

History Making Productions Presents:

The Fight: 1965-1978

Teacher Materials

Lesson Plan & Answer Key

- Learning Through Media -

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A set of five quiz questions based on the note taking sheet.

INTRO

We here at History Making Productions hope that the *Philadelphia: The Great Experiment* series can enrich your classroom teaching in a way that is exciting for your students and not too time-consuming for you. Here's how it works.

For each 25-minute episode you will find:

BEFORE

Attention grabbing "hooks" to stimulate student interest

Images and/or documents from the film along with suggested discussion questions to prepare students to view the episode

Vocabulary lists to teach unfamiliar terms

Essential questions to help you frame the lesson

List of Relevant Pennsylvania Common Core Standards

DURING

Note-taking sheets to keep your students focused as they view the episode

Suggested stopping points to maximize student interest and understanding

AFTER

Follow-up lessons based on content from the episode

Class activities based on the webisodes that accompany each episode, along with webisode worksheets that require information gathering, exploration of primary sources, and critical analysis

Lessons based on primary sources relevant to the episode

Suggestions for topics that can be explored more fully using our Shortcuts, brief interviews with experts that are available on the *historyofphilly.com* website.

A set of five quiz questions based on the note taking sheet.

LESSON PLAN for The Fight (1965-1978)

BEFORE

(Preparing for and showing the episode should take approximately one 50-minute class period.)

Work before watching:

Using the **Introductory PowerPoint**, have students look at images of "fights" in Philadelphia during the 1960s and 1970s. What kinds of fights are depicted? Which of these fights do they think would have been the most significant, the most interesting, the most vicious, and/or the most trivial? What, if anything, do they know about any of the events shown in the images?

Words before watching:

These are terms that are used in the episode and on the note sheet. It will be helpful to review any unfamiliar terms with students or to distribute the **vocabulary list** to students.

- Imperious-assuming power or authority without justification; domineering
- Artifact-an object made by people in the past
- Prodigious-very big and impressive
- Notoriety-the condition of being well-known or famous for a bad reason
- Charisma-a special charm or appeal
- Brash-done in haste without regard for consequences
- Profane-disrespectful
- Exacerbate-to make worse
- Finesse-skillful, subtle handling of a situation
- Bamboozle-to trick, cheat, or deceive
- Class action lawsuit-a lawsuit that allows a large number of people with a common interest in a matter to sue or be sued as a group.
- Beleaguered-troubled
- Embargo-an official ban on trade with a particular country. The oil embargo mentioned in the episode was declared in October of 1973 by OPEC, an alliance of oil-producing countries, to punish the United States and other countries that supported Israel in the Yom Kippur War against Egypt, Syria, and Jordan. As a result of the 6-month embargo, gas prices soared, long lines at gas pumps became commonplace, and the United States economy was plunged into recession.

Wondering before watching

These are the essential questions that permeate the episode and all supplementary materials. You may choose to present them before and/or after watching.

- What kinds of fights did Philadelphia and the nation experience during the 1960s and 1970s?
- What were the causes and effects of the loss of industry in Philadelphia?
- Why was Frank Rizzo such a controversial mayor?

LESSON PLAN for The Fight (1965-1978), Continued

- How do sports and music come to symbolize a city? How are today's sports and music icons with a Philadelphia connection similar to and different from those depicted in the episode

DURING

Work while watching:

Students will fill out a **note-taking sheet**.

Pause while watching:

At 18:58, have students analyze Tony Auth's cartoon. What is Auth's opinion on the controversy between Mayor Rizzo and the press? Why is Philadelphia depicted as a sinking ship?

You may want to do **primary source activity I** at 22:13

AFTER

Discussion after watching

- The narrator says that Rizzo was elected due to "pain and fear". What were the sources of these feelings?
- The episode ends on an upbeat note, referring to the "grit" and "resilience" of Philadelphia residents. Does this ring true to you or do you think this was simply a convenient device for ending the film?
- Is there a "sound of Philadelphia" in popular music today?
- Refer to essential questions

Activity after watching—cooperative option

Have students list as many fights as they can think of that were depicted in the episode (e.g. Rizzo's fight to be elected, police v. black and Latino communities, Frazier v. Ali, Flyers as "Broad Street bullies", police women v. City of Philadelphia, Recall Rizzo campaign, Rizzo v. the press, Rizzo and unions v. the *Inquirer*, fight for survival in wake of deindustrialization, fight over location of Bicentennial, Rizzo v. Bicentennial protestors). Choose five or six of these and put students in small groups. Students will work together to decide which of the fights was the most significant, the most interesting, the most vicious, and the most trivial. A spokesperson from each group will share their choices and reasoning with the rest of the class.

Activity after watching—competitive option

Have students list as many fights as they can think of that were depicted in the episode. (See list above.) Then, divide them into small groups and assign each group one of the fights. Their task is to prove to the class that their fight was the most significant to take place during the era. You may want to give them the opportunity to do research and expand this into a two or three day activity. Each group will present their arguments in support of their assigned fight, and then the class will vote to determine who made the most convincing case.

Activity after watching—primary sources I

During the episode, Kenny Gamble describes music as "a great weapon against hostility". Have students assess this statement by analyzing the lyrics of "Love Train," the 1972

Lesson Plan for The Fight, Continued

O'Jay's song that is played during the episode. Students may enjoy seeing a YouTube video of this song that exemplifies "the sound of Philadelphia". [Love Train video](#).

Activity after watching—primary sources 2

Have students read about the 1967 student walk out that is briefly depicted in *The Fight* (at 21 seconds, 36 seconds, and 12 minutes: 26 seconds) [student walkout background](#). Next, show students the "[Rizzo Must Go!](#)" flyer and have them fill out this [worksheet](#). Have students share their answers and then explain that this campaign did not catch on. Indeed, the only mention of it in the local press was in a December article in [The Philadelphia Tribune](#). Have students read the article and then discuss what might have been a more successful strategy for the African American community to pursue in their effort to see Frank Rizzo fired for his actions on November 17, 1967.

Activity after watching—webisode

Show students the Girard College webisode about an important and complicated series of events in Philadelphia history. Ask what questions they have after watching this brief summary. Then, have them complete the [Girard College Webquest](#). After completing the webquest, see if students' questions were answered. If time allows, show the Girard College webisode once more or assign it for homework. Ask students how their viewing experience differed once they had substantially more background on the topic.

Key Ideas and Details

Grade 6-8

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key concepts in a text's description of a process related to history/social studies(e.g., how a bill becomes law, how interests rates are raised or lowered).

Grade 9-10

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grade 11-12

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas
- Evaluate various explanations for actions or events and determine which explanation best accords with the textual evidence, acknowledging where the text leaves matters uncertain

Craft and Structure

Grade 6-8

- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language inclusion or avoidance of particular facts).

Grade 9-10

- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

Grade 11-12

- Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

Integration of Knowledge and Ideas

Grade 6-8

- Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts)
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

Grade 9-10

- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Compare and contrast treatments of the same topic in several primary and secondary sources

Grade 11-12

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem
- Evaluate an authors's premises,claims, and evidence by corroborating or challenging them with other information
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an event, noting discrepancies among sources.



The Fight: Vocabulary List

- Imperious-assuming power or authority without justification; domineering
- Artifact-an object made by people in the past
- Prodigious-very big and impressive
- Notoriety-the condition of being well-known or famous for a bad reason
- Charisma-a special charm or appeal
- Brash-done in haste without regard for consequences
- Profane-disrespectful
- Exacerbate-to make worse
- Finesse-skillful, subtle handling of a situation
- Bamboozle-to trick, cheat, or deceive
- Class action lawsuit-a lawsuit that allows a large number of people with a common interest in a matter to sue or be sued as a group.
- Beleaguered-troubled
- Embargo-an official ban on trade with a particular country. The oil embargo mentioned in the episode was declared in October of 1973 by OPEC, an alliance of oil-producing countries, to punish the United States and other countries that supported Israel in the Yom Kippur War against Egypt, Syria, and Jordan. As a result of the 6-month embargo, gas prices soared, long lines at gas pumps became commonplace, and the United States economy was plunged into recession.

Note Sheet Key, The Fight (1965-1978)

Fill this in as you watch. Sentences in italics are direct quotations from the episode.

1. Frank Rizzo is described as an "artifact of **pain** and **fear**".
2. In a climate laced with **crime**, shuttered **factories** and **fear**, Rizzo declares his candidacy in the mayoral election, a bid to turn his prodigious notoriety as police **chief** into **political** power.

3. Textile workers in Kensington:

1903	1970s
70, 000	5-10,000

4. How did the closing of factories impact communities?

People could not find jobs, homes lost value, churches lose income, civic fabric disintegrates (Elks Clubs, Rotaries, baseball teams). "A tsunami effect". Families disintegrate, buildings left barren, crime, houses in disrepair, social services fell apart.

5. Rizzo believed he could use his physical **power** and his charisma to hold at bay **all the forces of urban** chaos.

6. What was Joe Frazier's style of fighting? **"In your face, at you..." Aggressive**

7. What was the playing style of the Stanley Cup winning Philadelphia Flyers? **Tough; the "Broad Street Bullies"**

8. The Rizzo administration was accused of **corruption** and police **brutality**.

9. What was the result of the *class action lawsuit* filed by women against the city of Philadelphia? **The city lost; the police department was told to stop discriminating.**

10. What were some of the characteristics of "The Sound of Philadelphia"? **Heard everywhere; mix of funk and soul; party/dance/good time music; brought people together from a range of backgrounds, "magic"; "infectious"; inspiring; social comments**

11. For **1,000** days, Mayor Rizzo refused to speak to **the press**. After a *parody* interview was published in the **Inquirer**, Rizzo supporters protested by blocking trucks.



Note Sheet Key, Continued

- 12.** When Mayor Rizzo decided to **raise taxes** in 1976, a petition was launched to demand a **recall** election. The effort is declared **unconstitutional** by the state **Supreme Court**.
- 13.** Why was the Bicentennial celebration so poorly attended? **Rizzo called in national guard which scared people.**
- 14.** Why does the nation feel *beleagued* at the time of the Bicentennial? **Oil embargo, Vietnam War, Watergate, deindustrialization**

Desegregation of Girard College WebQuest

A. Go to <http://northerncity.library.temple.edu/content/reverend-dr-martin-luther-king-6> *There will be parts where the sound doesn't work and some blank tape. Just be patient.*

1. According to King, what is a parallel between Philadelphia and the South?

Segregated housing (which "messes up our schools")

2. What does King mean when he says "You can't hold a man down in the valley without staying down there with him to keep him there".

Oppression holds back the oppressor as well as the oppressed. (Answers will vary.)

B. Go to:

<http://northerncity.library.temple.edu/content/collections/desegregation-girard-college/when-timeline>

1. During the early 1950s, what were reasons given for and against desegregating Girard College?

FOR	AGAINST
<ul style="list-style-type: none"> Brown v. Board decision Changing social and political circumstance 	<ul style="list-style-type: none"> Upholding Girard's will

2. What was the ruling of the Orphans' Court in 1955 with regard to Girard College?

Segregation upheld to comply with Girard's will

3. What did the Supreme Court of Pennsylvania decide in 1956?

Upheld the lower court decision to maintain segregation

4. What did the Supreme Court of the United States (SCOTUS) decide in 1957? How did Girard College avoid following the SCOTUS ruling?

Overtaken Supreme Court of PA. decision; said that PA.'s support of Girard College's racial ban violates the 14th Amendment. Girard College became a private school when the Board of City Trusts was no longer a trustee.

5. What strategy was used by the local NAACP under the leadership of Cecil B. Moore in its renewed effort to desegregate Girard College?

Picketing

6. In 1965, which groups and/or individuals were advocating for the desegregation of Girard College?

The City Solicitor, Governor Scranton, Mayor Tate, Cecil B. Moore (president of local NAACP), Martin Luther King, Jr. , special counsels William T. Coleman Jr. & Charles Biddle, mothers of African American boys, etc.

Desegregation of Girard College WebQuest, Continued

7. Why, after 10 months without picketing, did it resume in October of 1966?

Girard College trustees voted to appeal U.S. District Court Judge Lord's decision that the school was violating state law.

8. On what constitutional principle does Judge Lord rule that the seven African American students should be admitted to Girard College? What do the federal Third Circuit Court of Appeals and the SCOTUS decide about Judge Lord's ruling?

14th Amendment (equal protection); Third Circuit Court upheld it, SCOTUS refuses to hear appeal

C. Go to: <http://northerncity.library.temple.edu/search-all-collections/6,915?page=1>

Choose one photo from one of the following albums. Describe in detail what you see and write at least one question the photo raises for you. Notice that there are numerous pages of photographs.

1. "Civil rights demonstrators at Girard College"

Answers will vary.

2. "Civil rights leaders at Girard College"

Answers will vary.

3. "Police activity at Girard College"

Answers will vary.

D. Go to: <http://northerncity.library.temple.edu/search-all-collections/6,925>

Choose a newspaper article (notice that there are numerous pages of them). Summarize its content and indicate what it tells you about the desegregation of Girard College.

Answers will vary.

E. Go to: <http://northerncity.library.temple.edu/search-all-collections/6,934>

After listening to an oral history of your choice, summarize the person's experience during the Girard College protests.

Answers will vary.



Primary Source Activity Key, "Rizzo Must Go!" Flyer

1. Why do the organizers of this campaign want Frank Rizzo to be fired from his position as police commissioner?

As police commissioner, he had students beaten when they were gathered to express concerns about their education. He also stated that "Black Power must be crushed".

2. What is the flyer asking people to do and how would their doing so lead to the firing of Frank Rizzo?

People are asked not to make any major purchases in the Philadelphia area or from Philadelphia-based stores. The hope is that this will put pressure on merchants and businesses and who, in turn, will want to have Rizzo fired. (Note: students should understand that the mayor hires and fires police commissioners; this campaign was based on a very indirect strategy.)

3. According the flyer, "OUR MONEY IS POWER". Do you agree with this statement? Why or why not?

Answers will vary.

4. Do you think that this campaign had a significant impact on the merchants and businesses of Philadelphia? Why or why not?

Answers will vary, however, it is important that students understand that this effort would require people to refrain from purchasing Christmas gifts.

5. Do you think that the students' three demands listed on the flyer have been met? Explain your answer.

Answers will vary.

The O'Jays' "Love Train"

People all over the world (everybody); Join hands (join)
Start a love train, love train
People all over the world (all the world, now) Join hands (love ride)
Start a love train (love ride), love train

The next stop that we make will be soon
Tell all the folks in Russia, and China, too
Don't you know that it's time to get on board
And let this train keep on riding, riding on through

Well, well, people all over the world (you don't need no money)
Join hands (come on)
Start a love train, love train (don't need no ticket, come on)
People all over the world (Join in, ride this train)
Join in (Ride this train, y'all)
Start a love train (Come on, train), love train

All of you brothers over in Africa
Tell all the folks in Egypt, and Israel, too
Please don't miss this train at the station
'Cause if you miss it, I feel sorry, sorry for you

Well, people all over the world (Sisters and brothers)
Join hands (join, come on)
Start a love train (ride this train, y'all), love train
(Come on) People all over the world (Don't need no tickets)
Join hands (come on, ride), start a love train, love train

Ride, let it ride, let it ride, let it ride. People, ain't no war
People all over the world (on this train)
Join in (ride the train) Start a love train, love train (ride the train, y'all)
People all over the world (come on)
Join hands (you can ride or stand, yeah)
Start a love train, love train (makin' love)
People all over the world ('round the world, y'all)
Join hands (come on) Start a love train, love train

Songwriters: Kenneth Gamble and Leon Huff



Bertha Ann
Joel, Regina

Times

it assured us that
it to make a fire,"

ted that only one
ets on the heater
n piping. "The oth-
aped with paper,"

said she believed
ted the fire.

Ruby, remained in
at Temple Uni-
early yesterday
60 percent of her
sounded the first
ed for burns of her
nd released.

g children are
Linda 12; Regina,
and Annette three.
aid the house was
oyed and that an
o the tragedy is

late Senator —

Anti-Rizzo Meeting Votes For Toyless "Black Xmas"

By JOHN BRANTLEY WILDER
Hundreds, possibly thousands of
Philadelphia children won't get

Christmas presents this year be-
cause their parents are boycotting
merchants as a protest against

Police Commissioner Frank Rizzo.
About 100 people said to be rep-
resenting a number of organiza-
tions met at Heritage House,
Broad and Master sts., Sunday
afternoon and voted to declare a
"black Christmas."

Various speakers explained that
withholding money from local mer-
chants would be a form of pun-
ishment for their "support of Rizo-
zo."

AIR OF SECRECY

The speakers refused to identi-
fy themselves, or to enumerate
the organizations and their mem-
berships.

Those present gave a voice vote
to support the boycott "until Rizo-
zo is fired."

Leaflets were passed out before
the meeting condemning Rizzo's
actions in breaking up a rally of
Negro students outside the Board
of Education building on Nov. 17.

EXPLANATION FOR CHILDREN

"We will have to explain to our
children why they will not receive
toys," one speaker said.

"We will tell them that not get-
ting presents may seem terrible,
but that later in life, they will
discover that the power structure
is denying them things much more
important than toys.

"They might as well learn now
to be prepared for deprivation of
their very birthrights. We are all
being deprived of our rights to
jobs and education, and our cul-
tural heritage," he said.

It was decided that "the bare
necessities of life" could be pur-
chased at out-of-town stores, but
that no "major purchases" would
be made until Rizzo is fired.

Trumpet Player

(Continued from Page 1)
recently purchased \$100,000 ranch
house in Macon, Georgia.

Talking in a voice still hoarse
from exposure during his hour-
long ordeal in the icy lake, Cauley
told of how he and other
members of the Redding band had
left Sunday night bound for an
engagement at a nightclub in
Madison, Wisconsin, about a mile
from the scene of the crash.

BATTERIES LOW

"Just before we took off, a
mechanic at the hanger told our
pilot that 'the batteries on the
plane were low, but I don't think
Otis knew it,' Cauley told the
Tribune. "I didn't think anything
of it at the time because I fig-
ured the pilot knew what he was
doing."

Cauley said Redding had bought
the airplane, a twin engine Cessa-
na, for about \$100,000 a year ago
because he needed fast transpor-
tation to get to nightclub engage-
ments in various cities.

"I was asleep in the back of
the plane," Cauley said. "I was
awakened by a bump and then
I had this tremendous sensation
of falling. I heard somebody —
I think it was Ronnie (Ronald
Caldwell) — screaming that we
were going to crash."

HEARD PAL SCREAMING

"I guess I must have passed
out because the next thing I
knew, I was in the water. I was
still in my seat and I was float-
ing. I unfastened my safety belt
and hung on to the cushion from
the seat with all my might. I
heard Carl (Kenning) screaming a
little distance away but I couldn't
reach him. I never did see the
pilot or Otis."

Coast guard authorities report-
ed finding the bodies of the pilot,
Richard Fraser, 28, and Jimmy
King, 18, a member of Redding's
troupe. The others, still missing
and feared dead, are Ron Cald-
well, 19; Phallin Jones, 18, and
Carl Cunningham, 18, all of Mem-

er have been hurt. I never have
received a single scratch. Others
have been killed, but God must
be watching over me."

Authorities said there was little
hope that any of the other pas-
sengers on the plane could have
survived the crash. The plane
went down in over 50 feet of
water about a mile from shore,
and four miles from the airport.

Otis Redding, considered as one
of the hottest male singers in
show business, was named two
months ago by Melody Maker, a
London Music publication, as the
world's number one male vocalist,
replacing Elvis Presley, who had
held the title for 10 years.

Among Redding's records were
"Respect," "Satisfaction" and
"Tramp."

— An Orlando's Over Judge —

Prison Inmates On "Army" List

Christmas candy—11,000 boxes of
it — will be distributed throughout
Eastern Pennsylvania, including
Philadelphia, by the Salvation
Army's Eastern Pennsylvania and
Delaware Division between Decem-
ber 12 and 21. Correctional institu-
tions will get 4200 boxes.

Scriptural and pocket calendars
and 3500 copies of the Salvation
Army publication, "War Cry," will
be distributed, many going to fe-
male inmates at the House of Cor-
rection.

Children will be guests at the
trimming of the Christmas tree to-
day (December 12) at 212 s. 3rd st.
The children will also be entertain-
ed, along with parents, on Decem-
ber 18, be visited by Santa on De-
cember 21, and be shown a film,
"The Spirit of Christmas," the next
day.

At the "Army's" Center at 308
n. 8th st., a chapel meeting has
been scheduled for Christmas Eve.



Mr. Martin
Says:
'Bargain Days'
**NEW
SPINETES**
Only \$319

The Fight: 1965-1978 Quiz Questions (Based on Note Taking Sheet)

1. ____ Each of the following adjectives describes Mayor Rizzo EXCEPT
 - a. Intimidating.
 - b. Calm.
 - c. Powerful.
 - d. Charismatic.
2. ____ The following was a result of factories closing in Philadelphia:
 - a. Homes lost value.
 - b. Civic organizations disintegrated.
 - c. Crime rates went up.
 - d. All of the above.
3. ____ Each of the following is true of the Sound of Philadelphia EXCEPT
 - a. It combined elements of funk and soul.
 - b. Some songs included social commentary.
 - c. It was only played on black radio stations.
 - d. Words used to describe it include “magic” and “infectious”.
4. ____ Both boxer Joe Frazier and members of the Stanley Cup winning Philadelphia Flyers can be described as
 - a. Racist.
 - b. Aggressive.
 - c. Ignored by city residents.
 - d. All of the above.
5. ____ Mayor Frank Rizzo
 - a. Called in the National Guard which scared people away from the Bicentennial.
 - b. Had positive relations with members of the press.
 - c. Was recalled following a successful petition campaign.
 - d. All of the above.

Answer Key: 1. b 2. d 3. c 4. b 5. a