

## 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 ANALYSIS & DISCUSSION

GO TO **[DECLARATION]** TAB ROOTS OF PROTEST IN THE U.S. WORKSHEETS.

1. There is a copy of the document with space for annotation.
2. Listen to the oral reading of the Declaration: Take note of who is not represented in the video.
3. Close read and analyze the most famous sentence in the Declaration.
4. Focus on “Duty of citizens from the Declaration” – How the Call to Action was Actualized.

### ANALYSIS OF POWER STRUCTURE: A CALL TO ACTION

SEE **[RESOURCES]** TAB FOR WORKSHEET FOR TED TALK 1

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

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

## FORMS OF PROTEST: VOICE AND ACTION

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 to the class.

A presentation rubric is provided under the **[RESOURCES]** TAB.

## NON-VIOLENT STRATEGIES IN PRACTICE

THE FOLLOWING ARTICLES PROVIDE EXAMPLES OF NON-VIOLENT FORMS OF PROTEST IN PRACTICE.

1. [NON-VIOLENT STRATEGY IN PRACTICE 1: \(UFW\) STRIKES & BOYCOTTS](#)
2. [NON-VIOLENT STRATEGIES IN PRACTICE 2: CRF: CIVIL RIGHTS PROTESTS](#)
3. [CIVIL UNREST, RIOTS & REBELLIONS: WHAT'S THE DIFFERENCE?](#)

## SOCIAL MEDIA AND OTHER FORMS OF PROTEST

THE FOLLOWING ARTICLES PROVIDE EXAMPLES OF A VARIETY OF FORM OF PROTEST IN PRACTICE.

1. [PROTEST IN THE AGE OF SOCIAL MEDIA - FACEBOOK AND TWITTER](#)  
HOW SOCIAL MEDIA WAS USED IN NATIONAL REVOLTS
2. [TWEETING FERGUSON](#) HOW TWITTER WAS USED IN THE PROTESTS
3. [ANTI-DEFAMATION LEAGUE: ACTIVISM](#) EXAMPLES FOR STUDENT ACTIVISM
4. [AMNESTY INTERNATIONAL: WRITE FOR RIGHTS](#) LETTER WRITING Campaigns (Email)

## WRITING PROMPT FOR REFLECTION & DISCUSSION

Write about the first time you realized that racism exists.

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?

1. **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?

2. **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?

3. For further insight read [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. Now take those items and use them to create something that captures that experience. Suggestions: sketch, painting, collage, a sculpture, a poem, a song, a video.
4. **CREATIVE GALLERY** – Display poetry with art work throughout the classroom. Have a poetry reading and a discussion on the display.

**1992 UPRISING**

1. **WARNING:** this video contains violent images. This was almost a daily broadcast. [Trial](#)  
**WATCH THE VIDEO** [MARCH 3, 1991 L.A. TIMES: RODNEY KING BEATING](#) 0:24 VIDEO
2. READ THE [LATASHA HARLINS 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 SIMI VALLEY](#)
6. REVIEW THE [CENSUS DATA FOR SOUTH CENTRAL/WATTS](#)

\*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.

UNDER THE **[RESOURCES]** TAB THERE IS A WORKSHEET FOR THIS TED TALK.

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

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

### **ACCESS AND EQUALITY IN EDUCATION:**

**INSTRUCTIONS FOR COMPLETING ASSIGNMENT:** There are three ways this assignment can be fulfilled. Printing out the articles for students to read, as flip instruction where students complete the reading and video watching at home and engage in the discussion in class or where each student has a computer during class time.

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1. Read the [UNIVERSAL DECLARATION OF HUMAN RIGHTS Article 26 Education Universal access to education is discussed in the following speech](#)
  2. Watch the video: [MALALA'S SPEECH & CAMPAIGN FOR UNIVERSAL EDUCATION](#) 26:44.  
Take notes on key points. **Discuss the content of the speech.**

### **QUALITY OF EDUCATION IS THE FOCUS OF STUDENT PROTEST IN THE U.S.**

3. READ [IDENTIFYING VIOLATIONS OF THE RIGHT TO EDUCATION](#)  
KQED Lessons from the race riots .
4. READ [NY TIMES BOOK REVIEW "SHAME OF A NATION": SEPARATE BUT UNEQUAL](#)  
**CAUTION:** Some inappropriate language in John Oliver's segment. You may need to censor a few curse words.
5. WATCH THE VIDEO: [SEGREGATED SCHOOLS – JOHN OLIVER LAST WEEK TONIGHT](#) 17:58
6. READ [SCHOOL SEGREGATION THE TRAGEDY OF FERGUSON](#)
7. WATCH THE VIDEO: [THE POWER OF PROTEST](#) 6:14

**THINK – PAIR – SHARE: ACCESS & EQUALITY DISCUSSION QUESTIONS**

FROM THE ARTICLES AND DOCUMENTS YOU READ AND THE VIDEOS YOU WATCH CREATE DISCUSSION QUESTIONS TO ASK EACH OTHER. HERE A FEW TO GET THE STUDENTS STARTED.

**UNIVERSAL ACCESS TO EDUCATION**

What are the obstacles girl's face in Pakistan to get an education?

How did Malala confront the opposition and what were the results?

How does she feel about the incident? What is her desire for the future?

**QUALITY OF EDUCATION**

What are some of the problems with desegregation and equal education?

How does lack of materials and technology impact future opportunities?

How can the problems of inequality be resolved?

**REFLECTION ON COMPULSORY EDUCATION**

Considering the struggle for equal access and quality in education, does this information impact your perspectives on compulsory education?

**WRITING PROMPT:**

JUSTICE SYSTEM - LIFE – **LIBERTY** – AND THE PURSUIT OF HAPPINESS

*You have the right to remain silent. Anything you say can and will be used against you. You have the right to an attorney. If you cannot afford an attorney one will be provided for you... and you are Innocent until proven guilty.*

These concepts are a part of the ideas of the American justice system and often recited on TVshows.


**PROMPT:** Write a one-page paper on how you think the American justice system functions. What do you think works well and what do you think can be improved? You can refer to books, articles, TV programs, documentaries, or personal experience.

**DISCUSS:** Share your responses to the questionnaire and prompt

READ [US NEWS 2,000 FALSE CONVICTIONS IN PAST 23 YEARS](#)

READ [WHY INNOCENT PEOPLE PLEAD GUILTY](#)

**DISCUSS:** Did these two articles confirm or challenge your opinion of the justice system?



## **VIDEO AND WRITING REFLECTION: KALIEF BROWDER**

1. Watch the Video: [NY TEEN IN PRISON WITHOUT EVER HAVING BEEN CONVICTED](#)
2. Read the article: [SOLITARY CONFINEMENT IN THE U.S.](#)
3. Watch the Video: [KALIEF BROWDER LIFE BEHIND BARS](#)
4. Watch the Video: [KALIEF BROWDER'S MOTHER DIES OF BROKEN HEART](#)

Refer to your responses to the questionnaire and writing prompt.

### **5. WRITING REFLECTION/DISCUSSION:**

Did the article and videos confirm or challenge your opinion of the justice system?

Provide details and examples.

## **PRISON REFORM: RALLY AND CAMPAIGN**

1. Read the Article: [BROTHER OF KALIEF BROWDER RALLIES FOR PRISON REFORM IN THE BRONX](#)
2. Read the Article: [JAY-Z TALKS ABOUT KALIEF BROWDER DOCUSERIES.](#)

### **WRITING REFLECTION / DISCUSSION**

3. Do you think the rally and campaign will make a difference in prison reform?  
What other non-violent strategies could be used to help produce prison reform?

## **POEM: Exonerated a Crucifixion - Analysis**

Look up the following 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?

## **RECOMMENDED DOCUMENTARIES – NOTES / DISCUSSION / WRITING REFLECTIONS**

Take notes on the documentary. Include names, time period, topic presentation, (conflict- problem-challenge). Possible solutions to the problem or final outcome in the scenario(s).

1. [13TH](#) 2:19 Netflix Ad. Netflix Documentary – 1:40:37
2. [GIDEON'S ARMY](#) 1:12:33 YouTube
3. [SLAVERY DID NOT END IN 1965](#) 1:25:40
4. [MURDER ON A SUNDAY MORNING](#) 1:50:36

## **BLACK LIVES MATTER: LIFE, LIBERTY & THE PURSUIT OF HAPPINESS**

1. To prepare for the discussion on the Black Lives Matter Movement complete the [HARVARD'S IMPLICIT BIAS TEST](#) for 1) skin-tone, 2) race and 3) weapons.
2. **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 norm?  
Do you think the test results impact racial profiling?

### **READ AND DISCUSS:**

Put students in groups to read the articles and create questions for the class.  
Questions will springboard conversation and information from the articles.

1. Read: [NPR TRANSCRIPT – FEAR OF BLACK MEN. HOW SOCIETY SEES BLACK MEN](#)
2. Read: [HOODIE MOVEMENT](#)
3. Read: [PBS: HIDDEN RACISM OF YOUNG WHITE AMERICANS](#)
4. Read: [BEFORE CHARLESTON SHOOTING, A LONG HISTORY OF ATTACKS](#)
5. Read: [I SUPPORT BLM'S CAUSE, BUT NOT ITS APPROACH](#)
6. Read: [JUSTICE DEPARTMENT FINDINGS ON FERGUSON](#)
7. Read: [RACISM'S PSYCHOLOGICAL TOLL](#)
8. Read: [POLICE FATALLY SHOOT UNARMED BLACK MEN AT A DISPROPORTIONATE RATE](#)

### **BACKGROUND INFORMATION FOR POEM ANALYSIS**

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

#### **STRANGE FRUIT LYRICS**

Read the lyrics: [STRANGE FRUIT WRITTEN BY ABEL MEEROPOL \(1937\)](#)  
and Listen to the song: [STRANGE FRUIT – SUNG BY BILLIE HOLIDAY 3:03](#)

What impression does the song create? 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.



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

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

Read: [RACHEL MADDOW BLOG MSNBC ON OSCAR GRANT TRIAL VERDICT](#)

**TRAYVON MARTIN** (1995-2012)

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

**JORDAN DAVIS** (1995-2012)

[CNN: JORDAN DAVIS CASE](#)

**KALIEF BROWDER** (1993-2015)

[NY TIMES: KALIEF BROWDER SUICIDE](#)

**POEM: STRANGE FRUIT - ANALYSIS**

1. Why is there an allusion to the song, Strange Fruit?
2. Find the images and facts from each tragedy that are part of the poem. What effect do they have in the poem's context?
3. 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?