

Lesson Plan 2:

DBQ Preparation: Analysis of Primary Sources Regarding Police Relations with the African American Community

Purpose/Rationale: This lesson will teach students how to analyze primary sources and begin preparing to write the Document-Based Question (DBQ) essay.

Objectives: Students will analyze primary sources using the SOAPS template in preparation for writing the DBQ in the next class.

Common Core Standards:

9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Oregon Department of Education Social Studies Standards:

HS.6 Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

Time Needed: 90 minutes

Materials Needed:

- Copies of these handouts (below):
 - *Black United Front What to Do When Stopped by the Police;*
 - *Document 1: NAACP*
 - the document analysis template: Subject, Occasion, Audience, Purpose, Speaker (*SOAPS*)

Instruction:

1. Hand out copies of *What to Do When Stopped by the Police* to each student. Have students read it over, then take out their journals for a free write. Write the prompt “Who would write this and why?” on the white-board and allow students two minutes to write their thoughts on the handout. (10 min)
2. Facilitate a short discussion about the meaning of the document. Key ideas: Organizational planning in creating and disseminating the information, and the need to protect the group from abuses. (10 min)
 - a. Teacher background information on document: The document was created by the Black United Front in reaction to the Portland Police Department’s racist policies. Members of Portland’s Black community faced frequent stops and searches by police as well as blatant racial actions against business owners. (Two Portland police left dead opossums on the door of a local restaurant owned by a Black man. The two officers were cleared of any wrongdoing). These actions led to heightened tension between Blacks (particularly the youth) and the police department. The Black United Front is a national organization, but the local chapter was established in the early 1980’s as an activist group to raise awareness and advocate for changes in Portland, particularly in the area of education. Students should be aware of the link between national organizations and the actions of the local chapters of those organizations.

3. Hand out the DBQ packet and tell students they will be using them for a couple of days. Ask students to look through the packet and see if they have any immediate questions about the documents. Then ask students to flip through the documents as the teacher briefly points out the names and types of documents in the packet. (Example—Document 1 is an NAACP recruitment notice. It is a primary source document taken from an archive) (10 min)
4. Hand out the SOAPS template (below) to all students and go over the terms/ideas. Some students will be more familiar with document analysis than others, so it is important to check with students frequently at this point. Try if possible to pair students who have a strong understanding of the SOAPS document analysis protocol with students who have less experience. When most students understand the idea of document analysis with SOAPS, as a class model how to use SOAPS on Document 1 below. (20 min)
 - a. NAACP poster: Subject: What is this document about? *It is an NAACP membership recruitment poster.*
 - b. Occasion: Why was it significant that the document was created during that time in Portland? *This document was created during the Civil Rights Movement in Portland.*
 - c. Audience: Who is the author's main audience? Who does the author want to communicate with? *This poster seems directed at members of the public, who may be African American, explaining the purpose of the organization and urging people to join.*
 - d. Purpose: Why do you think the author create this document? What does the author want to persuade the audience to do? *The NAACP created the poster to urge people to join the organization.*
 - e. Speaker: Who do you think the author is? Should we believe what the author is saying? *The NAACP is the author.*
5. Have students do the SOAPS analysis on the remaining documents in the packet. What they can't finish in class will be their homework. As students are working on it, the teacher can walk around and assist students that are struggling. The teacher might also want to have students work in collaborative groups to do this portion. (45 min or rest of period)

Assessment of Student Learning:

- Option 1—Have students write in their journals as an “Exit slip.” Prompt: Which of the documents do you think would be most helpful in answering the DBQ?
- Option 2—At the end of the period, the teacher can place a stamp or mark on the students' SOAPS when they finish or as far as the students finished in class.

Extensions/Modifications:

- Students can research and write a one-paragraph description of one of the groups mentioned in the documents. (e.g. NAACP, SLCC)
- Students who need additional support can pick four of the eight documents to do SOAPS. Then have students find another student that did the SOAPS for the rest of the documents so that they have all the SOAPS before writing the DBQ.

THE National Association for the Advancement of Colored People is an inter-racial organization with 400 branches, founded by leading Americans in 1910.

Its specific objectives are (a) the ending of lynching, (b) the ending of peonage and the debt slavery of Southern sharecroppers and tenant farmers, (c) the ending of disfranchisement, (d) the abolition of injustices in legal procedure, particularly criminal procedure, based solely upon color or race, (e) equitable distribution of funds for public education, (f) abolition of segregation, discrimination, insult and humiliation based on race or color, and (g) equality of opportunity to work in all fields with equal pay for equal work.

You Can't Win By Yourself!
You Must Organize!

JOIN THE N. A. A. C. P.

SOAPS Template

Analysis of historical documents, artifacts, maps, artwork, and other visual representations of an historical nature

	Questions to Ask	Response Sentence Frames
Subject	What is this document about?	The subject of this document is:
Occasion	What is special about the time and place during which this document was created?	The author is creating this document at this specific time because: The author is creating this document at this specific place because:

Audience	Who is the author's main audience? Who does the author want to communicate with?	The author wants _____ (specific persons or groups) to see or use this document.
Purpose	Why did the author create this document? What does the author want to persuade the audience to do?	The author's purpose is to:
Speaker	Who is the author?	The author is: We should believe what the author has to say because:

BLACK UNITED FRONT

What To Do When Stopped By The Police

The following are recommendations on how to handle encounters with the police. It is shameful and disgraceful that as citizens, we must be more cautious than other citizens when we have contact with the police. The behavior of the Police Department toward our community makes us act with caution; at the same time we must fight as hard as we can to rid our community of police brutality, harassment and discrimination.

For your general protection and that of your family, if you are stopped by a police officer for any reason while driving or walking in your community Please do the following:

REMAIN CALM AND POLITE; REMEMBER THE POLICE ARE ARMED AND MAY BE NERVOUS.

DRIVING

1. Pull over as soon as safely possible when signaled by a police officer to do so. When possible pull your car over in a well lighted area.
2. Remain calm. Make no quick or sudden movements. Roll your window down.
3. Place both your hands in plain view on top of your steering wheel.
4. Wait for the officer's instructions.
5. Identify the officer by name and badge number.
6. Do not consent to any search.
7. If you have youngsters in your car try to get out of the car to transact your business with the officer.
8. Although you have the right to ask why you were stopped, remain polite no matter how difficult it may be.
9. You must identify yourself, name and address, produce a valid drivers licence, and explain why you are in the area to the officer. Do not volunteer information beyond your name, address and reason for being in the area. If you are asked for other information, you have the right to remain silent.
10. Don't let derogatory name calling provoke you. Don't be intimidated by the officer.
11. Do not argue with the officer.
12. If you are arrested and handcuffed, when placed in the patrol car, sit sideways in the car with your back leaning in the corner of the seat. This will take some of the pressure off your arms and wrists while in transit. Be sure to bend your head when being put in the car.

13. If arrested request an attorney.

14. At your earliest opportunity call a relative or friend; let them know where you are.

15. If you have youngsters in your car when you are arrested, be sure the oldest can phone your nearest relative or friend. Tell your youngster the phone number to call in emergencies.

16. As soon as you are away from the police, write down everything that happened.

17. Report the incident to a BUF community advocate: 288-9160.

WALKING

If you are stopped by the police while walking in your community especially at night, do the following:

1. Remain calm.

2. Keep your hands out of your pockets.

3. State your reason for being in the area and identify yourself. Although you have the right to walk where you please, the officer may arrest you for failure to identify yourself or explain your presence.

4. Remember to get the officer's name and badge number; record the location where you were stopped and the time.

5. The officer may pat you down or search you. For practical reasons don't resist being searched, BUT DO NOT CONSENT TO ANY SEARCH.

6. Do not argue.

7. Do not volunteer any information to the officer other than your name, address and reason for being in the area. If you are asked for any other information you have the right to remain silent.

8. If arrested, request an attorney.

9. As soon as you are away from the police, write down everything that happened.

10. If possible, avoid dark streets. Stay on well lighted streets

11. Report the incident as soon as possible to a BUF community advocate: 288-9160.

MIRANDA WARNINGS

If you are given Miranda warnings, you will be arrested. State clearly and loudly, so possible witnesses will hear you, "I want an attorney." Most attorneys advise you to say you do not understand the warnings and you do not want to talk, even if the officer says its off the record.