

# BATTLE CREEK DID NOT BURN

## ORAL HISTORY PROJECT



# LESSON PLAN STARTER KIT

The city of Battle Creek did not burn during the Civil Rights Movement, but it was not exempt from the challenges of the 1960s, including discriminatory practices and social injustices. The Battle Creek Coalition for Truth, Racial Healing and Transformation created the “Battle Creek Did Not Burn” oral history project to rediscover, record, and share these vital stories of resilience and determination. The stories about the events during this era are told by life-long residents of Battle Creek that were heavily involved in the movement, and still carry that legacy with them today.

This collection of lessons aims to bring these stories from residents of Battle Creek that were engaged in the Civil Rights Movement to the forefront of education. Through engaging activities and thoughtful discussions, students will delve into topics such as community policing, the concept of community, and social justice.

Though these lessons are written for grades 6-8, they are easily modified to serve learners of all ages. All lesson plans include modifications for students with a variety of learning styles/needs. We hope that these lesson plans will be used as a starting point for a unit regarding civic engagement, building community, and how each of us plays a vital role in civil rights.





## INTRO TO COMMUNITY POLICING

Grade Level: Grades 6-8

Objective: Students will compare and contrast community policing with traditional policing.

Standards: Social Studies P1.4, P2.1, P2.3, P2.4, P3.4

Hook (15 minutes)

- Answer the following prompt (5 minutes):
  - Write at least 2 sentences about what you believe the role of police should be in the community. Does the Battle Creek Police Department fulfill this role? Why or why not?
- Share out for 10 minutes. The teacher will make note of keywords given by students to create a definition of policing.

Presentation of Learning Materials (30 minutes)

- Define **policing**:
  - the actions of a person or group in authority to ensure fairness and legality in an area of public life. (Collins Dictionary)
- Ask:
  - Can “policing” only be done by police officers? If not, what are some other people that can “police” as well?
- As students share other roles/institutions, define **community policing**:
  - a philosophy that promotes organizational strategies in the community to combat potential situations that might create public safety issues. (United States Department of Justice)
- Define: Black Recondos:
  - a group formed by the local Young Adult Council of the NAACP that performed community policing in Battle Creek, including inside Battle Creek Central High School. The Black Recondos were the link between residents and police officers.
- Play clip of “Battle Creek Did Not Burn” from timestamp 7:53 - 9:29.

Guided Activity (30 mins)

- Compare and contrast forms of community policing with traditional policing using a Venn diagram.



## INTRO TO COMMUNITY POLICING

### Modified Lesson for ELL, 504, IEP

#### Hook (15 minutes)

- Simplify Language: Adjust the prompt to a more straightforward question like, "What do you think police should do in your neighborhood? Write a short answer."
- Visual Aids: Provide a visual prompt with images representing the community and police to help students understand the context of the question.

#### Presentation of Learning Materials (30 minutes)

- Simplify Language: Use simpler language in the definitions. For example, instead of "actions of a person or group in authority," you could say, "what people in charge do to make sure things are fair."
- Visual Aids: Include visuals for each definition, such as simple graphics or icons, to support understanding.
- Audio Support: Read the definitions and key points aloud to the class or provide recorded audio materials.
- Simplify Language: Break down information about Black Recondos into shorter, simpler sentences. Focus on key points, like "a group that helped keep the school safe."
- Visual Aids: Use images or a slideshow to illustrate the role of Black Recondos in the community.
- Hands-on Activities: Include a simple role-playing activity where students act out scenarios related to community policing.



## INTRO TO COMMUNITY POLICING

### Modified Lesson for ELL, 504, IEP (cont'd)

#### Guided Activity (30 minutes)

- Scaffolded Questions: Instead of a full compare and contrast, start with basic questions like "What is community policing? What is traditional policing?" Gradually build up to more complex questions.
- Hands-on Activities: Use a sorting activity with images or cards representing different aspects of community policing and traditional policing. Students can group them based on similarities and differences.
- Differentiated Materials: Provide a simplified chart or graphic organizer where students can fill in basic information about community policing and traditional policing.

#### Overall

- Flexible Assessment: Allow students to express their understanding through a short drawing, diagram, or a brief verbal explanation of community policing.
- Peer Support: Encourage students to work collaboratively in pairs or small groups to discuss and answer questions.

# INTRO TO COMMUNITY POLICING

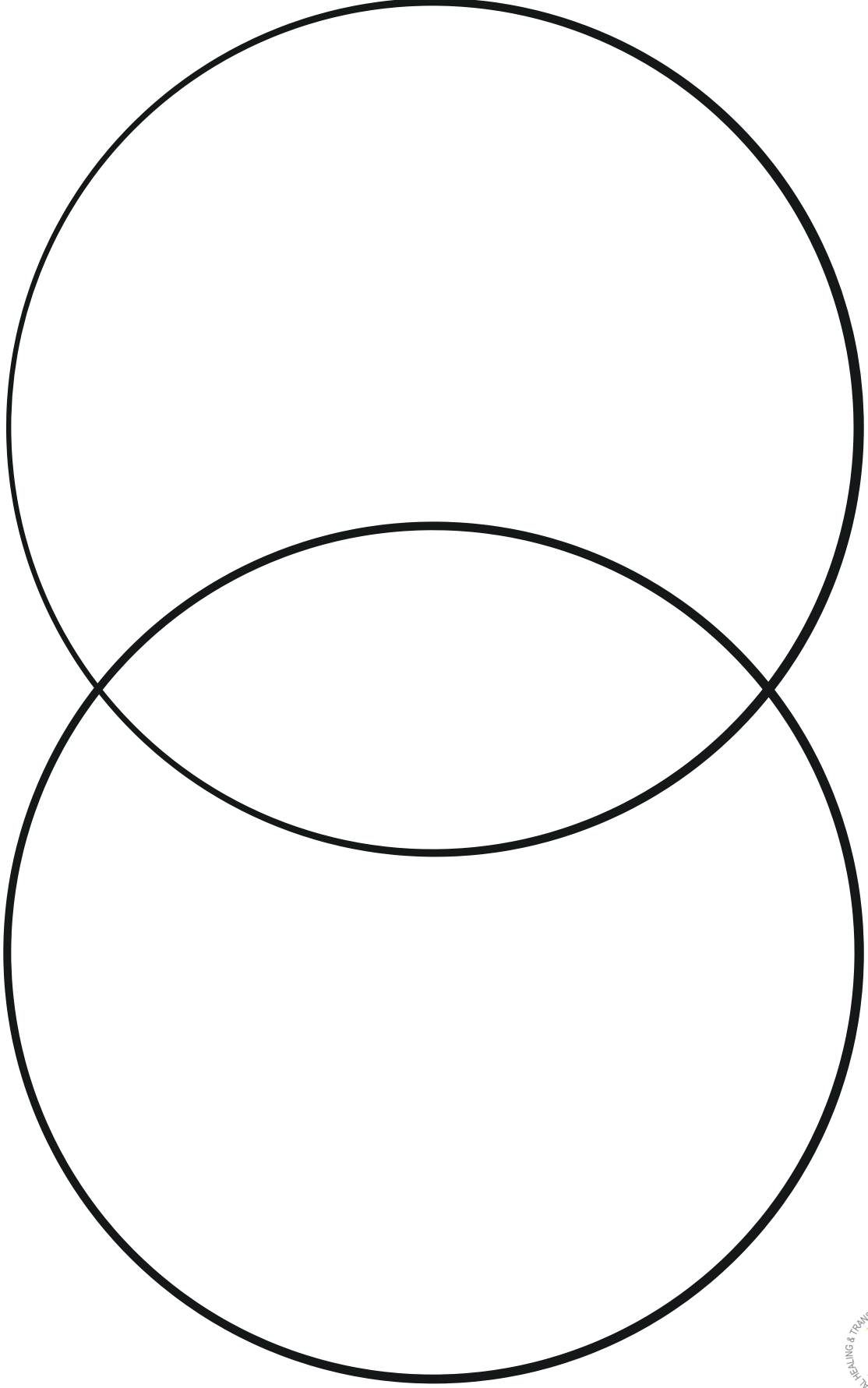


**BATTLE CREEK DID NOT BURN**  
ORAL HISTORY PROJECT

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Traditional Policing

Community Policing





## WHAT IS COMMUNITY?

Grade Level: Grades 6-8

Objective: Students will develop an understanding of the concept of community, including its various forms and significance in their lives.

Standards: Social Studies P1.1, P1.3, P2.2, G2.2, G4.1, H1.2

Hook (15 minutes)

- Answer the following prompt (5 minutes):
  - Ask students to write at least 2 sentences about their thoughts on the term "community." What does it mean to them? Encourage them to write a list of the different types of communities they belong to.
- Share out (10 minutes)
  - Students will share one community they belong to. If a community is repeated, place a check next to it. Have students describe the similarities between the communities listed.

Presentation of Learning Materials (30 minutes)

- Ask students to create a definition of community and have a few share out.
- Define community:
  1. a group of people living in the same place or having a particular characteristic in common.
  2. feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals. (Oxford English Dictionary)
- Ask:
  - What are some of the characteristics that community members can have in common?
    - Use the list created during the hook for reference, if necessary.
  - What are some places where different communities gather?
    - Add the location to communities listed in the hook
- Introduce Hamblin Community Center
  - \*\* Pull language from the following resources:
    - <https://www.davidscobey.net/new-page-4>
    - <https://www.battlecreekenquirer.com/story/news/local/2018/09/10/hamblin-community-center-getting-resurrection-rivers-gateway-haywood-mains/1208351002/>
    - [Battle Creek Did Not Burn 24x36 posters.pdf](#)



## **WHAT IS COMMUNITY?**

### Guided Activity (30 minutes)

- Have students work in groups of 2 or 3 with a map of Downtown Battle Creek
- Have students circle the different buildings and areas where their community(ies) would gather.
- Ask:
  - Are there any places in Downtown Battle Creek that serve some of the same purposes as the Hamblin Community Center?



## WHAT IS COMMUNITY?

### Modified Lesson for ELL, 504, IEP

#### Hook (15 minutes)

- Provide sentence starters or visual cues to support students in generating responses.
- Facilitate discussion by highlighting common themes and similarities between students' responses, using visual aids or graphic organizers as needed.

#### Presentation of Learning Materials (30 minutes):

- Ask students to identify characteristics that community members can have in common, using prompts and visual supports to guide their responses.
- Connect discussion to students' personal experiences and interests, using concrete examples and real-life scenarios to make abstract concepts more relatable.
- Incorporate multimedia resources, such as videos or pictures, to enhance understanding and engagement for students with diverse learning styles.

#### Guided Activity (15 minutes)

- Provide visual maps of Downtown Battle Creek, using large, clear fonts and color-coding to aid comprehension.
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#### Overall

- Allow students extra time to process and respond to the prompt, offering individualized support as needed.
- Provide opportunities for students to ask questions and clarify their understanding, offering additional explanations or examples as needed.



# WHAT IS COMMUNITY?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Who?

What?

When?

Topic:

Where?

Why?

How?



## INTRO TO SOCIAL JUSTICE

Grade Level: Grades 6-8

Objective: Students will develop an understanding of the concept of community, including its various forms and significance in their lives.

Standards: Social Studies P1.1, P1.3, P2.2, P4.2, G2.2, G4.4, H1.1, H1.2

Hook (15 minutes)

- Answer the following prompt (5 minutes):
  - Ask students to write at least 2 sentences about their thoughts on the term "social justice." What does it mean to them? Encourage them to write a list of the different types of communities they belong to.
- Write down students' responses on the board and discuss common themes and misconceptions about social justice.

Presentation of Learning Materials (30 minutes)

- Ask students to create a definition of community and have a few share out.
- Define **social justice**:
  - the principle that all members of society have equal rights and opportunities (Collins Dictionary)
  - Break down the definition by clearly defining the words "society", "rights", and "opportunities"
- Ask:
  - What are events and people that you've learned about related to social justice?
    - Students will provide names and events
- Provide the article of MLK visiting Mt. Zion church in Battle Creek.
  - <https://www.battlecreekenquirer.com/story/news/local/2018/01/12/when-martin-luther-king-jr-came-battle-creek-and-albion/1025788001/>
- Ask:
  - What do you think is the importance of MLK's visit to Battle Creek? How do you think he was received by different groups of people?



## **INTRO TO SOCIAL JUSTICE**

### Guided Activity (30 minutes)

- Working in groups, students will come up with examples of social justice events that have happened during their lifetime. Prompt with the following questions:
  - What rights were being fought for? Where did this event take place? Who was involved? What were some of the effects of the event? What caused the event? Graphic organizer for 5W's can be used.
- Groups will share out with the full class.



## INTRO TO SOCIAL JUSTICE

### Modified Lesson for ELL, 504, IEP

#### Hook (15 minutes):

- Provide sentence starters or visual prompts to support students in generating responses.
- Offer additional time for students to process and respond to the prompt, allowing for individualized support as needed.
- Facilitate discussion by highlighting common themes and addressing any misconceptions about social justice.
- Provide positive reinforcement and praise for students' contributions, ensuring all voices are heard and valued.

#### Presentation of Learning Materials (30 minutes):

- Encourage a few students to share their definitions with the class, using visual aids and simplified language to aid understanding.
- Present the definition of social justice using clear language and visual supports, breaking down key terms such as "society," "rights," and "opportunities."
- Engage students in a guided discussion about events and people related to social justice, providing simplified examples and prompting students to share their own experiences and knowledge.
- Offer additional support such as reading assistance or simplified summaries.



## INTRO TO SOCIAL JUSTICE

### Modified Lesson for ELL, 504, IEP (cont'd)

#### Guided Activity (15 minutes):

- Divide students into small groups, ensuring each group includes students with diverse abilities.
- Use guiding questions and sentence starters to scaffold students' responses, encouraging collaboration and peer support.
- Summarize key concepts and takeaways from the lesson, emphasizing the importance of social justice in creating a fair and inclusive society.
- Encourage students to reflect on how they can promote social justice in their own lives and communities, offering prompts and visual supports as needed.
- Provide positive reinforcement and praise for students' participation and contributions throughout the lesson.

#### Overall:

- Allow students extra time to process and respond to the prompt, offering individualized support as needed.
- Provide opportunities for students to ask questions and clarify their understanding, offering additional explanations or examples as needed.



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# INTRO TO SOCIAL JUSTICE

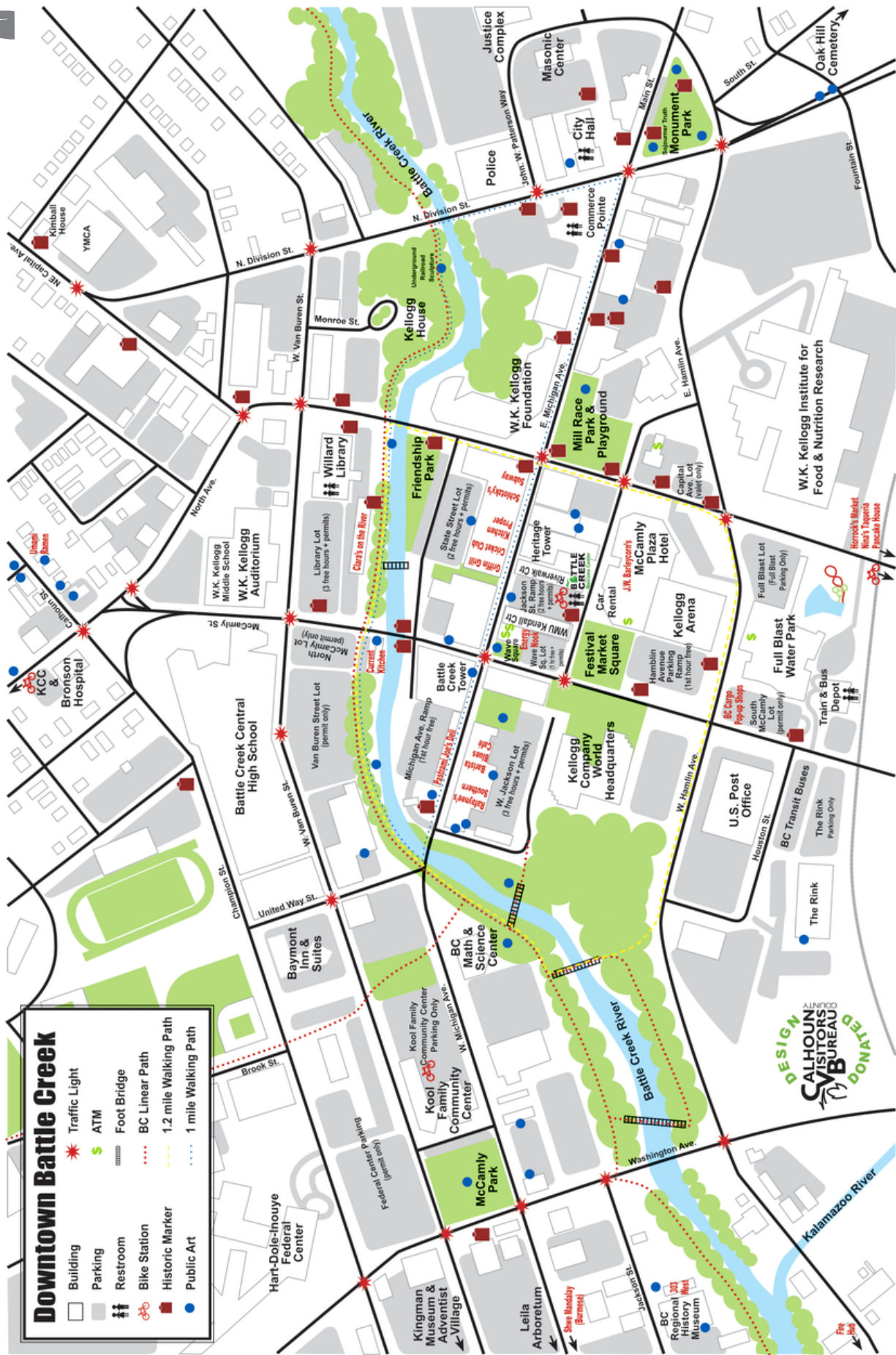


Image produced by Battle Creek Unlimited

Battle Creek Coalition for Truth, Racial Healing and Transformation [www.bctrht.org](http://www.bctrht.org)

