

BLACK.

STEPPING OUT FROM OPPRESSION AND INTO POWER

**IDENTITY
BASED
CURRICULUM
MODULE**

The purpose of this section is to provide a high-level summary of each lesson.

- **Title:** This signals the topic students will be learning about (often connected to a particular social or political movement, individual, or group associated with the module's focus).
- **Lesson Description:** This tells the basic “story” of the arc of instruction.
- **Social Justice Focus:** The focus is based on Teaching Tolerance's Social Justice Standards and signals the progression of and alignment to these standards (which are further detailed at the end of each lesson).
- **Social Justice Grounding Questions:** These questions ground the instruction, discussion, and work around the focus standard.
- **Performance Task:** This is a culminating project, which takes place at the end of each lesson. Performance tasks are designed to help students synthesize and apply their learning from the lesson in an engaging and authentic way.
- **Lexile:** This details the quantitative range of complexity for the given grade bands, in this case, 1070L-1380L.
- **Texts:** These texts are ones that all students either read themselves or hear read aloud based on the needs of the students in the room. Keep in mind that texts can be complex based on both qualitative and quantitative measures. Within a given lesson, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. The texts in this module range in complexity from middle to high school and allow for scaffolding and supports as students move through them.

	LESSON 1	LESSON 2	LESSON 3	LESSON 4
TITLE	"LOVING VS. VIRGINIA"	"BLACK LIVES MATTER"	"RODNEY KING & THE LA RIOTS"	"TAKE A KNEE "
LESSON DESCRIPTION	Students begin an exploration of Black history with the court case that changed marriage laws for Blacks in the United States forever. With an examination of concepts including miscegenation, discrimination, interracial, diversity and segregation , students will develop an understanding of the evolution of marriage equality in the United States and how Richard and Mildred Loving unintentionally became the face of the equalizing power of love.	Students analyze the "Black Lives Matter" movement and will explore its various responses (Blue Lives Matter and All Lives Matter). This lesson allows students to analyze the profiles of 5 victims of purported racial or social profiling and determine how they fit into the "Black Lives Matter" movement. Within this lesson, students will explore the concepts of oppression, resilience, protest , and the idea of political intervention as a response to racism.	Students make connections among several historical examples of protest and rioting, looking at Rodney King and the LA Riots, of 1992, the Watts Riots of 1965, and Gandhi's infamous Salt March. The concepts of non-violent action, peaceful protest, rioting and justice are explored deeper in this article; whereby students are able to develop their understanding of justice vs. injustice and develop perspective on community responses both past and present.	Students examine the controversy surrounding the social and political action highlighted by Colin Kaepernick. They deepen their understanding of concepts such as social action, political action, protest and oppression . Students will explore how action can make an impact on the world and how one person's beliefs and actions can host a range of responses, both positive and negative. Finally, students will engage in their own social action project to inspire change in their community.
SOCIAL JUSTICE FOCUS	DIVERSITY	IDENTITY	JUSTICE	ACTION
SOCIAL JUSTICE GROUNDING QUESTIONS	What is diversity? What are respectful ways to address differences? How does diversity affect relationships within the school building and the classroom?	What is identity? How do we develop identity? Who determines our identity? Is identity visible or invisible? How does one's identity shape their actions?	What is justice? What are stereotypes? How do stereotypes affect us? How does privilege affect justice? How does systemic oppression influence our world?	What is action? What are different ways of taking action? How does action impact our relationship with others? What are the benefits & drawbacks of taking action?
PERFORMANCE TASK	Create a Venn diagram that compares marriage equality Write informative or explanatory texts to examine a topic	Write a letter explaining the "Black Lives Matter" movement Write informative or explanatory texts to examine a topic	Create a timeline of civil rights events from 1948-present Write informative or explanatory texts to examine a topic	Write a comparative essay on the pros & cons of kneeling for the national anthem Write arguments to support claims with evidence
LEX.	Lessons range in independent readability from 1070L-1380L			
SUPPLEMENTAL TEXTS	NBC News: "The Lovings" (video) "Anti Miscegenation Laws in the US" (graphic) "Legalization of Gay Marriage Across U.S." (graphic) CNN: "Supreme Court Rules in Favor of Same Sex Marriage Nationwide" 2015 (print)	"Black Lives Matter" "Blue Lives Matter" "All Lives Matter" "Trayvon Martin" "Rekia Boyd" "Tamir Rice" "Wenjian Liu & Rafael Ramos" (all print resources)	"Watts Riots of 1965" (print) "What is a Riot?" (print) "What is Non-Violent Action?" (print) "The Salt March" (video)	"Tweets from the President" (social media graphic) "Tweets from the Vice President" (social media graphic) "Kaepernick Wins Award for Bringing Attention to Racial Injustice" (print) "Is Refusing to Stand for the National Anthem an Appropriate form of Protest?" (graphic/print)

DEALING WITH RACIST RESPONSES

■ **STOP THE BEHAVIOR.**

Interrupt the comment or harassment. Do not pull a student aside unless absolutely necessary. Make sure all the students in the area hear your comments. Allow this to be a teachable moment.

■ **IDENTIFY THE HARASSMENT AND BROADEN THE RESPONSE.**

Make clear why this behavior is not accepted by the community: "That was a stereotype. Stereotypes are a kind of lie and they hurt people's feelings." "Our community does not appreciate hurtful behavior or language that puts people down. That word is a slur and can also be hurtful to others who overhear it."

■ **ASK FOR CHANGE IN FUTURE BEHAVIOR.**

You may want to personalize the response: "Chris, please pause and think before you speak." Or you may wish to address the whole class: "Let's all remember to treat one another with respect. Disrespect will not be tolerated."

■ **REDIRECT THE CLASS TO THE ACTIVITY AT HAND.**

Rather than shutting the conversation down completely, redirect the class's attention to the goals of the lesson: "Today we're looking at this topic in order to broaden our perspectives."



TIPS FOR FACILITATING CONVERSATIONS AROUND RACE & IDENTITY

■ **AGREE UPON GROUND RULES FOR DISCUSSION AS A CLASS.**

Many teachers, wanting to avoid discomfort or conflict, avoid open conversations about race in their classrooms. These reasonable concerns only underscore how important it is to find ways to make the classroom a safe space in which to talk about race and ethnicity. Ask students what conditions might make them feel safer when discussing race and identity. Respect and civility is paramount when holding discussions around race, ethnicity, and identity.

■ **WORK TO ESTABLISH A FORUM FOR A FREE AND RESPECTFUL EXCHANGE OF IDEAS.**

Create opportunities for students to speak from their own experience and for themselves on their own terms to avoid inadvertently making assumptions about individuals. Do not attempt to change anyone's point of view. Allow students space to comment, ask questions, and exchange ideas respectfully.

■ **ACKNOWLEDGE THE IMPORTANCE OF RACE IN YOUR STUDENTS' LIVES**

Acknowledge that race, ethnicity, and identity do have a serious and real impact on the lives of us all. Talking about race and racism means reaching outside the context of the civil rights movement. We do students a disservice if we encourage them to think that racism is a remnant of a distant historical era. In addition, we risk losing students of color who know all too well the continued effects of race and racism.

■ **BE HONEST ABOUT WHAT YOU DO AND DON'T KNOW.**

Use phrases such as, "I don't know," "That's a good question," or "Let me do some research and get back to you on that." This will enhance your credibility and show students that it is ok to do research to learn more about what they may not already know.



FAQS

■ **WHY DO WE NEED TO TEACH ETHNIC AND CULTURAL STUDIES?**

The majority of children and teens in U.S. schools today are people of color. In the past, curriculum excluded the histories, knowledge, and perspectives of those who were not white, male, cisgender, heterosexual, able-bodied and Christian, although people from all groups contributed to the world that we know today. Ethnic studies is essential because it provides young people access to the full spectrum of human knowledge, not just parts of it.

■ **DOES INCLUDING ETHNIC AND CULTURAL STUDIES ONLY BENEFIT STUDENTS OF COLOR?**

While students of color must wrestle with the implications of race in their everyday lives, it's also important for white students to understand how the exclusion of diverse perspectives and voices from the curriculum means that we do not yet have the society that we deserve," Thomas explains. "For all of our nation's founding rhetoric of freedom and equality under the law, all students in U.S. schools need to understand that not all groups were seen or treated as equal."

Courses that educate on the contributions of historically underrepresented and misrepresented groups pay dividends for white students as well. A safe space for all students to explore racial and cultural experiences and differences is especially relevant today, with the dramatic shift in the national narrative on race and justice.

■ **HOW DOES ETHNIC STUDIES AFFECT STUDENTS ACADEMICALLY?**

Several recent studies show that ethnic studies pays off academically. One such study in San Francisco found that attendance for those encouraged to enroll in ethnic studies increased by 21 percentage points, GPA by 1.4 grade points and credits earned by 23. It pays off academically in student performance and graduation rates. Researchers from the University of Arizona found students who participated in Mexican-American studies classes had a 10 percent greater chance of completing high school. The value of ethnic studies was reinforced by an independent audit that recommended the Tucson Unified School District's Mexican-American Studies program not only be maintained, but expanded.

FAIR EDUCATION ACT

The Fair Education Act amends the California Education Code for Elementary and Secondary School's chapters on Required Courses of Study and Instructional Materials:

§ 51204.5. Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, **African Americans**, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.

§ 51500. A teacher shall not give instruction and a school district shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220.

§ 51501. The state board and any governing board shall not adopt any textbooks or other instructional materials for use in the public schools that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220.

§ 60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, **accurately portray the cultural and racial diversity of our society**, including:

(a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.

(b) The role and contributions of Native Americans, **African Americans**, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

§ 60044. A governing board shall not adopt any instructional materials for use in the schools that, in its determination, contain:

(a) Any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, occupation, or because of a characteristic listed in Section 220.

(b) Any sectarian or denominational doctrine or propaganda contrary to law.

LESSON FORMAT

1. Anchor Text (s)

These texts are designed for independent readability from grades 6-12, depending on the lesson. It is suggested that these texts be read and discussed as a whole group with the teacher as a facilitator. The teacher may read aloud while students annotate the text and work together to make meaning of difficult text and vocabulary words.

Approximate time: 1 60 minute class periods

2. Terminology

Key terms are highlighted throughout the anchor text(s) and defined on the "terminology" page. Teachers may choose to front load vocabulary or work with students to define them within context.

3. Supplemental Text(s)-Articles, timelines, video, audio

These texts are designed for independent readability from grades 6-12. It is suggested that these text be read independently. Small groups and partner reading is also suitable for these texts.

Approximate teaching time: 2 60 minute class periods

4. Discussion Questions

The discussion page is a guide to inspire inquiry and introspection among students and teachers. Responses are not meant to be graded or recorded, but to act as a catalyst for academic conversations.

Approximate teaching time: 1 60 minute class period

5. Social Justice Work

The work in this section aligns with Teaching Tolerance's Social Justice Standards. This is a student piece that can be and should be facilitated by the teacher, but led by the students.

Approximate teaching time: 2 60 minute class periods

6. Performance Task

The performance task combines students' synthesis of the included texts, classroom discussions and meaning-making, personal interpretation and experiences, as well as their own research of the topic. Depending on the time allowed for researching, drafting, and editing, the approximate class time may vary.

Approximate teaching time: 2-5 60 minute class periods

7. Grading Rubric

The grading rubric aligns with the California Common Core Writing Standards. The grading areas, proficiency bands, and point break-down presented are recommended. There is a section included for teacher comments.

8. Standards Alignment

The California Common Core Standards have been aligned with the reading, writing, and discussion portions of the lessons. The Social Justice Standards are outlined for the social justice work.



loving vs. virginia

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LESSON OBJECTIVES



1 Students will explore the court case that changed marriage laws forever: **Loving vs. Virginia**.

2 Students will examine the concepts of **miscegenation, discrimination, diversity, and segregation**.

3 Students will develop an understanding of the **evolution of marriage laws in the United States**.



SOCIAL JUSTICE FOCUS: DIVERSITY

4 Students will analyze the **diversity** within their own lives and build understanding around the benefits of diversity.

Loving vs. Virginia

THE CRIME OF BEING MARRIED

Mildred Jeter, born in 1939, and Richard Loving, born in 1933, met each other when they were just 11 and 17 years old. Richard would often visit Mildred's home to hear the music played by her elder **siblings**. They became friends and eventually started their very own love story. Mildred became pregnant at 18 and the two got married soon after on June 2, 1958 in Washington D.C.

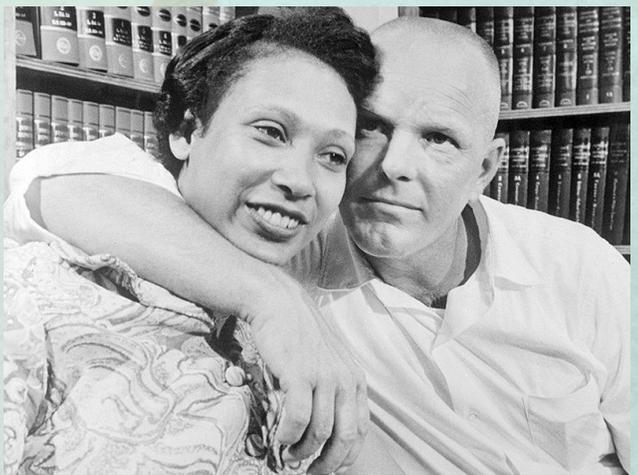
As the couple headed back to Virginia, their original home state, they began settling into married life together. The couple didn't know that just 5 weeks later they would

"I support the freedom to marry for all - that's what Loving and loving, are all about." -Mildred Loving

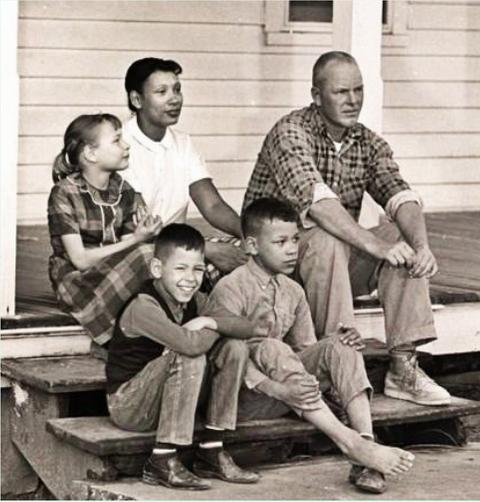
embark upon the fight of a lifetime. In the early hours of the morning, on July 11, 1958, as Richard and Mildred Loving lay in bed fast asleep, police burst into their home and placed them under arrest. Their crime? **Miscegenation**-the illegal practice of mixing different racial groups through marriage. Mildred and Richard Loving were facing a felony and 5 years in prison because Mildred was Black and Richard was White and they had chosen to marry.

The couple was thrown in jail and, although Richard was able to post **bail** and go home, Mildred was forced to stay for several nights. When the couple stood before the judge for their crime, he reportedly stated, "If God had meant Whites and Blacks to mix, he would not have placed them on different continents." The Judge, Leon Bazile, gave the Lovings the option of serving their time in prison or leaving Virginia. On January 6, 1959, the Lovings **pled** guilty to the crime, but accepted a deal that kept them out of prison-they were forced into **exile** and had to leave the state of Virginia for the next 25 years. They fled to Washington D.C.

Feeling lonely and **isolated** from all of their family in Virginia, the Lovings attempted to return briefly for a family visit, but were once again arrested. After their release, they moved once again and set up a more permanent home in Caroline County, Maryland.



Loving vs. Virginia



In 1963, Mildred, who was known to be rather quiet and thoughtful, wrote to the Attorney General, Robert Kennedy, for help regarding her situation and what she believed to be unfair **discrimination**. She and Richard were busy raising their 3 children, Donald, Peggy, and Sidney and wanted to be able to travel to see their family freely. Mr. Kennedy's office recommended that she get in touch with the American Civil Liberties Union (ACLU). Two ACLU lawyers, Bernard Cohen and Philip Hirschkop, took on

the Lovings' case later that year. During the trial, Richard, also a very quiet man, was clear about his devotion to his wife and would hear no talk of divorce.

With help from their lawyers, the Lovings would take their case and their demand for marriage equality to 2 separate courts, losing both. Finally, their lawyer argued their case to the highest court, the Supreme Court. The case made its way to the Supreme Court in 1967, with the judges **unanimously** ruling in the couple's favor, the Lovings were allowed to return home to Virginia and the ban on **interracial** marriage was ended in all other states.

With the Lovings able to openly live in their desired community, Richard built a home down the road from his extended family. He and Mildred continued to raise their three children. On June 29, 1975, Richard and Mildred Loving were hit by a drunk driver who ran a stop sign. Richard died and Mildred lost use of her right eye. Mildred Loving passed away from pneumonia on May 2, 2008, at the age of 68. She was survived by two of her children and a **legion** of grandchildren and great-grandchildren. The legacy of the Lovings lives on in a recent film, *Loving*, that was released in 2016 that details their story.



Document A



NBC NEWS: THE LOVINGS



Click on the image above,
scan the qr code,
or copy and paste the link:
<https://tinyurl.com/ybrjaaqx>

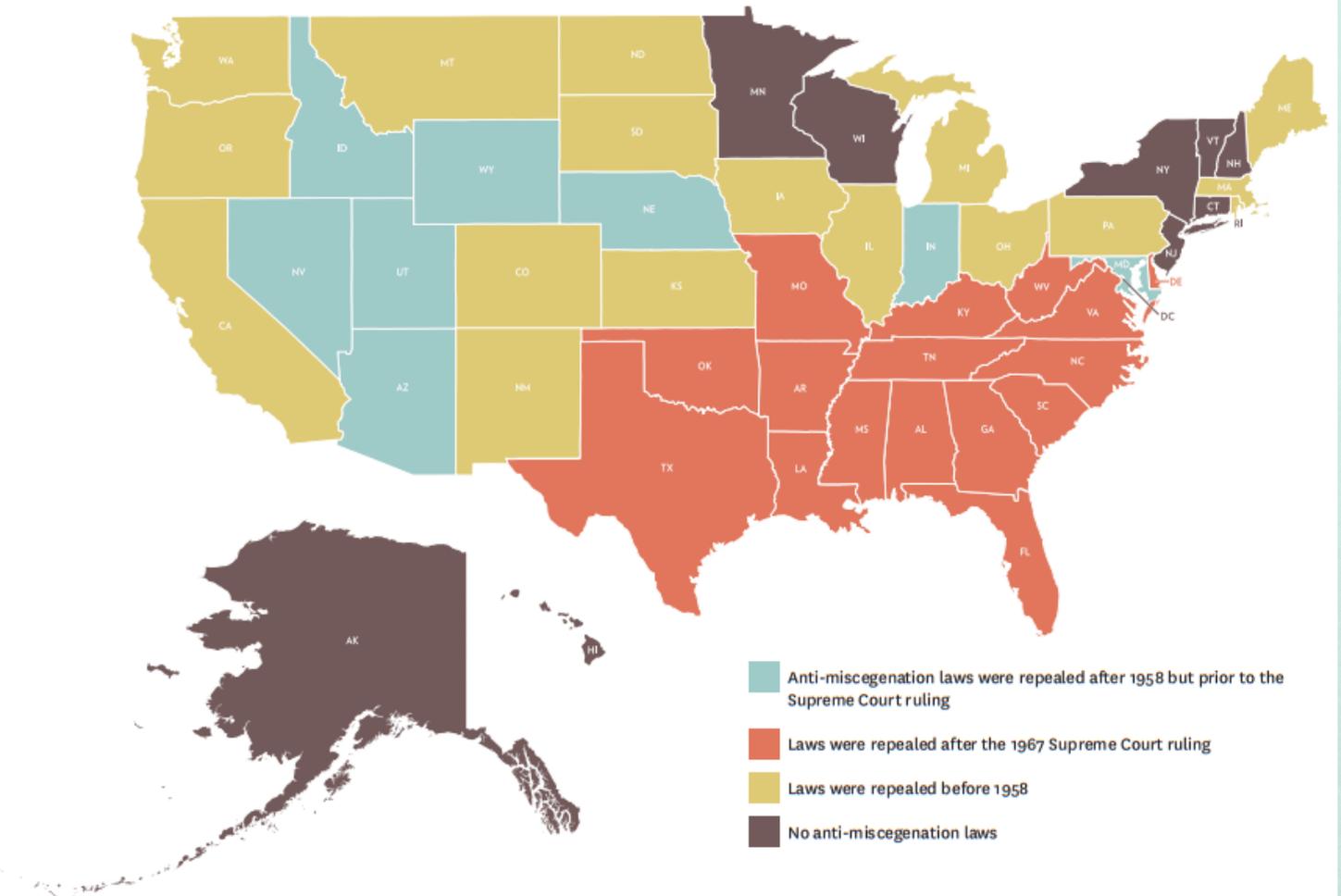


Document B



ANTI-MISCEGENATION LAWS IN THE US

REPEAL OF ANTI-MISCEGENATION LAWS IN THE UNITED STATES



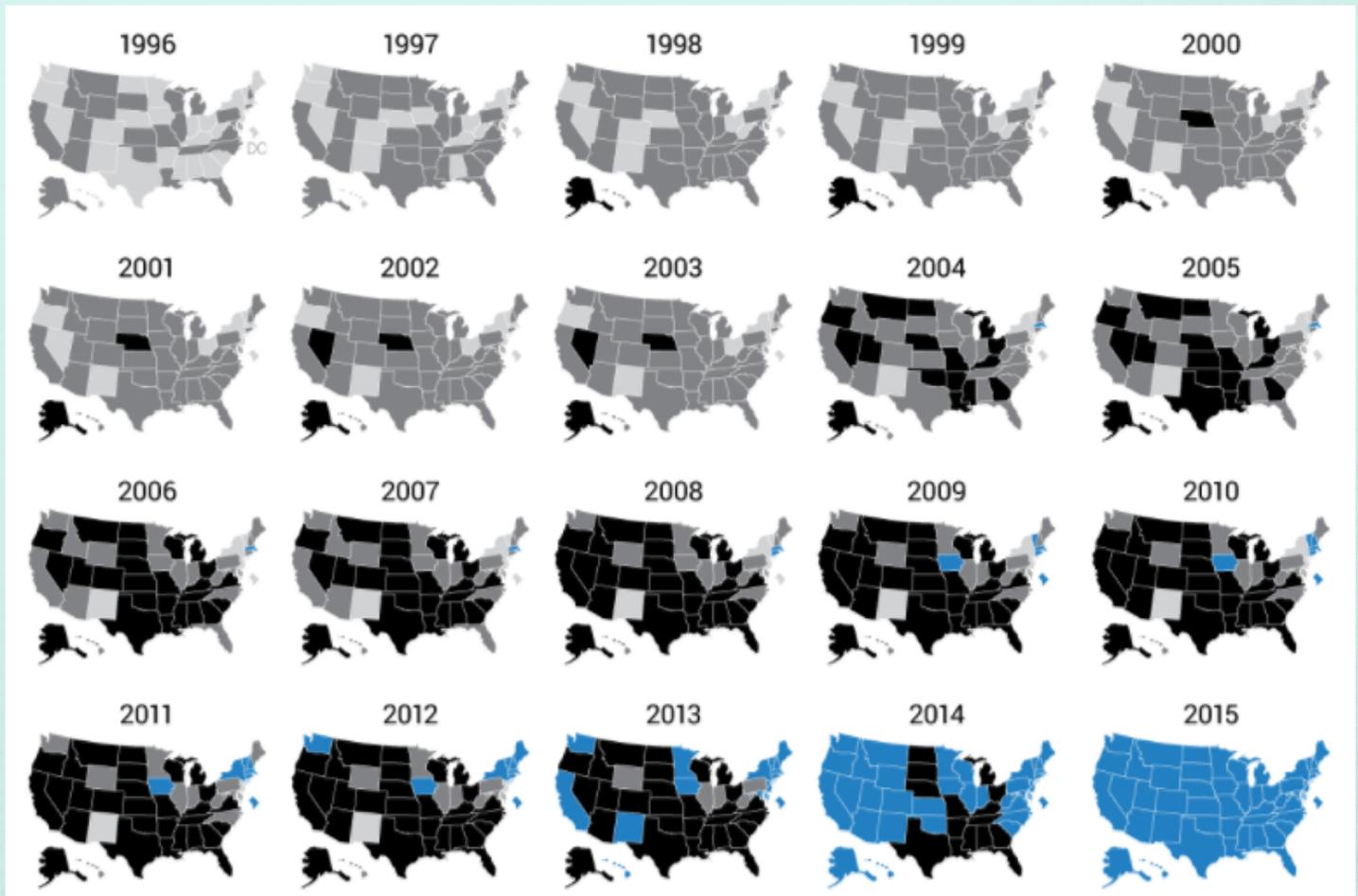
Review the map above and discuss the following questions:

1. What areas seem to be accepting of interracial marriage?
2. What areas are less accepting of interracial marriage?
3. Why do you think there isn't a more even spread?
4. Why are all of the areas mostly lumped together?

Document C



LEGALIZATION OF GAY MARRIAGE ACROSS U.S.



Review the map above and discuss the following questions:

1. Find your state on the map. How has it changed over time?
2. Which areas seem to be more accepting of same sex marriage?
3. Which ones were less accepting and took longer to legalize it?
4. How is this map similar to the one showing interracial marriage?

Document 0



CNN: SUPREME COURT RULES IN FAVOR OF SAME-SEX MARRIAGE NATIONWIDE JUNE 27, 2015

In a **landmark** opinion, a divided Supreme Court on Friday ruled that same-sex couples can marry nationwide, establishing a new civil right and handing gay rights advocates a historic victory. The Supreme Court case ended with a vote of 5 judges in favor of

legalizing same-sex marriage and 4 against. Nearly 46 years to the day after a riot at New York's Stonewall Inn sparked the modern gay rights movement, the decision could settle one of the major civil rights fights of this era.

The U.S. is now the 21st country to legalize same-sex marriage nationwide, including territories. Married same-sex couples will now enjoy the same legal rights and benefits as married heterosexual couples nationwide and will be recognized on official documents such as birth and death certificates.

Hundreds of same-sex marriage supporters flooded the plaza and sidewalk in front of the Court to celebrate the ruling, proudly waving rainbow flags and banners with the Human Rights Campaign's equal sign, which have come to represent the gay rights movement. In an emotional moment, the supporters sang the national anthem, clapping wildly after singing that the U.S. is "the land of the free."

Speaking at the White House later in the morning, President Barack Obama said, "Americans should be very proud," because small acts of courage "slowly made an entire country realize that love is love." The decision **affirmed** growing public support in the U.S. for gay marriage, with about two-thirds of Americans now in favor. And it comes as gay rights groups have seen gay marriage bans fall rapidly in recent years, with the number of states allowing gay marriage swelling most recently to 37 -- that is, until this ruling.



Terminology



1. **siblings**: brothers and/or sisters
2. **embark** : to begin or start
3. **miscegenation**: the illegal practice of mixing different racial groups through marriage
4. **bail**: the payment for release of a prisoner temporarily
5. **pled**: made a statement about their involvement in a crime
6. **exile**: the state of being banned from a particular location or place
7. **isolated**: kept far away from other people, places, and/or buildings
8. **discrimination**: the unfair treatment of different categories of people, especially based on race, age, or gender
9. **unanimously** with the agreement of every person involved
10. **interracial**: involving or combining of more than one race
11. **legion**: a large amount
12. **landmark**: a significant historical event
13. **affirmed**: offered strong support for

Discussion



Read and discuss the following definition and use it to respond to the questions below:

SEGREGATION: the separation or isolation of a group of people by discriminatory means.

1. Where do you see segregation existing today?

Remember, segregation can be between races, ethnicities, genders, social classes, skin color, ability levels, age, etc.

- a. Is there segregation in your school? Home? Community?
If so, what kind?
- b. Why do you think segregation exists? What is the purpose?
- c. How is segregation harmful or hurtful to people?

2. Do you believe that people CHOOSE to separate themselves from the group at times (this is known as self-segregation)?

- a. If so, why do you think some people self-segregate?
- b. How might this practice help someone?
- c. How is self-segregation different from a law or policy that separates people?

3. Do you think that Richard and Mildred Loving were trying to be heroes or activists when they went to court to fight for their right to marry?

- a. Why or why do you not believe that?

4. Compare the history of interracial marriage with the history of same-sex marriage.

- a. What are some similarities?
- b. What are some differences?
- c. Why do you think marriage equality for same sex couples took so much longer than equality for interracial couples?



Diversity

The purpose of this activity is to begin thinking about your level of interaction with people of different races and ethnicities. If the person in the question is the SAME race or ethnicity as you, put an O in the top box ("like me"); however, if they are a different race or ethnicity, put an X in the bottom box ("different from me").

1. The last guest invited to your house?
2. The last person you spoke to?
3. Your doctor?
4. The majority of your class?
5. Your closest friend?
6. Your principal?
7. Your favorite actor/actress?
8. Your favorite singer?
9. The last person you texted?
10. Your counselor?

Like me

Different from me

Social Justice Work



1. After completing this activity, look at your boxes. Do you interact more with people who are like you or different from you?

2. How can interacting with people of different races, ethnicities, genders, religions, etc. be a positive thing?

3. Have you ever thought about how often you communicate with people outside of your identity group?

a. Why or why not?

4. How might you be different if you interacted with more people who are different from you?

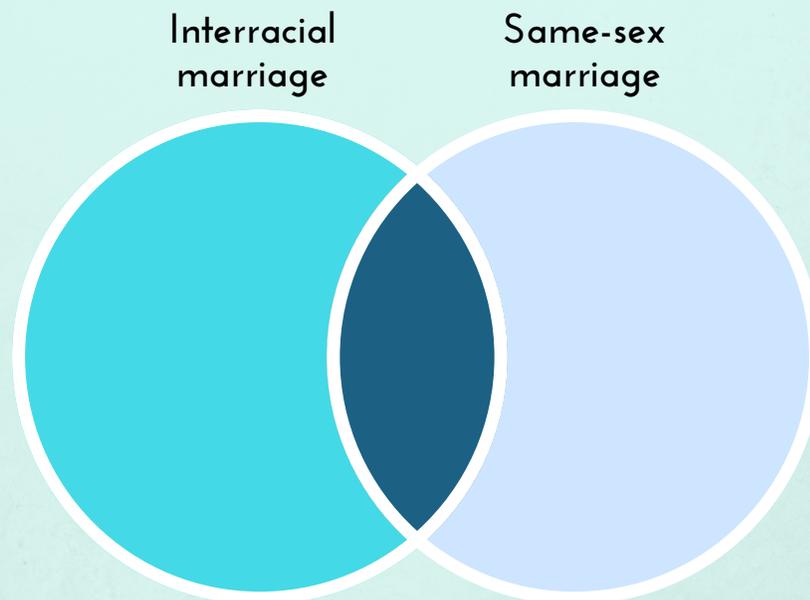
5. How might you be different if you interacted with more people who are like you?

Performance Task



Prompt: Based on your reading of the provided texts and video as well as your own research, respond to the prompt below.

1. Create a Venn Diagram that compares and contrasts the marriage equality fight by interracial couples with the fight by same-sex couples.



2. Write a 1-page reflection on your comparison. What are the biggest similarities? What are the biggest differences? What is your overall reaction based on your research?

Use the sources provided as well as your own research to construct a Venn Diagram as well as a reflection that elaborates on the points listed in your diagram. Be sure to use proper citation for any facts you've used.

Performance Task Rubric

W.S. 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information

<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions</p>	<p>Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8</p>	
<p>Develop the topic with well-chosen, relevant, and sufficient facts.</p>	<p>Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8</p>	
<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify concepts</p>	<p>Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8</p>	
<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8</p>	
<p>Establish and maintain a formal style and objective tone.</p>	<p>Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8</p>	
<p>Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	<p>Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8</p>	

CONVENTIONS OF ENGLISH STANDARD 1-2

<p>Correct Punctuation</p>	<p>Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4</p>	
<p>Correct Grammar & punctuation</p>	<p>Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4</p>	

Standards Alignment



READING (ANCHOR TEXT & SUPPLEMENTAL TEXTS)

READING INFORMATIONAL TEXTS 9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING INFORMATIONAL TEXTS 9-10.2

Determine a central idea of a text and analyze 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.

READING INFORMATIONAL TEXTS 9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

READING INFORMATIONAL TEXTS 9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

DISCUSSION QUESTIONS

SPEAKING AND LISTENING 9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SPEAKING AND LISTENING 9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SPEAKING AND LISTENING 9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SPEAKING AND LISTENING 9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Standards Alignment



PERFORMANCE TASK

WRITING 9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WRITING 9-10.2A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WRITING 9-10.2B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WRITING 9-10.2C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WRITING 9-10.2D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

WRITING 9-10.2E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WRITING 9-10.2F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WRITING (RESEARCH) 9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WRITING (RESEARCH) 9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



Diversity

1. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
2. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
3. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
4. Students will respond to diversity by building empathy, respect, understanding, and connection.
5. Students will examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.



black lives matter

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2	Blue Lives Matter
3	All Lives Matter
4	Terminology
5	Trayvon Martin
6	Rekia Boyd
7	Tamir Rice
8	Rafael Ramos & Wenjian Liu
9	Discussion
10	Social Justice Work
13	Performance Task
14	Grading Rubric
15	Standards Alignment
17	Social Justice Standards Focus

LESSON OBJECTIVES

- 1 Students will analyze the **Black Lives Matter** movement and its various responses.
- 2 Students will **explore the profiles of 5 victims** of purported racial or social profiling and determine how they fit into the Black Lives Matter movement.
- 3 Students will examine the concepts of **oppression, resilience, and protest.**



SOCIAL JUSTICE FOCUS: IDENTITY

- 4 Students will develop their understanding of identity and **the influence identity has on our relationships and interactions.**

BLACK LIVES MATTER

"Our lives begin to end the day we begin to be silent about things that matter."

- Dr. Martin Luther King Jr.

In 2013, three **radical** Black organizers- Alicia Garza, Patrisse Cullors, and Opal Tometi-created a Black-centered political movement project called #BlackLivesMatter. It was in response to the **acquittal** of Trayvon Martin's killer, George Zimmerman.

The project is now a global network of more than 40 chapters. Members organize and build on local resources to intervene in violence inflicted on Black communities.



According to BlackLivesMatter.com, Black Lives Matter is an ideological and political **intervention** in a world where Black lives are systematically and intentionally targeted for demise. It is an affirmation of Black folks' humanity...contributions to this society, and **resilience** in the face of deadly **oppression**.

"As #BlackLivesMatter developed throughout 2013 and 2014...groups used it to amplify anti-Black racism across the country...Tamir Rice, Tanisha Anderson, Mya Hall, Walter Scott, Sandra Bland- These names are important."

The space that #BlackLivesMatter held and continues to hold helped **propel** the conversation around the violence they experienced. They particularly highlighted the ways in which Black women, specifically Black **trans** women, are violated. #BlackLivesMatter was developed in support of all Black lives.

There have been many reactions to the Black Lives Matter movement. The U.S. population's **perception** of Black Lives Matter varies considerably by race. The phrase "All Lives Matter" sprang up as a response to the Black Lives Matter movement, but has been **criticized** for **dismissing** or misunderstanding the message of "Black Lives Matter". Following the shooting of two police officers in Ferguson, the hashtag Blue Lives Matter was created by supporters of the police.

BLUE LIVES MATTER

Blue Lives Matter is a movement in response to Black Lives Matter in the United States. It was started after the killings of NYPD officers Rafael Ramos and Wenjian Liu in Brooklyn, New York, on December 20, 2014, after they were **ambushed** in their patrol car. Blue Lives Matter NYC is an organization and current nationwide movement that was created to help law enforcement officers and their families during their times of need.

On December 20, 2014, in the wake of the killings of officers Rafael Ramos and Wenjian Liu, a group of law enforcement officers formed Blue Lives Matter to counter media reports that they perceived to be anti-police. Blue Lives Matter is made up of active and retired law enforcement officers.

Due to the nature of the profession, law enforcement personnel are seen as easy targets and are consequently bullied by slander, **illegitimate** complaints, frivolous lawsuits, and physical attacks. Unjust attacks from the news media, celebrities, and politicians have damaged community relations and endanger the lives and safety of law enforcement officers.

America watched as criminals destroyed property and assaulted and murdered innocent people, and they labeled these criminals as victims. Personal responsibility for one's actions went away, replaced by accusations of racism and an unjust government. It seemed that almost every media organization was spreading the absurd message that people were being shot by law enforcement simply because of the color of their skin.

Feeling the limitations of being contained to Facebook, the Blue Lives Matter news website was launched to provide accurate coverage of law enforcement news, from a law enforcement perspective.

1. Wikipedia. "**Blue Lives Matter**". https://en.wikipedia.org/wiki/Blue_Lives_Matter. Retrieved December 29, 2017.

2. "**Blue Lives Matter**". <https://www.themaven.net/bluelivesmatter/pages/rF54b2VNMUOrl7wfh8vRXQ>. Retrieved December 29, 2017.

ALL LIVES MATTER

"When I say 'Black lives matter,' it is because this nation has a tendency to say otherwise. Racial discrimination does affect all minorities but police brutality, at such excessive rates, does not. A black person is killed extrajudicially every 28 hrs, and Black men between ages 19 and 25 are the group most at risk to be gunned down by police. Based on data from the Center on Juvenile and Criminal Justice, young Blacks are 4.5 times more likely to be killed by police than any other age or racial group." -Julie Craven, The Huffington Post

"Of course all lives matter. But there is no serious question about the value of the life of a young white girl or boy. Sadly, there is a serious question-between gang violence and this police violence-about the value of the life of a young black girl or boy. So those who are experiencing the pain and trauma of the black experience in this country don't want their rallying cry to be watered down with a generic feel-good catchphrase." -Donna Brazile, CNN Political Commentator

"To say that Black lives matter is not to say that other lives do not; indeed, it is quite the reverse-it is to recognize that all lives do matter, and to acknowledge that African Americans are often targeted unfairly (witness the number of African Americans **accosted** daily for no reason other than walking through a White neighborhood-including some, like young Trayvon Martin, who lost their lives) and that our society is not yet so advanced as to have become truly color blind. This means that many people of goodwill face the hard task of recognizing that these societal ills continue to exist, and that White privilege continues to exist, even though we wish it didn't and would not have asked for it." -Reverend Dan Schatz, Unitarian Universalist

"**Demonstrators** who chant the phrase are making the same declaration that voting rights and civil rights activists made a half-century ago. They are not asserting that Black lives are more precious than white lives. They are underlining an indisputable fact-that the lives of Black citizens in this country historically have not mattered, and have been discounted and devalued." -The New York Times Editorial Board

TERMINOLOGY

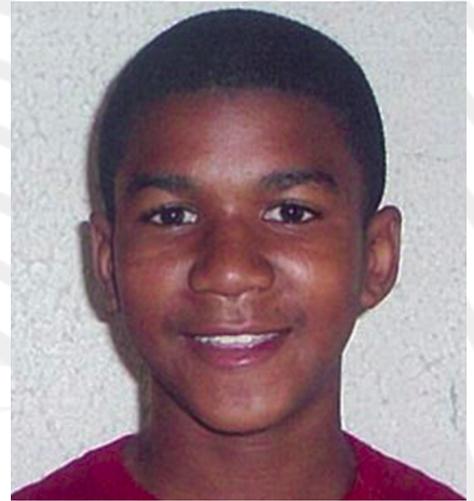


1. **Radical:** based on complete social or political change or reform
2. **Acquittal:** a judgment that a person is not guilty of the crime with which the person has been charged
3. **Intervention:** action taken to improve a situation
4. **Resilience:** the ability to recover quickly from difficulty
5. **Oppression:** a long period of unjust and unfair treatment
6. **Propel:** spur or drive something forward
7. **Trans:** an abbreviation for transgender, a person whose sense of personal identity and gender do not correspond with their birth sex
8. **Perception:** the way a person or group views something
9. **Criticized:** found fault with and disapproved of
10. **Dismissing:** to treat as unworthy of serious consideration
11. **Ambushed:** surprise attacked
12. **Illegitimate:** not authorized by the law
13. **Accosted:** approached aggressively
14. **Demonstrators:** people who take part in public protests

TRAYVON MARTIN



On the night of February 26, 2012, in Sanford, Florida, United States, George Zimmerman fatally shot Trayvon Martin, a 17-year-old African American high school student. Zimmerman, a 28-year-old mixed race Hispanic man, was the neighborhood watch coordinator for his gated community where Martin was visiting relatives at the time of the shooting.



On the evening of February 26, 2012, George Zimmerman observed Martin as he returned to the townhouse he was staying at after having walked to a nearby store. At the time, Zimmerman was driving through the neighborhood on a personal errand.

At around 7:09 p.m., Zimmerman called the police to report a suspicious person. He said, "We've had some break-ins in my neighborhood, and there's a real suspicious guy." He also mentioned that Martin was wearing a dark hoodie.

About two minutes into the call, Zimmerman said, "he's running." The dispatcher asked, "He's running? Which way is he running?" Zimmerman followed Martin, eventually losing sight of him. The dispatcher asked Zimmerman if he was following him. When Zimmerman answered, "yeah," the dispatcher said, "We don't need you to do that." Zimmerman responded, "Okay." Zimmerman ended the call at 7:15 p.m.

After Zimmerman ended his call with police, a violent encounter took place between him and Martin. It ended with Zimmerman fatally shooting Martin 70 yards from the rear door of the townhouse where Martin was staying.

On July 13, 2013, Zimmerman was found not guilty of second degree murder.

REKIA BOYD



Rekia Boyd, a 22-year-old African-American woman, was fatally shot on March 21, 2012, in Chicago, Illinois, by Dante Servin, an off-duty Chicago police detective. Servin, an off-duty cop, drove his car to Douglas Park on the West Side of Chicago after calling the police to make a noise complaint. He then approached a group of four individuals who had been partying in the park and had some form of verbal altercation with them.

Servin fired on the group, hitting Rekia Boyd in the head and Antonio Cross in the hand. Initially, the Chicago police department claimed that Servin had discharged his weapon after Cross had approached him with a gun. The Boyd family quickly responded that the object was, in fact, a cell phone. No weapon was ever recovered from the scene.

In November 2013, Servin was charged with "involuntary" manslaughter, but was cleared of all charges on April 20, 2015, by Judge Dennis J. Porter.

Servin claimed he fired because someone in the group was holding a gun, but it was actually only a cellphone. Witnesses said that Servin appeared drunk at the time of the incident.

In November 2015, Chicago Mayor Rahm Emanuel and police superintendent Garry McCarthy both suggested that Dante Servin should be fired by the Chicago Police Board. The city paid \$4.5 million to Boyd's family.

Servin resigned on May 17, 2016.

TAMIR RICE



The shooting of Tamir Rice, a 12-year-old boy, occurred on November 22, 2014, in Cleveland, Ohio. Two police officers, 26-year-old Timothy Loehmann and 46-year-old Frank Garmback, responded after receiving a police dispatch call of a black male that "keeps pulling a gun out of his pants and pointing it at people." A caller reported that a male was pointing "a pistol" at random people in the Cudell Recreation Center.

The caller repeatedly said, "It's probably fake." Toward the end of the two-minute call, the caller stated "he is probably a juvenile;" however, this information was not relayed to Loehmann or Garmback on the initial dispatch. The officers reported that, upon their arrival, they both continuously yelled, "Show me your hands," through the open patrol car window. Officer Loehmann claimed that instead of showing his hands, it appeared as if Rice was trying to draw a weapon. In response, the officer shot twice, hitting Rice once in the torso. The officers later found that the gun was an Airsoft gun which had had its orange safety tip removed.

A surveillance video of the shooting was released by police on November 26. It showed Rice pacing around the park, occasionally extending his right arm, talking on a cellphone, and sitting at a picnic table. A police car moves at high speed across the park lawn and then stops abruptly by the gazebo. Loehmann then jumps out of the car and immediately shoots Rice from a distance of less than 10 feet.

Neither officers provided any first aid to Rice after the shooting. Almost four minutes later, a police detective and an agent from the FBI arrived on the scene and treated the boy. Three minutes after that, paramedics arrived and took him to MetroHealth Medical Center. He died the following day.

RAFAEL RAMOS & WENJIAN LIU



On December 20, 2014, Ismaaiyl Abdullah Brinsley killed two on-duty New York City Police Department officers. The shooting occurred just weeks after the acquittal of 2 police officers who were involved in the deaths of Michael Brown and Eric Garner, young black men.

The acquittals resulted in large protests in New York City and across the nation against police brutality and the lack of accountability for it. Brinsley's motive to kill the NYPD officers was motivated by outrage over the two deaths.

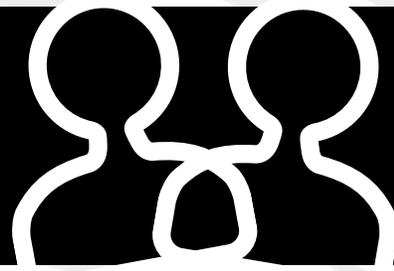
Before Brinsley arrived in Brooklyn, he shot and seriously wounded his ex-girlfriend, Shaneka Nicole Thompson. The second shooting occurred when Brinsley approached the passenger window of an NYPD patrol car occupied by Rafael Ramos, 40, and Wenjian Liu, 32, of Brooklyn's 84th Precinct. He then fired a semiautomatic handgun four times through the open window, striking Ramos and Liu in the head and upper body, killing both officers instantly.

After NYPD officers responding to the scene chased him onto the subway, he committed suicide with the handgun.

Rafael Ramos, married with two sons, had joined the NYPD as a school safety agent, before being promoted to officer in January 2012.

Wenjian Liu was the only son of Chinese immigrants; He and his family came to the United States from China, when he was 12 years old. He was a seven-year veteran officer of the NYPD who had married his wife, Pei Xia Chen, 2 months before he was gunned down.

DISCUSSION



1. Define RACISM.

- a. Give an example of racism that you've experienced, read about, or seen.

2. The article, "Black Lives Matter" discusses 3 different movements:

"Black Lives Matter, Blue Lives Matter, and All Lives Matter."

- a. Which movement do you think is most effective or most necessary?
- b. Is saying "Black Lives Matter" a form of racism?
- c. Can people of color be racist? If so, how?

3. Is it reasonable to blame an entire group of people for the actions of some?

- a. Who is responsible for the deaths of Trayvon Martin? Rekia Boyd?
Tamir Rice?
- b. Who is responsible for the deaths of Wenjian Liu and Rafael Ramos?

4. Of the 5 specific people you read about, whose story is the most moving to you?

- a. Why?

5. Do you think communities had a right to engage in violent protests after the deaths of Trayvon Martin, Rekia Boyd, and Tamir Rice?

- a. How do you think the violent protests affected the communities?
- b. Why might violent protests be LESS effective than peaceful protests?

6. How can communities peacefully demonstrate their message and still be heard?

- a. Many violent protests occurred after the deaths of Trayvon Martin. What other ways could the community have expressed their feelings?

7. How will we know when our society treats everyone EQUALLY?

- a. What kinds of things would we see or not see if there was true equality?

SOCIAL JUSTICE WORK



Identity

Identity Tree: On the following page, you will be creating a tree and adding the following elements. Inside of or next to each part, you'll write your responses based on your own identity.



GRASS: your influences and beliefs



TRUNK: the most important thing about you



BRANCHES: relationships, friends, supporters



LEAVES: hobbies, sports, clubs, activities, likes



BUDS: hopes for the future



FRUIT: achievements



FLOWERS: what makes you special, your strengths



WEEDS: challenges or difficulties



Identity Tree

SOCIAL JUSTICE WORK



Identity

After completing your Identity Tree, respond to the following questions:

1. What parts of your identity are you most PROUD of? Why?

2. Looking around at the trees of your classmates, do you notice parts that are the same as yours? Different?

3. How do the parts of your tree (or the parts of your identity) shape the way you interact in the world?

4. Why do you think it is important for our classrooms, schools, and communities to have different looking trees or identities?

5. How would the world be different if everybody's Identity Tree looked the same?

PERFORMANCE TASK



PROMPT:

Based on your reading of the anchor texts as well as the supplemental texts and your own research, please respond to the prompt below:

Write a letter to a person of your choice to share your new knowledge and perspective about the Black Lives Matter movement. What role can you play in this movement?

Use the sources provided as well as your own research to analyze the Black Lives Matter movement. Discuss the various sides to this movement, including "All Lives Matter" and "Blue Lives Matter." Cite quotations, specific events, and facts you have learned.

Your letter can be addressed to a friend, parent, elected official, or President of the United States. Include what you know about the Black Lives Matter movement, what you think about it, and how it has inspired your own activism and interest in social justice. Be sure to use proper citation format, strong evidence that supports your explanation of the information, and clear reasoning.

PERFORMANCE TASK RUBRIC

W.S. 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Develop the topic with well-chosen, relevant, and sufficient facts.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify concepts	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Establish and maintain a formal style and objective tone.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Provide a concluding statement or section that follows from and supports the information or explanation presented	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	

CONVENTIONS OF ENGLISH STANDARD 1-2

Correct Punctuation	Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4	
Correct Grammar & punctuation	Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4	

STANDARDS ALIGNMENT



READING (ANCHOR TEXT & SUPPLEMENTAL TEXTS)

READING INFORMATIONAL TEXTS 9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING INFORMATIONAL TEXTS 9-10.2

Determine a central idea of a text and analyze 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.

READING INFORMATIONAL TEXTS 9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

READING INFORMATIONAL TEXTS 9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

DISCUSSION QUESTIONS

SPEAKING AND LISTENING 9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SPEAKING AND LISTENING 9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SPEAKING AND LISTENING 9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SPEAKING AND LISTENING 9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARDS ALIGNMENT



PERFORMANCE TASK

WRITING 9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WRITING 9-10.2A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WRITING 9-10.2B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WRITING 9-10.2C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WRITING 9-10.2D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

WRITING 9-10.2E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WRITING 9-10.2F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WRITING (RESEARCH) 9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WRITING (RESEARCH) 9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



Identity

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.



rodney king and the l.a. riots

CONTENTS

1	Rodney King & the LA Riots
3	Watts Riots of 1965
4	What is a Riot?
5	What is Non-Violent Action?
6	The Salt March
7	Terminology
9	Discussion
10	Social Justice Work
13	Performance Task
14	Grading Rubric
16	Standards Alignment
18	Social Justice Standards Focus

LESSON OBJECTIVES:



1 Students will make connections among several historical examples of protest as a response to discrimination and systemic oppression.

2 Students will be introduced to concepts including non-violent action, peaceful protest, rioting, and justice.



SOCIAL JUSTICE FOCUS: JUSTICE

3 Students will understand how power and privilege affect justice.

4 Students will examine their own privilege or lack thereof and how it affects their understanding of the world.

RODNEY KING & THE LA RIOTS

"WHEN I LEAVE HERE...WHEN MY FINAL DAY ON EARTH IS UP, I WANT TO LEAVE IN PEACE. I WANT TO HAVE PEACE IN MY HEART." -RODNEY KING

On March 3, 1991, four police officers were filmed beating 25 year old taxi driver Rodney King after a **pursuit** through the streets of Los Angeles. The video shocked the city and the events that followed shocked the nation.

It was one of the first police **brutality** videos of its kind and forever changed the conversation about police and race in America. King, who was intoxicated, had been caught speeding and initially tried to evade the police. When he finally pulled over and exited his car, multiple LAPD units and a helicopter were following him.

Taken by **bystander** George Holliday from across the street, the footage shows four officers tazing, kicking, and hitting King with their batons upwards of 53 times.

The evening of March 3, Rodney King and two passengers were driving in Los Angeles. When the highway patrol attempted to pull King over, a high-speed chase began with speeds around 115 miles per hour. When King finally came to a stop, officers placed the two passengers in their patrol car. They attempted

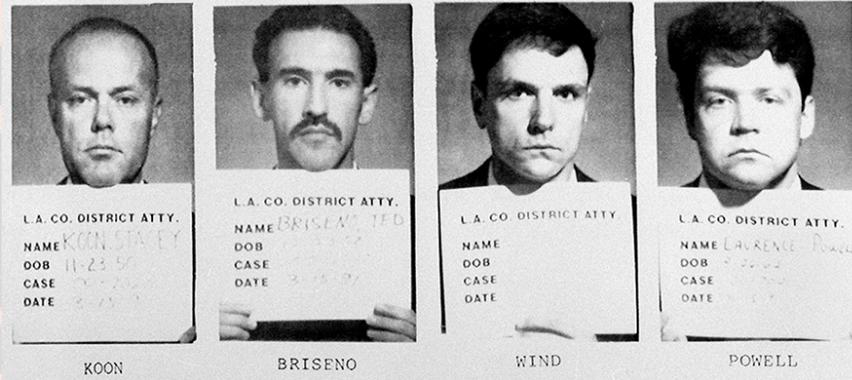


to subdue King, who came out of the car last. King was tasered, struck with side-handled batons, then tackled to the ground and handcuffed. One officer stated that King resisted arrest, and that he believed King was under the influence of drugs at the time of the arrest, which caused him to be very aggressive and violent toward the officers. Video of the arrest showed that he was attempting to get up each time he was struck, and that the police made no attempt to cuff him until he lay still. Drug tests later showed that Rodney King was not under the influence of drugs at the time of the incident.

In a later interview, King, who was on **parole** for a robbery **conviction** and had past convictions for **assault**, **battery** and robbery, said that he had not **surrendered** earlier because he was driving while under the influence of alcohol.

RODNEY KING & THE LA RIOTS

The officers involved, Stacey Koon, Theodore Briseno, Timothy Wind, and Laurence Powell were put on trial and **acquitted** by a majority white jury in April of 1992. The following six days were **marred** by riots, **looting**, **arson**, and extreme violence across the city of Los Angeles.

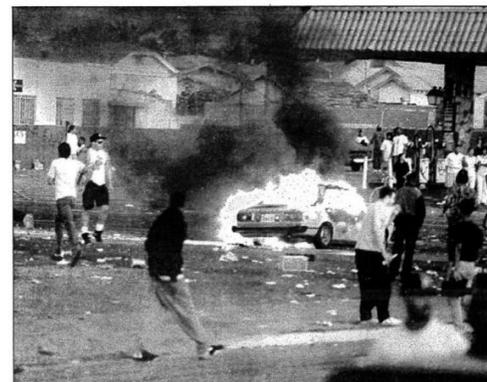


In what became known as the 1992 Los Angeles Riots or the Rodney King Riots, widespread looting, assault, arson, and killings occurred during the riots, and estimates of property damage were over \$1 billion. Order was only restored after members of the California Army, Marines, and National Guard were called in to stop the rioting when local police could not control the situation. In total, 63 people were killed during the riots, 2,383 people were injured, and more than 12,000 were arrested. Rodney King himself held a press conference during the turmoil, begging the public, "Can we all get along?"

King later settled a civil suit with the city of Los Angeles for \$3.8 million. He went on to live a relatively quiet life, but had a number of run-ins with the law as the years went on -- including a DUI in 2011. In 2012, he drowned in his backyard pool.

VERDICT IN VIDEOTAPED BEATING

L.A. cops acquitted; fires, violence erupt



STREETS OF FIRE: Rioters stand around burning vehicle after violence broke out last night following acquittal of L.A. police officers.

Rioters take streets

Los Angeles was rocked by videotaped rioting, looting and acts of arson night after four white cops were acquitted of nearly all assault charges in the videotaped beating of Rodney King, the black motorist who was subdued under a barrage of police batons.

The verdict was an explosive climax to a year of political uproar and national outrage, and the reaction to it prompted Los Angeles Mayor Tom Bradley to declare a state of emergency and request assistance from the National Guard as chaos spread from the city's mostly black south side to the Downtown Civic Center area.

At least one person was dead and 72 injured, the Associated Press reported.

In one of many outbreaks of rage, rioters ran wild and motorists were pulled from cars and attacked at an intersection in South Central Los Angeles.

In the downtown Civic Center area, City Hall, the Los Angeles Times building and police headquarters were besieged by chaotic crowds throwing rocks and flares. Police were ordered to steer clear of some blocks for fear their presence would stoke further violence.

Paramedics reportedly held back for fear for their own safety.

Inner-city hospital emergency rooms were reportedly clogged with injured, including those with gunshot wounds.

Daniel Freeman Memorial Hospital admitted 20 people to the emergency room, with injuries ranging from minor to critical, said spokeswoman Mary Schack.

Stunning decision

The jury issued its stunning decision on the seventh day of deliberations, acquitting the four cops of the most serious assault charges but deadlocking on a single count of excessive force against Officer Lawrence and stepping out on the back.

"Very happy," Powell told reporters. "It's hard to be surprised when you find that at the intersection."

Los ANGELES (AP) — A jury acquitted four Los Angeles police officers on charges of beating Rodney King last night, sparking a riot that has spread to other parts of the city.

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WATTS RIOTS OF 1965



The Watts riots, sometimes referred to as the Watts Rebellion, took place in the Watts neighborhood of Los Angeles from August 11 to 16, 1965.



On August 11, 1965, 21-year-old Marquette Frye, an African American man was pulled over on suspicion of reckless driving. A minor argument broke out, and then escalated into a fight between family members and police. The community reacted in **outrage** to **allegations** of police brutality that soon spread, and six days of looting and arson followed. Los Angeles police needed the support of nearly 4,000 members of the California Army National Guard to end the riots, which resulted in 34 deaths and over \$40 million in property damage. The riots were blamed on police racism.

At the time, Los Angeles' African American residents were excluded from the high-paying jobs, affordable housing, and politics available to white residents. They also faced discrimination by the Los Angeles Police Department. When the new police chief, William Parker, was appointed, he attempted to make the LAPD's relationships better by creating a more professional police force. Despite the changes, William Parker's LAPD faced heavy criticism from the city's Latino and Black residents for police brutality.

These racial injustices are cited as reasons why Watts' African-American population exploded on August 11, 1965, in what would become the Watts Riots. Rioters tore up sidewalks and bricks to hurl at Guardsmen and police, and to smash their vehicles.

DOCUMENT A



WHAT IS A RIOT ?

There are several types of riots. Review these specific characteristics of the LA riots.

The L.A. riots of 1965 and 1992 could be called **communal riots**, where **collective** violence is directed at an opposing group (defined by race, ethnicity or religion). The goal of collective violence is inflicting harm or destruction for the purpose of producing social change. Collective violence is typically directed at property, people, or authority. Both L.A. riots involved backlash against police and against whites (persons of a particular social group). L.A. rioters also engaged in **significant** property destruction.

Riots are **socially constructed** in that rioters define their behaviors in non-conventional ways that are common only to other rioters. For example, although looting would normally be defined as stealing, during the L.A. riots, participants changed the meaning of this activity to “taking what is owed due to past racial **discrimination** and **mistreatment** by police.” Although a riot may have a specific event that starts it, the violence is really the result of many negative events that have occurred before it.

Riots are usually **spontaneous** and do not involve a significant amount of planning and coordination.

DOCUMENT B



WHAT IS NON-VIOLENT ACTION?

Nonviolent action is a technique of action for applying power or trying to make a change in society by using symbolic protests, noncooperation, and defiance, but not physical violence. The 2 main types of non-violent action are seen below.

NON-VIOLENT PROTESTS

Protests are symbolic acts of peaceful opposition often used to show **dissent** toward a specific issue or policy. These methods are also used to gain publicity for a cause. Parades, vigils, picketing, and posters are all considered acts of protest.

NON-COOPERATION

Non-cooperation is intentionally removing oneself from relationships or services offered by the person or group who have harmed you OR purposely not cooperating with those people. Common methods of non-cooperation are **strikes** or **boycotts**.



DOCUMENT C



THE SALT MARCH

Watch the following video on the Salt March orchestrated by Mohandas Gandhi. Take notes and begin to make comparisons between the Salt March and the LA Riots of 1965 and 1962.



CLICK ON THE IMAGE ABOVE, SCAN THE QR CODE, OR COPY AND PASTE THE LINK:

<https://tinyurl.com/ybrxpzyl>



TERMINOLOGY



1. **pursuit**: a chase
2. **brutality** : savage physical violence; great cruelty
3. **bystander**: a person who is present at an event but does not participate
4. **parole**: the release of a prisoner on the promise of good behavior
5. **conviction**: a formal declaration that an individual is guilty of a crime
6. **assault**: a physical attack on another person
7. **battery**: the act of beating or pounding
8. **surrendered**: to give oneself up to the police willingly
9. **acquitted**: found not guilty
10. **marred**: damaged or ruined
11. **looting**: robbing or burglarizing
12. **arson**: the intentional burning of another person's property
13. **outrage**: a powerful feeling of anger

TERMINOLOGY



14. **allegations:** claims made that a person did something wrong or illegal, usually without proof
15. **communal riots:** destructive or violent action taken by an entire community of people
16. **collective:** done by people acting as a group
17. **significant:** very important or worthy of attention
18. **socially constructed:** created or made by society as a group
19. **discrimination:** the unfair treatment of a particular group of people, usually based on gender, race, or status
20. **mistreatment:** the poor treatment of someone or something
21. **spontaneous:** not planned ahead of time
22. **dissent:** disagreement or argument
23. **strike:** refusal to work for a company as a form of protest
24. **boycott:** when a person or group refuses to buy or use goods from a certain company as a form of protest

DISCUSSION



1. **Compare notes on the 1965 and 1992 L.A. race riots.**
 - a. What was similar?
 - b. What was different?

2. **Do you believe that these violent protests are *more helpful* to the Black community in getting their message of police racism across or *more hurtful*?**
 - a. Why? How?

3. **What are the *long-term effects* of the Rodney King incident on society today?**
 - a. Many officers now must wear video recorders. How do you think this has changed the way police interact with the public?
 - b. Do you think this is necessary?
 - c. How would you feel about having to be recorded throughout your day?

4. **The article discusses *looting*-typically seen as stealing-but during riots this act becomes the public taking back money or things they believe they are owed by big businesses, government, and society.**
 - a. Do you believe that looting is acceptable for people who feel they have been discriminated against?
 - b. How should people claim what they feel they deserve if they haven't been able to do so due to discrimination?

5. **What are the main differences between violent protests like riots and non-violent protests such as the Salt March?**
 - a. Which method do you think is the most effective?
 - b. Why?

6. **Do you believe the Watts community was *justified in beginning a riot*?**
 - a. Do you think the L.A. community was justified in their riot?
 - b. Do you think Gandhi was justified in marching through India?



Justice

1. To fully understand JUSTICE, we need to include these words in the discussion. Try to match these words with the correct definition on the right. Once you are done, check your answers at the bottom of the page.

- | | |
|-------------------------------|--|
| 1. ____ Bias | a. the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex |
| 2. ____ Stereotype | b. a special right, advantage, or immunity granted or available only to a particular person or group of people |
| 3. ____ Prejudice | c. preconceived opinion that is not based on reason or actual experience |
| 4. ____ Discrimination | d. a preconceived idea about a group of people which is usually fixed and oversimplified |
| 5. ____ Privilege | e. In favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair |

2 Let's take a closer look at PRIVILEGE. Now that you know the definition, who is it that you think gets PRIVILEGE?

3. Looking at your answer to #2, what special advantages do you think this person or group receives? How did they get their privilege?

4. What kind of privilege do YOU carry? How did you get this privilege?

SOCIAL JUSTICE WORK



Justice

For the following activity, you will examine your own privilege by responding "yes" or "no" to each item.

For each "yes" answer, give yourself 1 point and for each "no" answer, give yourself 0. The higher your final score, the more privilege you may have. After you have finished tallying, answer the questions on the following page.

Item Number	Item	Yes	No	Points (0 or 1)
1	When I go to the store, people believe that I am trustworthy and I will not steal something. People in the store do not follow me around.			
2	As a boy I can play with dolls or as a girl I can play with trucks without anyone questioning my choice.			
3	I can walk after dark in public places without fear. I am not taught to fear walking alone after dark in most public spaces.			
4	When I am taught about American history or about contributions made, I am sure that I will see and hear stories about people who look like me.			
5	The majority of the staff at my school look like me.			
6	My school has plenty of books in the library, computers for students, and additional resources for students and teachers.			
7	I will not be teased because of my last name.			
8	I am encouraged to excel in every subject in school.			
9	When a question about my race is asked, I am not the only one singled out to answer or speak my opinion.			
10	When I watch television, there are a lot of people in positive roles that look like me.			
11	My intelligence is not questioned because of the way I speak.			
12	Using public bathrooms and going up and down the stairs in public spaces are easy for me.			
Total Points				

SOCIAL JUSTICE WORK



Justice

Directions: After you have completed the survey, in a small group, discuss the questions below.

1. How did you feel about this activity?
2. As you were reading and answering the questions, how did you feel?
3. Please describe your feelings to the others in your group.
4. As you were reading the questions, can you think of other questions that should have been asked?
5. If you were creating your own privilege survey, what additional questions would you include on the survey? What are your reasons for including these questions?
6. Would you remove or rephrase any of the questions? If so, why?
7. How does your TOTAL SCORE compare to other students in your group?
8. Why do you think that the scores are different for people in your group?
9. As a group, choose to discuss 3 specific questions from the survey.
10. Why did you choose to discuss these questions?
11. Compare the scores of each of your group members for each question.
12. Discuss the possible reasons for the different scores amongst your group members.

PERFORMANCE TASK



PROMPT:

Based on your reading of the anchor texts as well as the supplemental texts and your own research, please respond to the prompt below:

1. Create a timeline of Civil Rights events from 1948 to present. Include events that shaped the lives of African Americans.

2. In 2-4 sentences, describe each event and explain how it affected African Americans at the time.

Use the sources provided as well as your own research to analyze the treatment of African Americans throughout history and events that have shaped our country today. Cite quotations, specific events, and facts you have learned.

Extension Activity: Choose 3 events from the Civil Rights timeline and explain what effect you believe they still have today. How have those events changed laws, policies, behaviors, and opinions or beliefs. How have those events affected YOU?

TIMELINE GRADING RUBRIC

Introduce at least 10 dates from the African American Civil Rights Movement

Exceeds standard 15
Meets standard 12
Approaching Standard 10
Below Standard 8

Choose events that demonstrate an understanding of impactful moments on the lives of the African American community

Exceeds standard 15
Meets standard 12
Approaching Standard 10
Below Standard 8

Organize all dates chronologically

Exceeds standard 15
Meets standard 12
Approaching Standard 10
Below Standard 8

EVENT EXPLANATIONS GRADING RUBRIC

W.S. 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Develop the topic with well-chosen, relevant, and sufficient facts.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify concepts	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Establish and maintain a formal style and objective tone.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Provide a concluding statement or section that follows from and supports the information or explanation presented	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	

CONVENTIONS OF ENGLISH STANDARD 1-2

Correct Punctuation	Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4	
Correct Grammar & punctuation	Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4	

STANDARDS ALIGNMENT



READING (ANCHOR TEXT & SUPPLEMENTAL TEXTS)

READING INFORMATIONAL TEXTS 9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING INFORMATIONAL TEXTS 9-10.2

Determine a central idea of a text and analyze 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.

READING INFORMATIONAL TEXTS 9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

READING INFORMATIONAL TEXTS 9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

DISCUSSION QUESTIONS

SPEAKING AND LISTENING 9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SPEAKING AND LISTENING 9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SPEAKING AND LISTENING 9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SPEAKING AND LISTENING 9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARDS ALIGNMENT



PERFORMANCE TASK

WRITING 9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WRITING 9-10.2A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WRITING 9-10.2B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WRITING 9-10.2C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WRITING 9-10.2D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

WRITING 9-10.2E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WRITING 9-10.2F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WRITING (RESEARCH) 9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

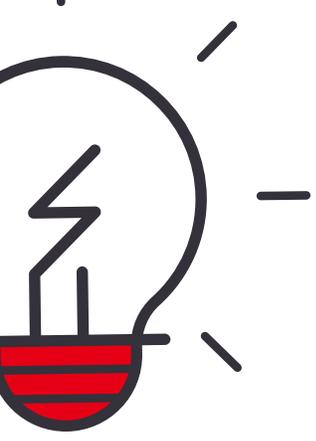
WRITING (RESEARCH) 9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



Justice

1. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
2. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
3. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
4. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
5. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.



take a knee CONTENTS

1	Take A Knee
3	Tweets from the President
4	Tweets from the Vice President
5	Kaepernick Wins Award
6	Pros & Cons
8	Terminology
10	Discussion
12	Social Justice Work
13	Performance Task
14	Grading Rubric
15	Standards Alignment
17	Social Justice Standards Focus

LESSON OBJECTIVES

- 1 Students will examine the controversy surrounding **social and political action**.
- 2 Students will be introduced to concepts including **social action, political action, protest, and oppression**.



SOCIAL JUSTICE FOCUS: ACTION

- 3 Students will understand how action can make an impact on the world.
- 4 Students will create their own **social action project** to inspire change within their school and community.

TAKE A KNEE

Football player Colin Kaepernick took a stand by refusing to stand as the national anthem played. The gesture brought support for the quarterback of the San Francisco 49ers even as it prompted **protests** by fans.



Angry fans burned their Kaepernick jerseys Saturday after the **quarterback** made headlines for remaining seated during "The Star-Spangled Banner." The song played before the team's game Friday night.

"He says he's **oppressed** making \$126 million," Shane White, who says he is a lifelong 49ers fan, wrote in a Facebook post. The post included video of him lighting a jersey on fire while the national anthem played. "Well, Colin, here's my salute to you," he said, **sarcastically**.

A fan who calls himself Nate3914 also burned a Kaepernick jersey and told the quarterback, "If you don't love our country, get out of it. You should never play another down in the NFL. Move to Canada." The NFL is the National Football League.

Ian O'Connor, who works for the sports TV channel ESPN, pointed out that Kaepernick broke no team or league rule by refusing to stand. The 28-year-old Kaepernick is **biracial** and was adopted and raised by white parents who **embraced** his background. Kaepernick, who sat back by the water coolers during the playing of the anthem, said he was well aware that people would react. "I am not going to stand up to show pride in a flag for a country that oppresses Black people and people of color," Kaepernick told NFL Media's Steve Wyche.

"This stand wasn't because I feel like I'm being put down in any kind of way. This is because I'm seeing things happen to people that don't have a voice: people don't have a platform to talk and have their voices heard and affect change. So I'm in a position where I can do that and I'm going to do that for people who can't."

-Colin Kaepernick

TAKE A KNEE TO TAKE A STAND

"To me, this is bigger than football, and it would be selfish on my part to look the other way. There are bodies in the street," Kaepernick said. He was referring to the concerns about Black people being shot by police. Lately, news about these shootings has been highlighted in the news and by activist groups like Black Lives Matter. People who support the Black Lives Matter movement believe that some police and courts treat Black people unfairly.

Kaepernick's team spoke of the symbolism of the anthem while also pointing out Kaepernick's right to protest. The team said it was in keeping with "such American **principles** as freedom of religion and freedom of expression." His coach, Chip Kelly, also supported his right to express himself.

Players Not Required To Stand

The NFL, in a statement, said that players are "encouraged but not required" to stand for the anthem. O'Connor, among others, defended Kaepernick, writing: "This is what American **servicemen** and women have defended. As long as he's not **interfering** with his teammates' right to make their own red, white and blue choices, what's the problem here?" O'Connor said. Responses on social media were mixed. Anquan Boldin used to be a teammate of Kaepernick's. Boldin's cousin was shot to death by a police officer last year, but Boldin still stood for the anthem as a member of the Detroit Lions on Saturday night. He told the Detroit Free-Press newspaper that he supported Kaepernick's right to make the statement.

Kaepernick Isn't Asking First

"I'm sure he's going to get **flak** for it, what he did," Boldin said, "but that's the great thing about being in America, you have that option."

Kaepernick noted that he had not asked for approval. NFL.com's Mike Garafolo points out that Kaepernick did the same thing in the previous preseason games.

"This is not something that I am going to run by anybody," Kaepernick told Wyche. "I am not looking for approval. I have to stand up for people that are oppressed."

DOCUMENT A



TWEETS FROM THE PRESIDENT



Donald J. Trump @realDonaldTrump · Sep 23

...our Great American Flag (or Country) and should stand for the National Anthem. If not, YOU'RE FIRED. Find something else to do!

60K 41K 155K



Donald J. Trump @realDonaldTrump · Sep 23

If a player wants the privilege of making millions of dollars in the NFL, or other leagues, he or she should not be allowed to disrespect...



Donald J. Trump @realDonaldTrump · 18h

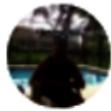
Sports fans should never condone players that do not stand proud for their National Anthem or their Country. NFL should change policy!



Donald J. Trump @realDonaldTrump · 5h

The issue of kneeling has nothing to do with race. It is about respect for our Country, Flag and National Anthem. NFL must respect this!

Donald J. Trump Retweeted



Jay @jayMAGA45 · 21h

NFL player Pat Tillman joined U.S. Army in 2002. He was killed in action 2004. He fought for our country/freedom. #StandForOurAnthem #BoycottNFL



Donald J. Trump @realDonaldTrump

Follow

If NFL fans refuse to go to games until players stop disrespecting our Flag & Country, you will see change take place fast. Fire or suspend!

5:44 AM - Sep 24, 2017



Donald J. Trump @realDonaldTrump

Follow

...NFL attendance and ratings are WAY DOWN. Boring games yes, but many stay away because they love our country. League should back U.S.

DOCUMENT B



TWEETS FROM THE VICE PRESIDENT



Vice President Pence  @VP · 1h 

I left today's Colts game because @POTUS and I will not dignify any event that disrespects our soldiers, our Flag, or our National Anthem.

 20K  11K  28K 



Vice President Pence  @VP · 52m 

At a time when so many Americans are inspiring our nation with their courage, resolve, and resilience...

 614  1.2K  4.4K 



Vice President Pence  @VP · 51m 

...now, more than ever, we should rally around our Flag and everything that unites us...

 981  1.5K  5.1K 



Vice President Pence  @VP · 50m 

While everyone is entitled to their own opinions, I don't think it's too much to ask NFL players to respect the Flag and our National Anthem

 2.6K  2.8K  9.6K 



Vice President Pence   
@VP

I stand with @POTUS Trump, I stand with our soldiers, and I will always stand for our Flag and our National Anthem.

DOCUMENT C



KAEPERNICK WINS AWARD FOR BRINGING ATTENTION TO RACIAL INJUSTICE

Colin Kaepernick is a former National Football League (NFL) player. He played on the San Francisco 49ers team as a quarterback. In August 2016 Kaepernick began **protesting injustice** during the national anthem at games. His protests have caused many to compare him to Muhammad Ali, the famous boxer who also fought to help African-Americans. In giving Kaepernick a yearly award named in honor of Ali called the Muhammad Ali Legacy Award, Sports Illustrated declared that "no winner has been more fitting." Sports Illustrated is a long-running publication focusing on sports. "In the last 16 months, Kaepernick's truth has been twisted," Michael Rosenberg wrote in Sports Illustrated. "It has cost him at least a year of his NFL career and the income that should have come with it. But still, it is his truth. He has not **wavered** from it. He does not **regret** speaking it. He has caused millions of people to examine it. And, quietly, he has donated nearly a million dollars to support it."

The award from Sports Illustrated is given together with the Ali family. Sports Illustrated said it honors a person who shows the values of "sportsmanship, leadership, and philanthropy." Philanthropy is when a rich person donates to charitable causes. The winner has used these values to help change the world, according to Sports Illustrated. Previous award winners include sports legends Bill Russell, Kareem Abdul-Jabbar, Jim Brown, Jack Nicklaus and Magic Johnson.

Kaepernick rarely speaks to the media. So, he did not speak to the media about the award. But, he uses social media. He said on social media that he was pleased with the honor. Kaepernick's protests began in August 2016. That's when he first refused to stand for the national anthem. He later explained he was protesting injustice. In particular, his protests were in response to police killings of unarmed African-American men.

The protests have changed the NFL. They have also sparked an ongoing national conversation. President Trump and many others have **criticized** Kaepernick.

Kaepernick's protests began when he sat on San Francisco's bench during the anthem. He changed his way of protest after a conversation with Nate Boyer. Boyer was once an NFL player and a Green Beret in the army. Kaepernick began taking a knee instead. His protests caught on with several other football players and athletes in other sports. The NFL has found itself **grappling** all year with the issue of how to deal with the protests. The league's challenge has happened even though Kaepernick has been out of the NFL since March. He became a free agent but found no takers for a then-29-year-old quarterback with a strong on-field history.

Kaepernick has now officially tried to fight against the NFL for his job. He believes team owners have worked together to keep him off their teams. Meanwhile, the league has recently struck a deal with players. The NFL is going to provide about \$90 million toward the players' community-oriented projects. However, some players, including 49ers safety Eric Reid, who is close to Kaepernick, are still not happy. They did not like how the deal happened. This means the NFL's goal of ending the anthem protests might not happen.

It seems Kaepernick might never play football again. This creates comparisons to the three-plus years Ali spent out of boxing. This happened after he refused to be drafted into the military during the Vietnam War. Ali said it was more important for him to fight for the rights of African-Americans in the U.S. than to fight in a war in another country. In 2015, Sports Illustrated renamed the award it began giving in 2008 for Ali. The boxer died last year.

"I am proud to be able to present this to Colin," said Lonnie Ali, the widow of Muhammad Ali. She praised how hard he is fighting for "social justice and civil rights for all people."

DOCUMENT D



Is Refusing to Stand for the National Anthem an Appropriate Form of Protest?

Pro 1

When one believes the United States is not living up to its ideals of freedom, liberty, and justice for all, refusing to stand for the national anthem is appropriate and justified. Colin Kaepernick said, "I'm not going to stand up to show pride in a flag for a country that oppresses black people and people of color... To me, this is bigger than football and it would be selfish on my part to look the other way. There are bodies in the street and people getting paid leave and getting away with murder." [1] Many other athletes have since refused to stand for the national anthem for similar reasons. [7] Denver Broncos linebacker Brandon Marshall, who also has knelt during the national anthem, said, "the message is I'm against social injustice... I'm not against the military or police or America at all." [2]

Pro 2

When a national figure such as an NFL player refuses to stand for the national anthem, it shocks people into paying attention and generates conversation. Many people were shocked and offended when Colin Kaepernick refused to stand for "The Star-Spangled Banner," [12] and the resulting debate has continued as additional players joined the protest. [6] NFL Commissioner Roger Goodell originally disagreed with those actions, but later praised what he called a movement from protest to progress: "I truly respect our players wanting to speak out and change the community... We want them to use that voice." [16] Social media has given a voice to strong opinions on both sides, including members of the armed forces who express support for Kaepernick's right to protest by posting under the hashtag #VeteransForKaepernick. [5]

Con 1

Refusing to stand for the national anthem shows disrespect for the flag and members of the armed forces. The national anthem pays respect to the people who have risked their lives, been injured, or died defending the United States. Carole Isham, a great-great-great-granddaughter of the writer of the national anthem (Francis Scott Key) stated that "it just blows my mind that somebody like (Kaepernick) would do what he does to dishonor the flag of this country and the national anthem when we have young men and women overseas fighting for this country, people that have died for this country." [13] Drew Brees, New Orleans Saints quarterback, supported Kaepernick's message but disagreed with the delivery: "[I]t's an oxymoron that you're sitting down, disrespecting that flag that has given you the freedom to speak out." [18]

Con 2

Not standing for the national anthem is an ineffective and counterproductive way to promote a cause. Clemson University football coach Dabo Swinney said in a press conference: "I don't think it's good to be a distraction to your team. I don't think it's good to use your team as the platform." [4] President Obama expressed concern that not standing for the national anthem can get in the way of the message: "As a general matter, when it comes to the flag the national anthem and the meaning that holds for our men and women in uniform and those who've fought for us – that is a tough thing for them to get past to then hear what his [Kaepernick's] deeper concerns are." [3] Malcolm Jenkins, safety for the Philadelphia Eagles, supported Kaepernick's message but said, "My grandfather served [in the military]. And this is a country that I love. So, me not standing for the national anthem isn't really going to get me the results that I want." [19]

DOCUMENT D (CONTINUED)

Pro 3

Not standing for the national anthem is a legal form of peaceful protest, which is a First Amendment right.

President Obama said Kaepernick was "exercising his constitutional right to make a statement. I think there's a long history of sports figures doing so." [3] The San Francisco 49ers said in a statement, "In respecting such American principles as freedom of religion and freedom of expression, we recognize the right of an individual to choose and participate, or not, in our celebration of the national anthem." [1] A letter signed by 35 US veterans stated that "Far from disrespecting our troops, there is no finer form of appreciation for our sacrifice than for Americans to enthusiastically exercise their freedom of speech." [12]

Con 3

Refusing to stand for the national anthem angers many and sows division in our country.

Kaepernick and others who have refused to stand for the national anthem have caused division among their teams, their fans, and across the country. The Santa Clara police union hinted they would boycott providing security at games after Kaepernick revealed his reasons for protesting the national anthem and wore socks depicting pigs in police uniforms. [14] [15] Fans have been burning Kaepernick's jersey to show their distaste for his actions. One video of a jersey on fire posted on Facebook was captioned, "He says he's oppressed making \$126 million. Well, Colin, here's my salute to you." [17]

The 2017 NFL pre-season began with Black players from the Seattle Seahawks, Oakland Raiders, and Philadelphia Eagles kneeling or sitting during the anthem with support of white teammates. On Aug. 21, 2017, twelve Cleveland Browns players knelt in a prayer circle during the national anthem with at least four other players standing with hands on the kneeling players' shoulders in **solidarity**, the largest group of players to take a knee during the anthem to date. Jabrill Peppers, a **rookie** safety, said of the protest, "There's a lot of racial and social injustices in the world that are going on right now. We just decided to take a knee and pray for the people who have been affected and just pray for the world in general... We were not trying to disrespect the flag or be a distraction to the team, but as men we thought we had the right to stand up for what we believed in, and we demonstrated that." Seth DeValve, a tight end for the Browns and the first white NFL player to kneel for the anthem, stated, "The United States is the greatest country in the world. And it is because it provides opportunities to its citizens that no other country does. The issue is that it doesn't provide equal opportunity to everybody, and I wanted to support my African-American teammates today who wanted to take a knee. We wanted to draw attention to the fact that there's things in this country that still need to change."

Some Cleveland Browns fans expressed their **dissatisfaction** on the team's Facebook page. One commenter posted, "Pray before or pray after. Taking a knee during the National Anthem these days screams disrespect for our Flag, Our Country and our troops. My son and the entire armed forces deserve better than that."

TERMINOLOGY



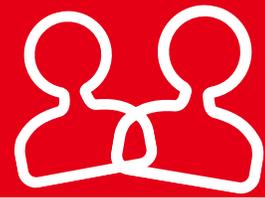
1. **protests**: actions or words to express your unhappiness or objection to what someone has said or done.
2. **quarterback** : the football position that is usually the one to throw the ball
3. **oppressed**: burdened with cruel or unjust treatments by an institution or system (i.e. school, government, etc.)
4. **sarcastically**: in an ironic way intended to mock or be harsh
5. **biracial**: made up of two separate racial groups
6. **embraced**: accepted
7. **principles**: basic rules for how something is supposed to be
8. **servicemen**: people who are in the military
9. **interfering**: getting in the way of someone or something else
10. **flak**: a hostile reaction, abuse, or criticism
11. **injustice**: some thing or things that are not fair

TERMINOLOGY



12. **wavered:** to lose focus or change one's mind
13. **regret:** to feel sorrow or remorse for something you've done
14. **criticized:** to judge something or find flaws with it
15. **grappling:** struggling
16. **solidarity:** a shared feeling of purpose, fighting for the same cause
17. **rookie:** a beginner
18. **dissatisfaction:** a feeling of unhappiness or displeasure

DISCUSSION



1. Kneeling is a fairly common action that many of us do each day. We might kneel to tie our shoes, to pick something up off of the ground, to pray, etc. Many football players even kneel on the field to down a ball or hold for the kicker. **So why is there such a strong reaction to Kaepernick and others like him kneeling?**

a. What are the main differences between the 2 types of kneeling-the everyday type and the type performed by Kaepernick?

2. Considering the response Colin Kaepernick received after kneeling at the national anthem, **what would you say are the POSITIVES and what are the NEGATIVES or challenges?**

a. What is your opinion of the action taken by Colin Kaepernick?

b. What was his goal? Do you think he achieved his goal?

c. Do you think he chose an appropriate method (kneeling) to achieve his goal?

3. **Consider what the term "social action" might mean.**

a. Using your understanding of the terms "social" (as in social media) and "action," try to develop a 1-2 sentence definition with your group.

b. How might what Kaepernick did by kneeling fit into that definition?

4. You will need to write down your responses for the following activity, using the next page. This activity is designed to help you think about your own relationship to action. For each statement, provide an answer that reflects your own experience. As you work, consider what aspects of your own identity and history might contribute to your responses. Don't worry about giving right or wrong answers. Share your final product with your group once you're done.

I took action when...

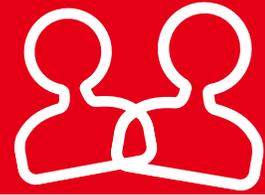
I was impressed by the action someone else took when...

Taking action feels good because...

Taking action is hard because...

An activist is someone who...

DISCUSSION



I took action when I...

I was impressed by the action someone else took when...

Taking action feels good because...

Taking action is hard because...

An activist is someone who...

SOCIAL JUSTICE WORK



Arrange a social action event to be done by you or a group of people to bring awareness to an issue of your choice. Brainstorm some ideas of issues you believe need attention and some actions you can take to bring awareness to it.

Relevant issue(s) that need attention:

Examples: global warming, school safety, social oppression, sexism, amount of homework in schools etc.

What group of people is affected by this issue?

Social actions I can take to create awareness and change:

Examples: creating an informational poster, making a school announcement, starting a group/club, etc.

How will this action create change?

After you've brainstormed, choose 1 issue and 1 or more social actions you can do to raise awareness. GO MAKE A CHANGE!!!!

PERFORMANCE TASK



PROMPT:

Based on your reading of the anchor texts as well as the supplemental texts and your own research, please respond to the prompt below:

- 1. Identify and explain the 2 main sides presented in the texts regarding standing for the national anthem.**
- 2. Explain why Colin Kaepernick's social action (kneeling for the national anthem) was effective or not. Provide evidence from the text to support your answer.**

Use the sources provided as well as your own research to analyze social action, specifically the action of kneeling vs. standing for the national anthem. Cite quotations, specific events, and facts you have learned.

Extension Activity: Arrange a social action event to be done by you or a group of people to bring awareness to an issue of your choice. Brainstorm some ideas of issues you believe need attention and some actions you can take to bring awareness to it.

GRADING RUBRIC

W.S. 1: WRITE ARGUMENTS TO SUPPORT CLAIMS WITH EVIDENCE

Introduces claim(s) that demonstrate an understanding of the topic or text.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Supports claim(s) with clear reasons and relevant evidence	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Establish and maintain a formal style	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Provide a concluding statement or section that follows from the argument presented.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	

CONVENTIONS OF ENGLISH STANDARD 1-2

Correct Punctuation	Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4	
Correct Grammar	Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4	
Correct Spelling	Exceeds standard 10 Meets standard 8 Approaching Standard 6 Below Standard 4	

STANDARDS ALIGNMENT



READING (ANCHOR TEXT & SUPPLEMENTAL TEXTS)

READING INFORMATIONAL TEXTS 8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

READING INFORMATIONAL TEXTS 8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

READING INFORMATIONAL TEXTS 8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

DISCUSSION QUESTIONS

SPEAKING AND LISTENING 8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SPEAKING AND LISTENING 8.1 A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SPEAKING AND LISTENING 8.1 B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SPEAKING AND LISTENING 8.1 C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SPEAKING AND LISTENING 8.1 D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SPEAKING AND LISTENING 8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SPEAKING AND LISTENING 8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

STANDARDS ALIGNMENT



PERFORMANCE TASK

Write arguments to support claims with clear reasons and relevant evidence

WRITING 8.1.a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WRITING 8.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

WRITING 8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WRITING 8.1.d

Establish and maintain a formal style.

WRITING 8.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

WRITING (RESEARCH) 8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WRITING (RESEARCH) 8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WRITING (RESEARCH) 8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



Action

1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
4. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.