

BLACK LIVES MATTER (BLM)

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Lesson Plans

Unit Topic: Black Lives Matter

Lesson: Black Lives Matter Movement

Rationale for the Lesson:

- To explain the objective and the meaning behind Black Lives Matters.

Standards:

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Essential Question/ Guiding Question:

- What do I want the students to walk out of the classroom knowing and understanding about the reality of BLM and police brutality?

Objectives:

- Students will analyze the Black Lives Matter Movement.
- Students will be able to understand that Black Lives Matter raises awareness of the injustices Black people are facing on a daily basis.
- Students will analyze the negative misinformation provide by the media about Black Lives Matter (BLM).
- Students will understand that racism still exists, but is sugar coated, which enables separation and not unity.

Lesson Opener/ Anticipatory Set/ Lead in/ Do Now:

- Do now: Read Langston Hughes poem “ I, Too”. Explain how this poem relates to The Black Lives Matter Movement.

Step- By-Step Procedures:

- *Task 1* : 8-10 minutes
 - I will introduce “I , Too” by Langston Hughes. I will ask the students the following questions. What is the connection of this poem and BLM movement? Also I would ask the students, why would Langston Hughes write this powerful poem?
 - I would also list three eye opened questions as part of the objective for the students to keep in mind while reading the poem.
 - 1)What do you think Hughes used the grammaticality of “I, Too”, as opposed to “I, To” or “I, Two”?
 - 2)What do you think the title of this poem means and how do you know?
 - Why do you think Langston Hughes wrote a poem like this and what is the need for this poem to be written ?

- *Task 2*: 6 minutes
 - Then I would draw a web of The Black Lives Matter Movement on the board and have students to tell me what the BLM movement is all about and focus on a few of the topics that they can come up with.
 - I will provide the brief origins to BLM and how it came about/ how it started and its effects in the social media as a global movement.
 - After that, I will tell students about my activism in Black Lives Matter and what it means to be a participant of BLM. I will also verify that The Black Lives Matter Movement is not all about the protesting. There are other forms of activism.

- **Lesson Closure/ Closing Activity**: 10 minutes
 - I will ask the students the following challenging questions:
 - 1) Since African Americans earned the right to be called American through the blood, sweat, and tears of enslavement. What is the commonality?
 - 2)If Blacks/African Americans/ POC are humans then why are Blacks being killed by cops? Why is this continuously happening?
 - What is the underlying reason as to why Black people present and get the word out that Black Lives Matter?

Materials and Equipment Needed:

- Blackboard Markers or chalk

- Blackboard or chalkboard to write on
- 25 copies of the poem “I, Too” by Langston Hughes

Assignment:

- The students’ assignment would be to answer the Do Now written on the board and to participate in the classroom activity that I would be providing.

Assessment:

- I will ask the students critical questions about The Black Lives Matter Movement to challenge them. But also to give them the knowledge and understanding about what is happening to Black people in America and how it affects them.
- By observing students’ hands raised, so I can call on him or her to understand his or her knowledge and point of view in how they see Black Lives Matter Movement. This will enable the students to feel capable and comfortable in order to teaching me more of what they know about The Black Lives Matter Movement, rather than the knowledge that I will be presenting to them.

Modifications for diverse learners (how does this lesson make accommodations)?

- The Black Lives Matter Movement makes students realize how much racial inequality there is in the world. There is always a loophole in justice, education, freedom, and livelihood, in which Black people are left mistreated, unprotected, and vulnerable in society.

Black Lives Matter Annotated Bibliography

Joseph, Peniel E. “*Dark Days, Bright Nights: From Black Power to Barack Obama.*”

New York, NY: Basic Civitas, 2010. Print.

In this book, Peniel discusses that Black Lives Matter is another form of the Black Power Movement. The Black Lives Matter Movement was formed in 2014 due to the horrific murder of Michael Brown. However, this specific Black Power Movement reflects the Civil Rights Movement. Black Power activists have been fighting since the 40’s and 60’s on a daily basis to resolve the issues that impact Black lives in America today. For example, Civil Rights advocates fought for better schools, education, adequate housing, healthcare, and solid employment (161). There is also a connection in how Barack Obama, the first Black president who made history, is joining people together for equality and better standards within the Black community. Activists are involved in finding solutions for racial problems that were developed from slavery and as well as social and political justice (161). The protesting techniques from the Civil Rights Movement are closely linked to the Black Lives Matter Movement in how peaceful protests are considered “[urban rebellions- what the media and law enforcement officials referred to as riots” (162). However, these protests are not riots, but rather walk outs. The police do not think that these are peaceful protests, when they are. Black Lives Matter activists are not the ones who are starting the riots, it is the police who are causing the riots and violent attacks on the public. These walkouts have escalated to the school systems to acknowledge that there is no diversity when there is still racism and inequality in America.

Troutt, David Dante. “*The Price of Paradise: The Costs of Inequality and*

a Vision for a More Equitable America.” New York, NY: New York UP, 2013. Print.

Troutt examines the concept of color blindness towards race in his book and how it plays a major part in the Black Lives Matter movement. He says,

“... it is expressed as a...to slam shut a door on any mention of race in policy situations-
quick, denounce the player of ‘race cards’! It reflectively
prompts us to equate the influence of race with the presence of racism” (177).

The ideology of color blindness causes a huge problem in society for people. It blinds the ability to recognize white supremacy and white privilege over the mistreatment of people of color (178). Color blindness causes another problem in which, there is a psychological denial of racism still existing in America. More and more white supremacists and racists (open or closeted) can deny being racist and to prove that they are racists becomes exceptionally hard. This had led some white people to say racist comments, but not even realize that what they are saying is racist. To illustrate his idea of colorblindness would be white people marginalizing and mocking Black Culture by putting on a black face.

Sugrue, Thomas J. *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights*

in the North. New York: Random House, 2008. Print

Thomas Sugrue informs his readers about the Civil Rights movement and how it evolved into Black Lives Matter. The power struggle from the past to the present is still the same. The past still continues to sweep into the future. Sugrue displays in this book how the Civil Rights movement not only affect the South, but also the North. Most importantly, the Civil Rights Movement plays an important factor with today’s struggle for Black freedom taken for granted. Sugrue writes, “Most problematic [issue] was televised evening news, which offered superficial and usually sensationalistic depictions of black urban life” (496). This issue has yet to be stopped

and has been continuous for decades, leaving Black culture displayed as a disgrace and Black people's lives without meaning. "Media images of blacks and poverty also reinforced negative stereotypes of blacks and welfare" (496). The Black Lives Matter Movement raises awareness and acts as an online Black newspaper to connect everyone globally and also to embrace Blackness.

Cooper, Janaya. "Fight For Humanity:End the Genocide".<http://fightagainstgenocide.tumblr.com/>

N.p., 2012. Web. 13 Oct. 2016.

Fight for Humanity is a Black Power blog I created back in 2012 on Tumblr. I designed it strictly for human rights. The blog is about combining all the social injustices and police brutality that Black people face 24/7 and connecting the genocide of African American people during the times of enslavement to current events. I have been working hard on this blog for quite a while to definitively display and expose the media coverage from the Civil Rights Movement and the Black Lives Matter Movement with videos, up-close photos, and factual research. In my research, I have discovered videos of the police brutality on innocent Black people without valid reason, while police planted fake evidence during an arrest. Fight for Humanity is also a public blog to promote knowledge and facts of the mentality being triggered towards Black people. In regards to my Tumblr blog, "Fight for Humanity:End the Genocide" is about spreading the word about human rights to promote that Black people are beautiful, and we are not the stereotypical image that social media displays.

"Black Lives Matter | Freedom & Justice for All Black Lives."

<http://www.BlackLivesMatter.com>. Haki Creatives, 2016. Web. 11 Oct. 2016

This is the original website for Black lives Matter (BLM). There is also a Black Lives Matter page on Facebook, which BLM owns. The Black Lives Matter website displays the overview of what Black Lives Matter really stands for and how it raises awareness through social media that the news refuses to cover. Black Lives Matter is a global human rights organization that is growing rapidly. The topics they cover and protest are anything from Black people being innocently murdered to being discriminated by the education system. Black Lives Matter protects Black women, Black children, and Black men; despite their sexual orientation. Black Lives Matter has become the most popular and the most trending international organization, and people all over the world are protesting Black Lives Matter.

The One That Got Away. Dir. John Block. Prod. Steve McCarthy and John Block. 2015.

Web. 20 Sept. 2016. <<https://vimeo.com/171643869>>

This is a heartfelt documentary, based on how a smart Black man named Tourrie Moses lands up in prison for a murder, while doing a gang initiation. Despite Tourrie being a really smart kid, his support system in school and his family were just not enough to replace the love that was missing. He was looking for love on the streets and ended up in prison doing at least fifteen years for not snitching on his gang members. Although, the documentary did not capture his education being racially biased and not being Black influenced; Tourrie felt out of place. This signifies the point that the education that Black people receive is based only on white people's view of America, which is racist. The ironic part of the video is when the interviewer asks Tourrie to describe himself and asks him who he really is. The part that shocked me the most was Tourrie's answer. Tourrie could not find the words to describe himself. This portrayal shows

the lack of confidence he had in himself that he did not acknowledge until the end of the documentary.

"Huff Post Black Lives Matter." *Huff Post Black*

Voices <http://www.huffingtonpost.com/news/black-lives-matter/>

section=us_black-voices. Huffington Post, 2016. Web. 13 Sept. 2016.

Huff Post Black Voices is an aspiring online news column made by the famous online newspaper, Huffington Post. This news column discusses anything that is happening within the Black community, including protests and presidential debates. It also focuses on Black pride, Black hair, and the empowerment of Black people being part of the African culture.

Furthermore, *Huff Post Black Voices* provides the necessary view that appreciating our culture and Blackness 24/7 with pride is all about positivity. Huff Post highlights the topic of Black Lives Matter to educate people on Black history.

Writer, By Guest. "Amnesty International Stands with Ferguson Because All Lives

Matter." *Human Rights Now* <http://blog.amnestyusa.org/us/amnesty-international-stands-with-Ferguson-because-all-lives-matter>. N.p., 2014. Web. 13 Oct. 2016.

Amnesty International is one of the first worldwide human rights organization on the web. It presents everything that goes unnoticed by the televised news in America. Amnesty International organizes the most up-to-date and current situations from Black Lives Matter being policed to how some school systems in Iowa and Africa are outlawing hair braiding and dreadlocks. Amnesty International also has a separate blog dedicated to Ferguson and Black Lives Matter.

Coates, Ta-Nehisi "*Between the World and Me*". New York, NY: Spiegel & Grau, 2015. Print.

Coates notes that America was built on white supremacy and that white people think that America is just their country. Throughout this book, Coates talks about the democracy of America. "*Between the World and Me*" argues that "...democracy is a forgiving God and America's heresies - torture, theft, enslavement- are so common among individuals and nations that none can declare themselves immune"(6). This radical statement makes human rights worth fighting for. Coates also underlines that America is for everyone and there is a need to strive and demand for better equality. Equality and privilege should not be given systemically to white supremacists, because they, themselves, never truly owned America.

Joseph, Peniel E. *Neighborhood Rebels: Black Power at the Local Level*. New York:

Palgrave Macmillan, 2010. Print.

This powerful and life changing book examines the evolving structure of the Black power movements. Also it entails the expansion of Black power from the North to the South and Midwest to West. Peniel Joseph justifies the meaning, the knowledge, and the understanding for Black Power. Joseph defines black power in such a way that it is unique. He says,

"Black Power is the figurative and literal embodiment of black rage, anger, and disappointment with the ineffective and glacial pace of civil rights. Black Power enters the historical stage in the bitter aftermath of the civil rights era's heroic period, between 1954 and 1965, when the possibilities of racial justice seemed unlimited" (1)

However, it is very important that we reclaim the power within the communities and the Black Power movements so that racial justice is not limited. The book also establishes the different

focuses of each of the movements. Peniel Joseph cuts to the chase intimately with the complexity that these Black Power movements face in their struggle of radicalness and racial discrimination.

Alexander, Michelle. *"The New Jim Crow: Mass Incarceration in the Age of Colorblindness"*. New York, NY: New, 2010. Print.

Michelle Alexander's book is phenomenal. She talks about how young black men were incarcerated from their family and their homes. This has not only happened in the past, but it is still going on in the present day. This resonates with slavery and the dynamic of Black people being taken captive and torn from their families, their culture, and their homes to be sold within a systemic economy for unnecessary needs. The rebellion from slavery is the true origin for all of the Black Power movements. Overall, "The New Jim Crow" highlights the 13th amendment, which entails Black people are still be arrested even if they did not commit a crime. This plays an important role in the Black Lives Matter Movement in how the police twist the laws around to brutally attack and arrest Black people. This is the essential reason as to why activists raises the awareness that Black Lives really do matter.

13th: From Slave to Criminal With One Amendment. Dir. Ava DuVernay.

Kandoo Films, 2016. *Netflix*. Web. 4 October 2016.

This documentary by Ava DuVernay is utterly astonishing. It is about the loophole in the 13th amendment, which involuntarily forced African American people back into slavery to provide for the economy after being freed. African Americans were arrested and shackled for minor crimes. Most crimes were based upon accusations, for example, black men raping or whistling at a white woman (Emmett Till). Black men and women would be tortured during an arrest before proven guilty. In the eyes of the KKK and white supremacists, Black people were

always guilty. The police and the media have a mental image of a black person being monstrous, displaying animalistic features, and being a criminal to shoot. Police brutality is a form of enslavement and genocide. The KKK can be anyone- our police officers, our teachers, our doctors, our lawyers, etc- and are hunting Black people. This proves that America is shaped by the Klansmen democracy. Black people still live in fear of being arrested by a white person, because we are not understood as human beings. The system was created to put Black people in poverty, in prison with extensive sentences, stripped them of their leaders, and to be murdered. The government set this up for Black people to automatically fail in society. From enslavement to now, a police badge systematically means a slave hunter. Police officers must target black men ages 14-21: the most vulnerable. This is called the “hunting”, which means to accumulate a certain amount of arrests for the police department quotas.