

Detroit 67: Perspectives Facilitated Experience
Educators Resource
Grades 9th – 12th

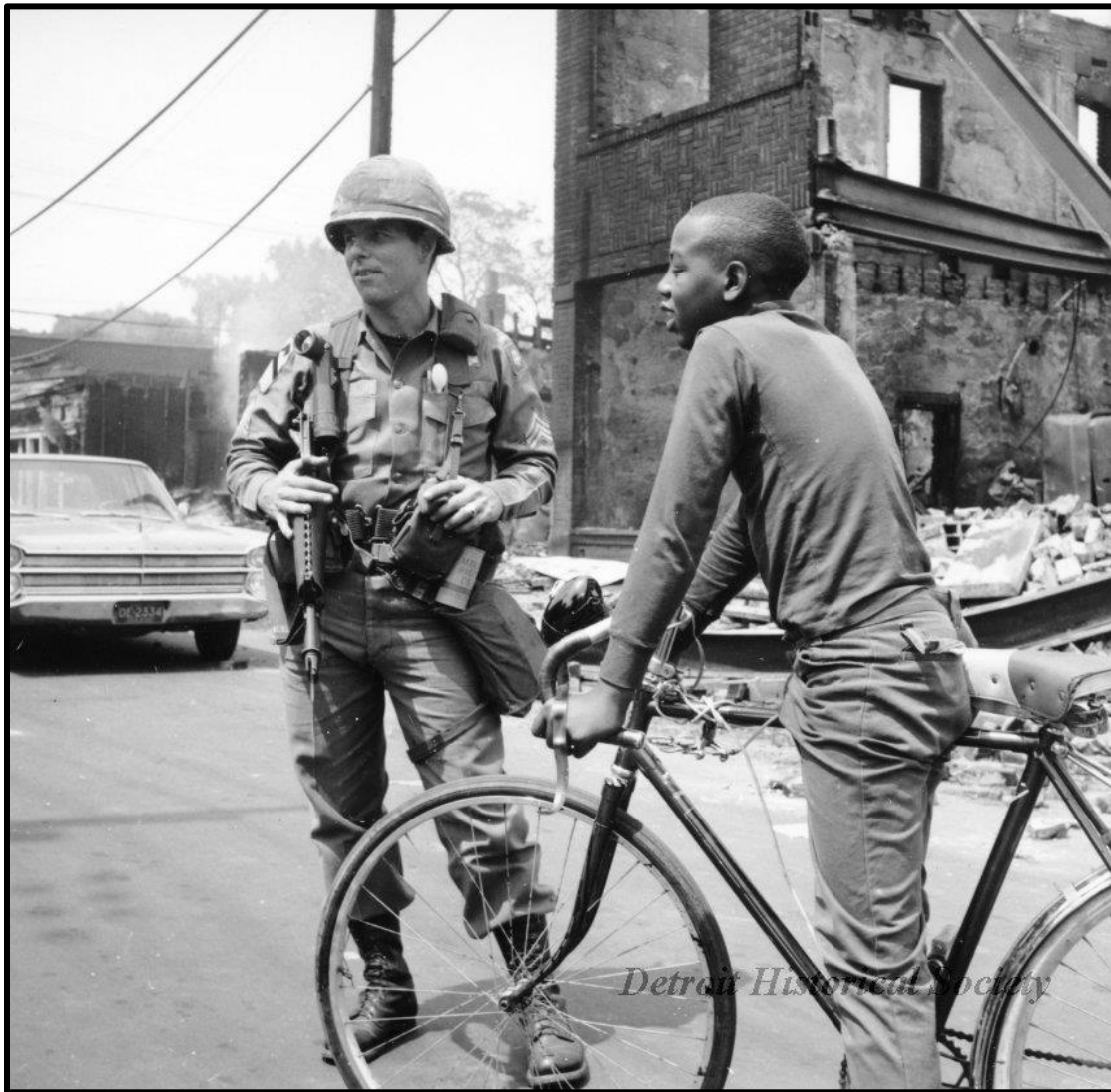


Image from Detroit Historical Society Digital Collection

GUIDED TOUR EXPLANATION & RATIONALE:

This resource is designed to align with the *Detroit 67: Perspectives* exhibit at the Detroit Historical Museum. When booking the Detroit 67 Facilitated Tour Experience with the Detroit Historical Society's group sales coordinator, let us know that you chose to use the Detroit 67 Facilitated Tour Educator Resource.

Through observation and discussion of the events that unfolded in July 1967 students will be prepared to discuss and support their opinions of social themes of the 60s to today. Students will begin to understand the common themes by which Detroit culture has evolved and adapted to the present time.

LEARNING TARGET:

Through a dialogue-based, facilitated experience groups will experience the *Detroit 67: Perspectives* exhibition, while discussing the events of the turbulent summer of 1967. This experience allows students to examine the footsteps Detroiters took in the past in hopes of inspiring and encouraging our future generations to shape a brighter future for the city of Detroit.

STUDENT OUTCOMES:

Students will:

- develop a deeper understanding of nomenclature used to identify the events of '67 and discuss their thoughts and opinions on terminology today.
- reflect on the way they think about social and racial issues.
- become familiar with how Detroiters experience the events of '67.
- be inspired to become more engaged in the metro Detroit community.

PRE-VISIT ACTIVITIES:

Introduce students to the 1960s and discuss the civil rights movement as its presented in your curriculum. To get students looking and thinking, have students complete *July 1967 Through Photographs lesson* found at www.detroithistorical.org/learn/teacher-portal/lesson-plans.

POST VISIT ACTIVITY:

Take the opportunity to debrief with students about the exhibit, their experience and their opinions about the events of '67.

MICHIGAN LEARNING STANDARDS:**Michigan's High School Social Studies Content Standards and Expectations**

- U.S. History and Geography
 - 8.2 - Domestic Policies (Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.)
 - 8.2.1 - Demographic Changes
 - 8.2.2 - Policy Concerning Domestic
 - 8.2.3 - Comparing Domestic Policies
 - 8.2.4 - Domestic Conflicts and Tensions
 - 8.3 - Civil Rights in the Post-WWII Era (Examine and analyze the Civil Rights Movement using key events, people, and organizations. _
 - 8.3.1 - Civil Rights Movement
 - 8.3.2 - Ideals of the Civil Rights
 - 8.3.3 - Women's Rights
 - 8.3.4 - Civil Rights Expanded
 - 8.3.5 - Tensions and Reactions to Poverty and Civil Rights
- Civics
 - C1 Conceptual Foundations of Civic and Political Life
 - 1.1 Nature of Civic Life, Politics, and Government
 - C3 Structure and Functions of Government in the United States of America
 - 3.5 Other Actors in the Policy Process
 - C5 Citizenship in the United States of America
 - 5.1 The Meaning of Citizenship in the United States of America
 - 5.3 Rights of Citizenship
 - 5.4 Responsibilities of Citizenship
 - C6 Citizenship in Action
 - 6.1 Civic Inquiry and Public Discourse
 - 6.2 Participating in Civic Life

Michigan's Standards for English Language Arts 9–12

- Reading Standards for Literature 9–10
 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account
- Speaking and Listening Standards 9–12
 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task