

**Grades: 9-12**

### **Future of America's Past, "Red Chicago"**

*This program discusses race and violence in the past century and may not be appropriate for all audiences.*

In THE FUTURE OF AMERICA'S PAST, notable scholar Ed Ayers takes viewers to the sites of complex and evocative chapters in American history. Throughout the series, Ayers meets with public historians working to preserve the past, from National Park Service rangers to curators and community activists. He visits the sites - both familiar and unknown - of monumental events, and brings on guests who offer a range of perspectives.

On a hot day in 1919, an attack on African American teenagers near a Chicago beach stoked long-standing tensions between white and black residents. Violence erupted — and its aftermath shaped laws, housing, and opportunities for African American citizens for generations. Host Ed Ayers visits Chicago during the 100th anniversary of what became known as “Red Summer.” He meets a poet, performance artist, museum educator, and young people who are creating living memorials to a long-ignored past.

**After watching this episode, choose from the following questions and/or tasks to extend your learning**

#### **Question Box 1**

- What is the author trying to say through Future of America's Past “Red Chicago”? What makes you believe this?
- What evidence does host Ed Ayers give to support his central idea?
- What is this program “saying”? Cite several pieces of evidence to support your analysis.
- What is your opinion about the program? What evidence do you have to support your opinion?

#### **Question Box 2**

- How would you have responded to a situation from the video differently than the historical figures?
- What was one section of the text(video) that stood out for you and why?
- What about the show stood out to you?
- If someone else were looking at this program, what might they learn?
- What is one thing you would like to add to this topic?

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### **Box 3 (Tasks)**

- Research the Red Summer. What happened during the Red Summer? What other major cities had race riots at this time? Why have we not heard of these riots?

### **Box 4 (Enrichment)**

- What was the deadline in Chicago? Why was it called this?
- Chicago talks of the race riots of 1919, but there were Race riots here in California in 1992. What's the origins of those riots? What lessons have we learned from those riots and what lessons do we still need to learn?

### **Box 5 (Extend/Real-Life)**

- One skill that is critical in both personal and professional life is the ability to assess the credibility of online/digital resources. Now that you have watched the "Red Chicago" video research the event.
- Google information on this topic by using keywords and phrases from the video.
- Select a resource and evaluate the resource using the CRAAP method.
  1. **Currency-** Is a date included? How current is it? Does currency affect the resource for this topic?
  2. **Relevance-** Who is the audience? Does the article relate to the topic? Would you be comfortable citing this source in a research paper?
  3. **Authority-** What is the author's background, experience? Is there contact information for the author or publisher? What does the URL say about this resource (.edu, .com, .net, etc...)
  4. **Accuracy-** Can you verify the information in the article from multiple sources? Where does the author state they collected the information? Is the language unbiased and free of emotion?
  5. **Purpose-** Why was the article written (inform, teach, persuade, entertain, etc...) Is the information fact, fiction, or propoganda? Does the resource contain political, religious, ideological, or cultural biases?
- Now that you have evaluated it, answer the following?
  1. Would you use this resource? Why or why not?
  2. Give 2 or 3 specific examples of what makes this a good or bad resource.
  3. Do you think you are better prepared to evaluate resources now that you have completed this activity?