

Protest Lesson Plan

Overview: This lesson will examine the role of various forms of protest in a democracy. The lesson is intended for grade 6 social studies students.

State Standard: Government Strand Grade 6

Content Statement: Different perspectives on a topic can be obtained from a variety of sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

Content Statement: Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

Lesson Objective: Students will be able to analyze various forms of protest, in order to evaluate the effectiveness of the various forms of protest.

Procedure:

1. Ask the class what their views are on our schools' uniform dress code. Most student don't care for it. Take their responses and guide the discussion to how they could protest dress code. Discuss what it means to protest (to express strong disagreement with something). What could students do to protest dress code? How could we divide those suggestions into categories, for example breaks rules / does not break rules, disruptive/ not disruptive?
2. Guide the discussion to ways people protests in a democracy. How do people in our country protest things they don't agree with? Some examples are letter writing, protest march, boycotts, attaching yourself physically to something, picketing with signs and chanting with slogans, singing protest songs, sit ins, petitions, art, attending and speaking up at government meetings, graffiti, wearing clothing / jewelry with a protest message, voting, political participation, strikes, riot, damage property, lawsuit, etc. How could we divide these into categories, for example legal / illegal, violent / nonviolent?
3. After the discussion students will individually write down answers to the following question – Identify a form of protest you would refuse to participate in. Explain why. What forms of protest do you think are acceptable / unacceptable? Explain why. Is protest important in a democracy? Why? After responding on their own they will then think pair share with a classmate.
4. As a class we will watch various video clips of different forms of protests. Videos can be paused to ask comprehension questions and for predictions. As students watch each video they will take notes on what was new, what they agreed / disagreed with, what they could relate to and any questions they have (curious about, confused about, want to know more about, want to discuss). After viewing each video students will discuss in a small group or with a partner what form of protest was illustrated, what was important to the activists, what message were they trying to convey, who was the intended audience, and was this an effective method of protesting and why.

5. Students will see how the Black Lives Matter Movement affected South Korea. The resource needed is the link below.

<https://www.pri.org/stories/2020-06-08/america-s-blm-protests-find-solidarity-south-korea>

As a class, students will listen to a radio news clip on the Black Lives Matter Movement in Seoul, Korea. After listening ask students to listen a second time and take notes on the discussion question: Why did some Koreans feel it was important to protest in support of the Black Lives Matter Movement? After the class discussion ask students what comes to mind when they hear the term xenophobia? Write responses on the board. Inform them that it is the dislike of or prejudice against people from other countries. Ask students to give examples of xenophobia from the radio news report. They also can share any examples they are aware of.

After the radio clip there is an article that follows entitled *America's BLM Protests Find Solidarity in South Korea* by Jason Strother. As a class read the article. Students will then respond to the following questions individually or with a partner.

1. Why are some people concerned about the growing immigrant community in South Korea?
2. After reading the quote from Shim Ji – hoon, the protest organizer, do you think his quote could be said about American's? Explain.
3. What caused tension between Koreans and Black Americans in 1992?
4. How have Koreans become more aware of Black culture and social justice issues?
5. What racism have foreign athletes experienced in Korea?
6. Identify an example of how Koreans are fighting racism.
7. How did the Korean pop group BTS show support for the Black Lives Matter Movement?
8. Do you think it is important for people in other countries to show support for social justice movements? Explain why or why not.

Evaluation:

Conclude the lesson by having students research and write a summary about a social issue that they would like to bring awareness to. They will then create one of the forms of protest on their topic (poster, letter, song/rap, poem, graffiti drawing, etc.) to demonstrate their understanding of protests.

Resources:

Protest March: Black Lives Matter Protests Around the World

<https://youtu.be/4VI4I0weXPU>

Poem: Royalty "Letter to Your Flag" 2018 Youth Speaks Teen Poetry Slam

<https://youtu.be/IJBo9jdUJiY>

Poem: Black Lives Matter Spoken Word Poem by Lucy Be

<https://youtu.be/5WV0zxf4xbw>

Art: Amid the racial justice movement, artists weld their art as a tool for change

<https://youtu.be/h--UorDsxL4>

Song: Black Lives Matter Dax
<https://youtu.be/A2o15RCtSS0>

Letter: Letters for Black Lives
https://youtu.be/vrR-8_odGh4

Letters: Letter Writing Campaign to End Violence Against Black People
<https://danecountytimebank.org/projects/letter-writing-campaign-end-violence-against-black-people>

Statue: Black Lives Matter Movement Presses the World to Confront Colonial Statues
https://youtu.be/rd_OzSIX5XM

Statue: 'Iconic': Residents React to Black Lives Matter Statue Replacing Edward Colston in Bristol
<https://youtu.be/Se7dFmHoSzs>

Gaming: Fortnite Black Lives Matter Live Podcast
<https://youtu.be/JjUt5D1wuko>

Protest: George Floyd Protests: Demonstrations Around the world, the Impassioned Plea for Change
https://youtu.be/7Hj_JaNB14

Celebrity Tweets: George Floyd's Death Outrages Justin Bieber, Cardi B, Snoop Dogg
<https://youtu.be/w7fgY3PBH2g>

Celebrity Tweets: Billie Eilish Slams 'All Lives Matter' Cause, Pink Responds
<https://youtu.be/qM2AAZ0M620>

One Person's Perspective YouTube Video: What Black Lives Matter Means to an 11 Year - Old
<https://youtu.be/muy5zpqslRc>

