**Lesson Plan Template**

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Lesson Title: The Gilligan Case: Police Brutality and Civil Rights in Harlem 1964

Grade Level: 10th Grade

Compelling Question: How do we see the circumstances of the Gilligan case reflected in society today?

**Lesson Foundations**

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| Content Standards | 27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. | | |
| Learning Objective(s) | LO1: SWBAT analyze the poem “If We Must Die” by Claude McKay  LO2: SWBAT compare the responses of the public to the Gilligan case to that of the public today in instances of police brutality  LO3: SWBAT utilize poetry to respond to how the circumstances of Gilligan’s case are reflected in society today. | Assessment(s)  Include LO being addressed | Analysis of Poem (LO1)  Response To Stations Questions (LO2)  Write a Poem (LO2)(LO3) |
| Materials & Resources | * Origins Article -The Gilligan Case: Police Brutality and Civil Rights in Harlem 1964 : <https://www.picturingblackhistory.org/the-gilligan-case> * PowerPoint * Stations Response Sheet * Stations Source Packet   + Document A - Claude McKay's Early Poetry (1911-1922): If We Must Die. Claude McKay's Early Poetry (1911-1922): A Digital Collection. (n.d.). Retrieved February 27, 2022, from <https://scalar.lehigh.edu/mckay/if-we-must-die>   + Document B - Johnson, D. (n.d.). The Gilligan Case: Police Brutality &amp; Civil Rights in Harlem. PBH. Retrieved February 27, 2022, from https://www.picturingblackhistory.org/the-gilligan-case   + Document C - 1964 Jury's Exoneration of Gilligan Scored by Negro Leaders The New York Times. (1964, September 2). Jury's exoneration of Gilligan scored by Negro leaders. The New York Times. Retrieved February 27, 2022, from https://www.nytimes.com/1964/09/02/archives/jurys-exoneration-of-gilligan-scored-by-negro-leaders.html   + Document D - A policeman wields a billy club against youths African American during night of riots in Harlem, New York. (1964). photograph, Harlem, New York, from https://www.gettyimages.com/detail/news-photo/policeman-wields-a-billy-club-against-youths-african-news-photo/880085960   + Document E - The New York Times. (2021, May 21). 'We Still Aren't Safe': 6 Young Americans on George Floyd's Death. The New York Times. Retrieved February 27, 2022, from https://www.nytimes.com/2021/05/21/opinion/young-americans-race-blm.html   + Document F - Yucel, K. (2020). Protesters hold signs outside the Minneapolis 1st Police precinct during a demonstration against police brutality and racism. photograph, Minneapolis, Minnesota, from https://www.gettyimages.com/detail/news-photo/protesters-hold-signs-outside-the-minneapolis-1st-police-news-photo/1228190289   + Document G - Art & Protest: Creatives respond to racism &amp; police brutality. V Magazine. (2020, June 5). Retrieved February 27, 2022, from https://vmagazine.com/article/art-protest-creatives-respond-to-racism-police-brutality/Document H - Estiler, K. (2020, June 12). How artists are responding to U.S. protests over police brutality and racism. HYPEBEAST. Retrieved February 27, 2022, from <https://hypebeast.com/2020/6/blacklivesmatter-protest-artworks-george-floyd-breonna-taylor-ahmaud-arbery>   + Document I - Pt. 1 - Frausto, R. (2020). John Lewis Portrait. FineArtAmerica. Retrieved February 27, 2022, from https://fineartamerica.com/featured/john-lewis-portrait-rick-frausto.html.   Pt. 2 - Schuessler, J. (2015, February 15). Spider Martin's Photographs of the Selma March Get a Broader View. The New York Times. Retrieved February 27, 2022, from https://www.nytimes.com/2015/02/16/arts/design/spider-martins-photographs-of-the-selma-march-get-a-broader-view.html | | |

**Instructional Procedures/Steps**

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| Opening  \_\_5\_\_\_\_\_\_ Minutes | Teacher will display 3 pictures on the board for students   * Picture 1: National Guard during the 1919 Chicago Race Riots. Photograph by Jun Fujita, courtesy of Chicago History Museum, ICHi-65477. * Picture 2: Police beating man, Harlem Riots, 133rd Street and Seventh Avenue, Harlem, New York, 1964   Public domain photo by Dick DeMarsico, New York World Telegraph & Sun   * Picture 3: Peaceful demonstrators stand in the middle of Broad Street as Columbus Division of Police officers attempt to move them from the area during protests following the death of Minneapolis man George Floyd on Saturday, May 30, 2020 in Columbus, Ohio.   “When Michelle Alexander says mass incarceration is ‘the new Jim Crow,’ she insists that the racist structures that have existed since slavery have mutated and changed, but they have not been eradicated. We can’t understand, teach about, or change what’s happening in this country if we don’t face this fact.” (Watson, et al., 2018, p. 18)   * Question - How does this quote resonate with what is seen in the 3 pictures on the previous slide? Take 5 minutes to reflect and write. |
| Instruction  \_\_\_\_\_\_50\_\_ Minutes | To transition from the opener to the station’s activity, the teacher will introduce the compelling question for the day: How do we see the circumstances of the Gilligan case reflected in society today?  Students will participate in a stations activity with the materials provided by the teacher that contains a range of primary and secondary sources including, “If We Must Die”, pictures and newspaper excerpts from 1964 Harlem, pictures and newspaper excerpts from 2020-present that focuses on public response to police brutality and oversight. They will have a worksheet that contains questions relating to each station that they will answer as a group.  Students will have 8 minutes at each station to look at and read the materials and respond to associated questions. (~2 questions per station)  8x4= 36 total minutes in stations activity  4 minutes for directions and transition time  10 minutes for follow up discussion and debrief  Station 1 - **Document A:** “If We Must Die”  **Document B:** 1964 A protest outside the UN Headquarters in New York City, during a period of rioting  Station 2 - **Document C:** 1964 Jury's Exoneration of Gilligan Scored by Negro Leaders  **Document D:** A policeman wields a billy club against youths African American during night of riots in Harlem, New York.  Station 3 - **Document E:** 2021 Newspaper Article  **Document F:** Protesters hold signs outside the Minneapolis 1st Police precinct during a demonstration against police brutality and racism.  Station 4 - **Document G:** Art by Brionya J. Matthews  **Document H:** Art by Andrew Dat Tran  **Document I:** John Lewis  Questions to support student learning:   * Do you think these documents demonstrate a pattern in American history relating to race and racism? Do these documents suggest that progress isn’t happening or that racial justice can be achieved or undermined in each generation? * Why do you think responses to trauma often come in the form of artistic expression? * Both today and in the past, many POC responded tof the murder or unlawful arrest of a POC by suggesting that it is unsurprising. While it is horrific, some express that racial violence and discrimination are to be expected from e our institutions in the United States. What does this outlook tell you about what it is like to be a black person living in the United States?   Following the stations activity, the class will come back together for a brief wrap up discussion. As this time, the teacher will restate the compelling question for the day to prep students for the exit ticket they will work on. |
| Closure  \_\_\_\_\_25\_\_\_\_\_ Minutes | Exit Ticket: Students will utilize the structure of Claude McKay’s, “If We Must Die”, the information displayed and discussed in the stations activity, and their own connections to create a poem that responds to how the circumstances of Gilligan’s case are reflected in society today.  Students will be given a poem template that is a modified Shakespearean sonnet format  “If We Must Die” is *abab cdcd efef gg*  Students will write a poem that is *abab cdcd ee* (10 lines) |
| Accommodations/ Enrichment | A differentiated handout for the opener and exit ticket poem has been made to assist students. The differentiated handout includes definitions of words used in the opening quote and directions to clarify higher order vocabulary that will help students more thoroughly reflect on the question at hand. In addition, the exit ticket includes an example of an *abab* rhyme scheme to assist students who may have difficulty visualizing what that looks or sounds like in a poem format. |