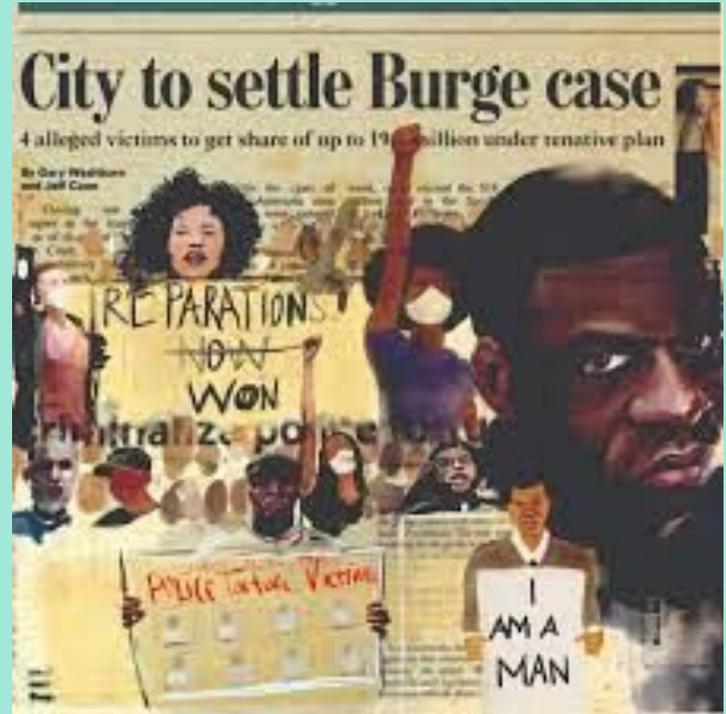


Reparations Won: The Legacy of the Chicago Police Torture Scandal



Reparations Won: The Legacy of the Chicago Police Torture Scandal

What factors allowed the police torture of Chicago's citizens to occur?

How did people and organizations use the legal system and community action to seek justice for torture survivors, their families, and the community?

What can we learn about racism, both systemic and individual, by studying and discussing difficult episodes in history?

US Agenda 5/27/25

Bell Ringer - In your JOURNAL: Why do you think people become police officers? What are their motives or goals? What should the mission of the police department be? What is it in reality? Think - Pair - Share

Chalk Talk: HOW DO YOU FEEL WHEN...

- **Round 1:** Respond to 2 -3 of the questions posted around the room
- **Round 2:** Write at least 1 response to another student at each station



Guidelines for Talking Circle

- 1) Only the person with the talking piece speaks. Everyone else listens actively without interrupting, arguing, or offering advice.
- 2) Everyone has an equal voice in the circle.
- 3) Everyone gets a chance to speak, but no one is forced to speak.
- 4) Everything said in the circle is confidential, unless what is said reveals a risk of harm to self or others.

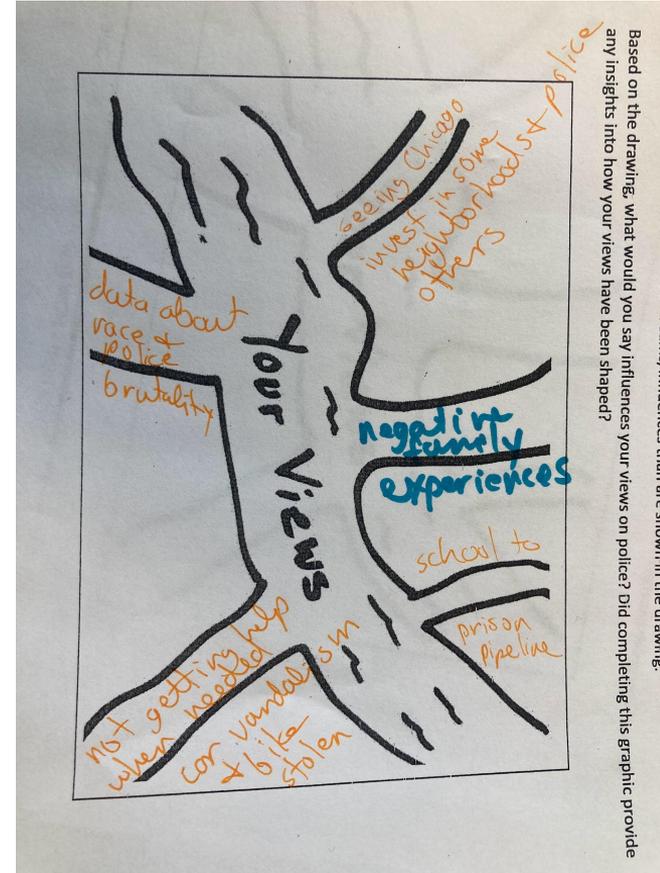
Are there any other guidelines that would help you feel safe in this circle?
Can we all agree to uphold these guidelines?

US Agenda 5/27/25

Talking Circle:

- What neighborhood do you live in? What is your favorite, or least favorite, thing about your neighborhood?
- Read and complete the “Streams & Rivers: Influences on Your Views”.
- Share something that you recorded on your graphic. It can be a personal story that shapes how you view the police, a moral or religious value, something you’ve seen on the news or heard in a song, etc...

Exit Question in your journal: What did you learn from taking part in the Talking Circle today? Explain **one similarity** and **one difference** you have discovered between yourself and others in the class.



US Agenda 5/28/25

Bell Ringer on Handout:
What is torture? Define it in your own words. You can use synonyms, describe a story, explain an example.

- Guided Notes
- Annotations
- Reading Questions - Work together but don't copy!
- DUE AT THE END OF THE PERIOD!



FINAL EXAM SCHEDULE - SEMESTER TWO

WEDNESDAY June 4th, 2025

PERIOD	START	END	MINS
Division	8:00	8:30	30
4th Period	8:35	9:55	80
2nd Period	10:10	11:30	80
6th Period	11:45	1:05	80
Lunch 5,7,8	1:10	2:00	40

THURSDAY, June 5th, 2025

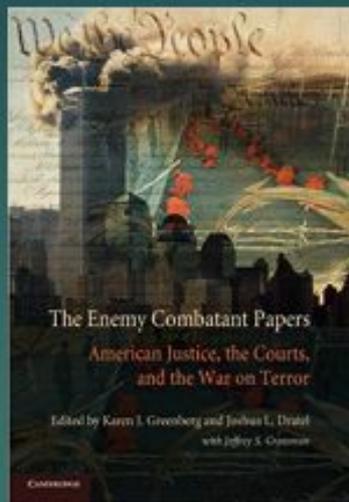
PERIOD	START	END	MINS
Division	8:00	8:30	30
5th Period	8:35	9:55	80
3rd Period	10:10	11:30	80
7th Period	11:45	1:05	80
Lunch 4,6,8	1:10	2:00	40

FRIDAY June 6th, 2025

PERIOD	START	END	MINS
1st Period	8:00	9:20	80
2nd Period	9:25	9:55	30
3rd Period	10:00	10:30	30
4th Period	10:35	11:05	30
5th Period	11:10	11:40	30
6th Period	11:45	12:15	30
7th Period	12:20	12:50	30
8th Period	12:55	2:15	80

On **WED** and **THURS** if students have lunch 4,6,5 or 7 they may either have a *late start* or *early release* on those days. For the **Lunch period** they may either have **off campus lunch**, or grab a lunch an eat in the **CAF** or **AUD** before heading home for the dav.

Dictionary definition of torture: **the action or practice of inflicting severe pain on someone as a punishment or to force them to do or say something, or for the pleasure of the person inflicting the pain**



IN YOUR NOTEBOOK as you watch the video:

US Agenda 5/24/24

Surprising:

Interesting:

Troubling:



Police torture survivor Andrew Holmes is joined by Chicago Justice Torture Center staff in May 2021. Credit: PROVIDED

[Police Torture in Chicago - Burge Story on Vimeo](#)

Guantanamo Bay is an American naval base in Cuba where “enemy combatants” (terror suspects) are detained and “enhanced interrogation” (torture) can be used. It is unconstitutional to torture suspects on American soil, so enemy combatants are taken to Guantanamo Bay to get around the constitution (suspects held indefinitely, no lawyer or trial, inhumane treatment).

#2: Do you support the use of “enhanced interrogation” for terror suspects (such as the terrorists behind the 9/11 attacks)? Why or why not?



#3 CAN THEY DO THAT??

Your Rights

- ▶ Be informed if your rights:
Miranda Warning
- ▶ **Appear before a judge** within 48 hours (24 hrs for juveniles)
- ▶ Right to a (free) **lawyer** if charged with a crime
- ▶ **FDLA:** I will not talk, I do not consent to this search, I want my lawyer (will also provide free lawyer during questioning)

What the Police Can Do...

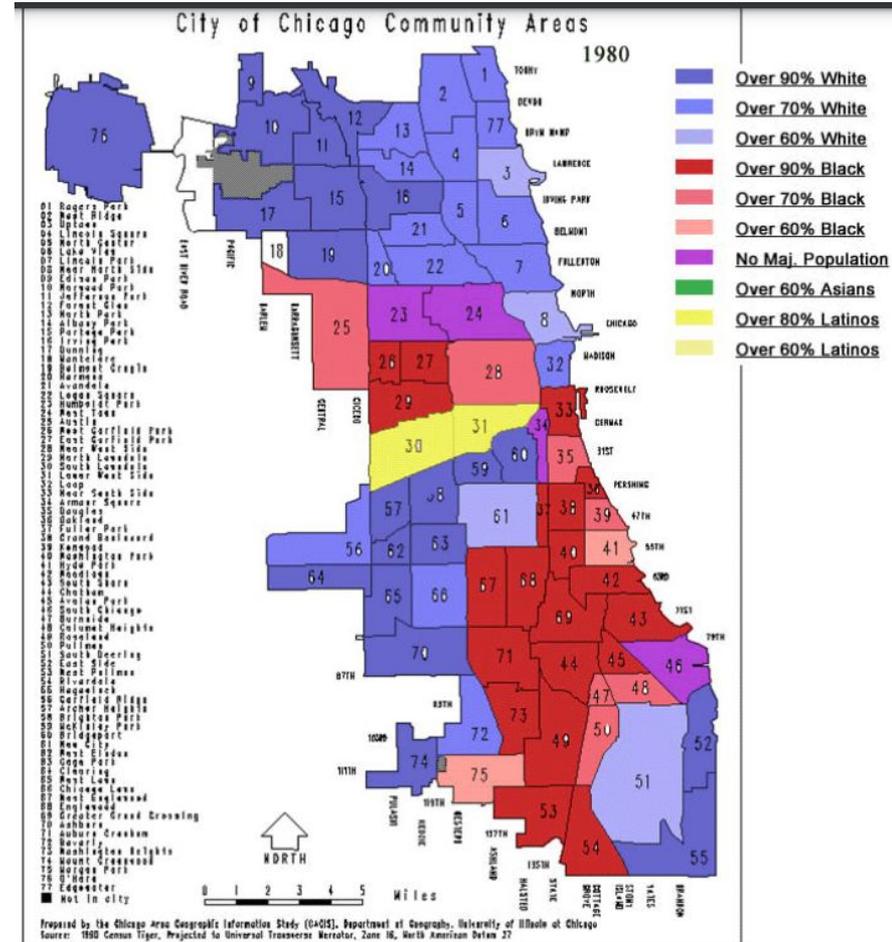
- ▶ Police can **detain** a suspect up to 48 hours without making an arrest
- ▶ Investigative powers
- ▶ The police are allowed to **lie**

US Agenda 5/29/25

Bell Ringer: What is one quote from the article that stood out to you? WHY?

Article - Annotate for:

- Questions
- Evidence that answers unit **Essential Questions:**
 - What factors allowed the police torture of Chicago's citizens to occur?
 - How did people and organizations use the legal system and community action to seek justice for torture survivors, their families, and the community?
 - What can we learn about racism, both systemic and individual, by studying and discussing difficult episodes in history?



US Agenda 5/29/25

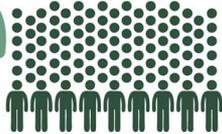
Bell Ringer: What is one quote from the article that stood out to you? WHY?

- Article - Finish Annotations and turn in
- Jigsaw: Use Google Classroom for Sources 1 & 5

JON BURGE: CHICAGO POLICE COMMANDER, TORTURER



Chicago police commander **Jon Burge** oversaw the **torture of 118 black men** in police custody.



After serving **three-and-a-half years** for perjury, Burge was granted **early release** to a halfway house in **Tampa, Florida**.



SO HOW MUCH DID THIS TORTURE COST CHICAGO'S TAX-PAYERS?

MORE THAN **\$120,000,000**

LET'S BREAK THAT DOWN:



IN THESE TIMES

Data obtained through Freedom of Information Act requests and court documents by the People's Law Office

Torture Survivor Speaker Schedule:

- MONDAY 6/9/25
- Meet in Auditorium
- SIT WITH OUR CLASS
- KEEP PHONES STORED
- ASK QUESTIONS & STAY ENGAGED



US History Agenda 5/30/25

Bell Ringer: What source/quote stood out to you the most from the 1st Jigsaw? Why? What questions do you still have?

- **Complete:** Jigsaws 1 & 2
- **Past DUE:** Burge Background Article
- Fishbowl During Finals Period



US History Agenda 6/2/25

Bell Ringer: Connect one of the sources you've read to one of these Essential Questions:

- What factors allowed the police torture of Chicago's citizens to occur?
- How did people and organizations use the legal system and community action to seek justice for torture survivors, their families, and the community?
- What can we learn about racism, both systemic and individual, by studying and discussing difficult episodes in history?
- **Fill out row of Puzzle Piece Jigsaw as a GROUP**
- **Complete Jigsaw - Puzzle Pieces**



US History Agenda 6/3/25

Bell Ringer: Which Essential Question do you feel the most prepared to answer in the Fishbowl Discussion? Which one(s) do you need to prepare for today?

- What factors allowed the police torture of Chicago's citizens to occur?
 - How did people and organizations use the legal system and community action to seek justice for torture survivors, their families, and the community?
 - What can we learn about racism, both systemic and individual, by studying and discussing difficult episodes in history?
- **Complete Fishbowl Brainstorm**
 - **Bring Sources/Jigsaws Tomorrow**



US History Agenda 6/3/25

Bell Ringer: Review the Found Poem examples & rubric on Google Classroom. What is 1 thing you notice or a question you have?

- Create FOUND POEM
- IF you have an EXCUSED ABSENCE (religious holiday) on Friday, attend PAWS today in 319 or submit your poem AND a video of you reciting your poem



Agenda 5/30/24

Bell Ringer: What does the word “testimony” mean to you?
OR What stood out to you the most hearing Mr. Holmes’ testimony yesterday?

- **Work on:** Jigsaw 2
- **Complete:** Jigsaw 1
- **Turn in:** Burge Background Essay
- FISHBOWL on Monday



Task Objectives	Insufficient Response 5	Below Mastery 6 Point	Emerging Mastery 7 Points	Mastery 8 Points
Come to discussions prepared, referring to evidence from texts (SL.1.A) (Use a variety of evidence)	Student is unprepared to discuss texts or uses unrelated evidence	Student does one of the following: <ul style="list-style-type: none"> • Uses primary source evidence to support claims • Uses secondary source evidence to support claims • Makes connections between texts in discussion 	Student does two of the following: <ul style="list-style-type: none"> • Uses primary source evidence to support claims • Uses secondary source evidence to support claims • Makes connections between texts in discussion 	Student does ALL of the following: <ul style="list-style-type: none"> • Uses primary source evidence to support claims • Uses secondary source evidence to support claims • Makes connections between texts in discussion
Work with peers to promote civil, democratic discussions and decision- making (SL.11-12.1.B) (respect others/ideas)	Students disagree, are frequently off track, or do not effectively communicate	Student does two of the following: <ul style="list-style-type: none"> • Builds on the comments of classmates • Explicitly acknowledges the contributions of classmates • Disagrees respectfully 	Student does two of the following: <ul style="list-style-type: none"> • Builds on the comments of classmates • Explicitly acknowledges the contributions of classmates • Disagrees respectfully 	Student does ALL of the following: <ul style="list-style-type: none"> • Builds on the comments of classmates • Explicitly acknowledges the contributions of classmates • Disagrees respectfully
Posing and responding to questions that relate the current discussion to broader themes or larger ideas. (SL1.C) (Questioning)	Students dominate or ignore each other, and do not ask and answer evidence dependent questions	Student does one of the following: <ul style="list-style-type: none"> • Asks and answers questions about the passage • Effectively draws all members into the discussion • Creates their own questions to bring to discussion 	Student does two of the following: <ul style="list-style-type: none"> • Asks and answers questions about the passage • Effectively draws all members into the discussion • Creates their own questions to bring to discussion 	Student does ALL of the following: <ul style="list-style-type: none"> • Asks and answers questions about the passage • Effectively draws all members into the discussion • Creates their own questions to bring to discussion
sl3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, (demonstrate listening)	Student does not create questions	Student does one of the following: <ul style="list-style-type: none"> • Evaluates the motives of/claims of previous speaker/text • synthesizes multiple pieces of evidence shared in discussion • Draws conclusions based on multiple pieces of evidence 	Student does two of the following: <ul style="list-style-type: none"> • Evaluates the motives of/claims of previous speaker/text • synthesizes multiple pieces of evidence shared in discussion • Draws conclusions based on multiple pieces of evidence 	Student does ALL of the following: <ul style="list-style-type: none"> • Evaluates the motives of/claims of previous speaker/text • synthesizes multiple pieces of evidence shared in discussion • Draws conclusions based on multiple pieces of evidence

Agenda 6/7/25

Bell Ringer: What source/quote stood out to you the most? Why? What questions do you still have?

How did this happen?

1. Jon Burge and Individual Racism: The men who participated in the torture were racists and abused African American men because of that racism.
2. Chicago and Institutional Racism: Racist policies and practices built into institutions in Chicago, from the police department to real estate, made it possible for the torture to continue.
3. Crime and Policing: Rising crime rates nationally led to more severe policing practices, which led to torture.
4. Government Response to Violations of Civil Rights: Government agencies and officials failed to act when the torture was reported to them, allowing the torture to continue.

Assignment: Each group will use assigned sources to research 1 of the 4 factors

Agenda 6/7/25

YOUR Final: Fishbowl Addressing the **Essential Questions**:

- What factors allowed the police torture of Chicago's citizens to occur?
- How did people and organizations use the legal system and community action to seek justice for torture survivors, their families, and the community?
- What can we learn about racism, both systemic and individual, by studying and discussing difficult episodes in history?
- **Required ANNOTATED EVIDENCE to support claims in discussion:**
 - 1 Survivor Testimony
 - 1 Secondary Source
 - 1 Primary Source (other than survivor testimony)
 - 1 Independent Article (following guidelines on Google Classroom)

US History Agenda 6/4/25

OUR Final: Fishbowl Addressing the **Essential Questions**:

- What factors allowed the police torture of Chicago's citizens to occur?
- How did people and organizations use the legal system and community action to seek justice for torture survivors, their families, and the community?
- What can we learn about racism, both systemic and individual, by studying and discussing difficult episodes in history?

Sentence Starters:

1. **I agree with _____ because...**
2. **I disagree with _____ because....**
3. **I was confused when....**
4. **I wonder why...**
5. **In the text it says...**

OPTIONAL Rough Draft for Fishbowl Final:

IN YOUR NOTEBOOK:

Essential Question	Statement	Evidence/Source
What factors allowed the police torture of Chicago's citizens to occur?		
How did people and organizations use the legal system and community action to seek justice for torture survivors, their families, and the community?		
What can we learn about racism, both systemic and individual, by studying and discussing difficult episodes in history?		

QUESTIONS FOR GROUP DISCUSSION