

ELEVENTH GRADE

Activity:	Expected duration:
Interviews in the wake of George Floyd’s murder	20 min in class + homework
Learning goals:	
By the end of this lesson, students should be able to: <ul style="list-style-type: none">• Define an archive• Interview a loved one about their experience with police brutality• Feel like they have contributed to writing history	
Guiding questions:	
How can we make sure discussions of racial violence are happening outside of the classroom? How can we use the tragedy of police brutality to connect with our community? What is history? Who writes it?	
Prep:	
If possible, make sure that students have access to a device that will allow them to record their conversations. This exercise was inspired by a chapter in Michelle T. King’s book <i>Research Methods for History</i> called “Working With/In the Archives.”	
Instructions:	
<ol style="list-style-type: none">1. In class, introduce the idea of an archive, or “A place in which public records or other important historic documents are kept,” and tell the students that you’ll be creating your own archive.2. Explain the assignment: the students must interview a loved one about their personal experience of the murder of George Floyd.3. Make sure to warn the students that this is a sensitive subject, and that they must respect the feelings of their interviewees. If it is too emotionally taxing to complete the interview either for them or for their loved ones, they should talk to you about alternative ways in which to complete the assignment—perhaps they could interview	

someone else, or do an interview on a tangentially related topic.

4. Here is a list of sample questions, if you think that would be useful for your students. You can also ask them to create their own questions.

Where were you when George Floyd died?

How did you hear about it?

What was your emotional reaction? What was your physical reaction?

Have you lived through other moments of police brutality that you can remember?

What was your experience of those events like?

Did George Floyd's murder change how you felt about the police? Why or why not?

5. When the recordings are done, you can choose to interact with your newly-created archive in many ways. You can...
 - a. ... assign students the task of listening to at least two other interviews conducted by their classmates. Ask them to respond in writing, summarizing the similarities and differences between the speakers.
 - b. ... splice together the moments of the recordings that you found most interesting and have the class listen to those moments together, then discuss.
 - c. ... put together a website, where all these recordings are publicly accessible.

Activity:	Expected duration:
Encountering different perspectives of policing in the U.S.	45-50 min
Learning goals:	
By the end of this lesson, students should be able to: <ul style="list-style-type: none">● Identify the hidden bias of the videos.● Reflect on their own and in a group about differing accounts of the history of policing.● Know how to identify bias in other sources.	
Guiding questions:	
How can we teach about bias in media creation?	

How can we interact with opposing perspectives on policing meaningfully and thoughtfully?

Prep:

Ask students to bring a notebook or personal laptop to class for writing purposes.

The first video you'll watch here was created by Bonnie Bouqueroux, former associate director of the National Center for Community Policing at Michigan State. It was published in 2007, and was designed "to encourage conversation between police and their communities, as well as serve as a resource for police education and training."

The second video was produced by the Washington Post, a liberal-leaning newspaper based in Washington, D.C., in 2020. The explicitly stated goal of this video is to "explain how American policing grew out of efforts to control the labor of poor and enslaved people in the 19th century and beyond."

Instructions:

1. Explain that today, we are going to be looking at different accounts of the history of policing, produced by people from very different perspectives.
2. Play the video [History of Policing in the U.S. - Part One](#).
3. Ask the students to take a few minutes to silently write and reflect on what they've seen and how it makes them feel.
4. Play the video [The origins of policing in America | Perspective](#).
5. Ask the students to take a few minutes to silently write and reflect on what they've seen and how it makes them feel.
6. Place students into small groups and ask them to discuss these questions:
What differences did you notice between the videos?
Which aspects of the history of policing does the first / second video focus on, and which does it ignore?
What is the first / second video trying to convince you of?
What strategies does each video employ to try to convince you of its point?
Which video did you find to be more effective at convincing you of its point?
7. Bring the students together to discuss the same thing in a larger group.
8. Exit ticket: students should return to their personal writing. Ask them each to think of another source of information about news/policing with which they are familiar—e.g. NPR, The New York Times, Fox News—and analyze the bias in that source.

