

## WE NEED VIDEO CAM EYES LESSON

### GOALS:

- **Analyze** some of the events that led up to the frustrations that stoked the flames of the uprising.
- **Compare/contrast:** Discuss the actual case and outcome and discuss the idea of justice. Discuss why there might have been discrepancies between what we viewed on the video and what the jury saw.
- **Form and defend an opinion:** With additional video footage do you think the police officers should have been found guilty or innocent of excessive force?
- **Synthesis:** Apply the prior information in this unit to this discussion. Based on prior knowledge, do you think any societal biases might have played into the verdict or the way Rodney King was treated?
- **Synthesis:**  
After viewing the NPR: [Police videos aren't going away. How can we learn from them?](#) discuss opinions that you have formed synthesizing information from prior lessons and the poem.

### Variety of Ways to Discuss and Review the Material

**Socratic Seminar, Philosophical Chairs** (which was in the Freedom of Speech Assignment), or just general class discussion. Students can also create quizzes by using the online program **Quizlet** (which is used in the poetry terms unit). In creating quizzes – student can be assigned different topics for review from previous lessons and information from the videos and articles provided below.

### TRIAL INFORMATION

1. **WARNING:** this video contains violent images. This was almost a daily broadcast.  
WATCH THE VIDEO [MARCH 3, 1991 L.A. TIMES RODNEY KING BEATING 0:24 VIDEO](#)
2. READ THE [LATASHA HARLANS MURDER AND VERDICT – NOVEMBER 16, 1991](#) ARTICLE
3. [RODNEY KING VERDICT: APRIL 29, 1992](#) Article
4. [FAMOUS AMERICAN TRIALS: THE RODNEY KING BEATING](#)

READ THE POEM **WE NEED VIDEO CAM EYES** (PAGE 31), THEN DISCUSS THE FOLLOWING QUESTIONS.

1. Who is the poet speaking to?
2. What ethnicity is the poet, how do you know from the content in the poem?
3. What does the poet compare the beating to?
4. Do you think the ethnicity of the poet influences the way the incident is described?
5. Why does the poet assume the police are guilty?
6. Why does the poet think it is a good thing to have a recording of the incident?
7. Does the poet like watching the incident? Use comments from the poem to support your opinion.

### WATCH THE NPR SERIES OF VIDEOS IN

**POLICE VIDEOS AREN'T GOING AWAY. HOW CAN WE LEARN FROM THEM?**