**Lesson Plan Template**

Author’s Name: Charles Bell

Lesson Title: Don't Call it a Riot

Grade Level: 10th

Compelling Question: What is the motivation for African American Uprisings?

**Lesson Foundations**

|  |  |  |  |
| --- | --- | --- | --- |
| 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: SWABT recognize that African American “riots" are actually uprisings against systemic racial oppression.  LO2: analyze how state violence has been used to suppress and control African Americans under the guise of restoring order. | Assessment(s)  Include LO being addressed | A1-LO1: Bellringer  A2-LO2: Stations Worksheet  A3-LO2: Exit Ticket |
| Materials & Resources | **PPT:** African American Uprisings  **Sources:**  **Document 1:** Farnia, N. (n.d.). *Don't call it A riot: 1992 Los Angeles*. PBH. Retrieved March 13, 2022, from <https://www.picturingblackhistory.org/dont-call-it-a-riot>  **Document 2:** Alexander Nazaryan On 4/28/17 at 4:00 AM EDT, Bailey, D. A., & Davidson, J. D. (2017, May 3). *25 years after the rodney king riots, 'there's a South Central in every city and every state'*. Newsweek. Retrieved March 13, 2022, from <https://www.newsweek.com/los-angeles-ferguson-25-years-after-rodney-king-riots-theres-south-central-590484>  **Document 3:** Gibbons, A. (2020, July 26). *Seeing red: Racial segregation in LA's suburbs*. Architectural Review. Retrieved March 13, 2022, from <https://www.architectural-review.com/essays/seeing-red-racial-segregation-in-las-suburbs>  **Document 4:** Krbechek, A (04/26/2017). *When LA erupted in Anger: A Look Back At The Rodney King Riots.* NPR. Retrieved March 22, 2017 from <https://www.npr.org/2017/04/26/524744989/when-la-erupted-in-anger-a-look-back-at-the-rodney-king-riots>  **Document 5:** A&E Television Networks. (2010, March 3). *Riots erupt in Los Angeles after police officers are acquitted in Rodney King Trial*. History.com. Retrieved March 23, 2022, from <https://www.history.com/this-day-in-history/riots-erupt-in-los-angeles> | | |

**Instructional Procedures/Steps**

|  |  |
| --- | --- |
| Opening  \_\_\_\_\_10\_\_\_\_\_ Minutes | Teacher opens with a Bellringer asking students: What is a riot? Here the teacher hopes to show students that there are different definitions but also help students to begin thinking about how language shapes their perceptions. The teacher can support this by asking students about the negativity around riot vs protest and guide them into the Origins Article and short lecture about the history of protests by African Americans in the US.  Teacher should then introduce the CQ: What is the motivation for African American uprisings? Students should write down the CQ and the teacher should tell them to use it to guide their investigations of each station.  **Teacher Questions: How do we define a riot? Are riots always political?** |
| Instruction  \_\_\_\_\_\_30\_\_\_\_ Minutes | **Instruction:** Teacher begins a mini lecture on the difference between riots and uprising. Here the teacher should highlight how riots are politically frivolous whereas uprisings erupt over valid systemic oppression.  **Mini Lecture Main Points:**  **Systemic Oppression and State Violence:** Teacher gives background context and definitions of systemic oppression and state violence.  **History of African American Uprisings:** Teacher leads students through the history of the uprisings to help them see the patterns of uprisings and their purpose in fighting oppression.  **Housing and Economic Conditions:** Teacher uses the economic and housing similarities in African American neighborhoods in Los Angeles to give further background context for the LA uprisings.  Following this, the teacher can discuss how instances of police brutality cause the collective outrage and frustration that lead to protests Segregation, substandard healthcare, overcrowding in public schools, poor housing, and unemployment all contribute to decades of oppression that create the conditions for uprisings.  **Directions:** After the lecture students will participate in a stations exercise that divides them into groups of 3-4. The teacher should explain that at each station photos or articles will be provided from the 1992 LA uprisings. Students should answer the questions relating to each station. During this time, the teacher should move from station to station checking on groups and timing the gallery walk.  **Teacher Questions for Stations:**  1. What does the article explain about the causes of the LA Uprising?  2. What standard narrative is it challenging?  3. Why is it important to know the background of this uprising?  4. What do the photos show you about the uprising?  5. How does media reinforce the negative stereotypes of uprisings with photos?  6. What role does white supremacy and racist policing play in the Uprising?  **Stations Sources:**   * Station 1: Doc 3-Seeing red: Racial segregation in LA's suburbs and assorted photo from LA uprising * Station 2 Doc 2-25 years after the Rodney King riots, 'there's a South Central in every city and every state' and assorted photos from LA Uprisings * Station 3: Doc 1-Don't Call It a Riot and assorted photos from LA Uprisings * Station 4: Doc 4-When LA erupted in Anger: A Look Back At The Rodney King Riots and assorted photos from LA Uprising * Station 5: Doc 5-Riots erupt in Los Angeles after police officers are acquitted in Rodney King trial and assorted photos from LA Uprising   **Teacher Questions: What conditions create uprisings? What do uprisings tell us about the treatment of certain groups in American society?** |
| Closure  \_\_\_\_\_10\_\_\_\_\_ Minutes | **Synthesis:** Teacher brings students back from the stations exercise to ask: What conditions created the L.A. uprising? Teachers should connect systemic racism and the multiple factors discussed in class to show how the acquittal of the 4 LAPD officers was the primary cause for the uprising. The teacher should also ask students why these events have been framed as riots or acts of ‘Uncivilized Violence”. How does framing African American uprisings as unreasonable actions impact the perception of African American protest in broader American society?  **Exit Ticket:** Why are African American uprisings framed as riots? The teacher should use the conclusion of the lesson to connect the lesson themes to student’s investigations and clarify main points from the gallery walk. Students can offer their answer to the organizer questions and talk about what they saw in each source.  **Teacher Questions: Why are protests framed as riots? Does influencing public opinion about African American protests impact the level of support for social justice causes?** |
| Accommodations/ Enrichment | Differentiated Worksheet for ELL students |