had witnessed it wondered, "What happened here?"

Here is a chronology of Friday night's riots, as it was pieced together from eyewitnesses and police reports:

11:38 p.m. – The first call. The police dispatcher barks, "Joseph and Nassau, officer in trouble." Two or three patrol cars speed into the area. The Negro mob has already formed around policemen as they attempt to haul a young troublemaker away from a street dance.

11:40 p.m. – There is big trouble at Joseph and Nassau. An angry, bottle-throwing mob continues to gather in the streets.

11:50 p.m. – Every policeman in the city is speeding to the Joseph-Nassau-Kelly vicinity. Bottles are thrown. The angry mob, from the street dance and nearly every home in the area, lines the block-long area. Women, children, teenagers and drunken men taunt the police. Sporadic fights break out. Several K-9 Corps teams arrive, but only one or two dogs leave their kennels in the rear of the police station wagons.

12:05 a.m. – One teenaged Negro tough is grabbed by the scruff of the neck and walked toward the patrol wagon, parked in the middle of the block. He breaks and runs on Joseph toward Kelly. Five policemen run after him.

12:20 a.m. – Now the mob has reached fever pitch. A policeman steps into the crowd and tries to talk. The "pop" of a breaking bottle is heard, and the policeman whirls, his hand covering his face. Blood flows between his fingers. There is a deep gash below his right eye. Several Negroes in the back of the crowd toss rubbish cans over the heads of the rioters at the policemen. Police crowd in and wedge the mob apart.

12:30 a.m. – Some of the mob has grown tired of it, and groups of Negroes can be seen walking north on Joseph Avenue. The trouble now centers around Joseph Avenue and Kelly Street. Rioters toss bottles at police standing in the streets. Several hit the patrol cars, shattering windows. Now the policemen have donned helmets.

12:35 a.m. – Four or five cars roll down glass-covered Kelly Street near Chatham Gardens. The lead car stops, apparently because of engine trouble. The cars, hopelessly stymied behind the stalled car, are riddled with rocks and bottles.

12:45 a.m. – Fifteen persons have been arrested, and the reports of assaults upon men, women and children passing through the area begin to filter into police headquarters. A 61-year-old Bausch & Lomb employee walks into the plaza of the Public Safety Building, his face and shirt splattered with blood. He speaks with a heavy German accent. His eyes glazed, he asks wonderingly, "What is this, the Wehrmacht?"

1-1:30 a.m. – Police Chief William M. Lombard's car has been turned over and set afire by angry Negroes. All the shops in the area are being looted. A rioter throws a stolen television set in front of a passing car. Police now retreat into the surrounding streets.

2:00 a.m. – Reports of widespread looting come in. Police have blocked off the main approaches into the area. But several cars manage to get in. They arrive at Joseph and Central battered, their occupants bloodied. Ambulances going into the area now take police along. Sheriff's deputies arrive.

2-3:00 a.m. – Whites, attracted by radio reports of the melee, converge on the area between the New York Central Station and the U.S. Post Office. Two hundred whites and Negroes face each other from opposite sides of the street. Police stand between then, and the crowds grow restless. Two fire trucks stand by. Greece and Brighton Police arrive.

3:45 a.m. – Police attempt to arrest a white agitator, he runs, but is grabbed by police. The two mobs, Negro and white break up, but converge again. A policeman mutters, "Oh, no, not a race riot." The agitator is arrested and taken to the wagon, but the crowd still mingles at Joseph and the Inner Loop. Reports of looting in Clinton Avenue North, Rauber Street and the Bull's Head continue to come in.

4:10 a.m. – Fire hoses are broken out. The mob scatters to all corners of the intersection, then surges back again. The water slaps into the crowd. One Negro woman, dressed in an ankle-length flowing white gown, a prime agitator in the "staredown" of the past hours, is flattened. Others slip and slide as the torrent hits them. But the hoses are doing their job, the mob has lost its taste for a fight, but the spark has flared and things will never again be the same again.

Supporting Question 1 -- Source D

"*Damage, Looting Heavy*" from the **Times Union**, July 25, 1964

Damage, Looting Heavy

A battered Joseph Avenue neighborhood of several square blocks was cloaked in uneasy calm at midday today following more than eight hours of rioting and looting.

Scores of persons were injured, dozens were arrested and numerous store windows were smashed in a series of noisy battles between rioters and police which raged from shortly before midnight until after dawn today.

Deputy Police Chief Clarence DePrez estimated that more than 4,000 persons – many hurling bottles, cans and stones – battled with police. DePrez said nearly all of the rioters were Negroes.

DePrez said he believes the rioting was "well-organized.

At least four persons were charged with "inciting to riot."

Nearly all of the damage was to stores owned by white persons, Deprez said, "and someone had to point those places out."

Most of the damage was to stores, where articles ranging from canned food to television sets were stolen.

But windows were smashed also in about a dozen U.S. mail trucks parked outside the Main Post Office. There was no report of mail theft.

Police ordered all gun shops in Rochester closed until further notice. It was reported some of the rioters carried shotguns and other arms.

K. Cristal, West Irondequoit; M. Monaghan, M1B; B. Fiege, Greece Central; J. Halsdorfer, East EPO; C. Dobbertin, East Irondequoit 4/8/21 23

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Supporting Question	How did words shape the story of what happened in Rochester, NY on the weekend of July 24th, 1964?
Formative Performance Task	Using Inquiry Tool B "Charged Words Journal" students will do a "Think, Pair, Share" protocol to discuss the following questions: 1. Which word on the list was repeated the most? 2. Decide if this word was the best word to use to describe what happened in Rochester? Students will use Source A and Source B and the Historical Lens Organizer to complete the tasks below 1. make a list of charged words from each Source 2. be guided through the process of identifying point of view and examples of bias 3. explain how the information is reliable and unreliable 4. Discuss what a reader would think about the event if they just read one source
Featured Sources	**Source A:** *"Rochester Beset By New Rioting"* from **The New York Times,** July 26, 1964 **Source B:** *"Rochester Rebellion (July 1964)"* from www.blackpast.org
Social Studies Practices	☞**Gathering, Using, and Interpreting Evidence**

Supporting Question

This supporting question focuses on identifying point of view and examples of bias in a source of information. For the purpose of this Inquiry, "point of view" is described as "the opinion the author has on a topic" and bias is described as "how the author is being one sided, meaning how they are favoring one person or group over another". These definitions correspond with the definitions used on the NYS Regents exams for Global History and Geography and United States History.

Lesson suggestions:

- Teachers can decide to have students work with partners/groups and focus on one article as they go through the organizer or utilize independent work and circle discussions for students to share out their ideas for each of the sections of the organizer.
- Click the link to a template of a Google Slide that could be used for instruction. Be sure to make your own copy.

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Supporting Question 2 -- Handout 1

Historical Lens Organizer- How did words shape the story of what happened in Rochester, NY on the weekend of July 24th, 1964?

Section 1: Point of View and Bias

Historians used "charged and tone words" to figure out the author's point of view on a historical event and how the the author's bias shapes the way others think about the historical event.

Jot down the description of Point of View and Bias shared by the teacher in the spaces below.

Point of View is …
Bias is...

Section 2: Finding Point of View and Bias by looking for Charged and Tone Words

As a class we will look at two resources that were written about the events that occurred the weekend of July 24th, 1964 in Rochester. The first one is an excerpt from a *New York Times* newspaper article published July 26, 1964. The second is an article written for the website, www.blackpast.org published December 4, 2017.

Step 1: Read each article with the purpose of looking for "Charged Words" and "Tone Words". Make a list of those words in the T-Chart below.

Charged and/or Tone Words for New York Times Article	Charged and/or Tone Words for blackpast.org article

Step 2: Thinking about the words you picked from Step 1, complete the sentence in the boxes below to identify what each author's point of view is towards the people involved in the events that occurred the weekend of July 24, 1964

The point of view of the author of the New York Times article towards the people involved in the events of the weekend of July 24, 1964 is that he feels….

_____

___

_____

___

The point of view of the author of the blackpast.org article towards the people involved in the events of the weekend of July 24, 1964 is that she feels….

_____

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_____

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Step 3: Provide examples of how one of the authors showed their points of view towards the people involved in the events of the weekend of July 24th, 1964.

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MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Section 3: In what ways is the information from these articles useful and not useful for understanding what happened in Rochester, NY the weekend of July 24th, 1964?

The description provided by these two resources of what happened in Rochester, NY the weekend of July 24th, 1964 have some similarities and differences. Resources that have differences in the description of an event create a challenge for Historians because they have to piece together evidence to determine what really happened. To deal with this, an Historian needs to think about what information from a resource is useful for a specific purpose. To do this, they think about how reliable and unreliable the information is for a specific purpose. Reliable means you can trust that the information is accurate based on such things as when the information was written, who the author was, what their point of view was, and the examples of bias that are in the resource.

Use these ideas to help decide how useful the information in each article is for understanding why the events happened the weekend of July 24th, 1964.

In what ways is the NY Times article useful and not useful for ***understanding why the events happened***?
Consider using these ideas as evidence for your answer...

❏ who wrote the article ❏ when it was written	❏ the author's point of view and bias ❏ Types of "charged" and 'tone words"

Yes, the article is a useful and reliable source of information for understanding why the events happened because...

_____

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No, the article is not a useful and reliable source of information for understanding why the events happened because…

_____

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MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

In what way is the blackpast.org article useful and not useful for *understanding why the events happened*?
Consider using these ideas as evidence for your answer...

❏ who wrote the article ❏ when it was written	❏ the author's point of view and bias ❏ Types of "charged" and 'tone words'

Yes, the article is a useful and reliable source of information for understanding why the events happened because...

_____

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No, the article is not a useful and reliable source of information for understanding why the events happened because…

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Section 4: So, how did words shape the story of what happened in Rochester, NY on the weekend of July 24th, 1964?

Now that you have looked at multiple sources of information on the events that occurred in Rochester, NY the weekend of July 24th, 1964 you have a better understanding of what happened and why it happened that way. But what if there was only one source of information about what happened that July weekend in 1964? What would that single story make readers feel about the event?

Thinking back on all you have learned about the events that occurred the weekend of July 24, 1964, the role that charged and Tone words as well as point of view and bias play in shaping the way others learn about past events...

- ● Explain what readers would feel about the event and the people involved in the event that occurred the weekend of July 24th, 1964 if they only read the NY Times article or only read the blackpast.org article and why they would feel that way.

Your explanation should be in paragraph form and completed in the space.

The Power of a Single Story

In your response;
- ● Identify which article you are writing about
- ● Describe what readers would feel about the event and those involved
- ● Use evidence from the article to explain way readers would feel that way
- ● Consider using these ideas as evidence for your answer...

❏ who wrote the article | ❏ the author's point of view and bias
❏ when it was written | ❏ Types of "charged" and 'tone words"

Place your response here

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MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Supporting Question 2-- Source A

Source A: excerpt from The New York Times article, " *Rochester Beset By New Rioting…*", July 26, 1964

https://www.nytimes.com/1964/07/26/archives/rochester-beset-by-new-rioting-white-man-dead-4-policemen-hurt-as.html

ROCHESTER BESET BY NEW RIOTING; WHITE MAN DEAD; 4 Policemen Hurt as Negro Bands Defy City Curfew —Scores Are Arrested; TEAR GAS USED ON MOBS; Stores Looted and Smashed by Marauders in Cars—Mayor Appears on TV

ROCHESTER, Sunday, July 26 — Widespread rioting and looting by Negroes broke out here last night for the second time in 24 hours. An elderly white man was killed and a number of people were injured.

The fighting erupted shortly after an 8 P.M. citywide curfew ordered by city officials went into effect.

Seven hundred steel-helmeted policemen, including 100 state troopers, joined in trying to quell the violence. At least four policemen were reported to have been injured.

By 3 o'clock this morning, the fighting was still going on and was moving rapidly toward the main business district from the integrated residential area on the southwest side where it began.

A steady stream of prisoners arrived at police headquarters in radio cars. At least 100 were arrested.

Shortly before midnight, in the midst of the rioting, Mayor Frank Lamb said in a television broadcast that he would name a committee to study five Negro demands "as soon as order is restored in our community."

As the Mayor spoke, the police were using tear gas and firing shots into the air to try to halt the violence. Small demonstrations erupted constantly in different sections of the city.

There were reports that Negroes were firing shotguns and pistols into the air.

Looting spread into white and other integrated neighborhoods. Merchandise was taken away in cars. Objects too heavy to carry were destroyed…

...The Mayor emphasized in his television statement that before any consideration could be given to the Negro demands "there must be an end to violence and disorder in our streets." "I am assured," he said, "that the spokesmen here tonight the six Negro leaders] will, with all other responsible citizens, do everything in their power to restore peace and calm to
Rochester so that reason and not violence will have its way."

The Mayor said he favored at least four of the Negro demands. He told reporters, however, that he was against a Negro request that called for the deputizing of "responsible people" in the riot-torn areas to help keep the peace.

The demands acceptable to Mr. Lamb were those calling for the creation of a committee to study Negro problems, the enlargement of the police advisory board to include Negroes, the utilization of more Negro social workers and the encouragement of more Negro businesses…

...Potato chips, crushed cigars, watermelon rinds and shoes were strewn on the street around the heaps of

glass. "The people are mad, mad, mad," said a Negro man who refused to give his name.

"What you see here is going to look like a Sunday school picnic after tonight. There are two sets of law, one for white and one for black. We just took enough of it.

"Police brutality, that's the name for it."

Supporting Question 2--Source B

Source B: Full article from www.blackpast.org, *"ROCHESTER REBELLION (JULY 1964)"*, DECEMBER 4, 2017 written by, Rachel Campbell

Rochester, New York's uprising began on July 24, 1964. It occurred less than a week after the Harlem Riot. The Rochester Rebellion came as a surprise to many white residents because of the city's history of progressive 19th century politics. A large part of that history revolved around the Underground Railroad, and resident abolitionist Fredrick Douglass as well as women's rights activist Susan B. Anthony. Both were buried in the city's Mount Hope cemetery.

Despite that historical legacy, African Americans in mid-20th century Rochester faced housing and employment discrimination. The schools were segregated and police-black community relations were as strained in Rochester as in any major city in the North.

Much of the tension was fueled by the rapid growth of Rochester's black population which increased from 7,845 in 1950 to around 32,000 in 1964. Most of these newcomers were funneled into dilapidated housing in Upper Falls Rochester, the site where the "riot" began. Black residents of Upper Falls had an unemployment rate six times higher than whites within the same community. Many of the migrants were publicly disparaged and humiliated. They were often called "bean pickers" by their white neighbors. Ironically, slum clearance and urban renewal policies designed to get rid of the dilapidated structures that housed these newcomers often ended up eliminating vast areas of housing without replacement dwellings for those forced to move. All of these factors created the atmosphere for rebellion in 1964.

Rochester's Rebellion began Friday night, July 24, on Nassau Street in Rochester's Seventh Ward. It started at a block party with 200 people present. At 10 p.m., Rochester police arrested Randy Manigault, a 19-year-old African American man, for public intoxication and harassing women at the party. Since the arrest was made in an atmosphere of tension, additional police were called to the scene. False rumors of an assault on a pregnant woman by a police officer and a child by a police dog spread through the crowd at the party and soon into the surrounding neighborhood.

By this point Rochester Police Chief William Lombard was on the scene personally directing his officers. When he ordered the crowd to move, many young blacks began throwing rocks at the police cars, and one police car was overturned. By 11:30 p.m. more than 400 people were battling the police and all available officers went to the streets. At 2:00 a.m Chief Lombard ordered the police officers to use riot weapons on the crowd. By 3:30 a.m. the crowd had grown to 2,000 people and looting began on Clinton Avenue, the main thoroughfare through Upper Falls.

By 9:00 a.m. on July 25, the uprising was officially called a "riot" and a state of emergency was declared by New York governor Nelson Rockefeller. While the rioting calmed during the day on Saturday, by 10:00 p.m. Saturday night it

resumed. By that point one white man had died. By Sunday night when the riot ended, approximately 250 stores were looted; five white people died (four men died in a helicopter crash blamed on the riot), and nearly 350 people were injured. The police had arrested more than 900 people in connection with the uprising, the majority were employed black men between 20 and 40 years old with no prior records of violence. Only 15 percent of those arrested were white.

Through their actions, participants in the Rochester Rebellion debunked several local myths: first, that racial discrimination was mainly a Southern issue; second, that most whites in Rochester were progressive; and finally, that upstate New York African Americans had no issues with discrimination.

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Supporting Question	What happened in Rochester, NY during the spring, summer, and fall of 2020 and how did words shape that story?
Formative Performance Task	Using Source A, Source B, and Source C, students will engage in Lateral Reading. Lateral Reading refers to the process of reading about the same issue or event from multiple perspectives. This practice counters the dangers that come from accessing a story from only a single perspective and contributes to students' ability to become critical consumers of information. To learn more about lateral reading, click here.

-Through a Jigsaw protocol, students will work independently to complete their assigned section of Handout 1 Top Hat Graphic Organizer.
-Students will work with a partner to determine how Source B and C compare and contrast with their perspectives of the same events.
-Students will complete Handout 2 by writing a claim as to the most appropriate terminology to use when identifying Black Lives Matter events: protests, riots, uprising, or perhaps something else. |
| **Featured Sources** | **Source A:** AllSides.com Headline Roundup September 7, 2020

Source B: The Guardian, "Nearly all Black Lives Matter protests are peaceful despite Trump narrative, report finds

Source C: The Daily Caller, Study: America Hit by Roughly 550 Violent Demonstrations In Three Months

Source D: "Protests Continue in Rochester over death of Daniel Prude," September 7, 2020, today.com |
| **Social Studies Practices** | ☞Gathering, Using, and Interpreting Evidence ☞Comparison and Contextualization |

Supporting Question

In grappling with this supporting question, students will build on their prior knowledge of race and civil rights efforts in the United States up to and during this period through analysis of sources reporting on these modern civil rights events. Working in pairs, students will analyze their assigned source document and complete their side of the Top Hat organizer, identifying key elements of the story from that source's perspective. While closely reading these sources, students will continue to add words and phrases to their Journal, noting the purpose of these words and phrases. After each student has completed their independent analysis, they will work together to identify where the sources' accounts overlapped, and where they remained divergent. Through the use of multiple sources and perspectives, students will finally draw conclusions as to how language played a role in the way in which these events occurred.

Supporting Question 3--- Handout 1

Source Analysis Top Hat Graphic Organizer
COMPARE/CONTRAST

Directions: Students will work in pairs, each independently analyzing either Source B or Source C. Then, they will work together to identify where the sources were similar in the accounting of the events, and where they were distinct. Lastly, they will compare to the story portrayed by the newsclip (Source D). After students view the video clip about the events in Rochester surrounding the death of Daniel Prude, they will consider if the data provided in both sources support this event being labeled uprising, protest, or riot (or any additional term the students decide upon).

	Source B: The Guardian	Source C: The Daily Calle

In what ways are the stories presented within these two sources similar?

In what ways are the stories presented within these two sources different?

Which term would you favor to use when describing the Black Lives Matter events that have occurred nationally durin

Supporting Question 3--Handout 2

Directions: Students review the sources describing the events following the death of Daniel Prude and determine based on this analysis which term would be most appropriate for describing these events in Rochester, 2020.

Based on my research, the events in Rochester surrounding the death of Daniel Prude should be termed (underline one)

RIOT	UPRISING	PROTEST	insert your own

Evidence to support this term includes:

Think about your analysis of the events in Rochester on the weekend of July 24, 1964, how do the events surrounding the death of Daniel Prude compare?

SIMILARITIES BETWEEN THE 1964 & 2020 ROCHESTER DEMONSTRATIONS:

UNIQUE TO July 1964 Rochester Demonstrations	UNIQUE TO September 2020 Rochester Demonstrations

EXTENSION: CONTINUITY & CHANGE
Have the conditions that led to the July 64 demonstrations mostly changed or stayed the same in the time before the Sept 2020 demonstrations?

Source A: AllSides.com Headline Roundup September 7, 2020: Study Says BLM Demonstrations 93% Peaceful, 7% Riots; Coverage Differs

https://www.allsides.com/story/study-used-justify-both-sides-beliefs-blm-demonstrations

Study Says BLM Demonstrations 93% Peaceful, 7% Riots; Coverage

Differs **Headline Roundup** September 7th, 2020

A report released Thursday said that 93% of 2020 Black Lives Matter demonstrations "have not engaged in violence or destructive activity," with 7% involving "violent demonstrations" and "riots." The report describes BLM as "an overwhelmingly peaceful movement" with violence "limited to fewer than 220 locations." These findings were based on data collected by the US Crisis Monitor, a joint effort between the Armed Conflict Location & Event Data Project (ACLED) and Princeton University's Bridging Divides Initiative (BDI). Public opinion differs from the report's findings; according to a recent FiveThirtyEight poll cited by the study, "42 percent [of respondents] said most protesters are trying to incite violence or destroy property."

Coverage in left-rated outlets focused on the claim that 93% of demonstrations were peaceful. Coverage in right rated outlets focused on the 7% of incidents labeled as riots, with some coverage only reporting total numbers of incidents. The study received relatively less coverage in center-rated outlets, and this coverage tended to focus on the 93% of peaceful protests.

From the Left

Nearly all Black Lives Matter protests are peaceful despite Trump narrative, report finds

The Guardian L L C R R

The vast majority of the thousands of Black Lives Matter protests this summer have been peaceful, with more than 93% involving no serious harm to people or damage to property, according to a new report tracking political violence in the United States.

But the US government has taken a "heavy-handed approach" to the demonstrations, with authorities using force "more often than not" when they are present, the report found.

And there has been a troubling trend of violence and armed intimidation by individual actors, including dozens of car-ramming attacks targeting...

Read Full Story

See full media bias rating for The Guardian

From the Center

A New Report Says 93% of BLM Protests Have Been Peaceful

Heavy.com L L C R R

A report from the US Crisis Monitor found that 93% of protests associated with the Black Lives Matter movement have been peaceful, despite a highly polarized political climate and reports on the news emphasizing instances of destruction, looting and overall lawlessness.

The report analyzed recent protests spurred by the police killings of Breonna Taylor and George Floyd, and it also analyzed differences between the data and public opinion of the Black Lives Matter movement.

Read Full Story

See full media bias rating for Heavy.com

From the Right

Study: America Hit By Roughly 550 Violent Demonstrations In Three Months

The Daily Caller L L C R R

Data gathered in a Thursday study suggested that the U.S. experienced nearly 550 violent demonstrations since May 26, the day after the death of George Floyd.

The vast majority of U.S. states have experienced riots in the past three months with Wyoming, Idaho, Montana, Mississippi, West Virginia, Hawaii and Alaska being the only ones unscathed by violence, according to data gathered by The Armed Conflict Location and Event Data Project (ACLED).

Read Full Story

See full media bias rating for The Daily Caller

About the Sources for B and C *via AllSides*:

The Guardian (left-leaning) A British daily newspaper, known from 1821 until 1959 as the Manchester Guardian. It's sister papers are The Observer and the Guardian Weekly. Est. 5/5/1821, Owned By: Guardian Media Group, owned by the Scott Trust.

The Daily Caller (right) The Daily Caller is a conservative American news and opinion website, founded by political pundit Tucker Carlson, and Neil Patel, former adviser to former Vice President Dick Cheney. The site's coverage includes politics, business, world news, entertainment, sports, education, technology, outdoors, and energy. Est. 1/11/2010, Owned By: The Daily Caller, Inc.

MONROE COUNTY RACE CLASS AND INEQUITIES INQUIRY PROJECT

Supporting Question 3--Source B

Source B: The Guardian, "Nearly all Black Lives Matter protests are peaceful despite Trump narrative, report finds
https://www.theguardian.com/world/2020/sep/05/nearly-all-black-lives-matter-protests-are-peaceful-despite-trump-narrative
report-finds

A protester joins a Black Lives Matter protest in Portland, Oregon. Photograph: Caitlin Ochs/Reuters

Lois Beckett
@loisbeckett
Sat 5 Sep 2020 06.00 EDT

In stark contrast to rightwing claims, 93% of demonstrations have involved no serious harm to people or property

The vast majority of the thousands of Black Lives Matter protests this summer have been peaceful, with more than 93% involving no serious harm to people or damage to property, according to a new report tracking political violence in the United States.

But the US government has taken a "heavy-handed approach" to the demonstrations, with authorities using force "more often than not" when they are present, the report found.

And there has been a troubling trend of violence and armed intimidation by individual actors, including dozens of car ramming attacks targeting demonstrators across the country.

The new data on protests and the US government's response comes from the Armed Conflict Location and Event Data project (Acled), an organization that has long tracked political violence and unrest in regions around the world, together with Princeton University's Bridging Divides Initiative.

Data assembled by Acled has been viewed as a reliable source of information on the death toll in Yemen, civilians killed by governments in Africa and political violence against women, among other conflicts. The organization launched a new "US crisis monitor" project this year, concerned that the US is "at heightened risk of political violence and instability going into the 2020 general election".

The results of the study present a stark contrast to claims made by the Trump administration, and widely circulated by Fox News and other rightwing media outlets, that the US is being overrun by violent leftwing protesters and "domestic terrorists".

"There have been some violent demonstrations, and those tend to get a lot of media coverage," Dr Roudabeh Kishi, Acled's director of research & innovation, told the Guardian. "But if you were to look at all the demonstrations happening, it's overwhelmingly peaceful."

Between late May and the end of the August, Acled and Princeton researchers documented 7,750 demonstrations associated with the Black Lives Matter movement in more than 2,000 different locations across the United States, as well as more than 1,000 protests related to Covid-19. About a third of the Covid-19 protests were linked to schools reopening, the report found, all of them peaceful protests. There were also at least 70 documented protests over Covid 19 involving healthcare workers, and at least 37 demonstrations focused on the eviction crisis.

A demonstrator is sprayed with pepper spray during a Black Lives Matter protest in Portland, Oregon. Photograph: Marcio José Sánchez/AP

While the overwhelming majority of all the different kinds of protests tracked over this time were peaceful, the report did find a troubling trend of violence from both government forces and non state actors.

Government authorities were more likely to intervene in Black Lives Matter protests than in other demonstrations, and also more likely to intervene with force, like using teargas, rubber bullets and pepper spray or beating demonstrators with batons, the researchers found.

They documented 392 incidents this summer in which government authorities used force on Black Lives Matter demonstrators.

Journalists covering Black Lives Matter protests were also met with violence from government forces in at least 100 separate incidents across dozens of states this summer. One journalist was blinded after being hit in the eye with a rubber bullet while covering protests over George Floyd's killing in Minneapolis.

Violent intervention from government forces did not make protests more peaceful, the report concluded. In Portland specifically, the report found that intervention from federal authorities in the protest "only aggravated unrest", with the number of "violent demonstrations" rising from 53% to nearly 62% of all events "after federal agents arrived on the scene".

Armed individuals were documented at at least 50 protests this summer.

"Individual perpetrators – sometimes linked to hate groups like the KKK – have launched dozens of car-ramming attacks

targeting demonstrations around the country," the researchers wrote.

Supporting Question 3-- Source C
Source C: The Daily Caller, Study: America Hit by Roughly 550 Violent Demonstrations In Three Months https://dailycaller.com/2020/09/05/550-violent-demonstrations-riots-three-months/

Study: America Hit By Roughly 550 Violent Demonstrations In Three Months

DAILY CALLER NEWS FOUNDATION

JAKE DIMA September 05, 2020 **CONTRIBUTOR** 2:02 PM ET

(Photo by Scott Olson/Getty Images)

Data gathered in a Thursday study suggested that the U.S. experienced nearly 550 violent demonstrations since May 26, the day after the death of George Floyd.

The vast majority of U.S. states have experienced riots in the past three months with Wyoming, Idaho, Montana, Mississippi, West Virginia, Hawaii and Alaska being the only ones unscathed by violence, according to data gathered by The Armed Conflict Location and Event Data Project (ACLED).

There were a total of 7,750 Black Lives Matter-linked demonstrations in the U.S. in 2,440 locations across all 50 states, according to ACLED's data.

Ninety-three percent of these demonstrations were peaceful, but that indicated that approximately 543 events were violent, according to ACLED's statistics.

Violent demonstrations have largely been contained to 220 locations with Portland being the hardest hit location, the data show.

A person carries a box near a looted Best Buy store seen after parts of Chicago had widespread looting and vandalism (Scott Olson/Getty Images).

There have been 38 incidents where riots damaged or brought down historical statues. Law enforcement deployed non lethal munitions in 54% of the demonstrations where they were present, ACLED reported. A total of 5% of BLM protests have been met with force from officers, data showed. (RELATED: 'A Gut Punch,' 'We Just Feel Abandoned': Police Union Execs Sound Off About Lack Of Morale That They Say Is Resulting From Politicians)

ACLED also claimed that 50 incidents across the country in the past three months have featured armed individuals, and BLM protests have been recorded in South America, Africa, Asia and several violent demonstrations have been reported in Europe.

Supporting Question 3---Source D

Source D: "Protests Continue in Rochester over death of Daniel Prude," September 7, 2020, today.com https://www.today.com/video/protests-continue-in-rochester-over-death-of-daniel-prude-91210309937 video 2:32 minutes

The Killing of Daniel Prude and Our Community's Response Context

On March 23, 2020, **Daniel Prude**, a 41-year-old African-American man, died after being physically restrained by Rochester, New York, police officers. Prude had been suffering from a mental health episode after ingesting PCP and was walking naked in the city's streets. The officers put a spit hood over his head after he began spitting. They held him face down on the pavement for two minutes and fifteen seconds, and he stopped breathing. Prude received CPR on the scene and later died of complications from asphyxia after being taken off life support.

The autopsy report ruled Prude's death a homicide and also included the contributing factors to his death as "excited delirium and acute intoxication by phencyclidine, or PCP." Prude's death first received attention in September 2020 when the police body camera video and written reports were released along with the autopsy report. Following the report's release, protesters demonstrated outside the Rochester police headquarters and many considered the death to be related to Prude's race. The demonstrations were connected to the Black Lives Matter movement and the string of racial justice events of 2020.

On February 23, 2021, New York Attorney General Letitia James announced that the empaneled grand jury declined to charge the seven officers involved in Prude's death.[1] The same day, the US Attorney's office for the Western District of New York announced they will review the AG report and other evidence, and rule whether a federal response is warranted.

via Wikipedia, https://en.wikipedia.org/wiki/Killing_of_Daniel_Prude

Supporting Question	What can be done to prevent a single story?

Formative Performance Task	Students will re-watch Danger of a Single Story . Next, students will independently write a response to the following question: "Reflecting on this inquiry, what are some examples of a single story? What are the consequences of a single story?". Once students have an opportunity to independently respond, students will engage in a circle discussion sharing their responses and making connections to classmates. Using Handout 1, Students will examine Source B and Source C from events leading to the insurrection of the US Capitol on January 6th, 2021. Teachers will assign half the class Source B and the other half class Source C. Students will independently analyze their assigned source and answer the corresponding question:
	  1. Source B- How does the statement by former President Trump at 2:30 AM influence a reader's perspective about the election?
	  2. Source C- How might the comments by attorney Lin Wood influence listeners' attitudes leading up to January 6th?
	
	Using Handout 2, students will answer the question, "How can the use of lateral reading prevent a single story?" using the Think-Pair-Share protocol.
	
	Using Tool A1, students will complete the second half of the I Used to think...Now I think... protocol. Using the same question, "How do words shape history?" provide students roughly three minutes to independently think and write a response to the "Now I think...." portion of the question. Student responses will serve as an excellent tool for assessing growth throughout the inquiry..

Featured Sources	● **Source A:** Danger of a Single Story ● **Source B:** https://www.nytimes.com/2021/01/31/us/trump-election-lie.html ● **Source C: https://youtu.be/ep1yCTpMJvc?t=260** ● **Source D:https://newsela.com/read/trump-mob-storms-capitol/id/2001017797/** ● **Source E (Optional)**: Incitement Timeline: Year of Trump's Actions Leading to the Attack on the Capitol ● **Source F (Optional):** https://www.edweek.org/teaching-learning/from-stunning-to-surprising-how-news-of the-capitol-attack-was-repackaged-for schools/2021/01?utm_source=tw&utm_medium=soc&utm_campaign=edit
Social Studies Practices	**Gathering, Using, and Interpreting Evidence**

Supporting Question:

As discussed during the initial inquiry launch, students will reflect on the dangers of misrepresenting an event or person through a single lens. To help students become educated consumers of information, we must identify, describe, and evaluate evidence about events from diverse sources. As discussed in supporting question 3, students will reflect on the importance of lateral reading and its role in providing multiple perspectives.

Directions: Students will review either Source B or Source C and answer corresponding questions. Following independent work time, students will share their source and response to assigned question. After each student shares they will be able to make connections about their sources and responses.

Events Leading to the Insurrection	
Source B How does the statement by former President Trump at 2:30 AM influence a reader's perspective about the election?	
Source C How might the comments by attorney Lin Wood influence listeners' attitudes leading up to January 6th?	

Connections:

Formative Performance Task	**Task Assignment:** Think-Pair-Share; Students will engage in independent reflection, considering the question, "How can the use of lateral reading prevent a single story?" After they engage in this analysis independently, students will pair up and share their thinking with a partner, noting the key ideas from their group discussion. Finally, students will share their group discussions with the class.

THINK: What are you thinking about?

PAIR: What did you discuss with your partner? What did you decide?

SHARE!

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Monroe county race class and inequities inquiry project

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Monroe County Race Class and Inequities Inquiry Project

Featured Source	**Source A:** Chimamanda Ngozi Adichie, TEDGlobal 2009, **"The Danger of a Single Story"** https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

The danger of a single story | Chimamanda Ngozi Adichie 7.8M views · Oct 7, 2009 YouTubeTED

Featured Source	**Source B:** nytimes.com: 77 Days: Trump's Campaign to Subvert the Election https://www.nytimes.com/2021/01/31/us/trump-election-lie.html

Excerpt from *77 Days: Trump's Campaign to Subvert the Election*
By Jim Rutenberg, Jo Becker, Eric Lipton, Maggie Haberman, Jonathan Martin, Matthew Rosenberg and Michael S. Schmidt
Published Jan. 31, 2021

Gathered in the East Room of the White House on election night, Mr. Trump and his entourage fell into enraged disbelief as his lead inexorably dissipated, even in formerly red states like Arizona, which Fox called for Mr. Biden at 11:20 in what the president took as a stinging betrayal. Eric Trump goaded him on — a dynamic that would play out in the weeks to come. There would be no early victory speech that evening.

Instead, in a brief televised address shortly before 2:30 a.m., Mr. Trump furiously laid down his postelection lie.

"This is a fraud on the American public. This is an embarrassment to our country. We were getting ready to win this election — frankly, we did win this election," the president declared. "We want all voting to stop. We don't want them to find any ballots at 4 o'clock in the morning and add them to the list."

Featured Source	**Source C:** NTD News via YouTube, Dec. 2, 2020,**"'Every lie will be revealed': Lin Wood joins Trump supporters at 'Stop the Steal' rally in Georgia,"** view from 4:40-6:28 https://youtu.be/ep1yCTpMJvc?t=260

Additional Resources

The sources described earlier are featured because they are illustrative of the kinds of sources teachers may use to teach this inquiry. They are not meant to be a final or exhaustive list. Additional or alternative sources include the following:

Featured Source	**Source D:** Newsela- Pro-Trump mob storms U.S. Capitol in bid to overturn election **https://newsela.com/read/trump-mob-storms-capitol/id/2001017797/**

Optional Source	**Source E:** Justsecurity.org- Incitement Timeline: Year of Trump's Actions Leading to the Attack on the Capitol Incitement Timeline: Year of Trump's Actions Leading to the Attack on the Capitol

Optional Source	**Source F:** Edweek.org- From 'Stunning' to 'Surprising': How News of the Capitol Attack Was Repackaged for Schools https://www.edweek.org/teaching-learning/from-stunning-to-surprising-how-news-of-the-capitol-attack-was-repackaged-for-schools/2021/01?utm_source=tw&utm_medium=soc&utm_campaign=edit

SUMMATIVE PERFORMANCE TASK/TAKING INFORMED ACTION

Teacher Resources for Developing Public Service Announcements

Depending on students' skill level and familiarity with Public Service Announcements, teachers may need to build some additional lessons to support this goal (rather than merely assigning students to complete one). We suggest the following resources if additional lessons are required or desired:

Directions for Students

How are words used to shape history in your world? What are the consequences of only hearing, believing, and acting upon only one side of a story? Your task is to take all that you have learned about sources such as news and social media and create a public service announcement (PSA) to warn younger students about the dangers of a single story. You can use examples from our study of Rochester's history or things that have occurred in your own life as part of your PSA. You will also use strong language to compel your audience to do the right thing when faced with sources of information that are incomplete or that only tell one side of important or controversial events or ideas.

The criteria for success on your public service announcement can be found on the next page.

Single-Point Rubric for Summative Assessments: Public Service Announcements

Notes About What Is Strong	Criteria	Notes About What Could Be Improved

	Message ● The PSA clearly articulates an argument about the downsides to accessing only one point-of-view and/or unreliable sources. ● The PSA helps the listener/viewer understand how words shape history* ● The PSA is compelling and will influence its audience to take action or change habits.	
	Style ● The PSA writer(s) used strong words to reveal tone and point-of view. ● The message flows and is polished.	
	Visuals ● If used, the visuals in the PSA enhance the message.	

*The term "history" can be interpreted loosely here, such as a person's history, as in the case of social media.

APPENDIX A

Application of Social Studies Practices For Grade 8:

The Table below identifies the specific Grade 8 Social Studies Practices used throughout the Inquiry and how the Practice will be demonstrated by the students.

Staging the Inquiry

Civic Participation (6) **STUDENTS WILL**

-use a **Circle Discussion protocol** to share with classmates the impact a single story has had on their life

Gathering, Using, and

Interpreting Evidence (3)

-**analyze** an epigraph of an event that occurred in Detroit in 1967 to **consider**

how the historical context of the event described in the epigraph would change if

different words had been used.

Supporting Question 1 What really happened in Rochester, NY on the weekend of July 24th, 1964?

Gathering, Using, and

Interpreting Evidence (2)

STUDENTS WILL

-**analyze** a timeline, newspaper articles and photographs to gist a summary that

explains the "**where, when, who, what**" for the events that developed in Rochester in the summer of 1964.

Chronological Reasoning (1) -**organize** specific historical details **in chronological order** to **explain how** the events in Rochester during the Summer of 1964 occured.

Supporting Question 2 How did words shape the story of what happened in Rochester, NY on the weekend of July 24th, 1964?

involved in the event featured in the articles.

Gathering, Using, and Interpreting Evidence (3)
STUDENTS WILL
-**use evidence** from two articles to **identify** the author's point of view and examples of bias towards the people

-**explain the impact point of view and bias** has in shaping reader's attitudes towards historical events

Supporting Question 3: What happened in Rochester, NY during the summer and fall of 2020?

-**explain how the audience of the article** may have influenced the information in the author included in the article,

Gathering, Using, and Interpreting Evidence (3)
-**explain the author's point of view** on the events that occurred in Rochester in the Fall of 2020

-**identify examples of bias** (onesideness) the author used in the newspaper article.

Supporting Question 4: What can be done to prevent a single story?

Chronological Reasoning (1) **STUDENTS WILL**

-**articulate how events are related chronologically to one another in time - explain ways in which earlier ideas and events may influence subsequent ideas and events** by considering the conflicts, court cases, and confusion that dominated the period after the November 2020 election.

Gathering, Using, and Interpreting Evidence (4)	-**describe, analyze, and evaluate arguments of others** by considering how the perspectives advocating that the election was stolen, which was promoted by media outlets and on social media, fueled the movement that led to the Capitol Insurrection.

Summative Performance Task:

Civic Participation (8) **STUDENTS WILL**

-**fulfill social and political responsibilities** associated with citizenship in a democratic society **by informing younger students** and their peers of the essential role informed citizens play in a democracy, emphasizing what can happen when citizens give up this role or fail to take up the responsibility to be informed.

Gathering, Interpreting, and Using Evidence (4)	-make a case for the importance of citizens to **describe, analyze, and evaluate arguments of others** as they make determinations and draw their own conclusions.

Taking Informed Action:

Gathering, Interpreting, and Using Evidence (2)	**STUDENTS WILL** -**identify, describe, and evaluate evidence about events from diverse sources** in their curation of resources from diverse media outlets and organizations.
Gathering, Using, and Interpreting Evidence (5)	-**develop and/or curate an "AllSides" style collection of sources** related to a school or community issue that students care about.
Civic Participation (2)	-**share multiple perspectives** on a either a local, State, National or Global issue by **creating a resource** that represents and communicates all sides of the issue to others.