

## **Baltimore Uprising Part II: What Happened**

**Museum Connection:** Family and Community

**Purpose:** In this lesson students will identify, explore and evaluate what happened during the 2015 Baltimore Uprising.

**Course:** United States History, African American History, Government

**Time Frame:** This lesson will require 1 - 2 class periods to complete.

**Correlation to Maryland College and Career-Ready Standards:**

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

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

**Core Learning Goals: Government**

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

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

Indicators:

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

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

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

Indicator:

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

**Objective(s):**

1. Students will examine the events that occurred during the Baltimore uprising.
2. Students will evaluate images from the *Awakenings in a New Light* exhibit in order to explore the demands of the community during the Baltimore uprising.

**Vocabulary and Concepts:**

Word or Concept	Definition
Civil disobedience	refusal to obey governmental demands or commands, especially as a nonviolent and usually collective means of forcing concessions from the government.
Riot	public violence, tumult, or disorder; a random or disorderly profusion.
Unrest	a disturbed or uneasy state; turmoil.
Uprising	an act or instance of rising up; especially a usually localized act of popular violence in defiance usually of an established government.

Social Media	forms of electronic communication (as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos).
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**Materials:**

***For the Teacher:***

Teacher Resource Sheet 1: Historical Background

Teacher Resource Sheet 2: Four Corners

***For the Student:***

Student Resource Sheet 1: Wikipedia article on the 2015 Baltimore Protests

Student Resource Sheet 2: *Washington Post*, After peaceful start, protest of Freddie gray’s death in Baltimore turns violent

Student Resource Sheet 3: CNN – Freddie Gray, funeral draws White House officials, Eric Garner’s family

Student Resource Sheet 4: Mother Jones – Eyewitnesses: The Baltimore Riots Didn’t Start the Way You Think

Student Resource Sheet 5: *The Baltimore Sun* – Shop owners’ stories show riot damage was widespread

Student Resource Sheet 6: NBC News – Unrest in Baltimore, Baltimore Under State of Emergency, Curfew Following Riots

Student Resource Sheet 7: *The Baltimore Sun* – Six Baltimore Police officers indicted in death of Freddie Gray

Student Resource Sheet 8: *l'Humanite* – Scenes of Joy in Baltimore Following Indictment of Six Policemen

Student Resource Sheet 9: *blackpressUSA* – Black Dops Back Officers Charged in Freddie Gray's Death

Student Resource Sheet 10: Article Analysis Form

**Resources:**

***Publications:***

***Web Sites:***

Wikipedia article on the 2015 Baltimore Protests.

[https://en.wikipedia.org/wiki/2015\\_Baltimore\\_protests](https://en.wikipedia.org/wiki/2015_Baltimore_protests)

The Telegraph video of Freddie Gray arrest with audio.

<http://www.telegraph.co.uk/news/worldnews/northamerica/usa/11567318/Mobile-phone-footage-shows-Freddie-Gray-in-agony-during-arrest.html>

Preserve the Baltimore Uprising is a website created by The Maryland Historical Society where people can post images from the Baltimore uprising. Students can access this site as a resource for the extension activities and teachers can use it as a source for additional images for this lesson. <http://baltimoreuprising2015.org/>

Sun Coverage: What We Know About the Freddie Gray Case contains news articles covering the Freddie Gray case. It is a comprehensive source for various aspects of the uprising. <http://www.baltimoresun.com/news/maryland/baltimore-city/bal-baltimore-sun-coverage-of-freddie-gray-20150420-storygallery.html?page=12>

The Baltimore Spectator Radio Network is a good source for independent live reporting from the scenes of many of the protests during the Baltimore uprising. <https://www.spreaker.com/user/baltimorespectator>

The Baltimore Sun video coverage of Mayor Stephanie Rawlings-Black and Police Commissioner Anthony Batts' press conferences following the violence that erupted on April 25<sup>th</sup>. <http://www.baltimoresun.com/news/maryland/politics/bs-md-freddie-gray-march-pressers-20150425-story.html>

NBC News coverage of the Mondawmin Mall unrest. It includes video coverage of Governor Hogan's press conference declaring a state of emergency in Baltimore. <http://www.nbcwashington.com/news/local/Officers-in-Riot-Gear-Respond-to-Baltimore-Mall-301461551.html>

The Battle for Mondawmin blog post on The Eclipse chronicles the interaction between the police and students at the mall on April 27. <https://baltimoreeclipse.wordpress.com/2015/05/01/the-battle-of-mondawmin/>

WBAL TV raw video of Baltimore City State's Attorney Marilyn Mosby's press conference charging the six officers in the Freddie Gray death. <http://www.wbaltv.com/news/raw-video-states-attorney-press-conference-officers-charged/32687522>

**Historical Background:** On April 12, 2015 Freddie Gray, a 25 year old African American Baltimorean, ran from uniformed police officers in West Baltimore. Once apprehended he was placed under arrest for illegal possession of a knife. During the arrest he was in pain when he was placed in the transport vehicle. While being transported, he became unconscious and was taken to the hospital. Gray died on April 19 while still in the hospital from spinal cord injuries sustained during his arrest. In the days following the arrest and Gray's subsequent death, which was recorded by witnesses and shared across social and mainstream media, protests across the city, nation and around the world emerged. On April 25 a protest in downtown Baltimore turned violent with 34 arrests and 15 police officers

injured. On the day of Gray's funeral, April 27, Baltimore city erupted into more violent protests, including the burning of cars and property and looting stores, dubbed as the Baltimore Uprising. Baltimore City police, police officers from other Maryland jurisdictions, officers from other states, state troopers, and the National Guard, were brought in to restore order after Maryland Governor Larry Hogan declared a state of emergency. The Mayor enacted a curfew that effectively shut down the city at 10pm – 6am for the duration of the unrest. The City State's Attorney's Office conducted an investigation into Gray's death. The State Medical Examiner declared Gray's death a homicide and on May 1, 2015 the State's Attorney charged the six Baltimore City Police Officers in the death of Freddie Gray on various counts including depraved heart murder. On May 3 the state of emergency was lifted and the curfew ended as the unrest subsided. On May 21, 2015 a grand jury indicted the officers on numerous charges ranging from reckless endangerment to depraved heart murder. In the ensuing months the homicide rate soared and the Police Commissioner was fired by the Mayor. The citizens of Baltimore have struggled to build a better city out of these tragic events.

### **Lesson Development:**

#### ***Motivation:***

1. Using the four corners method have students move to the corner that corresponds to their opinion on the following statement (agree, disagree, somewhat agree, somewhat disagree):
  - a. What took place during the Baltimore uprising was nothing more than destroying property, looting, violence and illegal behavior by frustrated people with no other way to express their frustration.  
(Teacher Resource Sheet 2)
2. In their groups have students make a list of their reasons for their position on the statement.

3. Conduct a discussion around the statement and student responses. During the discussion allow students to change their opinions and move to other corners as they see fit. Part of the discussion should define the scope of the uprising as more than the rioting that took place on April 27<sup>th</sup>. It should be contextualized within the timeframe of Freddie Gray's arrest through the charging of the police officers in his death and beyond.
4. Conclude this activity by introducing the purpose of the lesson – which is to examine what actually happened during the Baltimore uprising.

***Activities:***

5. Transition by brainstorming with the class what happened listing student responses. Again, this should be constructed within the broad framework of all the events from Gray's arrest to the charging of the officers.
6. Using Student Resource Sheet 1 (Wikipedia article on the 2015 Baltimore Unrest) pair students to create a timeline of the events that occurred during the uprising covered in the article.
7. Review the timelines with the class and identify the key turning points. Include Freddie Gray's death, April 25<sup>th</sup> protest, Gray's funeral, April 27<sup>th</sup> Mondawmin Mall unrest, State of Emergency, officers charged in Gray's death.
8. Divide students into groups and distribute packets with Student Resource Sheets 2 – 9. Instruct students to read the articles (Student Resource Sheets 2 – 9) and complete Student Resource Sheet 10 (Article Analysis Form) for each article.
9. As the students are working in their groups circulate throughout the class and assign each group a specific event to report their findings. Consider which event the group consensus believes to be the most significant. Post the events around the room with large sheets of paper for groups to record their findings.

10. When the groups have completed Student Resource Sheet 9, for each event in the packets, have groups share their rankings of the events and their findings for their assigned event using Student Resource Sheet 10 (Article Analysis Form). Conduct a discussion of the events concluding with a class ranking of the uprising events.
11. Assess individual understanding by directing students to re-visit their position on the Four Corners statement. Direct the class to write a justification for their position based on what they learned about the events of the Baltimore uprising. Cite evidence from at least one of the events to support your position.
12. Transition to the next phase of the lesson by telling students these are the historical facts of the events that occurred during the Baltimore uprising. Now we will examine the socio-cultural impact of the uprisings through the selected images in the Devin Allen *Awakenings in a New Light* exhibit. Ask students to refer to lesson 1 and what they learned today “What did the protesters want, why were they protesting, and what did they hope to gain?” Answer should include justice for Freddie Gray, end to police violence, police to be held accountable, peace, and end to the rioting.
13. Explain to the students that they will be viewing images from the *Awakenings in a New Light* exhibit at the Reginald F. Lewis Maryland Museum of African American History and Culture to see how photography as art and journalism was used to capture what happened during the unrest. (Note: Teachers may choose to use images from the other sources listed above to get a fuller representation of the events that occurred during the uprising.)
14. Introduce students to the Visual Thinking Skills model by projecting Teacher Resource Sheet 3 (Prayer) ask students:
  - a. What is going on in this image?
  - b. What do you see in this image that makes you say that?

- c. What else is going on in this image?
15. Restate and affirm student responses as you continue the process.
  16. After thoroughly exploring the image, have students address the question: “What does this image tell you about what was happening during the Baltimore uprising?” Responses might include rage, anger and pain.
  17. Organize students into groups of 5 and distribute folders with Student Resource Sheets 11-15 (images from the *Awakenings in a New Light* exhibit). Select a student leader in each group to guide the group in the VTS process for each image. Each group should answer the question: “What does this image tell you about what was happening during the Baltimore uprising?” create a title for each image and be prepared to share their answers and image analysis with the class.
  18. Allow students ample time to complete the process. Circulate through the class observing and facilitating the process where necessary.
  19. Review student analysis as a class. Record group responses to the “base” question formulating a list of the socio-cultural responses in the uprisings. Focus on the emotions and concepts expressed in the images such as, hope, anger, demand for change, demand for justice, etc. as these were the socio-cultural ideas and concepts expressed during the uprising and captured in the images.

***Assessment:***

20. Have students select the image that they think best represents what they think the Baltimore uprisings were all about and justify their selection.

***Closure:***

21. Have students share their responses. Explain that they have completed the first two steps in the mini-unit: 1. Understanding the immediate and underlying causes of the uprising and 2. Examining what happened during

the uprising. Explain that the next step is the most important, which is to generate and evaluate solutions to the issues that created the uprising. Re-visit the motivation and see how student's perspectives on the uprising may have shifted as a result of the lesson.

**Lesson Extensions:**

1. Conduct a field trip to the Reginald F. Lewis Maryland Museum of African American History & Culture to view the Devin Allen photograph exhibit, *Awakenings in a New Light*.
2. Have students search for additional images that show what happened during the uprisings and go through the VTS process with those images.
3. Direct students to research additional events that can be included in the Baltimore uprising timeline (i.e. trial proceedings, political fall-out, police actions, mayor's response, city council response, etc.)

## **Teacher Resource Sheet 1**

### **Historical Background**

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

## Teacher Resource Sheet 2

### Four Corners

What took place during the Baltimore uprising was nothing more than destroying property, looting, violence and illegal behavior by frustrated people with no other way to express their frustration.

## Teacher Resource Sheet 3

### Prayer



From the Awakenings in a New Light Exhibit by Devin Allen

## Student Resource Sheet 1

Wikipedia article on the 2015 Baltimore Protests

[https://en.wikipedia.org/wiki/2015\\_Baltimore\\_protests](https://en.wikipedia.org/wiki/2015_Baltimore_protests)

## Student Resource Sheet 2

*Washington Post*

After peaceful start, protest of Freddie gray's death in Baltimore turns violent

[https://www.washingtonpost.com/local/baltimore-readies-for-saturday-protest-of-freddie-grays-death/2015/04/25/8cf990f2-e9f8-11e4-aae1-d642717d8afa\\_story.html](https://www.washingtonpost.com/local/baltimore-readies-for-saturday-protest-of-freddie-grays-death/2015/04/25/8cf990f2-e9f8-11e4-aae1-d642717d8afa_story.html)

### Student Resource Sheet 3

CNN – Freddie Gray, funeral draws White House officials, Eric Garner’s family

<http://www.cnn.com/2015/04/27/us/baltimore-freddie-gray-funeral/>

## Student Resource Sheet 4

Mother Jones – Eyewitnesses: The Baltimore Riots Didn't Start the Way You

Think <http://www.motherjones.com/politics/2015/04/how-baltimore-riots-began-mondawmin-purge>

## Student Resource Sheet 5

*The Baltimore Sun* – Shop owners' stories show riot damage was widespread

<http://www.baltimoresun.com/business/bs-bz-damaged-business-vignettes-20150529-story.html>

## Student Resource Sheet 6

NBC News – Unrest in Baltimore, Baltimore Under State of Emergency, Curfew Following Riots

<http://www.nbcwashington.com/news/local/Officers-in-Riot-Gear-Respond-to-Baltimore-Mall-301461551.html>

## Student Resource Sheet 7

*The Baltimore Sun* – Six Baltimore Police officers indicted in death of Freddie Gray

<http://www.baltimoresun.com/news/maryland/freddie-gray/bs-md-freddie-gray-officer-indictments-20150521-story.html>

## Student Resource Sheet 8

*l”Humanite* – Scenes of Joy in Baltimore Following Indictment of Six Policemen

<http://www.humaniteinenglish.com/spip.php?article2723>

## Student Resource Sheet 9

*blackpressUSA* – Black Dops Back Officers Charged in Freddie Gray’s Death

<http://www.blackpressusa.com/black-cops-back-officers-charged-in-freddie-grays-death/#sthash.Qpsi84c6.dpbs>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Period: \_\_\_\_\_

### **Student Resource Sheet 10 – Article Analysis Form**

Directions: Complete the chart below for the article assigned in your group. Use the information to help rank the significant of the events that occurred during the Baltimore uprising.

Headline: \_\_\_\_\_

Summarize what happened:

Identify community members and their position. What do they want? Include quotes.

What impact did this event have on the uprising?

Event: \_\_\_\_\_

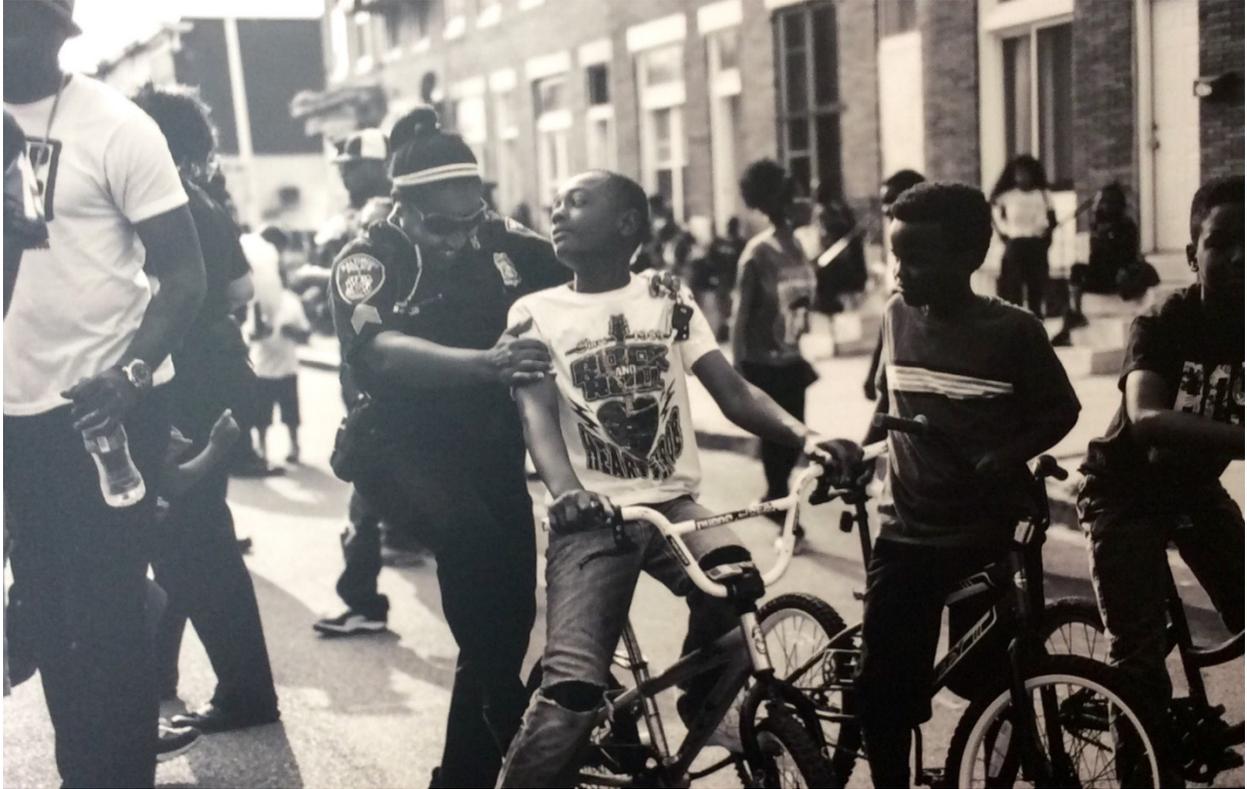
Rank: \_\_\_\_\_

## Student Resource Sheet 11



From the Awakenings in a New Light Exhibit by Devin Allen

## Student Resource Sheet 12



From the Awakenings in a New Light Exhibit by Devin Allen

## Student Resource Sheet 13



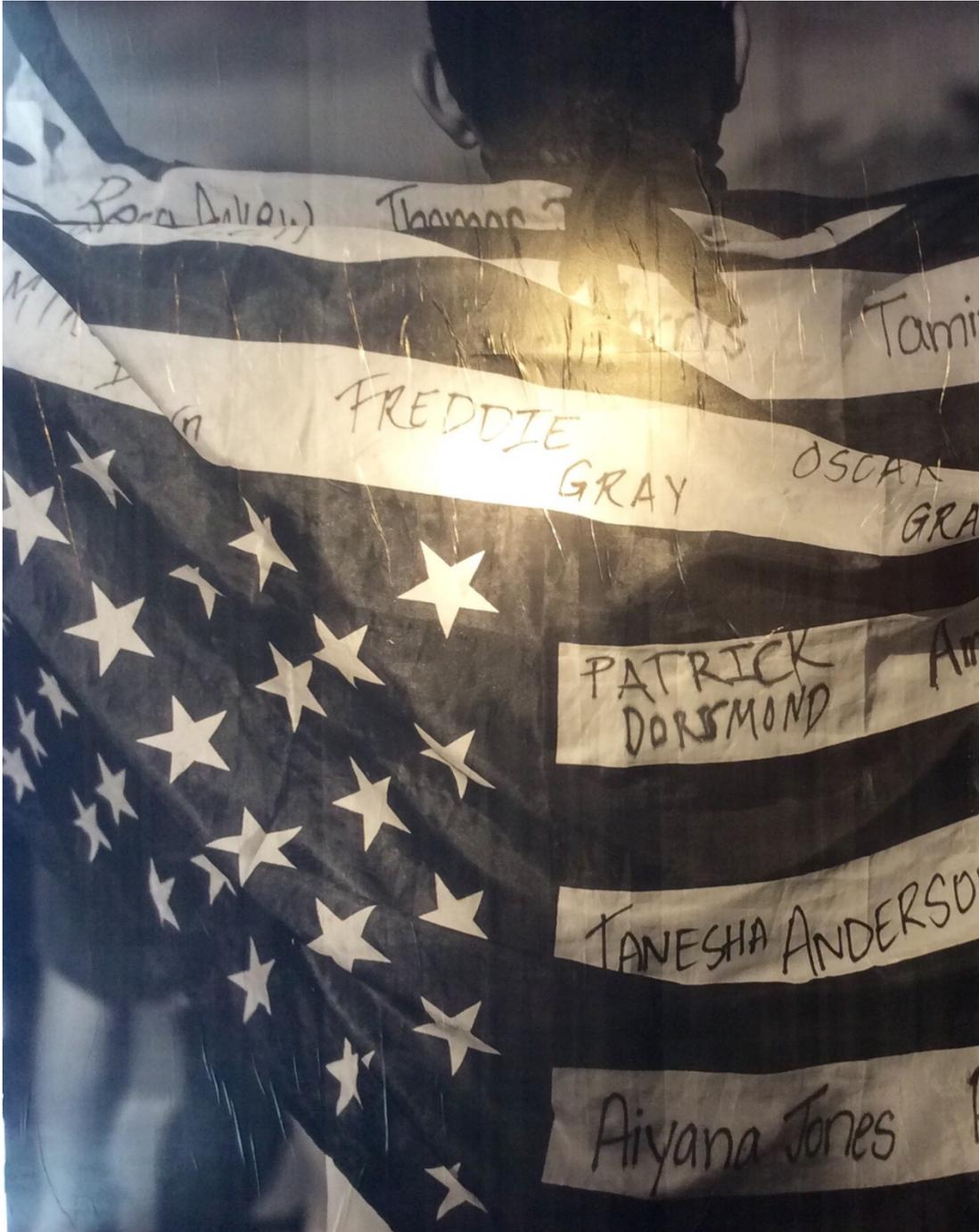
From the Awakenings in a New Light Exhibit by Devin Allen

## Student Resource Sheet 14



From the Awakenings in a New Light Exhibit by Devin Allen

**Student Resource Sheet 15**



From the Awakenings in a New Light Exhibit by Devin Allen