

Teaching **Revolution '67**

A Curriculum for High Schools



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Edited by
Marylou Tibaldo-Bongiorno & Jerome Bongiorno



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*Based on a Class Period of 45-minutes.

This work is dedicated to students of history, the memory and spirit of educator and curriculum writer Christian M. O’neal, and to those who died so tragically in Newark, New Jersey, and other cities as a result of the civil uprisings of the 1960s.

This curriculum was made possible by...

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Dr. Crocco spent eight years teaching and administering at a high school in Summit, New Jersey, and taught at colleges in Pennsylvania, Maryland, and Texas. She is the recipient of numerous grants related to women's history, African-American history, and inclusive curriculum. She has served as editor and project leader for the Teaching *The Levees* curriculum

<http://www.teachingthelevees.org>, funded by the Rockefeller Foundation and based on Spike Lee's award-winning film, *When the Levees Broke: A Requiem in Four Acts*. Most recently, she co-authored the book *Clio in the Classroom: A Guide for Teaching U.S. Women's History*.

Dr. Clement A. Price

Board of Governors Distinguished Service Professor, Professor of History, and Director of the Rutgers Institute on Ethnicity, Culture, and the Modern Experience at Rutgers University, Newark Campus <http://ethnicity.rutgers.edu>. Dr. Price is the author of many publications that explore Afro-American History, race relations and modern culture in the United States and in New Jersey, including two books *Freedom Not Far Distant: A Documentary History of Afro-Americans in New Jersey* and *Many Voices, Many Opportunities: Cultural Pluralism and American Arts Policy*. His commitment to public intellectual work has taken him to an array of civic, cultural, educational and humanities organizations that he has served as Trustee, pro bono consultant, lecturer, consultant and friend.

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Marylou Tibaldo-Bongiorno and **Jerome Bongiorno** are Emmy-nominated, award-winning husband-and-wife filmmakers who formed their own production company, Bongiorno Productions, in Newark, New Jersey.

Their *Revolution '67* documentary aired nationally and in Canada on the premier PBS non-fiction series P.O.V. <http://www.pbs.org/pov/pov2007/revolution67/index.html> garnered international prizes and critical acclaim including the John E. O'Connor Film Award of the American Historical Association and an Organization of American Historians' Erik Barnouw Award for outstanding documentary film of American history. *Revolution '67* is on an international tour and is the basis of a fictional film, Executive-Produced by Spike Lee.

The Bongiornos are currently filming a documentary on eco-sustainable housing. Their recent, award-winning, short films on post-Katrina New Orleans and flood-plagued Venice, Italy, are screening internationally, on PBS, and Smithsonian Magazine online, and served as research for their "Watermark" environmental love story <http://www.bongiornoproductions.com>

Marylou is a graduate of New York University's Graduate Film Program, where she received the \$75,000 Richard Vague Film Production Fund award for the prize-winning feature film *Little Kings*. The Bongiornos are the recipients of major grants and awards from foundations and corporations. They received Film Fellowships from the New Jersey State Council on the Arts and the MacDowell Colony and are longtime residents of Newark, New Jersey, where Marylou has lived all her life.

***Revolution '67* is a co-production of Bongiorno Productions Inc.,
the Independent Television Service (ITVS), and P.O.V./American Documentary Inc.,
in association with WSKG, with funding provided by
The Corporation for Public Broadcasting.**

You can learn more about *Revolution '67* by visiting: www.Revolution67.com

Teaching *Revolution '67* : A Curriculum for High Schools
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TEACHERS COLLEGE
COLUMBIA UNIVERSITY
PROGRAM IN SOCIAL STUDIES

Dear Educators:

Revolution '67 documents the story of the riots that occurred in Newark, New Jersey, during the summer of 1967. A long simmering cauldron of complaints, fed by a host of social and economic injustices, erupted into violence and bloodshed in ways that produced echoes across the country. The wounds left by these events have taken decades to heal.

This film is a masterful effort to contribute to this healing by chronicling the events that led to the riots. Drawing upon news reports, subsequent historical analysis, and interviews with participants, the film presents an indictment of the conditions that sparked the conflagration and offers a range of perspectives on these events and their aftermath.

Educators will find that the film and its curriculum companion provide multiple pathways into examining the urban unrest in Newark and other cities during this period. Deliberation about the meaning of this chapter in American history and, especially, what these events signify about full inclusion in American citizenship lie at the heart of this enterprise.

Organized around essential questions and tied to New Jersey core curriculum standards, the lessons include numerous primary sources, multiple perspectives about the issues raised, and a range of assessment materials. Given the richness of the lessons included here, the curriculum offers teachers a flexible set of options for utilizing the film, whether in its entirety or in excerpted form.

We hope that the curriculum will stimulate teachers to engage students in deliberating about the meaning of the summer of 1967 for American democracy: What is the role of government in being responsive to the demands of all its citizens? What courses of action are available to citizens in the face of widespread, systemic patterns of injustice? What role did government policy at the federal, state, and local levels play in giving rise to this injustice? Are the events of summer 1967 in Newark best characterized as riot, rebellion, or revolt? To what degree were unfulfilled promises of the “American Dream” implicated in these events? To what extent are there still “two Americas” today?

I am sure I speak on behalf of all educators involved in creating this curriculum in lauding Marylou Tibaldo-Bongiorno and Jerome Bongiorno for their accomplishment in producing this award-winning film and for the privilege of creating the curriculum to accompany it.

With much respect for your work as educators in bringing these materials into our nation’s classrooms,



Margaret S. Crocco
Professor, Program in Social Studies
Chair, Department of Arts and Humanities

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My Fellow Educators,

2007 marked the 40th anniversary of a horrific spasm of disorder, official misconduct, and violence on the old streets of Newark, New Jersey. Scores of other American cities also experienced “riots” during what was, in fact, one of the most turbulent seasons in American history. The documentary film *Revolution '67* brilliantly captures that difficult period in the history of one of the nation’s oldest cities and places it within the larger context of what is now known about cities, race relations, law enforcement, and social anxiety in the decades following World War II. In that sense, it is a powerful contribution to historical literacy.

Classroom teachers will benefit from the film and, to be sure, from the accompanying curriculum guide as they teach the 1960s and the pivotally important developments that surround that decade. Organized thematically, the film and the curriculum guide rely on new scholarship that at once sheds light on the challenges that faced Newark’s black residents leading up to 1967, and on the larger realm of race relations, suburbanization, community and police relations, community organizing, and local politics. Civil disorders are by their very nature difficult to teach, but they are essential to an understanding of contemporary American life. *Revolution '67* is exceedingly helpful to reaching that objective. Moreover, episodes of civil disorder, such as what unfolded in Newark in July 1967, are still contested, especially in collective memory. *Revolution '67*’s greatest achievement is that it situates Newark’s disturbances within three important contexts: post World War II urban America and its discontents, the personal memories of those who witnessed the disorders and the historical narrative of the events from July 12th, when the disturbances began, to their end on July 17, 1967.

The curriculum will help teachers raise and assist their students in answering some very important questions in contemporary American history, including why is civil unrest an important field for historical inquiry and learning? What can be learned from studying it? What were the most important turning points in American history after WW II that placed Newark, and other cities, on a path that led to the unraveling of civic order and discipline? Who were the major players presented in the film and what other individuals should be accounted for in the historical narrative? What role does law enforcement play in modern society? How was that role complicated in Newark around the time of the disturbances? How has 1967 played out in memory, journalism, history, politics, and geography in and around Newark? What other cities bore witness to civil unrest during the period? How was Newark’s summer of 1967 similar and different? The film and the curriculum also embolden an important objective of classroom teaching: turning students into historians through an enhanced understanding of the role of the press, the use of oral testimony, the use of primary source documents in historical research, and the use of official records.



I became involved in the making of *Revolution '67* early on and have benefitted from the film as a resource in my history courses. More recently, I assisted in the crafting of the curriculum. I am confident of the film's value to history and social studies teachers and their students, especially in classrooms where the teaching of American history is at the very highest level of teacher-student engagement in the study of contemporary American life. I join with the many other participants in this project in commending Marylou Tibaldo-Bongiorno and Jerome Bongiorno for their important film and for helping to enhance its use as a resource in the classroom.

A handwritten signature in black ink that reads "Clement Alexander Price".

Clement Alexander Price
Board of Governors Distinguished Service Professor of History
Director, Institute on Ethnicity, Culture, and the Modern Experience



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I want the winds of all cultures to blow freely about my house, but not to be swept off my feet by any. –Mohandas K. Gandhi

BongiornoProductions

Newark, New Jersey

Dear Educators,

As filmmakers and former high school teachers, we recognize the power of media and hands-on learning activities to engage students.

We created our *Revolution '67* documentary film as a visual record of our dialogue about the Newark riot/rebellion/revolution of 1967 with historians, activists, law enforcers, journalists, and eyewitnesses. We wanted to understand our home city in light of its violent past and its promising future. As we screen the film around the world, we're struck by the similarities between Newark and countless cities and the great desire for community dialogue, particularly from students.

The film's accompanying curriculum is intended for students to learn from the mistakes of the past, and thereby avoid repeating them. It is designed to:

1. Introduce historical data that is not typically covered in high school history textbooks
2. Employ hands-on activities to learn this information
3. Stimulate dialogue
4. Provide techniques to collect oral histories
5. Recommend additional research

We were exceedingly fortunate to work with a stellar team of educators in the creation of this work. We are indebted to our esteemed Curriculum Reviewers, **Dr. Margaret S. Crocco** and **Dr. Clement A. Price**, who so generously devoted their time and attention to the development of this project's scope and detail; to our expert Teachers-Curriculum Director, **Noel Baxter**, who indefatigably and enthusiastically crafted and communicated focus and direction in the lessons; to our consultant, **Liz Crespo**, for her dedication, energy and great ideas; to our exemplary teacher writers from New Jersey's urban and rural schools, whose spirit and commitment to their profession inspired us and their work; to the Newark students who zealously experimented with the activities; and to countless others who made this curriculum possible.

We extend hearty thanks to all of our funders. It is the vision of these enlightened leaders which allows us to fulfill our mission with the film and its outreach.

We are privileged to take this journey with you and look forward to your feedback.



Marylou Tibaldo-Bongiorno



Jerome Bongiorno

REVOLUTION '67 DVD Chapters

Menu 1-14

1. This is Not Saigon
2. July 12, 1967: The Spark
3. Troublemakers
4. Targeted Looting
5. July 13, 1967
6. The Beating Of Amiri Baraka
7. July 14, 1967
8. The Suburbs
9. Bank Redlining
10. Loss of Jobs
11. July 14, 1967: Part 2, The Killing Has Just Begun
12. Sniping
13. National Guardsman: Do I Believe There Were Snipers? Yes."
14. Blacks have a Different History

Menu 15-28

15. The Great Migration And Housing In Newark
16. July 15, 1967: The Killing Of Billy Furr
17. Newark Corruption
18. Police Brutality
19. President Johnson's War On Poverty
20. We Wanted The Powerless To Have A Voice
21. Jobs And The Barringer High School Incident
22. Parker Versus Callaghan
23. Urban Renewal
24. Medical School Construction
25. July 16, 1967: Soul Brother Destruction
26. No Cause For Indictment
27. July 17, 1967: End Game
28. Aftermath

Menu 29-42

29. Riots' List
30. The Kerner Commission Report
31. The Black Power Conference
32. Gaining Political Power In Newark
33. White Flight
34. Newark Today: Downtown Building Myth
35. Newark Today's Stats
36. Loss Of The Middle Class
37. Indicted And Convicted Newark Officials
38. The Middle Class Versus The Poor
39. Crime
40. Education Stats
41. Revival Markers
42. Credits

“...The only genuine, long-range solution for what has happened lies in an attack - mounted at every level - upon the conditions that breed despair and violence. All of us know what those conditions are: ignorance, discrimination, slums, poverty, disease, not enough jobs. We should attack these conditions - not because we are frightened by conflict, but because we are fired by conscience. We should attack them because there is simply no other way to achieve a decent and orderly society in America...”

Lyndon Baines Johnson
Address to the Nation
June 27, 1967

From the Report of
The National Advisory Commission
On Civil Disorders also known as
The Kerner Report

I. EMPLOYMENT

Introduction

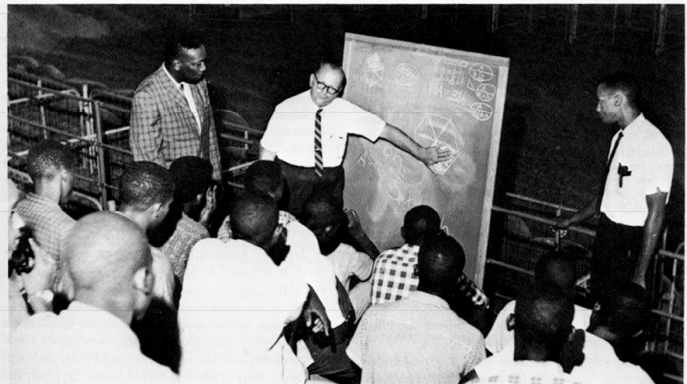
Unemployment and underemployment are among the most persistent and serious grievances of our disadvantaged minorities. The pervasive effect of these conditions on the racial ghetto is inextricably linked to the problem of civil disorder.

In the Employment Act of 1946, the United States set for itself a national goal of a useful job at a reasonable wage for all who wish to work. Federal expenditures for manpower development and training have increased from less than \$60 million in 1963 to \$1.6 billion in 1968. The President has proposed a further increase to \$2.1 billion in 1969 to provide work experience, training, and supportive services for 1.3 million men and women. Despite these efforts, and despite sustained general economic prosperity and growing skill demands of automated industry, the goal of full employment has become increasingly hard to attain.

Today there are about 2 million unemployed, and about 10 million underemployed, 6.5 million of whom work full time and earn less than the annual poverty wage.

The most compelling and difficult challenge is presented by some 500,000 “hardcore” unemployed who live within the central cities, lack a basic education, work not at all or only from time to time, and are unable to cope with the problems of holding and performing a job. A substantial part of this group is Negro, male, and between the ages of approximately 18 and 25. Members of this group are often among the initial participants in civil disorders.

A slum employment study by the Department of Labor in 1966 showed that as compared with an unemployment rate for all persons in the United States of 3.8 percent, the unemployment rate among 16- to 19-year-old nonwhite males was 26.5 percent and among



Neighborhood Youth Corps enrollees learn basic mathematics, Memphis

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1967 NEWARK RIOT TIMELINE

I. 1967 NEWARK RIOT QUICK TIMELINE:

1. July 12th, Wednesday (DAY 1): Newark Riot begins at the Fourth Precinct police station.
2. July 14th, Friday (DAY 3): State Police & National Guard enter Newark.
3. July 17th, Monday (DAY 6): State Police and National Guard begin to leave Newark.
4. July 19th, Wednesday (DAY 8): Newark Riot declared officially over.

II. 1967 NEWARK RIOT TIMELINE:

◆ WEDNESDAY, JULY 12th (DAY 1)

1. **EVENING:** Newark Police Patrolmen DeSimone and Pontrelli arrest (African-American) John Smith for alleged reckless driving of his taxi cab, placing him in the back seat of their patrol car. (Smith later testifies that he was not driving recklessly and that one of the police officers, sitting in the front seat of the patrol car, turned around and began to punch him, including a particularly painful blow to the groin.)
2. At the Fourth Precinct police station, Officers DeSimone and Pontrelli allege that they had to drag, then carry, an uncooperative John Smith into the precinct. (Smith later testifies that due to the blow to his groin, he couldn't walk.) Some witnesses from the nearby Hayes Homes housing projects (a predominantly African-American community) shout to police regarding Smith, "...Stop beating him."
3. **9:30 p.m.:** John Smith is charged with assault and battery. (Smith later testifies that he was beaten by various policemen in the station.) Smith is locked in a cell.
4. Dense population of nearby Hayes Homes results in rumors of the beating to spread rapidly. Crowd of thirty-five gathers in front of the precinct and the mood grows increasingly tense.
5. **10 p.m.:** Civil rights leaders arrive at the precinct to inquire about Smith and discover that he is badly injured.
6. Smith is taken out of the precinct through a back door to Beth Israel Hospital. Doctors treat Smith's ribs that were "caved in," along with other internal injuries.
7. Crowd outside of precinct swells to two hundred and fifty, blocking traffic in front of the precinct.
8. Ten to twelve policemen try to disperse the crowd to resume normal traffic.
9. Civil rights leaders and police encourage crowd to "go home and return next morning for City Hall meeting and demonstration."
10. **11:30 p.m.:** The crowd outside the precinct becomes heated. Civil rights leaders, without using bullhorns, urge the crowd to go home, but they're interrupted when a Molotov cocktail hits the precinct wall.
11. Police, wearing helmets and armed with nightsticks, exit the precinct and form a line around the building to assess fire damage.
12. A fire blazes in an abandoned car across the street from the precinct in the Hayes Homes. The Newark Fire Department extinguishes the fire. Police and fire fighters are stoned by the crowd as they leave the area.

13. Police reenter the precinct and civil rights leaders, Timothy Still (United Community Corporation [UCC] Board President) and Robert Curvin (Congress of Racial Equality [CORE] leader, using a bullhorn) attempt to channel the crowd's energy into forming a march downtown for an all-night demonstration.
14. **12:15 a.m. (Thursday July 13th):** A barrage of rocks and missiles hits the police precinct. Police, wearing helmets and carrying nightsticks, charge out of the precinct and disperse the crowd.
15. Looting begins.
16. Police patrol and make twenty-five arrests.
17. Most people drift away or return to their homes.
18. **4 a.m. (Thursday, July 13th):** Newark streets are quiet.

◆ **THURSDAY, JULY 13th (DAY 2)**

1. **MORNING:** Newark's city administration attempts to project an image of a "return to normal."
2. Newark Mayor Addonizio meets with Newark civil rights leaders who demand the:
3. Suspension of the patrolmen involved in the Smith beating
4. Investigation of the Wednesday night disturbance
5. Promotion of a Negro lieutenant to captain
6. **LATE AFTERNOON:** Leaflets for a 7:30 p.m. Anti-Police Brutality Rally in front of the Fourth Precinct police station are distributed. The city administration attributes the leaflets to the United Community Corporation's (UCC) Area Board 2 and the activist group, Newark Community Union Project (NCUP).
7. **6:45 p.m.:** Ten picketers assemble in front of the Fourth Precinct.
8. **7:30 p.m.:** Three hundred people stand across from the precinct watching the growing picket line.
9. City Hall representative, Human Rights Commission Director James Threatt (African-American), announces to the crowd that a Negro police officer was being promoted to the rank of captain.
10. **8 p.m.:** Barrages of missiles are thrown at the precinct. Police, in helmets and wielding nightsticks, disperse the crowd.
11. Looting begins.
12. Police are dispatched to specific areas to disperse the crowds and patrol the streets.
13. Police reserves arrive to establish a "secure working area" around the precinct.
14. **9 p.m.:** Looting and vandalism along Springfield Avenue intensifies. Police attempt to enforce an "area of containment" from Springfield Avenue to High Street and South 10th, and then extend it to Central Avenue and Elizabeth and Clinton Avenues.
15. **10 p.m.:** Premature and unofficial calls for aid, by Newark Police who were not in authority, are made to the New Jersey State Police and New Jersey Governor Hughes.
16. **12 a.m. (Friday, July 14th):** Newark becomes quiet and Mayor Addonizio assesses the situation to be pretty well in hand.
17. **12:30 a.m. (Friday, July 14th):** Sudden sharp increase of incidents, including looting and fires, outside the containment area as far as the South Ward on Elizabeth Avenue, in the East and North Wards, and a good deal of activity in the Lower West side.
18. Sears & Roebuck store is broken into and twenty-four rifles are stolen.

19. **1:30 a.m. (Friday, July 14th):** Newark Police Director Spina issues request via his deputy for New Jersey State Police assistance, then cancels it but asks State Police to remain on standby.
20. One sniping incident is reported.
21. **2 a.m. (Friday, July 14th):** Mayor Addonizio and Newark Police Director Spina discuss the situation.
22. Mayor Addonizio calls Governor Hughes to request the aid of New Jersey State Police and the National Guard.
23. State Police commander, Colonel Kelly, receives statement from Mayor Addonizio on Newark: "It's all gone, the whole town is gone."
24. **2:30 a.m. (Friday, July 14th):** Newark police receive radio transmission that "help is on the way."

◆ **FRIDAY, JULY 14th (DAY 3)**

1. **5 a.m.:** Governor Hughes, local police, State Police and National Guard heads meet.
 - i. Colonel Kelly of the New Jersey State Police is designated the commanding officer of the State Police and the National Guard.
 - ii. Troop commitment:
 1. National Guard commits a total of nine battalions of approximately 4,000 men to Newark. (The National Guard reaches a total of 5,367 men by Monday, July 17th.)
 2. State Police commits almost half its entire force - approximately 600 men - to Newark.
 - iii. Police Director Spina is designated as official in charge of the local police.
 - iv. A Newark Police Liaison Officer is assigned to receive recommendations from Colonel Kelly, since Kelly is not allowed to give orders to the Newark Police Department.
 - v. Confusion and contradictions:
 1. National Guard General Cantwell later testifies that State Police and National Guard actions were a "joint operation" and that State Police Colonel Kelly was not in command of the National Guard. However, the general added, "If it came to a difference of opinion or a showdown, we would comply with the request of the State Police."
 2. Newark Police Director Spina later testifies that, in his view, Friday conferences between General Cantwell and Colonel Kelly took too long and delayed decisions.
 3. Mayor Addonizio felt that "during the whole course of this thing I was sort of left out of a lot of things that were going on, and this is my city and I have to stay here after all the people pull out."
 4. Governor Hughes observed, however, that Mayor Addonizio "almost completely withdrew from any sharing of the direction of this situation."

2. **8-9:30 a.m.:** Top officials tour the riot area. The group is headed by Governor Hughes and includes Mayor Addonizio, National Guard General Cantwell, State Police Colonel Kelly and Newark Police Director Spina.
 - i. They observe the police in action and the arrest of 40 to 50 persons.
 - ii. The Governor orders the closing of all stores selling weapons.
 - iii. Governor Hughes issues an emergency proclamation with regulations:
 1. Prohibiting vehicular traffic in Newark between the hours of 10 p.m. and 6 a.m. except for authorized vehicles and traffic using the four major state highways
 2. Imposing a curfew from 11 p.m. until 6 a.m.
 3. Prohibiting the following:
 - a. The sale and possession of alcoholic beverages
 - b. Possession of narcotics, firearms, or explosives
3. Local and state forces organize patrol units and tour the riot area. Each patrol has four vehicles:
 - i. One troop car carrying two State Police and one National Guard soldier
 - ii. A second troop car carrying two more State Police and a Newark Police officer acting as guide
 - iii. Traveling between the two troop cars are two jeeps carrying three guardsmen each
4. Communication problems:
 - i. The State Police, the National Guard, and the Newark Police Department operate on different frequencies, and neither city nor state units are equipped to send or receive messages on the frequency assigned to the other.
 - ii. The Newark Police Liaison Officer, stationed at the armory, has a line to Newark Police Headquarters, and is the only source of information about the operations of the local police.
 - iii. State Police have problems coordinating with the Newark Police:
 1. State Police do not get information on the movement of Newark Police patrols, or on looting incidents known to the Newark Police.
 2. State Police do not get information of citizens' calls or complaints since Newark residents place calls for help with the Newark Police or Fire Departments.
 3. State Police have an inability to obtain a clear definition of the riot perimeter, or even a statement of where activity is heaviest.
 4. State Police cannot obtain city maps from the Newark Police.
 - iv. National Guard also has problems coordinating with the Newark Police.
5. **12 p.m.:** Blockades and checkpoints are planned
6. **2 p.m.:** Blockades and checkpoints are manned.
 - i. The National Guard is placed in charge of blockades at 137 intersections.

- ii. Newark Police are assigned to 19 posts to assist the State forces in manning checkpoints.
- 7. **FRIDAY AFTERNOON:** Colonel Kelly reports that most of the looting activity is under control and that the crowds have been contained.
- 8. **LATE FRIDAY AFTERNOON-EVENING:** Looting subsides but weapons' fire intensifies and becomes a serious problem.
- 9. Communication problems, resulting from the use of different radio frequencies by different police elements, are relieved:
 - i. State Police radiomen at a central relay point in the city are able to receive transmissions from the Newark Police radio system and relay them over the State Police network.
 - ii. Newark Police, State Police, and National Guard station operators side by side at the armory who relay communications from one system to the other.

10. Deaths:

- i. Isaac Harrison: 7/14/67, NCFI (No Cause for Indictment is found)
- ii. James Sanders: 7/14/67, 4:10 a.m., NCFI
- iii. Tedock Bell: 7/14/67, 4:30 a.m., NCFI
- iv. Mary Helen Campbell: 7/14/67, 5:30 a.m., Auto collision with fire truck.
- v. Jessie May Jones: 7/14/67, 7 a.m., Homicide by Shooting; Eyvind Chandler, Indicted.
- vi. Rufus Council: 7/14/67, 5:30 p.m., NCFI
- vii. Oscar Hill: 7/14/67, 6:30 p.m., NCFI
- viii. Robert Martin: 7/14/67, 7 p.m., NCFI
- ix. Cornelius Murray: 7/14/67, 7 p.m., NCFI
- x. Police Detective Fred Toto: 7/14/67, 7:30 p.m., NCFI
- xi. Eddie Moss: 7/14/67, 8:30 p.m., NCFI
- xii. Leroy Boyd: 7/14/67, 10:30 p.m., NCFI
- xiii. Richard Taliaferro: 7/14/67, 11:15 p.m., NCFI
- xiv. Albert Mersier: 7/14/67, 11:55 p.m., NCFI

◆ SATURDAY, JULY 15 (DAY 4)

- 1. The sealing off of the riot area (14 square miles) is complete. (Note: Newark is 24 square miles in size.)
- 2. Patrols spend most of the day clearing rooftops of debris to prevent it being showered on passing troopers.
- 3. **LATE AFTERNOON:** Negro volunteers (receiving earlier permission from Mayor Addonizio and Governor Hughes) move out among the people in an effort to calm the atmosphere, but efforts are hampered by the patrols. Eventually, the volunteers are barred from the streets after dark by Governor Hughes.
- 4. **NIGHT:** Burning, looting, and sniping erupt, again.
- 5. Gunfire commences in new areas, west of South Orange Avenue.
- 6. Character of riot violence changes: different sources allege that stores, some Negro-owned, marked earlier with "Soul Brother" signs to spare them from being looted, are shot into by the local police, State Police, and National Guard.

7. Deaths:

- i. Eloise Spellman: 7/15/67, NCFI
- ii. Rose Abraham: 7/15/67, 11:45 a.m., NCFI
- iii. Billy Furr: 7/15/67, 2:55 p.m., NCFI
- iv. Rebecca Brown: 7/15/67, 6:30 p.m., NCFI
- v. Hattie Gainer: 7/15/67, 8:00 p.m., NCFI
- vi. Rufus Hawk: 7/15/67, 10:06 p.m., NCFI
- vii. Capt. Michael Moran: 7/15/67, 10:45 p.m., NCFI

◆ **SUNDAY, JULY 16th (DAY 5)**

1. Tensions ease.
2. Food shortages become a major problem since many people in the Negro community go shopping only for a day in advance and don't have freezers and are afraid to go on the streets because they might be killed or hurt. Also, stores are not open for business.
3. New Jersey State Community Affairs Commissioner Paul N. Ylvisaker arranges for delivery of emergency food supplies. Food is distributed by the National Guard.
4. Governor Hughes announces he will offer executive clemency to any person accused of nonviolent plundering or looting in return for information leading to the arrest and conviction of a sniper. No one comes forward.
5. **SUNDAY NIGHT:** A few incidents of sniping reported.
6. **12:30 a.m. (Monday, July 17th):** Governor Hughes holds a meeting with United States Attorney David Satz, Commissioner Paul N. Ylvisaker, Colonel Kelly, NCUP's Tom Hayden and CORE's Robert Curvin.
7. **Deaths:**
 - i. Elizabeth Artis: 7/16/67, 4:35 a.m., Heart Attack
 - ii. Victor Louis Smith: 7/16/67, 8:25 a.m., Overdose of narcotics
 - iii. James Ruttledge: 7/16/67, 5:15 p.m., NCFI

◆ **MONDAY, JULY 17th (DAY 6)**

1. **6:30 a.m.:** Governor Hughes decides to begin withdrawing the National Guard and the State Police from Newark.
2. **MID-AFTERNOON:** State Police and National Guard forces leave Newark except for a skeleton crew to convey food supplies and perform any emergency services.
3. Only food stores, restaurants, banks, and public utilities are opened. All other businesses remain closed.
4. **3 p.m.:** The Governor lifts all emergency restrictions, although taverns and liquor stores are to remain closed.
5. **MONDAY NIGHT:** Few sporadic incidents of sniper fire are reported.
6. **Deaths:**
 - i. Michael Pugh: 7/17/67, 12:50 p.m., NCFI

◆ **TUESDAY, JULY 18th (DAY 7)**

1. Businesses and schools reopen.
2. A small force of State Police and National Guard troops remains.
3. **Deaths:**
 - i. Raymond Gilmer: 7/18/67, 1 a.m., NCFI

◆ **WEDNESDAY, JULY 19th (DAY 8)**

1. Governor Hughes lifts the ban on the sale of alcoholic beverages.
2. The Newark Riot is officially over.

III. MISC. STATS:

1. Damage:
 - a. Liquor and food stores suffered the most damage.
 - b. Damage to private property during the Newark riots was estimated at \$10,434,425.
 - c. 1,055 Newark businesses suffered property damages of \$1,708,240.
 - d. Thursday night, July 13th, was the worst night for fires. From 6 o'clock that evening to 6 p.m.. Friday, there were 122 fires, 22 false alarms, and 22 non-fire emergencies.
2. Riot arrests
 - a. Total: 1,465 persons
 - b. Daily arrest stats:
 - i. 34 on Thursday
 - ii. 906 on Friday (63% of total riot arrests)
 - iii. 238 on Saturday
 - iv. 120 on Sunday
 - v. 70 on Monday
 - vi. ~20 on Tuesday to Wednesday
3. Injured:
 - a. New Jersey State Police records indicate 725 people were reported injured during the riots, including 695 who were treated at Newark area hospitals.
 - b. However, Dr. C. Richard Weinberg, Medical Director at the Newark City Hospital, reported that 1,020 persons were treated at that hospital alone.
4. Law enforcement agencies report that the highest number of shooting incidents occurred on Friday, July 14th.
5. Deaths:
 - a. 26 fatalities during the riot:
 - i. 4 persons: confirmed causes
 - ii. 22 persons: unknown causes
 - b. 23 deaths were due to gunshot wounds
 - i. Half of the 23 deaths from gunshot wounds happened between midnight Thursday and midnight Friday.

- ii. The Lilley Commission later hears testimony from witnesses who charge that the police used excessive force, without provocation, against members of the Negro community who were innocent of any wrongdoing.

SOURCES:

- Governor's Select Commission on Civil Disorder State of New Jersey. *Report for Action*. 1968. Also known as The Lilley Commission Report.
http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- National Advisory Commission on Civil Disorders. *Report of the National Advisory Commission on Civil Disorders*. 1968. Also known as The Kerner Commission Report. Excerpts available at:
http://www.bongiornoproductions.com/REVOLUTION_67/Civil_Disorder_Reports.html

Unit Title: Governance & Civics
Shaping Collective Memory: Contested Memory of July 1967

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Overview of the Unit:

Newark, New Jersey, is one of thousands of American cities to experience civil unrest during the 1960s. Often forgotten by textbooks and in American memory generally, the “riots” of the 1960s provide teachers with an excellent opportunity to highlight a wide variety of important themes in U.S. history. In addition, the way the riots are remembered by the public reveals much about our perceptions and understandings of the causes, events, and effects of those events.

The study of collective memory is a burgeoning and exciting new area of historical scholarship. Historians interested in studying collective memory contend that there is an intimate link between memory and history; specifically, public memory of historical events is a political and social construct that is battled over in the public sphere. Museums, monuments, popular culture, religion, personal recollections, political rhetoric, and a plethora of other factors all compete over what the public should remember (or forget) about historical events. Indeed, in modern history, shaping public memory has become a vital tool in the construction of national identities as societies constantly shape and re-shape their collective memories to promote a specific vision of history in order to justify actions in the past, present, and the future. Understanding the concept of collective memory is more important than ever, given the vast amounts of information that bombard students on a daily basis. Failure to synthesize this wealth of information will certainly result in the formation of misguided values, attitudes, and beliefs that develop without conscious thought or critical thinking.

The events in Newark during July 1967 serve as a prime example of a battle over remembering the past. Indeed, different groups and individuals have conflicting memories of July 1967. Some remember the events as a riot. Some remember it as a rebellion. Some remember it as a revolution. Some remember it as a tragic example of gross official misconduct. Thus, in the lessons in this unit, the contested memory of Newark in the summer of 1967 is an outstanding opportunity for students to explore how people’s memories can be unconsciously shaped and influenced by their society. In the culminating activity of this unit, students will battle over the memory of July 1967 as they work in small groups to propose a memorial to the events of July 1967. Their memorials will reflect the perspective of a historical character (such as a Newark resident or National Guardsman) they create based on primary and secondary document analysis.

Essential Questions:

- What factors influence how we remember historical events, especially difficult ones?
- How should the events of July 1967 be remembered? Why?

- How is collective memory shaped by the participants (media, law enforcement, government, activists, citizens, etc.)?
- What responsibility do citizens have to facilitate social change (through violent or peaceful means)?

Unit Objectives:

Students will be able to:

1. Apply their knowledge of collective memory to better understand how their values, attitudes, and beliefs are shaped by various societal forces.
2. Employ historical perspective to analyze the events leading up to and culminating in the Newark civil unrest of 1967.
3. Develop their critical thinking skills through historical research exploring primary source documents.
4. Demonstrate historical thinking skills by formulating theses supported by evidence taken from the *Revolution '67* documentary and other primary/secondary sources.
5. Compare and evaluate multiple perspectives regarding the events of July 1967.
6. Evaluate group research and present a proposal for a memorial dedicated to the events in Newark during July of 1967.

New Jersey Core Curriculum Content Standards:

- 6.1 Social Studies Skills
 - A.2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
 - A.3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
 - A.4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
 - A.5. Evaluate current issues, events, or themes, and trace their evolution through historical periods.
 - A.7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
 - A.8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- 6.2 Civics
 - A.3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
 - A.5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
 - A.7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

- 6.4 United States and New Jersey History
 - o K.3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth and Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.
 - o K.6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, *Brown v. Board of Education*, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.
 - o L.2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.
- 6.5 Economics
 - o B.6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States.
 - o B.7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.
- 3.5 Viewing and Media Literacy
 - o A.1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
 - o A.2. Identify and evaluate how a media product expresses the values of the culture that produced it.
 - o A.3. Identify and select media forms appropriate for the viewer's purpose.
 - o B.1. Analyze media for stereotyping (e.g., gender, ethnicity).
 - o B.2. Compare and contrast three or more media sources.
 - o C.1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).
 - o C.2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
 - o C.3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

Lesson 1:

“Massacre”? (One 45-minute class period)

Objectives:

Students will be able to:

1. Define and explain collective memory using the Boston Massacre as an example.
2. Analyze and evaluate primary sources.

Notes to the Teacher:

The primary purpose of this lesson is to provide students with a basic understanding of collective memory. We selected the Boston Massacre as a case study because the event is relatively well-known and because the famous Revere engraving is one of the earliest examples of American propaganda. Should your students not be familiar with the basic facts of the “massacre,” we suggest a review of the incident prior to beginning this unit. A brief reading assignment for homework should suffice (use the link in the Suggested Resources section of this lesson).

Materials Needed:

1. Handouts 1, 2, 3, 4 and 4a
2. LCD or overhead projector to display images (optional)

Suggested Resource:

- "What was the Boston Massacre?". Boston Massacre Historical Society. March 15, 2009 <http://www.bostonmassacre.net/>.

Procedures:

1. Begin the lesson by assessing the students’ understanding of the concept of collective memory and establishing the theme of the unit. Write the phrase “shaping collective memory” on the blackboard before students enter the room. As students enter the classroom, ask them individually to write a definition and an example of what they think this phrase means. Give students approximately three minutes to write a one or two sentence definition and at least one example. Ask several students to share their answers but do not offer a definition at this time. Explain that they will have to write another definition at the end of class after we look at the Boston Massacre as an example of shaping collective memory.
2. In order to evaluate images of the Boston Massacre, students must know what actually transpired on March 5, 1770. As a whole class activity, construct a brief outline of events based on students’ previous knowledge and the reading you assigned for homework.

Boston Massacre – Brief Outline of Events:

- *British troops were sent to Boston in 1768 to help officials enforce the Townshend Acts, a series of laws passed by the British Parliament.*
- *Colonists objected that the Townshend Acts were a violation of the constitutional rights of British subjects in the colonies.*
- *The people of Boston resented the British soldiers and considered them a foreign presence.*
- *Boston was a center of British antipathy.*
- *Boston Massacre:*
 - *The Boston Massacre occurred on the evening of March 5, 1770 on King Street in front of the Customs House.*
 - *A colonist insulted one of the British soldiers stationed in front of the house.*
 - *A scuffle ensued.*
 - *The spectacle attracted a crowd that eventually turned on the soldiers by pelting them with snow and ice.*
 - *British Captain Preston watched the situation escalate and dispatched several soldiers to the scene.*
 - *The British soldiers were surrounded by a taunting crowd of 300 – 400, so they loaded their muskets.*
 - *One of the soldiers was struck on the head by the crowd.*
 - *The soldiers fired into the crowd and eleven colonists were hit.*
 - *One of the first hit was Crispus Attucks (a mixed race sailor - fragmentary evidence suggests that he may have been of African American and Native American ancestry), who died instantly. Some of the other victims died weeks later, bringing the total death count to five.*
- *To keep peace, troops were removed from the center of Boston to a fort in Boston Harbor.*
- *Some of the soldiers were indicted for murder.*
- *Trial of the soldiers opened on November 27, 1770.*
- *Defense attorney for the soldiers, John Adams, argued that if the soldiers were endangered by the mob, they had the legal right to fight back; therefore, they were innocent. If they were provoked but not endangered, he argued that, at most, the soldiers were guilty of manslaughter. The jury agreed with Adams and acquitted six of the soldiers and found two guilty of manslaughter, who were punished by branding on their thumbs.*

3. Distribute **Handout 1** (chart) and **Handout 2** (the Chappel picture). Have students use Handout 1 to analyze the Alonzo Chappel picture of the Boston Massacre (you can also project the image using an LCD or overhead). Discuss their responses as a whole class. During the discussion, you should be checking to ensure students can explain the main message of the image and support their answers with details drawn from careful examination of the image.
4. Distribute **Handout 3** (the Revere picture) (you can also project image using an LCD or overhead). Have students use another copy of **Handout 1** to analyze Paul Revere's picture. Discuss responses as a whole class.

5. Distribute **Handout 4** (the Bufford picture) and **Handout 4a** (chart). Then have students compare all three images: Chappel, Revere, and Bufford. Discuss their conclusions, focusing on the last row of the chart (motivation). Conclude discussion by asking students to brainstorm ways that propaganda shapes their values, attitudes, and beliefs today.

Guiding Questions:

1. In each of the pictures:
 - a. Is there any indication of snow?
 - i. *Chappel: Yes. Rooftops seem to have snow on them.*
 - ii. *Revere: No*
 - iii. *Bufford: No*
 - b. Is it nighttime?
 - i. *Chappel: Yes.*
 - ii. *Revere: Yes. Dark upper sky and moon in upper left.*
 - iii. *Bufford: No.*
 - c. What is the crowd doing?
 - i. *Chappel: The picture is confusing. Both the British and the colonists seem to be attacking and/or defending themselves. The lead soldier appears to be trying to stop the shooting.*
 - ii. *Revere: British soldiers are clearly attacking the colonists. Lead soldier is ordering the soldiers to fire. Colonists appear peaceful, confused &/or alarmed but not riotous.*
 - iii. *Bufford: British soldiers are clearly attacking. Colonists also seem to be attacking and/or possibly defending themselves e.g.: Attucks (who is depicted as a black man) has a club.*
2. How can pictures of the same event look so different?
 - a. *Different pictures represent different interests.*
3. In what ways could any of the three images of the Boston Massacre be characterized as propaganda? What interests might each of the artists have in manipulating the elements of the scene?
 - a. *Chappel: Attucks is not depicted, possibly because the engraving was produced in 1868, when there was no longer a need for an abolitionist message.*
 - b. *Revere: Fostered anti-British sentiment to promote the Revolutionary War. Also, Customs House sign is changed to read Butcher's Hall.*
 - c. *Bufford: Fostered abolitionist sentiment by highlighting a black victim, sailor Crispus Attucks. (Fragmentary evidence suggests that he may have been of African American and Native American ancestry.)*
4. How might the media (radio, TV, newspapers, billboards) manipulate details or photos in order to shape public opinion, values, attitudes, and beliefs today?
5. Why would the media manipulate news stories?
6. How do the media (radio, TV, newspapers, billboards) shape our values, attitudes,

and beliefs today? *Political parties glorify their candidate and put down their opponents through expensive advertising campaigns.*

7. How do advertisement icons such sneaker symbols and political campaign buttons influence consumers and voters? *Music, fashion, and politics target very distinct groups with advertisements. Images, sounds, and popular spokespeople become associated with pop-culture products and lifestyles.*

To Conclude: Ask students to write a one or two sentence definition of “shaping collective memory” and provide specific examples of how collective memory is shaped. Collect these definitions to assess student understanding of the lesson.

Suggested Examples:

1. *The participants of the Boston Massacre and Boston Tea Party are considered by some to be riotous citizens and by others to be dedicated freedom fighters.*
2. *People’s memories of September 11, 2001, are characterized in many ways. Some people think of it as an unprovoked terrorist attack on innocent civilians while others consider it a justified response to economic imperialism and religious persecution.*

Lesson 2:

Constructing a Timeline of July 1967

(One 45-minute class period)

Objectives:

Students will be able to:

1. Outline the events and participants relating to the civil unrest in Newark during the summer of 1967 by constructing a timeline using the *Revolution '67* documentary.
2. Improve note taking and listening skills while watching the *Revolution '67* documentary.

Notes to the Teacher:

Before deciding which memory of July 1967 they will promote, students must be familiar with the basic facts. In this lesson, students will gather evidence from *Revolution '67* and construct a timeline of events, including the causes and aftermath of July 12th to July 17th 1967. Refer to the **1967 Newark Riot Timeline** beginning on page 13 in this curriculum for your own understanding of the events.

Materials Needed:

1. Handout 5
2. *Revolution '67* DVD
3. TV/DVD player

Documentary Chapters to be Used:

1. Intro: Chapter 1 - This is Not Saigon
2. Causes:
 - a. Chapter 8 - The Suburbs
 - b. Chapter 9 - Bank Redlining
 - c. Chapter 10 - Loss of Jobs
3. July 12-15, 1967:
 - a. Chapter 2 - July 12, 1967: The Spark
 - b. Chapter 5 - July 13, 1967
 - c. Chapter 7 - July 14, 1967
 - d. Chapter 11 - July 14, 1967: Part 2, The Killing Has Just Begun
 - e. Chapter 16 - July 15, 1967: The Killing Of Billy Furr
4. July 16, 17/Aftermath:
 - a. Chapter 25 - July 16, 1967: Soul Brother Destruction
 - b. Chapter 26 - No Cause For Indictment
 - c. Chapter 27 - July 17, 1967: End Game
 - d. Chapter 28 - Aftermath

Suggested Resources:

1. Governor's Select Commission on Civil Disorder State of New Jersey. Report for Action. 1968. Also known as The Lilley Commission Report. Part 2 pages 104-125.
http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
2. Hayden, Tom. Rebellion in Newark: Official Violence and Ghetto Response. New York: Random House, 1967. Also available as "A Special Supplement: The Occupation of Newark". The New York Review of Books August 24, 1967 at:
<http://www.nybooks.com/articles/11994>
3. Herman, Max. "Riots - 1967". Rutgers University. March 15, 2009
<http://www.67riots.rutgers.edu>.

Procedures:

1. Explain to students that this lesson will investigate the events of July 1967 in Newark, New Jersey. Show students Chapter 1 of *Revolution '67*, "This is not Saigon." After viewing the clip, ask students, "What do the filmmakers want you to believe happened during July 1967?" Then, explain to students that at the end of this unit, it will be their job to design a memorial to ensure that the public remembers the events of July 1967.
2. Point out that their memorial will reflect the views of a historical character they create, and that the memory may reflect views of their characters that are not shared by all participants in the event. Recall how the memory of the Boston Massacre was revealed in the previous lesson. For example, there is little if any dissent as to who was killed in Boston that day but the sequence of events leading up to the killing is seen from different points of view.
3. Explain that in order to memorialize July 1967, the students must first determine what happened. Distribute **Handout 5** and have students complete the organizer as they watch clips from the film. Students should record only facts (not opinions) related to the causes of civil unrest in this section. Show *Revolution '67* Chapters 8, 9, and 10. Pause during clips to ensure students record key information.
4. Next show Chapters 2, 5, 7, 11, and 16 of *Revolution '67*. Students should complete the second section of the Handout 5 by recording events like the arrest of John Smith, beginning of looting, and the arrival of the National Guard. Take a minute to discuss responses after each clip and ensure that students have recorded pertinent information.
5. Next show Chapters 25, 26, 27, and 28 of *Revolution '67*. Students should complete the remainder of Handout 5. Follow the same procedures as above.
6. Model timeline for students and allow them to begin working on it. You can provide students with a copy of the chronological review in the *Report for Action* (also known as the The Lilley Commission Report) pages 104-125, and also refer to the timeline beginning on pg. 13 in this curriculum. The timeline should be completed in class or for homework. Students will need this information for the remainder of the unit.

Lesson 3:

“Negro Snipers?” (One 45-minute class period)

Objectives:

Students will be able to:

1. Define historical perspective utilizing various points of view regarding the sniper controversy.
2. Interpret how participants in the events of July 1967 perceived what was going on around them.
3. Formulate hypotheses and opinions based on various sources pertaining to the sniper controversy.

Notes to the Teacher:

At this point in the unit, you need to divide your students into groups; these groups will work together during the remainder of the lessons, so we recommend that you choose the groups in order to ensure an equal distribution of skills, motivation, and leadership. Groups should be no larger than four students. For this lesson, groups will be assigned a perspective from which to view the events of July 1967. Assign perspectives to cover as wide a scope of participants as possible, including the following:

1. National Guard - National Guardsman Paul Zigo and other Guardsmen.
2. Newark Police – Police Director Dominick Spina, Essex County Sheriff Armando Fontoura (who was a Newark Police Officer in 1967), and other police officers.
3. Local Government – Mayor Addonizio and members of his office.
4. State Government – Governor Hughes and members of his office.
5. Media – reporters like Ron Smothers, photographers like Bud Lee, and journalists like Bob Herbert.
6. Civil Rights Advocates – George Richardson and the Newark Coordinating Council (NCC) ; Tom Hayden, Carol Glassman and their Newark Community Union Project (NCUP) colleagues; Amiri Baraka (then known as LeRoi Jones); and other organizations such as Congress for Racial Equality (CORE) and the National Association for the Advancement of Colored People (NAACP) .
7. Newark resident – citizens living in Newark such as inner city residents.
8. Suburbanite – citizens living outside of Newark, bordering the city (i.e. Belleville, Bloomfield, North Arlington, etc.).

The source for the **Historical Head Activity** is:

Percoco, James A. A Passion for the Past: Creative Teaching of U.S. History. Portsmouth: Heinemann, 1998. 31-34.

In this lesson, the **Historical Head Activity** is used to organize images of the learner's assigned group. A silhouette of a human head is used as the canvas for images that might be associated with the group. For example, the image of TV cameras would be included in the head to represent the Media group and a badge would represent the Newark Police group.

For the next several lessons, students need to work within their historically accurate framework of their group. For example, a National Guardsman would not advocate looting and arson and Amiri Baraka (then known as LeRoi Jones) would not call for increasing the number of National Guardsmen to combat "Negro Snipers."

Materials Needed:

1. *Revolution '67* DVD
2. TV/DVD player
3. Handout 6
4. Handout 7 - Photographs (*Life* Magazine "Negro Snipers," and National Guardsmen firing on housing project)
5. Newspaper Articles:
6. Bigart, Homer. "Newark Riot Deaths at 21 as Negro Sniping Widens; Hughes May Seek U.S. Aid." The New York Times 16 Jul. 1967.
<http://partners.nytimes.com/library/national/race/071667race-ra.html>
7. Farbell, Peter, Tex Novellino, and Leo Standora. "Police Battle Snipers, Seal off riot area; 8 more killed." Star-Ledger 15 Jul. 1967, final ed.: 1,3.
http://blog.nj.com/ledgernewark/2007/06/july_15_1967.html

Documentary Chapters to be Used:

1. Chapter 12 - Sniping
2. Chapter 13 - National Guardsman: "Do I Believe There Were Snipers? Yes."

Procedures:

1. Arrange the classroom furniture to facilitate cooperative group work and assign students to their groups.
2. Distribute **Handout 6** and explain to students that they will be viewing materials in this lesson from the perspective of their assigned groups. Have them read the instructions for the Historical Head assignment so that they understand the end goal of the lesson. Students will create their own historically accurate, yet fictitious, character instead of using a specific individual from July 1967. However, you may wish to assign an actual participant from the time period in order to narrow student focus.

3. Show *Revolution* '67 chapters 12 and 13. Have students complete Part A of the handout. Discuss responses as necessary to ensure understanding of the controversy.
4. Distribute copies of the articles, *NY Times* – July 16, 1967 and *Star-Ledger* – July 15, 1967 and have students complete Part B of the handout. Check with each group to ensure they understand their group's assigned perspective.
5. Students should then complete Part C, the **Historical Head**. Students can, in their groups, share information, but complete individual Historical Heads. Each Head must incorporate historically accurate information and images that represent their group's viewpoint, bias, and motivation. If necessary, model a Historical Head based on some person or group that is not associated with the subject. For example, a Historical Head of George Washington may include a cherry tree and axe to represent the myth of his "never telling a lie" and a large "#1!" foam hand symbolizing his position as the first President of the United States.

Lesson 4:

Research Stations (Two 45-minute class periods)

Objectives:

Students will be able to:

1. Determine how each group's civic responsibility was or was not fulfilled during the Newark Riots.
2. Interpret how participants in the events of July 1967 perceived what was going on around them.
3. Formulate hypotheses and opinions based on various sources pertaining to the events of July 1967 as they impacted each specific group.

Materials Needed:

1. Research Station Handout (Handout 10)
2. *Revolution '67* DVD
3. TV/DVD player
4. Computer Workstations or printed materials from websites listed below
5. Primary source documents (see Suggested Resources below)
6. Images and photographs (see Suggested Resources below)

Suggested Resources:

1. Bigart, Homer. "Newark Riot Deaths at 21 as Negro Sniping Widens; Hughes May Seek U.S. Aid." The New York Times 16 Jul. 1967
<http://partners.nytimes.com/library/national/race/071667race-ra.html>
2. Farbell, Peter, Tex Novellino, and Leo Standora. "Police Battle Snipers, Seal off riot area; 8 more killed." Star-Ledger 15 Jul. 1967, final ed.: 1,3.
http://blog.nj.com/ledgernewark/2007/06/july_15_1967.html
3. Governor's Select Commission on Civil Disorder State of New Jersey. Report for Action. 1968. Also known as The Lilley Commission Report.
http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
4. "Tom Hayden's Website". March 15, 2009 <http://www.tomhayden.com/>.
5. Herman, Max. "Riots - 1967". Rutgers University. March 15, 2009
<http://www.67riots.rutgers.edu/>. See section on Newark Riots, Witnesses.
6. Levitus, David. "Planning, Slum Clearance and the Road to Crisis in Newark." The Newark Metro. September 2005.
<http://www.newarkmetro.rutgers.edu/reports/display.php?id=173>

Documentary Chapters to be Used:

1. Chapter 2 – July 12, 1967: The Spark
2. Chapter 5 – July 13, 1967
3. Chapter 7 – July 14, 1967
4. Chapter 11 - July 14, 1967: Part 2, The Killing Has Just Begun
5. Chapter 16 - July 15, 1967: The Killing Of Billy Furr
6. Chapter 25 - July 16, 1967: Soul Brother Destruction
7. Chapter 27 - July 17, 1967: End Game

Procedures:

1. Arrange four **Research Stations** in the classroom. Each station will focus on a specific type of research as follows:
 - a. Station 1: *Revolution '67* documentary (Chapters 2, 5, 7, 11, 16, 25, 27)
 - b. Station 2: Eyewitness accounts and interviews (Computer workstations or printed materials from websites)
 - c. Station 3: Visual images and photographs from newspapers, magazines, and other sources
 - d. Station 4: Primary source documents from newspapers and magazines
2. Model each station, referencing the handout for each station, identifying goals and stressing best practices to the students.
 - a. Station 1: *Revolution '67* documentary
 - i. Chapters 2, 5, 7, 11, 16, 25, 27 contain information that each group can access and utilize to build their groups viewpoint, opinion, and memory of the time period.
 - ii. One TV/DVD player will be used for this station, with the DVD cued to Chapter Menu.
 - b. Station 2: Computer Workstations
 - i. This station focuses on eyewitness accounts and video interviews. Each group should note that the eyewitness accounts and video interviews have a specific bias and memory of the events that may not be shared by other groups.
 - ii. There are eyewitness accounts and interviews on the Rutgers - Newark Riots 1967 website <http://www.67riots.rutgers.edu/>.
 - c. Station 3
 - i. Visual Images (approximately 3 or 4 – see links above)
 - ii. Group describes feelings, emotions, and thoughts as if they were actually witnessing the events from their group's point of view.
 - iii. Each image can be used as a picture prompt to stimulate discussion and form historically accurate perspectives based on the motives and position of each group.

- d. Station 4
 - i. Primary Source Documents (Newspapers – see links above)
 - ii. Groups will examine newspaper articles from 1967 to examine how the media portrayed the event.
 - iii. Each group will access these documents to find links to how their specific group was being represented in the news. Some groups may wish to explore how their group influenced the media.
3. Distribute **Handout 7** and have students visit each station with their assigned groups.

Lesson 6:

Historical Cut-Outs (One 45-minute class period)

Objectives:

Students will be able to:

1. Apply research from previous lessons to create a fictional, historical character for their cut-out.
2. Formulate hypotheses and opinions based on various sources pertaining to their cut-out.
3. Participate in constructive and supportive group activities, dividing workloads and responsibilities equitably.

Notes to the Teacher:

As with the Historical Head Activity, the **Historical Cut-Out** allows learners to create a fictional yet historically accurate persona based on previous research about their group. This is a group kinesthetic activity in which a life-sized silhouette is traced and cut out of butcher paper and then decorated with accurate period clothing and accessories. Once cut out and decorated, labels are made (using sticky notes, if desired) that describe the fictional person in detail.

For example, students might create a resident of Newark who experienced having the National Guard fire shots into their home. This person might be an African-American woman who is the mother to two young children. She is scared to stay inside her home at the Stella Wright housing project for fear of additional shooting but does not believe that the streets are safe either. She is angry at the city for failing to protect innocent people and angry at the looters for stirring up trouble. She doesn't know what to make of the young civil rights activists, and is leery of their motives.

It is suggested that the instructor have a pre-made cut-out of an easily identifiable persona already created, with sticky notes ready to apply. A suggestion might be a famous President, explorer, or inventor.

Materials Needed:

1. Butcher Paper rolls for life sized cut-outs
2. Art supplies (crayons, colored pencils, markers, scissors, and sticky notes)
3. Completed and assessed Research Station Handout (Lessons 4-5)
4. Optional use of Research Stations (to review previous research station information, if necessary)
5. Handout 9

Procedures:

1. Explain the process of developing a **Historical Cut-Out**. Armed with their previous research, groups will create a Historical Cut-Out of a fictional persona who will be a representative for their group's perspective. Clarify roles to group members and their responsibilities and model cut-out and group responsibilities using pre-made Historical Cut-Out.
 - a. Students will develop a character based on their previous research and knowledge concerning one perspective of the events in Newark during the civil unrest.
 - b. Who, what, where, when, and why questions will be answered to build a believable and identifiable character who accurately represents the group perspective.
 - c. Basic details such as age, sex, racial, and economic facts should be listed as well as motivation, desires, emotions, and past experiences. If the character has biases towards or against other groups who participated in the civil unrest, this should be accurately displayed and supported as well.
 - d. Characters should be historically accurate in terms of dress, style, and accessories. For example, there are no cell phones (or even cordless telephones) or mobile audio devices.
 - e. Cut-Outs can be drawn free hand or a student can be traced to produce a silhouette on the butcher paper. This silhouette is then used as the foundation for the cut-out.
 - f. Details for the character can be applied with sticky notes or written directly on the character.
2. Allow students sufficient time to develop the cut-outs and use the attached rubric (**Handout 9**) to evaluate the cut-outs.

Lesson 7:

Gallery Walk and Presentations

(One 45-minute class period)

Objectives:

Students will be able to:

1. Complete **Historical Cut-Out Gallery Walk Handout** by observing and taking notes on other groups' cut-outs in preparation for memorial proposal and debate.
2. Formulate views on other groups' civic responsibility in regards to the events of July 1967.
3. Participate in constructive and supportive group activities, dividing workloads and responsibilities equitably.

Notes to the Teacher:

Prior to this lesson, the instructor will need to assess the **Historical Cut-Outs** of each group to determine if they are accurate in terms of motivation and historic facts. For instance, having a fictitious civil rights activist hunting for snipers would not be factual nor within the researched bounds of that group's motivation, beliefs, and perspective.

After assessing each group's material, space must be created in the learning environment to allow for each group to present their cut-out to the rest of the class. Each group will need a separate space to display their creation prior to the presentation. The teacher should briefly model how the Gallery Walk should be conducted and what notes should be made on the Gallery Walk handout.

Materials Needed:

1. Handout 8
2. Masking Tape or sticky-tac to secure Historical Cut-Outs prior to Gallery Walk

Procedures:

1. Distribute **Handout 8** and have students read instructions. Model the process for participating in the Gallery Walk and also model appropriate answers for the handout.
2. Have students engage in the Gallery Walk by visiting each cut-out, observing what the other groups have created and filling in their handout for each cut-out. Attention should be paid to the motivations and beliefs of each cut-out as this will be important for the Memorial Proposal and Debate lessons.
3. Groups will present their cut-out to the entire class and complete missing information on their handout.
4. Cut-Outs and handouts are submitted to be assessed by the instructor. The visual project rubric (**Handout 9**) is used for the cut-out and the handout is checked for completion and accuracy.

Lesson 8:

Memorial Proposal/Debate Preparation

(Two 45-minute class periods)

Objectives:

Students will be able to :

1. Formulate views to promote their group's vision of how to memorialize the events of July 1967.
2. Understand and follow limited rules of debate as modeled by instructor.
3. Constructively critique memorial proposals.
4. Formulate thesis for memorial and justify it with historical evidence.
5. Participate in constructive and supportive group activities, dividing workloads and responsibilities equitably.

Notes to the Teacher:

The instructor will use these two 45-minute periods to model, guide, and facilitate a memorial proposal and forum for debate between the participating groups. These activities include instruction into how to conduct a limited classroom debate, constructive criticism/critiquing of other groups' presentations, and the formation of a thesis for the memorial.

Materials Needed:

1. Handout 10
2. Images of Memorial Examples
3. LCD or overhead projector (optional)

Suggested Resources:

1. "How do you build a modern memorial? ". BBC News. March 15, 2009
http://news.bbc.co.uk/2/hi/uk_news/magazine/7542580.stm.
2. "Memorial & Museum". Oklahoma City National Memorial & Museum. March 15, 2009
<http://www.oklahomacitynationalmemorial.org/index.php>.
3. "World War II Memorial at Veterans Park". State of New Jersey Department of Veterans and Military Affairs. March 15, 2009
http://www.state.nj.us/military/veterans/wwii_memorial/photo_gallery.html.

Procedures:

1. Begin class by explaining that each group will develop a **Proposal for a Memorial** to the events of July 1967 to complement the existing Newark tombstone on Springfield Avenue (1997) and the 4th Police Precinct Plaque (2007). Provide brief instruction on the features of existing memorials, such as the war memorials or Presidential memorials in

Washington, D.C., the Oklahoma City bombing memorial, proposed 9/11 memorials, or various Holocaust memorials in Europe. In viewing various memorials, students should consider the following questions:

- a. What kind of memory does the monument promote of the event or person?
 - b. What are the emotions that are evoked from the memorial?
 - c. Is this an accurate depiction of the event or person?
 - d. What are other ways to depict this event or person?
2. Distribute **Handout 10** and have students read instructions. Provide some examples as needed to clarify the group assignments.
3. Have students develop memorial proposals with their groups, based on the research they have completed over the last few lessons. Students should develop arguments supporting their proposal based on their group's research.
4. Groups will submit their Memorial Proposal and Debate Notes for assessment by instructor.
5. Lesson 9 will allow groups to complete their Memorial Proposal and Debate Notes based on returned assessment by instructor.

Lesson 9:

Memorial Proposal/Debate (One 45-minute class period)

Objectives:

Students will be able to:

1. Present views to promote their group's vision of how to memorialize the events of July 1967.
2. Understand and follow limited rules of debate as modeled by instructor.
3. Understand how to critique other group's submissions constructively.
4. Participate in constructive and supportive group activities, dividing workloads and responsibilities equitably.

Notes to the Teacher:

This culminating activity will engage the students in debate over how and what to memorialize in relation to the Newark civil unrest of 1967. The groups represent governing officials, law enforcement services, federal troops, political activists, the media, and citizens, all participating in civil discourse. At this point, students will have eight lessons worth of research and material on the Newark Riots. They will have researched and constructed accurate representations of their group's motivations in terms of governance, motivation, and civics. The goal of this lesson is to have each group present their viewpoints to the class, receive feedback on their proposal, and debate the merits of how to memorialize the events.

The role of the instructor in this lesson is one of moderator and facilitator. A close watch needs to be kept on the debate, especially timing and factual accuracy. If arguments become too heated, students must be reminded of the proper conduct during a debate, and their civic responsibility to remembering the events.

Materials Needed:

- Completed group Memorial Proposal Thesis and Debate Notes

Procedures:

1. Have students meet with their groups to prepare for their presentations. Students will present their memorial proposals and explain the rationale behind their designs.
2. Each group should present their memorials; each student should make note of the views presented by other groups in order to form questions and counter arguments; and then the rest of the students should ask questions either to clarify their ideas or challenge them. The presenting group should respond accordingly.
3. Once all of the proposals have been presented, you may want to facilitate additional discussion to help students determine which memorial they feel should be selected.
4. Hold a vote on the best Memorial Proposal (each student gets one vote).



Image Analysis: Boston Massacre

Observation - What do you see?

Instructions: Study the image *carefully*. List at least 10 specific things you see in the image (including the most basic and obvious things). Your list can include people, actions/activities, objects, symbols, text, et cetera.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Questions:

1. What emotions does the image evoke? Provide a specific example that evokes each emotion (use the information from the chart above).
2. Who do you think is the intended audience for this image?
3. What is the main message expressed in this image? Provide specific examples to support your answer (use the information from the chart above).
4. Is this image a truthful portrayal of the Boston Massacre? Provide at least three specific examples supporting your answer (use the information from the chart above).

Image Analysis: Boston Massacre
Artist: Unknown. Boston Massacre engraving based on a painting by Alonzo Chappel:
1868



Source: <http://www.archives.gov/research/american-cities/images/american-cities-116.jpg>

Image Analysis: Boston Massacre
Artist: Paul Revere. Boston Massacre engraving: 1770



Source:
<http://www.swem.wm.edu/departments/specialcollections/exhibits/exhibits/Sampler/reverelg.html>

Image Analysis: Boston Massacre
Artist: Paul Bufford. Boston Massacre lithograph: 1856



Source:
<http://www.archives.gov/research/american-revolution/pictures/images/revolutionary-war-003.jpg>



Name: _____

Date: _____

Image Analysis: Compare and Contrast

	Chappel Picture	Revere Picture	Bufford Picture
Main Message			
Fact/Fiction			
Motivation - Why promote this version of events - what will it accomplish?			



**A Timeline:
July 1967 in Newark, NJ**

Instructions: Use this sheet to take notes as we watch excerpts from *Revolution '67*. You will use this information to construct a timeline of the events from July 1967.

Causes of Newark's Decline (and other American cities)

*

*

*

July 12th	July 15th
July 13th	July 16th
July 14th	July 17th

Aftermath - Effects on Newark (and other American cities)



Historical Head Activity: Sniper?

Part A. Film Response

Instructions: After viewing selected chapters from *Revolution '67*, respond to the following:

1. What is the controversy?
2. Why is there a controversy at all?
3. Which groups are involved?
4. What are the facts supporting or refuting the existence of “Negro Snipers”?
5. What are the beliefs held by different groups about this controversy?
6. Did the arrival of State Police and National Guardsmen escalate the violence or control it?
7. How should civil order be maintained during times of civil unrest?

Part B. Document Analysis

Taking into account the previously viewed film chapters and class discussion, analyze the following primary source documents and determine how your assigned group would view the information that was presented to the public. Respond to the questions below.

Primary Sources

- Newspaper Articles:
 1. *NY Times* – July 16, 1967
 2. *Star-Ledger* – July 15, 1967
- Photographs (attached)
 1. *Life Magazine* “Negro Snipers”
 2. National Guardsmen firing on housing project

Questions:

1. Would your group support or reject the view that there were “Negro Snipers” shooting from the roofs of housing projects? What evidence do you have to support your viewpoint?
2. Would your group support or reject the arrival of New Jersey State Police and National Guardsmen into Newark after the initial days of looting were over? What evidence do you have to support your viewpoint?
3. Would your group support or reject the views put forth by the *New York Times* and *Life Magazine* regarding the responses of the city and state government offices? What evidence do you have to support your viewpoint?
4. Would your group support or reject the actions of civil rights activist groups such as the Newark Community Union Project (NCUP) during the civil unrest? What evidence do you have to support your viewpoint?



Part C. Historical Head

Instructions: Using images (and minimal text if you desire), fill in the blank head with the thoughts, ideas, feelings, and perceptions of your assigned group in regards to the sniper controversy. Use AT LEAST five numbered images, and on the back of this handout, provide a numbered list with a brief statement describing each image. Incorporate historically accurate information and images that represent their group's viewpoint, bias and motivation.





Research Stations

Instructions: As you visit each station, collect information regarding your group's assigned perspective. Focus on the specific chapters, texts, or images that help you develop an understanding of how your assigned group viewed the events of July 1967. After you have visited each station, respond to the questions below.

- Station 1: *Revolution '67* documentary
- Station 2: Eyewitness accounts and interviews
- Station 3: Visual images and photographs
- Station 4: Primary source documents

Discussion Questions

1. Determine how your group's civic responsibility was or was not fulfilled during the Newark Riots.
2. Interpret how a participant from your group perceived what was going on around them in the summer of 1967 in Newark.
3. Formulate hypotheses and opinions based on the various sources pertaining to the events of July 1967 as they impacted each specific group. How did specific instances influence, motivate, or provoke your group into action?



Historical Cut-Out Gallery Walk - What do you see?

Instructions: Study the character *carefully*. List at least 10 specific things you see in the image (including the most basic and obvious things). Your list can include people, actions/activities, objects, symbols, text, et cetera.

CHARACTER NAME _____ GROUP PERSPECTIVE _____

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Questions

1. What emotions does the image evoke? Provide a specific example that evokes each emotion (use the information from the chart above).
2. How does this character accurately show the perspective of the group it represents? Provide at least three specific examples supporting your answer (use the information from the chart above).
3. What is the main message expressed in this character? Provide specific examples to support your answer (use the information from the chart above).

Visual Rubric of Historical Cut-Outs

Visual Rubric Assessment List

Historic Cut-Outs

<i>Element</i>	Possible Points	Earned Assessment	
		Self	Teacher
Focus The topic is very clear when you first look at it.	12		
Main Ideas The main ideas are appropriate to the topic and are presented correctly.	12		
Supporting Details Appropriate and accurate details support each idea.	12		
Purpose The purpose of the character is clearly accomplished.	12		
Drawings and Illustrations All illustrations, photographs, and drawings add to the purpose and interest of the poster.	12		
Mechanics (C-U-P-S) There are no errors in capitalization, usage, punctuation, or spelling.	10		
Layout and Design The overall organization, design, use of color, and use of space help to make the character interesting and to communicate the message.	10		
Creativity The character is highly original and creative.	10		
Neat and Presentable The character is very neat and presentable.	10		
Total:	100		



Memorial Worksheet

Instructions: Your team's goal is to represent accurately one of the groups who participated in the summer of 1967 in Newark. Your team will be creating a memorial to remember the event from your represented group's point of view, **not** your personal team point of view.

Use all the knowledge that you have acquired from your *Revolution '67* classes. This includes lectures, handouts, group discussions, the documentary *Revolution '67*, Historical Heads, Historical Cut-Outs, PowerPoint presentations, political/social/economic examples, ideas/values/beliefs examples. Remember; maintain a historically accurate perspective for your group!

1. Who are the members on your team?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
2. What group is your team going to represent?
3. How are you going to label the events from the summer of 1967 in Newark?
(*Riot, Rebellion, Revolution, Civil Unrest, something else?*)
4. List six things that are primary influences for your group in regards to *Revolution '67*.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
5. What form is your memorial going to take?
6. How will future generations learn about the event?
7. How are you going to incorporate these primary influences into your memorial project?
8. Is your represented group deliberately going to leave something out of the memorial that other groups may believe to be vital? Why?

Unit Title: Economics & Geography
Newark 1967: Setting the Stage
Keith Dennison and Paul Gorski
Hunterdon Central Regional High School
Flemington, NJ

Overview of the Unit:

The primary focus of this unit is not the events of the 1967 Newark civil disturbance, but rather the economic and geographic factors that contributed to the riots. The lessons focus on the lack of quality housing, healthcare, job, and educational opportunities in Newark for African-Americans due in large part to endemic racism and exploitation. These factors contributed to a substandard quality of life that became the breeding ground for the events of July 1967. Several catalysts, both internal and external, contributed to the explosion of unrest.

Lesson 1 encourages students first to analyze why Dr. Clement A. Price (Rutgers University, Newark) felt the conditions for Newark's unrest existed for several decades prior to 1967 and, second, to help students empathize with the situation that African-Americans faced in Newark during that period. Along those lines, Dr. Price suggests that teachers examine the work of Gunnar Myrdal, *An American Dilemma: The Negro Problem and Modern Democracy*. This will be a useful tool to expand the lesson's scope beyond the 1967 disturbances in Newark. The lack of quality housing, job opportunities, access to thorough and efficient education, adequate healthcare, personal safety, and a "just" justice system led to a feeling of despair among the people of Newark's Central Ward. Lesson 2 examines the physical geography of Newark, the concepts of community and in/out group relations, and how these factors also contributed to the events of 1967. The unit culminates in a Community Forum Simulation in which students voice their dissatisfaction with the social conditions in 1967 and propose remedies for those social ills. Students are encouraged to consider the ways in which the conditions that contributed to the 1967 disturbances have been addressed or continue to present challenges to Newark today.

Essential Questions :

- What societal elements do people need to be successful in life? What happens when a person does not have access to those elements?
- What constitutes a community and makes a person feel as though he/she is part of a community?
- To what extent are communities responsible for providing their citizens with the resources necessary to be successful in life?
- How can government (federal, state, local) policies shape the character and quality of life in towns and cities?

Unit Objectives:

Students will be able to:

1. Identify the importance of six societal components from The Governor's Select Commission on Civil Disorder (or Lilley Commission) Report - Public Schools, Healthcare, Court System, Housing, Employment, the Police - that allow one to achieve a dignified standard of living.
2. Analyze how African-Americans in Newark felt about their life, their city, and their government in July 1967.
3. Describe how the conditions of post-war Newark laid the foundation for the unrest of 1967.
4. Research, prepare, and evaluate recommendations about the causes of the 1967 riots and possible remedies to those problems.

New Jersey Core Curriculum Content Standards:

- 6.1. Social Studies Skills
 - A.2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
 - A.6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
- 6.2. Civics
 - A.3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
 - B.5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
 - D.1. Evaluate the characteristics needed for effective participation in civic and political life.
- 6.4. United States and New Jersey History
 - K.2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
 - L.2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court ruling, and the issue of preserving open space.
 - L.4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women's movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).
 - L.6. Compare and contrast population trends and immigration and migration patterns in the United States.

- o L.7. Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.
- 6.5. Economics
 - o B.6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.
 - o B.7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.
- 6.6. Geography
 - o D.3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.
 - o D.4. Analyze the processes that change urban areas.
 - o D.5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.

Suggested Resources:

1. Cunningham, John T. Newark. New Jersey Historical Society, 1988.
2. Humes, Edward. Over Here: How the G.I. Bill Transformed the American Dream. New York: Harcourt, Inc., 2006.
3. Myrdal, Gunnar. An American Dilemma: The Negro Problem and Modern Democracy. New York: Harper & Bros, 1944.
4. Porambo, Ron. No Cause for Indictment: An Autopsy of Newark. New York: Holt, Rinehart and Winston, 1971.
5. Wright, Jr., Nathan. Ready to Riot. New York: Holt, Rinehart and Winston, 1968.

Lesson 1:

What Does One Need to be Successful in Society?

(Two 45-minute class periods)

Objectives:

Students will be able to:

1. Describe societal elements that are necessary for citizens to be successful in society.
2. Explain the economic conditions faced by African-Americans in post-war Newark.
3. Evaluate the extent to which African-Americans had access to those societal elements in Newark, prior to 1967.

Notes to the Teacher:

This lesson introduces students to the societal elements that are necessary for citizens to have meaningful opportunity to live productive lives (adequate housing, job opportunities, thorough and efficient education, quality healthcare, personal safety, and a “just” justice system). Through analysis of the selected chapters of *Revolution '67*, students discover how the absence of those societal elements led to a feeling of despair among the people of Newark’s Central Ward. First, students participate in a brainstorming exercise to “uncover” the societal elements listed above. Next, using **Teacher Resource 1** (and the optional **PowerPoint**), the teacher provides some background information to students about the post-war economic policies that directly affected Newark’s citizens. Finally, students view chapters of the film and respond to relevant questions from **Handout 1**. Teachers can choose to show all of the chapters included in the lesson, or they may select chapters based on the needs and prior knowledge of the students. Suggested responses to the questions are included as **Teacher Resource 2**.

Materials Needed:

1. Teacher Resource 1 and 2
2. Method to project PowerPoint to the class (optional)
3. *Revolution '67* DVD
4. TV/DVD player
5. Handouts 1 and 2

Documentary Chapters to be Used:

1. Chapter 4 – Targeted Looting
2. Chapter 9 – Bank Redlining
3. Chapter 10 – Loss of Jobs
4. Chapter 15 – The Great Migration and Housing in Newark
5. Chapter 17 – Newark Corruption
6. Chapter 19 – President Johnson’s War on Poverty
7. Chapter 20 – We Wanted the Powerless to Have a Voice
8. Chapter 21 – Jobs and the Barringer High School Incident

9. Chapter 28 – Aftermath
10. Chapter 25 – July 16, 1967 – Soul Brother Destruction

Procedures:

1. Arrange students in groups of three and assign roles to each student. Each group should have a facilitator to direct the discussion of the group, a recorder to write down the group’s observations and responses, and a reporter to share the group’s findings with the class. Ask students to brainstorm all answers to the question, “What conditions need to exist in society for people to live a productive life?”
2. As the students are discussing in their groups, create a chart of 6 blank columns on the board. Each column will be left untitled, but mentally assign one of the six societal elements (housing, jobs, education, healthcare, personal safety, and justice system) to each column. These titles will be inserted later.
3. As the reporters read out the findings, place them in the appropriate column on the board. If necessary, use guiding questions to direct the conversation to get the students to generate an example for all six columns. At the conclusion of the discussion, ask students to guess what each column should be titled. Then, reveal the intended titles (the six elements listed above). Have the students write down these six elements for future reference. See Sample Chart below:

Housing	Jobs	Education	Healthcare	Personal Safety	Justice System
<i>Shelter Warm, safe environment A nice place to live Opportunity to own my own place Privacy and individual space</i>	<i>A good job Opportunity for improvement or promotions A good salary A job that is enjoyable</i>	<i>Good education College degree Vocational training Opportunities for more education</i>	<i>Being healthy Good doctors Medicine when sick Access to tests or surgery when needed</i>	<i>Support system, like family and friends Feeling safe Ability to pursue dreams without danger</i>	<i>A way to fix things that are wrong Someone to turn to if I am discriminated against Fair laws and rules enforced to ensure my opportunities</i>

4. Explain to the students that one of the goals of the unit is to analyze why the disturbances of July 1967 occurred in Newark, and part of that analysis has to focus on the degree to which African-Americans in Newark had access to conditions in which they could be successful in life. In order to adequately conduct this analysis, students have to be informed of the prevailing economic conditions for African-Americans nationally, prior to 1967.

5. Present the question, “Did African-Americans have what they needed to be productive?” and proceed with brief instruction using the **PowerPoint** and/or **Teacher Resource 1** on the economic issues facing African-Americans in the first half of the 20th century. If you are not able to project the PowerPoint presentation, use an overhead or chalkboard to list the bullet points from the presentation.
6. Next, introduce the film *Revolution ’67* and explain that the class is going to use the film to help them answer the questions presented in class so far. Distribute copies of **Handout 1** Economics Discussion Questions for Selected Chapters of *Revolution ’67*. Explain to students that they should take notes that they will use to discuss the film’s point of view and the economic factors that contributed to the July 1967 disturbances in Newark.
7. It will be the teacher’s discretion as to whether he or she wishes to use all of the chapters of *Revolution ’67* noted on **Handout 1** or just some of them. It is recommended that Chapter 4 and 25 be shown back to back so that students can evaluate the scope of the looting during the July 1967 disturbances and then to show the rest of the chapters in numerical order.
8. It is the teacher’s discretion as to whether he or she discusses all of the questions or just some of them, and as to whether he or she stops the film at the end of each chapter, or discusses the selected chapters as a whole.
9. The questions on **Handout 1** are the class discussion questions, but the teacher is encouraged to use the students’ responses to further the discussion or to add content that he or she feels is important to the curriculum. Suggested responses are provided on **Teacher Resource 2**.
10. At the conclusion of the class discussion and/or for homework, distribute **Handout 2** and have the students write a 1-2 page reaction to the following prompt: “What challenges did African-Americans, in particular, face in living productive lives in Newark?”

Lesson 2:

Home and Community (Three 45-minute class periods)

Objectives:

Students will be able to:

1. Relate the concepts of home, community, insider and outsider to community relations in Newark in 1967.
2. Analyze maps, charts, and images to analyze the effects of geography on the development of community.
3. Interpret messages from the film regarding insiders/outside and the physical and human geography of Newark.
4. Analyze the extent to which physical and human geography influenced the events of July 1967 in Newark.

Notes to the Teacher:

This lesson focuses on geography to have students construct understandings of community and how factors such as in/out group relations, competing interests, intergroup discord, and physical space impact the development of communities. If time permits, it is recommended that the class participate in an experiential simulation to further explore sociological concepts of insiders and outsiders prior to beginning this lesson. Examples of relevant simulations are listed below.

In the first part of the lesson, students participate in a discussion to explore their own ideas about “home”, “community” and “insiders/outside”. Next, students analyze maps and charts to draw conclusions about the obstacles Newark faced in developing a sense of community among its citizens by applying the concepts learned in the introductory activity (home, community, insider, outsider) to the demographic and physical geography of Newark in 1967. Finally, students view selected chapters of the film to further answer the question, “How did the geography of Newark (both physical and human geography) hinder the development of a community identity among its residents?”.

Materials Needed:

1. Handouts 3, 4 and 5
2. Station Materials
3. *Revolution '67* DVD
4. TV/DVD player

Documentary Chapters to be Used:

1. Chapter 3 – Troublemakers
2. Chapter 8 – The Suburbs
3. Chapter 11 – July 14, 1967: Part 2: The Killing Has Just Begun
4. Chapter 12 – Sniping

5. Chapter 14 – Blacks Have a Different History
6. Chapter 23 – Urban Renewal
7. Chapter 24 – Medical School Construction
8. Chapter 29 – Riots’ List
9. Chapter 33 – White Flight

Optional Resources:

These sites link to a variety of cultural learning simulations that are either specifically designed for, or can be adapted to, classroom use:

1. "Barnga". University of Minnesota Extension. March 15, 2009
http://www.fourh.umn.edu/ycda/youthnu_handouts/06_handouts/jbBarngaMaster.pdf. Barnga simulation.
2. "Culture Learning: Simulations & Exercises". Center for Advanced Research on Language Acquisition. March 15, 2009
<http://www.carla.umn.edu/culture/resources/exercises.html#games>.
3. "The Holocaust and Contemporary Genocide". March 15, 2009
<http://www.chgs.umn.edu/educational/pdf/holocaustContemporary.pdf>. Heelotia simulation.
4. Pittenger, Khushwant K. S. . "Star Power: A Simulation for Understanding Power and Empowerment". Developments in Business Simulation and Experiential Learning,. March 15, 2009
<http://sbaweb.wayne.edu/~absel/bkl/vol26/26bu.pdf>.
5. "Understanding Special Issues". 4-H Youth Development • Children, Youth and Family Programs • Michigan State University Extension. March 15, 2009
http://web1.msue.msu.edu/4h/cls/documents/YEA_Issues_book.pdf. Minoria/Majoria simulation.

Procedures:

1. Prior to the lesson, distribute **Handout 3** as an introductory assignment (either for homework or in class). Suggested responses are listed on **Teacher Resource 3**, and connections to unit objectives have been written in *italicized blue*.
2. Debrief **Handout 3** by asking students to share some of their responses. Then, pose the following focus questions, and have the class brainstorm and come to communal understanding on these:
 - a. What is “home?” *Rely heavily on the responses from the previous night’s homework.*
 - b. What is a “community?” *If desired, use a dictionary definition as a starting point.*

3. Next, ask students to respond to the following questions in writing, on their own:
 - a. Have you ever been somewhere that you felt you didn't belong? What made you feel that way?
 - b. Have you ever been somewhere that you could tell someone else didn't belong? What made you feel that way?
4. Debrief these responses to build understanding of the following concepts:
 - a. What is an "insider" ?
 - b. What is an "outsider" ?
5. Conclude the discussion by posing the following questions:
 - a. What responsibilities do community members have to one another?
 - b. What responsibilities do outsiders have to a community they enter?
6. For the next part of the lesson, students will work in pairs to explore a series of stations. If possible, use computers or a color printer to provide these resources in color; grayscale maps are also included, if color is not available. Lay out each of the following resources to create stations as:
 - a. Station 1: Physical Geography of Newark (& Bordering Towns)
 - b. Station 2: Newark Wards Map
 - c. Station 3: Owner-Renter Graph and Community Composition
 - d. Station 4: Maps showing Low Income and Low Education/High Unemployment, and Newark Ward Map (for context)
7. Distribute **Handout 4**. Explain to students that they will be visiting four different stations and will record observations on **Handout 4**.
8. When all students have had sufficient time to visit each station, ask students to discuss with another pair of students their observations. Students should then discuss in their small groups the question: "What challenges does Newark face in building a community?"
9. When students have had sufficient time to discuss in their small groups, ask each group to share with the class some of their main ideas.

Suggested Responses:

Highways divide Newark, separating neighborhoods; neighborhoods are segregated by race; low-income, low-education families and families that rent are disproportionately situated in the Central Ward; the Vailsburg section is wealthier and racially non-diverse, and is physically removed from other neighborhoods like the Central Ward.

10. Next, explain to students that the film *Revolution '67* can also help to answer the question, "What challenges does Newark face in building a community?" by illustrating the relationships among the people in Newark and some of the "outsiders" who came into Newark in 1967.

11. Distribute **Handout 5** and ask students to record responses accordingly. Show selected chapters from *Revolution '67*. Chapters can be shown with discussion following each chapter, or the entire handout can be discussed at the conclusion of the film.
12. Conclude the lesson by asking students to reflect on the questions:
 - a. How did the geography of Newark (both physical and human geography) hinder the development of a community identity among its residents?
 - b. How might these conditions contribute to civil disturbances, riots, or unrest?

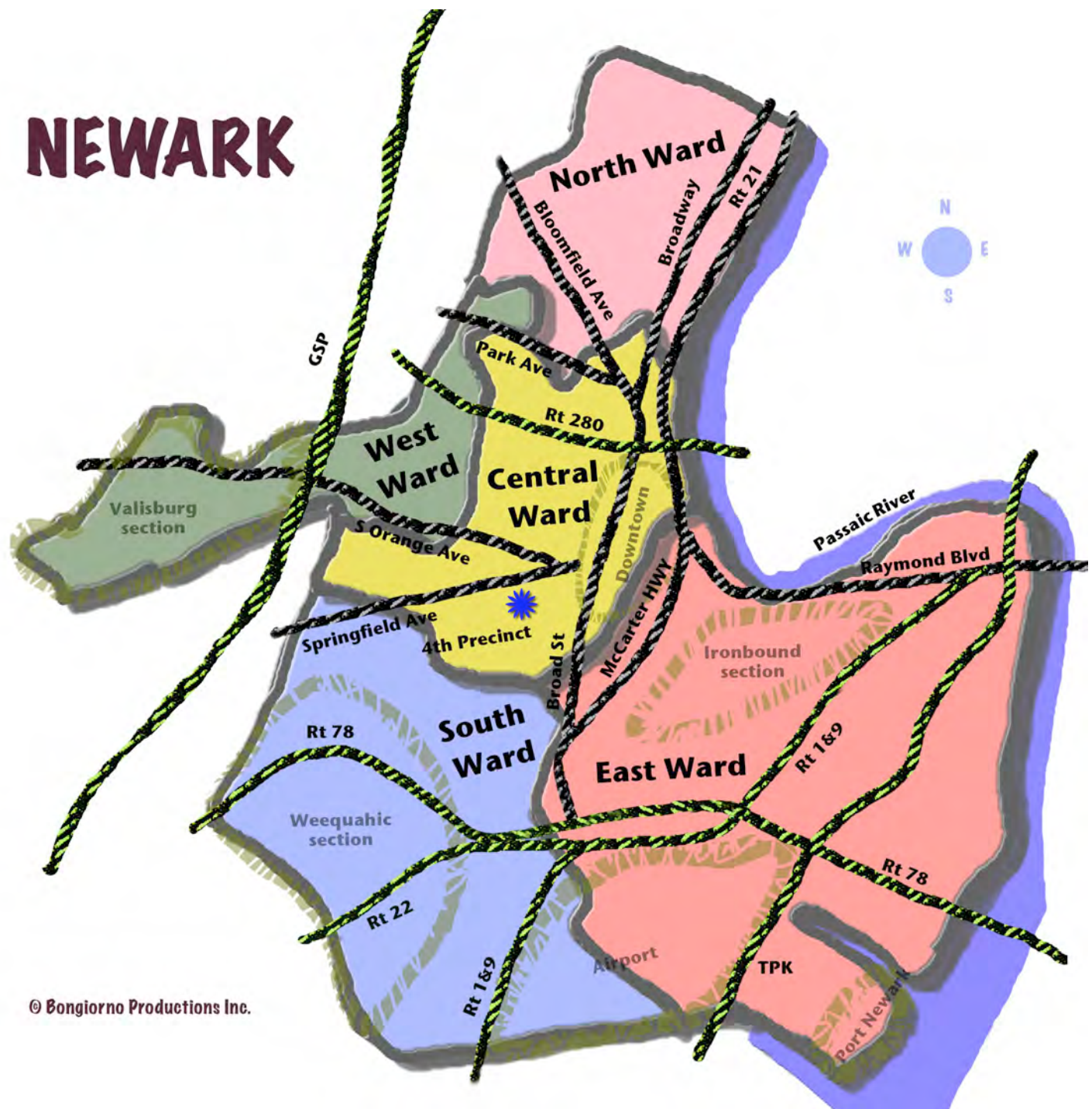
Station 1: Physical Geography of Newark (& Bordering Towns)



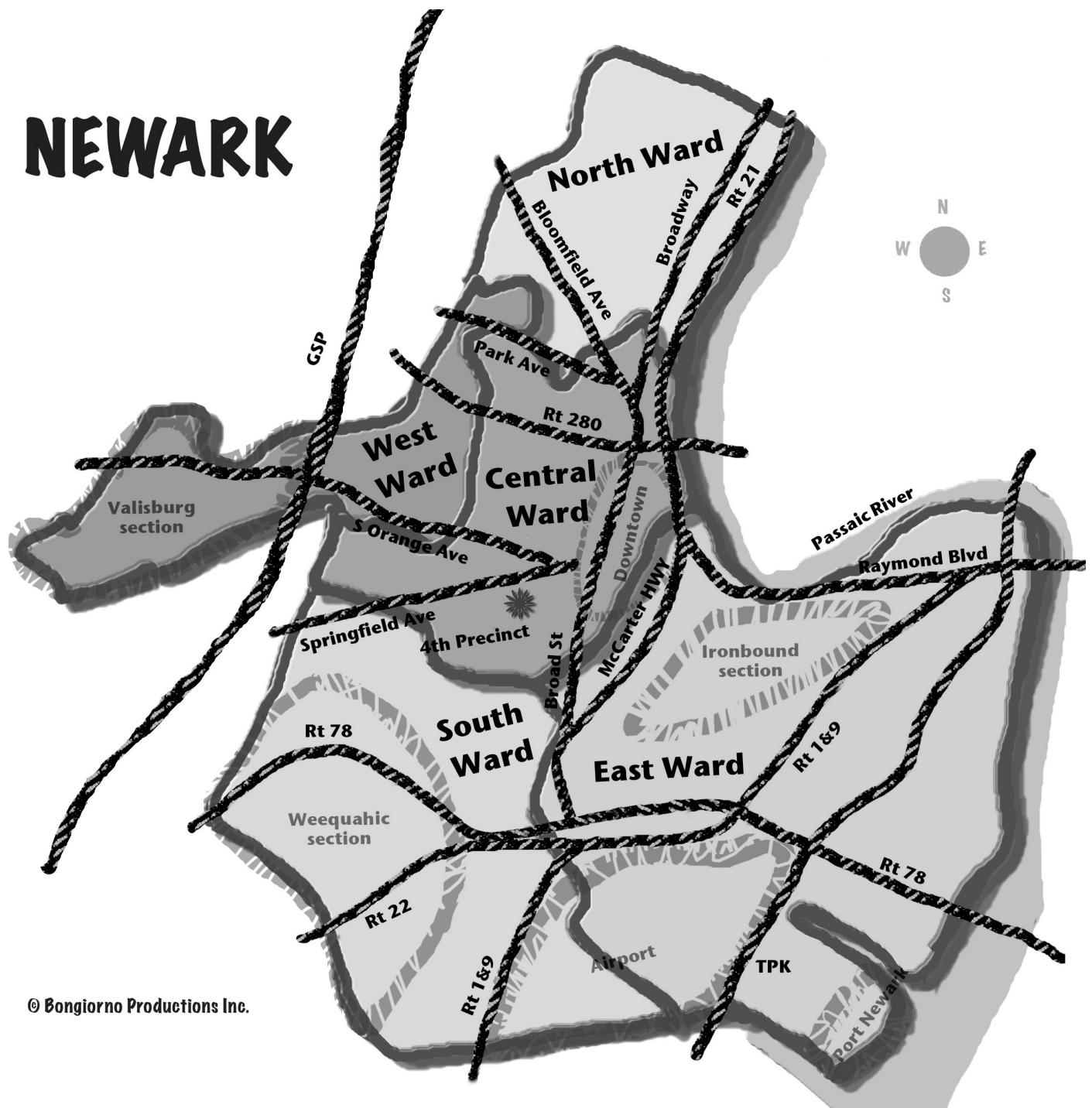
Station 1: Physical Geography of Newark (& Bordering Towns) – GRAYSCALE



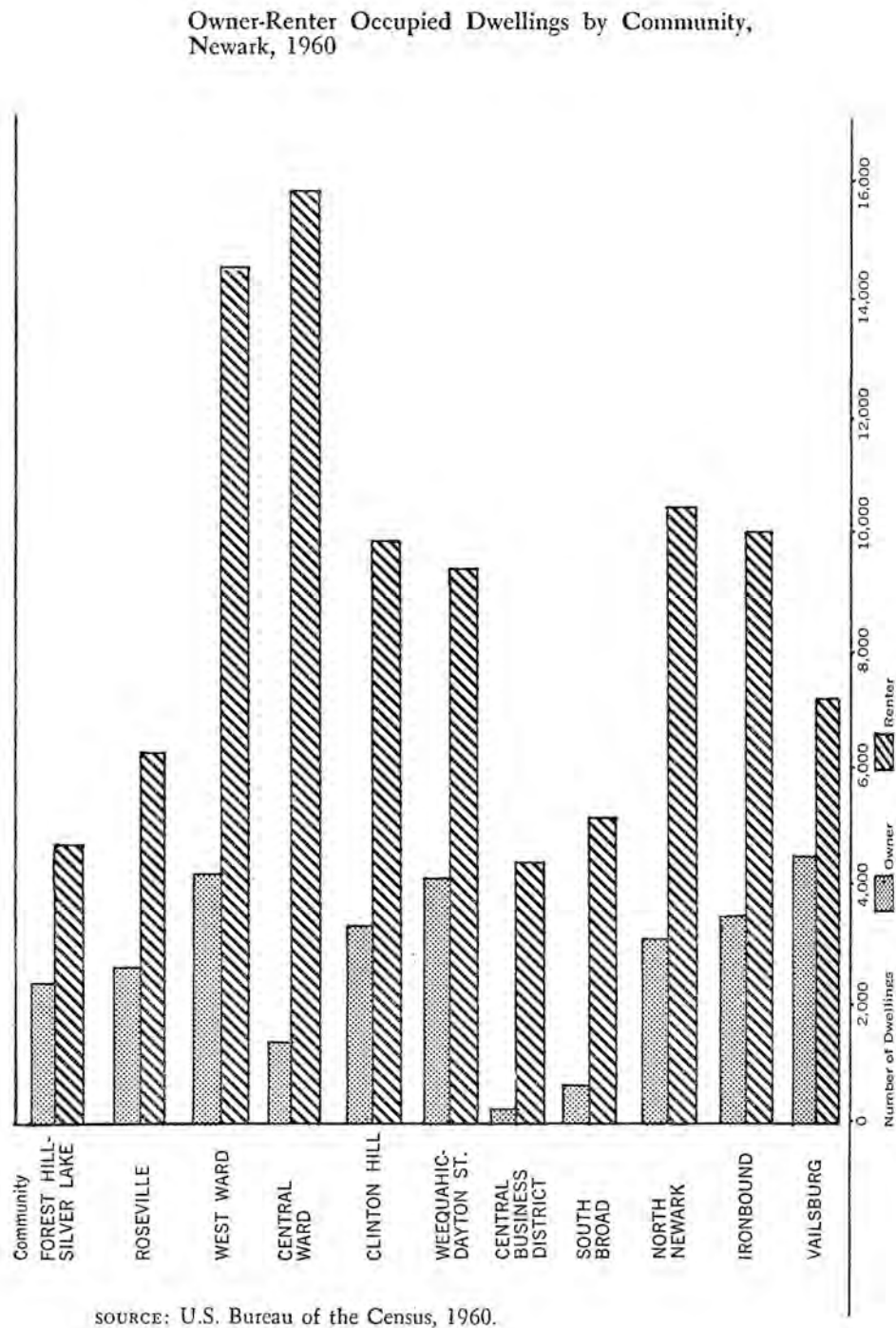
Station 2: Newark Wards Map



Station 2: Newark Wards Map – GRAYSCALE

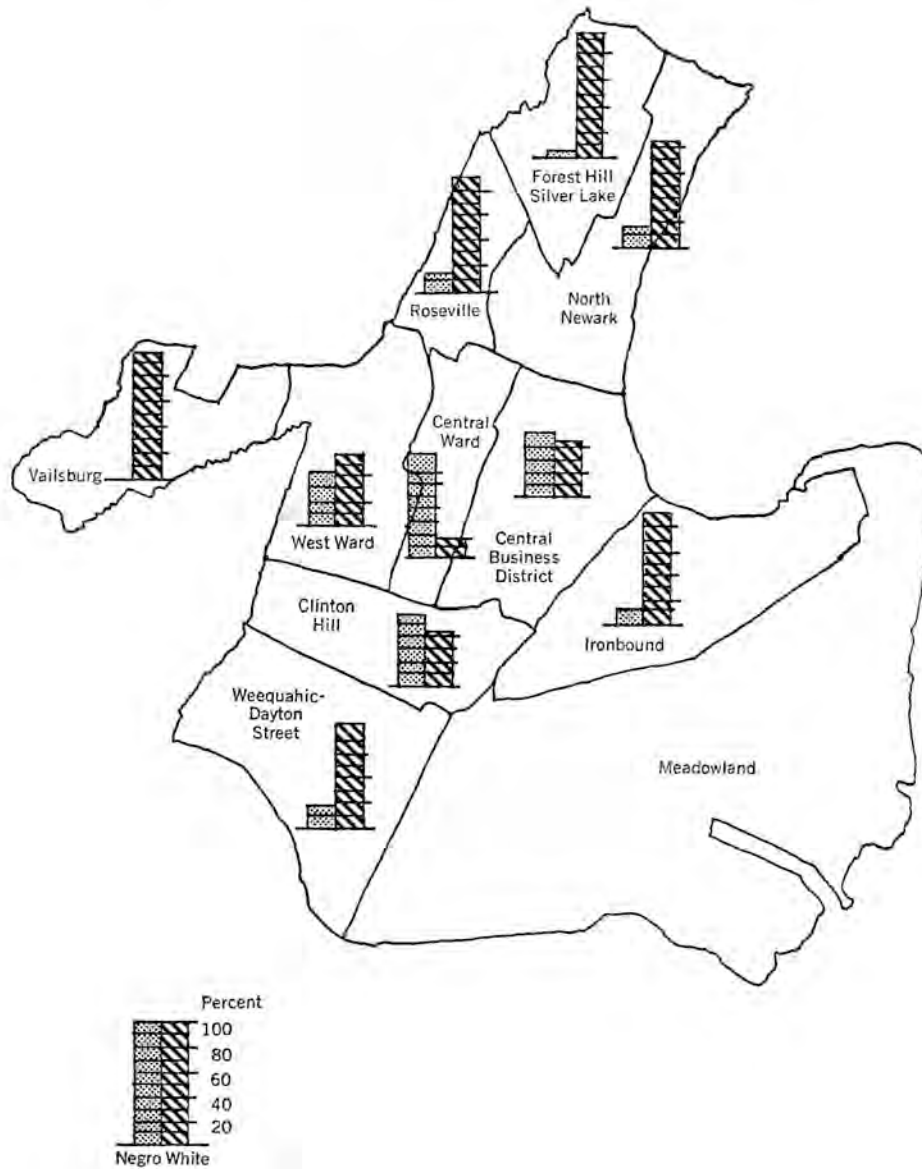


Station 3: Owner-Renter Graph



Station 3

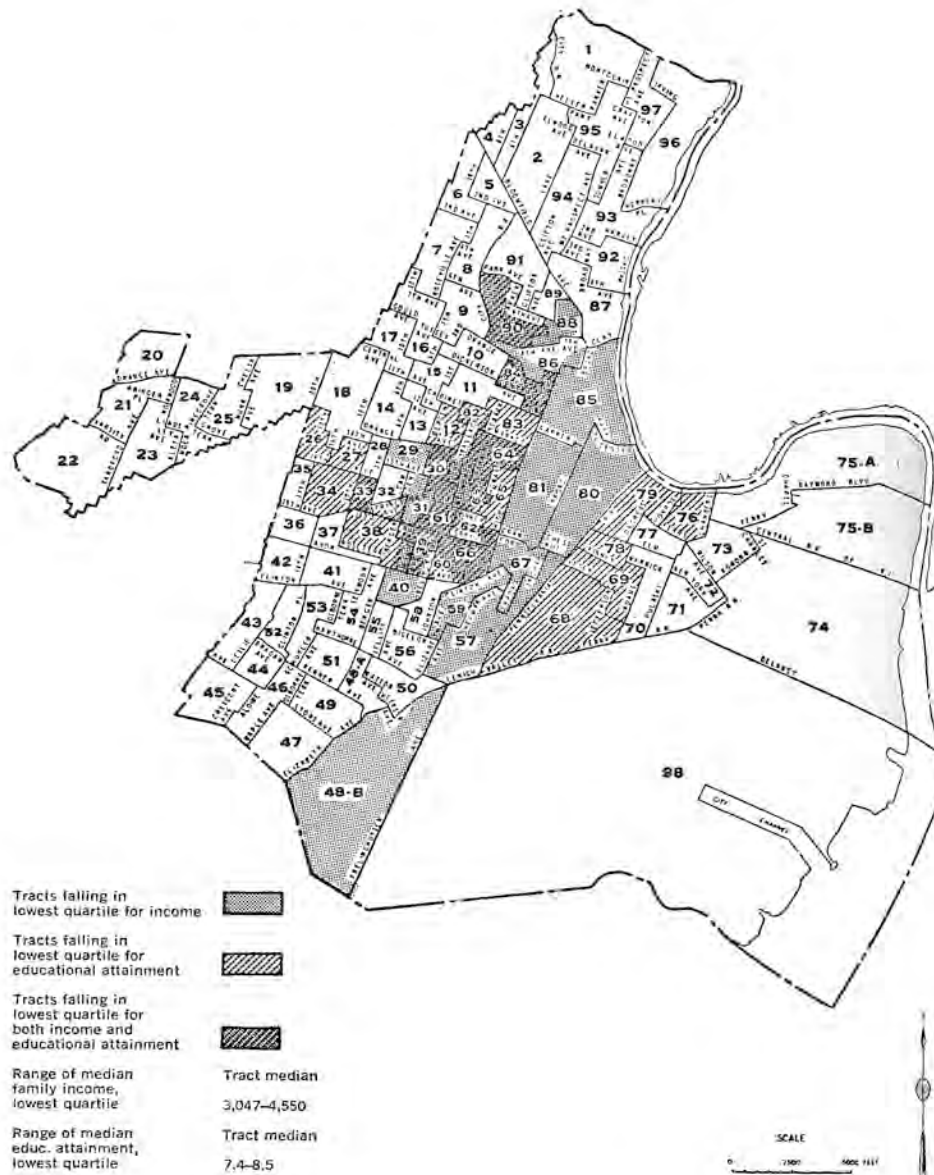
Community Composition Percent Negro and White 1960



SOURCE: From a base map prepared by the Newark Central Planning Board, December 1960.

SOURCE: U.S. Bureau of the Census, 1960.

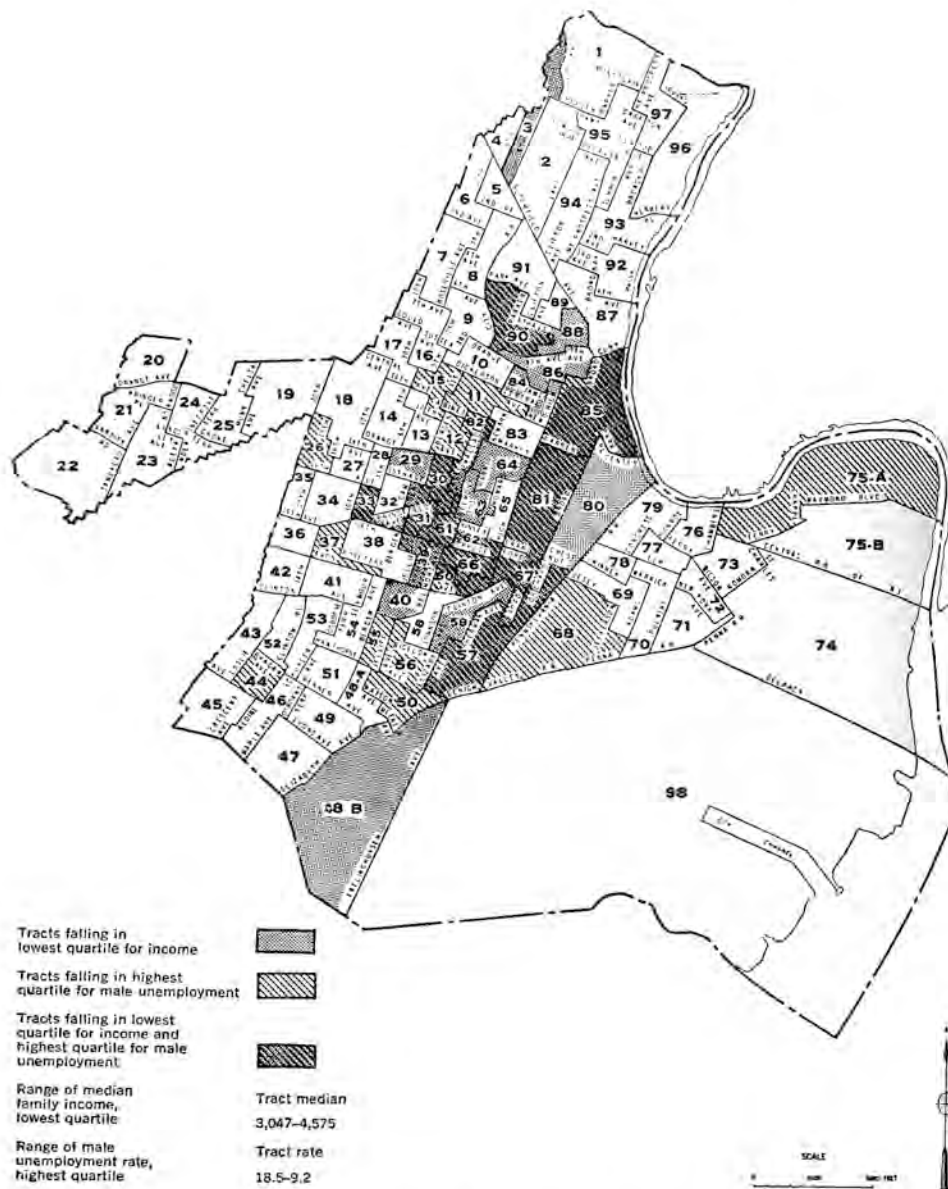
Correspondence Between Tracts with Low Family Income
and Those with Low Educational Attainment, April 1960



SOURCE: U.S. Department of Labor, Bureau of Labor Statistics.

Station 4

Correspondence Between Tracts with Low Family Income and Those with High Unemployment, April 1960



SOURCE: U.S. Department of Labor, Bureau of Labor Statistics.

Station 4: Newark Wards Map



Lesson 3:

Community Forum Simulation

(a minimum of four 45-minute class periods;
may take up to seven - eight 45-minute periods)

Objectives:

Students will be able to:

1. Utilize a variety of resources to analyze the causes of the July 1967 riots.
2. Collaborate with a small group to prepare a presentation regarding possible remedies for the social conditions surrounding the 1967 riots.
3. Participate in a role-playing simulation and reflect on their experiences in the simulation in order to better understand how the violence erupted in July 1967.

Notes to the Teacher:

At this point in the unit, students should have some understanding of the actual events that occurred in July 1967, based on the chapters of the film that have been shown. However, if students need additional information to understand the events of July 1967, they can read the timeline beginning on page 13 in this curriculum or the teacher can choose to show additional chapters of the film (see DVD Chapters on page 11 of this curriculum).

Prior to the lesson, assign students to the various roles in the simulation. Small groups of students will comprise the various subcommittees (Housing, Employment, Public Schools, Health, The Police, and The Municipal Court). **Handout 6**, which details the simulation instructions for students, specifies four roles per group. Depending on the size of the groups, these roles may need to be modified. The individuals who have been “invited” to attend (e.g. Newark Mayor Hugh Addonizio) will not be role-played by specific students, although students capable of an additional challenge could be asked to role-play one of those individuals in addition to participating in a subcommittee. The students will research and draft two or three recommendations to alleviate the crisis at hand, as well as questions for the special guests. Depending on the amount of time spent in class to research and draft the recommendations, students may need additional time outside of class to prepare before the day of the simulation. The simulation will likely take more than one 45-minute period, and the debriefing discussion will take another 45-minute period.

Materials Needed:

1. Handouts 6, 7, and 8
2. Access to computers for research
3. Copies of The Governor's Select Commission on Civil Disorder (or Lilley Commission) Report, divided into sections

Procedures:

1. Begin by explaining to students that they are going to participate in a Community Forum Simulation to discuss the causes of the 1967 riots and propose possible remedies for those causes. Distribute **Handout 6** and ask students to read the Introduction silently.
2. Next, assign student groups and ask them to sit with the other members of their groups. Students should then read parts 1-4 under Instructions and determine who will fill each role. Then students should read the remainder of the instructions. Ask if there are any questions about their assignments before moving on.
3. If time and resources permit, students may begin the research process in class. Students could also brainstorm ideas in their groups based on what they have already learned in the unit.
4. Before the end of the class period, distribute the specific sections of the Lilley Report for students to read for homework. Every group will read the sections of the report that discuss Public Assistance and Antipoverty Programs in Newark, and each group will read their own subcommittee's section of the report.

Public Assistance (or Welfare)

- Go to: http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- Download: Part1.pdf
- Go to: pgs. 83 – 87

Antipoverty Programs:

- Go to: http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- Download: Part1.pdf
- Go to: pgs. 88 - 96

Housing:

- Go to: http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- Download: Part1.pdf
- Go to: pgs. 55 - 65

Jobs (or Employment):

- Go to: http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- Download: Part1.pdf
- Go to: pgs. 66 - 74

Education (or Public Schools):

- Go to: http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- Download: Part1.pdf
- Go to: pgs. 75 - 82

Healthcare (or Health):

- Go to: http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- Download: Part1.pdf
- Go to: pgs. 97 - 99

Personal Safety (The Police):

- Go to: http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- Download: Part1.pdf
- Go to: pgs. 22 - 37

Justice System (or The Municipal Court):

- Go to: http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
- Download: Part1.pdf
- Go to: pgs. 38 - 44

5. After students have had time to complete their reading of the Lilley Report, they will meet in their subcommittee groups to discuss the report.
6. Distribute **Handout 7**, “Framing your Subcommittee Report.” Students should complete this handout using information from the Lilley Report as well as their additional research.
7. When students have had sufficient time to prepare their subcommittee recommendations, convene the Community Forum.
8. During the Forum, each subcommittee should have an opportunity to present their findings and recommendations. Then, the subcommittees should pose their questions to the various individuals who were invited to attend the forum. Students should hypothesize as to how each person would have answered the questions, based on their knowledge from prior lessons.
9. Next, distribute **Handout 8** and a copy of the **Lilley Report’s recommendations**:
 - A. Go To:
http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
 - B. Download: Part3.pdf
 - C. Go to: pgs. 161 - 178

Students can complete the handout in class or for homework.

10. Facilitate a discussion of **Handout 8**. After the discussion, students should complete the final item on **Handout 8**. Their responses may be used in a final class discussion, if time permits.

Economics Discussion Questions for *Revolution '67*

Instructions: While viewing selected chapters from *Revolution '67*, record ideas in the spaces below. You will use this information to analyze the film's point of view and the economic conditions surrounding the July 1967 disturbances in Newark. Consider what you have already studied about this and previous eras in U.S. history to assist you in formulating your responses.

Chapter 4 – Targeted Looting

1. Why would the African-American residents choose to “get back” at businesses in this way?
2. Were other options available to them to address their grievances with the store owners?
3. Why do you think that some of the looters left the stolen goods out on the streets and sidewalks?

Chapter 25 – July 16, 1967 – Soul Brother Destruction

1. Dr. Clement Price stated that “One symbol that was most threatening to whites was the symbol of black progress.” React to this statement in light of what the film says about African-American owned businesses being targeted by white police officers.

Chapter 9 – Bank Redlining

1. In what ways did government policy during and after the Great Depression and World War II exacerbate and create African-American ghettos in Newark?
2. Why did white residents agree to or ignore blockbusting and redlining?

Chapter 10 – Loss of Jobs

1. Why did Newark's departing industrial sector negatively affect the African-American community?
2. How do reduced job opportunities compound the challenges affecting the African-American community of Newark?

Chapter 15 – The Great Migration and Housing in Newark

1. What do you think historian Charles F. Cummings meant when he said that "cheap expensive housing" surrounded Newark's factories?
2. How does poor housing and federal government policy affect the African-American community in Newark in the first half and middle of the 20th century?

Chapter 17 – Newark Corruption

1. How did corruption at City Hall aggravate the poor living conditions for African-American citizens in Newark?

Chapter 19 – President Johnson's War on Poverty

1. Why did President Johnson's Community Action program empower Newark's African-American residents?
2. Why would some of Newark's African-American residents feel that the Model Cities program was a poor choice to replace the Community Action program?

Chapter 20 – We Wanted the Powerless to Have a Voice

1. What social functions did the Newark Community Union Project (NCUP) serve for the African-American residents of Newark?
2. If an organization such as NCUP was going to be successful in providing community services previously provided by the Community Action Program (Head Start, job training programs, full year pre-school, remedial programs, legal services, etc.), what would it need?

Chapter 21 – Jobs and the Barringer High School Incident

1. What role did George Richardson's Newark Coordinating Council (NCC) play in the African-American community of Newark?
2. Do you think that a program like this could have solved the economic woes of Newark's African-American community? Why or why not?

Chapter 28 – Aftermath

1. What is your reaction, if any, to Tom Hayden's judgment that the Vietnam War and its casualties dealt an even further economic blow to Newark's ghettos and to its African-American community?

Reflection: African-Americans in Newark, 1967

Instructions: To prepare us for our Community Forum Simulation at the end of this unit, you are going to reflect upon your impression of the economic reality of the African American community in Newark. Your response should be 1-2 pages. In formulating your response, you must make reference to: the six elements communities need for success; the brief lesson on economic conditions for African-Americans in the first half of the 20th century; the selections from the film *Revolution '67*; and our discussion of the film.

The prompt you are responding to is:

What challenges did African-Americans, in particular, face in living productive lives in Newark?

Rubric:

Criteria	Possible Points	Earned Points
Reflection is between 1-2 pages	2.5	
Student includes at least one reference to the six elements communities need for success	5	
Student includes at least one reference to the brief economic lesson	5	
Student includes at least one reference <i>Revolution '67</i>	5	
Student includes at least one reference to the class discussion	5	
Reflection essay is grammatically correct and free of spelling errors	2.5	
Total	25	

Your Room, Your Domain

Instructions: Your homework assignment is to pretend that you are thinking about redecorating your room. Before undertaking this real, or pretend, task, please consider the following questions and provide brief responses to each:

1. Do you share your room with anyone? If so, who?
2. What in your room do you consider to be your personal property?
3. Do you feel that you have enough privacy in your room?
4. Do you think your room is well-decorated? Do others think your room is well-decorated (friends, siblings, parents, et.al.)?
5. Who might ask you to redecorate your room? Why?
6. What do you need in order to redecorate your room (supplies, time, etc.)?
7. Do you want to redecorate your room? Why/why not?

Now it is time to redecorate your room. Briefly react to the following scenarios:

1. You have asked one of your friends to come help you redecorate your room. What are the potential benefits of doing this? What are the potential problems?
2. You really need help, and none of your friends are available. You know a kid in your neighborhood that sometimes does odd jobs, and you hire him to help you. How do you feel about doing this?
3. Your parent/guardian insists that you let them help you redecorate your room. How would this be different than having a friend or neighborhood kid help you?

You finally did it! Now that your room is redecorated, please briefly react to these scenarios:

1. Your mom comes home and surveys your new decor. She says that she appreciates your effort, but then proceeds to change some of your decor. How would you feel?
2. You come home one day and you see that someone has changed your wall hangings and accessories. You ask your mom about this and she says, "I read an article in the town paper that there some kinds of room décor that are common to members of a cult." How might you feel?
3. Your family rents one part of a multi-family home, along with two other families. You usually get along with the other two families, but they both have family traditions and practices that are substantially different than those of your family. One of the families has recently arrived in this country and is struggling to adjust to American norms of behavior. Their decorations reflect the traditions of the place from which they came. The other family has allowed their part of the house to deteriorate and do not try to make their house look presentable. The landlord has come and said that he is selling your home, but that any contract with a new owner will let you stay. However, he wants the three units to be freshened up before the sale, because he says that the way they are currently decorated will not attract potential buyers. How might you feel?



**Geography of Newark
Exhibit Analysis**

Instructions: As you visit each station, record your responses in the chart below. Consider how these documents help to answer the question, “What challenges does Newark face in building a community?”

Station	What kind of information do these documents provide?	What questions do these documents raise?	How do these documents illustrate obstacles to community building?
1			
2			
3			
4			

Geography Discussion Questions for *Revolution '67*

Instructions: While viewing selected chapters from *Revolution '67*, record ideas in the spaces below. You will use this information to analyze the film's point of view and the human and physical geography of Newark as it related to the July 1967 disturbances. Consider what you have already studied about this and previous eras in U.S. history to assist you in formulating your responses.

Chapter 3 – Troublemakers

1. Why would the Newark city government and city police see the movement of NCUP's young white and black intellectuals into Newark's African-American ghettos as an act of agitation?
2. George Richardson stated in the news footage from 1965 that if activists were going to assist African-Americans in achieving civil rights that they would have to work within the political system of Essex County. Based on Mr. Richardson's comments, how do you feel some of Newark's African-Americans reacted to the presence and programs of NCUP?

Chapter 8 – The Suburbs

1. Dr. Clement Price takes the position that "the making of Newark's riots actually begins a full generation before the riots actually hit." What evidence from the film supports Dr. Price in this statement?

Chapter 11 – July 14, 1967: Part 2: The Killing Has Just Begun

1. Why did the appearance of the New Jersey National Guard and the New Jersey State Police on the streets of Newark further anger many of the African-American residents of Newark?
2. Are there any traits that National Guardsmen, State Police, and activists like Tom Hayden share?

Chapter 12 – Sniping

1. Essex County Sheriff Armando Fontoura, who was a Newark Police Officer in 1967, makes a point of saying that the State Police and National Guardsmen “did not work here on a regular basis. They did not know the neighborhood, they did not know people in the neighborhood like we did. We have personal relationships, and these fellows would come in from God knows where, from South Jersey, from Pennsylvania...who lived anywhere...” Why do you feel that Sheriff Fontoura feels that this is an important fact to know in order to understand the disturbances in Newark of July 1967?

Chapter 14 – Blacks Have a Different History

1. In what ways were the histories of the immigrant workers migrating to America’s cities and the African-Americans migrating north to America’s cities different? How did this affect Newark’s African-American community?

Chapter 23 – Urban Renewal and Chapter 24 – Medical School Construction

1. What effect did constructing or proposing to construct freeways through neighborhoods have on those neighborhoods and residents?
2. What did the medical school (which would become the University of Medicine and Dentistry of New Jersey [UMDNJ]) represent to African-American residents of the Central Ward?

Chapter 29 – Riots’ List

1. In what other cities or parts of the nation did riots break out in the mid to late 1960s?

Chapter 33 – White Flight

1. How did the disturbances of July 1967 change the physical geography of Newark in the months and years that followed? How did this change Newark’s demographics?

Instructions for the Community Forum Simulation

Introduction: As a class, we are going to come together as residents of Newark and discuss the issues that are dividing us and destroying our city, and then provide recommendations for remediation. There are six subcommittees researching, formulating, and presenting recommendations regarding the following crises, as they existed in Newark in July 1967:

1. Housing
2. Employment
3. Public Schools
4. Health
5. The Police
6. The Municipal Court

In addition, Newark Mayor Hugh Addonizio, Mr. Amiri Baraka (born Mr. [Everett] LeRoi Jones), Police Director Dominick Spina, Mr. George Richardson, Mr. Tom Hayden, Ms. Carol Glassman, New Jersey Governor Richard T. Hughes, and President Lyndon Baines Johnson will be invited to attend and respond to the recommendations each subcommittee makes to remedy Newark's crises. Therefore, each group will be preparing questions for these guests in addition to presenting their recommendations.

Our goal is to map out a plan for Newark's future so that these crises are alleviated and Newark's citizens can live dignified lives. We aim to hear multiple points of view from our subcommittees and guests that can help us map a successful future for our city.

Finally, as a class, we can evaluate our recommendations in light of what actually occurred, and this can assist you in drawing your own conclusions about how Newark actually fared in the time after the disturbances, which brought these six crises into the forefront of American society.

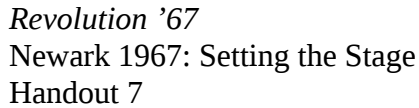
Instructions:

1. Once you are in your subcommittee [group] (your teacher may have assigned your group or you may have self-selected your group), exchange contact information with your fellow subcommittee members.
2. Each person in your subcommittee will be given a copy of the section of the Lilley Report (which examines Newark and the riots) that is specific to your crisis as well as other sections of the Lilley Report that discuss public assistance and antipoverty programs as they existed in Newark in 1967.
3. Each person in your group is responsible for reading the excerpts from the Lilley Report. This will serve as a baseline for you to make your recommendations. You

are to use your school or local library and the Internet (if available) to locate additional and relevant research to assist your subcommittee in its work.

4. Select people to fill the following roles:
 - a. group discussion facilitator – conducts the internal subcommittee discussion as the subcommittee develops its recommendations.
 - b. group discussion reporter – records the subcommittee’s final recommendations and prepares the final report of the subcommittee’s work – the recommendations and important observations.
 - c. group secretary – in addition to assisting the reporter in preparing the final recommendations, this person will create a correctly formatted MLA works cited, featuring the sources the subcommittee used to create its recommendations and report.
 - d. group spokesperson – reports to the community forum the subcommittee’s recommendations and observations and, along with the facilitator, fields questions and comments from the attendees of the community forum.
5. For homework the first night, you are to read, annotate, and take notes on your subcommittee’s section of the Lilley Report and the sections of the report which discuss public assistance and antipoverty programs in Newark. You must identify any information which you feel is crucial to understanding your crisis, which can be used to create a recommendation, and which is important to know in order to empathize with different groups of people living in Newark. Additionally, you must identify information that you do not understand. You may also start to draft ideas about your subcommittee’s recommendations.
6. The next time that your group meets, you will discuss your observations, notes, and annotations of the Lilley Report with your fellow subcommittee members. Assist each other in understanding the information and seek assistance from your teacher on any information that you and your subcommittee may have confusion about.
7. Once you have established a baseline of understanding about your subcommittee’s crisis, research the problem further so that you can begin to put together sound recommendations to alleviate your crisis. Listed below are *some resources* that you may find useful for you. **YOU MAY NOT LOOK UP THE LILLEY REPORT AT THIS TIME, ONLY USE WHAT YOU HAVE BEEN PROVIDED FROM IT, AT THIS POINT!**
 - Cunningham, John T. Newark. New Jersey Historical Society, 1988.
 - Humes, Edward. Over Here: How the G.I. Bill Transformed the American Dream. New York: Harcourt, Inc., 2006.

- Levitus, David. "Planning, Slum Clearance and the Road to Crisis in Newark." The Newark Metro. September 2005.
<http://www.newarkmetro.rutgers.edu/reports/display.php?id=173>
 - Mumford, Kevin. Newark: A History of Race, Rights and Riots in America. New York: New York UP, 2008.
 - "The Newark Experience". Rutgers University Libraries. March 15, 2009
<http://andromeda.rutgers.edu/~natalieb/newark.htm#six>
 - "News Articles from the Events of July 1967". The Newark Public Library. March 15, 2009 <http://www.npl.org/pages/collections/1967articles.html>.
 - "'Our Nation Is Moving Toward Two Societies, One Black, One White—Separate and Unequal": Excerpts from the Kerner Report". American Social History Project/Center for Media & Learning et al. March 15, 2009
<http://historymatters.gmu.edu/d/6545/>.
 - Porambo, Ron. No Cause for Indictment: An Autopsy of Newark. New York: Holt, Rinehart and Winston, 1971.
8. Remember that we are inviting guests to our Community Forum (refer back to the Introduction). While you are conducting your research, you also need to be formulating questions you want to ask these people about your subcommittee's crisis. Ultimately, your subcommittee is responsible for developing two questions for each guest (for a total of 16) that you will get the opportunity to ask at the forum. These questions must challenge each guest to recognize the crisis and offer a workable solution. For some of these people, you may be able to find research about them and know their point of view on your subcommittee's crisis. For others, you may not be able to, so in this case you and your group should hypothesize about how someone in that person's position would feel about your subcommittee's crisis.
 9. While you are researching, you must be doing the following:
 - o Taking notes on your research and identifying what sources this information comes from.
 - o Analyzing your sources to determine biases and to help your subcommittee determine if the information is trustworthy and useful.
 - o Completing a correctly formatted MLA works cited entry for each source you are going to use.
 10. At the conclusion of the research period, you and your subcommittee will share all of the research collected and draft 2 or 3 recommendations to alleviate the crisis you have studied. You and your subcommittee should also share interesting facts, opinions, anecdotes, etc. that will help the community understand what your recommendations are grounded in. These recommendations and observations comprise your final report.



Date: _____

Instructions: Use the questions and prompts below to help you guide your research as your subcommittee makes its recommendations and final report. Space is provided underneath each item for you to jot down notes.

1. What causes are at the root of your particular crisis?
2. Who are some of the people responsible for creating the crisis? Who are some of the people responsible for helping to fix the crisis?
3. What group or groups of people are affected negatively by this crisis? Is/Are group(s) of people benefiting from your crisis?
4. What group(s) has/have power in this crisis? What group(s) is/are powerless in this crisis?

5. How do outsiders fit into how this crisis is playing out among Newark's residents?

6. Is your crisis a national trend among big cities or is it specific to Newark? Is this important to understanding your solution or to addressing the crisis? Why or why not?

7. What do people have to know in order to understand the crisis and how to go about solving it?



Comparison to the Lilley Report and Analysis

Instructions: In the column on the left side of this chart, write down your subcommittee's recommendations to solving your crisis. Next, read the findings of the Lilley Report related to your crisis. In the column on the right, list the Lilley Report's recommendations (or summarize them). Finally, develop responses to the questions below. We will be using your responses in a final class discussion on the disturbances in Newark during July 1967.

Our Subcommittee's Recommendations	Lilley Commission's Recommendations

1. How does your subcommittee's findings about the causes of your particular crisis compare to the Lilley Commission's findings?

2. How does the Lilley Commission recommend your subcommittee's crisis get solved? Did your subcommittee agree with the Lilley Commission? Why or why not?

3. In what ways does the Lilley Commission address issues of power and advantage/disadvantage among groups of people living in Newark? How does this compare to your subcommittee's analysis?

4. Do outsiders and the action of outsiders fit into the Lilley Commission's findings? If so, what does the Commission say about them? If not, why do you feel that outsiders and their actions were not included in this particular part of the Lilley Report?

5. **TO BE COMPLETED AFTER THE CLASS DISCUSSION OF THE CHART AND ITEMS #1-#4.** Having participated in this activity, how did our class do in its assessment of Newark's crises and the solutions that were offered to fix them? Does being more than 40 years removed from the riots make us better able to see what should have been done to address these crises? Do you feel that today we still need to address these crises?



Economic background: Key Terms and Government Policies

Between 1915 and 1965, roughly 7 million African-Americans left their homes in the southern United States and migrated to cities in the northern U.S., commonly known as the “**Great Migration**.” Driven by the industrial growth created by each of the World Wars, African-Americans sought economic, educational and social opportunities in the North that were not available to them in the South. While some of these opportunities were realized, myriad governmental and societal obstacles hindered the advancement of African-Americans.

One of the main governmental obstacles formed in the wake of the passage of the National Housing Act of 1934. This New Deal act created the **Federal Housing Administration (FHA)** and the **Home Owners Loan Corporation (HOLC)**, agencies which were responsible for overseeing mortgages across the United States. These agencies undertook discriminatory lending practices from the onset. The HOLC surveyed 239 U.S. cities and divided them into zones based on which neighborhoods would be desirable and a “safe bet” for a mortgage. These zones were outlined in **blue**. Neighborhoods with minority populations were outlined in **red**, indicating that no mortgages could be given out for property in that neighborhood. In some instances, one minority family residing on a city block could result in that entire block being “**redlined**.” Thus, it was exceedingly difficult for African-Americans living in urban areas to purchase homes.

Since they were virtually unable to purchase homes, African-Americans were forced to rent living space. The owners of these substandard wooden homes, and later apartment buildings, were usually affluent whites who did not live near their rental properties. These “**absentee landlords**” charged exorbitant rents, made no improvements, and did little to maintain their properties. It was very difficult for African-Americans to better their conditions, as the political establishment paid virtually no heed to their predicament.

After the Second World War, the federal government passed two pieces of legislation that encouraged the birth and growth of suburbs. The **GI Bills of 1944**, along with the **National Interstate and Defense Highways Act of 1956**, created the opportunity and infrastructure for suburban growth. Though the GI Bill’s language was gender and race neutral, the application of the act’s provisions ensured that some discriminatory practices would continue. In order to receive benefits, war veterans had to have been honorably discharged; African-Americans were dishonorably discharged in disproportionately high numbers (Humes, 36). Additionally, home loans and other funds were disbursed locally, allowing existing social realities to govern access to resources.

The creation of the federal interstate highway system further spurred the growth of the suburbs. As highways began to link city centers directly to outlying lands, increasing numbers of city-dwellers migrated to these new suburbs. These roads often carved cities into multiple pieces, irrevocably altering community dynamics. The suburbs that sprouted up along these major roads were mostly off-limits to African-Americans, as several discriminatory practices ensured that they were not welcome.

Though they were not legally enforceable, the U.S. Supreme Court ruled in *Shelley v. Kraemer* (1948) that racially restrictive “**covenants**” did not violate the equal protection clause

of the 14th amendment. These covenants were agreements made by white suburban homeowners to exclude African-Americans from moving into their communities. When an African-American family would move into a white neighborhood, unscrupulous realtors, working in conjunction with banks, would attempt to scare other white families into selling their homes at a reduced value. This practice, known as “**blockbusting**,” led to a reduction of local property values, which further alienated African-Americans seeking to establish roots in a new community. It was not until passage of **Title VIII of the Civil Rights Act of 1968** that these practices were officially outlawed.

As they migrated north, African-Americans sought, first and foremost, increased economic opportunity. Such faith was rewarded in many cases, but the post-war industrial boom soon began to bust. The northern cities that had grown so precipitously in the first half of the 20th century began to de-industrialize in the 1960s. The job market for unskilled and semi-skilled labor began to dry up, and African-Americans were made to feel the brunt first and most painfully. A “**Rust Belt**” of decaying cities spread across the northern plains, northeast and mid-Atlantic states. Cities like Chicago, Flint, Cleveland, Pittsburgh, Buffalo, Detroit, and Newark all experienced a similar decline. The descendants of Eastern and Southern European immigrants (Polish, Italian, et al.), along with African-American migrants from the South, found themselves in this precarious position. Those with means and opportunity often “fled” to the suburbs and outlying areas, many (including a majority of African-Americans) were stuck in communities with diminishing resources and hope. Many of these neighborhoods became known as “**ghettoes**,” with their concentrated populations of minorities and lack of educational and economic opportunities.

The following are additional references which will help you frame the post World War II time period leading up to the 1967 disturbances:

1. A Walk through Newark. Educational Broadcasting Corporation, 2002.
<http://www.thirteen.org/newark/history.html>
2. Cunningham, John T. Newark. New Jersey Historical Society, 1988.
3. Immerso, Michael. Newark's Little Italy: The Vanished First Ward. Rutgers University Press, 1999.
4. Jackson, Kenneth T. Crabgrass Frontier: The Suburbanization of the United States. Oxford University Press, 1987.
5. The Once and Future Newark with Clement Alexander Price. Rutgers-Newark Office of Communications and Blackbird Media Group, 2006.
<http://www.newark.rutgers.edu/newark/>



Economics Discussion Questions for Revolution '67
Suggested Responses

Chapter 4 – Targeted Looting

1. Why would the African-American residents choose to “get back” at businesses in this way?

Because many had been cheated by the business owners (it is possible to suggest that some may have felt outright exploited) and looting was a very direct way to send a message that the community had enough of this unfair treatment. Looting is also a very direct way of striking down at the economic health of these stores and businesses, which can leave a looter feeling empowered over a person or group of people who had previously wronged him or her.

2. What other options were available to them to address their grievances with the store owners?

Community organizing to protest unfair business practices. However, many of the looters felt that there were no other options to address their grievances. The local economy in Newark had developed in such a way that its African-American residents were kept powerless and poor.

The African-American members of the city council and the prominent African-American clergy were seen by many African-American citizens of Newark as part of the white-led order in Newark and were not thought of seriously as an effective voice for the community that could bring about change.

Newark's police were viewed as corrupt and antagonistic by the African-American community and, therefore, not an effective remedy to the unfair practices of some of the Newark business owners.

3. Why do you think that some looters left the stolen goods out on the streets and sidewalks?

Leaving the goods exposed to the elements and other passers-by ensures that the business owner would not be able to clean, refurbish or sell the items, causing a loss of profit to the business.

Chapter 25 – July 16, 1967 – Soul Brother Destruction

1. Dr. Clement Price stated that “One symbol that was most threatening to whites was the symbol of black progress.” React to this statement in light of what the film says about African-American owned businesses being targeted by white police officers.

Students may interpret Dr. Price’s comments to mean that whites fearing economic competition with African-Americans would see their budding successes (BICC, gains from Great Society antipoverty programs, etc.) as a challenge to the old segregated order. They may further interpret Dr. Price’s comments to suggest that white police officers took it upon themselves to harm African-American-owned businesses in order to prevent this social and economic mobility; to restore the segregated order of things; or to punish African-Americans for trying to forcefully break down the old power structure which served to keep whites in charge. Your students’ responses will be based on their community and history in that community, exposure to different historical sources, and their own family and neighborhood traditions and value systems.

Chapter 9 – Bank Redlining

1. In what ways did government policy during and after the Great Depression and World War II exacerbate and create African-American ghettos in Newark?

The federal government created a situation where no mortgages could be issued for “redlined” properties, thus denying African-Americans the ability to purchase (their) homes. Mortgage-holders, who pre-existed redlining, had no incentive to maintain their properties because they could not increase in value, sell them for a profit, or in some cases sell them at all. Over time, this creates substandard housing, absentee landlordism, little to no rental rate control, declining opportunities for African-Americans to build equity (in a home or bank accounts) and prevents African-Americans from moving to other more desirable areas of the city or to other more desirable communities surrounding the city.

2. Why did white residents agree to or ignore blockbusting and redlining?

Many white residents were familiar and comfortable with the segregated order of society and were uncomfortable with African-Americans moving into “their neighborhoods.” Those who challenged society’s mores at the time (segregation being one of them) were often outcast or harmed themselves. So, fearful that their properties would lose value due to African-American neighbors, that their properties could be redlined, or that they would come to some type of harm for embracing African-Americans or defending African-Americans’ civil rights, they sold their homes quickly and moved into suburbs where they could get new housing in attractive communities. Your students’ responses will be based on their community and history in that community, exposure to different historical sources, and their own family and neighborhood traditions and value systems.

Chapter 10 – Loss of Jobs

1. Why did Newark's departing industrial sector negatively affect the African-American community?

Historically, African-Americans have not had access to higher education and the majority of the jobs that they could get were manual agricultural or industrial labor. When these jobs disappear from the community, there are not many other employment opportunities open to them. Since the African-American population in Newark continued to increase while the number of employment opportunities decreased, more and more residents found themselves jobless with no alternative employment.

2. How do reduced job opportunities compound the challenges affecting the African-American community of Newark?

Substandard housing continued to deteriorate, downtown businesses did not reach out to or employ African-Americans until pushed (some may even suggest that whites exploited African-American residents through unfair pricing practices and low wages), and reduced economic power and earning power continued to reduce (or eliminate) the African-American community's ability to have any real political power. The depth of this response may depend on the learning level of your students. Your students' responses may also vary due to their community and history in that community, exposure to different historical sources, and their own family and neighborhood traditions and value systems.

Chapter 15 – The Great Migration and Housing in Newark

1. What do you think historian Charles F. Cummings meant when he said that "cheap expensive housing" surrounded Newark's factories?

The poorest residents of Newark had traditionally been the factory workers. Industrial business owners had built quick and "cheap" housing in close proximity to their factories, and this is where most of the factory workers lived. But, the housing was not free and often the business owners charged exorbitant rent for the shabby housing – usually deducted from wages (this should be prior knowledge for your students). By the time of the Great Migration, African-Americans were this industrial workforce and occupying this substandard housing.

2. How does poor housing and federal government policy affect the African-American community in Newark in the first half and middle of the 20th century?

The community had been concentrated here because these industrial jobs were one of the pull factors for African-Americans migrating from the South. Once they were in these parts of Newark, they were kept there by redlining and blockbusting, which in turn leads to ghettoization and all of its associated problems.

Chapter 17 – Newark Corruption

1. How did corruption at City Hall aggravate the poor living conditions for African-American citizens in Newark?

Many of the funds from government agencies and private businesses that could have created economic opportunities for African-Americans (in and out of the ghettos) had to “pass through” city hall where government officials then embezzled and stole some or most of it for their own personal enrichment.

Chapter 19 – President Johnson’s War on Poverty

1. Why did President Johnson’s Community Action program empower Newark’s African-American residents?

Because federal funds went directly to community programs which provided services (Head Start, job training programs, full year pre-school, remedial programs, legal services, etc.) which improve educational and economic opportunities for African-Americans living in Newark.

2. Why would some of Newark’s African-American residents feel that the Model Cities program was a poor choice to replace the Community Action program?

Because federal fund for these services were disbursed to local municipal governments to fund the programs that each created. In the case of Newark, the funds were once again being channeled to City Hall and stolen, as was routine before the Community Action Program.

Chapter 20 – We Wanted the Powerless to Have a Voice

1. What functions did the Newark Community Union Project (NCUP) serve for the African-American residents of Newark?

NCUP attempted to provide a vehicle for Newark’s African-American residents to band together into an organization to identify the neighborhood’s problems and then act to get them corrected. An organization like NCUP attempted to extend services that municipal governments were supposed to provide its residents in terms of educational and economic opportunities. It also was a method to get the city Code Department to act on remediating substandard housing.

2. If an organization such as NCUP is going to be successful in providing community services previously provided by the Community Action Program (Head Start, job training programs, full year pre-school, remedial programs, legal services, etc.), what does it need to ensure that it is successful?

The residents of the community are going to want to become involved and feel that they have a stake in the outcome. They also need to feel that their efforts are not going to be wasted

and that their concerns will be remediated. Your students' responses may also vary due to their community and history in that community, exposure to different historical sources, and their own family and neighborhood traditions and value systems.

Chapter 21 – Jobs and the Barringer High School Incident

1. What role did George Richardson's Newark Coordinating Council (NCC) play in the African-American community of Newark?

The NCC was successful in creating 3,000 jobs for African-Americans in Newark via the Business Industrial Coordinating Council (BICC). Besides increasing economic opportunities for Newark's African-American residents, the BICC integrated Newark's downtown business in such a way that African-Americans were working and visible in positions of public interaction where previously there had only been white employees and black customers. This visibility of African-American employees was appreciated by many in the African-American community because it was a symbol of progress in the community's attempt at equality with whites and access to opportunity.

2. Could a program like this have solved the economic woes of Newark's African-American community? Why or why not?

It solved some of the economic woes immediately, but it did not create educational opportunities for Newark's African-American residents. It also did not provide adequate wages to revitalize Newark's ghettos, and it did nothing to address the problem of substandard housing. Your students' responses may also vary due to their community and history in that community, exposure to different historical sources, and their own family and neighborhood traditions and value systems.

Chapter 28 – Aftermath

1. React to Tom Hayden's assessment that the Vietnam War and its casualties dealt an even further economic blow to Newark's ghettos and to its African-American community.

Your students' responses may also vary due to their community and history in that community, exposure to different historical sources and their own family and neighborhood traditions and value systems. But it is fact that much of the funding for the Great Society programs was diverted to the Vietnam War and that a significant number of African-Americans were drafted because they did not have to opportunity to partake in college deferments that many white suburbanites could use.



Your Room, Your Domain *Suggested Responses*

Instructions: Your homework assignment tonight is to pretend that you are thinking about redecorating your room. Before undertaking this real, or pretend, task, please consider the following questions and provide brief responses to each:

1. Do you share your room with anyone? If so, who?
2. What in your room do you consider to be your personal property?
3. Do you feel that you have enough privacy in your room?
4. Do you think your room is well-decorated? Do others think your room is well-decorated (friends, siblings, parents, et al.)?
5. Who might ask you to redecorate your room? Why?
6. What do you need in order to redecorate your room (supplies, time, etc.)?
7. Do you want to redecorate your room? Why/why not?

Now it is time to redecorate your room. Briefly react to the following scenarios:

1. You have asked one of your friends to come help you redecorate your room. What are the potential benefits of doing this? What are the potential problems?
Benefit would be that it won't take as long. Problem could be that he/she could have a different idea about what to do. (outside community activists)
2. You really need help, and none of your friends are available. You know a kid in your neighborhood that sometimes does odd jobs, and you hire him to help you. How do you feel about doing this?
It stinks that I had to hire this person, but I was stuck and I didn't have any other options. (outside businesses)
3. Your parent/guardian insists that you let them help you redecorate your room. How would this be different than having a friend or neighborhood kid help you?

You finally did it! Now that your room is redecorated, please briefly react to these scenarios:

1. Your mom comes home and surveys your new decor. She says that she appreciates your effort, but then proceeds to change some of your decor. How would you feel? *I'd be upset. I worked hard to redo my room, and I don't know why she thinks I did a bad job. (outside community activists, government aid workers)*
2. You come home one day and you see that someone has changed your wall hangings and accessories. You ask your mom about this and she says, "I read an article in the town paper that there some kinds of room décor that are common to members of a cult." How might you feel? *I'd be furious! Doesn't she trust me to be a good kid? (police)*
3. Your family rents one part of a multi-family home, along with two other families. You usually get along with the other two families, but they both have family traditions and practices that are substantially different than those of your family. One of the families has recently arrived in this country and is struggling to adjust to American norms of behavior. Their decorations reflect the traditions of the place from where they came. The other family has allowed their part of the house to deteriorate and do not try to make

their house look presentable. The landlord has come and said that he is selling your home, but that any contract with a new owner will let you stay. However, he wants the three units to be freshened up before the sale, because he says that the way they are currently decorated will not attract potential buyers. How might you feel? *This really stinks! Not only do we not own our house, we're being blamed for how other people live! Decisions are being made that are out of my control. I feel powerless. (absentee landlord, politician)*



Geography Discussion Questions for *Revolution '67*
Suggested Responses

Chapter 3 – Troublemakers

1. Why would the Newark city government and city police see the movement of NCUP's young, white and black intellectuals into Newark's African-American ghettos as an act of agitation?

Because these young activists selected Newark as a city in distress and wanted to change the power structure of the city. These changes would directly threaten those in city government and on the city police force. By negatively painting the intellectuals as agitators, those in power could sway whites who might be sympathetic to the intellectual's programs or the mistreated African-Americans away from embracing the change that was desired.

In addition, these intellectuals did not have roots in Newark and, as outsiders, were perceived as a threat anyway because they offered a fresh alternative to the stale society that was in place in the city.

2. George Richardson stated in the news footage from 1965 that if activists were going to assist African-Americans in achieving civil rights that they would have to work within the political system of Essex County. Based on Mr. Richardson's comments, how do you feel some of Newark's African-Americans reacted to the presence and programs of NCUP?

Some African-Americans could have felt that the young intellectuals were threatening the "home grown" movement to access Newark's city government. There was a fear that if these "outside agitators" upset the city government and city police, that African-Americans could be lumped together with them in acting to bring about equality and civil rights to the African-American community.

Chapter 8 – The Suburbs

1. Dr. Clement Price takes the position that "the making of Newark's riots actually begins a full generation before the riots actually hit." What evidence from the film supports Dr. Price in this statement?

Federal policies such as redlining and local practices such as blockbusting created a situation in Newark whereby African-Americans were, in essence, trapped in substandard housing with no job prospects and no hope of living the suburban life that many whites were embracing and enjoying starting in the late 1940s and carrying on through to the mid 1960s.

Chapter 11 – July 14, 1967: Part 2: The Killing Has Just Begun

1. Why did the appearance of the New Jersey National Guard and the New Jersey State Police on the streets of Newark further anger many of the African-American residents of Newark?

Because they were seen by many as an army of occupiers (outsiders) who were denying African-Americans the freedom and ability to move freely in and around their neighborhood, and they were also perceived by some African-Americans as a very forceful and violent manifestation of white control over the lives of Newark's African-American residents. In addition, they were also observed carrying out much of the same violence on African-American residents (and in some cases more vicious violence) that some of the members of the Newark Police Department had been doing for years previous.

2. What common traits do the National Guardsmen, State Police and activists like Tom Hayden share?

They were uninvited outsiders coming into Newark trying to solve problems for a community that never reached out to them in the first place.

Chapter 12 – Sniping

1. Essex County Sheriff Armando Fontoura, who was a Newark Police Officer in 1967, makes a point of saying that the State Police and National Guardsmen “did not work here on a regular basis. They did not know the neighborhood, they did not know people in the neighborhood like we did. We have personal relationships, and these fellows would come in from God knows where, from South Jersey, from Pennsylvania...who lived anywhere...” Why do you feel that Sheriff Fontoura feels that this is an important fact to know in order to understand the disturbances in Newark of July 1967?

Outsiders may be trying to help solve a community's crisis (either though good or bad intentions), but because they are outsiders, they lack the knowledge and finesse to create workable and viable solutions. Sheriff Fontoura feels that because of this disadvantage, the State Police and the National Guard were ineffective in assisting the city in July of 1967.

Chapter 14 – Blacks Have a Different History

1. In what ways were the histories of the immigrant workers migrating to America's cities and the African-Americans migrating north to America's cities different? How did this affect Newark's African-American community?

The histories were different because the immigrant workers could hope to rise up out of their poverty (or at the very worst, their children could) and live the American Dream. African-Americans by law, custom, and economics were never afforded this access to opportunity. As a result, Newark's African-American community suffers disproportionately and is trapped in ghettos they so desperately would like the chance to leave.

Chapter 23 – Urban Renewal and Chapter 24 – Medical School Construction

1. What effect did constructing or proposing to construct freeways through neighborhoods have on those neighborhoods and residents?

The highways would depress housing values further (which could lead to further deterioration of slums or create new ones), and would literally bisect neighborhoods. Communities, which are divided or boxed in by freeways, do not foster interpersonal communication and community building because they often destroy the character of a community and make it dangerous for people to move around the community due to limited access and limited physical connectivity.

2. What did the medical school (which would become University of Medicine and Dentistry of New Jersey [UMDNJ]) represent to African-American residents of the Central Ward?

The medical school represented arrogance by the city and state government, academe, and white-owned businesses. The medical school would serve outsiders at the expense of housing and community for Newark's African-Americans. Additionally, many African-American residents felt that the funds that were used to get the medical school and make improvements to Newark's infrastructure could have been put to better use in providing services and infrastructure improvements for Newark's Central Ward and its residents.

Chapter 29 – Riots' List

1. In what other cities or parts of the nation did riots break out in the mid to late 1960s?

(The idea with this question is to get the students to see that many of the United States major cities in all geographic regions were experiencing similar disturbances to Newark's within a few years of each other.)

Chapter 33 – White Flight

1. How did the disturbances of July 1967 change the physical geography of Newark in the months and years that followed? How did this change Newark's demographics?

Housing values continued their decline and actually plummeted. Many people sold or abandoned their homes. By the 1970s and 1980s, large swaths of Newark contained housing which was abandoned and/or in great disrepair. The city was in shambles.

Newark lost a great deal of its white population and, overall, its population declined precipitously.

Unit Title: Media and the Newark Riots

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Lesson 1: Activity 1 and Handout 1 created by

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New Jersey

Overview of the Unit:

This unit explores the ways in which various groups of people experienced the Newark riots of July 1967 differently. Specifically, the students investigate the ways in which the media coverage was affected by the perspectives of reporters and witnesses, and also how it influenced the way people understood the events.

In the first lesson, students are introduced to the influences of intended audiences, mistaken eyewitness accounts, and subconscious prejudices on media reporting. Next, students explore various news articles and hear eyewitness accounts of the Newark riots to understand how racism and prejudice not only influenced the reporting of the events but also how such discrimination contributed to the development of the events. Students investigate the importance of labeling events and determining how the Newark riots should be named. The culminating activity in this unit is a comparative case study in which students research another episode of civil unrest during the 1960s to analyze whether or not the media coverage was biased and to evaluate the role racism and prejudice played in causing those events.

Many variables influence the reporting of a story, perhaps the most important being the perspective of the author. The reporter may be biased (whether consciously or unconsciously) or ignorant of historical or other contextual factors. The person interviewed for a story or the information available from official sources can also bias a story. Citizens who read newspapers trust that those who are reporting the news are objective and seek to get the facts of the story. In reporting the Newark riots, journalists seem to have made many errors, in comparison to what historians now regard as fact. The most glaring example of an error is the assertion of the existence of African-American snipers. Throughout the news articles, reference is made to snipers whose presence served as a justification for the police and National Guard to fire random shots into housing projects and on the streets. These shots by law enforcers resulted in the deaths of twenty African-Americans. Another theme in the journalistic coverage is the idea that authorities were surprised by these events. Journalists claim that these riots came out of nowhere. In making such claims, the media ignore the many grievances that the citizens of the Central Ward had articulated for decades. To review the causes of the riots, teachers may wish to reference lesson plans from other units in this curriculum.

Finally, the newspaper reports repeatedly characterize the riots as criminal activities and not as responses to longstanding oppression and discrimination. Such media assertions raise many questions for us today, including how the events should be remembered and named, and how we can be more responsible creators and consumers of media.

Essential Questions:

- How do racism and discrimination influence social interactions among people in the United States?
- How do the media influence our ideas and attitudes about events?
- Can the media be trusted to provide accurate reporting about events, especially events related to racism and discrimination?
- In what ways did racism and discrimination play a role in the civil unrest of the 1960s?

Unit Objectives:**Students will be able to:**

1. Assess the influence of audience, purpose, bias, and perspective on media reporting.
2. Evaluate the media reporting of the events of July 1967 in Newark, NJ.
3. Analyze the meaning and importance of labels such as “riot”, “rebellion”, and “revolution”.
4. Compare the media coverage of the Newark riots to the media coverage of another episode of civil unrest.
5. Evaluate the role that racism and discrimination played in causing the Newark riots and other episodes of civil unrest.

New Jersey Core Curriculum Content Standards:

- 6.1 Social Studies Skills
 - A.2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
 - A.3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
 - A.4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
 - A.8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- 6.2 Civics
 - A.7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

- 6.4 United States and New Jersey History
 - K. 6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, Brown v. Board of Education, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.
- 3.5 Viewing and Media Literacy
 - A.1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
 - C.2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).

Lesson 1:

Perspective and Bias in Reporting

(Two 45-minute class periods)

Objectives:

Students will be able to:

1. Define terms such as objective, subjective, bias, and perspective.
2. Analyze the ways in which perspective and bias influence media reporting of events.
3. Explore the ways in which our subconscious perceptions about race influence our interpretations of events.
4. Evaluate whether or not the media can objectively report events.

Materials Needed:

1. Handouts 1 and 2
2. Handout 3 (image to be projected) and LCD or Overhead Projector OR *Revolution '67* DVD and TV/DVD player
3. Computers for student use

Documentary Chapter to be Used:

- Chapter 1 - This is Not Saigon (optional)

Suggested Resources:

1. Kluger, Jeffrey. "Race and the Brain: We're hardwired to react suspiciously to other races. But we also have the tools to overcome it". *Time*. 20 October 2008: 59.
<http://www.time.com/time/magazine/article/0,9171,1848769,00.html>
2. "Project Implicit". IAT Corp.. March 15, 2009 <https://implicit.harvard.edu/implicit/>.

Procedures:

1. Explain to students that they are going to play the role of news reporters who are presenting a mock broadcast about a teacher. Divide students into groups, distribute **Handout 1** and have students read instructions. Do not give students any other information about the assignment at this point. Allow them to discuss the assignment in their small groups for a few minutes.
2. Next, assign each group one of the "audiences" listed below. Explain that they are going to write their script for the broadcast for their specific audience.
 - a. Parents Association for Better Teachers
 - b. Student Organization for Fair Teaching
 - c. Teachers Association
 - d. District Board of Education
 - e. Concerned Citizens for Fair and Balanced Teaching

3. Allow groups time to discuss the facts of the story. Then, direct the groups to write their mock broadcasts for their audience.
4. Distribute **Handout 2** and ask students to complete the handout as they listen to the broadcasts. Have each group deliver their mock broadcast to the class; then explain who their intended audience is. Discuss how their assigned perspectives shaped their stories and how they used the “facts” in reporting the story.
5. Next, explain that the students are going to be looking at a picture in order to report on another event. Do not tell the students that they will only be looking at the picture for a short period of time and do not allow students to write notes about the picture. Show the picture on **Handout 3** (via overhead or other projector) to the class for 10 seconds. OR, show a 10 second clip WITH THE VOLUME TURNED DOWN from Chapter 1 “This is Not Saigon” of *Revolution ’67*. After time is up, remove the image or end the video clip and ask students to write a short summary of what they saw. After students have completed the summaries, ask students to share their responses. Show them the image or play the video clip WITH SOUND again and ask them to identify any errors or omissions in their summaries. Explain to students that reporters often rely on eyewitness accounts in reconstructing events. Interviews with witnesses are also important in the event of any legal proceedings, yet research shows that eyewitness accounts are often unreliable.
6. Next, explain to students that our subconscious influences how we interpret events that we witness. Have students read about the Harvard University research on the *implicit-association test* (IAT) (see Suggested Resources on previous page), or present a brief lecture explaining the main ideas of the research. Using computers, have students complete one or more of the IATs.
7. Conclude the lesson by discussing the following questions:
 - a. What were the results of your IATs? How do you feel about those results?
 - b. If our immediate responses are biased against those who are different from ourselves (perceived threats), then how can we use eyewitness accounts to reconstruct an event?
 - c. Given the problems with bias, audience, and implicit associations, can the media be trusted to provide us with accurate accounts of events? Why or why not?
 - d. What can we do to ensure that the media has accurately remembered and reported events?

Lesson 2:

What happened in Newark in July 1967?

How do we know?

(Two 45-minute class periods)

Objectives:

Students will be able to:

1. Describe the events of July 1967 in Newark, NJ.
2. Analyze the ways in which media reporting of the events was biased.
3. Investigate the influence that racism had on the events in Newark.
4. Hypothesize about the causes of bias among groups participating in the Newark riots.

Notes to the Teacher:

In this lesson, students study various newspaper and magazine articles and view chapters of *Revolution '67* in order to develop an understanding of the riot events and analyze the bias in the media. Students also investigate the extent to which racism was a cause of the riots, and how various participants saw racism as the core problem. Students will “view” the events and hypothesize about the causes from the perspectives of the Newark city government, police, and residents, as well as the New Jersey State Police, National Guard, and community organizers. Teachers are encouraged to explore some of the Suggested Resources on the next page regarding the concept of race in order to prepare for the discussions in this lesson. Teachers may also choose to integrate lessons from the educator’s guides provided on the websites listed on the next page to further enhance students’ understanding of race and social relations in the United States.

Materials Needed:

1. Newspaper Articles (see links that follow)
2. Magazine Articles (see links that follow)
3. *Revolution '67* DVD
4. TV/DVD Player
5. Optional LCD projector
6. Handout 4

Documentary Chapters to be Used:

1. Chapter 12 - Sniping
2. Chapter 13 - National Guardsman: “Do I Believe There Were Snipers? Yes.”
3. Chapter 16 - July 15, 1967: The Killing of Billy Furr
4. Chapter 28 - Aftermath
5. Chapter 42 - Credits

Suggested Resources:

1. "Race: Are We So Different?". American Anthropological Association. March 15, 2009 <http://www.understandingrace.org/home.html>.
2. Race: The Power of An Illusion. California Newsreel, 2003. http://www.pbs.org/race/000_General/000_00-Home.htm
3. "Teaching With Documents: Lesson Plans". The National Archives. March 15, 2009 <http://www.archives.gov/education/lessons/>. Includes Analysis Worksheets.

Procedures:

1. Ask students to respond to the following questions:
 - a. What is race?
 - b. How would you define it?

Conduct a brief discussion on the topic of the definition of race. The following definition of race has been offered by the American Anthropological Association on its website, Race: Are We So Different? (see link in Suggested Resources above):

race: a recent idea created by western Europeans following exploration across the world to account for differences among people and justify colonization, conquest, enslavement, and social hierarchy among humans. The term is used to refer to groupings of people according to common origin or background and associated with perceived biological markers. Among humans there are no races except the human race. In biology, the term has limited use, usually associated with organisms or populations that are able to interbreed. Ideas about race are culturally and socially transmitted and form the basis of racism, racial classification and often complex racial identities.

2. Explain to students that they are going to continue their study of bias and perception through the exploration of the media coverage of an historical event. Students will look at examples of how different media sources portrayed participating groups during the Newark riots. Begin by showing the following Chapters of the *Revolution '67* DVD:
 - a. Chapter 12 - Sniping
 - b. Chapter 13 - National Guardsman: "Do I Believe There Were Snipers? Yes."
 - c. Chapter 16 - July 15, 1967: The Killing of Billy Furr
 - d. Chapter 28 - Aftermath
 - e. Chapter 42 - Credits

After each chapter, discuss with students:

1. What happened?
2. Can we determine the truth about what happened?

3. What explains the different perspective on these events?
4. If the media are biased, what are some resources we can use to determine the truth about an event?

This discussion should expose students to the contradictions that exist for historians and society as a whole and why it is so important to not rely on the previously written word and to not rely on just one source for information. It should also emphasize the need to gather testimony before all eyewitnesses are no longer living.

Conclude by asking students what the novelist Upton Sinclair meant by:
“It is difficult to get a man to understand something, when his salary depends upon his not understanding it.”

3. Divide students into groups of four or five. Distribute **Handout 4** and ask students to read the introductory paragraph about the possible motivations behind racism and bias.
4. Distribute articles to groups for analysis. How the articles are distributed (the number of articles each group receives, and the variety of articles used in this lesson) will vary depending on the time available for analysis and the readiness levels of the students. Using **Handout 4**, students should analyze each article separately. If necessary, you may also use the **Written Document Analysis Worksheet** from the National Archives as listed in the Suggested Resources for this lesson.
5. Follow this exercise with a whole class discussion of their answers.

Suggested Articles for Analysis:

A comprehensive summary of riot events and details of the homicides can be found in Tom Hayden’s Rebellion in Newark; Official Violence and Ghetto Response. New York: Random House, 1967. Also available as "A Special Supplement: The Occupation of Newark". The New York Review of Books August 24, 1967 at: <http://www.nybooks.com/articles/11994> where Hayden concludes that:

“It seems to many that the military, especially the Newark police, not only triggered the riot by beating a cab-driver but then created a climate of opinion that supported the use of all necessary force to suppress the riot. The force used by police was not in response to snipers, looting, and burning, but in retaliation against the successful uprising of Wednesday and Thursday nights.”

The following Newark Evening News articles are available for download at:
<http://www.npl.org/Pages/Collections/1967articles.html>

1. Berliner, David C. "Trouble in Central Ward Called Isolated Incident." Newark Evening News 13 Jul. 1967, late ed.: 1,4.
2. Cusick, James. "Trouble Centered on Man Few Knew." Newark Evening News 13 Jul. 1967, late ed.: 4.
3. Gordon, William. "'It's Just Wildness.'" Newark Evening News 14 Jul. 1967, late ed.: 1,5.
4. Berliner, David C. "3 Dead in City Riots: Mobs Loot, Start Fires." Newark Evening News 14 Jul. 1967, final ed.: 1,5.
5. Berliner, David C. "7 More Slain in Riots: Injured Total Close to 500." Newark Evening News 15 Jul. 1967, final ed.: 1-2.
6. "Children Dash to See Action: Crowd Streets as Police Duel Rooftop Snipers." Newark Evening News 16 Jul. 1967, final ed.: 12.
7. Eldridge, Douglas. "Battered City Probes Riot's Cause: Signs of Impending Outbreak Called Visible for Some Time." Newark Evening News 16 Jul. 1967, final ed.: 1,12.
8. Farbell, Peter, Tex Novellino, and Leo Standora. "'Police Battle Snipers, Seal off riot area; 8 more killed.'" Star-Ledger 15 Jul. 1967, final ed.: 1,3.
http://blog.nj.com/ledgernewark/2007/06/july_15_1967.html
9. Novellino, Tex, Roger Harris, and Peter Farbell. "More sniping, Looting, Fire captain slain, toll reaches 20." Star-Ledger 16 Jul. 1967, final ed.: 1,19.
http://blog.nj.com/ledgernewark/2007/06/july_16_1967.html
10. "Sparks & Tinder." Time. 21 Jul. 1967.
<http://www.time.com/time/magazine/article/0,9171,941523,00.html>
11. Bigart, Homer. "Newark Riot Deaths at 21 as Negro Sniping Widens; Hughes May Seek U.S. Aid." The New York Times 16 Jul. 1967: 3.
<http://partners.nytimes.com/library/national/race/071667race-ra.html>
12. "Newark: The Predictable Insurrection" Life Magazine 28 Jul. 1967.

Suggested Responses:

The following ideas and excerpts from the articles listed on the previous page should be addressed:

- *Article 1: The heading of “Hoodlums Take Over,” implies that African-Americans, including protesters, are criminals.*
- *Article 2: Raises the question of “What happened? Nobody knows,” implying the African-American community uprising was unexpected and unfounded.*
- *Article 3: Begins with a dismissal of the African-American community’s longstanding concerns as “Discrimination isn’t at the bottom of it. It’s just wildness.”*
- *Article 4: Unfounded statement that attributes deaths to “Negro gangs that cost at least three lives.”*
- *Article 5: Includes a photo of the killed white police officer and omits photos of African-Americans killed the same evening, including a 10 year-old boy.*
- *Article 6: Page One Headline reads: “7 More Deaths Raise Riot Toll to 20; Snipers, Looters Roam Central Ward,” attributing riot deaths to snipers. Reports a sniper on the roof of the Columbus Housing Project that police did not capture and found difficult to find. Implies the sniper is responsible for “some gunfire [which] was heard,” which was likely from law enforcement. Article further describes the tragic riots for some Central Ward residents as “a party. They sang and laughed on stoops and street corners”.*
- *Article 7: Description of “discontents and chaos in the slums, which have festered for decades and have defied every attempted solution.” Calls riots “senseless” and blame should be placed on “idle youth”.*
- *Article 8: Refers to presence of snipers in a confirming and definitive manner.*
- *Article 9: Attributes murder of Fire Captain to a “sniper” which was unsubstantiated. Also cites the death of an “unidentified sniper”.*
- *Articles 10, 11, and 12: Cite snipers.*

Lesson 3:

What's in a name? Revolution, Rebellion, Riot, and Civil Unrest (Two 45-minute class periods)

Objectives:

Students will be able to:

1. Analyze historical events in relation to the labels of revolution, rebellion, riot, and civil unrest.
2. Interpret how historical connotation and denotation are important in understanding how language can influence perception.
3. Explore the ways in which bias, perspective, and language played roles in the interpretation of events and subsequent media coverage of the events.

Notes to the Teacher:

In this lesson, students learn the difference between the connotation and denotation of words and how the names or labels given to events influence our perceptions and memories of those events. First, students are given images and/or narrative descriptions of events and are asked to label them either as a revolution, rebellion, riot, or act of civil unrest. A discussion follows this activity to uncover the connotation of these terms and how the use of these terms influences how we think of an event. Next, students analyze chapters from *Revolution '67* to determine why the filmmakers chose to call the events a “revolution”. Finally, based on their knowledge of the events (from this Lesson and Lesson 2), students discuss what they think the events should be called.

Denotation is often defined as the literal meaning of a word, or the “dictionary definition” of a word. Connotation refers to the ways in which other meaning, such as emotional, social or cultural meanings, are ascribed to words. For example, a person of a particular build might be described as “stocky”, “chubby”, “overweight”, or “obese”. Although all of those words have similar definitions, the connotation of each word suggests more positive or negative attributes. In writing, word choice is important in conveying an intended message. In historical writing, word choice influences the way we perceive and remember an event or person. For example, the “invasion” of a country might be perceived differently from a “military intervention”, and “war” is seen as something different from “conflict”, although the words could be used to describe the same events.

Students may be familiar with examples from current or recent events in which the language used by the media was controversial. For example, after Hurricane Katrina, people who were displaced by the storm and subsequent flooding were referred to as “refugees” by the Associated Press. Leaders in the black community criticized the term, saying the term “refugees” carried racist connotations. The United Nations defines the term “refugee” very specifically in the 1951 Refugee Convention in order to determine which persons would qualify for asylum according to international law; that definition would not apply to the persons displaced by Hurricane Katrina. Dictionary definitions of

“refugee” are much broader, and would apply in that situation. This example demonstrates the power of connotation and the importance of selecting labels that accurately capture the emotional, social, and political meanings one wishes to ascribe to events or persons.

Materials Needed:

1. Handouts 5 and 6
2. *Revolution* '67 DVD
3. TV/DVD Player
4. LCD or overhead projector to display images (optional)

Documentary Chapters to be Used:

1. Chapter 1 – This is Not Saigon
2. Chapter 7 – July 14, 1967
3. Chapter 31 – The Black Power Conference
4. Chapter 32 – Gaining Political Power in Newark

Procedures:

1. Copy **Handout 5**. Cut the Handout into the four boxes. Divide students into small groups and give each group a copy of ONE of the boxes. Do not reveal to students that they all have different cards. Have students discuss their cards in small groups and try to prevent the groups from overhearing each other's discussions.
2. Ask the whole class, “Raise your hand if you think this woman was having a pleasant shopping experience.” “Raise your hand if you think she was satisfied with the service.” “Raise your hand if you liked the way she described you to your manager.” Encourage students to look around to see the expected discrepancies. Then ask students to explain why they felt the way they did. At this point, it will become clear that different labels were used to describe the student in each scenario. Briefly discuss how the different labels had different meanings to them.
3. Explain to students how words have both denotation (the “dictionary” definition) and connotation (the meaning conveyed by a word). Introduce the idea that the way we name things, like people or places, affects our attitudes and ideas about those things.
4. Next, write the words “Revolution”, “Riot”, “Rebellion”, and “Civil Unrest” on the board. Ask students to write a definition and provide an example of what they think each term means. Ask several students to share their answers but do not offer a definition at this time.
5. Have students explore examples of historic events such as the Russian Revolution (1917), Cuban Revolution (1959), Student Takeover of Columbia University Administrative building (1968), Tiananmen Square (1989), Los Angeles Race Riots (1992), WTO protest in Seattle (1999), and Looting after Hurricane Katrina in New

Orleans (2005). Briefly explain each event, being careful not to overly influence or stress how this historical event is actually labeled. These events can be researched on in-class computers, summarized, and made into a handout.

6. Divide students into small groups. Have students complete **Handout 6** and determine how each event in number 5 on the previous page should be labeled. Reveal the typical label used for each event. Briefly discuss the ways in which labeling an event influences our attitudes and ideas about the events.

Guiding Questions:

- a. Use the phrase “History is written by the winners,” as a discussion starter.
 - b. Who is responsible for labeling an event?
 - c. What difference do different labels make for how we view events?
 - d. In history, can changing the label of a past event influence how future generations will interpret it?
7. Next, explain to students that they will be studying some events that occurred in Newark, New Jersey in July 1967 and the ways in which bias, perspective, and language played roles in the interpretation of events and subsequent media coverage of the events.
 8. Have students read the timeline of events (beginning on page 13 in this curriculum) and determine whether they think the events should be labeled as Revolution, Riot, Rebellion or Civil Unrest.
 9. Next, show the following chapters of *Revolution '67* and ask students to think about why the filmmakers named the film *Revolution '67*:
 - a. Chapter 1 – This is Not Saigon
 - b. Chapter 7 – July 14, 1967
 - c. Chapter 31 – The Black Power Conference
 - d. Chapter 32 – Gaining Political Power in Newark

Guiding Questions:

- a. If this was a revolution, what was the system being overthrown?
- b. What evidence do the filmmakers present that supports the idea that the people were trying to achieve “a drastic and far-reaching change in ways of thinking and behaving”?
- c. Why do you think most sources refer to these events as “riots”?
- d. Does riot connote something different to you than civil unrest? Than rebellion? Than revolution?
- e. Why does it matter how we label historical events?

Lesson 4:

Case Study of Media Coverage (Assessment)

(Two 45-minute class periods)

Objectives:

Students will be able to:

1. Explain the reasons for civil unrest.
2. Consider the role that race and discrimination played in these events.
3. Evaluate the media coverage of these events.

Notes to the Teacher:

In the culminating assessment, students research other episodes of “civil unrest” from this time period. Students look at the media coverage of these other events, in addition to primary and secondary resources, to determine what happened and what the causes were, and to evaluate the validity of the media coverage of these episodes. Comparisons can then be made between these case studies and the coverage of the Newark riots.

Materials Needed:

1. Handouts 7 and 8
2. *Revolution '67* DVD
3. TV/DVD Player

Documentary Chapter to be Used:

- Chapter 29 – Riots’ List

Procedures:

1. Show *Revolution '67* Chapter 29 “Riots’ List”. Tom Hayden states: “This was an amazing time that needs more attention,” as he makes reference to the 500 urban rebellions that occurred in the 1960s. Explain to students that there were thousands of such incidents between 1966 and 1973 (see <http://www.nd.edu/~dmyers/team/pr/sbtribstory.htm>) and that they are going to work in pairs or groups to investigate the media coverage of one of those events to determine whether or not it was accurate and fair, and the extent to which racism and discrimination were contributing factors in the events and the subsequent reporting.
2. Distribute **Handout 7** and have students determine which case study they will investigate. Depending on the time available and the readiness levels of the students, students may need to work in pairs or groups in order to thoroughly research the case study.
3. Have students present their case study findings to the class. Use **Handout 8** to facilitate a concluding discussion.

Mock Broadcast

Instructions: You will write a mock-broadcast in which you report on Mr. NoName and his class. Below, you will find 15 facts about Mr. NoName's class. You may only include 5-6 facts in your broadcast. Choose which ones you'd like to include and which ones you'd like to omit. Think before you write. What information would make the best broadcast? Who are you trying to reach? How does your intended audience affect the facts you include and omit? Your newscast should be a maximum of 15 sentences.

Facts about Mr. NoName and his class:

1. Teaches his students to be open-minded
2. Doesn't allow eating in class
3. Preaches that students should get a solid 8 hours of sleep every night
4. Encourages students to research the questions they have
5. Assigns, on average, 2 hours of homework a night
6. Requires a strict format for discussion; students must raise hands and follow format
7. Implies that a particular candidate is the better presidential candidate while discussing issues in class
8. Encourages open discussion and wants everyone's voice to be heard
9. Doesn't follow up on questions that students ask that he is unable to answer at that moment
10. Uses only *The New York Times* as his source for newspaper articles to share with the class
11. Never gives pop quizzes – believes that students should have the right to prepare for an assessment
12. Maintains the same pace throughout the year, no matter what
13. Often speaks with a sarcastic tone
14. Uses many different methods of teaching
15. Uses a variety of audio visual materials



Mock Broadcasts Reflections

Instructions: After you complete your mock broadcast, respond to the questions below:

1. How did you decide which facts to use in your report?
2. Did you manipulate these facts to express a particular position?
3. How did your intended audience influence the development of your report?
4. Do you think your report is fair? Biased? Accurate?

Instructions: As you listen to the other mock broadcasts, respond to the questions below:

1. Which facts were used to show Mr. NoName in a favorable light?
2. Which facts were used to criticize Mr. No Name?
3. Were there any facts that were used in both positive and negative ways?
4. How did the intended audience of each group's broadcast influence the way they selected and presented the facts?
5. Do you think the other reports are fair? Biased? Accurate?

Revolution '67
Media, Perspective and Bias
Handout 3

Name: _____
Date: _____

IMAGE TO DISPLAY



Bias and Racism

When one group desires economic and/or political control over other groups, it will sometimes use oppression and exploitation to gain or maintain power.

To justify exploitation, oppressors often use stereotypes and dehumanization - the practice of portraying people as less than human - in order to gain the public's assent to make it easier to hate, enslave, kill, torture, or persecute the dehumanized group.

To gain popular support for their ideas, oppressors may also use the practice of scapegoating (blaming a targeted group for various problems).

Instructions: Using the articles provided by your teacher and the *Revolution '67* DVD, your group will investigate the influence that racism had on the causes and severity of the events in Newark during the summer of 1967.

- I. For each article, answer the questions below:
 - a. What factual information does the article provide about the Newark riots?
 - b. What does the article reveal about discrimination either directly or indirectly?
 - c. What does the article say with regard to race relations in Newark during this time?
 - d. What does the article say about snipers? Does the article identify who the snipers were?
Can the article verify the existence of snipers?
 - e. Judge the article's accuracy. Do you believe it is an accurate portrayal of events? How do you know? In other words, what criteria do you use to judge the article's accuracy?
 - f. Based on that criteria, identify what you judge to be biases or inaccuracies.
- II. Hypothesize about the causes of bias toward groups participating in the Newark riots:
 - a. Newark City Government (Mayor's office)
 - b. Governor's Office
 - c. Newark Police
 - d. New Jersey State Police
 - e. National Guard
 - f. Newark Residents
 - g. Community Organizers/Civil Rights Groups
- III. Try to determine how the media portrayed each group:
 - a. Was it in a positive or negative light?
 - b. What evidence led you to this decision?
 - c. What were the possible reasons for bias for or against other groups?
 - d. Cite your evidence based on the media source.

IV. Based on these resources:

- a. What was the cause of the Newark riots?
- b. Is there any particular group to be blamed for these events?
- c. Were the actions of the citizens justified? What are your criteria for judging whether such actions are justified?
- d. Were the actions of the government agencies justified in response to the events? What are your criteria for judging whether such actions are justified?

Teachers: Give each group only ONE of the squares below.

Instructions: Read the statement below and answer the questions. A woman was waiting at the counter to finish her purchase at the department store. A manager asked her if she needed assistance. She pointed to you, the salesperson, and said, “That whippersnapper was helping me with my purchase.” 1. Do you think this woman is having a pleasant experience? 2. Does she seem satisfied with the service? 3. As the salesperson helping her, how do you feel about how she has described you?	Instructions: Read the statement below and answer the questions. A woman was waiting at the counter to finish her purchase at the department store. A manager asked her if she needed assistance. She pointed to you, the salesperson, and said, “That kid was helping me with my purchase.” 1. Do you think this woman is having a pleasant experience? 2. Does she seem satisfied with the service? 3. As the salesperson helping her, how do you feel about how she has described you?
Instructions: Read the statement below and answer the questions. A woman was waiting at the counter to finish her purchase at the department store. A manager asked her if she needed assistance. She pointed to you, the salesperson, and said, “That teenager was helping me with my purchase.” 1. Do you think this woman is having a pleasant experience? 2. Does she seem satisfied with the service? 3. As the salesperson helping her, how do you feel about how she has described you?	Instructions: Read the statement below and answer the questions. A woman was waiting at the counter to finish her purchase at the department store. A manager asked her if she needed assistance. She pointed to you, the salesperson, and said, “That young man/woman was helping me with my purchase.” 1. Do you think this woman is having a pleasant experience? 2. Does she seem satisfied with the service? 3. As the salesperson helping her, how do you feel about how she has described you?

Naming Events

What's in a word?

How does naming an event influence our perception of what happened?

Instructions: Use the following definitions of revolution, rebellion, and riot from www.websters-online-dictionary.org and the definition of civil disorder/civil unrest from <http://www.wikipedia.org> to label the events as described by your teacher.

REVOLUTION

1. A drastic and far-reaching change in ways of thinking and behaving.
2. The overthrow of a government by those who are governed.
3. A single complete turn (axial or orbital).

REBELLION

1. Refusal to accept some authority or code or convention.
2. Organized opposition to authority; a conflict in which one faction tries to wrest control from another.

RIOT

1. A public act of violence by an unruly mob.
2. A state of disorder involving group violence.

CIVIL DISORDER / CIVIL UNREST

Civil disorder, also known as civil unrest, is a broad term that is typically used by law enforcement to describe one or more forms of disturbance caused by a group of people.

Civil disturbance is typically a symptom of, and a form of protest against, major socio-political problems; the severity of the action coincides with public expression(s) of displeasure.

**Media, Race, and Civil Unrest
Case Study Project**

In the 1960s, there were thousands of race riots across the United States. Some of those referenced riots are listed below. Choose one of the following, or one of the many that are not included on the list, to research:

Watts, California 1965
Harlem, New York 1964
Jacksonville, Florida 1964
Rochester, New York 1964
Paterson, New Jersey 1964 and 1967
Chicago, Illinois 1964
New Haven, Connecticut 1967
Elizabeth, New Jersey 1965
Rockford, Illinois 1967

Jersey City, New Jersey 1964 and 1967
Detroit, Michigan 1967
Cleveland, Ohio 1964
Elizabeth, New Jersey 1964
Philadelphia, Pennsylvania 1964
Milwaukee, Wisconsin 1967
Nashville, Tennessee 1967
Phoenix, Arizona 1967
Plainfield, New Jersey 1967

The purpose of this case study is to compare the reasons for the civil unrest, the role that race and discrimination played in these events, and the media coverage of these events.

Focus questions:

1. What were the causes of the unrest?
2. To what extent were racism and discrimination a cause of the unrest?
3. Is there evidence that racism and discrimination influenced the government response to these events?
4. Is there evidence that the media coverage was biased? What influence did the media reporting have on public opinion regarding these events?
5. Should these events be named riots, rebellion, revolution, or civil unrest? Why?
6. How does this case study compare to the Newark riots of 1967?

You will present your findings to the class in order to further compare your case study to those of your classmates.



Racism, Discrimination and Civil Unrest

Discussion Questions

Instructions: Based on what you have learned about the 1967 Newark riots, the case study you researched, and the case studies presented by your classmates, answer the following questions:

1. What role did racism and discrimination play in the event in Newark of the 1960s?
2. How did the media portray the roles of racism and discrimination? Do you think the media successfully conveyed to the public the root causes of the unrest?
3. Were there discrepancies between the media coverage and the actual events? What do you think caused those discrepancies?
4. How does the study of these events help us to understand racism and discrimination in our society today?
5. How does the study of these events help us to become better creators and consumers of media?

**Unit Title: Community Action & Politics
Newark, 1967**

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Overview of the Unit:

The intent of this unit is to help students comprehend and explain the changes in Newark citizens’ views and attitudes towards government and how those attitudes affected political change in the 1960s and 1970s. The City of Newark, New Jersey, is used to demonstrate trends and changes that surfaced throughout the United States regarding community and political action. These lessons will highlight the shifting emphases and tactics of a diverse range of civic and political activists, including the Civil Rights Movement, the Black Power Movement, and the Student Movement. Prior to implementing this unit, students should have studied post-war America and the Civil Rights Movement for the foundational historical knowledge that will allow them to compare the more "traditional" narrative of Civil Rights with the later emergence of a more urban-centered Black Power Movement.

In this unit, students investigate the ways in which citizens respond to government (in)action and social conditions. In the first lesson, students explore the reasons why people might disagree with laws or policies and the actions they would take to effect change. Next, students analyze a government report to understand the causes of the Newark riots of 1967 and the community and government responses to those events. In the third lesson, students answer the question, “Why might individuals have different ideas about how to solve the same problems?” by comparing the activities of activist groups in Newark. Music, as a form of protest or social commentary, is the focus of the fourth lesson, which also reveals the changes in tactics and philosophy of the protest movements of the late 1960s. These lessons lead up to the culminating project in which students explore how community action changed during the post-war era in cities like Newark, NJ.

Teachers may wish to refer to some additional resources to augment their understanding of the causes and effects of the riots and civil disturbances of the 1960s. For more information on how Newark politics and policies of the 1940s and 1950s contributed to the events that occurred in the summer of 1967, see David Levitus’s *“Planning, Slum Clearance and the Road to Crisis in Newark”* in Suggested Resources on the next page. In the “Economics & Geography Unit” beginning on page 54 in this curriculum, background information about government policies is provided as well as additional questions (with Suggested Responses) to accompany the *Revolution ’67* film.

Objectives:**Students will be able to:**

1. Describe the conditions in 1960s Newark that led to the events of July 1967.
2. Explain why and how citizens protest the government policies that produce negative social outcomes.
3. Evaluate how residents interact with their local government and the importance of civic leadership and community organizing.
4. Analyze a variety of sources to understand the changing views and methods for political and community action in Newark (and other cities) throughout the 1960s.

Essential Questions:

- How is conflict expressed in politics and social settings, like schools, neighborhoods, and playgrounds?
- Under what circumstances in contemporary American history have citizens protested against their state and the federal government?
- To what extent has protest changed government policies that lead to negative social outcomes?
- What are examples of civic activism, political activism, and social activism?
- How have civic and political activism responded to changing historical conditions?

New Jersey Core Curriculum Content Standards:

- 6.4 United States and New Jersey History
 - o K.2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
 - o K.3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth* and *Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.
 - o K.5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.
 - o K.6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, *Brown v. Board of Education*, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.
 - o K.7. Describe how changes in federal policy impacted immigration to New Jersey and America, including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.

- o L.2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.
- o L.4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women's movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).

Suggested Resources :

1. Anyon, Jean. Ghetto Schooling: A Political Economy of Urban Educational Reform. New York: Teachers College Press, 1997.
2. Gerwin, David Milton. "The End of Coalition: The Failure of Community Organizing in Newark in the 1960s." Thesis (Ph.D.), Columbia University, 1998. Abstract available at: <http://app.cul.columbia.edu:8080/ac/handle/10022/AC:P:3069>
3. Governor's Select Commission on Civil Disorder State of New Jersey. Report for Action. 1968. Also known as The Lilley Commission Report. http://blog.nj.com/ledgernewark/2007/06/report_for_action.html#more
4. Hayden, Tom. Rebellion in Newark: Official Violence and Ghetto Response. New York: Random House, 1967. Also available as "A Special Supplement: The Occupation of Newark". The New York Review of Books August 24, 1967 at: <http://www.nybooks.com/articles/11994>
5. Herman, Max A. Fighting in the Streets: Ethnic Succession and Urban Unrest in Twentieth Century America. New York: Peter Lang, 2005.
6. Jackson, Kenneth T. Crabgrass Frontier: The Suburbanization of the United States. Oxford University Press, 1987.
7. Levitus, David. "Planning, Slum Clearance and the Road to Crisis in Newark." The Newark Metro. September 2005. <http://www.newarkmetro.rutgers.edu/reports/display.php?id=173>
8. Mumford, Kevin. Newark: A History of Race, Rights and Riots in America. New York: University Press, 2007.
9. National Advisory Commission on Civil Disorders. Report of the National Advisory Commission on Civil Disorders. 1968. Also known as The Kerner Commission Report. Excerpts available at: <http://historymatters.gmu.edu/d/6545/>

10. Porambo, Ron. No Cause for Indictment: An Autopsy of Newark. New York: Holt, Rinehart and Winston, 1971.
11. Self, Robert O., American Babylon: Race and the Struggle for Postwar Oakland. Princeton: Princeton University Press, 2005.
12. Sugrue, Thomas. Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North. New York: Random House, 2008.

Lesson 1:

Protest: Why and How? (Two 45-minute class periods)

Objectives:

Students will be able to:

1. Describe some of the reasons why people protest against government policies or laws.
2. Identify a variety of methods for protest.
3. Begin to analyze the conditions under which people choose to protest.

Materials Needed:

1. Handout 1
2. *Revolution '67* DVD
3. TV/DVD player
4. Handouts to describe projects (see sample, Handout 2)
5. The Newark section of the Kerner Commission Report available at:
<http://www.revolution67.com>

Documentary Chapter to be Used:

- Chapter 2 – July 12, 1967: The Spark

Procedures:

1. Distribute **Handout 1** to students and ask them to complete **Part A**. Students can work individually or in small groups.
2. When students have completed the handout, elicit student responses for each of the laws. Record responses on the board so that students may see patterns arise from the responses.

Suggested Responses:

Students may find some laws more or less repugnant than others. Those that are most directly relevant will usually elicit the most passionate reactions. In general, the worse students think a law will be for them (e.g. a military draft), the more willing they are to take more aggressive measures to stop it from being implemented. Many will begin with a letter, maybe a petition, or a request to meet with a government official. Others will simply disobey, some will be apathetic, some will even go so far as to organize a protest, while a handful may even advocate more aggressive action.

3. Explain to students that they have uncovered the reasons why people protest. These examples are similar to what people did in the past. Through an analysis of protest

during the 1960s and 1970s in cities like Newark, New Jersey, we will examine why and how people have protested in the past.

4. Have students read the instructions **for Handout 1 Part B**.
5. Show *Revolution '67* Chapter 2 “July 12, 1967: The Spark”, and provide students with a few minutes to reflect on the questions. Discuss the questions briefly, as a way to introduce the Newark riots.
6. Explain that the students will be working on long-term projects in small groups to further investigate the ways in which people protested government policies and social conditions of which they did not approve.
7. Divide the class into groups of at least 3 students each, and present them with the following options for projects on which they will be assessed in the coming weeks. (**Note to the Teacher:** If students use online resources, teachers will need to ensure that the information comes from a reputable, authoritative website):
 - a. **Oral history project**, in which students interview a witness to the events of 1967 Newark (or another riot city), and write a short paper on the information ascertained, focusing as much as possible on community and political groups and action in 1960s Newark (or another city) and how those groups and actions changed during that decade (see guidelines for interview protocol at: <http://historymatters.gmu.edu/mse/oral/what.html>)
 - b. **Historical research project** comparing community and political groups and action in Newark (or another riot city) in or about 1947 with community and political groups and action in the city in 1967 (or 1960s). Use newspapers, magazines, and other sources, which can be found at local libraries, historical societies, as well as on the internet, to locate information about the community and political groups and actions in Newark (or another city). This information will be used to write a short paper describing the community and political groups and actions in Newark (or another city) during that decade, and how those groups and actions changed during that period.
 - c. **Annotated timeline** of community and political groups and activity in Newark (or another city) from about 1940 to about 1970. The information will come from newspapers, magazines, and other sources, which can be found at local libraries, historical societies, as well as on the internet . This information will be used to create an annotated timeline focusing on changes occurring in community and political groups and actions throughout these years.

- d. **Newspaper front page** reporting on community and political groups and activities in Newark (or another city) for a date from 1940 to 1970. The information will come from newspapers, magazines, and other sources, which can be found at local libraries, historical societies, as well as on the internet. This information will be used to create a newspaper front page focusing on changes occurring in community and political groups and actions throughout these years.
 - e. **Newspaper Op-Ed** piece reporting on community and political groups in Newark (or another city) for a date from 1940 to 1970. The information will come from newspapers, magazines, and other sources, which can be found at local libraries, historical societies, as well as on the internet. This information will be used to create a newspaper Op-Ed piece where students express their opinions regarding the effectiveness of the community groups.
- 8. Provide students with the descriptions of the projects and any other written instructions, as needed. See **Handout 2** as an example of a more detailed Oral History Project description and suggested rubric, which requires an Oral History Release Form to be provided to students in accordance with your school's policy. Students will need to select which project they wish to work on and will need to organize themselves accordingly to complete the project during the time specified by the teacher. It is recommended that the students have a minimum of two weeks to complete the project, especially since some of the research includes interviewing community members.
 - 9. Provide students with a copy of the Newark section from the Kerner Commission Report and have them complete **Handout 3**. This can be done for homework or in class the following day. You may also want to provide students with a Written Document Analysis Worksheet, such as the one prepared by the National Archives: <http://www.archives.gov/education/lessons/>

Lesson 2:

What Happened in 1967? How do we know? (One 45-minute class period)

Objectives:

Students will be able to:

1. Identify types of primary sources.
2. Analyze primary sources.
3. Describe the events referred to as the Newark riots, and begin to uncover the causes for the unrest.
4. Evaluate the reliability of primary and secondary sources.

Materials needed:

1. Handout 3
2. The Newark section of the Kerner Commission Report available at:
<http://www.revolution67.com>
3. *Revolution '67* DVD
4. TV/DVD player
5. Handout 4

Documentary Chapter to be Used:

- Chapter 13 – National Guardsman: “Do I Believe There Were Snipers? Yes.”

Suggested Resource:

- "The Learning Page". The Library of Congress. March 15, 2009
<http://lcweb2.loc.gov/learn/lessons/psources/pshome.html>. Provides information to the teacher about using primary sources in the classroom.

Notes to the Teacher:

This lesson touches on the problem of reliability of sources in researching an historical event. This concept, which may be important to students as they work on their projects, is further explored in Lesson 1 in the “Media and the Newark Riots Unit” of this curriculum, which begins on page 106. If students require further information regarding the causes of the events of July 1967, see Lesson 1 in the “Economics & Geography Unit” of this curriculum, which begins on page 57.

Following this lesson, you may need to direct students to conduct research related to their culminating projects. It may be necessary to provide students with additional time to work collaboratively in class, or to provide additional instruction on the use of primary sources in research. The projects are not referred to in any other lessons in this unit except for the final lesson in which students present their projects.

Procedures:

1. Remind students of the “July 12, 1967: The Spark” chapter from *Revolution ’67* that they watched the previous day and review some of the questions they had after watching it. Discuss the following questions:

- a. How could you find the answers to those questions?
How do we know what happened in Newark in July 1967?

Suggested Responses:

Newspaper articles, photographs, books, diaries, talking to participants and witnesses, websites, videos/films.

- b. What type of source is the Kerner Commission and its report?
On what sources did the Kerner Commission build their report?

Suggested Responses:

The Kerner Commission is secondary, based on primary sources, and it is an official government report, which implies impartiality and authority.

2. Review student responses to **Handout 3**. Discuss the ways in which the Kerner Report helps to answer the questions:
 - a. What happened in Newark in July 1967?
 - b. What does this document tell us about why and how people protest?
3. Explain that as students begin working on their projects, they will need to consider the reliability of the sources that they reference.
4. Distribute **Handout 4**. Show *Revolution ’67* Chapter 13 “National Guardsman: “Do I Believe There Were Snipers? Yes.” Have students complete **Part A** of the handout as they watch. Ask students to identify the pros and cons of using eyewitness testimony or oral history as a source when researching an event and discuss the following questions:
 - a. In the film, how does the archival footage of police using automatic weapons challenge the National Guardsman’s assertion that he was fired upon by a sniper?
 - b. How does the Kerner Report treat Newark Police Director Spina’s testimony re: snipers?

Suggested Responses:

*Both the Kerner Report and *Revolution ’67* challenge the existence of snipers in Newark in 1967.*

5. Working individually or in small groups, have students use their homework responses and information from *Revolution '67* to complete **Part B of Handout 4**, listing as many causes as they can find for the events of July 1967 (*poverty, lack of opportunity, UMDNJ proposal, Board of Education controversy, police brutality, poor housing*), and list the events that occurred during the period of unrest (*see the timeline beginning on page 13 in this curriculum*).
6. Discuss the following questions with the class:
 - a. Why did people riot or rebel in 1967?
 - b. Was it justifiable?
 - c. Was it a type of political action?
 - d. Do you think the historical interpretation of these events might have changed in fifty years? Why or why not?

Lesson 3:

Strategies for Community and Political Change (Two 45-minute class periods)

Objectives:

Students will be able to:

1. Compare and contrast the characteristics of activist groups.
2. Identify the reasons why individuals or groups respond to similar conditions in different ways.

Materials Needed:

1. *Revolution '67* DVD
2. TV/DVD Player
3. Handout 5

Documentary Chapters to be Used:

1. Chapter 3 – Troublemakers
2. Chapter 19 – President Johnson's War On Poverty
3. Chapter 20 – We Wanted The Powerless To Have A Voice
4. Chapter 21 – Jobs And The Barringer High School Incident
5. Chapter 22 – Parker Versus Callaghan
6. Chapter 23 – Urban Renewal
7. Chapter 24 – Medical School Construction
8. Chapter 31 – The Black Power Conference

Procedures:

1. Begin class by reviewing the different strategies and reasons for protest that were discussed in Lesson 1 (Handout 1).
2. Explain to students that there were different organizations trying to affect political change in Newark in 1967, and that these organizations had different goals and used different strategies to achieve their goals.
3. Distribute **Handout 5** and ask students to complete **Part A** as you provide an overview about two organizations, CORE and SDS:
 - a. CORE (Congress of Racial Equality), founded in 1942 in Chicago, was a U.S. civil rights organization that sought to apply the principles of nonviolence as a tactic against segregation. In the 1960s, CORE organized the Freedom Rides, Freedom Summer, and Freedom Schools in the South, and co-organized the 1963 March on Washington. In Newark, it expressed public anger and

demands that had long been ignored, such as the events of 1967 and the 1963 Barringer High School Protest, where it joined George Richardson's group, the Newark Coordinating Council, in a confrontation with police and construction workers. Even then, though, it would not be considered militant, and did not share the broader and more controversial political-economic goals of an NCUP or other groups such as the Student Nonviolent Coordinating Committee (SNCC) or (later) the Black Panther Party.

- b. SDS (Students for a Democratic Society), founded in 1960 in Michigan, was a U.S. student group that wanted to empower people to change their society on a large scale through local action. They were critical of capitalism, the war in Vietnam, and the corporate control of U.S. politics. In 1963-64, SDS launched 10 community-organizing projects under their Economic Research and Action Project (ERAP), including the Newark Community Union Project (NCUP) in Newark, whose goal was forging an interracial movement of the poor. They were more willing to use non-traditional methods of exerting pressure. In *Revolution '67*, George Richardson even says they were trying to bring about revolution. Government officials accused them of being "outside agitators". Tom Hayden was a principal organizer of SDS and NCUP.
4. Show *Revolution '67* Chapters 3, 19-24, and 31. Chapters may be shown all together or you may stop after each chapter for a brief discussion. Instruct students to complete **Part B of Handout 5** after viewing the film.
5. Close the lesson by discussing the **last question on Handout 5**, "Why might individuals have different ideas about how to solve the same problems?"

Suggested Responses:

Life experience and age, level of education, extent of prior political activity, race or ethnicity, location all might affect one's political ideas.

Lesson 4:

Music as Protest (Two 45-minute class periods)

Objectives:

Students will be able to:

1. Identify the ways in which music is used as a form of social protest.
2. Compare and contrast the mood and tone of various songs.
3. Draw conclusions about the changes in community action and politics from the changes in music.

Materials Needed:

1. Lyrics to the songs:
 - o The Impressions, "We're a Winner". OldieLyrics. March 15, 2009 The Impressions, "We're a Winner"
http://www.oldielyrics.com/lyrics/the_impressions/were_a_winner.html
 - o Supertones, "We Shall Overcome". LyricsMode. March 15, 2009
http://www.lyricsmode.com/lyrics/s/supertones/we_shall_overcome.html
 - o Brown, James. "Say It Loud - I'm Black and I'm Proud". MetroLyrics. March 15, 2009 <http://www.metrolyrics.com/say-it-loud-im-black-and-im-proud-lyrics-james-brown.html>
 - o Herron, Gil Scott. "The Revolution Will Not Be Televised". March 15, 2009
<http://www.gilscottheron.com/lyrevol.html>
2. Access to music (i.e. internet or CD)
3. Computer with speakers, CD player, and/or projector

Procedures:

1. Arrange students in pairs or small groups and ask them to discuss the question, "Can you name a song or a musical artist today whose music and lyrics focus on uplifting yourself, or working hard to improve yourself? Give a specific example of how it focuses on individual improvement."
2. Ask students to share responses with the entire class.
3. Next, ask them to discuss the following prompt: "Name a song or musical artist today, whose music and lyrics focus on protesting an injustice in society or are trying to call attention to a larger problem. Give a specific example of how it focuses on society and its problems."

Suggested Responses:

For example: Public Enemy and Boogie Down Productions are two hip-hop groups popular in the 1980s and 1990s that had critical political messages in their music. Rage

Against the Machine, Foo Fighters, and System of a Down are rock or metal groups of the 1990s and this decade that have critical political messages in their music. Groups such as these might be compared with the great majority of musical acts whose purpose is strictly entertainment, and may even have nihilistic or disempowering messages that might encourage apathy or acceptance of the status quo.

4. Ask students to share responses with the class, and contrast with examples discussed in Step 2 to highlight differences in focus. Briefly discuss how music can be used as a form of protest or social commentary.
5. Explain to students that they will analyze some songs from the 1960s to identify changes in African-American attitudes and views about how to effect civic and political change.

Suggested Song Comparisons:

Contrast "We're a Winner" by the Impressions and/or "We Shall Overcome" with "I'm Black and I'm Proud" by James Brown and/or "The Revolution Will Not Be Televised" by Gil Scott Heron.

6. Distribute or display the lyrics to the songs and, if possible, play the song for the students as they read the lyrics to themselves. Some musical performances of these songs are also available on YouTube. Ask them to write three adjectives to describe the lyrics and tone of each song.
7. After each song, ask students to share their adjectives, and record their responses on the board.
8. Discuss the following questions:
 - a. What do these adjectives make you think of?
 - b. What tone do they have?
 - c. Are the lyrics saying something similar, or something different?
 - d. Compare the two songs, analyze and interpret specific lines for possible political messages or meanings.
 - e. If "I'm Black and I'm Proud," is selected: What is meant by the lyric "We're tired of beatin' our head against the wall and workin' for someone else?" Is "working for someone else" a bad thing?

Suggested Responses:

Certain lines may be interpreted in different ways by different students. The tone of the two songs, however, is very different. Whereas "We're a Winner" is in no way an open challenge to the status quo, "I'm Black and I'm Proud" not only uses the term "black" (quite new in 1969), its tone is more overt, aggressive, and demanding. "We Shall Overcome" captures the moral tone of the non-violent movement, while "The Revolution Will Not be Televised" is a detailed criticism of American culture. Students may bring up numerous line by line details to support their views.

9. In small groups, ask students to discuss the following questions:
 - a. Can these musical artists and their lyrics be compared in any way to the community organizers and community leaders whose views we heard in *Revolution '67*?
 - b. What role does time play in individuals adopting differing views about how to make change?

Suggested Responses:

Students may make the connection between “We’re a Winner” being a more traditional, black-uplift style message, as CORE and George Richardson tended to espouse, versus “I’m Black and I’m Proud” being a more in-your-face, demanding message, evoking newer goals and techniques espoused by groups such as NCUP and Black Power organizations.

10. After a brief discussion on student responses, close the lesson by explaining that these songs exemplify a shift in African-American thinking about who is responsible for redressing injustice in American society. Explain that they should consider these kinds of shifts as they conduct and analyze their research and ask themselves to what extent are these changes reflected in their projects.

Lesson 5:

Project Presentations

(A minimum of two 45-minute class periods, depending on the length of the student presentations and class discussion)

Objectives:

Students will be able to:

1. Demonstrate research and presentation skills.
2. Explain research findings regarding changes in community action and organizing.
3. Reflect on presentations to answer essential questions.
4. Make connections between community action of the past and contemporary concerns.
5. Analyze the effectiveness of various types of community action.

Materials Needed:

7. Student presentations: oral history projects, historical research projects, annotated timelines, newspaper front pages or editorials
8. Presentation Rating Sheet from Handout 2
9. Handout 6

Procedures:

1. Distribute **Handout 6**. Have students read the questions before starting the presentations.
2. As students present their projects, the students in the audience should take some time to reflect on the questions on Handout 6.
3. When all presentations have concluded, conduct a class discussion on the questions on Handout 6.

Discussion Questions:

- a. How and why do people protest?
- b. How did strategies of community action and politics change over time? What do you think caused these changes?
- c. What do you think are the most effective ways of making change in one's community?
- d. What are the major obstacles people face in improving their own communities?
- e. How can we apply the lessons learned from the events of the 1960s to contemporary concerns?

Protest: Why and How?

Part A. Imagine that the local or federal government has passed the following laws and respond to the questions below.

1. 8 p.m. curfew for all teenagers
 - a. Do you support this law? Why or why not?
 - b. If you do not support this law, would you do something to complain about or protest the law? What would you do?
 - c. If you would not complain or protest, why not?
2. Military draft for all students over age 18
 - a. Do you support this law? Why or why not?
 - b. If you do not support this law, would you do something to complain about or protest the law? What would you do?
 - c. If you would not complain or protest, why not?
3. Abolition of social security
 - a. Do you support this law? Why or why not?
 - b. If you do not support this law, would you do something to complain about or protest the law? What would you do?
 - c. If you would not complain or protest, why not?

Part B. After watching *Revolution '67* Chapter 2 - “July 12, 1967: The Spark,” reflect on the questions below:

1. What do you think the people in the film were protesting about?

2. What methods of protest did they use?

3. What questions do you have about these events?

Newark, 1967: Oral History Project

Main Objectives:

1. To gain a greater understanding of how historians and sociologists record and analyze history.
2. To gain a greater understanding of and appreciation for history as real people live and see it.
3. To gain a greater understanding of the people and communities that form our city.
4. To understand the history of the United States better by recording a piece of local, perhaps personal history, and by placing that piece of local history into the larger context of United States history.

Instructions:

1. Choose a person and/or broader topic to research. A person may be a leader (political, intellectual, religious, artistic, etc), a family member, or a member of a group which you choose to study. A broader topic might be a local neighborhood, social group, community organization, business, or ethnic group.
2. Research background information about that person and/or topic. You will learn about Newark/the local area (or at least the area or neighborhood where the person or organization lived or is located) during the time period you will be interviewing that person about. On some aspects of local history there is very little, and the person you interview may be your best source of information. On other topics, like the Newark riots of 1967, you will find a large amount of scholarly information. How you find information and how much you find depends greatly on the topic you choose. This information will be used to enhance your written paper.
3. Perform the following tasks:
 - a. Documentary Evidence and Photo (30 possible points):
 - i. Collect documentary evidence of the person/place/organization you are studying. Collect pamphlets, flyers, photos, news clippings, advertisements, etc. related to your topic, to be handed in.
 - ii. Take current photos of the person/place/organization. Choose the best photo to hand in.
 - b. Transcript (50 possible points):
 - i. Interview your subject or interview someone with firsthand knowledge of your subject.

1. Provide your interviewee with an Oral History Release Form (provided by your teacher) to sign and complete, prior to the interview.
 2. Record on digital cassette, audio tape, or video tape.
- ii. Transcribe the interview. You will literally type out the interview, including your questions, for others to read. This takes a long time to do properly. Be sure to check spelling. This not only makes it easy for someone else to read the interview, it also gives you a chance to thoroughly go over the interview and better analyze what the interviewee has said. This will be handed in with all your other completed products.
- c. Historical Paper (100 possible points):
- i. Write a (typed) history and analysis of your subject: this is a combination of your background research, the information gained during your interview, and your analysis of the information you have gained:
 1. It should describe and give background information on the person you are interviewing.
 2. It should explain and give details about that person's experiences during their life or arrival in the local area, or both.
 3. It should connect that person's life and history to the history of the local area that you have studied.
 4. It should analyze (sometimes question the veracity or find a deeper meaning in and reasons for) the person's attitudes and comments about relevant people and places.
 5. It should, by using the person's words and descriptions, draw some bigger conclusions about the local area (what was the city like, how was it different from today, how has the place changed, what is/was life like for people here, etc.).
 6. It must be documented where necessary, using footnotes or endnotes citing portions of the interview, and must include a bibliography.
 - ii. Submit the following bound together and displayed in a neat and organized way, although exactly how you do this is up to you:
 1. Documentary evidence and photo
 2. Transcribed interview and the signed Oral History Release Form
 3. Historical paper
 4. Project Grading Sheet
 5. Presentation Grading Sheet
- d. Presentation (20 possible points): You will present your Oral History in class. Take all the information you've compiled and create a 5 minute oral presentation. You will be graded on the following:
- i. Speaking voice, Projection, Pronunciation
 - ii. Eye contact, Poise, Use of notes, Overall tone of presentation
 - iii. Organization, Order, and Thoroughness, Use of and interpretation of information
 - iv. Quality, Visibility, and Creativity of Visual Aids (for timeline and newspaper front page projects)

PROJECT GRADING SHEET

NEWARK, 1967: ORAL HISTORY PROJECT

DOCUMENTARY EVIDENCE and PHOTO: (30 possible points)	
TRANSCRIPT: (50 possible points)	
HISTORICAL PAPER: (100 possible points)	
PRESENTATION: (20 possible points)	
TOTAL POINTS: (200 possible points)	

PRESENTATION RATING SHEET
NEWARK, 1967: ORAL HISTORY PROJECT

Presenter: _____

	1 Unacceptable	2 Poor	3 Satisfactory	4 Good/ Very Good	5 Excellent
Speaking voice, Projection, Pronunciation.	Voices unclear, Mumbling, rarely understandable or loud enough	Difficult to understand + hear, Mumbling.	Voices understandable but not always clear enough or loud enough	Can be heard and understood consistently. Good pronunciation.	Consistently clear and loud, good pronunciation, and clarity of speech.
Eye contact, Poise, Use of notes, Overall tone of presentation.	No eye contact, 100% reliant on notes, Uncertainty, Hesitation.	Little eye contact, Rarely connects with audience, Reading notes.	Eye contact, Notes used as guide, Some connection with audience.	Consistent eye contact, Notes are only a guide, No hesitation, Confident.	Knows material without notes, Consistent eye contact, Confident, Looks easy.
Organization, Order, and Thoroughness, Use of and interpretation of information.	No information on civic activity/orgs, or political movements. Difficult to follow and understand.	Little information of civic activity/ political organization. May not be correct or thorough. Difficult to follow.	Describes groups, information is correct. May not be comprehensive. Good organization, understandable.	Good focus on civic action and politics. Will describe major groups and actions, may illustrate change over time. Easy to follow.	Easy to follow and understand. Excellent focus on and information about civic/political action. Comprehensive, well described, will demonstrate change over time, etc.
Quality, Visibility, and Creativity of Visual Aids (for timeline and newspaper front page projects).	None, or possibly too tiny and impossible to see.	Somewhat unclear, hard to see + understand, Key info. and conclusions not displayed.	Readable charts, graphs, etc., Info. displayed is relevant, and Matches key points.	Clear, large, readable charts/graphs, Info. relevant/ understandable Illustrates key points.	Clear , easy to see and read, Completely understandable Illustrates key points and conclusions. In depth, lots of correct detail.

PRESENTATION GRADING SHEET
NEWARK, 1967: ORAL HISTORY PROJECT

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Speaking voice, Projection, Pronunciation.					
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Organization, Order, and Thoroughness. Use and interpretation of information.					
Quality, Visibility, and Creativity of Visual Aids.					



Kerner Commission Report Analysis

Instructions: Read the Newark section of the Kerner Commission Report provided by your teacher. Answer the questions below.

1. What were the major causes of Newark's urban unrest?
2. What were at least 3 major community and political actions that took place in the city of Newark during the 6 days of civil unrest in 1967?
3. How did these major community and political actions impact the city?



What Happened in July 1967? How Do We Know?

Part A. Instructions: As you watch *Revolution '67* Chapter 13 “National Guardsman: “Do I Believe There Were Snipers? Yes”, answer the following questions:

- a. What are the pros and cons of using eyewitness testimony and oral histories when researching an event?
- b. In the film, how does the archival footage of police using automatic weapons challenge the National Guardsman’s assertion that he was fired upon by a sniper?
- c. How does the Kerner Report treat Newark Police Director Spina’s testimony re: snipers?

Part B. Instructions: Use information from the Newark section of the Kerner Report and *Revolution '67* to complete the following chart and answer the questions that follow.

Causes of the 1967 Newark Riots	Events of the 1967 Newark Riots

1. Why did people riot or rebel in 1967?
2. Was it justifiable?
3. Was it a type of political action?
4. Do you think the historical interpretation of these events might have changed in fifty years? Why or why not?



Activism in Newark in 1967

Part A. Instructions: Complete the graphic organizer below using information provided by your teacher.

	When was it was formed	Beliefs	Tactics
Congress Of Racial Equality (CORE)			
Students for a Democratic Society (SDS)			

Part B. Instructions: After viewing selected chapters from *Revolution '67*, respond to the questions below.

1. George Richardson was leader of a coalition of local civil rights groups called the Newark Coordinating Council (NCC). In what ways did he and partner groups like CORE try to affect community and political change?
2. Who was Tom Hayden and in what ways did he and NCUP try to affect community and political change?
3. How did these groups differ in their approach to making community and political change?

Part C. Instructions: Consider what you have studied so far regarding the Newark Riots and the various organizations involved in community organizing. Respond to the question:
Why might individuals have different ideas about how to solve the same problems?



Community Action and Politics: Presentations

Instructions: As you listen to the presentations, respond to the questions below.

1. How and why do people protest?

2. How did strategies of community action and politics change over time? What do you think caused these changes?

3. What do you think are the most effective ways of making change in one's community?

4. What are the major obstacles people face in improving their own communities?

5. How can we apply the lessons learned from the events of the 1960s to contemporary concerns?