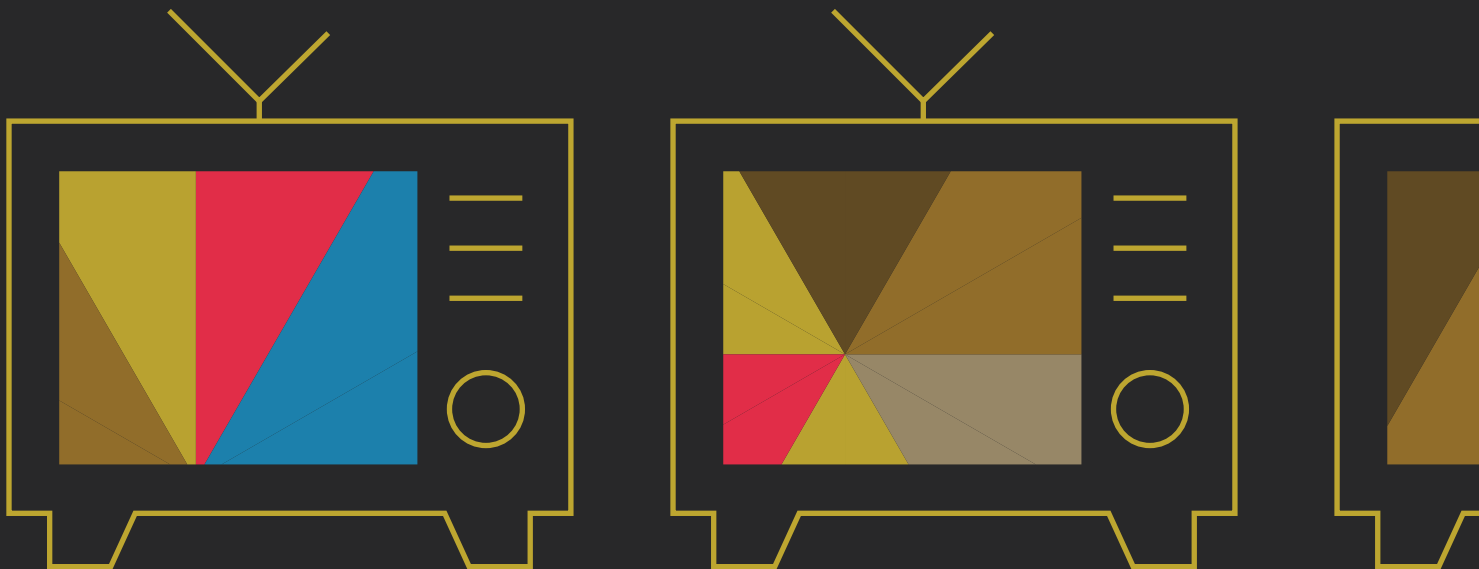


THE MEDIA IMPACT ON RACE AND SOCIAL JUSTICE



UNIT 6

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THEME 1

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THEME 3

What types of racial stereotypes have been perpetuated by the media, and how have they changed over time?

"The whole idea of a stereotype is to simplify."

—Chinua Achebe

Stereotypes of African Americans developed due to inaccurate scientific theories that perpetuated racial inferiority, and laws that challenged the personhood (humanness) and citizenship (birth rights) of former enslaved Africans. A seemingly innocent image of a Black woman domestic worker on boxes of pancake/waffle mixes is actually an image that is rooted in racial stereotypes to legitimize systems of oppression, such as slavery. In 1899, The Pearl Milling Company, formerly known as Aunt Jemima, used a smiling image of a real-life cook, Nancy Green, to portray a character that became synonymous with the "mammy"¹ stereotype. This stereotype of an overweight, self-sacrificing, extremely obedient, Black woman would grow into a well-known figure seen in movies ("Birth of a Nation," "Imitation of Life," "Gone with the Wind," etc.) and on household items such as cookie jars, glass containers, coffee mugs, etc. The image implied that servitude was not this horrible thing that was written in some history books. It was a means to shift the narrative of the horrors of being forced into lifelong servitude to care for white children, while your own children were sold, murdered, or maimed.

The first theme of this series asks students to look beyond the images that they see daily and explore the implications and history behind them. In the lower grades, students will define what a stereotype is and identify where stereotypes have been used in books and images that they are familiar with. They will then write a brief opinion piece about an image of their choice from the early days of stereotypes and an image that currently exists. They will be able to explain how these images changed from then to now, and what type of impact these images have on children of their age.

The middle school lessons dig deeper into the Antebellum² period of the South. This period was characterized by the rise in the abolitionist movement, as well as a polarization between abolitionists and those who supported and benefited from slavery. There was also an increase in the southern economy due to the production and selling of cotton. This economic boom was in large part due to slavery. This free labor increased the South's capacity for economic freedom for

¹ Mammy—a black nursemaid or nanny that cares for and serves white children

² Antebellum Period—considered to be the period after the War of 1812 and before the Civil War where there was an economic boom in southern states due to the expansion of slavery

generations to come. In addition to free labor and torture of enslaved Africans, there was also the Indian Removal Act of 1830,³ which forced Native Americans off their land and often killed them to build more plantations. To uphold this image of the booming South and whiteness as the normal standard, minstrel shows, the first being in New York City in 1830, began as a means to codify and define whiteness across socioeconomic statuses. One popular character introduced in 1830 was “Jim Crow.” By 1845, minstrel⁴ shows were very popular and shifted the entertainment industry, producing sheet music, live performances, make-up, etc. Students will watch video clips of minstrel shows, read passages, and view images from this period to gain a deeper understanding of why these images are problematic. They will then read short passages and view images from fashion shows with very similar images from the antebellum period. Students will then write an opinion piece discussing the implications and dangers of using these types of stereotypical images without knowing their history.

High school students will read sections of the Dred Scott v. F.A. Sandford case. This case begins

to unravel the foundations for antiblack sentiment in the United States. Having their humanity stripped and diminished to 3/5 of a person was the green light for allowing images and stereotypes of Black Americans to be diminished to caricature in the mass media. If they are not considered human, empathy is not shown for them. This legal case, which was brought to the U.S. Supreme Court in 1857, ruled that an enslaved person (Dred Scott), even one who lived in a free state, was not entitled to freedom. It stated that African Americans were not, and could never be, citizens of the United States. While the Missouri Compromise had made all lands west of Missouri free, that did not make enslaved people free. This decision was one of many that pushed the United States into a civil war just 3 years later, in 1861. Students will write a 1-page reflection describing the impact that this court case has on our current society. Students will also participate in a jigsaw reading of this court case and come prepared to share and discuss their findings with each other.

3 Indian Removal Act—The Indian Removal Act was signed into law by President Andrew Jackson on May 28, 1830, authorizing the president to grant lands west of the Mississippi in exchange for Indian lands within existing state borders. Thousands of people were forced from their ancestral homes, and families were displaced. Over 40,000+ Cherokee people were forced to walk, many dying along the way, to what was then considered Indian territory (present-day Oklahoma) in what is known as “The Trail of Tears.”

4 Minstrel—also called minstrelsy, an American theatrical form, popular from the early 19th to the early 20th century, that was founded on the comic enactment of Black/African American racial stereotypes.

DEFINING STEREOTYPES IN POP CULTURE



ESSENTIAL QUESTION

- What types of racial stereotypes have been perpetuated by the media, and how have they changed over time?
- How do media portrayals of race influence our attitudes in conscious and unconscious ways?



OBJECTIVES

Students will:

- Define racial stereotypes and identify them in familiar texts.
- Observe images and video clips with racial stereotypes and discuss the implications for their uses.
- Write an opinion piece (1–3 paragraphs) that discusses the impact of racial stereotypes.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions handout
- Media Stereotypes Gallery Images
- Cartoon T-Chart
- Print out or share on smartboard a student writing sample from this link:
<https://achievethecore.org/page/1258/argument-opinion-range-of-writing>



VOCABULARY

CONTENT

Stereotype

Intersectional

Offensive

Minstrel Show

Mammy

Animated Cartoons

Pickaninny

Sarcasm

ACADEMIC

Artifact

Analyze

Opinion

Collaborate

Discuss

PROCEDURES

1

PART 1

Introduction (30 mins.)

- 1** Begin the lesson by reading the essential questions. Tell students that in this lesson they will be sharing their opinions about racial stereotypes and how they impact the way we see other people. Say: *There will be some images and videos that we view that we will see differently after our discussions. That doesn't make them bad, but it is a cultural artifact and a part of history that we should examine so that we don't repeat the same actions/mistakes.*
- 2** Write the word stereotype so that all students can see it, and ask, "Have you seen this word before, and, if so, what do you think it means?" Ask students to do a quick turn and talk for 1 minute to discuss what they think this word may mean. When the minute is up, ask for a few responses from volunteers.
- 3** Break the word into word parts by meaning (morphemes) and say, *"When we come to words we don't know, often we can find some meaning by breaking the word into word parts. For example, the word biology has two word-parts: bio and logy. Bio means life and logy is the study of something. When we put those together, biology means the study of life. Let's try it with stereotypes. Stereo comes from the Greek word stereos meaning solid and types comes from typos which means impression. When we put those together, we get the meaning, a solid impression. When we make a solid impression about someone (to stereotype), we can think of things about them that may or may not be true. Stereotypes are impressions or thoughts, made about a group of people that are unfair and untrue. They can be dangerous because if someone is stereotyped, they could be prevented from getting a specific job or living in certain neighborhoods, all because they are believed to behave in a certain way. As you walk from station to station in the gallery walk we are about to do, be sure to talk with your group about some of the things that you notice."*

- 4 Students will engage in a gallery walk using the images from the gallery walk handout that has images along with explanations for why these images are harmful to people of color, women, and people with disabilities. Students will discuss in pairs/triads things that they notice. Purpose: The goal is for students to see that stereotyping is intersectional (all related and connected, finding overlap in issues that impact different people) in that it outcasts groups of people and is harmful in their progression and place in society.

PART 2

Content Analysis (30 mins.)

- 4 Once you have come to a consensus on what a stereotype is and how it can be harmful, unfair, and untrue, transition students to cartoons that use racial stereotypes of Black people for entertainment. Students will then write down what they notice and why this has the potential to cause harm using the T-chart handout.

- 5 Say: *The gallery walk activity was a way for you to see examples of how stereotypes are portrayed in the media. Stereotypes also exist in some of the books we read. As we learn more in society about the lives of others, we have fewer instances of racial stereotypes being presented in our books/texts, movies, and TV shows. They still exist, but over time have become less offensive. We are going to watch short video clips from the cartoons Tom and Jerry, Little Black Sambo, and Family Guy. Has anyone heard of these cartoons? (Invite students to share). When the first two cartoons were created in the 1930s and 1940s, fewer people of color had a say in how these cartoons were developed. It is important to see these images and talk about them so that we understand their history and have conversations about how to not repeat these harmful images. The last clip is from a more recent cartoon, Family Guy, which uses images to prove a point about how uncomfortable stereotypes can be and tries to find the humor in each situation. However, there is nothing funny about racial stereotypes, and it's important to see how these images can have an impact on what people believe and how they then treat others based on those beliefs. On the T-charts, I invite you to write down what you notice about the images and how they have the potential to cause harm. You will use these notes to help with your opinion writing piece. We will work on the first one together.*

- 6 Support students by starting with the first example. Before showing the clips, remind students again that these cartoons are offensive and harmful and we are watching them not for enjoyment but to understand why these types of stereotypes are not okay.

NOTE

Your students may not know how to react to some of these clips and may be tempted to laugh to cover discomfort or simply because the cartoons were meant to be funny, even though they are offensive. Don't shame students for any laughter, but talk with them about it and why it is problematic.

- 7** Show “Original Tom and Jerry” clip from 0:00 to 2:10 and then help them with the T-Chart for this first example: <https://www.youtube.com/watch?v=TiMpnCp8Qbl>
- 8** Show the next two videos and then instruct them to fill out the T-Chart for each example.
- Little Black Sambo (0:00-1:25) <https://www.youtube.com/watch?v=6WipeRloNPY>
 - Family Guy (2:44-2:55) <https://www.youtube.com/watch?v=iQHUpiDnqDY>

BACKGROUND ON TOM AND JERRY

In the first clip, you notice that there are two brothers instead of the cat and mouse duo that we normally associate Tom and Jerry with. “Tom and Jerry were fictional characters that starred in a series of early sound cartoons produced by the Van Beuren Studios. The series lasted from 1931 to 1933. When Official Films purchased the Van Beuren library in the 1950s, the characters were renamed Dick and Larry to avoid confusion with the famous cat and mouse team of the same name. Today, animation historians refer to the characters as Van Beuren’s Tom and Jerry.” Tom and Jerry (a cat and mouse duo) was created in 1940 by William Hanna and Joseph Barbera, and had many different spin-off series and movies spanning from 1940 to 2021.

BACKGROUND ON FAMILY GUY

Set in Rhode Island, Family Guy, from creators Seth McFarlane and David Zukerman, follows a family of 5 as they use sarcasm to explore different scenarios touching on various issues from racism, sexism, ableism, etc. The adult cartoon comedy began in 1999.

BACKGROUND ON LITTLE BLACK SAMBO

Sambo was a Tamil boy, and the story was allegedly set in the jungles of South India and written by Helen Bannerman. Sambo is depicted as having very dark skin, a large broad nose, and large lips. While set in India and about an Indian protagonist, the illustrations matched what African Americans such as Langston Hughes recognized immediately to be the “pickaninny.” “In *Racial Innocence: Performing American Childhood from Slavery to Civil Rights* (2011), Robin Bernstein writes, “The pickaninny was an imagined, subhuman black juvenile who was typically depicted outdoors, merrily accepting (or even inviting) violence.” (34) In response to the suggestion that Bannerman’s book was nothing more than a simple children’s story, Hughes would cut to the quick of American race relations saying that: Little Black Sambo was “amusing undoubtedly to the white child, but like an unkind word to one who has known too many hurts to enjoy the additional pain of being laughed at.”

PART 3

Writing (30 min)

9 Introduce the writing samples to students in groups. They will be using a 3rd-grade text to examine the components of an opinion piece. Have students read the text and point out its different components, then say: *These are exemplars of student writers that wanted to share their opinion about a specific topic. The topic they were writing about was if school should be year-round. As changemakers, we will use our writing to make a difference in the lives of those around us. Our topic is based on the work we did together in class. Your focus question is: **Do you think racial stereotypes are harmful or not?** For the next 3 minutes, before you begin writing, talk with a partner about this question and write down any information from this conversation that you think will help your writing.* (Have students share some responses after 3 minutes). *I invite you to think about your introduction statement and how you will begin your writing. Next, give examples of why racial stereotypes are or are not harmful. Lastly, close your work with a conclusion statement.*

10 Ensure that students have at least 25 minutes to write. Rotate and conference with students who may need additional support.

PART 4

Share/Conclusion (5 min)

11 Invite 1–2 students to share their work and encourage the class to give compliments on their work.

12 Say: *Today we did amazing work defining the word stereotypes. We engaged in word study and said that the word **stereotype**, based on its word parts, means solid impression. When we make a solid impression about someone (to stereotype), we can think of things about them that may or may not be true. Stereotypes are impressions or thoughts, made about a group of people, that are unfair and untrue. We also examined pictures from books, movies, and tv shows that contained stereotypes of different types of people. While racial stereotypes began with harmful feelings and actions towards people of African heritage, specifically those that are now identified as Black American or African American, many different groups suffer from being stereotyped, and often those stereotypes are connected. Then, we watched cartoon clips from cartoons of the past up to the present and saw how racial stereotypes became harder to immediately spot, but still exist. Finally, you all had enough information to use your opinions to write about racial stereotypes and the harm that they cause. Excellent work today!*

ADDITIONAL RESOURCES

+ <https://www.youtube.com/watch?v=pqID-eZm1ck>



Teacher Edition: Vocabulary Definitions

This document is meant to serve to build teacher knowledge and capacity. Please use the following document to know and understand the vocabulary for this lesson. Review and define these terms before teaching your lesson to help better understand and frame the content. There is also space to add any context necessary for your students.

Word	Definition	Teacher Notes/Context
CONTENT VOCABULARY		
Stereotype		
Intersectional		
Offensive		
Minstrel Show		
Mammy		
Animated Cartoons		
Pickaninny		
Sarcasm		
ACADEMIC VOCABULARY		
Artifact		
Analyze		
Opinion		
Collaborate		
Discussion		



Media Stereotypes Gallery Images



Character Jim Crow was thought to be lazy, silly and unintelligent.



Black men are often feared as being dangerous or threatening. This is not true.



Aunt Jemima, seen on pancake boxes and packages, reminded people of the “mammy” figure from slavery.



Black women are often stereotyped as being angry. This is a misrepresentation of Black women.



Media Stereotypes Gallery Images



American artist Haddon Hubbard "Sunny" Sundblom was best known for his classic Coca Cola illustrations with Santa, but also designed this 1955 advertisement for Aunt Jemima.



From the Disney movie Peter Pan (1953), A portrayal of Indigenous people "in a stereotypical manner" with red skin and exaggerated features.



The cartoon character "Little Black Sambo," shows Black women and children in an unfair and inaccurate way.



Media Stereotypes Gallery Images



Black people are often stereotyped for a love of watermelon and fried chicken.

Origin of stereotype: With the Confederacy's defeat and slavery's end, early Black entrepreneurship was bolstered by women selling their fried chicken and other home-cooked foods to hungry white railroad passengers at train stops. Likewise, watermelon was a cash crop and a token of financial independence for the formerly enslaved. But white Southerners viewed any modicum of Black success as an affront to their own sense of dominance.

For more: Reference this article:

<https://www.bostonglobe.com/2022/02/13/opinion/fried-chicken-watermelon-origins-racist-food-stereotypes/>



Cartoon T-Chart

While watching the video clips of cartoons. Write down what you notice in Column A and why this is harmful in Column B.

Column A	Column B
Things that I notice... <i>Example: Two men paint their faces Black and begin to speak differently.</i>	How does this cause harm? <i>Example: It makes it seem like all Black people speak this way. This is not true and can be hurtful.</i>

THE ORIGINS OF STEREOTYPES IN POP CULTURE



ESSENTIAL QUESTION

- What types of racial stereotypes have been perpetuated by the media and how have they changed over time?
- How do media portrayals of race influence our attitudes in conscious and unconscious ways?



OBJECTIVES

Students will:

- Examine the development of “Blackface” and other racial stereotypes as forms of entertainment during the antebellum period of the South.
- Explain how social media and other platforms have adapted racial stereotypes in present-day culture.
- Write an informational essay in 2–3 paragraphs that discusses the implications and dangers of using racial stereotypes without understanding the history behind them.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions
- Antebellum Gallery Images
- Antebellum Graphic Organizer
- The Worst Fashion Missteps of 2019, from bullet hole hoodies to Gucci’s straightjacket, Adapted from USA Today
- Worst Fashion Missteps Article Reading Note Taker



VOCABULARY

CONTENT

Antebellum
Romanticize
Inhumane
Intimidation

Minstrel Show
AAVE
(African American
Vernacular English)
Mammy

Technology

Noose

ACADEMIC

Analyze
Evaluate

Collaborate

Discuss

Engage

Informative/
Explanatory

PROCEDURES

PART 1

Introduction (15 mins.)

1 Say: *Today we will examine the antebellum period of the South. Has anyone heard about this period of our history or does anyone know the word antebellum?* (Allow for students to answer.) *It is often a period in our country's history that is overly romanticized, meaning made to seem much better than it was, but it exposes the cruel and inhumane treatment of enslaved people. Before we begin reading, writing, and discussing this period, I want us to engage in a gallery walk of photos from this period so that you can begin to develop a sense of what the climate was like during this time in our country.*

2 Directions for the gallery walk:

- Set up 2–3 pictures per station. A station can be a table or a group of desks. You should have 4 stations within your classroom.
- Students will have 12 minutes, 3 minutes per station, to view pictures and, using the graphic organizer, write down what they notice and what they think life was like for whites and enslaved Africans during the time of the photos.
- At the end of the data collection, students will share general thoughts about the activity using the following discussion questions (2 minutes):

1

What did you notice?

2

What distinguished the way Black people were represented versus the way white people were represented?

3

What do these pictures say/what message is being conveyed? What is the story they tell?

NOTE

Antebellum: a period between 1812 and 1861 characterized by the rise in abolitionist movements but also a polarization between abolitionists and those who supported and benefitted from slavery; defined by violence against enslaved Black people and extreme economic growth due to cotton production and sales.

PART 2

Content Analysis (40 min)

- 3 Say: *There are two parts to the word antebellum. If we break down its roots in Latin, ante means before, and bellum means war. This time period is stretched between the War of 1812 and the beginning of the Civil War in 1861. This period was defined by violence against millions of enslaved Black people at the same time as extreme economic growth of the United States.*
- 4 Say: *To keep the social structures the same, white slave owners, businessmen, and men in the upper class of society did a few things. First, they continued to advocate for slavery and benefit from the free labor it provided. Next, they used violence and intimidation to ingrain fear in generations of people born into slavery. And finally, they asserted their control by producing images, literature, and performances that presented enslaved Black people as less than human/sub-human. We are going to analyze the rise of Blackface as a means to control the narrative about enslaved people during this period.*
- 5 Paired Discussion: Turn and talk for 2 minutes about the following question: **Why would these people—white, wealthy, and powerful men—feel the need to control the narrative (make up stories for others to follow) about enslaved Black people?** After 2 minutes, ask for a few volunteers to present what they discussed. Chart these responses and post them in the classroom for students to refer to during their writing.
- 6 Set students up for a deep dive analysis of pop culture references over time. They will be using their graphic organizer/ notetaker to take notes about the same questions from the gallery walk: What do they notice? What distinguished the way Black people were represented versus the way white people were represented? What do these pictures say/what message is being conveyed? What is the story they tell?
- 7 Say: *Thomas Dartmouth Rice was a theater actor born in New York. He is considered the “Father of Minstrelsy,” or the creator of the minstrel shows. It is said that after he traveled to Southern states like Mississippi, Alabama, South Carolina, etc., he observed enslaved people in their slave quarters and engaged in free labor. He then developed a Black stage character called “Jim Crow” in 1830. Ask students: **What benefit did he have in creating this Black stage character? What would encourage a person to do this?** (for example: lack of empathy/seeing Black people as less than human, sympathizing with slave owners, making money off of the culture of the South, interest in Black people’s behavior, etc.)*

- 8** Say: *He created dance moves, exaggerated African American vernacular (speech), and developed silly behavior. He founded a new genre of racialized song and dance—blackface minstrel shows—which became common and popular in American entertainment in the North and South. Here is a short clip of a reenactment of his performances, as they didn't have recording technology in 1830:*
<https://www.youtube.com/watch?v=ALTam2L9NhE>
- 9** Give students 4–5 minutes to write responses to the questions in the sidebar before moving on to the next video or article.
- 10** Say: *We will now take a look at a short video of a performance by a famous white performer named Al Jolson singing a very famous song of this time period called “My Mammy.” Has anyone heard this term before or know what a mammy is? (Generate responses if any.) A mammy is a black nursemaid or nanny who cares for and serves white children. Don't forget, as we watch, you are looking to answer those three questions.*
- 11** Read aloud the introduction paragraph to the USA Today article entitled, *The Worst Fashion Missteps of 2019, from Bullet-hole Hoodies to Gucci's Straightjacket*, while students read along silently. Then create two reading sections (Burberry Noose Hoodie and Gucci's Offensive Turtleneck Sweater), with two groups assigned to each of the sections. They will use the same guiding questions from the sidebar as they read and capture notes as a group on their graphic organizer/notetaker. Once they are done preparing notes, each group will present. As groups are presenting, encourage students to take notes on their graphic organizer/notetaker. Students will have 8 minutes to read and 2 minutes for each group to share. (16–18 minutes total)

QUESTIONS

- 1** What did you notice?
- 2** What distinguished the way Black people were represented versus the way white people were represented?
- 3** What do these pictures say/what message is being conveyed? What is the story they tell?

PART 3

Writing (30 min)

- 12** Say: *Now that we have built our knowledge around the origins of Blackface during the antebellum period in our country's history, we will write an opinion piece that describes the dangers of images that promote racial stereotypes without understanding the history of these images. Use all your notes to help you form an opinion about what you have discovered today. Your writing should include the following:*
- *A clear topic where you organize your ideas and information using strategies such as compare/contrast, and cause/effect. You can include things like headings, charts, and tables, to help us understand your points.*

- *Include relevant facts, definitions, important details, quotations, or other information and examples.*
- *Use appropriate transition (then, next, therefore, etc.) words to connect your thoughts and ideas.*
- *Use academic language and vocabulary from this lesson to explain the topic.*
- *Write for an academic audience of your peers.*
- *End with a conclusion statement.*

13 Have students ask any clarifying questions. You may want to use sentence stems or write an example to show students what their writing should look like. Students should be given time to determine what they wish to focus on (minstrel shows, recent fashion, images presented). Students will have 25 minutes to write 1–2 paragraphs.

PART 4

Share/Closing (5 min)

14 Student volunteers share their writing aloud and are given words of encouragement from their classmates. You can set this up as a **wow** (something that they loved) and a **wonder** (something they have a question about related to content) now that they have new information.

ADDITIONAL RESOURCES

+ <https://www.youtube.com/watch?v=pqID-eZm1ck>



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AAVE		
Mammy		
Technology		
Noose		
ACADEMIC VOCABULARY		
Analyze		
Evaluate		
Collaborate		
Discuss		
Engage		
Informative/Explanatory		



Antebellum Gallery Images

FIELD WORK



<https://allthatsinteresting.com/antebellum-period>

Inside The Turbulent Antebellum Period — And What Really Happened Before The Civil War. By Natasha Ishak | Checked By Jaclyn Anglis. Published August 21, 2020

COTTON FIELD



Cotton was one of the main crops of slavery. A close second was sugar. It is estimated that the work of the enslaved people produced most of the world's sugar and cotton. Wikipedia Commons

MAP

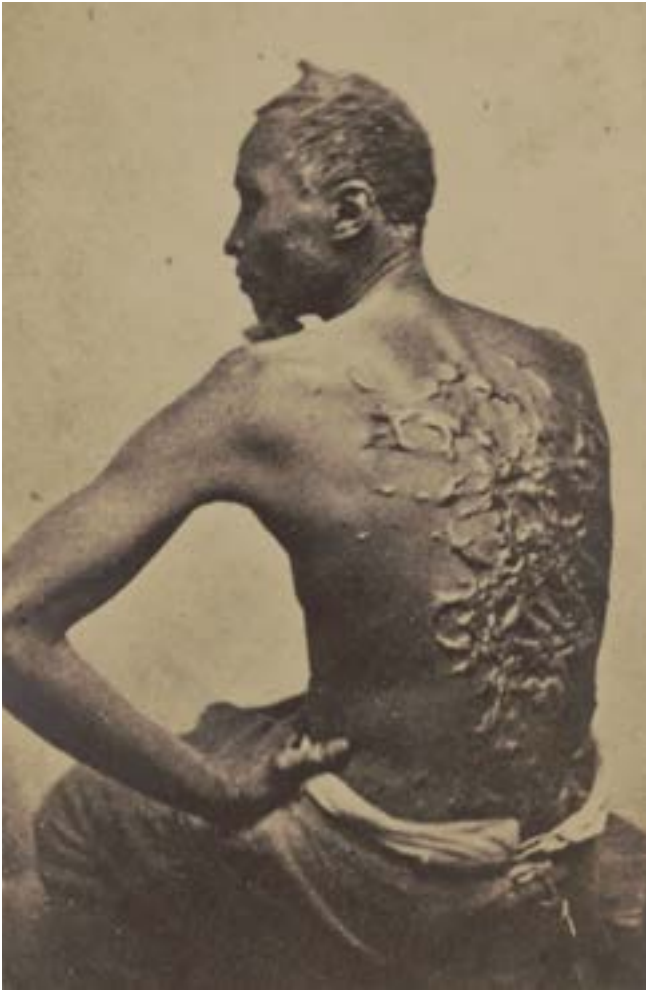


"During this Era, there were two unofficial parts of the U.S. There was the North, which included the states of Oregon, California, Kansas, Iowa, Minnesota, Wisconsin, Illinois, Indiana, Michigan, Ohio, Pennsylvania, New Jersey, Connecticut, Massachusetts, Vermont, New Hampshire, Rhode Island, and Maine; and the Southern states of Texas, Arkansas, Louisiana, Mississippi, Tennessee, Alabama, Georgia, Florida, South Carolina, North Carolina, and Virginia. The border states were Missouri, Kentucky, Delaware, and Maryland. This meant that they were not sure whether to join the North or South. Other names for the North and South were the Union and the Confederacy." (Maddie Wilmouth, student blog, 2016)



Antebellum Gallery Images

PETER



An escaped enslaved man named Peter showed his scarred back at a medical examination in Baton Rouge, Louisiana, in 1863. Library of Congress

PLANTATION HOMES



Library of Congress. A group of enslaved people in front of the Smith's Plantation in South Carolina. Circa 1862.

FAMILIES



Enslaved Africans produced multiple generations of Americans. Although they were born into this country and had families here for multiple generations, they were not considered Americans (or human) only property. Library of Congress



Antebellum Gallery Images

PLANTATION FESTIVAL



Woman in a hoop skirt outside Oak Square Plantation during the Heritage Festival in Port Gibson, Mississippi, USA. Even though this period was marked by some of the cruelest treatment of enslaved people, many white southerners celebrate this period with reenactments and themed parties. Artist: Chris Selby. Photo. 2014

PLANTATION HOMES



Two women wearing antebellum dresses walk with parasols on the grounds of the historic Latta Plantation in Huntersville, North Carolina, another more recent reenactment, ultimately a celebration, of the Antebellum time period. Kevin McCarthy. 2019.



Antebellum Gallery Images

PLANTATION FESTIVAL



Culpepper, VA. John Minor Botts and family in mourning clothes. There were generations born into the way of life of slavery and racial segregation. Library of Congress.

PLANTATION HOMES



In the 1830s, men wore dark coats, light trousers, and dark cravats for daywear. Women's sleeves reached their ultimate width in the gigot sleeve. Here, the boys (on holiday in the mountains) wear buff-colored belted knee-length tunics with yokes and full sleeves over trousers. The girls wear white dresses with colored aprons. The Family of Dr. Josef August Eltz, Austria, 1835. (Wikipedia)



Antebellum Graphic Organizer

NAME: _____

DATE: _____

Please use this graphic organizer to collect your thoughts about the pictures. Answer the questions: What do you notice about the picture? What do you think life was like for different people during the time of this picture? Don't forget to write the name of the picture in the blank space.

Picture 1: _____

What do you notice about the picture?	What do you think life was like for different people during the time of this picture?

Picture 2: _____

What do you notice about the picture?	What do you think life was like for different people during the time of this picture?

Picture 3: _____

What do you notice about the picture?	What do you think life was like for different people during the time of this picture?



Antebellum Graphic Organizer

Picture 4: _____

What do you notice about the picture?	What do you think life was like for different people during the time of this picture?

Picture 5: _____

What do you notice about the picture?	What do you think life was like for different people during the time of this picture?

Picture 6: _____

What do you notice about the picture?	What do you think life was like for different people during the time of this picture?



The Worst Fashion Missteps of 2019, from Bullet-Hole Hoodies to Gucci's Straightjacket

By Sara M Moniuszko

This article was adapted from USA Today for educational purposes.
Published 9:11 am, November 2019

Unfortunately, this trend isn't new. Big brands have come under fire in the past for similar missteps. In 2018, international retail giant H&M ignited a firestorm with an ad in the U.K. that featured a black child modeling a hoodie printed with the phrase "coolest monkey in the jungle." The same year, Prada pulled its Otto character after images of the black animal with oversized red lips exploded on social media, sparking comparisons to blackface.

So, as 2019 comes to a close, we're looking back at some of the worst fashion missteps of the year (listed in no particular order).



Burberry's noose hoodie

Burberry apologized in February for featuring a hoodie with a noose around the neck during a show for the fashion brand's autumn/winter 2019 collection at London Fashion Week.

Model Liz Kennedy, who was featured in the show, took to Instagram to express her frustration with the brand for featuring the hoodie, adding that she was "ashamed to have been apart of the show."

"We are deeply sorry for the distress caused by one of the products that featured in our A/W 2019 runway collection Tempest," Burberry CEO Marco Gobetti said in a statement provided to CNN and Highsnobiety.

"Though the design was inspired by the marine theme that ran throughout the collection, it was insensitive and we made a mistake," the statement read.

Gucci's offensive turtleneck sweater

The same month, a \$890 Gucci jumper sparked outrage on social media for resembling blackface.

The piece from Gucci's Fall Winter 2018 runway show looks like a black turtleneck that is worn up over the nose, with a red-lined cutout for customers' mouths. It was inspired by "vintage ski masks," according to its product description, which says it could also be worn just around the neck.



The company later apologized and removed the product. The Italian fashion house also announced a major push to step up diversity hiring as part of a long-term plan to build cultural awareness at the luxury fashion company following the uproar.



Worst Fashion Missteps Article

Reading Notetaker

NAME: _____

DATE: _____

Please use this sheet to take notes as you read the article. Be sure to share something new that you learned.

3 THINGS THAT I LEARNED

1

2

3

2 CONNECTIONS TO THE GALLERY WALK

1

2

1 BRIEF SUMMARY OF THE READING (2–3 SENTENCES)

EXAMINING LAWS THAT PERMIT RACIAL SEGREGATION



ESSENTIAL QUESTIONS

- What types of racial stereotypes have been perpetuated by the media and how have they changed over time?
- How do media portrayals of race influence our attitudes in conscious and unconscious ways?



OBJECTIVES

Students will:

- Examine and analyze the Dred Scott v. F.A. Sanford case to begin to unravel the foundations for anti-Black sentiment in the United States.
- Discuss the implications of judicial rulings on society and groups of people.
- Write a 1-page essay detailing the importance of this court case. The focus questions should be: What is the significance of this case? What societal impacts did this case have and how does it present itself in present-day interactions? Explain the impact of this case on citizenship in this country over time.
- Use evidence from texts to add context to points stated or written.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions
- [Dred Scott v F.A. Sanford Case article](#)
- [The Judicial Branch article](#)
- Dred Scott Decision Media Images
- [Jigsaw explanation article](#)



VOCABULARY

CONTENT

Judicial Branch
Legislative Branch
Executive Branch
Supreme Court
Commander-in-Chief
Abolitionist
Policies

Territory
Missouri Compromise
Whiteness
Assimilate
Ruling
Confirmed/Confirmation
Society

ACADEMIC

Examine
Collaborative Discussion
Analyze
Annotate
Implication
Delineate
Argument

PART 1

Introduction (20 min): Knowledge Building

1

Say: We will begin this lesson with a jigsaw activity to outline the responsibilities of the judicial branch of government. Does anyone know what I mean when I say the judicial branch of government? (Allow for responses.) The U.S. government operates through 3 systems where one checks the other, so no one group of leaders has too much ruling authority. Those 3 branches or sections are the legislative, which consists of the House of Representatives and the Senate, which together form the United States Congress; the executive branch, which is vested in the president of the United States, who also acts as head of state and commander-in-chief of the armed forces; and finally, the Judicial branch. The executive and legislative branches are elected by the people, but members of the judicial branch are appointed by the president and confirmed by the Senate. These are the people who operate as Supreme Court justices (or other federal judges) of the United States. The Supreme Court is the highest court in the Nation for all cases and controversies arising under the Constitution or the laws of the United States. It is the final arbiter of the law, and functions as guardian and interpreter of the Constitution.

2

Say: In a jigsaw activity, you are broken into learning groups where you become the expert for very specific information. In this instance, you will separate into 3 groups to each read a different part of an article on the judicial branch. Later, as a group, you will present the information you learn to your classmates. We call it a jigsaw because we look at the information like a jigsaw puzzle, with each section representing a different piece of the puzzle. When we present our findings, we are putting the puzzle back together. Be sure to choose the following roles for your group: a recorder to capture notes, a presenter to speak on behalf of the group, and discussers to choose details that are important and pose questions to the group.

→ **Jigsaw Reading:** [The Judicial Branch \(12 min\)](#)

→ Use this website text for the jigsaw activity, breaking this page into 3 sections. Place students into 3 groups and assign each group one of the sections to read.

- The goal is for students to be able to present information to their peers detailing or highlighting points from their reading.
- Students will focus on the following questions: What is the central idea of your section? Why is this important?

3

Video: The Abolitionist: What was the Dred Scott Decision?:

<https://ny.pbslearningmedia.org/resource/arct14.soc.amex-abodre/the-abolitionists-the-dred-scott-decision/> (8 min)

Say: For this lesson, we will be learning about an important court case that made its way to the Supreme Court of the United States. The 1857 ruling involving Dred Scott, a formerly enslaved man, left the country with many questions about the rights of formerly enslaved people, those who were currently enslaved, and those who would be born into enslavement or freedom. We will watch a quick clip about the case. While you are watching, I want you to focus on the questions:

- *What was the Dred Scott decision?*
- *How did this impact society during this time?*

4

When students are done watching the video clip, allow them to record their responses to prepare for paired discussions with a partner. Students will be given 3 minutes to share their responses with a partner and record any new information they received from the conversation.

PART 2**Content Analysis (40 min)**

5

Say: Let's keep building knowledge surrounding this case. We have a baseline understanding of how the government works and makes decisions in the United States, and we have an idea of what the Dred Scott decision was all about, but what were the events that led up to this? What was the country's stance on slavery during that time? Now we will watch another short clip about the Missouri Compromise of 1820, another important decision made by Congress, that would shift the tone and policies of the United States.

6

As you watch the video, focus on all of the following questions:

- *What was the Missouri Compromise?*
- *How might this impact Dred Scott, who was taken to a Union territory after this decision?*
- *What benefits did the Missouri Compromise have for the North and the South?*

- What evidence could be used to further prove that Dred Scott could be legally free from slavery?

7

Video: What was the Missouri Compromise:
<https://www.youtube.com/watch?v=68gi3C0A9Fo>

8

When students are done watching the video and answering questions, they will engage in a discussion protocol to continue building knowledge. Students will use the strategy of Silent Discussion, (explanation here: <https://www.edutopia.org/article/discussion-protocols-engage-all-students> where they respond to a prompt on a piece of paper, then pass the paper to the right for another classmate to read and respond to their writing. Students will respond using the following questions:

- Do you agree with the statement? Why?
- Do you disagree with the statement? Why?
- What details can you add?

Allow students to record responses after the video and explain the Silent Discussion Protocol to students. Students will be responding to one prompt: What evidence could be used to further prove that Dred Scott could be legally free from slavery? Allow for students to undergo two rounds (pass the paper to two students) before they have their paper returned. Allocate 2 minutes for students to read the responses and capture any additional notes.

9

Say: *We are going to keep building knowledge of this topic and read some background information on the Dred Scott decision. What do we know thus far? (An enslaved man went to court to argue for his freedom, the Supreme Court is the final decision maker of this case, the judicial system is where the Supreme Court justices (judges) serve as upholders of the U.S. Constitution, Illinois was considered a free territory at the time Dred Scott's owner died, states decided whether slavery was legal or not based on the Missouri Compromise, etc.) Let's deepen our knowledge and read some background information about the case. You will have 15 minutes to read and annotate this document for evidence based on the following question: What evidence could be used to further prove that Dred Scott could (or could not) be legally free from slavery?*

10

Read The Reaction to the Dred Scott Case "Background" Section, on pages 2-5 in the article. Allow students 15 minutes to highlight evidence in the text. When they are done highlighting, ask students to discuss the question as well as their responses, using the evidence that they highlighted in the text. (5 minutes)

11 Say: *It's important to note that different states had different responses to this decision. There were many protests for continued enslavement, as there were for advocating freedom. One important factor to note is how the media, at the time newspapers, reported this story. Media outlets tend to report information through the lens of their beliefs. Where a conservative person gets their news or information from may be drastically different than someone who is liberal.*

12 Show students the images of news clips from newspapers reporting on the Dred Scott case and ask them: What do you notice? How would these clips influence the reader?

PART 3

Writing (30 min)

13 Say: *We learned a lot of new information about the Dred Scott decision, and we saw how the media, at that time newspaper journalists, fanned the flames between both the North and the South. Not much has changed in the formula media outlets use to share information. It is shared in a way that will gain attention, be shared multiple times, and, in this new context, gain views, clicks, and likes. The bigger impact that this case had was on citizenship in this country and the messaging that was given to immigrants as they entered the U.S. Many other ethnic groups immigrated to the United States in the following decades. They were treated as non-citizens and, in most instances, with hate and contempt. To establish their grounding in the U.S., they had to prove their whiteness or their proximity to whiteness to be accepted, often adopting anti-Black sentiments to be assimilated into whiteness.*

14 As critical thinkers and changemakers, I invite you to write a 1-page essay answering the following question:

- What is the significance of the Dred Scott case? What role did the media play in creating/maintaining stereotypes about Black people? What societal impacts did this case have and how does it present itself in the present day?
- Bonus: How does the Dred Scott case connect to how Southern states began creating laws during and after this time period due to state's rights?

PART 4

Share/Closing (5 min)

15 Invite 1–2 students to share highlights from their writing focusing on the impact this case has on them and their journey to the U.S. (if applicable) or the journey of their ancestors towards citizenship in the U.S.



Teacher Edition: Vocabulary Definitions

This document is meant to serve to build teacher knowledge and capacity. Please use the following document to know and understand the vocabulary for this lesson. Review and define these terms before teaching your lesson to help better understand and frame the content. There is also space to add any context necessary for your students.

Word	Definition	Teacher Notes/Context
CONTENT VOCABULARY		
Judicial branch		
Legislative branch		
Executive branch		
Supreme Court		
Commander in Chief		
Abolitionist		
Policies		
Territories		
Missouri Compromise		
Whiteness		

CONTINUED →



Teacher Edition: Vocabulary Definitions

Word	Definition	Teacher Notes/Context
Assimilation		
Ruling		
Confirm/Confirmation		
Society		
ACADEMIC VOCABULARY		
Examine		
Collaborative Discussions		
Analyze		
Annotate		
Implications		
Delineate		
Argument		



Dred Scott Decision Media Images

The Dred Scott Decision to Present Day: The Impact on Present Day Citizenship



Vineyard Gazette reporting on the Dred Scott Decision



Local Newspaper featuring the Scott family



Dred Scott Decision Media Images

The Dred Scott Decision to Present Day: The Impact on Present Day Citizenship



Newspaper Clip detailing the Supreme Court Decision and Protests that occurred as a result.



NY Times Obituary on Dred Scott



Dred Scott Decision Media Images

The Dred Scott Decision to Present Day: The Impact on Present Day Citizenship

What tone can you identify? How does the imagery and font support the tone?

EXTENDED THINKING: What's the impact of the Dred Scott Decision on Citizenship in the United States?

VIDEO

In this video, we'll learn about the US Supreme Court decision in Scott vs Sanford, handed down in 1857. The case ultimately rejected the idea that Black people could be citizens of the United States, and this helped entrench the institution of slavery, denied a host of rights to a huge number of people (both enslaved and free), and increased the tensions between abolitionists and enslavers."

[The Dred Scott Decision: Crash Course Black American History #16](#)

THEME 1

THEME 2

THEME 3

How does racial bias in the media and news coverage impact real-life policies and practices that affect the lives of African Americans?

How can we develop the ability to critically question representations of race in the media we consume?

"Not everything that is faced can be changed. But nothing can be changed until it is faced."

—James Baldwin

News coverage in the United States seems to consist of a specific formula; sensationalizing politics, marketing of products for consumer interest, and racial bias in the representation and the ways in which people of color are presented. Coverage of the war in Ukraine exposes the bias of one reporter, Charlie D'Agata, a CBS correspondent in Kyiv, who was quoted while covering the war efforts as saying, "This isn't a place, with all due respect, like Iraq or Afghanistan...You know this is a relatively civilized, relatively European (society) —I have to choose those words carefully..." (Hellyer, *Coverage of Ukraine has exposed long-standing racist biases in Western media*. 2022). The impact of these statements is dangerous in that they minimize war-ravaged countries that consist of people of color and place people of European descent in a more humane light. This can have major implications for the type of support and aid that these countries receive globally, and it can

create a lack of empathy for countries that are not European by minimizing the events and damage that war has on their country and its people.

In Theme 2, the Impact of Media on Race, students explore how the news media and sources for news outlets (i.e., social media platforms) perpetuate racism through the stories that are told, the type of coverage that is dominant when speaking about communities of color and the communities and even government responses in supporting or policing communities of color.

Grades 3–5 will explore how Black people are represented in the media. They will examine images of different tv shows, news programming, and magazine images over time. They will also examine the types of programming that had Black representation and think about how those images represent or stereotype an entire group of people.

Students will end their lesson by writing about the impact of having accurate Black representation on tv and in films.

Middle school grades will examine the representation of people of color in the media. They will think critically about whose voice is being heard and how people of color are represented in news outlets and news media. This will allow them to develop an argument for how to increase the presence of people of color in the media. They will come to an understanding that while people of color are considered the global majority,¹ their lack of representation in front of and behind the camera is a testament to the inequitable conditions created in our society. In a 3–5-page essay, students will make a case for how to increase the presence of people of color in the media and why this is important to maintain a just and equitable society.

High school students will examine the societal impact and racist ideology on the lives of the Exonerated Five.² Students will watch clips from the movie “When They See Us,” view images, and read newspaper clippings (Bring Back the Death Penalty, Bring Back Our Police!, NY Daily News) from that time period. Students will examine how perception can dictate outcomes in the lives of innocent people, specifically people of color. They will also pay close attention to the language and framing that is used in media coverage and newspaper headlines. Students will then write a 1-page summary that analyzes the impact of media (news, movie, etc.) coverage on people of color, and address how they shape perceptions of different cultures of people of color.

1 Global Majority—a collective term that refers to people who are Black, Asian, brown, dual-heritage, indigenous to the global south, and or have been racialized as ethnic minorities.

2 The Exonerated Five—five Black and Latino youths (known as the Central Park Five, later the Exonerated Five) who were convicted of assaulting a woman and served sentences ranging from 6 to 12 years, but later had their charges vacated (dismissed) after a prison inmate confessed to the crime.

IMAGERY AND REPRESENTATION IN TV AND FILMS



ESSENTIAL QUESTION

- How does discrimination, people treated unfairly because of their backgrounds (race, gender, etc.), harm Black people?
- What questions can we ask about Black representation on tv and in films?



OBJECTIVES

Students will:

- Examine and discuss images from a variety of tv/news shows, magazines, etc. to examine how Black people have been represented over time.
- Reflect on the ways in which mainstream media representation of Blackness is important.
- Write a response to reading that builds a sense of agency to use your voice to advocate for racial justice.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definition
- Historical Social Change/Social Movements
- Newsela Article: Black Panther Movie Produces 2 Oscar Firsts for African Americans
- Chart Paper
- Markers
- Highlighters



VOCABULARY

CONTENT

Media
Representation
Film

Create

Popular

Event

Stereotype

ACADEMIC

Determine

Analyze

Produce

Summarize

PROCEDURES

4

PART 1

Introduction (15 min): Knowledge Building

- 1 Say: *There are moments in history that are captured on film, in the news or in photographs that allow viewers or those witnessing them, to feel the emotion of the moment. In earlier years (the earlier part of the 1900s after the invention of television in 1927), there were very few programs that had Black representation. If Black people were part of a film or television show, there were very few roles they could play. Many films and tv shows made fun of Black people and promoted stereotypes. Some of those stereotypes showed Black people as unintelligent, lazy, or in jobs that served white people. (Reference Mammy from the last lesson).*
- 2 Say: *We are going to take a look at a few images from tv shows and films/movies over the past 70 years and examine how they have changed over time. I invite you to focus on two questions as you look at the images: What do you notice about the people in the picture? What actions would you expect of this person based on this picture?*
- 3 Say: *Please work in groups of 4 to record your reactions to the pictures on chart paper. You should select 1 recorder, 1 presenter, and 2 idea seekers (students who give thoughts and ideas and helps other think about the content) for your group. I will read a brief description of the picture, then you will have 2–3 minutes to answer the two questions.*
- 4 Show students the slide show, read the notes for each description, and allow for discussion of the two questions for each picture. Capture student ideas on chart paper. Be sure students label or make a note of which image they are discussing.

PART 2

Content Analysis (40 min)

- 5 Say: *We are going to read about the impact the movie “Black Panther” had on the 91st Academy Awards (Oscars). The Oscars is an award show that recognizes movies, movie productions, musicians, and actors for their hard work. “Black Panther” received many awards for its acting, as well as its costume design, an award that rarely goes to Black designers. We will read the text two times. The first time I will read it while you read along. Then I will let you read the text again in pairs and answer questions about it.*
- 6 Read the text from the article handout without pausing, as students read along silently. If you have an annotation guide that you use for reading, you can remind students to highlight information that stands out to them. After the first round of reading, ask students the following question for a quick turn and talk with a partner:
 - What information does the author want the audience to know, and why?
- 7 Once students answer the question, confirm or support their understanding, then direct them to re-read the text with a partner to answer the next set of questions:
 - Are there positive outcomes for Black people because of “Black Panther” and movies/tv shows like it?
 - How did Ruth E. Carter affect Black Panther, the movie?
 - How did Hannah Bleacher affect Black Panther, the movie?
 - The movie employs actors, writers, directors, set and costume designers (and many other roles) that are Black. What positive impact does this have on Black children who wish to work in tv and film when they are older?
- 8 When students finish the second read, allow each group to connect with another group to share their responses. Also, allow students to add to their responses as they hear other classmates’ answers.

PART 3**Writing (30 min)****9**

Say: *Now that you have seen images from tv and film (movies) and read an article about awards received from a very popular movie, "Black Panther," we will write a response to the following question, to sum up what we have learned. (Read the prompt.)*

- Think about the many ways Black people were represented in tv and movies over the past 70 years. Representation matters because seeing positive images of ourselves affects how we see ourselves and how others see us. Stereotypes on tv and in movies can harm our self-image and limit opportunities to show positive images on tv and in movies. Use the article and notes from the slide show to answer the questions in the sidebar to the right.
- Your response should have an opening sentence, 1–2 pieces of evidence from the text or from your slide show notes, and a conclusion sentence.

10

Students should be given 20–25 minutes to write their essays using the criteria presented.

PART 4**Closing/Sharing (5 min)****11**

Choose 2–3 exemplars to read aloud (or have the students present) with permission from the class. This is to give students an idea of what they might aspire to and to celebrate their classmates work.

NOTE

What does Black representation on tv and in movies mean to you, and why? How can you use your voice to advocate for more positive representation of Black people? Use or refer to 1–2 pieces of evidence that you collected.



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Media		
Representation		
Film		
Create		
Popular		
Event		
Stereotypes		
ACADEMIC VOCABULARY		
Determine		
Analyze		
Produce		
Summarize		



Historical Social Change/Social Movements

Images For Social Change/Social Movements Throughout History

Transition period in the early 1940s where Black people were represented differently in films and white people didn't appear in Black face to play Black characters.

However, this period was short lived. By the late 1940's to early 1950's tv and films represented Black people as lazy, in service roles and unintelligent. The difference is Black people were playing these parts, not white people in Blackface.

1910

THE PULLMAN PORTER



William Foster of Chicago starts the first black-owned film company and produces all-black film shorts, THE PULLMAN PORTER: 1910, and THE RAILROAD PORTER: 1912. Distribution and production problems caused Foster to cease operations in 1913. There were no tv shows at the time as tv hadn't been invented until 1927.

1915

THE BIRTH OF A NATION



"Birth" is noted as the first-ever "race film." Its subject matter would affect the way movies involving blacks would be conceived and produced. Though DW Griffiths' film had no black stars, it took stereotypes to stratospheric levels. Blacks were depicted by white actors in blackface as slaves escaped: The Ku Klux Klan "saved the day."



Historical Social Change/Social Movements

1939

MOVIE: 4 SHALL DIE



99 percent of 'race' movies are produced by white-owned companies. The focus changed to parodies of Hollywood films and fantasies where Black people lived, ruled and played in "their own world." Dorothy Dandridge makes her first feature appearance in "4 SHALL DIE."

1950's

AMOS AND ANDY

After more than 70-odd episodes had been broadcast, it was taken off the air after protests from specific groups including the NAACP, who alleged that the show engaged in stereotyping. Afterwards, there were no all-black sitcoms shown in the U.S. until the 1970s.

1940's

STEPIN FETCHIT



Lincoln Perry was America's first black movie star. But for that distinction, Perry paid a heavy price -- he is best known as the character of Stepin Fetchit, a befuddled, mumbling, fool. Seen through a modern lens, Perry's "laziest man in the world" character can be painfully racist.





Historical Social Change/Social Movements

White tv shows during the 1940's and 1950's

During this time of film and television, most Hollywood productions did not allow Black actors to audition for many roles outside of stereotypical roles. They were "type casted" and only allow to play those roles, meanwhile, white actors were able to play a range of roles that showed everyday life to heroic roles and entertainment.

THE LONE RANGER



THE HONEYMOONERS



THE HOWDY DOODY SHOW



Late 1960's

JULIA



Julia is an American sitcom. It was the first weekly series to star an African-American woman in a non-stereotypical role. Previous television series featured African-American lead characters, but the characters were usually servants. The show starred actress and singer Diahann Carroll, and ran for 86 episodes on NBC from September 17, 1968, to March 23, 1971.



Historical Social Change/Social Movements

1970-1980's TV

Some shows during this time period began to integrate with Black and white characters. However, the Black characters were not in lead roles and were often depicted as needy, poor, or orphaned and adopted by rich white characters. When there were all Black casts represented, they were shown as poor families, who struggled greatly.

GOOD TIMES



THE FACTS OF LIFE



DIFFERENT STROKES





Historical Social Change/Social Movements

The 1990-2000's TV

During this decade there were more shows that integrated Black characters and other people of color with white characters. Black actors began playing roles that were not stereotypical. Black actors played judges, police officers, college students, etc. and depicted everyday life and experiences.

FAMILY MATTERS



THE FRESH PRINCE OF BEL AIR



SAVED BY THE BELL



A DIFFERENT WORLD





Historical Social Change/Social Movements

2010-2020's

With cable tv becoming more popular in the 1990's, networks created shows that featured Black people as leads. Before there were very few Black writers writing the scripts for show with Black characters, now Black writers and directors such as Issa Rae (seen in the picture for the show Insecure which she created, wrote and directed) and Shonda Rhimes writes and directs shows for multiple audiences. Also, Black voice actors are now playing the voice for Black cartoon characters such as Doc McStuffins.

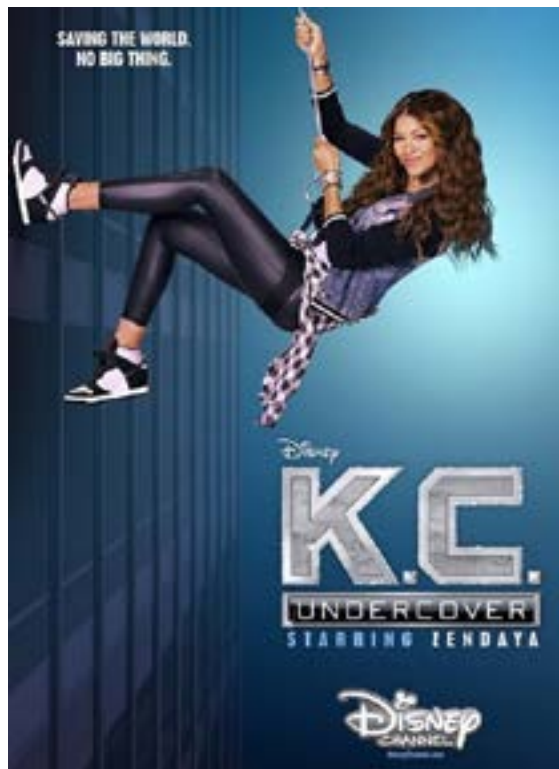
DOC MCSTUFFINS



GREY'S ANATOMY



KC UNDERCOVER



INSECURE





“Black Panther” movie produces two Oscar firsts for African-Americans

By Associated Press, adapted by Newsela staff on 03.01.19



Ruth E. Carter holds her award for best costume design for “Black Panther” at the Oscars on February 24, 2019, at the Dolby Theatre in Los Angeles, California. Photo by: Jordan Strauss/Invision/AP

LOS ANGELES, California — The 91st Academy Awards happened February 24. It was a historic night for two women. Both worked on the film “Black Panther.”

Ruth E. Carter won the award for best costume design. Hannah Beachler was recognized for best production design. Each became the first African-American to win in these categories.

“I dreamed and prayed for this night,” said Carter. She laughed while accepting her trophy. She dedicated the award to her 97-year-old mother. Carter also thanked the director, Spike Lee. He helped her get her start in the 1998 film “School Daze.”

In response, Lee rose from his seat. He pumped his fist into the air.

Beachler cried during her speech. She was joined by fellow design awardee Jay R. Hart. Beachler said she “stands here stronger than she did yesterday.” She helped create the world of Wakanda. It was the fictional homeland of Black Panther’s main character. The film was based on a comic by Marvel.

BEACHLER HAD WORKED WITH DIRECTOR BEFORE

“Black Panther” was directed by Ryan Coogler. Beachler had worked with Coogler on other films. She thanked him. Beachler said he “made me a better designer, a better storyteller, a better person.”

Beachler said her success was because of Coogler, who gave her a better understanding of life. She added, “I’m stronger because Marvel gave me a chance.”

Beachler and Carter were important parts of “Black Panther.” It became a hugely popular film worldwide.

Both said they wanted to show the pride of the African diaspora in the film. The diaspora is the worldwide collection of communities from Africa.

CARTER’S COSTUMES TURNED BLACK PANTHER INTO AFRICAN KING

Marvel Comics created Black Panther, Carter noted. He was the first black superhero. “But through costume design, we turned him into an African king,” said Carter. The film’s colorful clothing was inspired by her travels to Africa. Carter spoke with people there. She wanted to understand the history of each item. She wanted to make sure the different characteristics were shown correctly in the film.

The costumes have become popular. Many people wear Black Panther-themed costumes to theaters. They come from all age groups and backgrounds. Some even dressed in Wakanda wear at a pre-Oscar event.

“We wanted to bring the world of Africa to life,” Beachler said.

Carter said she hopes their Oscar wins can open more doors for other African-Americans. Maybe they will want to follow in her and Beachler’s footsteps.

She said she hopes to help such people follow their dreams.

REPRESENTATION MATTERS!



ESSENTIAL QUESTIONS

- Why does representation in the media matter to Black people?
- How can we develop the ability to critically question representations of race in the media we consume?



OBJECTIVES

Students will:

- Read a text and determine the central idea.
- View images and video clips to assess the impact of representation (when people of color are represented and when they are not).
- Develop an argument for how to increase the presence and maintain positive images of people of color in the media.
- Examine and discuss the question: How does media (social and news) influence policy, human rights, and/or equity in our structures and systems?



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions
- Two in three Black Americans don't see themselves represented in movies and TV
- Representation Matters Argumentative Essay Planner



VOCABULARY

CONTENT

Representation
Media
Platforms (Media)
Background
Abilities

Gender Identity
“Mirrors and Windows”

ACADEMIC

Argument
Jigsaw

Discuss
Engage
Identify

PART 1

Introduction (15 min): Knowledge Building

- 1 Say: *For today's lesson, we will read, discuss, and argue for representation of different backgrounds and racial groups in the media. When I say the word representation, what comes to mind for you?* (Allow students to give input on what representation means.) *Representation is described as the description or portrayal of someone or something in a particular way or as being of a certain nature. When we think of representation, think about seeing yourself reflected in what you read, and/or watch on tv and other media platforms. Our media, like our books, should be like mirrors where we can see ourselves reflected as we are, and windows, where we can see others and get a peek inside of their worlds. Why is this important? Turn and talk with your neighbor for 2 minutes to discuss the importance of having what we read and watch, what we consume, be like mirrors and windows.*
- 2 Once you gather responses from students, record them on chart paper or on the smartboard so that they can refer to them.
- 3 Say: *Now we are going to watch a video and see how other teens throughout the country feel about representation in the media.*
- 4 Show Video: <https://www.youtube.com/watch?v=lv3W6C3JBLY>
- 5 Say: *For some students, portrayals of people of color, and people of varying abilities, religions, sexual orientations, and gender identities, in the media not only affects how others see them, but also how they see themselves. The success of movies like "Black Panther" and "Crazy Rich Asians," sent a message to producers in Hollywood that it's important for everyone to be represented, and that our stories (or variations of our stories) need to be told. There are times when we see one type of portrayal on screen and then run the risk of using that single story to define an entire group of people.*

PART 2

Content Analysis (40 min)

- 6** Students will engage in a jigsaw group activity where they will read sections of an article and focus on the following guiding questions:
- What is the central idea of this portion of the text?
 - Why does the author think this is important? What message are they trying to convey to the audience?
 - What is the author arguing?

Students will be given roles for their group work (timekeeper, recorder, presenter, clarifier/investigator) to ensure that all students are active participants in the task. When students have read their section of the text and come to a consensus about the responses to the guiding questions, they will present their findings to the entire class.

- 7** *Say: Before we begin reading our text for this lesson, I will read the entire text aloud so that we are able to get a sense of what message the author is trying to convey. Please follow along as I read the text, which is an article from USA Today. (Read the text aloud on the USA Today article handout as students read silently.) What ideas stand out to you about this text? (Allow students to answer.) Now please work in groups to participate in a jigsaw reading activity where you read sections of the text and focus on the following guided questions. (Read guiding questions from above)*

- 8** *Say: Remember the jigsaw activity we did in a prior lesson? We will engage in this activity again with this new reading material. As a reminder, in a jigsaw activity you are broken into learning groups where you become the expert for very specific information. In this instance, you will separate into 3 groups based on branches of government, then, later, as a group you will present that information to your classmates. Be sure to choose the following roles for your group: a recorder to capture notes, a presenter to speak on behalf of the group, and discussers to choose details that are important and pose questions to the group.*

- 9** *Say: When you are done reading and answering the guiding questions, I will invite each group to present their findings to the entire class. We will have different roles to play in our group, but we will all be responsible for reading and answering questions. The timekeeper will keep the pace of the group and remind everyone of how much time is left. The recorder will write down the responses discussed in the group. The presenter will present to the class when it's time for presentations, and the clarifier/investigator will support the group with additional questions or help everyone think through any tough spots we come across while reading.*

- 10** Students will have 20 minutes to read and answer guiding questions, and each group will be given 2 minutes to present. The total activity should take between 28–30 minutes.

PART 3

Writing (30 min)

- 11** Students will write an argumentative/persuasive paragraph answering the following questions:
- Why does representation matter in the media or literature that we consume? Why is this important for all people in society?
 - Students will make an argument for representation ensuring that their paragraph does the following:
 - Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (video and jigsaw article)
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the argument presented.
- 12** Students will have 25 minutes to write their argumentative/persuasive paragraphs. If students need a scaffold for their paragraph, they can use the argumentative essay planner handout to help guide them in crafting their argument.

PART 4

Share/Closing (5 min)

- 13** Choose work from 2–3 students to use as exemplars and share with the class. Allow the class to give those students feedback on their work. Students should offer 1 praising comment and 1 suggested addition for the students to think about. An example would be: I like the way you introduced the paragraph with a fact about representation. (praise) I think you can add what you personally feel about representation. (addition)

ADDITIONAL RESOURCES

- + Extension/additional context:
Danger of a Single Story:
<https://www.youtube.com/watch?v=D9lhs241zeg>



Teacher Edition: Vocabulary Definitions

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Platforms (media)		
Backgrounds		
Abilities		
Gender Identity		
"Mirrors and Windows"		
ACADEMIC VOCABULARY		
Argument		
Jigsaw		
Discuss		
Engage		
Identify		



Two in three Black Americans don't see themselves represented in movies and TV, study says

Bryan Alexander

USA TODAY

September 17, 2020

This text was modified for educational purposes

I.

A new study looking at the power of the media in America demonstrates the need for diverse stories and storytellers in Hollywood.

The #RepresentationMatters report, released Thursday by the National Research Group, showed that 2 in 3 Black Americans say they don't see themselves or their culture represented in movies or television, with 86% of Black Americans wanting to see more of these representative stories on screens.

The study found that 91% of the Americans surveyed believe that media has the power to influence society. Further broken down, 75%, or 3 in 4 of all people surveyed (and 87% of Black Americans surveyed), believe the way Black Americans are portrayed in the media influences perceptions of them in the real world.

II.

Eighty-three percent of Black Americans (and 66% of the total surveyed) believe that the media perpetuates negative stereotypes of Black people.

The study suggests strong demand for diverse stories with characters that break racial stereotypes (called for by 92% of Black Americans and 82% of the total surveyed).

"The high level of consumer interest in diverse stories and voices surfaced very strongly in this research," said Cindi Smith, vice president of diversity, equity, and inclusion practice for the National Research Group, in a statement with the report.

Smith said she hopes the report will "inspire creators and marketers to get behind stories that offer a fresh point of view and bring to light more multifaceted identities."

III.

The nationally representative survey consisted of 1,388 Americans ages 18-54 who describe themselves as frequently engaging with TV, movies, social media, or video games. Eight expert interviews with media and cultural theorists and industry leaders informed the research.

The new report showed that Hollywood can get representation right. The best examples of inclusion in entertainment include the big screen "Black Panther" along with TV's "Black-ish" and "Black Lightning." A majority of those surveyed pointed out that the key to success was realistic Black characters as the focus of the story.

IV.

Four in 5 Black Americans (2 out of 3 total surveyed) said it's obvious when characters of color and their stories aren't written by people of color.

The study showed that 1 in 3 of those surveyed believe there have been improvements in the last 10 years, with 7 in 10 stating that the entertainment industry needs to improve its representation.

The report concludes: "The entire media ecosystem needs to step up its representation game."



Representation Matters Argumentative Essay Planner

Please use the following graphic organizer to help plan your writing for your argumentative/persuasive essay.

INTRODUCTION

The reader learns about your claim. Write a hook (something that makes the reader interested in your writing, claim, or thesis) to begin.

BODY PARAGRAPH #1

Thesis/Claim #1:

Reason #1:

Reason #2:

Evidence (facts or data to support reason)

Evidence (facts or data to support reason)

Explanation (you can use transition word/phrase here)

Explanation (you can use transition word/phrase here)



Argumentative Essay Planner

BODY PARAGRAPH #2 Here is where you prove your argument by bringing in arguments against what you have to say.

Counter argument (if available)

Contradiction (prove it wrong)

Evidence (to further prove it wrong)

CONCLUSION

Thesis/Claim Restated

Something to consider/advice to the reader

NEWS MEDIA AND SOCIETAL PERCEPTIONS



ESSENTIAL QUESTION

- How does racial bias in the media impact real-life policies and practices that affect the lives of African Americans? How does news coverage advance or perpetuate racism?
- How can we develop the ability to critically question representations of race in the media we consume?



OBJECTIVES

Students will:

- Analyze images and news clips from The New York Daily News, The New York Post, The New York Times, and other newspapers (and movies) and discuss trends of how they report on a specific topic.
- Identify how the language that is used in news stories and newspaper headlines can shift perspectives and perceptions about people of color.
- Write a 1-page evidence-based summary that analyzes the impact of news coverage on people of color in news outlets and movies and how they shaped perceptions of cultures of people of color.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions
- Bring Back Our Death Penalty blog post:
<http://apps.frontline.org/clinton-trump-keys-to-their-characters/pdf/trump-newspaper.pdf>



VOCABULARY

CONTENT

Impact
The Exonerated Five
Inhumane

Demonize

Stop and Frisk Policy

Privilege

Minorities

ACADEMIC

Evidence

Argue

Challenge

Discuss

PART 1

Introduction (15 min): Knowledge Building

1

Say: *Today we will be answering the following questions:*

- *How does racial bias in the media impact real-life policies and practices that affect the lives of African Americans? How does news coverage advance or perpetuate racism?*
- *How can we develop the ability to critically question representations of race in the media we consume?*

We will be looking at newspaper articles and clips from the movie "When They See Us," and the documentary "A Most Violent Year." We will also discuss and examine imagery that will allow us to think critically about the foundations for how anti-Blackness can be perpetuated in the media that we often consume. Before we begin, I want to gauge our knowledge. Have you seen the movie "When They See Us" or have you heard of the Exonerated Five, formerly known as The Central Park Five? (Allow students to respond. If they have seen or heard about the topic, clarify or correct their understanding.)

2

Say: I want to set the context of the 1980s, New York City, and discuss laws that were put in place as a result. The 1980s greatly tested New York City's strength and was deemed unsafe for many of its residents. People fled the city in record numbers to the outer suburbs (Long Island, upstate New York, etc.), government mismanagement caused financial instability in the city, and the introduction of crack cocaine caused a huge wave of drug addiction and violence. Photographers documented this era through many famous photographs. Here are a few examples. (Show students the slide show and allow them to react.)

In small groups, please discuss two questions for the next 3 minutes: What do you notice? What impact do you think this had on residents living in New York City during this time? We will come together to hear responses from each group.

NOTE

The content of this lesson may have an emotional impact on students and educators. The Exonerated Five (formerly known as the Central Park 5), is an example of how people who are underrepresented are demonized in the media and often subject to the unfair and inhumane treatment, often as children, by law enforcement and those in power. When those emotions arise, first you can make space for everyone to process those emotions in a circle discussion, but don't let yourselves get stuck there. Bring students back to the essential questions and allow them to think critically about what they could do differently as changemakers.

- 3** Once students share responses to the two questions, confirm or build understanding about the context of New York City during the 1980s by showing students a 6.5-minute video clip: ***Content Warning* The video does make references to violence including gun violence.** <https://www.youtube.com/watch?v=oWI8mSPZeC0> (The video clip is also a part of the slide show). After the video, ask students to brainstorm what they think the local government did because of this context.
- 4** Say: *As a result of the crime that existed in New York City, the local government became reactive to crime by heavily profiling (give definition if needed) Black and Latinx people, particularly youth. This type of profiling made it possible for future laws such as stop and frisk to be permissible. The stop and frisk law allowed police and law enforcers to pull over, stop, or arrest anyone that they deemed suspicious. (Show graph in the slide show.) The New York Civil Liberties Union revealed that innocent New Yorkers have been affected by police stops and street interrogations more than 5 million times since 2002. Black and Latinx communities continue to be the target. At the height of stop and frisk in 2011, under the Bloomberg administration, over 685,000 people were stopped. **Nearly 9 out of 10 New Yorkers who were stopped under this law have been completely innocent.** (Source: NYCLU, 2019 Report). In lesson 9, the high school lesson for theme 3, you will learn about a youth-led campaign to change the stop and frisk law and other policing policies that included videos, murals, museum exhibits that had a real impact on local policy.*

PART 2

Content Analysis (40 min)

- 5** Set students up to transition into examining video and text evidence about the Exonerated Five. Tell students they will watch a video clip that involves some disturbing imagery and an important and equally disturbing topic. Also prepare students for this lesson by explaining the context of this moment in history.
- 6** Context: Trisha Meili's body was discovered in New York City's Central Park early in the morning on April 20, 1989. She had been out for a jog the night before. She was so badly beaten and repeatedly sexually assaulted that she remained in a coma for nearly two weeks and retained no memory of the attack. This led to protests and people calling for justice. Police made a quick arrest and convicted five Black and Latinx teens—Antron McCray, 15; Kevin Richardson, 15; Yusef Salaam, 15; Raymond Santana, 14; and Korey Wise, 16—who came to be known as the Central Park Five. Read more at <https://www.history.com/topics/1980s/central-park-five>.

NOTE

We recommend you preview all videos and make viewing decisions based on your particular students.

7 Say: *We are going to watch a few clips of an interview of 5 men who were labeled as criminals and convicted of a crime they did not commit. The clips are from the movie "When They See Us." Is anyone familiar with this movie by Ava Duvernay? If so, please share what you know with the group.*

8 *They were between the ages of 14–16 years old. As you watch, please take notes, and answer the following questions:*

- *What were the circumstances that allowed for these young men to be arrested?*
- *What assumptions were made about these teenagers? Why?*
- *The news media described these teenagers as a wolf pack. They also used language such as "bloodthirsty," "animals," "savages," and "human mutations." How does this language impact the perception of these teens?*

9 Movie Clips:

- [When They See Us—Kevin Richardson—](#)
Police Interrogation Clip
- [When They See Us 'Holding Cell Scene'](#) | Netflix
- [When They See Us](#) | Clip | Netflix

10 Allow students the opportunity to express how they feel after seeing those clips before moving on.

11 Say: *I want to layer our knowledge and introduce a full-page ad, written by Donald Trump for the New York Daily News. He also posted this same ad in The New York Times, the New York Post, and New York Newsday with the headline, "[Bring Back The Death Penalty. Bring Back Our Police!](#)". The total cost of all the ads he took out was \$85,000. I will read the text aloud as you read along silently. Then you will go back to the article and re-read it, answering the additional questions below. In pairs, please share your responses and add to your notes and responses if you hear additional details that you may have missed.*

- *What impact might someone in power have on influencing the media?*
- *What is Donald Trump arguing in the ads? What evidence supports his argument?*
- *What's the impact of this ad on innocent victims of police brutality?*

- 12** Students should work in pairs to read the ad handout and give responses to the guiding questions. Students will use this information and the information from their responses to the questions related to the clips to begin forming their own opinion about news media and its influence on the perception of people of color.

PART 3

Writing (30 min)

- 13** Students will write a 1-page summary that analyzes the impact of news coverage on people of color in news outlets and movies and how it shapes perceptions of cultures of people of color. The summary must include textual evidence or evidence from the videos. The focus of the summary must answer the following questions:

- How does the news media impact the perceptions of people of color? What evidence supports your claims? What needs to change and what needs to stay the same when reporting information via news outlets (newspapers, tv, social media, etc.)?

PART 4

Share/Closing (5 min)

- 14** Each student will pair with another student and read their summaries to each other. They will give each other feedback on their work by sharing 1 form of praise and 1 connection they have to their work.

ADDITIONAL RESOURCES

- + To understand the adultification of Black children, specifically girls, see- *Girlhood Interrupted* (Erasure of Black Girls Childhood): <https://genderjusticeandopportunity.georgetown.edu/wp-content/uploads/2020/06/girlhood-interrupted.pdf>
- + The Exonerated Five (formerly Central Park Five): <https://www.history.com/topics/1980s/central-park-five>



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Impact		
The Exonerated 5		
Inhumane		
Dehumanize		
Stop and Frisk policy		
Privilege		
Minorities		
ACADEMIC VOCABULARY		
Evidence		
Argue		
Challenge		
Discuss		

How can media be used to advance social justice? How can we connect our learning from the entire unit?

“Every generation leaves behind a legacy. What that legacy will be is determined by the people of that generation. What legacy do you want to leave behind?”

—John Lewis

Across That Bridge: A Vision for Change and the Future of America

The final theme of this unit calls for students to be highly engaged, collaborative, and focused on an authentic purpose to use their voice for social justice. Creating a media campaign and voicing concerns to local politicians is a great way to engage students in social justice through writing and the use of social media. They can relate to real-life situations and issues that not only impact them directly but also impact the greater Black community. This can also be a space to integrate critical pedagogy by posing questions and allowing students to question positional authority. They will be able to use their voice in a safe environment that will prepare them for any social engagement or occurrences outside of the school. Students will be able to build the following skills: community, leadership, scholarship, and collective responsibility. Lastly, you will be providing students with an opportunity to engage in collaborative learning that will be used to impact real change.

To support these lessons, it is recommended that teachers read the following texts and interviews to support their own understanding:

→ [Classroom Activists: How Service-Learning Challenges Prejudice: This interview with teacher Lisa Weinbaum accompanies her Teaching Tolerance article “At Risk’ of Greatness.](#)

→ [Service-Learning and Prejudice Reduction](#)

In grades 3–5, students will create a class campaign that focuses on a topic that advances social justice for the media representation of Black people. Students will discuss what they notice and wonder about how Black people are represented in the media and target specific tv broadcasts and commercials that perpetuate stereotypical ideals of Blackness. Students will also research companies and government entities and write a letter to their offices as a call to action.

In grades 6–8, students will create a class campaign for social media that addresses food insecurity in Black communities which is an issue that is often overlooked, but many people are affected by it. Students will connect to previous lessons by recognizing a problem, researching ways to improve it, and using their voices to advocate for change. Students will learn about how Black communities are impacted by food insecurity and read about Black inventors who fought for agricultural self-reliance. Students will have the option of creating a short group video. Students may also choose to, with the permission of the school administrators, create a class Instagram/Facebook page that highlights Black communities impacted by food insecurities and what the students wish to bring attention to as a call to action.

In grades 9–12, students will create a class hashtag through a series of tweets to local politicians to bring awareness to an issue that impacts Black communities. Students will read about the impact of hashtags on social mobility and use this knowledge to create a standout hashtag worthy of trending on social media. Students will use their voices to advocate for issues of their choice that impact Black residents in high-needs communities affected by high poverty, crime, lack of educational resources, and lack of access to fresh produce. Students will learn that change starts with them, no matter how small. Students will walk away as changemakers in their society with a higher sense of self and collective responsibility.

MEDIA AND SOCIAL JUSTICE

You will need to do pre-work for this lesson that will require you to complete the Social Justice Action Planner and write a letter as an exemplar. This will help students understand the expectations for the lesson and group work. Students may not use the examples in their work.



ESSENTIAL QUESTIONS

- How can media be used to advance social justice?
- How can we connect our learning from the entire unit?



OBJECTIVES

Students will:

- Create a class campaign that focuses on an issue that is important to their school community.
- Use prior knowledge to draw attention to the misrepresentations of Black people in the media.
- Write letters to government officials or companies as a call to action to solve issues outlined from their investigations.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions
- Images for Social Change Slide Show
- Social Justice Action Planner



VOCABULARY

CONTENT

Collective Responsibility
Local Government
Explore

Community

Advocate
Representation
Stereotype

ACADEMIC

Examine
Informative
Quote (5th grade)

PART 1**Introduction (15 min): Knowledge Building****1**

Say: Today we will be exploring how we, as students, can use our voice to address an issue that is of importance and is specific to Black communities. In our last lesson, we thought about ways to use our voice to advocate for a more positive representation of Black people and other people of color on tv. We will use our collective voices to advocate for more positive representation through our writing. Often you may think that because you are a child, you don't have any authority to make a difference in your community. We want to shift that narrative and empower each other to use our voice through our writing. Remember the images of social justice movements throughout time? Those were small moments in time that had a significant impact on society. They were chances to lift the voices of those who had not been heard. Here is a quick recap (show images 1–9 in the Images for Social Change handout). What do you remember about these images? (They were stronger together, etc.) The collective movement of people, when people work together for a common cause, will get results and attention in the media.

2

Say: We will watch a video of a young Meghan Markle, an American actress and the Duchess of Sussex. That's a fancy way of saying she is a princess. She married the king of England's son Harry. She is a Black woman, and because of racism the media heavily and unfairly targeted her in London. As a result, she and Harry decided to leave England and come to America. This speaks to a few things we have learned about: how Black people are portrayed in the news and the unfair representation of Black people in media overall. Here are some examples of the differences in headlines in regard to Meghan Markle and Kate Middleton (Show the last 3 images in the handout on page 77.) As you can see, unfair representation doesn't only happen in the United States. As a child, Meghan spoke out about the issue of stereotypes of women in commercials. Women play different roles in different families, but in the commercials she saw, women were only portrayed in one way. Please watch the video and think about how people can use their voices to address an issue.

- 3 Play: <https://www.youtube.com/watch?v=tfaGleA4qYo> As students watch the video, have them focus on the process of change. Have students think about the following question: How can people use their voices to address an issue? The goal is for the students to understand that significant change begins with direct action focused on the right people.
- 4 Say: *We have had several lessons that talked about the issues that Black people face. We discussed negative images in cartoons and stereotypes and the need for positive images in the media. How can we continue to bring awareness to these issues? Are there shows, cartoons, or commercials that continue to display misrepresentations or negative images of Black people and if so, can you explain how that they do so?* (Allow students to answer. Listen for or suggest the following: call for a ban on certain tv shows that include negative stereotypes of Black people, advocate for more representation on local or national media shows and remove or change a commercial based on misrepresentation).
- 5 Say: *We are discussing imagery in the media and images that produce stereotypes, so we must understand what we can do to make a difference. There is power in writing and making your voice heard in this way.*
- 6 Once students land on a topic specific to imagery and stereotypes of Black people and a company/tv show/ commercial/etc., break students into groups of 4 to begin planning their writing/actions.

PART 2

Content Analysis (40 min)

- 7 Modeling (10 min): For this lesson section, you will model how to generate responses on the Social Justice Action Planner.
- 8 Say: *I want to use the example that we saw in the commercial to help you and your group members think about how to focus on your social justice action plan. While watching the commercials, Meghan Markle noticed that they all relied on the mother to cook, clean, and care for the children. In reality, mothers have lots of roles in and outside the home. Also, every household looks different. So, she narrowed her lens on a particular company, Dawn, owned by Proctor and Gamble, to voice her concern. She claimed that commercials that only focused on women doing the housework painted an inaccurate picture of all women. She wanted to convince people to change the commercial so that women would be represented differently and fairly.*

- 9** Continue to go through each step of the social justice action plan, ensuring that students see the clear connection between how they will choose a focus, make a claim, and advocate for the positive representations of Black people in the media.
- 10** Group work (30 min): Before students begin working, visit with each group to ensure they have a focus and a claim that accurately advocates for positive representation of Black people in the media. Students may need support for this, so have a few ideas available for those struggling to come up with a focus.
- 11** Students will use the Social Justice Action Planner document for their social justice letter project.
- 12** Say: *You will be using your voice to write a letter to a company or local politician, detailing the problem and what you think could be done better, just like Meghan Markle did as a child. We must choose where to direct our concerns depending on the issue. Would we contact the school principal about the neighborhood recycling program? No! So, we must make sure we contact the correct person.*
- 13** Based on what students choose as their focus, gather a list of references for them. This will require you to work in the moment with each student group to determine their focus and who will address their social justice issue. Ensure that students stay focused on the person or group that will directly impact their concerns. Allow students to research (or Google search) the addresses for local/state/federal representatives, etc. This will be added to their Social Justice Action Planner. Some examples of possible contacts include:
- FCC—Federal Communications Commission—regulates communications by radio, television, wire, satellite, and cable across the United States
 - School principal—ensures student safety, advises teachers/staff, controls operations and functions of the school
 - Local representatives (i.e., mayor, city councilmembers, etc.)—handles budgets, taxes, school resources, neighborhood safety (i.e., stop signs)
 - U.S. Representatives (depends on district)—creates and reviews bills nationally (federal level)
 - State Senators—vote on laws and bills, appoints judges, represents the entire state (Bob Menendez and Corey Booker as of 2023)

PART 3

Writing (30 min)

14 For students who need help coming up with a topic, you can use the following as suggestions:

- More Black people on local news programming
 - Contact local station
- Commercials that show a range of positive Black representation from all backgrounds marketing cereal, toys, cleaning products, etc. (choose a specific one as a focus)
 - Contact specific company

15 Allow students the full 30 minutes to write independently. What they write will be used as their assessment to determine how well they met the demands of the standards and how well they have developed a sense of agency around racial justice.

16 They will use the information they collected and discussed as a group to help them develop their letter. You can support struggling students individually or in small groups by providing them with sentence frames to help move their writing along. The students must generate all ideas. If students are stuck on finding an address, provide them with the information.

PART 4

Share/Closing (5 min)

17 Students in groups of 4 share their letter drafts.

NOTE

You must revisit this lesson to have students write a final draft of their letter. You will also need students to address envelopes to be sent to the appropriate contact people/organizations. Postage fees will apply, so this should be addressed with the school administration, or a local representative may have an office within walking distance so letters can be hand-delivered. In this instance, the teacher must contact the local office to determine if this is permissible.

ADDITIONAL RESOURCES

+ [5 years into water crisis, Little Miss Flint hasn't given up](#) | [GMA](#) (for additional example of students/children being advocates for social justice)



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Community		
Advocate		
Representation		
Stereotype		
ACADEMIC VOCABULARY		
Examine		
Informative		
Quote (5th grade)		



Images for Social Change



Vigil for Breonna Taylor, an innocent victim of over-policing Breonna Taylor, a 26-year-old black woman, was fatally shot in her Louisville, Kentucky apartment on March 13, 2020, when at least seven police officers forced entry into the apartment.



The Civil Rights leader, Dr. Martin Luther King Jr., went to Memphis to support the sanitation workers. He marched with them and made speeches. During the marches, many workers wore signs that read "I Am A Man." This showed that they were fighting for equality, dignity, and respect.



Images for Social Change



The Montgomery bus boycott was a political and social protest campaign against the policy of racial segregation on the public transit system of Montgomery, Alabama. It was a foundational event in the civil rights movement in the United States. Here is Rosa Parks, a secretary for the NAACP, who is refusing to give up her seat on the bus.



Cecil Williams, civil rights activist and lawyer, drinking from a white only water fountain. He was back from a 1956 trip photographing South Carolina's segregated beaches for Jet magazine. Cecil J. Williams stops at a gas station, closed at the time, and drinks from a "WHITE ONLY" water fountain. Image captured by Rendall Harper, a friend of the photographer.



The Little Rock Nine were a group of nine African American students enrolled in Little Rock Central High School in 1957. Their enrollment was followed by the Little Rock Crisis, in which the students were initially prevented from entering the racially segregated school by Orval Faubus, the Governor of Arkansas.



Images for Social Change



During their medal ceremony in the Olympic Stadium in Mexico City on October 16, 1968, two African-American athletes, Tommie Smith and John Carlos, each raised a black-gloved fist during the playing of the US national anthem, "The Star-Spangled Banner".



The Rainbow Coalition was an antiracist, anticlass multicultural movement founded April 4, 1969 in Chicago, Illinois by Fred Hampton of the Black Panther Party, along with William "Preacher" Fesperman of the Young Patriots Organization and José Cha Cha Jiménez, founder of the Young Lords.



Black Lives Matter is a political and social movement that seeks to highlight racism, discrimination, and racial inequality experienced by Black people. Its primary concerns are incidents of police brutality and racially motivated violence against Black people.



Images for Social Change

Both moms-to-be are holding their stomach but for Meghan Markle it is portrayed as negative.



Both moms are given an avocado to help them with morning sickness from pregnancy but only one mom is linked to abuse, drought and shame because of it.



One princess is seen as a fashion icon and the other is shamed for her fashion sense.





Social Justice Action Planner

TOPIC/ISSUE: _____

GROUP MEMBERS: _____

What commercial/tv show/article/book/topic/etc. are you drawing attention to?

What is the claim that your group is going to make to others? What will you convince people of?

Based on this claim, what do you want to convince people to do to make a difference in the lives of Black people and how they are represented?

Who are you writing your letter to? How are they able to help?

How do you plan to share this information with others? How will you share your writing and anything else you create with the world outside our classroom?

What do you need help with? What do you need from your teachers or other adults?

COMPANY: _____ **DATE:** _____

ADDRESS: _____

Dear: _____

Sincerely,

MEDIA AND SOCIAL JUSTICE



ESSENTIAL QUESTION

- How can media be used to advance social justice?
- How can we connect our learning from the entire unit?



OBJECTIVES

Students will:

- Analyze text to determine the author's point of view on a given topic.
- Use this information to form their consensus/build an understanding of a topic.
- Collaborate with a team of peers to create a campaign to advocate for Black communities experiencing food insecurity.
- Create a video that presents a problem with multiple solutions.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions
- Recording device(s)- *Note: If there are rules around media-sharing at your school that prohibit this form of communication, please omit.
- Presenting materials such as poster board, markers, crayons, index cards, and construction paper
- Blog: 4 Black Inventors: <https://www.feedingamerica.org/hunger-blog/4-black-food-inventors>



VOCABULARY

CONTENT

Advocate
Health Equity
Mobilize

Social Media

Media Platforms
Food Insecurity
Hunger

ACADEMIC

Collaborate
Analyze
Determine

PART 1

Introduction (15 min): Knowledge Building

- 1 Say: *Let's begin thinking about how we can use our learning about the inequitable treatment of Black people to advocate for an issue that impacts many Black communities: food insecurity. When you hear the phrase food insecurity, what comes to mind? (Allow time to share responses.)* **Food insecurity is the condition of not having access to sufficient food, or food of adequate quality, to meet one's basic needs.**
- 2 Say: *The Black community consistently faces hunger at higher rates than white communities due to social, economic, and environmental challenges, as the videos we are about to watch will explain. In 2021, nearly 20% of Black individuals experienced food insecurity, more than three times the rate of white households. (Feeding America, 2023)*
- 3 Say: *We spoke earlier in the unit about representation and why it matters. Remember, for some young students, portrayals of people of color, people with varying abilities, religions, and gender identities in the media affect how others see them and how they see themselves. The success of movies like "Black Panther" and "Crazy Rich Asians" sent a message to Hollywood producers that it's important for everyone to have representation, and that our stories (or variations of our stories) matter. Now that we have discussed ways to advocate for visibility, how can we lift our voices to advocate for all students in our school community? It's one thing to be visible, but how do we address the quality of life for underrepresented people in Black communities? How can we create a social media campaign video that brings about awareness of the food insecurities plaguing our country for many Black families and communities?*

PART 2

Content Analysis (35 min)

- 4 Say: *When we advocate for, or bring attention to, specific issues, we must ensure that we have facts to help us prove our points. To do that, we must collect facts about a specific issue. We will look at 2 videos about hunger in Black families. While you watch the video and read the captions, take notes, and write down one fact that surprised you. I will then ask you to share that fact with a partner. We will pause after each video for 2 minutes to write and 2 min for a partner discussion.*
 - Video 1: <https://www.cnn.com/2021/09/08/politics/us-da-food-security-report-2020/index.html>
 - Video 2: <https://www.ebony.com/hunger-disproportionately-affects-blacks-981/>
- 5 After students share their facts, urge them to discuss what's most important for the health of Black families experiencing food insecurity.
- 6 Share and discuss the following statistics with students and allow them to discuss the statistics with each other in small groups:
 - According to the USDA, in 2021 nearly 20% of Black individuals lived in a food-insecure household. In addition, Black people are almost three times as likely to face hunger as white individuals.
 - Black children are more likely to experience hunger than children of other races. According to the USDA, in 2021 22% of Black children lived in food-insecure households. Black children were almost three times as likely to face hunger than white children.
 - While the United States has an overall poverty rate of 11.4%, within the Black community, the poverty rate is 19.5%. Meanwhile, poverty in the non-Hispanic, white community is 10.1%. (Source: Feeding America)
- 7 Say: *These statistics are as recent as 2021, meaning this is a very current and ongoing problem. Our work today, as changemakers, will be to create a campaign to bring awareness to this issue.*
- 8 Define a campaign as an organized set of actions to achieve a common goal. The goal is to bring awareness to people, locally and globally, by creating a video that addresses the impact that the issue of food insecurity has on Black families.

- 9 Explain to students that the video campaign must include the following:
- The presentation in the video must be clear and easy to follow. The issue must be clear and the facts must be in alignment with the issue.
 - Students must use the appropriate language and grammar when presenting their ideas. The language must be appropriate for the specific audience.
 - Students must understand the topic and make a clear case for advocating for the topic.
 - Students must use a variety of media (music, images, etc.), crafts (posters, signs, etc.) and/or performances (dance, spoken word, rap, etc.) to showcase their point.
 - Video sections are 3–5 minutes.
- 10 Explain the responsibilities involved in their presentations and that their videos will be posted to either the class/school social media page or they will create a YouTube video for public consumption. **Be sure to check the permissions of the school for social media usage and designate waivers if necessary. Another option is for students to create posterboard presentations to be displayed around the school.**
- 11 Students will work together to decide how they wish to present the issue and what facts they wish to present. Help students search for information about food insecurity and its impact via a Google search, and outline websites that are appropriate for student usage (i.e., Time Magazine for Kids, BrainPop, CoolKidFacts, etc.). If your school has specific websites designated for student research, please follow steps in accordance with those regulations.
- 12 For 20 minutes, students will research facts based on the topic they chose, as a group or independently. Students will then decide how they wish to present the topic and its facts for 10 minutes. Finally, students will use their usual writing time of 30 minutes to practice and record their campaign.

PART 3

Project Work-Practice/Recording (30 min)

- 13 Students will use this time to practice and record their campaign using tablets or phones.
- 14 Allow students to share their videos (or poster) as is, before combining all the videos to make a class campaign for their chosen topic (if applicable).

PART 4

Share/Closing (10 min)

- 15 If applicable, students will watch each other's video campaigns and give 1 form of praise and 1 connection they have to their own work.
- 16 Quick Write (*a brief response to a question or probe*): How will your group's campaign help better the lives of students experiencing food insecurity?
- 17 This work can also be shared with other classes as a class presentation, and with school administration/leadership staff. One question posed to leadership can be: Given the information you received today, **what is your call to action?**



Teacher Edition: Vocabulary Definitions

This document is meant to serve to build teacher knowledge and capacity. Please use the following document to know and understand the vocabulary for this lesson. Review and define these terms before teaching your lesson to help better understand and frame the content. There is also space to add any context necessary for your students.

Word	Definition	Teacher Notes/Context
CONTENT VOCABULARY		
Advocate		
Health Equity		
Mobilize		
Social media		
Media platforms		
Food insecurity		
Hunger		
ACADEMIC VOCABULARY		
Collaborate		
Analyze		
Determine		

MEDIA AND SOCIAL JUSTICE



ESSENTIAL QUESTION

- How can media be used to advance social justice?
- How can we connect our learning from the entire unit?



OBJECTIVES

Students will:

- Analyze the main points of texts to determine a central idea and its development throughout a text.
- Present, as a group, an objective summary of texts.
- Utilize their agency as creators of digital content related to themes of social justice activism.
- Analyze and evaluate how hashtags can be a tool for social justice work.
- Create a class hashtag to bring awareness to and open dialogue about an issue that is important to students. (The hashtag will go live at the end of the lesson. Teachers will need to choose which platform is appropriate for students.)



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions
- How Black Lives Matter became a U.S. protest cry Note Catcher
- Article: “How ‘Black Lives Matter became a U.S. protest cry”
- Article: Activism through social media creates bigger buzz



VOCABULARY

CONTENT

Grassroots

Hashtag

Digital

Movement

Organizer

Momentum

Pound Sign

Campaign

ACADEMIC

Analyze

Determine

Collaborate

Conduct

PART 1

Introduction (15 min): Knowledge Building

- 1 Say: *During social justice movements in the past, teams of people conducted grassroots campaigns or a movement that used the people in the community to bring awareness to an issue. People would walk door to door, speak in churches, put up posters, and pass out pamphlets in highly visited areas (grocery stores, subways, bus stations, etc.). This still happens, but if you want to spread your message far and wide, many organizers (people who coordinate demonstrations, movements, etc.) have taken to social media to move a message. In this way, movements and messages become worldwide, not just neighborhood to neighborhood. One way to ground the message when using social media is by creating a catchy hashtag (#). A hashtag is a word or phrase that is preceded by the pound or number sign, which helps identify your content digitally on a specific topic. How have you used hashtags? (Allow students to respond.)*
- 2 Say: *We will build our knowledge on a popular movement that started to grow via social media, which is the Black Lives Matter Movement. I want you to pay attention to how the movement started, and what conditions were needed for this movement to thrive. Please take the next 10 minutes to read the article **"How 'Black Lives Matter' became a U.S. protest cry,"** and focus on the following questions:*
 - *How did the BLM movement gain momentum, and who led this movement?*
 - *What was the role of the hashtag in promoting or bringing awareness to the BLM movement?*
 - *In the last paragraph, opposition to the BLM was included. Why do you think the author chose to include this information?*
- 3 Allow students to work independently or in pairs. They should capture the answers to those questions on their note catcher. Students may need to revisit this article a few times to answer the questions and be prepared for discussion.

- 4 When students have read the article and answered the questions independently or in groups, allow the class to discuss the answers to the questions for 2–3 minutes, then transition to the content analysis section of the lesson.

PART 2

Content Analysis (40 min)

- 5 Say: *Over the course of this unit, you were able to read the Dred Scott court case summary, watch videos, view images, and discuss the role media had in the conviction of innocent Black and brown boys through the Exonerated Five case. The purpose of this was to allow you all to think critically about the criminal legal system and ask yourself questions such as: Who is given the benefit of doubt? Why is that? How does race determine your outcomes with the criminal legal system? No system is perfect, and no system is completely bad, but as changemakers in this society, we must be able to examine these problems and find solutions or bring attention to them.*
- 6 Based on the work we have done, what issue do we need to bring attention to, or what are you passionate about that hasn't received enough attention? How can we begin to create a dialogue around the issue, and with whom do we want to have the dialogue?
- 7 Give students 5 minutes of quiet writing time to respond to these questions.
- 8 Students should then discuss these questions with their peers and capture responses on their Note Catcher for 5 minutes. The idea is for them to develop a sense of urgency around an issue that they wish to bring awareness to. You should also emphasize that creating a hashtag is the first step. The hallmark of a good hashtag is that it be catchy enough to grab the attention of the viewer, but you also want to proceed with actions using the popularity of the hashtag to sustain the movement.
- 9 Say: *I want to expand your knowledge with another article that we will be reading as a jigsaw activity. The article references the buzz, or creation of excitement of a topic, that occurs when social activism is generated through social media. There are 3 major sections of the article, so we will create 3 groups to read 1 section each. Once in your groups, read the passage independently and then work together to summarize your section of the article for your classmates. Finally, choose a person to present the answer to the following questions to the class:*
- What are the main points of this section of the text?
 - Why is this important to activism through social media?

- 10 Say: *Each group will have 2–3 minutes to present. As one group presents, please take notes on your note catcher to capture any important points you wish to remember, specifically information that connects to your ideas.*
- 11 Allow students to read the text **“Activism through social media creates bigger buzz”**, taking notes and discussing responses within their groups.
- 12 After students have presented their section of the text to their peers, begin to collect ideas from students about what they are interested in bringing attention to. Write the ideas down on chart paper and begin to explain the connection (if any) between the issues they chose as a focus.

PART 3

Writing/Content Development (30 min)

- 13 If there is a class or school social media page, you will need to ensure that all media usage permissions are approved by your principal/school district. The idea is for students to bring attention to a solid issue and begin creating dialogue around the issue. Issues may include, but are not limited to neighborhood policing, food insecurity in Black communities, access to media during the pandemic, inequity in school funding in Black communities, lack of quality affordable housing for Black people, etc. Students may also choose topics from the content they learned in earlier lessons, such as fairness in the criminal legal system, rates of incarceration of Black people as compared to white people, school-to-prison pipeline, etc. Guide students towards these topics, and ensure they are making a clear connection to how history has made these current contexts inevitable.
- 14 For the remainder of this time, students will begin formulating a hashtag. To be effective, a hashtag must be:
 - Unique (Try not to use a hashtag that is already in use or was employed prior to your use.)
 - Short and to the point (the shorter and clearer the hashtag, the more people will remember it.)
 - Relevant (The hashtag must be relevant to your movement and to what is currently occurring in society.)
 - Shareable (The hashtag must be able to be shared across

social media platforms such as Twitter, Instagram, etc.)

15 Share with students some examples of hashtags connected to causes and/or movements.

- #BLM
- #BlackLivesMatter
- #IceBucketChallenge
- #MeToo
- #BringBackOurGirls
- #NeverAgain
- #Stopstopandfrisk

16 Regarding the last hashtag above, #stopstopandfrisk, share with students about this example of a real campaign that youth won with the use of media. Allow them to visit the links below the description to get inspiration. Youth and adult allies across New York city led a campaign from approximately 2010–2018 that pushed back against stop and frisk and other policies that unfairly targeted Black people. They used various forms of media like video testimonials, large and colorful murals, podcasts, museum exhibits, and interviews with news media to highlight the negative effect that NYPD policing policies were having on Black communities. They along with adult allies created the Community Safety Act that called on the Mayor and the City Council to end discriminatory policing practices. Because of their hard work, parts of the Community Safety Act were signed into law in 2013, and then a federal judge ruled in 2014 that stop and frisk by the NYPD was unconstitutional. Then in 2017 the group won the Right to Know Act which said that police officers had to identify their name, rank, command, and shield number to people at the beginning of any interaction. Officers also had to supply a business card and let people know that in certain situations they did not have to consent to a search. These were big wins for thousands of young people across NYC and would not have been possible without their hard work and use of media.

- Video series on human impact of stop and frisk:
<https://www.changethenypd.org/resources/where-i-am-going-%E2%80%94-cpr-video-series-human-impact-stop-and-frisk/>
- WNYC Interviews with young people about stop and frisk (click on the link to listen): <https://www.wnyc.org/story/212460-city-teenagers-say-stop-and-frisk-all-about-race-and-class/>

- Radio Rookies podcast clip: <https://www.wnyc.org/story/312820-radio-rookies-react-stop-and-frisk-ruling>
- Overview of Community Safety Act demands and outcomes: <https://www.changethenypd.org/community-safety-act>



- Image of a mural in Brooklyn painted by youth for the campaign.

17 Use the list of topics of interest generated earlier in the lesson and have students vote on which they wish to bring attention to as a class. Once students decide on the topic, have them work in pairs to begin generating a hashtag to bring attention to their movement. Each student will then write a synopsis of what the hashtag means and what they want as a call to action as a result. Guidance for this is on their note catcher.

18 Lesson Extension: Students can choose pictures that will narrate the story and purpose of their hashtag. They can take time to find images via a Google search by typing in the topic and ensuring that the permissions for the photos are open content and able to be shared. Students can also take photos if this is a local or school issue.

19 Students will vote on the hashtag of their choice. Each student will write a brief synopsis of what it means and the dialogue they wish to initiate, and you will post to their chosen platform.

PART 4**Share/Closing (5 min)**

20 Students will discuss the following questions:

- What are your expectations for bringing awareness to this issue?
- What do you hope will happen as a result?

21 Encourage students to share their work on their own social media platforms. If available, they can also share on the class or school social media platforms, with permissions and guidelines. Explain that this is the first step of activism—forming an idea. Encourage students to find people with similar interests who will invest in and support the movement they are trying to create.



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Movement		
Organizer		
Momentum		
Pound sign		
Campaign		
ACADEMIC VOCABULARY		
Analyze		
Determine		
Collaborate		
Conduct		



Note Catcher

How Black Lives Matter Became a U.S. Protest Cry

KNOWLEDGE BUILDING

Please read the following text, “How ‘Black Lives Matter became a U.S. protest cry,” and answer the questions.

How did the BLM movement gain momentum, and who led this movement?

Response

What does this make you think of from your previous lessons on social justice?

What was the role of the hashtag in promoting or bringing awareness to the BLM movement?

Response

What does this make you think of from your previous lessons on social justice?

In the last paragraph, opposition to the BLM was included. Why do you think the author chose to include this information?

Response

What does this make you think of from your previous lessons on social justice?



Note Catcher

Social Justice Issues

PLANNING

Use the following questions to guide your thinking around a social justice issue you are passionate about.

Guiding Question	Responses
<i>What issue do we need to bring attention to? What are you passionate about that hasn't received enough attention?</i>	
<i>How can we begin to create a dialogue around the issue, and with whom do we want to have the dialogue?</i>	
<i>What hashtags could bring attention to this issue?</i>	



Note Catcher

Activism Through Social Media Creates Bigger Buzz

DEEPENING KNOWLEDGE

Please read the article “Activism through social media creates bigger buzz” and consider the following questions about your section. Collect information on your section to present to your peers (jigsaw).

SECTION: _____

GROUP MEMBERS

Presenter: _____ **Analyzer:** _____

Recorder: _____ **Questioner:** _____

What are the main points of this section of the text?	Why is this important to activism through social media?

Notes from other sections that connect ideas...	



Note Catcher

Hashtag

SYNOPSIS

Use prior information on the note catcher to generate a hashtag for your social justice issue, a written synopsis for the hashtag, and an image you think represents it.

<i>Hashtag:</i>	
<i>Synopsis (describe the hashtag, why it's relevant, and what you wish to accomplish by its use. How will this be used as a call to action for social justice?)</i>	
<i>Draw, collect, or create a digital image that captures the sentiment of your hashtag</i>	



How “Black Lives Matter” became a U.S. protest cry

By Donald Moore and Patricia Hurtado

Bloomberg Quick Take on 06.04.20



Activists with Black Lives Matter protest in Harlem in New York City, July 16, 2019, in the wake of a decision by federal prosecutors who declined to bring civil rights charges against New York City police officer Daniel Pantaleo in the 2014 chokehold death of Eric Garner. The decision was made by Attorney General William Barr and announced one day before the fifth anniversary of his death. Photo by Craig Ruttle/AP

“Black Lives Matter” is a hashtag that grew into a movement, one that resurges on U.S. streets after high-profile deaths of African Americans at the hands of the police. BLM, as it is often known, is fueled by history and the power of smartphone videos spread by social media. The most recent trigger for angry protests nationwide was the May 25 death of a Minneapolis man, George Floyd, after being restrained by an officer who was later charged with his murder.

1. WHERE DOES THE TERM COME FROM?

In 2012, a neighborhood-watch volunteer in Florida shot and killed an unarmed, black 17-year-old, Trayvon Martin, as he walked to his father’s house from a convenience store where he’d bought iced tea and

candy. When the volunteer was acquitted of the killing, an activist in Oakland, California, named Alicia Garza wrote an impassioned Facebook post that ended with “Our lives matter.” It was shared on social media by a friend and fellow activist, Patrisse Cullors, with a twist and a hashtag: #blacklivesmatter.

2. HOW DID IT GROW?

The term took off a year later, when smartphone images of the deaths of Michael Brown in Ferguson, Missouri, and Eric Garner in New York City, both black men killed by police officers, galvanized the movement. They were followed by protests over deaths caused by the police in Cleveland, Baltimore, Chicago, Cincinnati and other cities.



How “Black Lives Matter” became a U.S. protest cry (continued)

3. WHAT CAME BEFORE BLM?

Incidents of police brutality have been flashpoints for demonstrations for decades, including the 1992 beating of black motorist Rodney King in Los Angeles that set off six days of riots and the 1997 torture of Haitian immigrant Abner Louima by officers in the New York borough of Brooklyn. Both episodes resulted in federal prosecutions and convictions of police officers. But before BLM, there was less of a sense of a movement that carried over beyond individual events.

4. HOW BIG IS THE PROBLEM?

According to The Washington Post, which has been tracking police shootings since 2015, police killed 1,004 people in 2019, of whom 370 were white, 235 were African American and 158 were Hispanic (202 were listed as unknown). An advocacy group, Mapping Police Violence, reported similar numbers covering all forms of police killings. The group said that 24 percent of those killed by police in 2019 were black Americans, who make up only 13 percent of the population. It also found that 99 percent of officers involved in a death between 2013 and 2019 were not charged.

5. WHAT HAS BLM CALLED FOR?

The decentralized movement has no formal agenda but protesters have pushed for policies to increase accountability and reduce deadly encounters between police and African Americans. These included calls for officers to wear bodycams that document the events leading up to and during shootings; the end of military-style equipment like riot gear, assault weapons, and armored personnel carriers being used by municipal forces; transfer of police department oversight to local community boards; and legislation to address court rulings that activists say make it all but impossible to sue officers for acts performed in the line of duty. In the latest protests, there have also been calls to cut budgets for police departments.

6. DID ANY OF THAT HAPPEN?

The use of bodycams has been widely adopted, including in New York City and Los Angeles. President Barack Obama’s Justice Department conducted dozens of investigations into whether police violated the civil rights of minorities, reaching so-called consent decrees overseen by federal courts that mandated changes in some local police departments. Obama also restricted the sale of military equipment to law enforcement.

Under President Donald Trump, the Justice Department has largely dismantled those police oversight initiatives and curbed the use of consent decrees. The Justice Department has also curtailed wide-ranging “patterns and practices” investigations of local police departments, arguing they harmed police morale and were an inappropriate use of federal power.

7. WHAT OTHER OPPOSITION HAS THERE BEEN TO BLM?

In the movement’s early years, some law enforcement groups called BLM responsible for rioting and anti-police violence. A counter-movement known as Blue Lives Matter advocated that those convicted of killing law enforcement officers should be sentenced under hate crime laws. Some critics turned to the hashtag #alllivesmatter, leading BLM supporters to respond that they weren’t seeking special treatment for African Americans, just equal treatment. Some white nationalist groups promoted #whitelivesmatter. While running for president in 2016, Trump called BLM “very divisive.”



Activism Through Social Media Creates Bigger Buzz



"I am out here because I am part of the masses of people in St. Louis and soon to be in the nation that is exhausted and fatigued with the progression of police genocide. It's not police brutality anymore. It's genocide against young black Americans," said Sunny Ford during a rally on Aug. 12, 2014, in Clayton, Missouri, protesting the fatal shooting of Michael Brown by a Ferguson police officer.

By Atlanta Journal-Constitution, adapted by Newsela staff

Published: 08/13/2014

QUESTIONS TO CONSIDER:

What are the main points of this section of the text?

Why is this important to activism through social media?

SECTION/GROUP 1

ATLANTA — In the new use of social media as activism, few hashtags have generated as much buzz as “#iftheygunnedmedown,” which has been circulating on Twitter, Facebook, and Instagram. The hashtag is being used to counter media images shown of Michael Brown, whose shooting by Ferguson, Missouri, police has sparked riots.

After the fatal shooting of Brown, 18, several media outlets used what many said was a distorted image of him taken from his Twitter account — casual, bordering on menacing. They argue that a majority of his photos show a different side, like broad smiles, hearty laughs, and the tenderness of high school graduation photos. He was set to begin college on Monday.

The trending hashtag was several hours old before Alexis Nwaiwu, a 19-year-old sophomore at Georgia State University, decided to post.

SECTION/GROUP 2

Two Photos Collide

It wasn't necessarily Michael Brown's photo that inspired her. Rather, it was a news image of Brown, placed along with that of James Holmes, the Colorado theater shooter, that enraged her.

Someone posted the photo of Brown in his red Nike tank top flashing a peace sign. The headline, taken from a news site, read: “Police: Michael Brown Struggled With Officer Before Shooting.”

On top of that was a photo of Holmes, wearing a tie in what looked like a class picture. The headline: “Theater Shooting Suspect Was Brilliant Science Student.”

“I just thought it was interesting how they portrayed someone who is Caucasian as a brilliant scholar — who was a mass murderer,” Nwaiwu said. “Michael Brown is shown as a thug because he was throwing up a peace sign.”



Activism Through Social Media Creates Bigger Buzz

Both Sides of the Story or Image

Brown was shot and killed last weekend after an encounter with a police officer in his hometown. His death has not only sparked unrest in Ferguson, but social media have also exploded, picking up his cause.

Nwaiwu, a varsity cheerleader at GSU, has also taken up his cause, posting a picture of herself laughing at a party and flashing two peace signs. Next to it is a smiling image of Nwaiwu in her high school graduation robe.

“The one at the party with a peace sign portrays my generation,” she said. “But don’t get it confused. I still graduated with honors from high school. I am in college. I am a cheerleader and I make good grades. But the media will always show one side of you.”

SECTION/GROUP 3

Dangerous Perceptions

Brown’s death comes nearly 2 1/2 years after the shooting of Trayvon Martin and about 13 months after George Zimmerman was acquitted at his trial in the Martin case. More recent episodes fueled the Michael Brown protests: the videotaped death of Eric Garner at the hands of New York City police, and the second-degree murder verdict against Theodore Wafer. Wafer shot Renisha McBride, 19 after she knocked on his door after crashing her car.

“The assumption is that black males are predators and because of that perceived threat as a predator, you can do anything to them,” said David Wall Rice, a professor at Morehouse College. “You can gun them down and not be worried about being convicted, like with Trayvon. You can ask what Michael Brown was doing wrong instead of what the person with the gun was doing wrong?”

Al Tompkins, a teacher at the Poynter Institute, a school for journalism in St. Petersburg, Florida, posted on the school’s website that the hashtag campaign forces people and news organizations to re-examine how images are received and perceived.

“No single image can define an individual. It is possible for an image to be accurate, real, and unaltered and

still not be a true depiction of who that person is,” Tompkins said. “A booking photo could be a single image of a person at the worst moment of his or her life. A wedding photo could be of that same person at the best moment of his or her life. Both are extremes. Seek context.”

Hearing the Voices of Many

Since the hashtag campaign started, the phrase “#iftheygunnedmedown” has been used on Twitter more than 158,000 times, according to The New York Times. Many of those posted similar photos with similar stories.

Eric Deggans, a television critic for National Public Radio, said the use of social media, particularly among African-Americans, has given voice to people who might have otherwise been silenced.

“With social media, we get to tell our story,” Deggan said. “We can put up a blog post or Tweet that reflects our attitude and it reaches millions of people.”

Morehouse’s Rice said black people shouldn’t have to worry about which photo of them might be used and argues that both images contribute to a complete picture.

“That does add to the complexity of how black men are viewed in the United States,” Rice said. He says the media reduce black men to an image they are comfortable with. It ignores “the complexity of the wholeness of who black men are — it should not be a question of which one, but rather showing the whole person.”

Tarshia Stanley, chairwoman of the Spelman College English Department, said that while she agrees that the hashtag campaign has been positive, she cautions about it ultimately being reduced to just a slogan.

“We have to, as a community, think about these issues of safety and violence toward young black men,” Stanley said. “We have to get a real dialogue going. Where is the dialogue with law enforcement before things like this happen? We have to figure out how we move beyond the hashtag.”