

Monday, February 4th, 2019

Tenaka Ryals, High School Defining Social Justice

Standards

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Common Core State Standards Common Core English/Language Arts

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Common Core State Standards Common Core English/Language Arts

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.LE Loving Engagement: Embodying and practicing justice, liberation, and peace in our engagements with one another Teachers' Democracy Project Black Lives Matter

Teaching Tolerance Standards

Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Essential Question

How do we define social justice?

Objectives

Students will understand concepts of social justice and identify injustice by personally relating their own accounts of injustice through various reading, writing and discussions.

Materials

- Internet Access
- Demography is not Destiny PowerPoint Presentation
- Demography is not Destiny Identity Map Project Directions and Project Rubric
- Social Justice Concept Map

📎 Demography is not Destiny Identity Map Project.docx

📎 DID Activist Profile Handout.pdf

📎 Demography isn't Destiny.1.pptx

📎 Social Justice Concept Map.jpeg

Procedure/Strategies

Engage (10 mins): *Using the Demography is not Destiny PowerPoint Presentation:*

Teacher presents profiles of three to four local well known public figures. Students will try to guess the person based on the clues given. The final profile will be that of the teacher (note: teacher adds slide about self) .

Explore (10 min): *Using the Demography is not Destiny PowerPoint Presentation and DID Activist Profile Handout: How Do We Define Social Justice Case Study-* With a partner, students will discuss and will try to identify what their CRITERIA for social justice is. Students receive “Demography is not my Destiny” profiles of different activists and leaders in Baltimore to determine if the work they are doing is charity or social justice.

Explain (10 min): *Using the Social Justice Concept Map:* Mini Lesson-What Is Social Justice?

Social justice is the idea that all people deserve to have equal rights and opportunities regardless of their gender, race or socioeconomic background. Teacher defines social justice and creates a concept map on the board to show relationships between words and phrases. Students record concept map for their personal notes.

Extend (15 min): *Using the Demography is not Destiny Identity Map Project:* Students examine their own lives and complete an identity map handout of their social networks.

Assessment/Check for Understanding

Evaluate (15 min): Quick Write Reflection: Students respond to the following prompts in this 15-minute writing assessment. Students will establish a writer’s journal for this week’s social justice unit.

- How does your identity—race/ethnicity, gender, class, neighborhood, parent’s education, etc.—shape who you know and how you know them?
- How does it limit or exclude who you know (who are you least likely to meet, based on race, class, gender, etc.)?
- The power of your network: What advantages, or lack of advantage, does your network provide? Consider: Resources, favors, influence, places to vacation, job connections, insights about college, ‘know how’ about how to operate in the world and be successful in what you want to know. Your proximity to people in influential or successful positions.
- Does your network offer you role models for success, give you an image of the potential for success or reinforce for you that you have promise to succeed?
- Does the race of your contacts, or other aspects of identity, suggest you will face obstacles?

Closing/Wrap-Up: What are some examples of social inequality? How do we define social justice?

Homework

Conduct short research by finding an article or essay discussing current events. Respond to it through writing.

Vocabulary

- Social Justice
- Advocacy
- Oppression
- Stereotype
- Racism
- Marginalized
- Diversity
- Equity
- Discrimination
- Tolerance

- Privilege

Identity Mapping Project

Introduction:

In this project we are going to critically examine our social networks--friends, families, neighbors--to reveal how much those networks construct and reinforce advantage and disadvantage. In the process, we'll pay attention to race and other aspects of identity.

From a young age we are taught to see ourselves as individuals; true, we are all unique as individuals. This project, however, should prompt you to see yourself, who you know and your choices and opportunities as structured by the forces of race, class, neighborhood and more. Yes, even our relationships and social networks are not entirely random and the result of our own volition. For this project, consider the limitations and advantages that accompany your various identities, and how doing so may reveal how we all participate in reinforcing inequalities.

The Project

First, you'll make a **MAP** of some of your relationships: a web of your social network. You'll document on your map the influence, resources, and benefits that arise from your social network. Second, you'll analyze your map in a short REFLECTION that evaluates the influence that race, ethnicity, class, occupation, parent's education, neighborhood where you live and more has in determining the amount of power and privilege you have. Hopefully a deeper look will reveal privilege or disadvantage, and the hidden power of race, class, education, etc. that circumscribes your choice and opportunities.

- **Confidentiality:** Do NOT share information about others' Identity Maps with anyone outside of our class. The information is personal, private and should not be discussed. Respond to others work in a mature, interested and encouraging way.
- **Keep in mind:** Access to privilege may come from relationships with people you are not close to (a "weak tie"), but that you can draw on that relationship because of who you are, who you know or your connections. Include both strong and weak ties in your project.
- **Family:** Talk to family members, especially parents/guardians, as you do this. You'll need their knowledge.

Part I: Mapping your social networks

Do this digitally (google slide, Prezi, etc.) or on a large piece of paper (as a drawing, collage, etc.), or some other way. Be imaginative. Begin by making a draft.

1. Write "Me" or "My Family" in the center of the paper (or whatever medium you are using).
2. **include maps, pictures, other images (a house, where you do your activities, travels, etc)**
3. **Type of Relationship:**
 - Include at least three people in each group and a minimum of 14 total (but not too many more). Aim for a mixture of contacts that represents who you are.
 - Create four (at least) shapes, one for each type of contact. Inside each shape, write the person's **name**, **sex/gender**, **ethnicity/race**, **age** (approximate if you don't know), **level of education** (HS Diploma, Masters degree), and what you call them ("boss," "friend," "teacher," "sister," "acquaintance," "coach," "guidance counselor," "friend of parent," etc.) and other relevant information.
 - **Family:** This refers to actual members of your household or related family members.
 - **Friends/peers:** This refers simply to people you call friends.
 - **School:** This refers to teachers, administrators, guidance counselors, coaches, advisors, mentors or any other institutional contacts. This will most likely be adults.
 - **Other:** This person might be a boss, coworker, family friend, cultural contact, mentor, neighbor, leader,

religious group contact, summer camp counselor, important acquaintance, or person you know who has given you important information, know-how or resources that you could use to your advantage.

4. **Characteristic of Relationship:** Draw 'web lines' connecting "me" to contact. You might use a different color or type of line (dashed, dots, some other method) and describe the benefits of the relationship:
- **Emotional:** Provides emotional support.
 - **Work:** Helped (or may help later) find you a job or prepare for a job: people skills, ways of communicating, how to present yourself, etc.
 - **Information:** Provides you (or may later), with special information: who to call to get what you need, how to avoid problems, how to best handle school or work situations, etc..
 - **Academic:** School and academic support in high school, test taking, SAT prep, getting into a (or any) college, is an alumni, experience with the application process, helps with college essay, informal insights for with skills or advice that will be helpful in college.
 - **Financial/leisure:** Getting discounts on goods or services; Knowledge or discounts on travel/vacations, use of summer homes. Consider including pictures.
 - **Health/well-being:** Health care connection: knows about, or can get you medical/dental/therapy knowledge or care provision, physical fitness. Example: when you have a medical or psychological question or problem, this person is a useful contact, and may help you skip the standard procedure, especially at irregular or unplanned times.
 - **Legal/police/government support:** information about how to handle a question or problem, or can minimize the time it takes to resolve an issue, especially at irregular or unplanned times.
 - **Other?**
5. Some other considerations:
- **Secondary contacts:** You may include people with whom you are connected through someone else (ex. A friend of a parent).
 - **Weak and Strong ties:** Remember, some ties may be "weak"—or a person you don't know or are unaccustomed to spending time with, but may potentially provide you with a lot of advantage. A "strong" tie is someone who you are very comfortable or accustomed to spending time with.

Part II: Quick Write Reflection

Big analysis: To what extent do structural factors—rather than your personality or even your choices, etc.—give you advantage, or limit your social network? What does your project suggest about inequality--how power is distributed, whether it is fairly distributed?

How does your identity—race/ethnicity, gender, class, neighborhood, parent's education, etc.—shape who you know and how you know them? How does it limit or exclude who you know (who are you least likely to meet, based on race, class, gender, etc.)?

The power of your network: What advantages, or lack of advantage, does your network provide? Consider: Resources, favors, influence, places to vacation, job connections, insights about college, 'know how' about how to operate in the world and be successful in what you want to know. Your proximity to people in influential or successful positions. Does your network offer you role models for success, give you an image of the potential for success or reinforce for you that you have promise to succeed? Does the race of your contacts, or other aspects of identity, suggest you will face obstacles?

Students respond to the following prompts in this 15-minute writing assessment. Students will establish a writer's journal for this week's social justice unit.

Assessment Rubric

Map: Neatness, Organization, Creative (25 points) _____

Writing and design is clear, easy to read. Effective and creative use of shapes, colors, photos. Diagram is well planned, organized.

Map: Informative and thorough (25 points) _____

Includes detailed information, a variety of contact groups and a variety of type of connections

Quick Write Reflection: Depth of analysis (25 points) _____

Considers structural factors—race/ethnicity, class, neighborhood, etc in understanding who is in your social network, how much power and privilege you do and do not have. Is thoughtful about who is excluded from network and what impact that has (beneficial, not beneficial). You challenged yourself to examine honestly and thoughtfully the forces that shape who you are, your choices, opportunities and limitations.

Analysis paper: Writing mechanics (25 points)

- Grammar: capital letters, punctuation, verb tense, plural v. singular, spelling _____
- Indented, double-spaced, 12 point maximum, 1 inch maximum margins _____
- Met required length _____

Total Points _____

MIA LOVING-
INVISIBLE MAJORITY
FOUNDER



Mia Loving is a curator, organizer, educator and activist, cofounder of Invisible Majority. Since returning to Baltimore in 2009, she's spent a lot of time using art as a vehicle for community development, highlighted inequity and racism in the art world and providing more opportunity to young artists of color.

BILPHENA YAHWON-
GOLD WOMYN
FOUNDER



Bilphena Yahwon is a Baltimore based writer, researcher, organizer and womanist born in Liberia, West Africa. Yahwon is the owner and curator of goldwomyn.com, the author of 'teaching gold-mah how to heal herself,' the co-creator of For Black Girls Considering Womanism Because Feminism Is Not Enuf. She writes of the immigrant experience, of blackness, of healing, of African women made from flowers breathing fragility. Yahwon was selected for the 2018-2019 Peer2Peer cohort for her meaningful and critical transformative justice work in Baltimore.

D. WATKINS-WRITER,
PROFESSOR & SPEAKER



D. Watkins is an Editor at Large for Salon. He is also a professor at the University of Baltimore and founder of the BMORE Writers Project. He is the author of the New York Times best-sellers "The Beast Side: Living (and Dying) While Black in America" and "The Cook Up: A Crack Rock Memoir." Watkins has lectured at countless universities, prisons and schools all over the world.

MIA LOVING-
INVISIBLE MAJORITY
FOUNDER



Mia Loving is a curator, organizer, educator and activist, cofounder of Invisible Majority. Since returning to Baltimore in 2009, she's spent a lot of time using art as a vehicle for community development, highlighted inequity and racism in the art world and providing more opportunity to young artists of color.

BILPHENA YAHWON-
GOLD WOMYN
FOUNDER



Bilphena Yahwon is a Baltimore based writer, researcher, organizer and womanist born in Liberia, West Africa. Yahwon is the owner and curator of goldwomyn.com, the author of 'teaching gold-mah how to heal herself,' the co-creator of For Black Girls Considering Womanism Because Feminism Is Not Enuf. She writes of the immigrant experience, of blackness, of healing, of African women made from flowers breathing fragility. Yahwon was selected for the 2018-2019 Peer2Peer cohort for her meaningful and critical transformative justice work in Baltimore.

D. WATKINS-WRITER,
PROFESSOR & SPEAKER



D. Watkins is an Editor at Large for Salon. He is also a professor at the University of Baltimore and founder of the BMORE Writers Project. He is the author of the New York Times best-sellers "The Beast Side: Living (and Dying) While Black in America" and "The Cook Up: A Crack Rock Memoir." Watkins has lectured at countless universities, prisons and schools all over the world.

Demography isn't Destiny

Adapted from Dr. Deborah Jewell-Sherman
Harvard Graduate School of Education

- Male
- Black/ African American
- Baltimore, MD
- One brother
- Special Education Services in elementary
- He graduated with honors from the Baltimore City College high school
- Howard University
- University of Maryland School of Law
- Member of the U.S. House of Representatives from Maryland's 7th district



Congressman Elijah E. Cummings

- Female
- Black/ African American
- The daughter of two incarcerated drug addicts.
- Born a premature crack baby, weighing only three pounds
- She spent much of her childhood in a foster home in East Baltimore.
- At age 14, she was convicted of second-degree murder and served six years in prison.
- Actress, rapper
- Volunteered as a prison visitor and worked on anti-violence and literary campaigns for youth, and supported The Stay Strong Foundation



• Felicia "Snoop" Pearson

- Male
- Black/ African American
- Born and raised in Baltimore, MD
- University of Texas at San Antonio
- Featured interviewee in the 2017 documentary Baltimore Rising on the protests
- Works for the Baltimore City Mayor's office



Kwame Rose

*****Teacher Example*****

Demography is not Destiny

What does DID look like for you?
What is your demographic data
and what did it portend for your
future?

- Gender:
- Ethnicity:
- Siblings:
- Parents:
- Neighborhood:
- School:
- Rent/Own:
- Extracurricular activities:

Place a picture of yourself
here!

How Do We Define Social Justice Case Study

- Read and analyze each of the three “Demography is not my Destiny” profiles of different activists and leaders in Baltimore to determine if the work they are doing is charity or social justice?
- With a partner, discuss and try to identify a CRITERIA for social justice work.

Mia Loving- Invisible Majority Founder

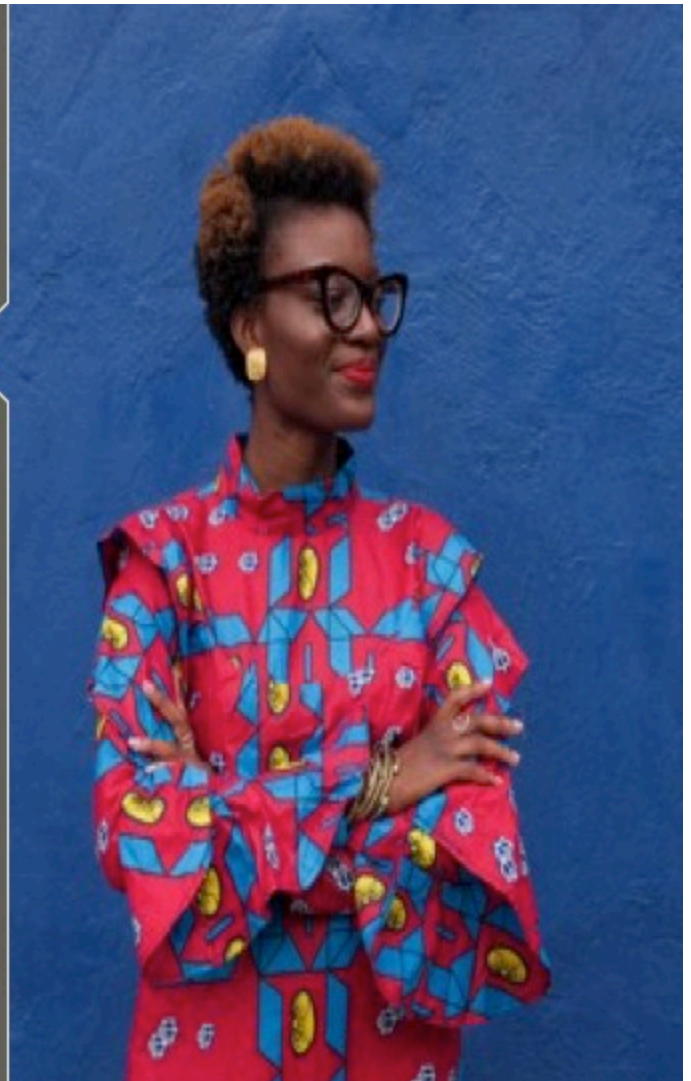
Mia Loving is a curator, organizer, educator and activist, cofounder of Invisible Majority. Since returning to Baltimore in 2009, she's spent a lot of time using art as a vehicle for community development, highlighted inequity and racism in the art world and providing more opportunity to young artists of color. In 2015 she founded Invisible Majority as a concrete way to address the inequity, providing affordable space and services to underserved creatives. She works part time as the Neighborhood initiatives Coordinator for the Reservoir Hill Improvement Council and is the core staff for Oritas Cross Freedom School.



Bilphena Yahwon- Gold Womyn Founder

Bilphena Yahwon is a Baltimore based writer, researcher, organizer and womanist born in Liberia, West Africa. Yahwon is the owner and curator of goldwomyn.com, the author of 'teaching gold-mah how to heal herself,' the co-creator of For Black Girls Considering Womanism Because Feminism Is Not Enuf and ¼ of Press Press, an interdisciplinary publishing practice. Her work uses a womanist approach and centers women's health and well-being, transformative justice and intersectionality. She writes of the immigrant experience, of blackness, of healing, of African women made from flowers breathing fragility.

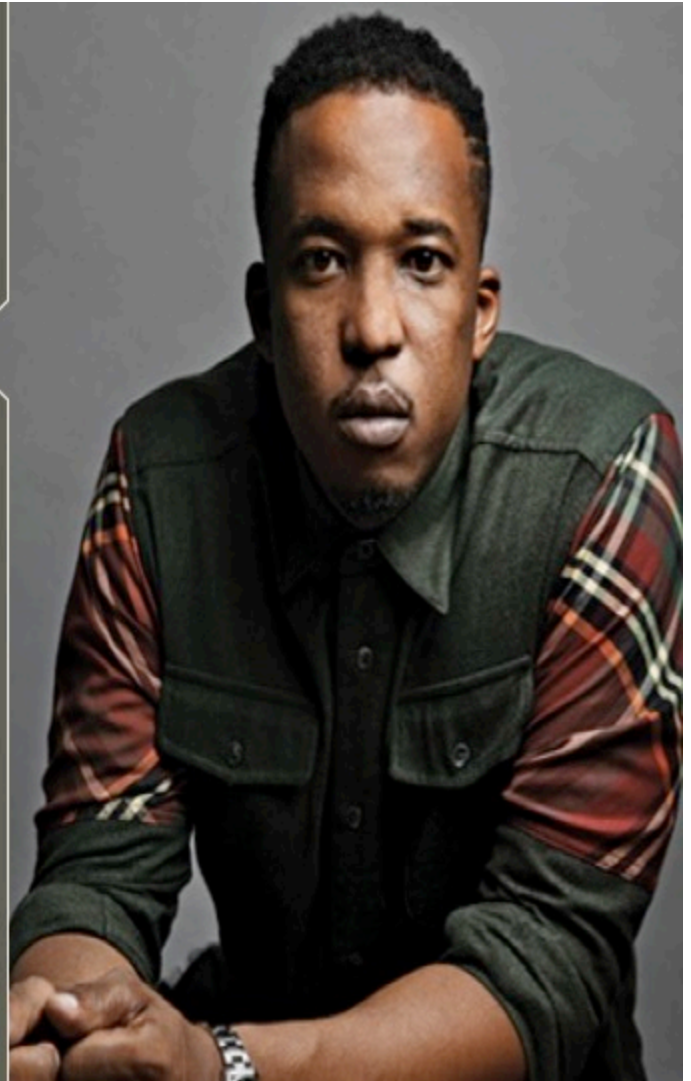
Yahwon's art and organizing work has been featured in TIME, The Nation, City Paper, Baltimore Sun, Africa & Afro-Diasporian Art Talk and Afropunk. She currently serves as the Outreach Coordinator at Restorative Response Baltimore, a conflict resolution and community building organization. Yahwon was selected for the 2018-2019 Peer2Peer cohort for her meaningful and critical transformative justice work in Baltimore.



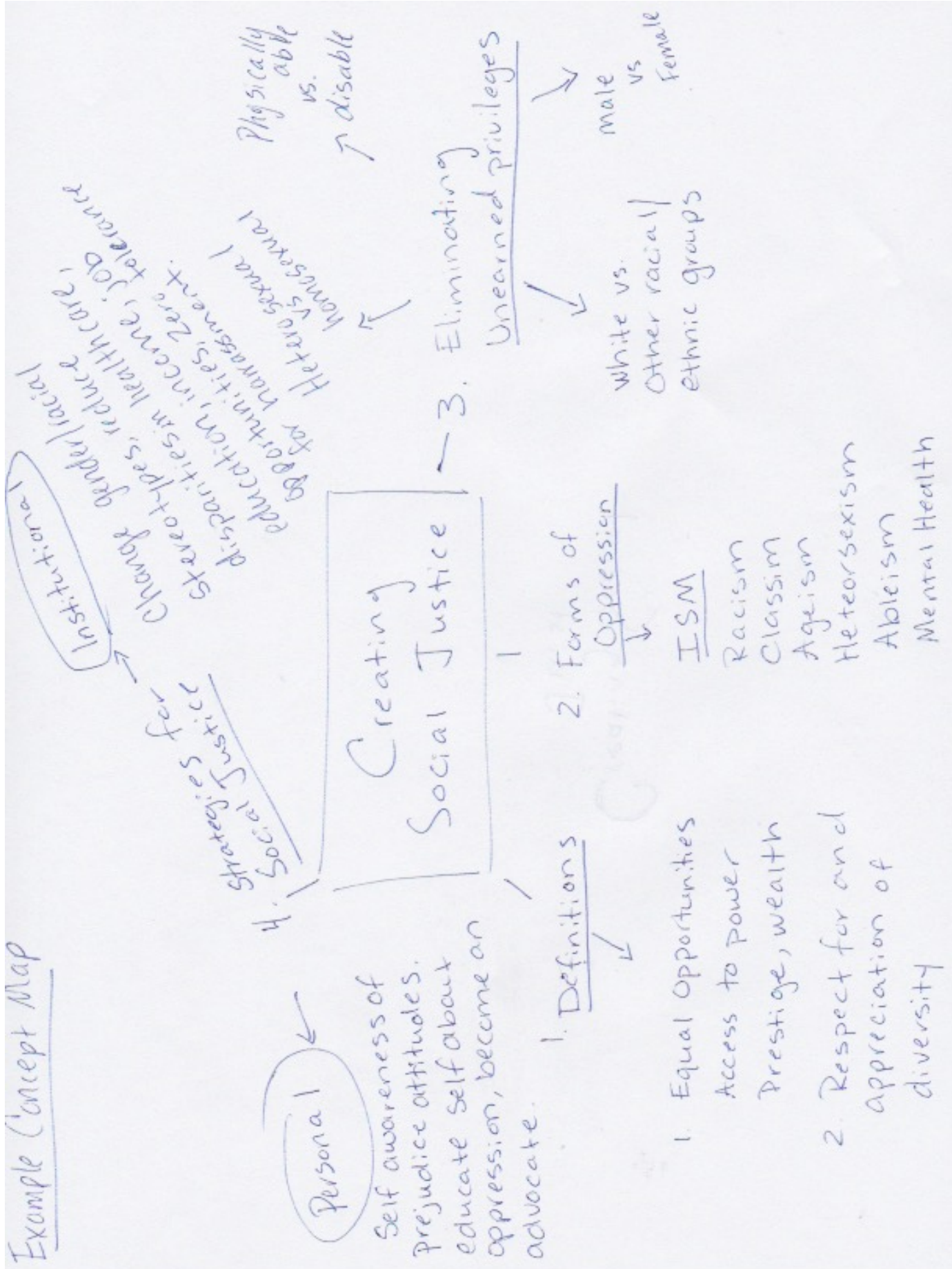
D. Watkins-Writer, Professor & Speaker

D. Watkins is an Editor at Large for Salon. He holds a Master's in Education from Johns Hopkins University and an MFA in Creative Writing from the University of Baltimore. He is also a professor at the University of Baltimore and founder of the BMORE Writers Project. Watkins is from and lives in East Baltimore. He is the author of the New York Times best-sellers "The Beast Side: Living (and Dying) While Black in America" and "The Cook Up: A Crack Rock Memoir." Watkins has lectured at countless universities, prisons and schools all over the world.

Both of D Watkins award winning books are required reading at high schools all over the country. He loves to visit and promote the power of reading and critical thinking.



Example Concept Map



Tuesday, February 5th, 2019

Tenaka Ryals, High School Exploring Issues of Social Justice

Standards

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Common Core State Standards
Common Core English/Language Arts

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Common Core State Standards
Common Core English/Language Arts

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.UB Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

Teaching Tolerance Standards

Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Essential Question

What shapes our worldviews?

Objectives

Students will be able to reflect and respond to one another's thoughts on injustice and their current worldview through class discussion.

Materials

- Pictures from the Baltimore Riots of 1968 and Baltimore Uprising 2015.
- "The Beast Side", by Baltimore author D Watkins
- "The Backlash Against Black Lives Matter Is Just More Evidence of Injustice" by EDT David Smith handout and discussion questions

📄 The Backlash Against Black Lives Matter Is Just More Evidence of Injustice.pdf

📄 In America, Everyone Sees Color.pdf

📄 Baltimore Riots 1968.jpeg

📄 Baltimore Uprising 2015.jpg

Procedure/Strategies

Engage (5 mins): *Using Baltimore Riots 1968 and Baltimore Uprising 2015: What's Going on In the Picture?* Students analyze pictures from the Baltimore Riots of 1968 and Baltimore Uprising 2015.

1. Describe what you see in this picture.
2. Why do you think these people are here?
3. What do you think is going through their minds?
4. What can you conclude about the conditions during this time?

Explore (10 min): *Using In America, Everybody Sees Color:* Students read "In America Everybody Sees Color" a vignette from the "The Beast Side", by Baltimore author D Watkins. What is the author's purpose in writing this article? Do you agree or disagree with this author's perspective on racism? Explain

Explain (10 min): The teacher will define a worldview in broad terms; a worldview is: "the way someone thinks about the world" (MerriamWebster.com). Having defined the term 'worldview,' the teacher will ask: "What shapes our worldviews?"

If the students seem to need further prompts to answer, leading questions such as "What institutions in society shape our thoughts?" and "What affects how you think?" can be used at the teacher's discretion. This is a brainstorming session and that students can shout out whatever answer comes to their minds; the idea is that students should say the first things they think of in order to respond in a genuine way. As students speak their minds, the teacher will record their responses on chart paper.

Extend (15 min): *Using The Backlash Against Black Lives Matter Is Just More Evidence of Injustice:* In small groups, students read and discuss, "The Backlash Against Black Lives Matter Is Just More Evidence of Injustice" by EDT David Smith. To get group discussion started, the teacher can share his or her own thoughts and explain why he/she thinks this way.

Assessment/Check for Understanding

Evaluate (10 min): Independent Work: After reading the article and the authors point of view, explain your personal perspective on each hashtag. Complete work in your writer's notebook.

#BlackLivesMatter_____

#AllLivesMatter_____

#BleLivesMatter_____

Closing/Wrap-Up: Debrief- Questions to ask include: What were the arguments for and against the issue? What did you learn during the activity? What were the strongest arguments? Which arguments were the weakest?

Homework

Conduct short research by finding an article or essay discussing current events. Respond to it through writing.

Vocabulary

- Social Justice
- Advocacy
- Oppression
- Stereotype
- Racism
- Marginalized
- Diversity
- Equity
- Discrimination
- Tolerance

- Privilege

The backlash against Black Lives Matter is just more evidence of injustice

October 31, 2017 7.36pm

EDT David Smith Senior Lecturer in American Politics and Foreign Policy, Academic Director of the US Studies Centre, University of Sydney

"HIS LIFE ALWAYS MATTERS MORE" (248)

In White-dominated societies, nearly any demand for equality by people of color is met by a backlash couched in terms of White victimhood. This has been as true for Black Lives Matter as it was for the civil rights movement.

Just as Black Lives Matter went global, so did the backlash.

One popular (and self-serving) theory holds that White identity politics is merely a response to movements like Black Lives Matter. But this gets the story backwards. Black Lives Matter is a response to White supremacy. The anger harnessed by figures like Donald Trump and Rudy Giuliani is the anger of White privilege forced to defend itself.

"All Lives Matter" and "Blue Lives Matter" are two of the most prominent rhetorical manifestations of the backlash. Both played major roles in the media coverage of and political response to Black Lives Matter.

All Lives Matter

The hashtag and slogan "All Lives Matter" is a declaration of "colorblindness", which Ian Haney-Lopez describes as "the dominant etiquette around race" today. As is so often the case when it comes to race, liberal rhetoric serves conservative ends.

"All Lives Matter" erases a long past and present of systemic inequality in the US. It represents a refusal to acknowledge that the state does not value all lives in the same way. It reduces the problem of racism to individual prejudice and casts African-Americans as aggressors against a colorblind post-civil rights order in which White people no longer "see race".

This kind of rhetoric is hardly new, as we learn from Eduardo Bonilla-Silva's book *Racism Without Racists*. It is the most up-to-date articulation of how most White people view racism (as a rare, archaic and unfortunate psychological disposition) as opposed to how most people of color see it (as institutionalized and systemic).

Under the White understanding, talking about systemic racism is itself racist, because it conjures into existence "racial divides" that are invisible to Whites who believe themselves to be free of prejudice.

There is no better example of this than Giuliani, the former New York mayor who is a famous proponent of "stop and frisk" policing and a longtime master of backlash politics. He told CNN Black Lives Matter is "inherently racist" because "it divides us ... All lives matter: White lives, Black lives, all lives."

Giuliani went on to say: *Black Lives Matter never protests when every 14 hours someone is killed in Chicago, probably 70-80% of the time by a Black person. Where are they then? Where are they when a young Black child is killed?*

The backlash against Black Lives Matter is just more evidence of injustice

October 31, 2017 7.36pm

EDT David Smith Senior Lecturer in American Politics and Foreign Policy, Academic Director of the US Studies Centre, University of Sydney

"HIS LIFE ALWAYS MATTERS MORE" (248)

In White-dominated societies, nearly any demand for equality by people of color is met by a backlash couched in terms of White victimhood. This has been as true for Black Lives Matter as it was for the civil rights movement.

Just as Black Lives Matter went global, so did the backlash.

One popular (and self-serving) theory holds that White identity politics is merely a response to movements like Black Lives Matter. But this gets the story backwards. Black Lives Matter is a response to White supremacy. The anger harnessed by figures like Donald Trump and Rudy Giuliani is the anger of White privilege forced to defend itself.

"All Lives Matter" and "Blue Lives Matter" are two of the most prominent rhetorical manifestations of the backlash. Both played major roles in the media coverage of and political response to Black Lives Matter.

All Lives Matter

The hashtag and slogan "All Lives Matter" is a declaration of "colorblindness", which Ian Haney-Lopez describes as "the dominant etiquette around race" today. As is so often the case when it comes to race, liberal rhetoric serves conservative ends.

"All Lives Matter" erases a long past and present of systemic inequality in the US. It represents a refusal to acknowledge that the state does not value all lives in the same way. It reduces the problem of racism to individual prejudice and casts African-Americans as aggressors against a colorblind post-civil rights order in which White people no longer "see race".

This kind of rhetoric is hardly new, as we learn from Eduardo Bonilla-Silva's book *Racism Without Racists*. It is the most up-to-date articulation of how most White people view racism (as a rare, archaic and unfortunate psychological disposition) as opposed to how most people of color see it (as institutionalized and systemic).

Under the White understanding, talking about systemic racism is itself racist, because it conjures into existence "racial divides" that are invisible to Whites who believe themselves to be free of prejudice.

There is no better example of this than Giuliani, the former New York mayor who is a famous proponent of "stop and frisk" policing and a longtime master of backlash politics. He told CNN Black Lives Matter is "inherently racist" because "it divides us ... All lives matter: White lives, Black lives, all lives."

Giuliani went on to say: *Black Lives Matter never protests when every 14 hours someone is killed in Chicago, probably 70-80% of the time by a Black person. Where are they then? Where are they when a young Black child is killed?*

This argument is a popular one in backlash politics. It holds that Black Lives Matter only cares about Black life when White people are responsible for taking it, thus ignoring and displacing Black responsibility for violence in Black communities.

In November 2015, Donald Trump tweeted an infographic purporting to show that Blacks were responsible for 97% of murders of Blacks and 82% of murders of Whites. Both “statistics” are wrong, the latter monstrously so: African-Americans accounted for about 15% of murders of Whites, according to FBI data.

This twisted tribal accounting deliberately obscures Black Lives Matter’s critique of violence, inequality and failings at all levels of the criminal justice system. Like the slogan “All Lives Matter”, it is a way of changing the subject.

It also exposes the myths of colorblind rhetoric. Many White people are more than happy to “see color” when assigning blame for Black deaths, and to treat that as the end of the issue.

Like many White people, Donald Trump is only happy to ‘see color’ when assigning blame to the black community.

“All Lives Matter” has not always served as the powerful rebuke of Black Lives Matter that the backlash intends. One strategy by online activists has been to refuse to acknowledge the disingenuous binary of “Black” and “all”.

Nikita Carney notes in a study of the #BlackLivesMatter and #AllLivesMatter hashtags that some Black Twitter users simply used both when calling for protests against police violence, effectively disarming the dishonest critique implied by All Lives Matter.

Alicia Garza, one of the creators of the #BlackLivesMatter hashtag, explained in 2014 how Black lives mattering is a precondition for all lives mattering:

Black Lives Matter doesn’t mean your life isn’t important – it means that Black lives, which are seen as without value within White supremacy, are important to your liberation. Given the disproportionate impact state violence has on Black lives, we understand that when Black people in this country get free, the benefits will be wide-reaching and transformative for society as a whole.

When we are able to end the hyper-criminalization and equalization of Black people and end the poverty, control and surveillance of Black people, every single person in this world has a better shot at getting and staying free. When Black people get free, everybody gets free.

Blue Lives Matter

While campaigning for the presidency in late 2015, Trump said that if elected he would use an executive order to make the death penalty mandatory for anyone who killed a police officer. The US president has no such authority, but Trump was attuned to the politics of the backlash.

The idea of a Black Lives Matter-inspired “war on cops” plays a powerful role in the backlash imagination. In 2014 and 2016, there were three ambush murders of multiple officers in New York, Baton Rouge and Dallas. Each was committed by a different lone gunman who sought revenge against police for their violence against Black communities.

These atrocities received blanket media coverage and became a major theme of the 2016 Republican National Convention. Milwaukee Sheriff David Clarke opened his speech by declaring that “blue lives matter”, blaming Black Lives Matter for “the collapse of social order”.

Giuliani, speaking shortly afterwards, claimed that most Americans do not feel safe and “they fear for our police officers who are being targeted”.

In Australia, The Daily Telegraph’s Miranda Devine blamed Black Lives Matter for the killing of an unarmed Australian woman in Minnesota by a police officer in July this year.

Devine claimed police were “more prone to make tragic mistakes” because they felt under siege following a “wave of ambushes and assassinations” incited by Black Lives Matter. She also asserted, baselessly, that “their entire movement is built on a lie” and that “Black Americans are more likely to kill cops than be killed by cops”.

In fact, it is estimated police killed more than four times as many Black Americans last year as the other way round. There is no evidence of a resurgent “war on police”.

In 2016, 64 officers were shot dead, a much-remarked jump from 41 in 2015. But this remains within the average range of police deaths for the last ten years, which itself represents a steep drop from previous decades. An average of 115 were murdered each year in the 1970s, when the population was two-thirds what it is now. So far in 2017, 36 officers have been shot dead.

It is far harder to say whether killings by police are rising or falling, because no reliable data have been kept until recently. Thousands of law enforcement agencies participate in the FBI’s annual Uniform Crime Report, but according to Politifact “just a small fraction of them willingly provide data on deadly force and justifiable homicides within their departments”.

This has led to recent data collection efforts by NGOs and media outlets, but without trustworthy numbers from previous years to allow for historical comparison. “The Counted”, a project by The Guardian, found police killed 1,093 people in 2016, 266 of them African-American.

Black Lives Matter draws attention not just to police violence, but to the many deep imbalances in how the state values human life.

Nonetheless, the Blue Lives Matter backlash has borne fruit. According to a Huffington Post report, 33 “Blue Lives Matter” bills have been introduced in 14 states in 2017, following 15 such bills in 2016. The purpose of these bills is to extend hate crime protections to members of law enforcement, thus increasing penalties for crimes committed against them.

Most of these bills have failed, but they have become law in Louisiana and Kentucky. A similar bill went into the committee stage in South Carolina, which doesn’t have a hate crimes statute and which automatically puts the death penalty on the table for the murder of police officers.

Such laws are profoundly unnecessary, which is why most don’t become laws. Penalties in all 50 states are already more severe for crimes committed against law enforcement officers.

However, Blue Lives Matter bills serve a political purpose. They suggest that members of racial minorities are somehow more “protected” than police officers, who are the real victims.

When Louisiana's law was signed, a Blue Lives Matter national spokesman said it was "important symbolically because it advises there is a value to the lives of police officers".

Bestowing the status of a victim class on police is a grotesque distortion of reality and a symptom of structural violence. Police do a dangerous job, but there has never been any question that their lives matter. Criminal justice is never pursued more vigorously than when a police officer is killed.

Slain police officers deserve to be mourned. But those slain by police officers deserve at least to be counted. Black Lives Matter draws attention not just to police violence, but to the many deep imbalances in how the state values human life.

After reading the article and the authors point of view, explain your personal perspective on each hashtag.

#BlackLivesMatter _____

#AllLivesMatter _____

#BlueLivesMatter _____



His award-winning kids, his nice home, his years of service, his wife, his vision.

Being a Z-list local celebrity on TV does this; it makes people feel entitled to you. You are not famous enough to be unapproachable, but famous enough to be recognized and therefore responsible for listening to everything everyone says, digesting every narrative—even if you are with your family—and answering every question with engaging solutions that leave them with a sense of fulfillment, the ability to walk away like, “That D. Watkins is a good guy; he is really one of the good ones!” Not today.

I ate my dinner as he rambled. He’s conservative but voted for Martin O’Malley, Maryland’s former Democratic governor. He kept going and going; it was a verbal marathon, and he was winning by a million lengths. Some people really don’t understand how conversations work: You have to let other person get a word in. I’d die if my flight got delayed. I’d pay to leave early.

“D, I don’t see color. Never have and never will,” he told me. That woke me up. White people always say this, and it’s not true, especially not in America. In America, everybody sees color, even the non-racist—we’re programmed to generalize and stereotype.

“I gotta call you on that one, man, we all see color. Color is how this country works. If I see a white person, I’m going to think they that they love mayonnaise. And if I see a 90-year-old, one-legged black woman, I’m going assume that she’s NBA-ready and can dunk a basketball backwards!”

We all laugh; the bartender laughs the loudest. “I agree with this guy on that one,” he says, pointing in my direction. “I’m from the South and came up in a mostly white setting. But I hate mayo!”

In America, Everybody Sees Color

“You’re that teacher from CNN that hates cops!” laughed a pudgy white guy in a folded Ravens hat. He was three chairs down and slid one closer. We were in an almost empty bar at Hartshfield-Jackson airport, in Atlanta, both heading back to Baltimore.

“I’m a cop in Baltimore County and have been for ten years, what’s your name?” He asked, as he signaled the bartender.

“I’m D. Watkins, man,” I said, extending my hand for a handshake. “I don’t hate all cops, but some of y’all, *mannnn* . . . Never mind!” I’m definitely switching topics. I had a long four days—six book-tour stops, back-to-back, talking about cops and shootings and black-on-black crime and systemic racism and gun laws and on and on and on.

The bartender dropped off his beer, and switched the TV to ESPN. “I don’t really know what’s going on in Baltimore City,” the cop said, inhaling his beer. “I know they needed us to help out when those crazy riots kicked off. Baltimore City always needs help. What do think is going to happen with the Gray case?”

“I don’t know, what do you think is going to happen with the Ravens? I’m sick of losing,” I answered. He dove into his life story.

And my girlfriend's Asian, but I'm way better at math. People put the both of us in boxes all of the time."

"You guys are racist!" laughed the cop. "But seriously, no disrespect. Some of those cops involved with the Gray case were black. How can we say it was race thing?"

I've explained this ten thousand times, one more wouldn't hurt: "You don't have to be a racist to play a key role in perpetuating a racist system. You know there were many black slave catchers back in the day. The problem is that police officers protect and serve the rich and terrorize the poor."

The cop shook his head in emphatic *no-way* motions and got ready to launch. This was clearly getting too real for the bartender, who slid into another conversation. "As a cop, that wouldn't happen on my watch. Look, those officers in Baltimore were screwups, but they aren't murderers. It was an honest mistake. You really don't know how it is until you are out there dealing with dangerous people all of the time?"

And that's my main issue with police officers. They do no wrong. They are the ultimate justifiers, always making excuses for each other. It's the only profession where the employees are eager to dismiss murder as if that badge makes one morally exempt.

"Yeah I don't know," I said. "Just like you don't know what it's like to be on my side . . . and we both know that if Gray was white, he'd be alive right now?"

"Well, I can't say that. I guess, we'll have to disagree on that one," said the cop. Joe Flacco flashed across the screen. The reporter began to speak about Baltimore's woes, just like we were doing. "D., you think Flacco is overpaid? We paid him too much, right?"

"I don't know man," I said, dumping my cash on the table. I thought about giving him one of my books, with the hope of him reading it and gaining a different perspective, but decided not to—he has a job, so he should buy it, free books are better in the hands of young people who aren't as poisoned by society, tradition and all those things that prohibit growth and the enhancement of social relations. Many of us are stuck in our ways—just like that cop, we water down our own faults, if we even acknowledge them at all.

All this left me with one question. If I'm perfect, you are perfect, the cops are perfect, the community is perfect, and the politicians are perfect—then where do all of these problems come from?





Wednesday, February 6th, 2019

Tenaka Ryals, High School Methods of Civic Engagement

Standards

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11—CCR text complexity band independently and proficiently. Common Core State Standards Common Core English/Language Arts

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Common Core State Standards Common Core English/Language Arts

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Common Core State Standards Common Core English/Language Arts

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.RJ Restorative Justice: Intentionally building and nurturing a beloved community that is bonded together through a beautiful struggle that creates justice for all in restorative, not depleting, ways Teachers' Democracy Project Black Lives Matter

Teaching Tolerance Standards

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.

Essential Question

What is Organizing?

Objectives

Students understand community organizing, the range of actions they can take, and what they can change.

Materials

- The Beast inside of Me video <https://youtu.be/nwg8nZFhBEE>
- Justice Quotes
- Ways to Make Change Chart
- Ways to Make Change Handout

📎 Justice Quotes.docx

📎 Ways to Make Change.pdf

📎 Ways to make change handout.pdf

Procedure/Strategies

Engage (5 mins): Show the video-The Beast inside of Me: <https://youtu.be/nwg8nZFhBEE>. Discuss Tilawn from the video: Is he doing social justice work, based on your criteria for social Justice? Has your criteria for social justice changed based on our discussions from this week, explain?

Explore (5 min): *Using Justice Quotes:* Display quotes on commitment, power and acting. Students select 1-2 quotes they like best. In your writing journal, write: Why did you select this quote? What do you like about it? Make this a personal response--why is this quote important to you? What does it reveal about power and social justice?

Explain (10 min): *Using Ways to Make Change Chart:* Explain that we are going to answer the question, "What is organizing?" The definition we use is the process of bringing people together to use their collective power to win improvements in people's lives and challenge the power structure. Share and explain the Ways to Make Change chart.

Extend (15 min): *Using Ways to Make Change Handout:* In groups of 3-5, give each group a Ways to Make Change Handout sheet and a common situation (ex. homelessness). For this situation, they should come up with 2 examples of each of these 5 types of actions. Once all groups are done, share back answers and make a list of the types of actions.

For any actions that are not in Community Organizing, what would be the next step if we wanted this action to challenge the systems of power more than it is currently doing?

Assessment/Check for Understanding

Evaluate (10 min): Exit Ticket: Vision Statement-Your vision is your dream. It's what your organization believes are the ideal conditions for your community; that is, how things would look if the issue important to you were completely, perfectly addressed. It might be a world without war, or a community in which all people are treated as equals, regardless of gender or racial background.

Create a short vision statement on how we can seek justice as a class. After brainstorming answers to all of the questions, take a few moments to write a sentence that you think best describes your purpose, its constituency, and its activities.

Consider these questions when creating your vision statement.

- What is your dream for our community?
- What would you like to see change?
- What kind of community (or program, policy, school, neighborhood, etc.) do we want to create?
- What do you see as the community's (or school's, neighborhood's, etc.) major issues or problems?
- What do you see as the community's major strengths and assets?
- What do you think should be the purpose of this organization (or effort)?
- Why should these issues be addressed?
- What would success look like?

Closing/Wrap-Up: What should we do with the knowledge that we have? What is the difference between being and doing? What can we do as a class to seek justice and advocate for the rights of the oppressed?

Homework

Conduct short research by finding an article or essay discussing current events. Respond to it through writing.

Vocabulary

- Social Justice
- Providing Service

- Self Help, Education
- Advocacy
- Social Justice Movements
- Public Justice
- System
- Direct Service
- Community Organizing
- Direct Action

Justice Quotes

Justice is a certain rectitude of mind whereby a man does what he ought to do in circumstances confronting him. --Saint Thomas Aquinas

Reconciliation should be accompanied by justice, otherwise it will not last. While we all hope for peace it shouldn't be peace at any cost but peace based on principle, on justice. --Corazon Aquino

Think on this doctrine,--that reasoning beings were created for one another's sake; that to be patient is a branch of justice, and that men sin without intending it. --Marcus Aelius Aurelius

We can become anything. That is why injustice is impossible here. There may be the accident of birth, there is no accident of death. Nothing forces us to remain what we were. --John Berger

Men feel that cruelty to the poor is a kind of cruelty to animals. They never feel that it is an injustice to equals; nay it is treachery to comrades. --G.K. Chesterton

There is no such thing as justice--in or out of court. --Clarence Darrow

True patriotism hates injustice in its own land more than anywhere else. --Clarence Darrow

One man's justice is another's injustice; one man's beauty another's ugliness; one man's wisdom another's folly. --Ralph Waldo Emerson

Without justice courage is weak. --Benjamin Franklin

Rigid justice is the greatest injustice. --Dr. Thomas Fuller

Injustice anywhere is a threat to justice everywhere. --Dr. Martin Luther King, Jr.

Maturity is the ability to do a job whether or not you are supervised, to carry money without spending it and to bear an injustice without wanting to get even. --Ann Landers

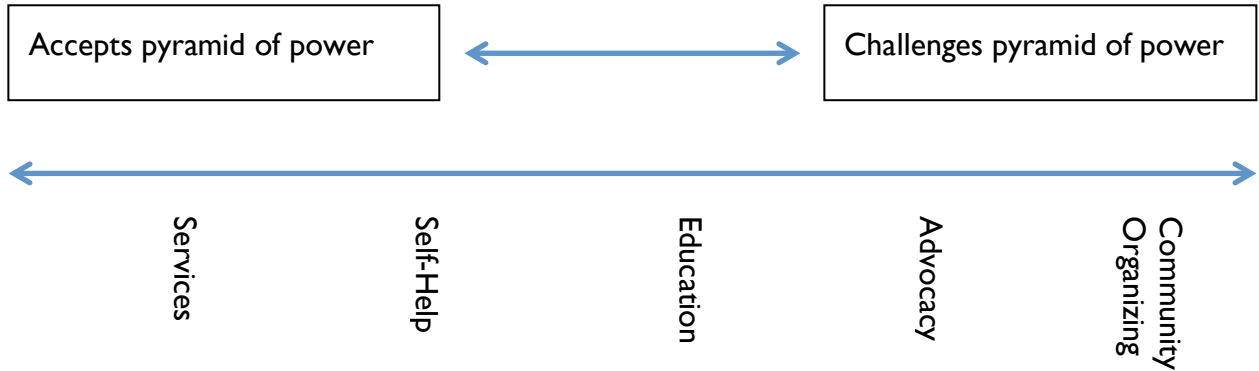
Man's capacity for justice makes democracy possible; but man's inclination to injustice makes democracy necessary. --Reinhold Niebuhr

This is a court of law, young man, not a court of justice. --Oliver Wendell Holmes

Justice in the life and conduct of the State is possible only as first it resides in the hearts and souls of the citizens. --Author Unknown

Justice is always violent to the party offending, for every man is innocent in his own eyes. --Daniel Defoe

Ways to Make Change



Services: supply basic services to people who need them, often food, clothing, shelter or money

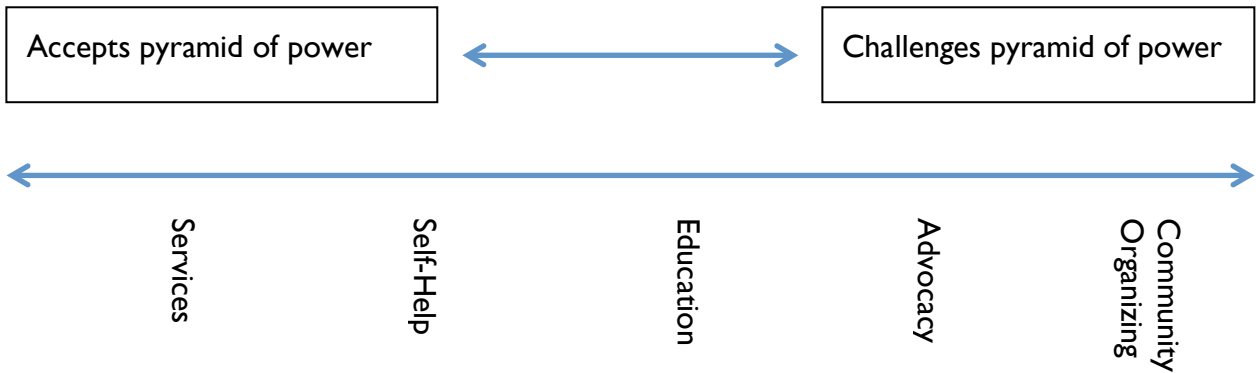
Self-Help: People affected by the problem do something to help each other

Education: Letting people know about the issue so that people affected by the issue can understand the problem

Advocacy: An individual, a group or an organization that cares about a problem pleads its cause on behalf of the group affected by the problem

Community Organizing: Bringing people together to use their collective power to win improvements in people's lives and challenge and change the system of power.

Ways to Make Change Worksheet



In your group, come up with at least two examples of how to solve this problem for each category:

There is nothing interesting to do afterschool for youth

Services:

Self-Help:

Education:

Advocacy:

Community Organizing:

Thursday, February 7th, 2019

Tenaka Ryals, High School
Searching for Justice

Standards

W.11-12.7 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. Common Core State Standards Common Core English/Language Arts

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Common Core State Standards Common Core English/Language Arts

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.G Globalism: Seeing ourselves as part of the global Black family and understanding how we are impacted or privileged by our positioning in the world Teachers' Democracy Project Black Lives Matter

Teaching Tolerance Standards

Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Essential Question

What can we do as a class to seek justice and advocate for the rights of the oppressed?

Objectives

Students will research local and national and international groups or organizations that are working towards social justice.

Materials

- Baltimore Algebra Project website <https://www.baltimorealgebraproject.org/our-mission>
- Research Organizations Handout
- Computer/ Internet Access
- Grassroots guest speaker or video.
- Our Neighborhoods: Elijah Miles at TEDxBaltimore 2014 https://youtu.be/qae72D9p_l

📎 RESEARCH ORGANIZATIONS WORKING ON YOUR ISSUE.docx

Procedure/Strategies

Engage (5 mins): Baltimore Algebra Project <https://www.baltimorealgebraproject.org/our-mission>

We as a youth led organization have a goal for the youth of Baltimore city. Our goal is to ensure that all students have access to quality education. This includes learning and mastering advanced math. We value the intelligence of Baltimore City Youth by paying a living wage to teach math to their peers and training their existing leadership skills. We support their vision for a more equitable Baltimore and beyond. Quality Education, adequate employment, proper healthcare, and safety is the right of every Baltimore City Youth.

What is a mission statement? Does it describe *what* the organization will do and *why* it will do it? Is it concise? Is it outcome oriented? Is it inclusive of the goals and people who may become involved in the organization?

Explore (5 min): Mission Statements-

The following examples should help students understand what we mean by effective mission statements.

- "Promoting child health and development through a comprehensive family and community initiative."
- "To create a thriving African American community through development of jobs, education, housing, and cultural pride."
- "To develop a safe and healthy neighborhood through collaborative planning, community action, and policy advocacy."

Explain (10 min): Mission Statement-

Mission statements are similar to vision statements, in that they, too, look at the big picture. However, they're more concrete, and they are definitely more "action-oriented" than vision statements. Your vision statement should inspire people to dream; your mission statement should inspire them to action.

The mission statement might refer to a problem, such as an inadequate housing, or a goal, such as providing access to health care for everyone. And, while they don't go into a lot of detail, they start to hint - very broadly - at how your organization might fix these problems or reach these goals. Some general guiding principles about mission statements are that they are:

- *Concise*. While not as short as vision statements, mission statements generally still get their point across in one sentence.
- *Outcome-oriented*. Mission statements explain the fundamental outcomes your organization is working to achieve.
- *Inclusive*. While mission statements do make statements about your group's key goals, it's very important that they do so very broadly. Good mission statements are not limiting in the strategies or sectors of the community that may become involved in the project.

Why should we create vision and mission statements?

Extend (20 min): Speakers will provide first-hand insight into working for social justice. If possible, have a local grassroots organizer present about their experiences. Facilitate a discussion between the organizer and the participants. If you do not have someone to speak, show a video of successful grassroots organizing.

Video Elijah Miles- https://youtu.be/qaue72D9p_I Elijah is a graduate of Cristo Rey Jesuit High School in Baltimore. This past summer he was one of five local students selected for a paid internship at the Baltimore chapter of Teach for America, funded by the Bank of America Charitable Foundation. He is a freshman at Morgan State University.

Assessment/Check for Understanding

Evaluate (20 min): Become an advocate by finding at least 3-5 examples of organizations or students like you who have stepped up to seek justice. How have they done it?

ORGANIZATION #1

Name of organization/group:

Their location, website, social media links:

Organization's goals or objectives:

How does this group make change?

Closing/Wrap-Up: What are some practical ways to seek justice? What is being done to relieve victims of oppression?

Homework

Conduct short research by finding an article or essay discussing current events. Respond to it through writing.

Vocabulary

- Social Justice
- Providing Service
- Self Help, Education
- Advocacy
- Social Justice Movements
- Public Justice
- System
- Direct Service
- Community Organizing
- Direct Action
- Mission statement
- Vision statement

Name _____ Date _____

RESEARCH ORGANIZATIONS WORKING ON YOUR ISSUE

Research at least 3 groups or organizations (try to find one based in Baltimore area) that are working on this issue. Then write an outline summarizing what you learn about each organization. Include the following:

ORGANIZATION #1

- Name of organization/group:
- Their location, website, social media links:
- Organization's goals or objectives:
- How does this group make change?

ORGANIZATION #2

- Name of organization/group:
- Their location, website, social media links:
- Organization's goals or objectives:
- How does this group make change?

ORGANIZATION #3

- Name of organization/group:
- Their location, website, social media links:
- Organization's goals or objectives:
- How does this group make change?

Friday, February 8th, 2019

Tenaka Ryals, High School
Passion for Justice

Standards

W.11-12.7 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. Common Core State Standards Common Core English/Language Arts

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Common Core State Standards Common Core English/Language Arts

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.CV Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers' Democracy Project Black Lives Matter

Teaching Tolerance Standards

Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Essential Question

What social justice issue(s) am I passionate about?

Objectives

Students will reflect on their passion for a social justice issues and show learning by creating a project from the choice board.

Materials

- Methods of Civic Engagement Choice Board handout
- Computer/ Internet Access
- Youth work sample: GSA Demands 1 video https://youtu.be/_HZmx7DT8x8
- Youth work sample: Monsters, Brian R. - Song <https://youtu.be/gQUR70mBjX0>

📎 Methods of Civic Engagement Choice Board.docx

📎 BLM Poem Anchor Paper.docx

📎 Letter to Legislator Anchor Paper.docx

Procedure/Strategies

Engage (5 mins): Brainstorm ideas about issues/injustices that excite/anger/inspire you (identify between 3-10 issues). Select one to examine further.

Explore (20 min): Research and learn about an injustice.

Using the internet, find a minimum of 3 excellent articles to read on your topic that will give you a stronger understanding about your issue. Search for articles, reports and credible videos.

Assessment/Check for Understanding

Evaluate (30 min): *Using Methods of Civic Engagement Choice Board Handout:*

1. Write a 1-2 page personal response to a specific topic, a specific story, or a lesson that particularly impacted you.
2. Create and record a PSA script bringing awareness of the social justice issue that you researched.
3. Draw or paint how you experienced the injustices in the world through these lessons.
4. Compose a poem or a song that takes the perspective of a victim or a justice worker.
5. Or create your own response!

Show students *work samples from past students* (see attachments for poem, audio song, video, letter to Delegate Robbyn Lewis) as examples.

Give students time in class to work on their project choice. Teacher helps students as needed. Projects are scored using the rubric from the *Methods of Civic Engagement Choice Board handout*.

Closing/Wrap-Up: What social justice issue(s) am I passionate about? Do I want to work to achieve social justice locally or globally?

Homework

Conduct short research by finding an article or essay discussing current events. Respond to it through writing.

Vocabulary

- Social Justice
- Advocacy
- Oppression
- Ethnicity
- Diversity
- Equity

Methods of Civic Engagement

Choice Board

Students will demonstrate their learning and practice skills by selecting one of the project based choice board options as a summative assessment.

<p>Social Justice Story</p> <p>Write a 1-2 page personal response to a specific topic, a specific story, or a lesson that particularly impacted you.</p>	<p>PSA</p> <p>Create and record a public service announcement script bringing awareness of the social justice issue that you researched.</p>	<p>Drawing</p> <p>Draw or paint words that celebrate and affirm your power.</p>
<p>Letter/Email</p> <p>Write a letter or email to your local legislator regarding an important social justice issue.</p>	<p>Song/ Poem</p> <p>Compose a poem or rap that takes the perspective of a victim or a justice worker.</p>	<p>Video Response</p> <p>Choose one of the films/clips we watched. In any way you choose, respond to the film with these guiding questions: How did this particular film impact you? In what way? How did it bring you closer to reality?</p>
<p>School Survey</p> <p>Create a Google/ Survey monkey questionnaire for your classmates of the social justice issues in your school.</p>	<p>Rap</p> <p>Create a rap addressing the current social justice issues in Baltimore.</p>	<p>Create your own response!</p>

Choice Board Rubric

Conventions: 0 1 2 3 4

Spelling is correct

Uses capital letters

Uses punctuation

Sentences are complete

For: Conventions

0 = missing

1 = very poor or minimal or many mistakes

2 = okay; some mistakes, could do better

3 = well done; very few mistakes

4 = No mistakes

Content: 0 1 2 3 4

Correct

Elaborates/explains thinking

Content


0 = missing

1= Weak, has mistakes, needs work

2 = Okay, could do better, needs some work

3 = Pretty good, could add a little detail here and there

4 = Excellent, above and beyond. GREAT detail!



The truth will set you free but first it will
piss you off ...

let that sink in since y'all feelings tend to
get real soft

See y'all claim that y'all woke, until reality
hit

Until you or your brothers are dead and now the
roll is switched

It is impossible to win a battle that is rigged
especially when your skin color is as dark as
mine is

You went from wanting to be an officer when you
grow up to trying to avoid them before they
"randomly" pull you over since you drive a
suspicious truck

It is impossible to be unarmed when our
blackness is the weapon they fear

So is seeing me wave my hands in the air taking
my last breath before you take my life something
that brings you cheer ?

The civil rights movement never ended, it just
carried on to the next generation

So now we're left to finish and figure out this
segregation



I'm tired of having to protest and pray and
fight... but I will do it all over again
because being black is my right

125 N Hilton Street

Baltimore, Maryland, 21229

January 10, 2019

Delegate Robbyn Lewis

304 House Office Building

6 Bladen Street

Annapolis, Maryland, 21401

Dear Delegate Robbyn Lewis,

I am a high school student living in Baltimore City. The community members and I are writing to you to discuss our concerns and problems that we see in our city. Our population has about 622,000 people and majority of our community is black, about 63.7% is black. We have a landfill and two incinerators, they are all located in the black communities. There is a landfill located in Cherry Hill and one of the incinerators is located in Westport. These incinerators are bad for the environment and is poisoning our family and friends. The incinerators don't just burn trash from Maryland but many other places, which makes even more pollution that's poisoning us. As a result of having these incinerators Baltimore has a very high asthma rate and it cause many other health problems. When trash is burned it release harmful chemicals in the air that we breathe in every day. If we could get a bill in place to close down these incinerators and landfills our children can grow up with cleaner air, with less health problems that children have today. An alternative way to get rid of trash could be to make it

mandatory for people to recycle, make a landfill in a vacant low populated area. I personally have cousins and friends who suffer from asthma, because of this they can't live life how they want to because they are limited to things they can do. Also it's not fair that they have to suffer from something they never wanted or asked for. All I ask for is to shut down the incinerators or reduce the hours of operation at least so it won't be as much pollution. I hope my letter has helped you on your decision about the incinerators in Baltimore city.