Baltimore Uprising Part III: Solutions

Museum Connection: Family and Community

Purpose: In this lesson students will identify, explore, and evaluate ways in which various community stakeholders have attempted to address the issues that led to the Baltimore uprising.

Course: United States History, African American History, Government

Time Frame: This lesson will require one class period to complete.

Correlation to Maryland College and Career-Ready Standards:

Indicator United States History High School: Analyze modern economic, political and social influences on American society from 1981-present (5.6.2).

Objective: Evaluate how the government has addressed changing demographics, including immigration, the changing age structure and increasing minority populations in the United States (PS, PNW, G)

Core Learning Goals: Government

Goal 1 Political Systems: The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.

Expectation: 1.1 The student will demonstrate understanding of the structure and functions of government and politics in the United States.

Indicators:

1.1.2 The student will evaluate how the principles of government assist or impede the functioning of government.

1.1.4 The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions.

Expectation: 1.2 The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

Indicator:

1.2.3 The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety.

Objective(s):

1. Students will analyze and critique various solutions that community stakeholders suggested, and attempted to employ, in order to address the issues that led to the Baltimore uprising.
2. Students will select topics and determine the type of project they will create to address the issue(s) of their choice that led to the Baltimore uprising.

Vocabulary and Concepts:

Word or Concept	Definition
Philanthropy	goodwill to fellow members of the human race; *especially* active effort to promote human welfare.
Citizens Review Board	a non-partisan panel of citizens that takes and investigates complaints about police officers.
Millennials	The term Millennials is usually considered to apply to individuals who reached adulthood around the turn of the 21st century.

Chamber of Commerce	an association of businesspeople to promote commercial and industrial interests in the community.

Materials:

For the Teacher:

Teacher Resource Sheet 1: World Problems

For the Student:

Student Resource Sheet 1: Baltimore Uprising Solutions

Student Resource Sheet 2: *The Baltimore Sun* – Will Freddie Gray's death change anything for the poor in Baltimore?

Student Resource Sheet 3: *The Baltimore Sun* – United Way gives grants after unrest following Freddie Gray's death

Student Resource Sheet 4: *Huff Post Live*, Black Voices - The Baltimore Uprising and the Civil Rights Movement of the Millennial Generation

Student Resource Sheet 5: *The Baltimore Brew* - Batts requests outside review of police handling of "Baltimore uprising"

Student Resource Sheet 6: Baltimore City Chamber of Commerce - Mayor Rawlings-Blake Announces One Baltimore Initiative

Student Resource Sheet 7: *The Daily Pilot* – The Baltimore Police Review Board called irrelevant, ineffective

Student Resource Sheet 8: BET.com - 300 Men March Is an Organization Uplifting Forgotten Parts of Baltimore

Student Resource Sheet 9: Baltimore Uprising Project

Resources:

Publications:

Web Sites: Listed on Student Resource Sheets

Historical Background: On April 12, 2015, Freddie Gray a 25 year old African American Baltimorean ran from uniformed police officers in West Baltimore. Once apprehended he was placed under arrest for illegal possession of a knife. During the arrest he was in pain when he was placed in the transport vehicle. While being transported, he became unconscious and was taken to the hospital. Gray died on April 19th while still in the hospital from spinal cord injuries sustained during his arrest. In the days following the arrest and Gray's subsequent death, which was recorded by witnesses and shared across social and mainstream media, protests across the city, nation and around the world emerged. On April 25th a protest in downtown Baltimore turned violent with 34 arrests and 15 police officers injured. On the day of Gray's funeral, April 27, Baltimore City erupted into more violent protests, including the burning of cars and property and looting stores, dubbed as the Baltimore Uprising. Baltimore City police, police officers from jurisdictions throughout the state as well as other states, State Troopers and the National Guard were brought in to restore order after Governor Hogan declared a state of emergency. The Mayor enacted a curfew that effectively shut down the city at 10pm – 6am for the duration of the unrest. The City State's Attorney's Office conducted an investigation into Gray's death. The State Medical Examiner declared Gray's death a homicide and on May 1, 2015 the State's Attorney charged the six Baltimore City Police Officers in the death of Freddie Gray on various counts including depraved heart murder. On May 3rd the state of emergency was lifted and the curfew ended as the unrest subsided. On May 21, 2015 a grand jury indicted the officers on numerous charges ranging from reckless endangerment to depraved heart murder. In the ensuing months the homicide rate soared and the Police Commissioner was fired by the Mayor. The citizens of Baltimore have struggled to build a better city out of these tragic events.

Lesson Development:

Motivation:

1. Project Teacher Resource Sheet 1 (World Problems). Have students choose one of the problems listed and determine how they would solve that problem.
2. Review student answers analyzing them in terms of being economic, social, political, religious or military solutions.
3. Transition by introducing the goal of today's lesson which is to analyze proposed solutions to the problems that led to the Baltimore uprising.

Activities:

4. Re-visit the problems that led to the Baltimore uprising (police brutality, poverty, lack of opportunity for youth, unemployment, community violence, poor education, etc.)
5. Teacher begins discussion on the day's topic by asking students, "What solutions have Baltimore City leaders offered to solve these problems?" List possible answers on the board.
6. Distribute Student Resource Sheet 1 (Baltimore Uprising Solutions) and Student Resource Sheets 2 – 8.
7. Explain to students that they will be using several resources to examine some of the solutions community stakeholders have proposed to address the issues that contributed to the Baltimore uprising. Direct students to read their assigned solution and to complete Student Resource Sheet 1.
8. As students read, circulate around the room and review work. Remind students that all of these solutions have good points and bad points, and encourage students to consider the challenges of implementing each. Review student findings and engage the class in a discussion of the solutions that have been offered. During the class discussion categorize the solutions as social, political or economic.
9. Transition by introducing students to the mini-unit culminating activity.
10. Explain to the students the goal of the project is for them to create a presentation that reflects what they think is the best way to address the

key issue they believe will move the city forward. Distribute Student Resource Sheet 9 (Baltimore Uprising Project).

11. Give students an opportunity to brainstorm ideas for their project. Allow students an opportunity to share their ideas with the class.

Assessment:

12. Assess the lesson by having students take out a half sheet of notebook paper and fill out an Exit Ticket. Students should rank the solutions to the issues that contributed to the Baltimore uprising in order of what they think will be the most to least effective.

Closure:

13. Let students know the best presentations will be on display at the Reginald F. Lewis Maryland Museum of African American History and Culture during the annual Martin Luther King, Jr. Day celebration.

Lesson Extensions:

14. Have students conduct further research on solutions that have been proposed and are being implemented to track their success.
15. Encourage students in the Baltimore metropolitan area to attend events throughout the community sponsored by various community groups, politicians, Baltimore City Public Schools and others to learn more and to share their ideas.
16. Have students access social media outlets to continue to monitor what is going in the aftermath of the uprising.

Teacher Resource Sheet 1

World Problems

Since it states with a partner, wouldn't this be a Student Resource Sheet or should you reword your directions to the teacher?

Directions: With a partner choose one of the problems listed below and figure out a way it can be solved.

A. World Hunger
B. Poverty
C. Global Warming
D. War
E. HIV/AIDS
F. Violence
G. Crime
H. Homelessness

Teacher Resource Sheet 2

Name: _____   Date: _____

Course: _____   Period: _____

Exit Ticket

Directions: Rank the solutions we have investigated today in order of what you think will be the most effective to the least effective. Briefly explain why you chose your number one selection.

Student Resource Sheet 1

Baltimore Uprising Solutions

Name: _____   Date: _____

Course: _____   Period: _____

Directions: Complete the chart using the article you have been assigned to read.

Article: _____

Stakeholder	Issue	Solution

Student Resource Sheet 2

***The Baltimore Sun* Article**

Will Freddie Gray's death change anything for the poor in Baltimore?

http://www.mcall.com/opinion/mc-baltimore-freddie-gray-police-violence-dvorak-0429-20150429-story.html

Student Resource Sheet 3

The Baltimore Sun **Article**

United Way gives grants after unrest following Freddie Gray's death
http://www.baltimoresun.com/news/maryland/freddie-gray/bs-md-ci-united-way-20150602-story.html

Student Resource Sheet 4

*Huff Post Live***: Black Voices**

**The Baltimore Uprising and the Civil Rights Movement
of the Millennial Generation**

http://www.huffingtonpost.com/hettie-williams/the-baltimore-uprising-and-civil-rights_b_7223716.html

Student Resource Sheet 5

The Baltimore Brew

Batts requests outside review of police handling of "Baltimore uprising"

https://www.baltimorebrew.com/2015/07/07/batts-requests-outside-review-of-police-handling-of-baltimore-uprising/

Student Resource Sheet 6

Baltimore City Chamber of Commerce

Mayor Rawlings-Blake Announces One Baltimore Initiative

http://www.baltimorecitychamber.org/article/mayor-rawlings-blake-announces-one-baltimore-initiative

Student Resource Sheet 7

The Daily Pilot

The Baltimore Police Review Board called irrelevant, ineffective

http://www.dailypilot.com/news/bs-md-ci-police-civilian-review-board-20130602%2c0%2c970478.story

Student Resource Sheet 8

BET.com

300 Men March Is an Organization Uplifting Forgotten Parts of Baltimore

http://www.bet.com/news/national/2015/05/07/300-men-march-is-an-organization-uplifting-baltimore.html

Student Resource Sheet 9

Baltimore Uprising Project

The goal of this project is for you to create a presentation that demonstrates what you think is the best way to address the issues that led to the Baltimore uprising. Your presentation can be any of various formats (PowerPoint, tri-fold, dramatic presentation, video, song, poem, etc.) Your presentation must include the following elements:

1. The issue(s) being addressed must be clearly identified.
2. The manner in which you think the issue should be addressed should be clearly expressed.
3. How the solution you propose will move the community forward and will make Baltimore a better place to live.
4. Your presentation should take into account multiplecommunity stakeholders and how they relate to your proposed solution.

Video/PowerPoint Presentation Scoring Tool

Criterion	Point Value
Issue clearly presented	25
Solution clearly presented	25
Logical flow	10
Appropriate script	10
Visual impact	20
Uses appropriate sources	10
Total	**100**

Tri-fold Scoring Tool

Criterion	Point Value
Issue clearly presented	25
Solution clearly presented	25
Information presented in various formats	10
Text is grammatically correct	20
Visual appeal	10
Uses appropriate sources	10
Total	**100**

Song/Poem Scoring Tool

Criterion	Point Value
Issue clearly presented	25
Solution clearly presented	25
Appropriate lyrics/lines	10
Performance	20
Creativity	10
Use of language	10
Total	**100**

Dramatic Presentation Scoring Tool

Criterion	Point Value
Issue clearly presented	25
Solution clearly presented	25
Effectiveness of script	15
Performance	15
Costumes/wardrobe	10
Use of language	10
Total	**100**