

BLACK LIVES MATTER

for ESL / ELL

"No justice, no peace"

"Silence is violence"

"I can't breathe"

"Say their names"

protest

racism

ice

injustice

equity

equality

anti-racist



Teachers & Parents:

This packet started as a way to explain some vocabulary to ESL students. As I started, it grew into something much bigger for myself.

As I sought to “teach” about this topic, the more I read and realized I still needed to research, learn, and unlearn.

My goal is for these activities to allow you to have open, real discussions in your classrooms.

ALL ARTWORK AND POETRY ARE BY BLACK CREATORS:

@OHAPPYDANI

— LANGSTON HUGHES

@BLAME_IT_ON_ROBB

— ARETHA FRANKLIN

@NAWAAL_ILLUSTRATIONS

Included in this packet:

- #BlackLivesMatter background reading text
- Vocabulary
- Slogans Discussion
- Create a Slogan and hashtag
- Analyzing Art
- Poetry
- Music

the **ESL** girl

#BlackLivesMatter

A brief background:

In 2012, Trayvon Martin was shot while walking in his neighborhood. Trayvon was a 17-year-old African American high-school student. Trayvon was unarmed (no weapon). In 2013, the officer who shot Trayvon was acquitted (found not guilty) of any wrong-doing. Soon after, the **hashtag** #blacklivesmatter started as a political and social **movement** to **intervene** in violence on Black communities.

In 2014, Michael Brown was murdered by a police officer in Ferguson, Missouri. Many witnesses said that Brown had raised his hands and said, "Don't shoot" before he was shot. In response to his death, many people came out to the streets of Ferguson to **protest**. They used the phrase "Hands up, don't shoot". In 2015, The U.S. Department of Justice said that Darren Wilson, the officer who shot Brown, acted in **self-defense**.

The Black Lives Matter movement continued to grow across the U.S. as well as around the world. In 2020, the murder of George Floyd caused nationwide protests. Many were outraged by the video of his senseless death. Floyd said, "I can't breathe" as a police officer had his knee on Floyd's neck while on the ground. The protests and Black Lives Matter movement is not only due to recent events, but a long history of Black Americans being enslaved, killed, and **targeted** with violence by police and many others.

Some responded to the movement with "All Lives Matter". The Black Lives Matter movement is not disregarding any other race or life. The movement is about the need for change both socially and politically in how Black lives are **regarded** and treated.

Paraphrased from blacklivesmatter.com and theconversation.com, "A short history of black women and police violence"

Vocabulary:

hashtag	noun	a phrase or word with a #, usually used on social media
movement	noun	a change or development; an increase of certain events or activities
intervene	verb	to come in between two arguing or different groups
protest	n / v	noun: an expressions of disapproval; example: marching through a city street with signs verb: to disagree and disapprove
self-defense	noun	the act of defending oneself from an attack by attacking the other person
targeted	verb	to direct toward
regarded	verb	to think about with a specific feeling or idea

Vocabulary:

a group of people sharing the same culture, history, language; an ethnic group

race

noun: a person who shows or feels one race is better than another

racist

adjective: showing, feeling, or believing that one race is better than another

racism

the belief that one race is better than another; prejudice actions against a different race

anti-racist

the practice of being against racism and trying to encourage racial equality and freedom

Examples:

The Black Lives Matter movement believes the African American **race** is treated unfairly in The United States. The US has a long history of **racism**. Sadly, there are still many **racist** individuals who continue to use **racist** names and actions against Black Americans. Now, many people are saying they are **anti-racist** rather than "not racist". This means they are actively against racism.

justice

injustice

equality

inequality

justice: to be fair

- the prefix "in" means "not"

injustice: something is not fair

Example: Many are protesting for justice for George Floyd. They believe his death was an act of injustice.

equality: being equal in level, rights, and opportunities.

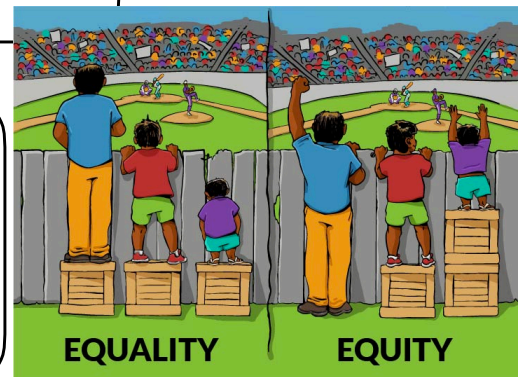
inequality: not equal; difference in level, rights, and opportunities

equity

Equity is different from equality. It means that individuals have the same **chance** at opportunities. It is the quality of being **fair**.

Example: look at the picture:

Artist: Angus Maguire, photo from Interaction Institute for Social Change



Slogans

A slogan is a short phrase used for advertising, a political group, or a movement. Read the slogans and discuss the questions.

No justice,
No peace!

What do you think this slogan means?

Do you agree with this slogan?

Many believe that staying silent about racism is the same as agreeing with racist actions. Do you agree? Why or why not?

silence is
violence

I can't
breathe

Why is it important that George Floyd said, "I can't breathe" to a police officer?

The Black Lives Movement organizers want media to use a victim's name instead of general terms such as "Black male" or "victim".

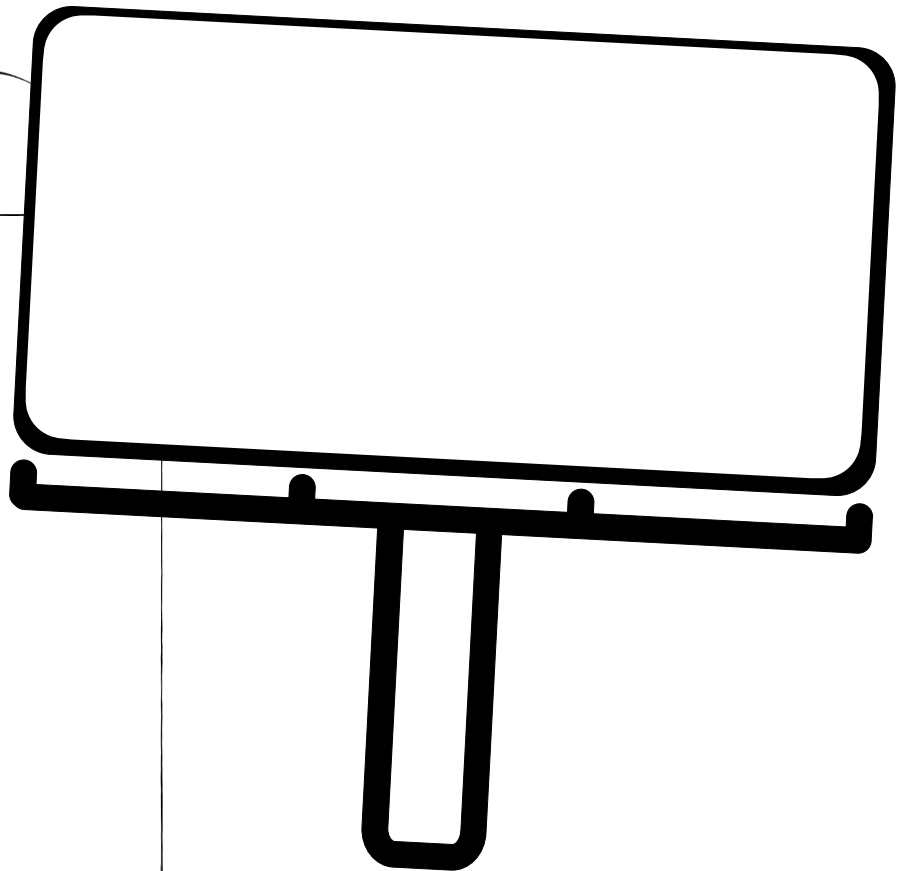
Say their
names

Why is it important to use an individual's name in news reports and articles?

Create a slogan

What would you write on a sign? Can you think of a phrase or slogan?
Create a sign that promotes equality and justice.

Explain the meaning of your
slogan in 2-3 sentences:



CREATE SOME #HASHTAGS
BASED ON THIS TOPIC:

#

#

ART in response to #BlackLivesMatter

Many artists have created art in support of the Black Lives Matter movement. Many people have used social media to spread and share art. Look at the images below and reflect on the questions.



Artists Robbie Lee Harris, Asia Jamille and To-Re-Nee Wolf created this mural in Tucson, Arizona.
Instagram: @blame_it_on_robb

Think, discuss, and write: How does this artwork make you feel?
What message do you think the artists are trying to tell?



nawaal_illustrations 'The power of the people is stronger than the people in power' -

Sarah Dahir is an illustrator.
Instagram: @nawaal_illustrations

Think, discuss, and write: read the artist's caption. Do you agree or disagree with the artist? Do you think the artwork supports her caption? Why or why not?

Think, discuss, and write: Danielle Coke created this print. Reflect on the artist's message:



Instagram: @ohhappydani

Poetry

I, Too

by Langston Hughes

While reading, think about who the author might be: What might his race, his background, his job, the time period of the poem be?

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

New words?
Circle any words
you do not know.

Visualization:

What is something you visualize
(see in your mind) while reading?

Describe it or draw below:

Discussion Questions:

1. Why is the speaker being sent to the kitchen?
2. What can we infer about the speaker's character?
3. What can we infer about "tomorrow"?
4. What is the speaker trying to emphasize in the last line, "I, too, am America"?
5. Does this poem apply to any current situations in America today?

Biography: Langston Hughes was an African American writer known for being part of the Harlem Renaissance (an African American arts movement in the 1920s). He wrote many novels, short stories, plays, and poems. Poem from poets.org

MUSIC

Lesson Plan:

Song: *Never Gonna Break My Faith*
by Aretha Franklin & The Boys Choir of Harlem



Video: This song is powerful alone, but the recent music video that incorporates both The Civil Rights and Black Lives Matter movements is a powerful visual.

Youtube Video: *Aretha Franklin - Never Gonna Break My Faith ft. The Boys Choir of Harlem*

**Reminder: preview the video and song to make sure it is of appropriate age and level for your students.*

Possible discussion questions:

BEFORE Listening:	
Predicting:	Look at the title. What do you think this song will be about? (If you have a picture) Look at the images. What can you predict about this song or the singer?
Background:	What do you know about The Civil Rights movement? What do you know about The Black Lives matter movement? Have you heard of Aretha Franklin? Do you know any of her songs?
Vocabulary & Main-idea:	What does “faith” or “to have faith” mean? Why do some people say, “I have faith” or “we need faith” when they are going through difficult situations?
DURING Listening:	
Watch and think:	Watch the video once and just pay attention to the words and images you see. While watching, what words stick out to you? What images stick out to you? While watching, how does the music and video make you feel?
AFTER Listening:	
Reflection:	How do that song and video make you feel? Why? What emotions did you see in the video? What emotions do you think the singer felt and went through?
Main-idea & understanding:	What is the main-idea of the song? How do you know? What words and phrases support the main idea? What does the singer mean by, “I’m not gonna break my faith”?
Connection:	Does this song remind you of anything you have seen or experienced in your own life? How can you apply, “Never gonna break my faith” to your own life? Is there something you need to have hope and faith for?

References and Credit to work used in this packet:

blacklivesmatter.com

About

Herstory

Global Actions

"A short history of black women and police violence", The Conversation,
theconversation.com

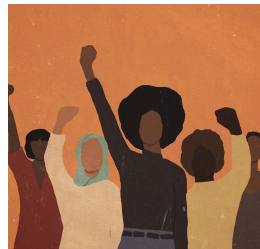
Artists: Robbie Lee Harris, Adia Jamille, To-Re-Nee Wolf

Picture from: tucsonmurals.blogspot.com and instagram: @blame_it_on_robb



Artist: Sarah Dahir

Instagram: @nawaal_illustrations



Artist: Danielle Cook

Instagram: @ohhappydani



"I, Too" by Langston Hughes: poets.org/poet/langston-hughes

Aretha Franklin music video:

Youtube Video: Aretha Franklin - Never Gonna Break My Faith ft. The Boys
Choir of Harlem

Arrow clipart by Mrs. Torres Teaches at Torres Teach on TeachersPayTeachers

the **ESL** girl

ENGLISH AS A SECOND LANGUAGE



THANK
YOU!

THANKS FOR SUPPORTING A FELLOW TEACHER! I'M KIM & I LOVE TEACHING ALL THINGS ESL / ELL RELATED. MY GOAL IS TO HELP SECOND LANGUAGE LEARNERS FEEL **COMFORTABLE, SAFE, AND CONFIDENT**. IF THEY LEAVE THE CLASSROOM FEELING LIKE SOMEONE BELIEVES IN THEM, THEN I'VE DONE ALL THAT MATTERS.

PLEASE FEEL FREE TO USE THIS RESOURCE FOR ALL OF YOUR CLASSES & EDUCATION NEEDS. HOWEVER, PLEASE DO NOT SHARE WITH OTHER TEACHERS OR POST IN SHARED-FOLDERS. IT'S GREATLY APPRECIATED!

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