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Black Lives Matter: Beyond the Hashtag

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Lesson Plan Overview

Unit Topic: The Basis of the Black Lives Matter (BLM) Movement, its historical context and how it is portrayed in some Popular Culture and Art.

Lesson: *Black Lives Matter: Beyond the Hashtag*

Rationale for the Lesson: At the end of this lesson students should have a clear understanding of what the Black Lives Matter Movement is, why proponents of the movement deem it necessary, and how it is represented in some Popular Culture and Art.

Standards:

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.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them

Essential Question/Guiding Questions

- What is the BLM movement?
- What are the aims of the BLM?
- How is it represented or alluded to in Pop Culture and Art?

Objectives:

- Students will be able to identify the core mission of the BLM (to raise awareness of the unfair treatments of Blacks across several spectrums; politically, economically, etc)
- Students will be able to dispel any rumors of the BLM (It is an Anti White group, etc)
- Students will be able to draw connections between past movements with similar aims to the modern BLM movement

Lesson Opener/Anticipatory Set/Lead-In/Do Now:

Do Now: Music to my ears

Step-By-Step Procedures:

Do Now: 10 Minutes

- Play clips of songs:
 - Glory- Common (0:00-1:10)
 - The Blacker The Berry- Kendrick Lamar (Censored) (0:40-1:00)
 - Be Free - J.Cole (0:40-1:40)
- Encourage students to listen attentively and identify lyrics and themes that may be connected to the BLM movement

Defining BLM (Prezi): 15 mins

- Define BLM directly from the source
- Pass out hand out with mission statement of BLM
 - Foundation- three queer black women in response to systemic oppression

- Progression- From hash tag to movement (protest, town halls, etc), highlighting key events that propelled movement
- Current State- What people are doing now

Drawing Connections (Prezi): 10 mins

- Discussion of Black Civil Rights movement of the past
 - Differences
 - Similarities
 - Aims

Lesson Closure/Closing Activity

- How is the Black Lives Matter Movement portrayed in the media, such as news websites?
 - Emphasize, this is based on media outlet
- Highlight positive + negative representation of movement in media
- Present other ways in which people are activist through different mediums (ART)
 - Presentation of contemporary BLM art
 - Inquire what students see when they view images in large discussion
 - Ask students to write down one central idea or theme relating BLM to the art

Materials and Equipment Needed:

- Dry Erase Marker
- Speaker
- Post Its
- Hand Out – lyric sheets, BLM mission statement

Assignment:

- Visit BlackLivesMatter.com
- Think of ways you can stay aware
- Actively utilize hashtag #BlackLivesMatter

Assessment: Based off of closing activity; were students able to collectively define the movement, why it is necessary, etc

Modifications for diverse learners? Through use of popular artist, it is an attempt to open the minds of students who may have preconceived biases of the movement. Their being a fan of these artists may make them pay attention and listen to a different perspective. Clearly identifying the aims of the movement and debunking any rumors and false allegations against the movement.

Teaching Kit

1. **Black Lives Matter: A Collection of Short Stories** by [Farai Caldwell](#)
Paperback: \$10.00
Copies: 4
2. **The Hate U Give** by [Angie Thomas](#)
Hardcover \$13.49
Copies: 4

Annotated Bibliography

Andrew Clapham, *Human Rights: A Very Short Introduction*. 2nd New York. Oxford University Press, 2016.

Human Rights: A Very Short Introduction discusses what current issues fall into this category of rights and legitimizes that the BLM movement has earned its place there. Through concrete terms and definitions, the audience is able to draw its own conclusions and opens up a dialogue surrounding issues of human rights. The speaker explores terms such as genocide, murder and other violations of human rights, in juxtaposition to other rights enacted by the state and governing bodies of law. The text calls to attention the need for such movements, as my topic of choice, and how the state and international forces like the United Nations come into play.

Board, The Editorial. "Opinion | The Truth of 'Black Lives Matter'." *The New York Times*, The New York Times, 3 Sept. 2015, www.nytimes.com/2015/09/04/opinion/the-truth-of-black-lives-matter.html.

This article does a great job of calling out opponents of the Black Lives Matter movement. As we know, history often repeats itself if not corrected and before our very eyes the history of the dehumanization of Blacks is again recurring. In my struggle to find an adequate source to back the historical context in which these events parallel, this article suffices (for now). The author immediately addresses the opposition to the BLM movement in that he debunks the rumors that the mission of the BLM movement has anything to do with anti-white sentiments. He asserts that opponents of the movement aim to demonize the phrase "Black Lives Matter" underscoring the very necessity for such a movement. Furthermore, the author does an excellent job of objectively highlighting the eerily similar events that have propelled the BLM movement, like the Charleston church shooting. I will use this source to draw connections between the past and the present to bring awareness to students regarding the historical disenfranchisement of Blacks.

Charlottesville: Race and Terror – *VICE News Tonight on HBO*, VICE, 14 Aug. 2017, youtu.be/RlrcB1sAN8I.

This video by Vice will be one of my main sources to draw connections of the past to the present for students. These eerie clips make the terror of White Nationalists very real and alive. With personal interviews with this group, thought to be conducted by one of their own, they do not hold back. They express sentiments of wanting Blacks dead and that Jews will not replace them-- in 2017. The century of "progression" and equality. During personal interviews with what seems to be one of the leaders of the "protest" one white nationalists describe Blacks as "savages" conjuring up ideologies and stereotypical images of Blacks used during the civil rights movement and the antebellum south to dehumanize them. This air of superiority is evident when discussing how whites versus blacks conduct themselves during times of conflict, implying that Blacks make society a violent place. Ironically so, these people can be seen chanting vile things about or against various marginalized groups -- Jews, Blacks, Gays and more, going so far as to assert, "We are not non-violent, we will kill these people if we have to." This very statement separates the two opposing parties at this protest. In so that it hatred and bigotry seem to fuel the motives of the White Nationalist. They make claims such as the U.S. was founded and sustained by their people (white people) when in reality, historical context begs to differ. I am excited to utilize this source because it calls to light the need for movements like BLM that counter protest white supremacy and argue for the equal and just treatment for all, with a specific focus on Blacks.

GAFNEY, WIL. "A Reflection on the Black Lives Matter Movement and Its Impact on My Scholarship." *Journal of Biblical Literature*, vol. 136, no. 1, Mar. 2017, pp. 204-207. EBSCOhost, doi:10.15699/jbl.1361.2017.1363.

This text by Wil Gafney seemingly targets the “All Lives Matter” rebuttal to the Black Lives Matter phrase. The author begins the text with a moving description of the phrase and its meaning, “ ‘Black lives matter’ is a simple affirmative sentence. The need to affirm, explain, or qualify that affirmation stems from the fact that this statement is not universally accepted as a truthful or legitimate claim” immediately clearing up the statement to any ambiguous parties. Of course, when discussing the BLM, there will always be an “All Lives Matter” claim; my aim, in utilizing this source, is to convey the message that in stating “All Lives Matter” as a direct response to Black Lives Matter is to silence and reject the very claims that substantiate the movement. The author explores and deconstructs the murders that fueled the onset and livelihood of the movement. For instance, the speaker discusses how she chooses to use her knowledge of the movement and tie it to her religious affiliation. It is a great analytical tool for the BLM movement and explores avenues in which people may not otherwise think of.

Kornhaber, Spencer. "Deconstructing Kendrick Lamar's Grammys Performance." *The Atlantic*, Atlantic Media Company, 16 Feb. 2016, www.theatlantic.com/entertainment/archive/2016/02/kendrick-lamars-new-song-grammys-performance-review/462939/Links to an external site.

This article analyzes the infamous 2016 Grammy performance by Kendrick Lamar. I will be drawing the analysis of the performance from this article to engage and hold students interest by using sources relevant to them. Many students may be disconnected from the BLM, as it may not have directly affected them, or it may not be happening around them. The article does an amazing job of highlighting the messages Lamar attempts to convey in this powerful performance that starts with him and other men of color shuffling on stage in shackles. He then begins the performance with a message to White people that explicitly calls them out for their prejudice and bigotry, "You hate me don't you? You hate my people; your plan is to terminate my culture. You're fuckin' evil, I want you to recognize that I'm a proud monkey." This fiery message immediately calls attention to the racial tension in America in a way that excites the youth and puts it in forms that they can understand. Further, Lamar later raps, "It's been a week already / feeling weak already," he began, and a few bars later he mentioned February 26, 2012, when Trayvon Martin was killed, alluding to one of the deaths that has propelled the BLM forward. This performance was so powerful because Lamar utilized his platform to express the grief and heavy heart many Blacks feel surrounding the unjust murders of black bodies, "On that day, Lamar said, "I lost my life too ... [it] set us back another 400 years," conjuring up feelings up empathy for the audience. I am excited to show students that there are ways in which we can be engaged in civil rights through other channels that may not be directly political.

Kornhaber, Spencer. "Drake's Crucial Political Awakening." *The Atlantic*, Atlantic Media Company, 7 July 2016, www.theatlantic.com/entertainment/archive/2016/07/drake-alton-sterling-black-lives-matter-political-rap/490304/.

Often times marginalized people look to people that look like them who have a platform for guidance. This has been evident in more than one trying times in the endeavors of the Black community. Today, this same claim rings true. It is the reason why the youth often questions why their favorite rappers haven't spoken on certain issues. It is the reason why the youth rationalizes being neutral and not being educated on issues that impact them. It is the reason that when big stars who are public figures and role models, can take a knee and draw attention to the issues of the affected community. Though this article does not discuss 49ers Quarterback Colin Kaepernick taking a knee to systemic violence against Black people, it highlights a very iconic rapper who breaks his silence on these issues. A lot of youth will deem Drake as their favorite rapper and his audience is inclusive of all races, sexes and religious affiliation. For him to break his silence and to assert that,

Last night when I saw the video of Alton Sterling being killed it left me feeling disheartened, emotional and truly scared. I woke up this morning with a strong need to say something. It's impossible to ignore that the relationship between black and brown communities and law enforcement remains as strained as it was decades ago. No one begins their life as a hashtag. Yet the trend of being reduced to one continues.

sheds light on the notion that even those who are furthest from these killings (the more affluent class) can still be effected.


Hand Outs

Secure | https://blacklivesmatter.com/about/

Apps OIT MSU NetID Gmail Canvas NEST IT Computing Labs Registrar Human Resources Center for Advising MSU XenApp Workday montclair Writing Studio Books

ABOUT

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BUILD POWER

The Black Lives Matter Global Network is a chapter-based, member-led organization whose mission is to build local power and to intervene in violence inflicted on Black communities by the state and vigilantes.

We are expansive. We are a collective of liberators who believe in an inclusive and spacious movement. We also believe that in order to win and bring as many people with us along the way, we must move beyond the narrow nationalism that is all too prevalent in Black communities. We must ensure we are building a movement that brings all of us to the front.

We affirm the lives of Black queer and trans folks, disabled folks, undocumented folks, folks with records, women, and all Black lives along the gender spectrum. Our network centers those who have been marginalized within Black liberation movements.

We are working for a world where Black lives are no longer systematically targeted for demise.

We affirm our humanity, our contributions to this society, and our resilience in the face of deadly oppression.

ABOUT

- HERSTORY
- CHAPTERS
- OUR PEOPLE
- WHAT WE BELIEVE

SIGN UP FOR ALERTS

Want to be among the first to hear directly from us about our work? Sign up now.

FIRST NAME	LAST NAME
EMAIL *	ZIP/POSTAL CODE *
MOBILE NUMBER	