



The following resources have been selected to accompany the Lesson Plan: Stop and Frisk through Personal Stories and Infographics. They were created by teacher/artist Jessica Valoris (<http://www.jvaloris.com/>) at the Brooklyn Community Arts & Media High School (BCAM) and are part of a larger curriculum.

TO BE AT RISK is a set of curricula being used in ELA and Art classes to explore the implications of the Trayvon Martin tragedy and to explore issues around racial profiling and systematic racism. For the purpose of addressing the topic of Stop and Frisk as one piece of a larger story and history of race in the United States, the following lesson plans and activities have been selected to provide context and can be found below.

1. Protest Art

Intro Discussion:

What are some important protests/social movements in history?
What is protest art?
Why might art be used within a movement? Why is art important?

Show students various forms of protest art that have been used in social movements:

<http://guity-novin.blogspot.com/2012/08/chapter-60-posters-in-social-protests.html>

Post Discussion:

Which piece stood out to you the most? Why?
What were some of the messages that we saw reflected in the art?
What are some similarities between the different posters? Are there certain techniques/colors/layouts that are used more than once?

Choose one poster and recreate it, adding your own flavor.

(Use Photoshop/collage/drawing/printmaking... at discretion of the teacher)

2. Criminal Justice and New Jim Crow

Emory Douglass worked within the Black Panther Party to expose how racism was still alive during the 60s and 70s. The Civil Rights Movement was a direct resistance to the racist practices of Jim Crow. Today we will explore what Jim Crow was and how that directly impacts the criminal justice system today, which unfairly targets Blacks and Latinos.

Watch the film: *Slavery by another Name*, PBS (you may want to pull out clips)

<http://www.slaverybyanothername.com/pbs-film/>

Reading: *Michelle Alexander: More Black Men in Prison Than Were Enslaved in 1850* by Thoai Lu

http://colorlines.com/archives/2011/03/prison_system_holds_more_black_men_than_slavery_did.html

Post Discussion:

In what ways is mass incarceration related to Jim Crow and Slavery?
How does incarceration impact people who are incarcerated or their families and communities?

3. Opening the Problem

Free-Write Activity

On a sheet of lined paper, write a stream of consciousness. The teacher will call out words that students will incorporate into their free write (don't worry about writing full sentences or coherent paragraphs. Just write. Even if you can't think of anything just write blah blah blah)

WORD BANK:

Me
My people
America lies
The Black problem
Innocent
Guilty
At risk
Problem child
Punishment
Self-defense
Control
Vigilante
Of color
Danger
Land of the free
Struggle
Ghetto
Boys
Threat
Colorblind
Criminal justice
Get tough
Put in place
Right
Employed
Stand your ground
Black life matters
Reasonable suspicion
Death
Dream
Lock up
Stop and frisk
Education
Discrimination
Racism
Hood dreams
Heat

Students may volunteer to share their free-write

Reading:

The Zimmerman Mind-Set by Michelle Alexander, Time Magazine

<http://www.time.com/time/magazine/article/0,9171,2147697,00.html>

Take turns reading and pausing for questions and clarification

Each student should annotate and fill out a reading response sheet

4. My Truth

Photo Reflection:



Look at the photo. Use your free write from the beginning of class and your summary to write a poem/rap/song that response to one of the following prompts

PROMPTS:

1. In the voice of the young man being handcuffed, write a poem/rap/song that begins with the line... "The problem is...."
- OR
2. In the voice of the police officers, write a poem/rap/song that begins with the line... "The problem is...."

Share aloud.

Journal Reflection:

Reflect on one experience that you have had interacting with the police or law enforcement. It can be negative or positive. What happened? How did you feel afterward? Were you treated with respect? Treated fairly? Why or why not?

How does your neighborhood feel about police? Is there trust and respect between the community and the police? Do you feel the same way? Why or why not?

Watch Video Clips:

<http://www.nytimes.com/video/2010/07/11/nyregion/1247468422062/stop-and-frisk-in-brownsville-brooklyn.html>

http://www.nytimes.com/2012/06/12/opinion/the-scars-of-stop-and-frisk.html?_r=0

Stop and Frisk Factsheets

Read the Stop and Frisk Fact Sheets as a class and discuss

http://www.nyclu.org/files/Mythbusters_08.30.12.pdf

<http://www.nyclu.org/files/stopandfrisk-factsheet.pdf>