

Black Lives Do Matter

Continuing the Civil Rights Movement

The Bonner Community Engagement Curriculum

Overview:

In this workshop, participants will engage in the understanding of the complex history and the positions of some African American activists today. This timeline provides an overview of many prominent people and actions that steered towards racial equality in the United States beginning in the 1950s and continuing into 2016. Participants will review a timeline of Black activism in the United States, identify core themes of the civil rights and Black Lives Matter movement, recognize patterns among and create slogans for different decades of activism. Then participants will collaborate to consider accomplishments of Civil Rights activists and the enduring obstacles to racial equality in the United States. Finally, participants will evaluate different platforms for activism and the role of social media in protest.

Category:

Spiritual Exploration, Communication, Diversity, Personal, Understanding, Reflection

Level:


Applicable towards all students that are interested in learning about the complex history and the positions of the African American activists, but recommended to more intermediate students. This training can help students understand the importance and significance of struggles for racial equality and rights and introduce them to the Black Lives Matter movement.



**Fourth Year
Students**

Recommended

Bonner Sequence: This training is recommended for Bonner Students during the fourth year, as part of the Dialogue Across Diversity and Inclusion 4x4 model, Stage 4: Adaptation.

Dialogue Across Diversity and Inclusion 4x4 Student Developmental Model			
Stage 1: Exposure	Stage 2: Understanding	Stage 3: Application and Discussion	Stage 4: Adaptation
			

Focus or Goals of this Guide:

- Participants will learn about African American activism in the United States from the 1950s to 2016
- Participants will be able to identify the core themes of the civil rights and Black Live Matter movements
- Participants will evaluate different platforms for activism and the role of social median in protest

Materials:

- Computer (with access to internet)
- Projector
- Flip Chart/Markers or Whiteboard/Markers
- Safe Space Norms for Dialogue Handout
- Black Lives Matter: Continuing the Civil Rights Movement Timeline
- Graphic Organizer Handout
- K/W/L (What I Know / Want to Know / Have Learned) example chart (see enclosed) to put on the board or flipchart
- Cellphones (allow participants to access and view timeline on their phones)

How to Prepare:

Review the trainer guide. Become familiar with the safe space guide in order to establish a safe space within the workshop. Prepare the handouts and other materials for the workshop. **Note:** as the facilitator you need to have a clear understanding of

the timeline and the video that will be associated with this workshop. Review and modify the workshop to fit the size of participants and issues. Please note that if the hyperlinks seem to not work, the links are posted. Just copy and paste them into the search bar.

Note: Ask students to skim the timeline before coming to the session. Instruct the participants to come prepared to identify three significant events and why they found them interesting.

Review this Black Lives Matter timeline prior to giving the workshop. Make sure you are comfortable and familiar with some of the core contents. See the example enclosed.

Link to timeline → http://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1hKEHsG1nec6_wYwX7thFZrBTqyDsURcRAXb7d0X8PiY

Brief Outline:

This workshop is organized around leading participants through a timeline of Black activism in the United States. The goal is that participants will be able to engage in conversation with other participants about the civil rights movement and Black Lives Matter movements.

The outline for this 80-90 minute workshop has the following parts:

- | | |
|----------------------------|---------------------------|
| 1) Skim Timeline | assign prior to workshop |
| 2) Safe Space Norms | suggested time 5 minutes |
| 3) Black Activism K/W/L | suggested time 15 minutes |
| 4) Exploring the Timeline | suggested time 30 minutes |
| 5) Identifying Main Themes | suggested time 15 minutes |
| 6) Conclusion Discussion | suggested time 20 minutes |

Part 1) Skim Timeline

Suggested time: assigned prior to workshop

Ask the participants to skim through the timeline prior to attending the workshop. Instruct them to come prepared to identify three significant events and why they found them interesting as well as going more in depth with the timeline.

Link to timeline → http://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1hKEHsG1nec6_wYwX7thFZrBTqyDsURcRAXb7d0X8PiY

Part 2) Safe Space Norms

Suggested time: 5 minutes

Hand out the safe space guide to each participants or project the guide on the computer. Create a safe space by listing the safe space norms for dialogue and elaborating on each norm. Emphasize that **all** participants who are involved in the workshop are required to abide by the safe space norms in order to insure that everyone is comfortable with what will be shared during this workshop. The norms can be found on the handout with more detail.

Safe Space Norms for Dialogue:

- Make "I" statements
- Be aware of non-verbal expressions
- "Seek first to understand, then to be understood"
- "Tell me more..."
- Respect Different Opinions
- Silence is O.K.
- What is said in groups, stays in groups
- Encourage participation
- Say "Ouch"

Part 3) Black Activism K/W/L

Suggested time: 15 minutes

Create a K/W/L chart [for Know/ Want to Know/ Learned] on the board or on a flipchart. Tell participants that they will be reviewing African American activism and social movements for racial justice in the United States since the 1950s. Invite participants to share:

- What they know about black social movements throughout history.
- Which events did they identify as they looked over the timeline the night before, and why?

Then, ask participants what they know about "Black Lives Matter." Encourage participants to consider/answer the following:

- What is Black Lives Matter?
- What do students think the movement's goals are?
- What have participants seen on social media or in the news?
- How have different people of varying backgrounds responded to the movement?

As participants respond, fill in the "Know" section of the chart.

After the "Know" section has been filled up, time to give some background information on the Black Lives Matter movement.

Script: "#BlackLivesMatter was created in 2012 after Trayvon Martin's murderer, George Zimmerman, was acquitted for his crime, and dead 17-year old Trayvon was posthumously placed on trial for his own murder. Rooted in the experiences of Black people in this country who actively resist our dehumanization, #BlackLivesMatter is a call to action and a response to the virulent anti-Black racism that permeates our society. Black Lives Matter is a unique contribution that goes beyond extrajudicial killings of Black people by police and vigilantes."

Continue by completing the "Want to Know" section of the chart. Ask the following:

- What other questions do you all have about recent political events regarding race and the history of movements for racial justice in the United States?

Note: As the facilitator you may choose to raise the common question, "Why not, 'All Lives Matter'?" Simply ask participants to keep this in mind as they move forward, but to refrain from sharing their thoughts until the follow-up discussion so that they each can form their own opinion before discussing. Also state that the Learned section of the chart will be filled out later in the session, so have the participants put the handout away until later.

Part 4) Exploring the Timeline

Suggested time: 30 minutes

In this section, divide the participants into groups according to the time periods below. In this way, each group will be thinking about the work of specific decades of the timeline.

You can alter the groups if you need to do so to fit the cohort size. Make sure to have reviewed the timeline (see preparation). Below is an example of a filled out worksheet to help you as the facilitator.

Group One: 1950s-1964;

Group Two: 1965-1969;

Group Three: 1970s and 1980s;

Group Four: 1990s and 2000s;

Group Five: 2010s.

Decade	What major events took place? (List three)	What changes did activists call for?	Possible Slogan:
1950s-1964	<ul style="list-style-type: none"> Montgomery Bus Boycott March on Washington Civil Rights Act of 1964 	<ul style="list-style-type: none"> Racial segregation on buses were unconstitutional For Jobs and Freedom No more racial discrimination 	Equality is not a poison, but a power
1965-1969	<ul style="list-style-type: none"> Voting Rights Act of 1965 Equal Employment Opportunity Act Civil Rights Act of 1968 	<ul style="list-style-type: none"> Equal housing opportunities Help US workers from discrimination Equal voting rights for Black people 	Change is made by a whole and not just by one race
1970s & 1980s	<ul style="list-style-type: none"> Black History Month Civil Rights Restoration Act Do the Right Thing 	<ul style="list-style-type: none"> Comply with non-discrimination laws Black History month was founded Shirley Chisholm, the first black woman elected to Congress 	All for one and one for all
1990s & 2000s	<ul style="list-style-type: none"> Assault of Rodney King "They Don't Care About Us" Inauguration of Barak Obama 	<ul style="list-style-type: none"> First African American president of the US James Byrd Foundation of Racial Healing African American women march together 	Change is in the air
2010s	<ul style="list-style-type: none"> Death of Trayvon Martin Founding of the Black Lives Matter Movement National Moment of Silence 	<ul style="list-style-type: none"> Black Lives matter movement starts up Protests to get justice for Black lives that are being taken Michael Brown's moment of silence 	The color of your skin does not define the actions of your life.

Divide participants into groups of three or four, and distribute the blank handout, **Graphic Organizer: Black Activism**, to each participant if you have not done so already. Assign each group a time period, and explain that once the class reconvenes, students will fill in the information for the remaining decades on their organizers.

The groups can now start to look over their assigned cluster of decades on the timeline together. **(If the participants do not have access to technology in the location the session is being held, you may wish to view the timeline as a cohort on the projector or otherwise adapt this step of the exercise to better fit your group's needs.)** As participants examine the timeline's events, they should take note of the important people, groups, and events that took place in their assigned decades. Once participants have recorded the major events from their decade, instruct them to write a slogan representing the main goals and desires of activists at the time.

Link to timeline → http://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1hKEHsG1nec6_wYwX7thFZrBTqyDsURcRAXb7d0X8PiY

Part 5) Identifying Main Themes

Suggested time: 15 minutes

After participants have completed their respective sections of the handout, bring the groups back together and have each group share some of their findings. Along with sharing some of the information that they recorded from the timeline, ask each group to share the slogan that they wrote and explain its significance. As each group presents, ask the rest of the class to fill in the relevant section of their organizers.

Once participants have shared their findings with one another, return to the K/W/L chart on the board. Invite students to contribute what they learned from exploring the timeline as you fill in the "Learned" portion of the K/W/L chart.

Reflection Themes:

- The discussion of Black Lives Matter vs. All Lives Matter may arise. Return to the slogan question: why does the modern movement emphasize "Black Lives Matter" rather than stating that "All Lives Matter"? participants if their opinions on this have changed since examining the timeline. If so, why?
- What power does "Black Lives Matter" hold in particular? What is or might be problematic about the phrase "All Lives Matter?"

Part 6) Conclusion Discussion

Suggested time: 20 minutes

After the processing, you can wrap this session by leading some general reflection and processing. Use the questions below to guide the final discussion.

Connecting this learning to social movements:

- Can participants identify similarities and differences between social movements from the different decades of U.S. history?
- What might account for these similarities or differences?
- How do people organize and contribute to social movements?

Effective organizing strategies:

- What tools and techniques do they use to advocate for a cause?
- How have these strategies changed throughout history?
- What does it mean for a social movement to be successful?
- What factors might hinder the progress of certain social movements?

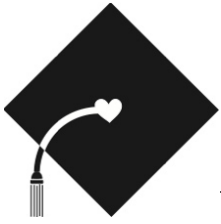
Finally, you can also state practical next steps or resources on campus or in your local area.

Credits:

- Developed in 2017 by Baneen Al-Akashi, Bonner at Allegheny College
- "Black Lives Matter: Continuing the Civil Rights Movement." *Black Lives Matter: Continuing the Civil Rights Movement | Teaching with the News | Brown University*. The Choices Program, n.d. Web. 12 July 2017.
- "Black Lives Matter: Continuing the Civil Rights Movement." *Black Lives Matter*. Haki Creatives. Design for Social Change., n.d. Web. 17 July 2017. <<http://blacklivesmatter.com/>>.
- "Black Lives Matter: Continuing the Civil Rights Movement." *TimelineJS Embed*. The Choices Program, n.d. Web. 12 July 2017.
- "Why is it difficult to say when the civil rights movement began and ended?" *Why is it difficult to say when the civil rights movement began and ended? | Videos | The Choices Program*. N.p., 23 Mar. 2012. Web. 12 July 2017.

Followed by Handouts:

- Safe Space Norms for Dialogue (page 8)
- K/W/L Chart Example (page 9)
- Graphic Organizer: Black Activism in the United States (page 10)



Safe Space Norms for Dialogue

Make "I" Statements

Phrases like "I think" or "I feel" or "in my experience" can prevent another person from feeling attacked by your comments.

Be aware of non-verbal expressions

Our body speaks volumes. Give some thought to how what you are "saying" affects others.

"Seek first to understand, then to be understood"

In other words, be open and listen generously-put aside thoughts of what you want to say next.

"Tell me more..."

Ask clarifying questions. Probe gently to understand a viewpoint different from your own. Find out how people arrive at their opinions, not just what their opinions are.

Silence is O.K.

There are lots of ways to participate. Actively listening or listening closely can be one form of participation.

Respect Different Opinions

Be open to conflicting viewpoints and do your best to make this a safe space for each other.

What is Said in Groups, Stays in Groups

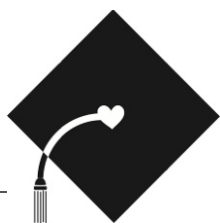
Psychological safety comes from knowing that our comments won't be repeated elsewhere or attributed in another context. In other words, take the learning and leave the names.

Encourage participation

Please allow everyone to speak. Try not to monopolize the conversation.

Say "Ouch"

If you feel that a comment might be hurtful; be prepared to gently explain how you understand a comment to be painful.



K/W/L Chart

K What I <i>Know</i>	W What I <i>Want to Learn</i>	L What I <i>Have Learned</i>



Graphic Organizer: Black Activism in the United States

Instructions: As you explore the timeline, take notes on the important people, protests, and events that have taken place in the time period that you have been assigned. Work with your group to come up with a slogan to represent the activism of your assigned time period. Fill in the graphic organizer, and be prepared to share your findings with the class.

Decade	What major events took place? (List three)	What changes did activists call for?	Possible Slogan:
1950s-1964			
1965-1969			
1970s & 1980s			
1990s & 2000s			
2010s			