

# ARE PROTESTS NECESSARY FOR SOCIAL CHANGE?

**THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.**

## INVESTIGATE

Read, watch, and listen to the three media resources on the Thinkalong module. Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

### RESEARCHERS EXAMINE THE PSYCHOLOGY OF PROTEST MOVEMENTS

NPR | April 18, 2017 | Audio

3:29 minutes

A radio story on what kind message gets through to an audience during protests.

- Social scientists found that many protesters equate media and public attention to effective protesting.
- The scientists presented volunteers with different kinds of protest ranging from holding signs and chanting to blocking traffic. They measured the effects of each type of protest on the volunteers.
- They found that extreme protest tactics—like blocking streets—made people not want to support the protesters.
- Robb Willer, one of the scientists who worked on the study, thinks it's because people cannot identify with the protesters when they use extreme tactics. He says if outsiders cannot identify with the protest movement and see themselves joining, then they will turn away from it.
- Willer says protest movements often have to choose between visibility and effectiveness because mild tactics may get more people to join, but won't get much attention whereas extreme tactics get attention but may keep people away.

### THOSE RAISED FISTS STILL RESONATE, 50 YEARS LATER

NPR | October 18, 2018 | Audio

4:36 minutes

A clip from Code Switch that describes the story and societal impact of when U.S. track and field athletes Tommie Smith and John Carlos raised their fists at the awards ceremony at the 1968 Summer Olympics.

- Prior to the 1968 Summer Olympics, people around the world were protesting and boycotting corrupt governments and human rights violations after people were beaten in the streets during the DNC, students protesting Mexico's government were killed by that same government, and Czech rose up against communist rule.
- Carlos met with Martin Luther King Jr. before attending the Olympics to discuss nonviolent protests Carlos could do to call attention to the plight of African Americans.
- After the protest, Carlos and Smith were sent home from the Olympics and were ostracized for years after, never able to attend another Olympic event.
- Today Carlos and Smith are heroes for racial justice. Many have compared their protest to present day NFL players who kneel during the National Anthem. Smith says his protested represented power, but it was a cry for freedom and justice.
- On the 40th anniversary of their famous salute, Carlos and Smith received the Arthur Ashe Award for Courage.

*Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.*

## THE CIVIL RIGHTS LANDSCAPE TODAY FOR PEOPLE OF COLOR

WBGH | May 11, 2016 | Video

2:19 minutes

Activists, writers and educators discuss the ways that civil rights systematically infringed today.

- Kevin Powell points to present day segregation and says that even in diverse places like Brooklyn, New York community isolation exists, as if it was 1955 all over again.
- Education Policy Advisor David Johns says that there has been some progress in the field of education but still in many communities, genetic code and zip code determine a child's success.
- While the US economy is currently recovering from the 2007 recession, Dr. Benjamin Chavis states that recovery in Black America has yet to take place. Goldie Taylor of the Daily Beast says that the wealth gap disproportionately affects people of color and women.
- Civil rights issues are back in current conversation triggering an increase in youth political activism. Activist Ben Jealous says that young activists like those active in the Black Lives Matter movement are what give him hope.

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### KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Protest
- Nonviolence
- Activism
- Civil rights

### CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

### DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

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In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website.

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# LET'S INVESTIGATE

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Use this worksheet to help you investigate the media sources in the Thinkalong module.



**SUMMARIZE THE TOPIC**

**KEY VOCABULARY**

## MEDIA RESOURCE 1

TITLE

DATE PUBLISHED

**MAIN IDEAS**

## MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

## MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

# CONTEMPLATE YOUR SOURCES

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

After watching the media in the module, answer the questions below.

1. AUTHORSHIP: Who created this message?

MEDIA 1

MEDIA 2

MEDIA 3

2. FORMAT: What creative techniques are being used to grab my attention?

MEDIA 1

MEDIA 2

MEDIA 3

3. AUDIENCE: How might different people understand this message differently than me?

MEDIA 1

MEDIA 2

MEDIA 3

4. CONTENT: What values and points of view are represented? What's left out of this message?

MEDIA 1

MEDIA 2

MEDIA 3

5. PURPOSE: Why is this message being sent?

MEDIA 1

MEDIA 2

MEDIA 3



# CREATE YOUR ARGUMENT

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Create strong arguments for both sides from the resources in the Thinkalong module.



**DEBATE QUESTION**

**PRO ARGUMENT**

**CON ARGUMENT**

**REASONING**

**REASONING**

**EVIDENCE**

**EVIDENCE**