

SOCIAL JUSTICE

The only thing necessary for the triumph of evil
is for good men to do nothing. - Edmund Burke



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BIG QUESTION: What is social justice and how do you work towards it?

QUOTES ON PROTEST DISCUSSION:

GO TO [\[QUOTE CARDS\]](#) TAB ON THE HOME PAGE FOR SOCIAL JUSTICE.

There are two sheets. Print them out on card stock.

Follow the instructions for discussing the quotes on social justice.

DECLARATION OF INDEPENDENCE: A CALL TO ACTION

GO TO THE [\[DECLARATION\]](#) tab "ROOTS OF PROTEST IN THE U.S. WORKSHEETS"

There is a copy of the document with space for annotation.

1. Listen to the oral reading of the Declaration: Take note of who is not represented in the video.
 2. Close read and analyze the most famous sentence in the Declaration.
 3. Focus on "Duty of citizens from the Declaration" – How the Call to Action was Actualized.
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ANALYSIS OF POWER STRUCTURE: A CALL TO ACTION

GO TO THE [\[RESOURCES\]](#) TAB FOR WORKSHEET FOR ERIC LIU TED TALK

1. Look up the vocabulary words before watching the video.
2. Watch the Eric Liu Ted Talk Video and use the Worksheet to help take notes.

TED TALK ERIC LIU: [WHY ORDINARY PEOPLE NEED TO UNDERSTAND POWER](#) 17:19

3. In the video Eric Liu presents a call to action which could be used as a
 - a. class discussion,
 - b. group project or
 - c. springboard for the extended assignment to create a Ted Talk.

FORMS OF PROTEST: VOICE AND ACTION – PHILOSOPHY TO SUPPORT NON-VIOLENT PROTEST

The following link has an article on [CIVIL DISOBEDIENCE](#) with four major topics, subtopics and a conclusion.

JIGSAW READING STRATEGY:

Group students together and assign topics and subtopics to each group.

Groups will read, create a poster that highlights the main points, and present it.

NON-VIOLENT STRATEGIES IN PRACTICE

The following articles provide examples of non-violent forms of protest in practice.

1. [UN INTERNATIONAL DAY OF PEACE](#)
 2. [NON-VIOLENT STRATEGIES IN PRACTICE 2:CRF CIVIL RIGHTS PROTESTS](#)
 3. [AMNESTY INTERNATIONAL TRAINING AND EDUCATION](#)
 4. [ACTIVISM IN THE SOCIAL MEDIA AGE – PEW RESEARCH](#)
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WRITING PROMPT FOR REFLECTION AND DISCUSSION – PREPARATION FOR READING AUGUST 1965

Write about the first time you realized that racism exist and be as detailed as possible.

CONSIDER THE FOLLOWING QUESTIONS:

- How old were you and the people involved? What was the situation?
- What kind of impact did it have on you? Did it change the way you looked at or related to the people involved?
- Did it change your self-perception or perception of the world?

POEM: **AUGUST 1965** ANALYSIS

READ THE POEM THREE TIMES.

What are some of the recurring colors?

What effect does the violent protest have on the daughter and the mother?

1. WATCH THE VIDEO ON THE WATTS RIOTS

[L.A. TIMES VIDEO WATTS RIOTS, 1965](#) 1:35

Does the video help the reader understand the poem better?

2. For further insight read the [ENCYCLOPEDIA BRITANNICA – WATTS RIOTS, 1965](#)

CREATIVE EXPRESSION - LOSS OF INNOCENCE

1. Reread your writing reflection on your first realization that racism exists.
 2. Choose a color – a scent – and an item (noun) that was in the scene you described.
 3. Take those items and use them to create something that captures that experience.
 4. **CREATIVE GALLERY** – Display poetry with artwork throughout the classroom.
Have a poetry reading and a discussion on the display.
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1992 UPRISING

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](#)
5. REVIEW THE [CENSUS DATA FOR SOUTH CENTRAL WATTS](#)
6. REVIEW THE [CENSUS DATA FOR SIMI VALLEY](#)

*Although the time period has changed the contrast in demographics between Watts and Simi Valley are similar. Consider the percentage of poverty, income, ethnic demographics. The Rodney King trial was moved from Watts to Simi Valley.

READ THE POEM **WE NEED VIDEO CAM EYES** THEN DISCUSS THE FOLLOWING QUESTIONS.

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

CONVERSATION – DEBATE – PHILOSOPHICAL CHAIRS

Read the commentary on visuals (1965, 1992 and 2000+) to further the discussion.

The relationship between video/audio recordings and uprisings can either be debated or used in a PHILOSOPHER'S DISCUSSION see [HATE SPEECH] TAB on the main page the go to the TAB [PHILOSOPHICAL CHAIRS] FOR instructions on how to conduct a Philosophical Chairs.

How much does historical context play in the reactions to video and audio recordings?

Are uprisings an emotional response to what is a perceived injustice? or Are uprisings caused by the repeated exposure to real life violence? These are only a few questions to get you started.

You might even want to form more questions before the continued discussion.

1965 During the Civil Rights Movement there were numerous images of peaceful protestors being attacked. Many of the images from the Civil Rights Movement were taken by professional photographers and reporters.

The repeated images of white police officers attacking black citizens serves as a way to inform the general population, but it also served as a fuel to deepen distrust, fear and even hate for those who are supposed to serve and protect.

1992 The video of the brutal beating of Rodney King was taken by an average citizen who had the latest technology at the time, a video camera. Without that citizen's video there would have been no evidence as to what occurred except for the word of the black motorist and the four white officers.

The video was meant to serve as a witness for the general public to view and a vindicator for most people of color who had been harassed by the police. From the time the video was recorded up until the trial and afterwards, the general population was subjected to repeatedly viewing the video through news outlets, which further solidified sentiments.

From previous articles and videos, we can see that the viewing of the video was not the only agitator in creating the uprising. However, a great deal of hope had been placed in what seemed to be the eyewitness testimony of the videocam recording. The verdict of the white jury

seemed to be a total disregard of the irrefutable video cam witness and was a reminder of our country's lynching "past" where white citizens could murder a black person with impunity.

2000+ Cell phone videos and audio recordings now capture police chases, harassments, beatings, and murders. They are posted on social media and used in news outlets, oftentimes edited to get the highest ratings.

Seeing a person harassed and brutalized or seeing, what might at first glance be a citizen being belligerent, is immediately judged in the court of public opinion. It has served as a means to bringing cases to light that otherwise would not have been addressed and in some sense has been an equalizing witness.

Once the videos are posted or used for news reporting they are couched in a context without the people who were actively involved in the incident. We form our own opinions of the truth, and it is often based on our biases.

PREPARATION FOR ANALYZING **EXONERATED: A CRUCIFIXION**
PROFILING

[HARVARD'S IMPLICIT BIAS TEST](#) FOR 1) SKIN TONE, 2) RACE AND 3) WEAPONS.

DISCUSS the outcome of the tests and what you learned.

Does the outcome change your self-perception and the assumptions you make?

Do you think the findings in your test results are the results other people usually get?

Do you think the test results are a reflection of racial profiling?

READ THE ARTICLES

[PRESUMPTION OF GUILT](#), Equal Justice Initiative

[BLACK BOYS VIEWED AS OLDER, LESS INNOCENT THAN WHITES, RESEARCH FINDS](#), APA

[CHILDREN IN PRISON](#), Equal Justice Initiative

WATCH THE FOLLOWING VIDEOS:

[POLICE CALLED ON MAN TRYING TO CASH PAYCHECK](#) 2:32, CBS NEWS

[OUTRAGE AFTER TWO BLACK MEN ARRESTED AT STARBUCKS](#) 2:17, NBC NEWS STORY

[NY TEEN IN PRISON WITHOUT EVER HAVING BEEN CONVICTED](#) 3:59

[KALIEF BROWDER'S LIFE BEHIND BARS AND WHO HE MIGHT HAVE BEEN](#), 7:50, ABC NEWS
WARNING - SOME VIOLENCE. KALIEF BROWDER (1993-2015)

READ **EXONERATED: A CRUCIFIXION**

Before reading the poem look up the following Constitutional Amendments: 13, 8, 6, 5, 4.

How do these amendments relate to Kalief Browder's story?

What images in the poem symbolically relate back to Browder's story?

Social Justice – Call to Action

READ THE ARTICLE

[WHY PRISON REFORM MATTERS](#)

RECOMMENDED DOCUMENTARIES

[GIDEON'S ARMY \(TRAILER\)](#) 2:19

[13TH \(OFFICIAL TRAILER - NETFLIX\)](#) 2:19

[WHEN THEY SEE US \(TRAILER\)](#) 2:49

[SLAVERY DID NOT END IN 1865](#) YOUTUBE 1:25:40

PREPARATION FOR ANALYZING THE POEM **STRANGE FRUIT: A COMMUNION**

READ THE FOLLOWING ARTICLES

[HOODIE MOVEMENT](#) – CBS News

[JUSTICE DEPARTMENT FINDINGS ON FERGUSON](#)

[PBS: HIDDEN RACISM OF YOUNG WHITE AMERICANS](#)

[WHAT NEW RESEARCH SAYS ABOUT RACE AND POLICE SHOOTINGS](#)

[BLACK MEN STILL FACE THE HIGHEST RISK OF BEING KILLED BY POLICE](#)

[ARE INNOCENT PEOPLE PLEADING GUILTY?](#) FORBES

[BLACK LIVES MATTER](#)

Background Information for Poem Analysis

Read and watch the following background information to better understand the poem

Read the lyrics: [STRANGE FRUIT](#) written by Abel Meeropol (1937)

Listen to the song: [STRANGE FRUIT](#) – sung by Billie Holiday 3:03

What impression does the song create for you?

What is the one image that lingers with you?

Some call this song a dirge. Explain why.

What elements evoke the tone of a dirge?

Boys mentioned in the poem.

Oscar Grant (1986 – 2009)

This video captures a brutal murder of Oscar Grant on New Year's 2010 at the subway Fruitvale Station stop in Oakland, Ca. ** Warning this video contains violent images.

Video: [RAW FOOTAGE OF OSCAR GRANT BEING SHOT AT FRUITVALE STATION](#) 1:59

Rachel Maddow Blog MSNBC [POST BY CHRIS HAYES: OSCAR GRANT TRIAL VERDICT](#)

Trayvon Martin (1995-2012)

[PBS NEWS HOUR: TRAYVON MARTIN CASE](#)

JORDAN DAVIS (1995 – 2015)

[CBS: JORDAN DAVIS "LOUD MUSIC" CASE](#)

KALIEF BROWDER (1993 – 2015)

[KALIEF BROWDER SUICIDE](#)

DISCUSSION

STRANGE FRUIT: A COMMUNION

Why is there an allusion to the song, Strange Fruit?

What images and facts from each tragedy are included in the poem?

What affect do they have in the poem's context?

SOCIAL JUSTICE DISCUSSION

From the general background information and the specific information on the unarmed youth, do you think Black Lives Matter is an effective Non-Violent strategy to raise awareness and effect change?

Equal Opportunities

TED TALK: [A BLACK MAN IN THE WHITEST TOWNS IN AMERICA – RICHARD BENJAMIN 13:01](#)

Under the [RESOURCES] Tab there is a worksheet for this Ted Talk.

DISCUSSION: Do you agree or disagree with the presenter’s observations and conclusions he drew from his experiences?

WATCH THE VIDEO ON REDLINING. [THE DISTURBING HISTORY OF THE SUBURBS](#) 6:16

As you read and watch the following information keep the following question in mind:

How does location impact the quality and access to education?

Watch the video [SEGREGATED SCHOOLS – JOHN OLIVER LAST WEEK TONIGHT.](#)

Caution: Some inappropriate for school language is in this segment.

EDUCATION ACCESS AND EQUALITY

1. Read the [UNIVERSAL DECLARATION OF HUMAN RIGHTS](#) Article 26 Education. Universal access to education is one of the key points in Malala’s speech.
2. WATCH THE VIDEO: [MALALA’S SPEECH AND CAMPAIGN FOR UNIVERSAL EDUCATION](#) 26:44
Take notes on key points. Discuss the content of the speech.
3. Read the article [SCHOOL SEGREGATION THE TRAGEDY OF FERGUSON](#)
4. Watch the video: [THE POWER OF PROTEST](#) 6:14

THINK – PAIR – SHARE: ACCESS & EQUALITY DISCUSSION QUESTIONS

INSTRUCTIONS: From the articles you have read and the videos you have watched create discussion questions to ask each other. Here are a few to get you started:

UNIVERSAL ACCESS TO EDUCATION DISCUSSION QUESTIONS – EXAMPLES TO GET YOU STARTED

1. What are the obstacles girl’s face in Pakistan to get an education?
2. How did Malala confront the opposition and what were the results?
3. How does she feel about the incident? What is her desire for the future?

QUALITY OF EDUCATION

1. What are some of the problems with desegregation and equal education in the U.S.?
2. How does lack of materials and technology impact future opportunities?
3. How can the problems of inequality be resolved?

REFLECTION ON MANDATORY EDUCATION

Considering the struggle for equal access and quality in education, does this information impact your view of mandatory education in the United States?

SEE THE [\[RESEARCH\]](#) TAB FOR THE EXTENDED ASSIGNMENT.