

THE AFRICAN AMERICAN JOURNEY
- A MATERIAL PACKAGE FOR TEACHERS -

:

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Abstract <p>This thesis addresses some of the significant historical events that marked the trajectory of Black People in American society. To comprehend what is happening today, it is important to acknowledge what historical moments have led to the current state of society that is entrenched with racial injustices. The material package allows students to analyse society and significant events through critical lenses, taking into account the historical, ideological, political, and cultural aspects. It helps students to recognize and comprehend current social inequalities. All in all, students will have a more comprehensive understanding of American culture and the African American journey.</p>	
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1 INTRODUCTION

The African American Journey is a thesis that brings forward the social injustices faced by Black People in the United States. This thesis is connected to a material package for teachers. The material package is mainly designed for teaching English major students as it deals with the United States in-depth, and all the materials are in English. However, it can also be used in other degree programs, such as regional and cultural research of North America. It can as well be included in social justice courses and thematic courses on African American culture. Due to chapter 5. "Racism in the Finnish context," the material package is especially useful for teachers in Finland. However, excluding the last lesson, it can be used in any country.

My inspiration for this thesis is connected to my interests in ethnic minorities and social inequalities. Moreover, I believe that designing a material package is an adequate conclusion for my studies as an English major and a language teacher. More importantly, I consider that education is a key factor in fighting racial discrimination.

My intention is to unwrap some of the significant historical events that marked the trajectory of Black People in American society. To comprehend what is happening today, it is important to acknowledge what historical moments have led to the current state of society that is entrenched with racial injustices. This is the reason I have decided to start the theory from the era of slavery, moving on to the Civil War and other crucial historical landmarks.

After exploring historical landmarks, I will discuss the current issues concerning racial discrimination from the point of view of structural racism and the institutes that substantially suppress Black People. Nonetheless, before the theoretical part regarding the African American experience in the U.S.A, I will explain some important terms and concepts concerning race and discrimination at the beginning of the thesis.

The thesis also contains a chapter on racism in the Finnish context which connects to the material package's last lesson. In this chapter, I make comparison between Finland and the United States regarding racial discrimination and police violence. In the lesson plan,

students identify racial injustices in different areas of society, after which they work on making solutions to create a positive change. The goal is to make students realize that they are capable of changing social injustices and to critically think about their actions and the world around them.

During the lessons, students learn to take into account historical, ideological, political, and cultural aspects that influence the structure of society as an all-encompassing system that challenges People of Colour to receive equal rights. In spite of the dark tone of the thesis, my purpose is to bring awareness to racism and inform students of how racism is embedded in society. More importantly, I want students to make a difference in their community and see themselves as agents of change.

Finally, I would like to make a reference to an expression by UCSB Center for Black Studies Research (2016) that inspired me with this paper:

“It is important to learn what has been done to Black People. It is important to learn what Black People have done. But it is even more important to learn about and from the collective intelligence developed through Black struggle over generations”.

I find these words helpful in summarising the content and the purpose of my work. All in all, education helps bring awareness which instead allows students to act with knowledge.

2 THE IMPLICATION OF RACE IN THE UNITED STATES

First, I would like to look at how the United States was built on diversity and how it became the home of different ethnicities and the land of immense cultural diversity.

With a population of more than 300 million, the United States of America is the third largest country in the world. The first people inhabiting the present U.S. territory were the Native Americans, that is, the Indigenous People of North America. The country's road to flourishing multiculturalism started, when the British colonizers first arrived in America in 1587 and established the first settlement in Virginia of today (historianetti.fi 2018).

The U.S was built on immigration, with all types of nationalities coming from different parts of the world. As a consequence of the massive tides of immigrants, the U.S. is considered to be one of the world's most culturally diverse countries. When it comes to culture, the U.S. has been influenced especially by the English, Africans, Latinos, Asians, and Native Americans (Zimmerman 2017). The current distribution of ethnicities in the country is the following: the majority of population consists of White People with 60,1 %, the second largest Latinos with 18,5 %, and the third African Americans with 12,2 % as of 2019 statistics (Ghosh 2020). All in all, these numbers show why America is considered such a multicultural country.

When it comes to culture, Pappas and McKelvie (2021) define culture in the following way:

“Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts... Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones and a million other things.”

What is more, there is one term, in particular, that is used to describe the U.S culture: *a melting pot*. As Crossman (2021) states, the concept of melting pot refers to a heterogeneous, diverse society turning into a more homogeneous one with the different cultural traits

metaphorically melting together, forming a coherent culture shared by all. This sort of cultural integration has both positive and negative connotations.

Crossman (2021) says that the positive outcome of this kind of cultural assimilation is that different nationalities and cultures may be able to live together, but, on the other hand, the unique cultural traditions and practices start to disappear as they assimilate to the main culture. For this same reason, an alternative metaphor *mosaic*, or, optionally, *salad bowl*, has gotten more popular for describing the mixture of different cultures living together, but at the same time preserving their uniqueness.

These different and unique cultures have evolved with time into what they are in the present day. Many of those cultures have witnessed hardships along the way. Despite the possible difficulties, the cultural traditions and legacies have passed from one generation to another. This thesis will research the African American journey in detail and explore how despite the challenges the Black community has faced, they have managed to preserve their unique culture that has flourished into what it is today.

2.1 Important terminology regarding racial issues

In order to fully comprehend the content of this thesis and critically reflect on the discussed issues, it is necessary to have an understanding of the most crucial terminology concerning the issues around race. I have elected certain terms and concepts that I consider to be the most central for the dealt matters. Due to the scope of this paper, there might be some terms that will go unmentioned.

I would like to start by addressing *racism* as a term. I consider this particular term to be the starting point of this thesis. I chose the following definition by Sensoy and DiAngelo (2017: 125) for various reasons; first, I believe it gives a good idea of how widespread the problem of racism actually is and how it extends from individual acts to the structures of society. Second, their definition addresses racism from the point of view of American society; that

is, it connects with my work. With this said, Sensoy and DiAngelo (2017) define racism in the following manner:

“White racial and cultural prejudice and discrimination, supported by institutional power and authority, used to the advantage of Whites and the disadvantage of Peoples of Colour. Racism encompasses economic, political, social, and institutional actions and beliefs that systematize and perpetuate an unequal distribution of privileges, resources, and power between whites and peoples of color”.

It is fundamental to understand how racism is structured in American society. Many see an act of racism as something committed by an individual. We tend to divide people into categories, and when it comes to being a racist, we probably consider someone to either be or not to be a racist. A racist person is commonly thought to be an ignorant person, full of prejudices. But in a such a society as the U.S, a country deeply divided by race, everyone holds some sort of prejudices concerning ethnicity (Sensoy and DiAngelo 2017: 119-140).

I will concentrate on the other side of racism, which is structural racism. It is a complex form of racism as it is an all-encompassing system rooted deep in the different spheres of society. The following definition gives a notion of structural racism in American society. According to Cambridge Dictionary (2021) structural racism is:

“Laws, rules, or official policies in a society that result in and support a continued unfair advantage to some people and unfair or harmful treatment of others based on race. Structural racism it's at the root of the differences in access to healthcare. The fundamental problem of American democracy is the problem of structural racism: the deep patterns of socioeconomic inequality and disadvantage due to race.”

When it comes to unequal power relationships between *White People* and *People of Colour*. It is important to comprehend what *a person of colour* (plural: People of Colour) stands for. According to Lawinsider.com (2022) “*People of Colour* means a racial group(s) identified by individuals who see themselves different from the white race or those of European ancestry”. In the U.S context African Americans, Native Americans, Latinos, and Asians are considered People of Colour among other ethnic minorities.

Regarding white privilege, Sensoy and DiAngelo (2017:141-152) state that *whiteness* tends to elevate White people in resources, services, and experiences over other ethnicities. Privilege

is socially constructed, and it is mostly invisible for the members of the dominant group as they tend to feel entitled to the things, they have access to. On the contrary, members of the minority have to put more effort to attain the same rights.

Sensoy and DiAngelo (2017:141-152) add that when we talk about white privilege in the global context, the concept of *position* plays an important role. White people have been the dominant group in society for centuries for historical and political reasons (for example, invasion of foreign territories by colonizing). Due to this positionality, the dominant group, in this case the White population, has set rules by which the minorities can be judged and treated differently. The dominant group occupies relevant positions in governmental level, and thus, is able to use power throughout the society's institutions and maintain its position. Oppression is a combination of social, political, and institutional power. It does not evolve rapidly, but it is the result of historical and ideological progress.

When there are conflicts or injustices between different races, Sensoy and DiAngelo (2017: 50-71) comment that it is normally due to *prejudices*. Prejudices consist of thoughts and assumptions against a person of other social or racial category. Prejudices are not necessarily based on actual experience or knowledge. When we choose to act on our prejudices, *discrimination* occurs. Discrimination can happen, for example, through ignoring, avoiding, excluding, talking down, or violence. (Sensoy and DiAngelo 2017: 50-71)

3 HISTORY OF RACISM IN THE U.S.

In regard to American history, the founding principles of the country were grounded on the idea of equality and freedom. As of today, many people consider the U.S as a country of endless opportunities. “The American Dream” keeps attracting people from all over the world to immigrate to the U.S. However, the reality is considerably much more complicated for People of Colour, especially, for Black People. The struggle against the systematic suppression of governmental public policies and laws has denied African Americans equal opportunities in different spheres of society for decades and centuries.

In this part of the thesis, I will discuss certain events in American history. I decided to explore these particular topics because I believe that these historical landmarks have greatly influenced the evolution of American society. I discuss the matters in chronological order to explain the socio-cultural and legislative progress on racial issues. I wanted the first event to be the era of slavery since it can be considered the starting point of division between races.

3.1 Slavery

The roots of racial discrimination towards African Americans lay in the beginning of slavery and they are very much visible in today’s society. The inhumane treatment of Black People was called “peculiar institution”, in other words, slavery (ushistory.org 2021). This brutal institution created the unjust racial order, where White people were seen superior to People of Colour in terms of intelligence and physical traits (Sensoy & DiAngelo 2017:121-140) .

The tragedy of human suffering reached millions of African people. Lewis (2021) states that during the transatlantic slave trade from 16th to the 19th century between 10 to 12 million of Africans were forcefully transported across the Atlantic to the Americas. This famous slave trade formed a part of a triangular trade, where enslaved Africans were transported from Africa to the Americas. In addition, products, such as arms and textiles were shipped from

Europe to Africa, and correspondingly coffee and sugar were shipped from the Americas to Europe. Moreover, Europe's colonial policies had their share in the fate of African slaves.

Sensoy and DiAngelo (2017:121) state that Thomas Jefferson, the third president of the United States and a master of hundreds of slaves, had much to do with the general belief of White superiority. Jefferson argued that there were scientific differences between the different ethnicities, and that White People were naturally more intelligent than Black People in terms of race. It took less than a century for this argument to become a scientific fact among the White society. It is undeniable that at the time there were social as political profits that moulded race science.

It can be hard to comprehend how a country that declared its core values to be freedom and equal opportunity was so accepting of slavery. However, this acceptance was the consequence of economic interest of cheap labor. The U.S economy was based on the work of enslaved African Americans who built the nation's agricultural industries, such as, cotton, tobacco, coffee, and sugar (ushistory.org, 2021). When it comes to the cotton industry, the invention of new cotton engine turned out to be an economic triumph in the southern states (ushistory.org, 2021).

As Khanacademy.org (2021) states, life on plantation was cruel. Slaves normally worked as field workers or house servants. When it came to field work, slaves had to endure even up to 20 hours a day harvesting crops or other similar tasks. Slaveholders treated slaves as chattel and used brutal punishments, such as, whippings, beatings, and rapes that left the slaves with scars for a lifetime, both mental and physical. Many of the enslaved families were separated from each other when their masters decided to sell family members to other slaveholders to gain financial profit.

According to Lumenlearning.com (2021), the positive outcome of all of the suffering the enslaved people had to endure was the rich Slave culture that was a combination of resistance, African tribal culture, and Christianity. Since the slaves were not allowed to read or write, they created a strong oral tradition that included songs, laments, prayers, and

storytelling. For the sake of oral tradition, enslaved people were able to preserve and pass on Slave History and African Tribal customs to other generations.

Ushistory.org (2021) states that by the end of 1820 slavery had been abolished in all northern states, but the situation in the South was completely different. The rise of the cotton industry had revitalized slavery, and there was a rise in importation of slaves from Africa in the years before the slave trade was made illegal in 1808. The question of slavery ended in dividing the northern and southern states into a Civil war. In the end of the war in 1865 the rebellious southern states were readmitted to the United States, and slavery was abolished entirely (American Battlefield Trust 2021).

3.2 The American Civil War

The Civil War was one of the bloodiest events in the U.S history. It lasted from 1861 to 1865, and it took over 750, 000 lives (History Detectives Special Investigations 2021). What is more important in connection with this thesis is the motive behind the war and its outcome for the African American community.

History Detectives Special Investigations (2021) says that the reason behind the conflict started with the moral problems that the institution of slavery caused between the northern and southern states. The latter one benefited greatly from the labour of enslaved Africans in such a manner it formed a great part of the southern economy. Hence, the profit of slavery was the principal motive behind the conflict. Therefore, the South wanted to gain more control over the states' rights, that is, control over the political system and the federal government. Moreover, the southern states' intention was to expand their territories towards the West and bring along their slaves, which was not of the northern states' liking.

History Detectives Special Investigations (2021) adds that a remarkable turn of events was when Abraham Lincoln, from the Republican party, was elected to be the next president. The Republican party was against slavery and its expansion . This political turnout was hard to accept since it meant that the South had lost its control over states' politics concerning the

institution of slavery. South took the decision to secede from the United States. The secession led to war between the United States of America and the Confederate States of America.

The Underground Railroad is an important term regarding the Union army's fight against the Confederate soldiers. Michals (2015) comments that the Railroad was a metaphor for a strategic network of safehouses and escape routes for enslaved people to reach the North that was established in the late 18th century. Even more, one of the most important figures helping the slaves to escape was herself a former slave, Harriet Tubman. Tubman returned to the South repeatedly in her mission to help as many slaves as possible to escape, at the same time she learned significant information regarding the Confederate army which helped the Union soldiers during the Civil war. She even worked as a spy for the Union army.

After three years of war, President Lincoln issued the Emancipation Proclamation in 1863 that declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free" (National Archives 2021). After four years of bloodshed, the United States of America won the war, and the southern states that had formed the Confederate army were readmitted to the United States (History Detectives Special Investigations 2021). What is more, slavery was finally abolished from the entire country

3.3 Jim Crow laws

Regardless of the abolishment of slavery in 1865 with the ratification of the 13th Amendment, racial segregation had only changed its shape into new legal forms of racial discrimination. The new state and local statutes that legalized segregation based on race were called Jim Crow Laws (History.org 2021).

These racist laws were named after a Black minstrel show character who was performed by a white actor with a painted black face. Jim Crow represented stereotypical African American characters and former slaves. (University of South Florida Libraries, 2021)

According to History.org (2021), Jim Crow Laws lasted for 100 years till 1968. The laws were meant to segregate the Black People from the White society and keep them marginalized by not giving them the right to vote and participate in democracy, to not get a decent job, or the opportunity of getting an education, among other opportunities. Those who were brave enough to fight against the humiliating treatment, were punished harshly by arrests, jail sentences, and violence leading up to death.

History.org (2021) adds that *black codes* formed part of Jim Crow laws. The codes enabled the constant control over Black People's lives. They composed how former slaves could run their lives, that is, where they could work, and how much they could gain from their labour. They also dictated where they could live and travel to. What is more, the legal system was designed entirely against Coloured People. The majority of police officers and judges were former Confederate soldiers, in other words, supporters of slavery from the southern states. In this way, it was almost impossible for a Black person to win a court case and to claim legal rights of any sort.

As time passed, Jim Crow Laws spread nationwide to all aspects of society. History.org (2021) comments that racial segregation was present everywhere; public parks, theatres, and restaurants were separated for White and Coloured people. So much as separated restrooms, building entrances, and waiting rooms in train and bus stations were required. Indeed, racism followed former slaves everywhere. The 20th century America was marked by segregation and oppressiveness.

History.org (2021) describes how the fear of violence was part of the daily lives of African Americans. The Ku Klux Klan organization founded by Confederate veterans in Tennessee was the principal cause of fear at that time. They terrorized Black communities and schools with brutal violence. They tended to attack peoples' homes by night, causing terror of all types. After the World War II, civil rights activities started to come to the surface, and a change in the society was approaching. The removal of Jim Crow Laws was going to change the racial segregation in the United States for better.

3.4 The Civil Rights Movement

Solomon et al. (2019) comment that by the 1950s, slavery had been abolished for almost 100 years. Nonetheless, racial discrimination continued being a basic characteristic of the American society, it was clear that the African Americans were still not socially accepted by the White community. The Black citizens had to endure all sort of harassment in every sphere of their life and even lynching.

To battle all the injustices, a group of Black activists started the American Civil Rights Movement in order to ensure that all African Americans would receive all the rights written in the Constitution. Solomon et al. (2019) add that the movement's main figure, Dr. Martin Luther King Jr., led peaceful marches, sit-ins, and freedom rides around the country. He became known for his famous speech during the March on Washington for Jobs and Freedom, which purpose was to make progress on African American citizens' civil and economic rights. He was also awarded the Nobel Peace Prize for his non-violent struggle for civil right for the Black community in 1964 (Fernández, T. & Tamaro 2004)

The movement's struggle against segregation lasted for decades, and many lives were lost due to racial violence towards its leaders and participants (Solomon, Maxwell & Castro 2019). As the struggle continued, the public opinion in the White House and around the world towards the Movement resulted supportive for African Americans. Consequently, Jim Crow Laws and legal forms of racial discrimination were illegalized by 1965 (Fernández, T. & Tamaro, 2004) .

As Solomon et al. (2019) state, the American Civil Rights Movement's most significant achievement was the Voting Rights Act (VRA) of 1965, which allowed the Black citizens to exercise their right to vote in elections. Moreover, access to voting was reflected in a new kind of government with Black legislators represented at all levels , in fact, the number of Black legislators tripled from 1469 to 4912 elected officials.

All things considered, the Black population had reached fundamental milestones in the struggle against racial discrimination from the times of slavery and segregation legalised by Jim Crow laws. However, after overcoming all the legal obstacles of racism, the Black

community faced the greatest obstacle of all: gaining social acceptance. The Black People started to realize that legal equality did not stand for economic and social equality with the White population (History.org 2021) .

Sensoy and DiAngelo (2017:119-130) state that Martin Luther King's speech was a turning point in American history. Before the majority of White community dared to admit their racist attitudes. Supporting white supremacy was common, but after the recognition of Luther King's impact on the public opinion, the mainstream culture changed remarkably into a less tolerant direction regarding racial prejudices.

4 INTRODUCTION TO STRUCTURAL RACISM OF TODAY

Race is much more than just a person's skin colour, race is a social idea with deep and variable meanings. Its impact reaches, which schools you attend, what kind of career you will have, who your spouse and friends will most likely be, and, even how long your life expectancy will be. This statement is especially valid in a country like the Unites States, which has been marked by deep racial history.

Regarding American history, the legacy of slavery is very much present in America of today in the form of structural racism. As Bailey et al. (2021) state, structural or systemic racism can be defined as discriminating activities that are produced by policies, laws, and practices that are applied by various levels of Government. In its entirety, structural racism is rooted in the economic system of the country and its also socially and culturally visible.

Structural racism toward African Americans exists in various areas. However, I will focus on four interrelated areas: housing policies, segregation in education, police brutality and incarceration, and democracy and voting. There are more areas affected by systemic racism, such as the health care, but the scope of this thesis does not allow

me to expand to other topics. I will discuss the mentioned areas in detail in the following part of the thesis, starting with *Voting and democracy*. What is more, all of the given spheres share similar features: they all have a historical foundation, and the inequity is embedded in multiple institutions.

4.1 Voting and Democracy

As I previously stated; the American Voting Rights Act (VRA) was crucial for the nation's democracy, and it made a great difference for the Black citizens' political participation. Solomon et al. (2019) add that before the VRA, the free black men were allowed to vote in some northern states, constituting less than 15 % of the country's Black voices between 1790 and 1860. No less, in such a state as Pennsylvania, free Black voters were afraid of retribution.

After the VRA was signed into law, lawmakers, on state and federal level, kept trying to restrain the Black community's voting rights. Even new strategies of voter suppression were invented. To give an example, in 2011 and 2012, in such states as South and North Carolina, Mississippi, Nevada, California, and Florida lawmakers issued bills to complicate registration to vote by curbing registration drives (Solomon, Maxwell & Castro 2019).

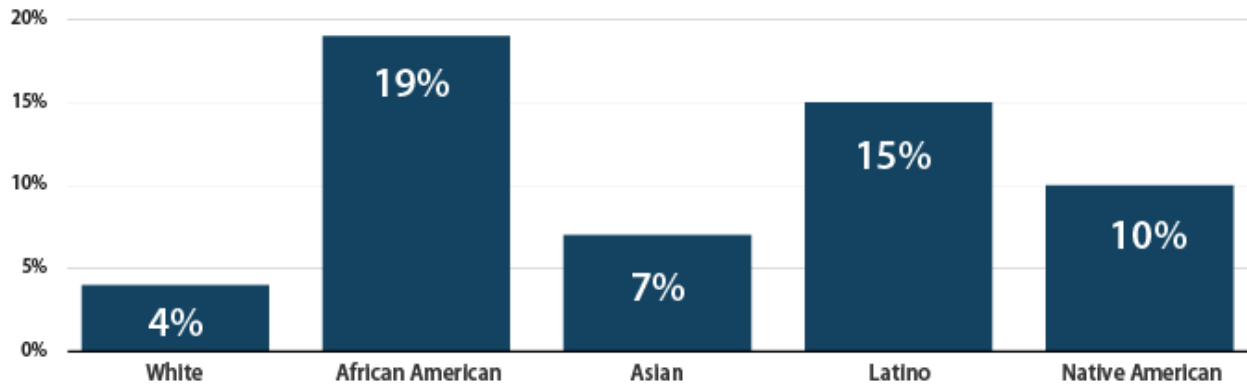
Solomon et al. (2019) add that as a positive turnout, more Black citizens' votes were registered in 2012, and they ended up exceeding that of White voters. After this historical turn of events, structural racism gained more power with two new Supreme Court rulings eliminating central voting right protections debilitating the American democracy.

As Solomon et al. (2019) state, communities of Colour, such as, Latinos, African Americans, and Native Americans reported experiencing racial discrimination when it comes to exercising their right to vote in 2016. The figure 1 below demonstrates the experience of different ethnicities facing discrimination when it comes to participating in politics. It can be seen that 19 % of African Americans are likely to report such an experience. Respectively, only 4 % of White people reported having faced discrimination, which proves how racial segregation still has stick roots in the country. The second highest percentage is that of

Latinos (15 %), which is followed by Native Americans (10%). Given these numbers, it is obvious that of all the People of Colour, especially African Americans, have to confront more discriminatory policies in American political system.

People of color are more likely to report racial discrimination when trying to vote or participate in politics

Likelihood of experiencing racial discrimination when trying to vote or participate in politics, by race/ethnicity, 2017



Source: NPR, Robert Wood Johnson Foundation, and Harvard T.H. Chan School of Public Health, "Discrimination in America: Experiences and Views on Affects of Discrimination Across Major Population Groups in the United States" (Washington; Princeton, NJ; and Boston: 2017), available at <https://www.rwjf.org/en/library/research/2017/10/discrimination-in-america-experiences-and-views.html>



Figure 1 Experience of racial discrimination in voting

4.2 The fight against police brutality

During the last decade the United States has become known for the amount of police brutality African Americans face on a daily basis around the country. The violence Black People have to endure by the U.S law enforcement has caught the world’s attention due to one organisation in particular: the Black Lives Matter Movement. The Movement started its race against racial injustices in 2012 following the acquittal of Trayvon Martin’s murderer. This global organisation is based in the U.S, Canada, and the U.K (Black Lives Matter.com 2021).

As Black Lives Matter.com (2021) states, the movements’ mission is to prevent the systemic oppression and acts of violence inflicted on African Americans by the state and the law

enforcement. Following the deaths of George Floyd and Breonna Taylor in 2020, protest against racism and police brutality swept the country, and the movement spread around the world. The horrifying video of Mr. Floyd suffocating to death by a Minneapolis police officer, Derek Chauvin, seemed to be a true wake-up call for everyone, no matter the ethnicity.

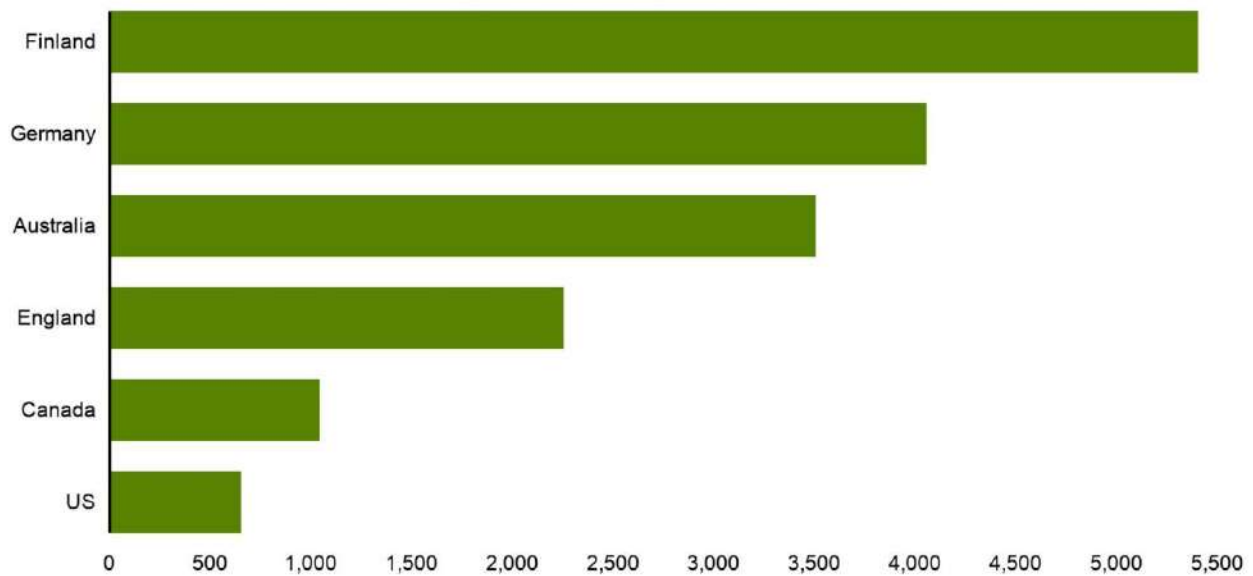
As Bowman (2021) states, Chauvin's trial was historical, since he was the first Minnesota police that was found guilty of murdering a Black person. He received over 22 years prison sentence for "an unlawful use of deadly force". The conviction was a great landmark for the Black community and the American democracy.

These killings made many to compare the police training duration and quality standards between the United States and other developed western countries. It turned out that many more people are killed by police officers in the U.S. than any other similar countries. The amount of lethal force used by the police is remarkable, as we can see in the figure 2 below. The figure 2 demonstrates the number of hours of police training required in the following countries: Finland, Germany, Australia, England, Canada, and the United States (Horton, 2021).

As Horton (2021) states, the country that stands out is Finland with more than 5, 500 hours of required training. It takes a minimum of three years of training and studying for a Finnish police officer to graduate from the Finnish Police University College, which is shocking compared to less than 1 000 hours required of the U.S police students. There are no national standards when it comes to police training in the U.S. Other shocking fact is that Finland happens to have one of the highest gun-ownerships rates in Europe, and still police shootings are exceptionally rare. However, it is good to acknowledge that guns are often used for hunting purposes in Finland.

Hours of police training required

Average hours in selected countries



Source: Institute for Criminal Justice Training Reform Report

BBC

Figure 2: Police training in different countries (<https://www.bbc.com/news/world-us-canada-56834733>)

Another factor to consider is the gun culture in the U.S. The U.S. civilians constitute half of the whole world's civilian-held guns (Horton 2021). It is very common for a civilian to carry a gun on their body or in their car in America, which would be extremely rare in a country, such as Finland. The fact that almost any civilian can possibly carry a firearm on them, is a daily danger for the U.S police officers. However, the possibility of a firearm does not justify the countless killings of civilians, and especially, Black People, who are perceived as a threat due to their ethnicity.

Horton (2021) adds that the numbers help to comprehend the nature of racialized police violence. African Americans are three times more likely to end up dead when dealing with the police than White Americans. As a matter of fact, despite that the African Americans comprise only 13 % of the entire U.S population, they represented 24% of people killed by the police in 2019. They are also less likely to carry a firearm than White people.

What is more, according to Sensoy and DiAngelo (2017:119.138), the United States has invested more and more money in building prisons, in spite of the fact that crime has decreased over the years. Given this, it is not surprising that there are more incarcerated

people in the U.S than anywhere else in the world. Examining the ethnicities and gender of the incarcerated population, Black men constitute 40 % of all incarcerated people in the country, when comparing to White men, who comprise only 39 %. As Ghosh (2020) states, these rates are illogical considering the proportion of Black People in the U.S population being only 13 %, and that of White People being about 60 % of the population as of 2019.

With regard to criminal justice, there is no law that clearly determines what can be defined as a criminal act by an authority of government, such as, a police officer. Merk and Holder (2021) state that there exists a law (18 U.S.C. § 242) that describes the circumstances for violating a person’s constitutional rights, but not in a precise way. Due to this lack of legislative instructions, a countless amount of police officers remain not sentenced for their racist acts towards Black People. This lack of legal protection is reflected on statistics concerning confidence in the police. In the figure 3, there is a notable difference in trust in the legal system between White and Black adults. As of 2021, only 27 % of Black People stated feeling confidence in the police, whereas 56 % of White People responded equally. That signifies a 29 % of difference between the two racial groups.

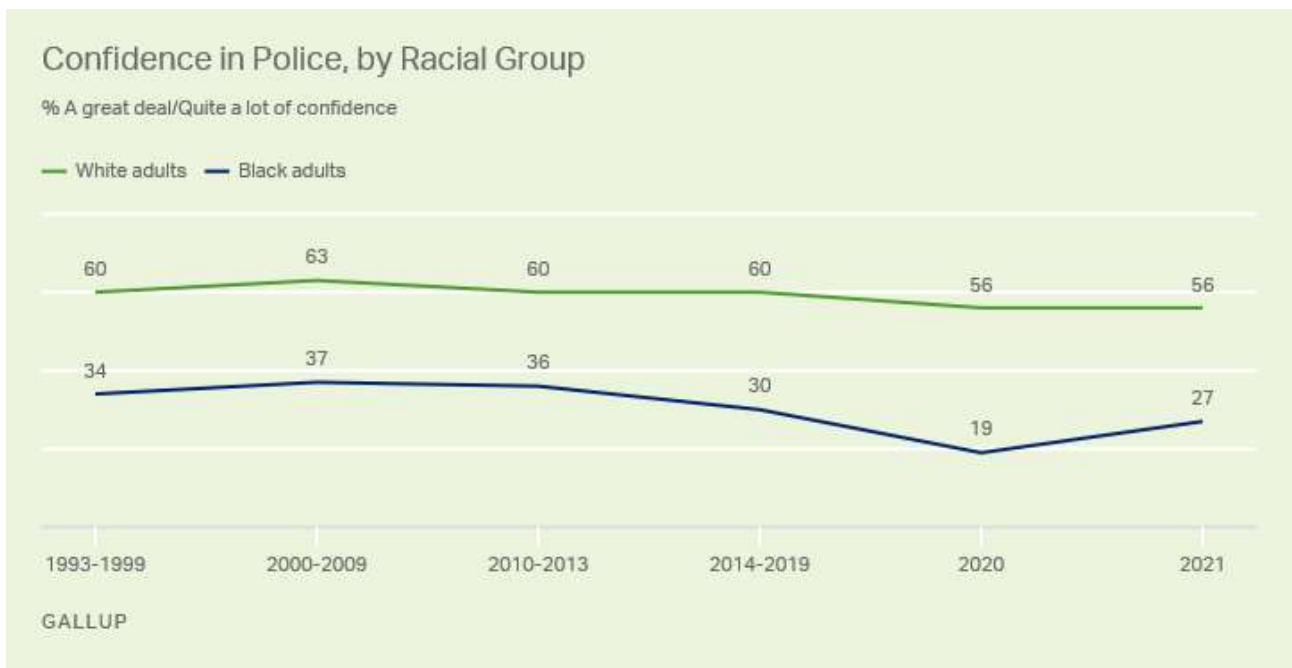


Figure 3: Confidence in Police (<https://news.gallup.com/poll/352304/black-confidence-police-recovers-2020-low.aspx>)

A possible solution for the non-functional criminal law system could be a more variable representation of different ethnicities in the U.S Congress since all the legislations pass into a law there. There are in all together 535 members of Congress, with 57 Black American members (Walberg.house.gov 2021). The governmental management style has to change so that Government policies begin to reflect African Americans' rights and priorities. In this way, the Black community would be more protected from the ongoing policy brutality.

4.3 Segregation in schools and housing policies

According to Library of Congress.com (2021), in the era of Jim Crow Laws, schools formed an essential part of the separated institutes for Coloured and White People in the United States. One of the Civil Rights Movement's main goals was to get rid of this discriminating policy that affected the Black children and their future possibilities and careers by limiting the quality of education they received. Years of effort from *the National Association for the Advancement of Coloured People* (NAACP) resulted in Supreme Court case named *Brown v. Board of Education* that illegalized racial segregation in schools in 1954.

Nevertheless, as Facing History & Ourselves.org (2019) states, school integration has resulted to be on the rise, since about 50 % of the nation's students are located in districts that are very much racially concentrated, that is, having more than 75 % Coloured or White students. Even though school segregation is legally prohibited, there are other type of discriminatory governmental policies that corroborate segregation in education. These policies include school funding allocations, school district mapping, and housing policies.

When it comes to housing policies, in 1933, the Federal Government established the Home Owners' Loan Corporation (HOLC) in order to eclipse the Great Depression, and to recover the national economy. Bailey et al. (2021) add that the purpose of HOLC was to expand loaning services to citizens with the exception of certain limitations regarding race. HOLC created maps of hundreds of cities around the country, drawing literal "red lines" around

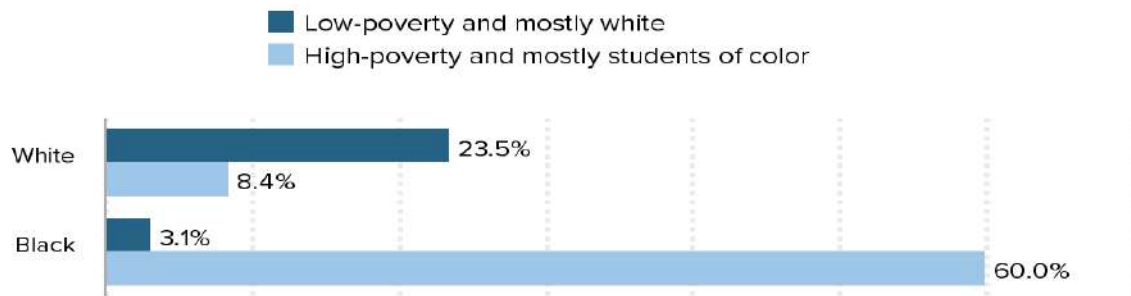
any district with a high concentration of Black People. These red lines were used as guidelines for HOLC employees for dangerous investment areas whose residents would not get approved for a loan.

Bailey et al. (2021) comment that even more racial policies were used against the Black community from owning homes, such as establishing legal agreements between the former homeowners, undervaluation of real estate in Black neighbourhoods, and even violence against African Americans moving to White neighbourhoods. Regardless of the Fair Housing Act of 1968, the impact of residential segregation is still affecting the lives of Black Americans in many levels, and, as explained before, in schooling. The social label of Black neighbourhoods involves its residents being perceived as delinquents and gang members, and bad neighbours in general.

Barkhorn (2013) states that racially concentrated schools have a tendency of offering less qualified teachers, and ongoing teacher turnovers, which cause more school failures, and a short supply of learning materials. What is more, it has been proven that black students get greater results when they have the opportunity to attend a low-poverty school with higher number of white students (García, 2020). Given this, the unequal schooling opportunities provoke life-lasting impact on children who could have a great potential in adequate learning environment.

Figure 4 demonstrates the share of Black and White students attending in low-poverty mostly white schools and high-poverty schools with mostly students of colour in 2017. The statistic in question comes from the National Center for Education Statistics' National Assessment of Educational Progress (García, 2020). Regarding the figure, 60 % of Black eight-graders attended a high-poverty school, where the majority were students of Colour. Instead, only 8,4 % of White eight-graders attended similar kind of poverty-concentrated schools. Given the numbers, the gap between White and Black students is remarkable, when attending high-poverty schools, and there are clear signs of racial segregation.

Share of black and white eighth-graders attending low-poverty mostly white schools and high-poverty schools with high shares of students of color, 2017



Notes: Schools with a high concentration of students of color are those in which 51–100% of students are black, Hispanic, Asian, or American Indian. Mostly white schools are those in which more than 75% of students are white. High-poverty schools are schools in which 51–100% of students are eligible for free or reduced-price lunch (FRPL). Low-poverty schools are those in which up to 25% are FRPL-eligible.

Source: Author’s analysis of microdata from the National Assessment of Educational Progress (NAEP).

Economic Policy Institute

Figure 4: Share of races in low and high-poverty schools

(<https://www.epi.org/publication/schools-are-still-segregated-and-black-children-are-paying-a-price/>)

Garcia (2020) comments that the consequences of Black students attending high poverty schools are, for instance, that it increases the gap between white and black students, ethnicity becomes to reflect the economic status, it limits the educational outcomes for black children, and, ultimately, it shows that full school integration has not yet become a reality in the United States.

5 RACISM IN THE FINNISH CONTEXT

I wanted to include a chapter concerning racism in the Finnish context since the material package is designed for Finnish university students majoring in English language, although it can be equally used elsewhere. For the students to truly engage in societal issues concerning racism, it is crucial that they get to analyze their own surroundings, and gain knowledge on how to make a difference on a national and on a local level. This class is designed for the end of the course with the aim that the learners have already required the necessary theory and analytical tools to examine critically racial injustices embedded in the Finnish society.

5.1 Racial discrimination in the labour market

Racism is not always easy to perceive since it can be embedded deep in the structure of the society. Structural racism can reach different spheres of life, such as, education, housing, and labour. In a country like Finland this type of racial discrimination can be found in the labour market. Migration is a fairly new phenomenon to Finland, especially when compared to countries such as the U.S. As a consequence, a foreign name easily stands out from common Finnish names. Due to this, it is often challenging to go through the recruitment process alone, as a mere foreign name may discriminate in recruitment.

Researcher Akhlaq Ahmad's study from 2019 exposes the existing racial discrimination in the Finnish labour market. This investigation of the recruitment process highlights the harsh truth about ethnic discrimination against immigrants in Finland. In the study, Ahmad sent 500 job applications under Finnish and foreign names. The results of the study on the effect of a job seeker 's name on being called for a job interview were startling. All applicants had the same level of Finnish educational backgrounds, and they were all fluent in Finnish. Those with a foreign name faced recruitment discrimination no matter the area of work. As the figure 5 below indicates, Somali people proved to be the minority group that suffers the

most from discrimination in the Finnish labor market. The Iraqis were the second minority group that are discriminated.

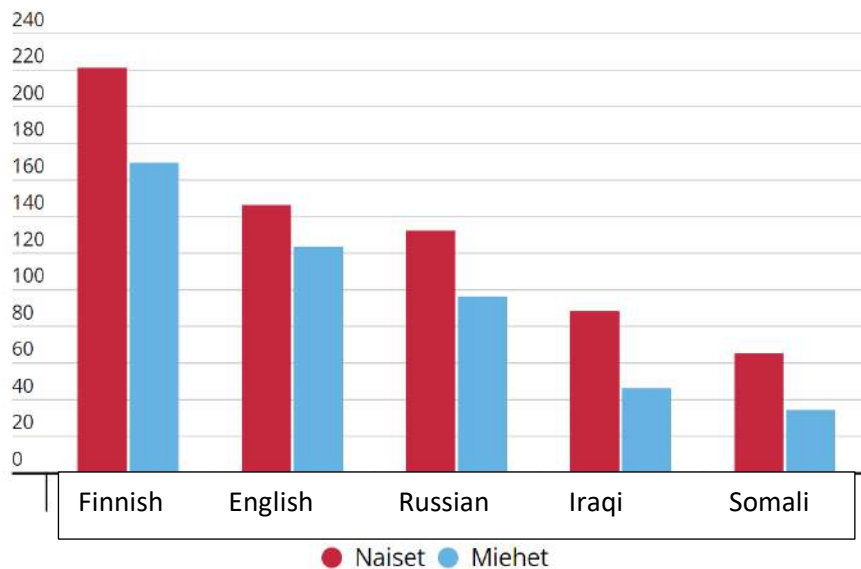


Figure 5: Ethnicity in the labour market Grafiikka: Eero Mäntymaa / Yle
(<https://yle.fi/uutiset/3-11023468>)

Ahmad's research is a good example of how even good language skills and professional qualifications do not always guarantee access to employment. In many cases, the ethnic background plays more important role than expertise. Integration in the labour market is fundamental for one's livelihood, and that is why this kind of structural racism is so all-encompassing. In addition, the problem is not just how to obtain employment, it is also the type of job you are able to obtain. In Finland, immigrants tend to work in lower income jobs, such as, in a cleaner's or practical nurse's position. Low salary affects the standard of living, and it creates separate categories for minority groups and the majority that work in more respected and better paid jobs. In an equal society it should not be possible to infer a person's social status based on ethnicity or language.

5.2 Finland on the European level

So far, I have introduced how racial discrimination is embedded in the Finnish labour market, and what consequences it entails. In this following section I will inspect structural racism from another viewpoint, which is that of the legal system. I chose this perspective due to noteworthy findings from a report carried out by the European Union Agency for Fundamental Rights (FRA), in which the results suggested that Finland is one of the most racist countries in the European Union.

The report in question, **Being Black in the EU**, investigated the different aspects of racial discrimination in various member states. Based on the findings from the FRA's wider survey *Second EU Minorities and Discrimination*, this report analyses the answers of 5, 803 immigrants of African descendant surveyed in 12 different EU member countries: Finland, Sweden, Denmark, France, Italy, Luxembourg, Malta, Portugal, Austria, Germany, Ireland, and the United Kingdom. The report demonstrates the impact of social inclusion, racist crime, racial profiling, and racial discrimination toward Black People. The report was executed with the intention of drawing the attention of policy makers in the Union to develop legal responses to proven injustices towards ethnic minorities.

I will make use of two different statistics based on two different forms of racial discrimination: racial harassment and racial profiling by the police. Regarding the former type of racism, it is depicted as experienced harassment due to the skin colour, religion, or ethnic background of the person. The harassment was categorized in 5 distinct types in the survey, which were threats of violence in person, threatening comments in person, offensive gestures or staring, insulting comments made online, and insulting e-mail or text messages. Around 30 % of respondents claimed that they had experienced racial harassment during the last 5 years before the survey. The findings demonstrated major differences between the EU member states, Malta having the lowest rates with 20 %, Luxemburg the second highest with 52 %, and Finland with the highest rate of all the member states reaching up to 63% (Figure 5). This type of racism is carried out by individuals toward a person of colour. (FRA 2018)

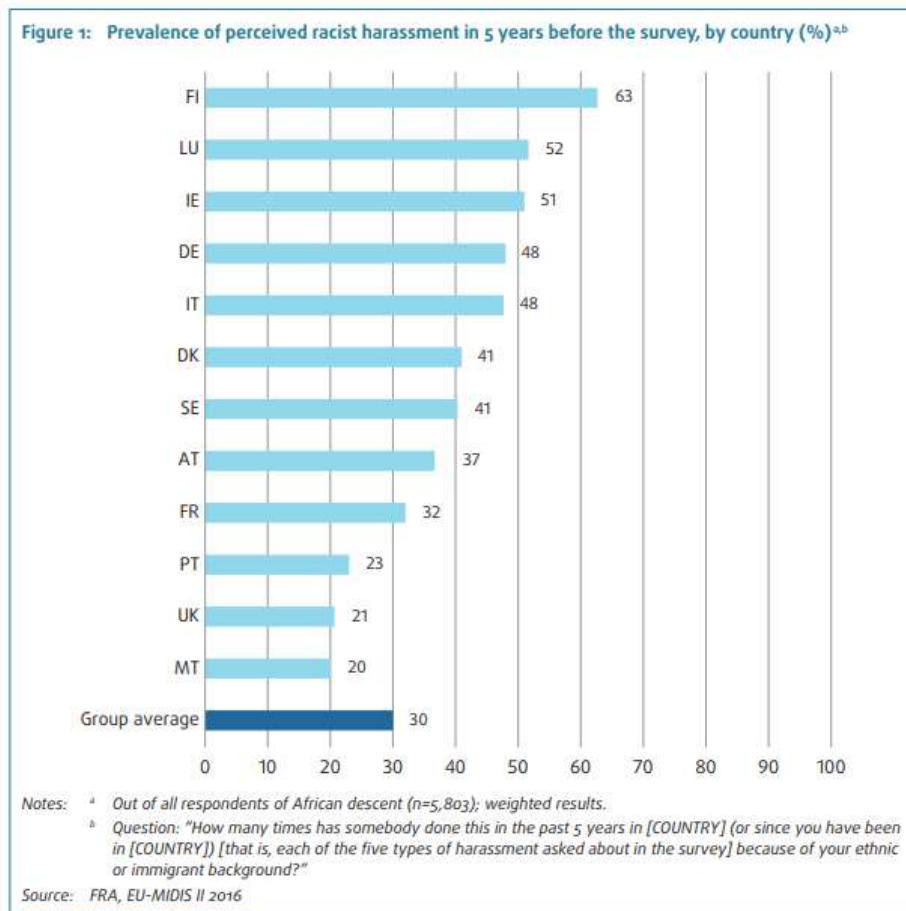


Figure 6: Racist harassment in the EU

(https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-being-black-in-the-eu_en.pdf)

Instead, when it comes to racial profiling by the police, the results were surprisingly contradictory. The findings indicate high levels of trust in the police and the legal system itself. The figure 7 below shows the level of trust in the police on a scale from 0 to 10, 0 standing for *no trust at all* and 10 for *complete trust*. On the whole, the average of all the 12 member states is 6.3, which can be seen positive compared to the high levels of harassment in the previous scale. Contrasting the high level of racial harassment, Finland scores the highest rate of trust in the legal system with 8.2 out of 10. Malta and Denmark exceed also over 7 points. Alternatively, the respondents of Austria show the lowest level of trust in the

police with 3.6 out of 10. Given this, the trust in the police varies greatly between the member states. (FRA 2018)

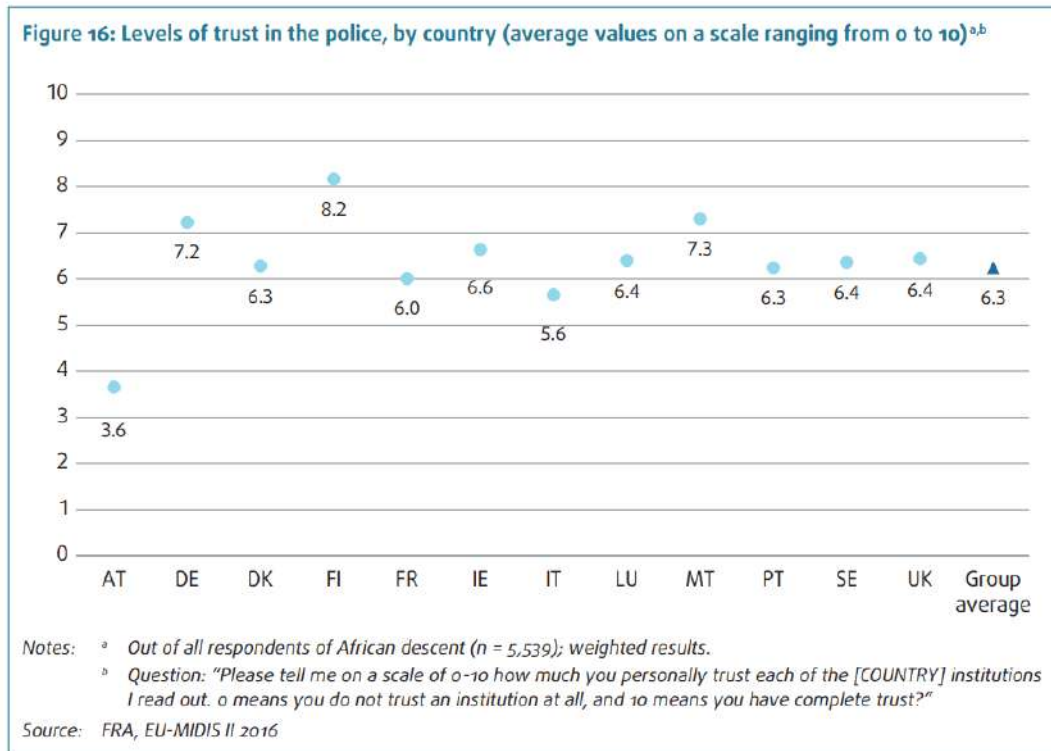


Figure 7: Trust in the police in the EU

(https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-being-black-in-the-eu_en.pdf)

Figure 8 below demonstrates how many of the respondents were stopped by the police due to their ethnic background in 12 months before the survey. According to the numbers, the level of trust in the legal system coincides with the low rate of racial profiling by the police, which is the lowest in Finland with 18 %. In connection with this statistic, the respondents assisted also if the police's conduct was respectful or disrespectful during the most recent police stop. Regarding the results, 60 % of the respondents were treated with respect, of which 24 % perceived the conduct very respectful and 36 % fairly respectful. Austria and Denmark rated less favourable conduct as disrespectful conduct reached around 30 % in both countries. On the contrary, the majority of respondents in Finland, France, and Ireland considered the police's conduct to be respectful. (FRA 2018)

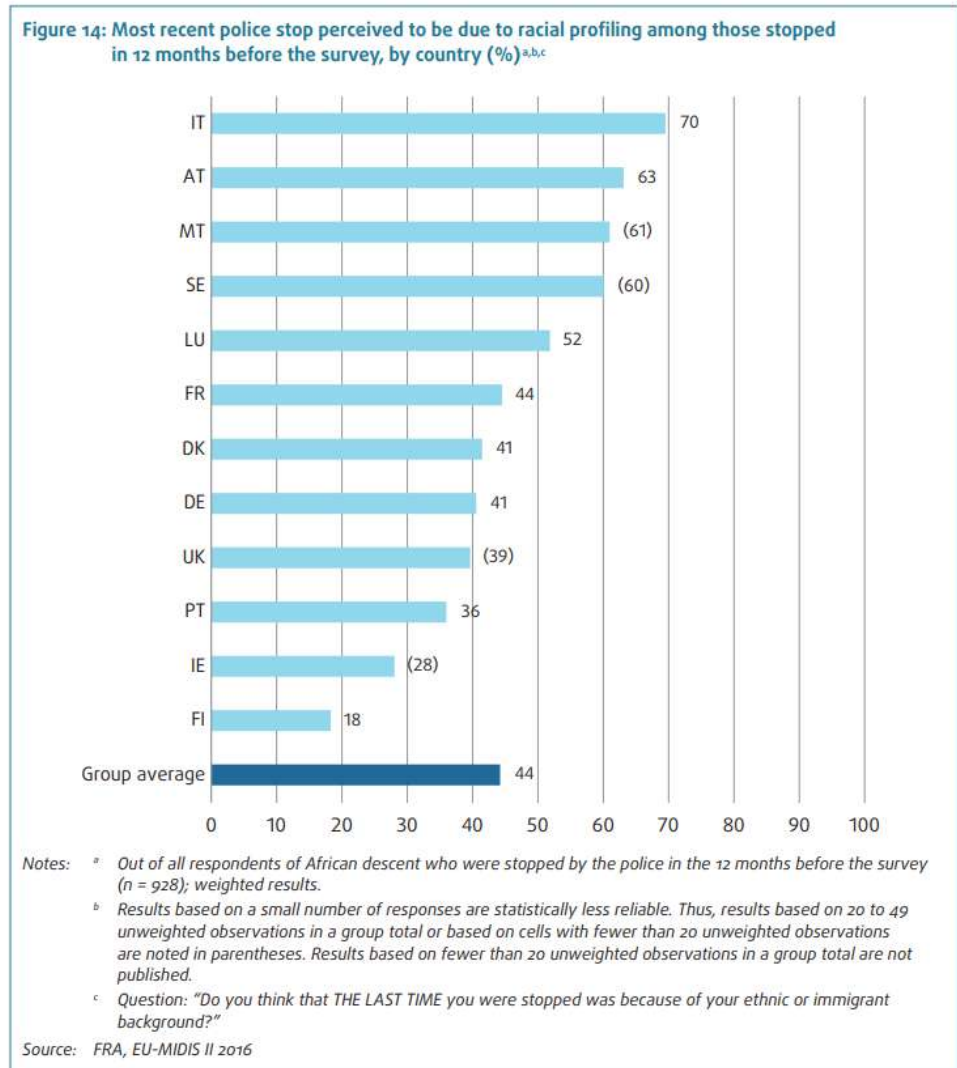


Figure 8: Police stops due to racial profiling

(https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-being-black-in-the-eu_en.pdf)

Given the findings, we can conclude that racial discrimination towards Black People in Finland differs from the United States remarkably when it comes to racial profiling and the level of trust in the police and the legal system. Nevertheless, even if police brutality and racial profiling are almost non-existent nationwide, being Black conveys other type of challenges in day-to-day life. We have learned that the Black population in Finland endures high level of racial harassment in person and online, such as threatening comments. Moreover, Akhlaq Ahmad's (2019) study of ethnic discrimination in the Finnish labour

market supports the fact that racism is a real issue in the country, and that it affects the livelihoods of Black People and other ethnic minorities. With the help of these findings, it is possible to relate to the issues faced by the minorities and critically analyse them.

6 INTRODUCTION TO COOPERATIVE LANGUAGE LEARNING APPROACH

All the lessons in the material package are designed to follow the principles of Cooperative Language Learning. There are various reasons that this approach fits well with a topic concerning social justice. First, this approach focuses on cooperation between students as everyone has to take an active role in the class activities. Second, it enhances critical thinking, which is fundamental around such a sensitive issue as racism. Third, it allows teachers to be creative in designing a syllabus with a large variety of curricular materials to enhance both language and concept learning. In the following part, the reader will become familiar with the general aspects of the approach, syllabus design, and the roles of students and teachers.

6.1 The general aspects of cooperative language learning approach

As Richards & Rodgers (2014: 244-258) state, Cooperative Language Learning approach (CLL) is one of the branches under Collaborative or Cooperative Learning (CL), which is a general approach that concentrates in building cooperation in learning by peer support and coaching. Collaborative activities are in the center of the lectures in the classroom, involving pair work and small groups of students. CLL can be used in numerous curriculum settings, including mainstream classrooms, content-based, and language classrooms.

Richards & Rodgers (2014: 244-258) add that in this learning approach, learners are responsible for their own learning since the activities revolve around socially structured learning of new information between students. While the learners are practicing and improving their English (or any other foreign/second language in question), they are concurrently working toward a common objective.

Zeizima (2017) adds that CLL incorporates social-emotional and academic learning, as students get to develop interpersonal relations and build self-confidence. Working with peers is also motivating and it enhances the ability of working in a team. Developing social competence means learning to negotiate with others and learning problem solving strategies and forming positive relations with their fellow students.

When it comes to language learning, Richards & Rodgers (2014: 244-258) state that the goal is to communicate as naturally as possible, creating fluent and accurate conversation that is before all meaningful. As Cooperative Language Learning Approach emphasizes interaction as a means of learning a new language, it is similar to Communicative Language Teaching (CLT), which highlights the use of authentic language in the classroom. Therefore, CLL can be seen as an extension of CLT.

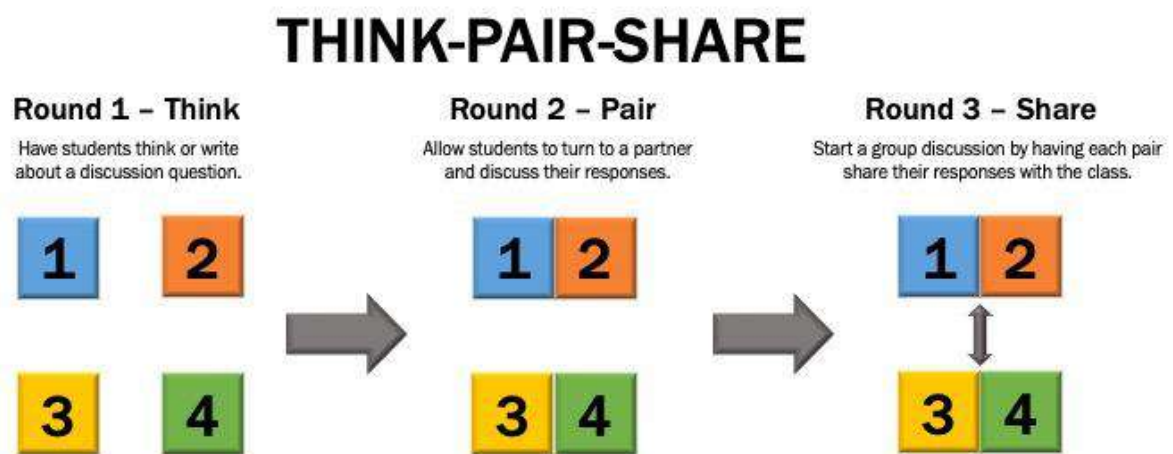
6.2 Designing the syllabus around cooperation

As Richards & Rodgers (2014: 244-258) state, cooperation in CLT can be defined as students working together through social interaction to accomplish a mutual goal set by the teacher. In order to achieve the learning objective, everyone has to put their part as a group member. In this manner, students support and maximize their own and each other's learning outcome. In other words, students work as resources for each other, which is one of the advantages of the CLT. For the collaboration to work, every member of the group has to take an active role in the discussion.

For students to practice the language in many ways, it is necessary that the teacher uses different types of activities during the lessons. That is why the activities must include

different types of interaction. This is a great opportunity for the teacher to integrate language with content -based material and create a course with a large variety of curricular materials to enhance both language and concept learning (Richards & Rodgers 2014). As an example of the opportunities for creating such material, I have selected two different types of activities which are *think-pair-share* and *jigsaw*.

Think-pair-share (or *turn & talk*) is a commonly used activity in a CLL classroom (figure 9). Zezima (2017) explains that the teacher presents a question to the whole group of students, after which everyone gets a few minutes to think about the answer. Then, the students turn around to discuss the matter with a person close to them. After a short discussion in pairs or in small groups, they share their thoughts with the rest of the class. This type of activity is engaging to all learners, and it is easy to plan and carry out. It is also popular at university level as it generates critical thinking, and it is engaging to all students.



 Vanderbilt University Center for Teaching

Think-pair-share developed by Lyman (1981)

Figure 9: Model of think-pair-share activity (<http://cft.vanderbilt.edu/guides-subpages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>.)

Jigsaw is another type of cooperative learning activity. Students are assigned to “home groups” and “expert groups” as in the figure ? below. Their task is to research a certain topic

chosen by the teacher in their expert group, and then go back to their home groups to teach what they have learned to the other members. Every member of the home group shares what they have learned. In this way, every student is hold accountable for their participation and learning since it is the only way that all the members of the home group become informed of the topic in question. This activity is suitable for all sort of content and topics, and it is reasonably easy to plan and realize. However, it takes more time for the teacher to design a jigsaw activity than a think-pair-share task. Both can still be done during one lection.

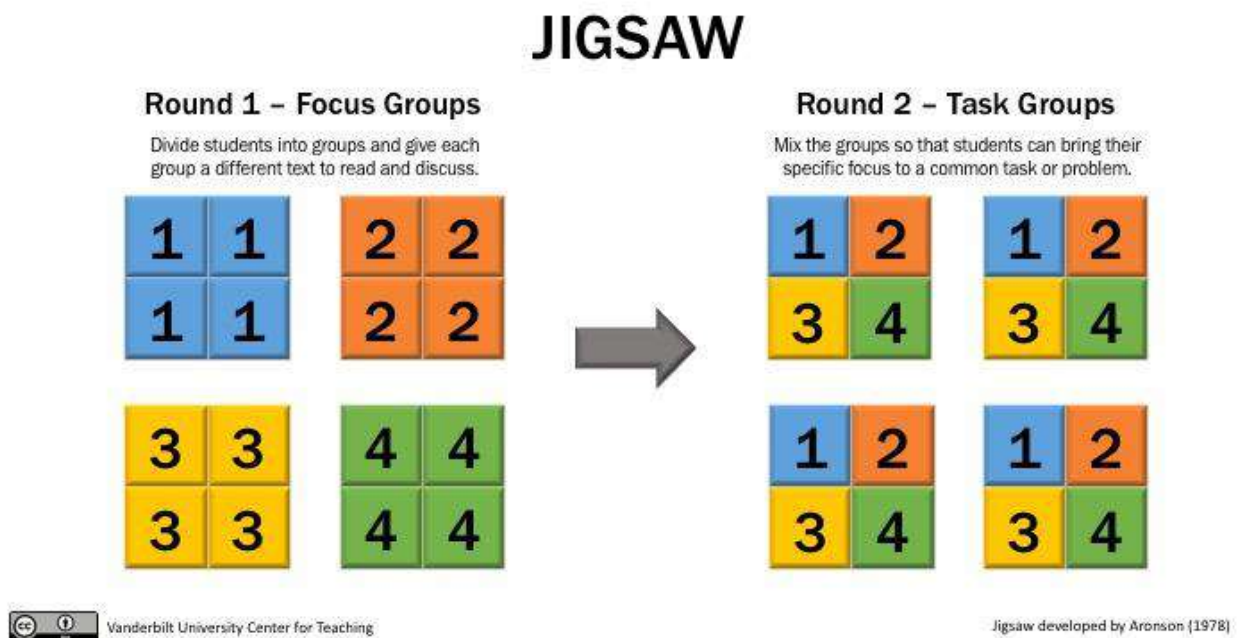


Figure 10: Model of jigsaw activity activity (<http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>.)

6.3 Teacher roles

As Richards & Rodgers (2014: 244-258) state, CLL is considered as a learner-centered approach instead of a teacher-centered approach. Teachers speak less in this type of classroom and give more agency to the students. Whether the class focuses, for instance, on certain lexical items, language structures, or content, teachers always prepare students for the activities they will perform by introducing necessary vocabulary or concepts. After which they ask broad questions, which require thinking more in depth.

Richards & Rodgers (2014: 244-258) add that the duties of the teacher include creating a pleasant and well-organized learning environment by arranging the classroom, assigning students to pairs and groups, planning and selecting structured learning materials, and setting learning goals. Teacher works as a facilitator of learning. The role of facilitator consists of constantly moving around the class and at the same time guiding the groups according to their needs. This happens by observing how the group or pair is completing the task, while clarifying concepts and giving them feedback.

Teacher evaluates both individual and group performance. When necessary, the teacher can redirect the students with questions and provide them with different sources (Richards & Rodgers 2014: 244-258). All things considered; the teacher interacts with the students in a productive manner that enhances cooperative learning in a socially structured learning situation.

6.4 Learner roles

As Richards & Rodgers (2014: 244-258) state, the role of the learner is that of an active member of class interaction, whether it is forming a part of a pair or a group. Regarding learners working together, pair work is the most popular type of CLL activities since it guarantees the same amount of time for both learners to express themselves and engage in

the learning process. Learners benefit more when they have the opportunity to change roles; tutoring, giving feedback, sharing information, and checking their peers.

The principal role of the learner is to collaborate on activities with fellow students. As the lessons emphasize teamwork, everyone needs to put effort in and participate actively. Collaborative language learning lets the learners to take the lead of their learning process. Apart from learning a foreign language, they learn to evaluate their learning in general.

7 SOCIAL JUSTICE EDUCATION

In spite of the fact that the study material package focuses on collaborative learning approach, social justice literacies form an important role in this kind of topic which is centred in societal issues. In this following part of the thesis, I will introduce the key aspect of social justice education, and how to apply it in the English classroom (as well as other foreign languages).

According to Sensoy and DiAngelo (2017: 1-21), for a student to get a solid grasp of social justice literacies, the student must become aware of herself/himself as a member of a particular social group, in this case, a racial group. When we are conscious of the group we belong to, and the positionality it sets us to, we can begin to study societal issues critically. Students may realize that their thoughts and opinions over less familiar social groups are based on stereotypical assumptions, and not on experience. One of the goals of social justice literacies is to get the students to recognize where their assumptions and possible prejudices stem from. When we are aware of our behaviour and reasons behind it, we are more likely prepared to change our patterns.

Sensoy and DiAngelo (2017: 1-21) add that courses involving social justice matters give the students the opportunity to critically reflect on societal matters, such as racism. In this way, the students can share their thoughts with their peers, and practice expressing themselves, and, conversely, take into account other students' insights on the matter. This kind of authentic discussion enables them to also deepen their understanding over the issue in

question. No matter what type of reaction the topic may cause in students, the teacher must respond in a constructive manner. The idea of social justice literacies is to provide the students with the theoretical tools to analyze social issues critically.

Teacher can provide material from all sorts of sources from the media to study books to enhance the students' critical lenses. It is necessary to be capable to identify patterns in versatile sources that reflect students' day-to-day environment.

As Sensoy and DiAngelo (2017: 1-21) state, critical thinking and social justice literacies go hand in hand. In view of the fact that examining societal injustices requires the capacity of analysing concepts and statements with critical lenses, that is, taking into account the historical, ideological, political, and cultural aspect of a discussed social condition. The students learn to question the system that surrounds them and making argument based on the previously mentioned factors. To facilitate this process of argumentation, the teacher offers the adequate vocabulary to develop the language to debate in depth.

As Boyd (2017) states, the ultimate goal of social justice courses is that students turn into active agents of change. The idea is that the students learn how to make a difference and implement social action outside the classroom. Social justice teaching gives them the tools to explore current and past event connections and reoccurring patterns.

When it comes to course content, it is recommendable to use materials students see in their day-to-day environments. As Boyd states (2017), the use of multicultural texts does not equal critique. The key is how teachers treat the material in class. Mere exposure is not enough, it is essential to analyze the material in depth, and make the students to see the connections.

Moreover, Boyd (2017) adds that in order to engage students, teacher should provide multimodal content, such as, websites, news articles, songs with a political message, anything to analyze social meanings. It is easy to access to different sort of content, no matter, is it auditory, visual, or literary materials. The advantage of using multimodal sources is that it gives all kind of learners an opportunity to engage in material suitable for their learning styles, weather it is literal, auditory, or visual, and it also improves their critical thinking.

8 THE MATERIAL PACKAGE AND ITS CONNECTION TO THE THEORY

All the nine lessons are designed around the theoretical part of the thesis with a pedagogical focus on cooperative language learning. The duration of each class is 90 minutes, and the activities are planned to fit within the time limit. As the theoretical part of the thesis, the content of the material package is also organized in chronological order, that is, after the first introductory class, the class content starts from significant historical events and moves onto the modern times.

During the lessons students learn to take into account historical, ideological, political, and cultural aspects that influence the structure of society as an all-encompassing system that affects People of Colour receiving equal rights. When students have gained the necessary knowledge, it is their turn to put everything into practice and see themselves as active agents of change. This part takes place especially during the last lesson, where they do an analysis of their own surroundings and create solutions for the detected injustices on different levels of society.

The first class is connected to the theoretical part of 'The Implication of Race in the United States'. As a warm-up activity, learners think about the concept of American culture in general. This helps the teacher to get a grasp of students' knowledge on the topic. Then, students learn how the United States was built on immigration, and what nationalities formed the principal tides of immigrants in the first place. It introduces the concept of *melting pot* and its different connotations including the negative and positive aspects of cultural assimilation.

The use of multimodal sources is emphasized right from the beginning of the first class that includes video, articles, images, and statistics. The materials are as versatile as possible so that all type of learners can feel engaged to the topic in question. As all the designed lessons, the first one follows the principles of Cooperative Language Learning, as it starts with a group activity, where students discuss what the U.S. culture means for them. Think-pair-share -activities are used in the majority of the lessons.

During the second class, students discover important terminology regarding racial discrimination and historical events tied to it, such as, white supremacy, abolition, and segregation. This lesson starts the chronological order of the content, as the first class served as an introduction to the concept of race in the U.S.

The second lesson gives a summary of the history of racial discrimination, including colonial times, slave trade, peculiar institution, and the Civil Rights Movement. This part of the lesson is based on pair work and finding information on the topic together. The second part of the lesson concentrates in the topic of slavery in more detail. Apart from vocabulary and content, this part introduces a cultural aspect of African American experience by slave songs. This lesson includes homework for the next class concerning important historical Black figures: Harriet Tubman and Walter Francis White.

The third lesson continues with the cultural aspect of the course. In this class, students learn about Langston Hughes and his work "Let America Be America Again". This lesson engages students in the following ways: they hear and read poetry, they recite poetry in pairs, and analyse the deeper meanings behind the author's words. In order to critically examine the poem, students need to bear in mind the reading on the U.S history and the concept of melting pot from the previous classes. The focus of the poem is the failure of "the American Dream" for People of Colour. It explores the historical injustices experienced by marginalized minority groups.

This lesson's pedagogical focus is on the most popular type of CLL activities: pair work. Each learner needs to take an active role on the analysis of the poem. Together learners create meaning and make connections to what they have learned previously. As the topic is fairly demanding and requires more thinking in depth, teacher may need to guide the pairs more than normally.

The fourth lesson links the history with the present day. Jim Crow Laws are introduced together with the concept of racial segregation in schools as they have a clear connection with each other. Both topics are taught via video, which makes the class very multimodal. Regarding the Channel 4 News video of racial segregation in schools, there are two different types of group activities. In the first activity students get to engage with real commentaries made about the video that show different type of opinions considering the matter of current

segregation in schools. In the following activity, students express their own opinions on the matter by creating a commentary that they share with the rest of the class.

The fifth lesson focuses entirely on African American culture. The first part teaches about the Black Popular Culture with the help of an article that explains how race and oppression have always been present in Hip-Hop. The activity in question, gives students the opportunity to reflect their own experiences with Black popular culture. The second part of the lesson deals with African American Art, and it concentrates on vocabulary that describes the Black Experience. One of the artworks connects this lesson with the following one with the famous expression “Still I Rise”, which is the poem that will be analysed in detail in class.

The sixth class is comprised of two topics. First topic is Martin Luther Kings’ speech. Students will watch the video of the speech at home and answer some questions regarding it. This activity teaches them relevant content and important terminology regarding racial injustices. More importantly, they will learn about one of the most significant Black figures in history.

The second part of the class starts with the introduction of the author, Maya Angelou, and continues with the analysis of the poem “Still I Rise”. This activity is similar to that of “Let America Be America Again”. Poetry is a great way of teaching culture, content, and vocabulary at the same time. The examination of the poem in depth also enhances students’ critical thinking, which is crucial in social justice literacies and in university studies in general.

The next lesson talks about a current political event in the U.S: the riot on the Capitol Hill. The class includes warm-up questions with images of the riot and a BBC News video. Students get to widen their vocabulary concerning politics with a word matching -exercise. Moreover, this lesson makes use of another type of cooperative learning activity, which is a jigsaw. In this jigsaw activity, students are divided into home and expert groups. Each expert group chooses an important American political figure, finds relevant information of that person, and presents it to their homegroup. Teacher can assign the figures, if necessary. Good examples of such political figures are, for example, Malcom X, Kamala Harris, Joe Biden, Abraham Lincoln, and Benjamin Franklin. Chosen political figures should include

both historical and current leaders to extend the content in a larger scale of U.S political history.

The eighth class continues with the theme of current political events. This time the discussion concentrates in Black Lives Matter Movement, which can be seen as a conclusion of the whole material package. All the studied content and historical events have led to this Movement that has impacted the United States and countries around the world in the fight against racism in recent years, which makes it a central theme.

This lesson comprises images, a music video, and an article from The Guardian. The class starts and concludes with group work respecting the principles of cooperative learning. The final activity consists of a group discussion, where learners get to reflect on the article of Black Lives Matter Movement being nominated for a Nobel Peace Prize. They get to express their opinions and learn about their classmates' thoughts. They also have to extend their thinking by proposing what other movements are worthy of the prize.

The last lesson of the material package is planned so that students put into practice all the analytical tools they have been collecting during the previous lessons. They get a broad picture of racial discrimination in the Finnish context. Students work together analysing different statistics concerning racial harassment and trust in the police in Finland (and the EU) and the United States. In this activity, they get a contrastive view of the two states.

In the last part of the lesson students brainstorm ideas for concrete action in their own environment (and on national level). Students will identify and address problems that are located within their school, community, or national level. Teacher can also provide the students with ready-made categories, such as, employment/working life, school/education, politics, housing, and medical services.

After identifying racial injustices in different areas of the society, students work on making solutions to create positive change. The goal of this activity is to make the students to realize that they are capable of changing social injustices and to critically think about their actions and the world around them. It is important that teacher approaches the subject of students as agents of change, affirming their capacities.

9 CONCLUSION

In order to comprehend what is happening currently, it is fundamental to take into account history and its impact on today's events. This thesis aims to address some of the most significant historical landmarks in American history and see how they have impacted today's society.

This thesis demonstrates how language learning and social justice literacies go hand in hand. It uses materials students see in their day-to-day environments and exposes them to authentic English language. They get to analyse the content and the language in-depth with the guidance of a teacher. With activities following the principles of CLL, students get to merge themselves into meaningful discussions in English with their classmates while learning how to collaborate with others.

I have created a material package that gives an extensive view of the Black experience in the United States. The material package connects the past with current events. Its purpose is to make students understand the historical, ideological, political, and cultural aspects of racial issues in America.

The content of the material package shows how history and today's socio-political situation are reflected in different types of texts, poetry, popular culture, and art in general. The versatile nature of the activities and materials promotes the learning of content and language. When it comes to language learning, learners will acquire essential vocabulary and terminology regarding cultural and racial issues.

The material package also allows students to analyse society and significant events through critical lenses, taking into account all the different socio-political aspects. It helps students to recognize and comprehend current social inequalities. All in all, students will have a more comprehensive understanding of American culture and the African American journey.

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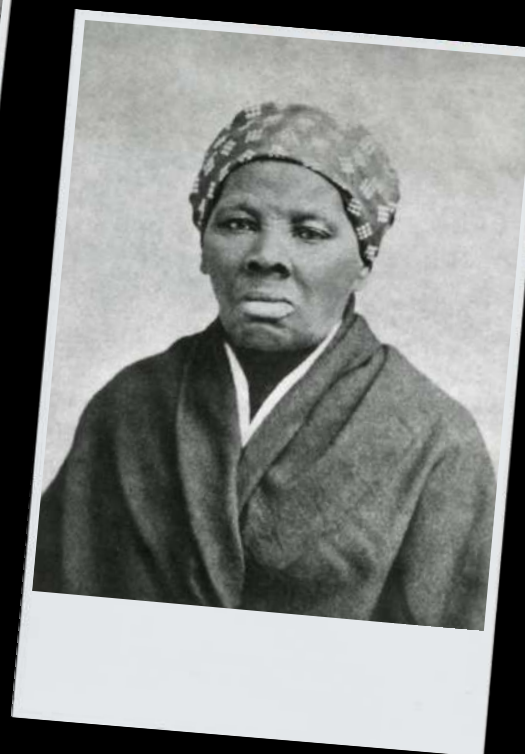
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The
African
American
Journey



-The African American Journey- a material package for teachers

This material package is designed for teachers. The lessons are meant to be used together as a whole course addressing the African American experience in the United States. However, it is possible to make use of one lesson or a few of them separately. All the lessons deal with a certain topic/topics; hence, teachers can choose one they find relevant for their classes, whether it be the U.S. politics, American poetry, the racial segregation in American schools, or, for example, the times of slavery.

Regarding the target study group, the material package is mainly designed for English major students as it deals with the United States in-depth and all the materials are in English. However, it can also be used in other degree programs, such as regional and cultural research of North America. It can as well be included in social justice courses and thematic courses about African American culture. Due to lesson 9 "Racism in the Finnish context," the material package is especially useful for teachers in Finland. However, excluding the last lesson, it can be used in any country.

Regardless of the fact that this material package is connected to the theoretical part of the thesis, it can be used without reading the theory itself. Nevertheless, it is advisable to be somewhat familiar with U.S. history since the majority of the activities require in-depth thinking on the part of the students and the teacher herself/himself. The teacher works as a facilitator of information that students will process both individually and in groups. Within the process, the teacher guides the students by giving them more information about the topic, answering their questions, and giving them feedback.

With the study materials and the activities regarding them, the students immerse themselves in social justice issues, with the concept of racism being one of the central themes during the lessons. Given the sensitive nature of the topics, the material package is more suitable for adult learners, such as, university students. Yet, other institutions of adult education are welcome to use the materials. Another reason for the use of the material package at university level is that it generates critical thinking which forms a fundamental part of third-level education. Moreover, the materials are designed to be engaging to all types of learners.

All the nine lessons are designed around the theoretical part of the thesis with a pedagogical focus on cooperative learning. The duration of each class is 90 minutes, and the activities are planned to fit within the time limit. As the theoretical part of the thesis, the content of the material package is also organized in chronological order, that is, after the first introductory class, the class content starts from significant historical events and moves onto the modern times.

During the lessons, students learn to take into account historical, ideological, political, and cultural aspects that influence the structure of society as an all-encompassing system that affects People of Colour from receiving equal rights. When students have gained the necessary knowledge, it is their turn to put everything into practice and see themselves as active agents of change. This part takes place, especially during the last lesson, where they perform an analysis of their surroundings and create solutions for detected injustices at different levels of society.

The use of multi-modal sources is emphasized right from the beginning of the first class, including video, articles, images, and statistics. The materials are as versatile as possible so that all types of learners can feel engaged to the topic in question. As all the designed lessons, the first one follows the principles of Cooperative Language Learning, as it starts with a group activity where students discuss what the U.S. culture means to them. Think-pair-share -activities are used in the majority of the lessons.

The first class is connected to the theoretical part of 'The Implication of Race in the United States'. As a warm-up activity, learners think about the concept of American culture in general. This helps the teacher to get a grasp of students' knowledge on the topic. Then, students learn how the United States was built on immigration and what nationalities formed the principal tides of immigrants in the first place. It introduces the concept of melting pot and its different connotations, including the negative and positive aspects of cultural assimilation.

Regarding the sources of the materials, they are included next to each piece of material, whether it is an article, a video, a song, or an image. It is up to the teacher if she/he prefers to use that particular source or another one; there are plenty to choose from on the Internet. It is good to notice that some of the texts are adapted from the original source; that is, I have chosen some parts of an original article that seemed the most relevant. However, the teacher can decide how to make use of the original source.

Here is a list of the symbols that guide the reader with the different types of materials:



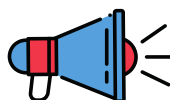
this is a speaking exercise



this is a video



this is a writing exercise



pay attention (teacher)



this is a reading exercise



guidance for teachers



here is the source (a link)



the activity instructions
for students

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1. Introduction to the U.S politics: the riot on the Capitol Hill

8th class

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1st lesson



Introduction to the Concept of Melting Pot

INTRODUCTION TO MELTING POT AS A CONCEPT



This is an introductory class. This lesson combines group discussion, readings, statistics, and a video material. There are all in all 7 different activities. Students get an all-encompassing understanding of America as a mosaic of different nationalities and ethnicities.

The lesson starts with a warm-up question (activity n.1). Students are divided into groups of 3-5. After discussion, they share their answers with everyone.

1. When you think about the US culture, what comes to you mind at first?
Name 3 things.






How does a typical American look like to you?

As a preface to the following video, teacher can ask the question below. After the video activity students will read the articles that include questions.

A Melting Pot

Why do you think that America is called a melting pot?





2. The video talks about the history of America and how it became to be called a melting pot. Write a short summary of the content of the video and share it with your classmate.



The video explains how the U.S. was built on immigration and why it became to be called a melting pot. The article, instead, talks about cultural assimilation, and the concept of mosaic. The concept of race is addressed with the activity n.4, where students consider the distribution of race in the country, which is explained in the article followed by the activity.

You can find the video here: <https://www.youtube.com/watch?v=zBc8brns3EI>



3. Read the following short texts about the United States as a melting pot. Define the term 'melting pot' and 'mosaic'.



American Culture: Traditions and Customs of the United States.

American culture encompasses the customs and traditions of the United States. "Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things," said Cristina De Rossi, an anthropologist at Barnet and Southgate College in London.

The United States is the third largest country in the world with a population of more than 325 million, according to the U.S. Census Bureau. A child is born every 8 seconds, and a person dies every 12 seconds.

In addition to Native Americans who were already living on the continent, the population of the United States was built on immigration from other countries. Despite recent moves to close the U.S. borders to new immigrants and refugees, a new immigrant moves to the United States every 33 seconds, according to the Census Bureau.-culture.html

Because of this, the United States is one of the most culturally diverse countries in the world. Nearly every region of the world has influenced American culture, most notably the English who colonized the country beginning in the early 1600s. U.S. culture has also been shaped by the cultures of Native Americans, Latin Americans, Africans, and Asians.

The United States is sometimes described as a "melting pot" in which different cultures have contributed their own distinct "flavors" to American culture. Just as cultures from around the world have influenced American culture, today American culture influences the world. The term Western culture often refers broadly to the cultures of the United States and Europe.

Zimmerman, K. A (2017). American Culture: Traditions and Customs of the United States. LiveScience. Retrieved from: <https://www.livescience.com/28945-american>

What is the American melting pot?

By
Ashley Crossman
Updated February 16, 2021

In sociology, the "melting pot" is a concept referring to a heterogeneous society becoming more homogeneous with the different elements "melting together" into a harmonious whole with a common culture.

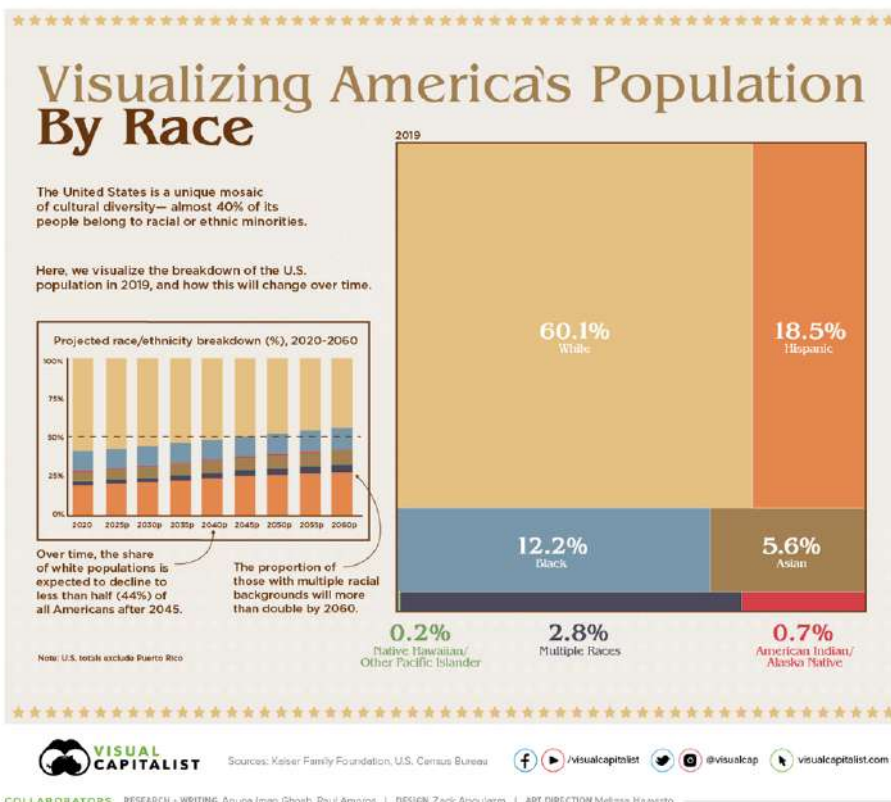
The melting pot concept is most commonly used to describe the assimilation of immigrants to the United States, though it can be used in any context where a new culture comes to coexist with another. In recent times, refugees from the Middle East have created melting pots throughout Europe and the Americas.

This term is often challenged, however, by those who assert that cultural differences within a society are valuable and should be preserved. An alternative metaphor, therefore, is salad bowl or mosaic, describing how different cultures mix, but still remain distinct.

Crossman, A. (2021). What is the American melting pot? ThoughtCo. Retrieved from: <https://www.thoughtco.com/melting-pot-definition-3026408>

4. Think about the distribution of race in the U.S and put the following ethnicities in order of appearance from 1 to 7.

- American Indian/Alaska Native
- Hispanic
- White(Non-Hispanic)
- Multiple Races
- Black
- Asian
- Native Hawaiian/Other Pacific Islander



Ghosh, I. (2020). Visualizing the U.S Population by Race. Visual Capitalist. Retrieved from: <https://www.visualcapitalist.com/visualizing-u-s-population-by-race/>

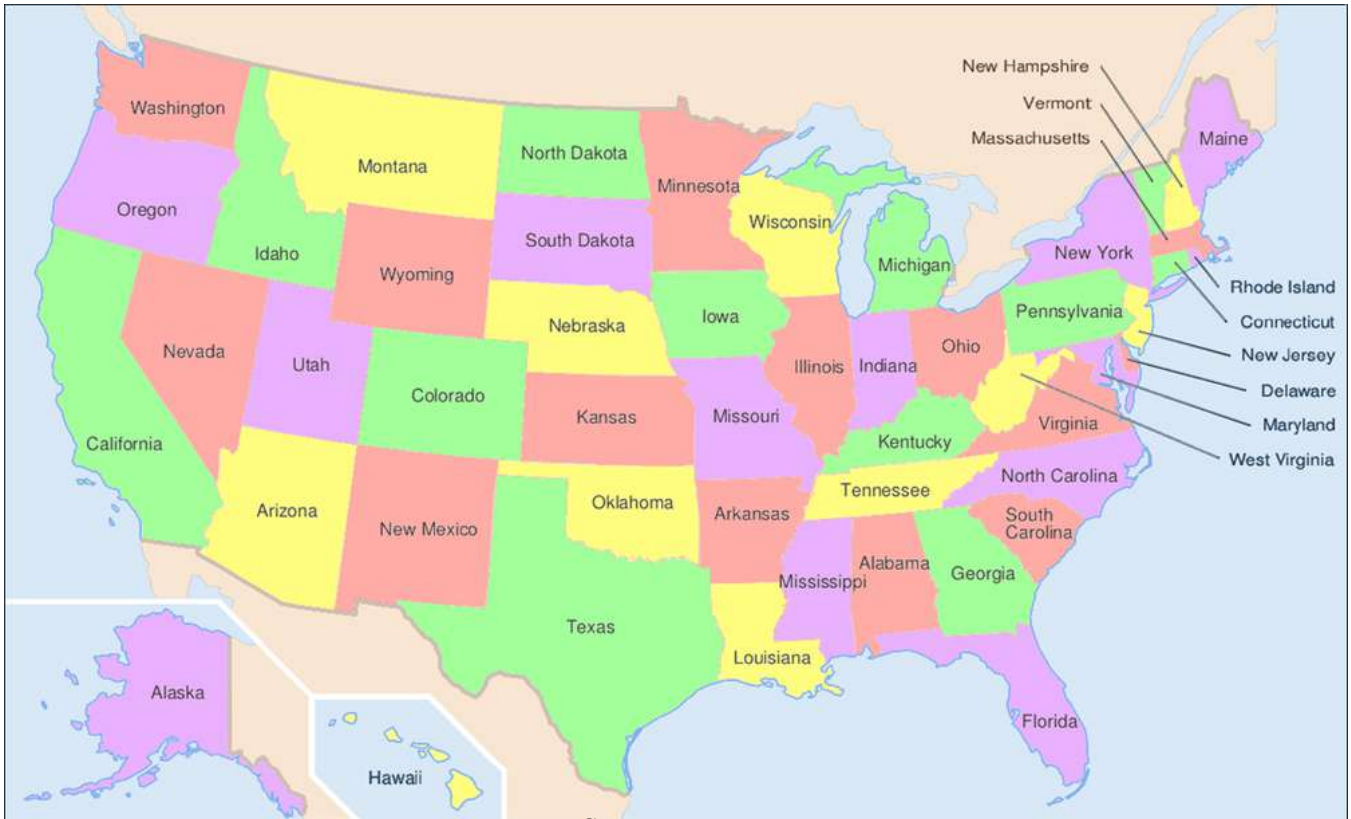
Growing Diversity in America

As of 2019, here is the current distribution of the U.S. population by race and ethnicity:

- White: 60.1% (Non-Hispanic)
- Hispanic: 18.5%
- Black: 12.2%
- Asian: 5.6%
- Multiple Races: 2.8%
- American Indian/Alaska Native: 0.7%
- Native Hawaiian/Other Pacific Islander: 0.2%

The American population is a unique mosaic of cultures—and almost 40% of people identify as racial or ethnic minorities today.

5. Look at the U.S map and the different states. Which states do you think have the highest Black population? Hispanic population? Asian population? White population?



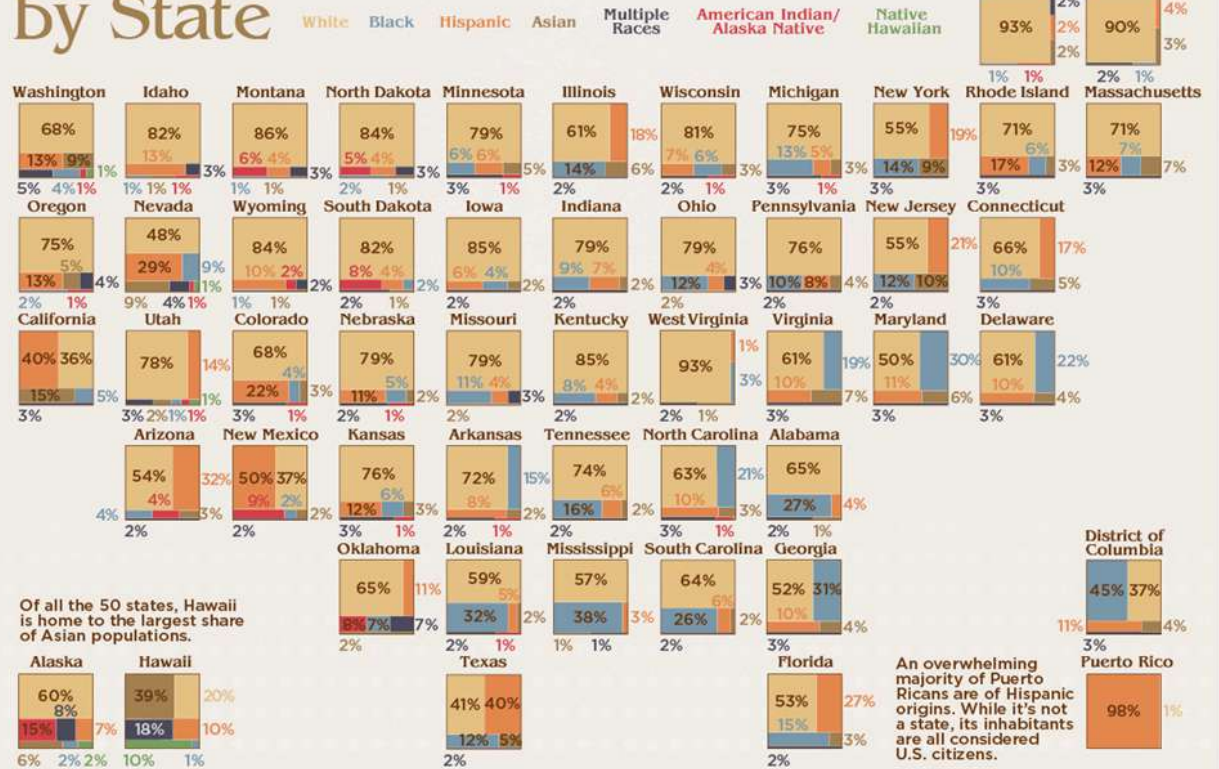
Map of USA showing state names

(https://commons.wikimedia.org/wiki/File:Map_of_USA_showing_state_names.png)

6. Now have a look at America's Racial Breakdown by State and check if you were right about the population distribution? Write down your conclusion.



America's Racial Breakdown by State



Sources: Kaiser Family Foundation, U.S. Census Bureau



COLLABORATORS RESEARCH + WRITING Anupa Iman Ghosh, Raul Amoros | DESIGN Zack Aboulazm | ART DIRECTION Melissa Haavisto



Ghosh, I. (2020). Visualizing the U.S Population by Race. Visual Capitalist. Retrieved from: <https://www.visualcapitalist.com/visualizing-u-s-population-by-race/>



7. Read the article 'Visualizing the U.S Population by Race.'

Visualizing the U.S. Population by Race

Published on
December 28, 2020

By
Iman Ghosh

The American population is a unique mosaic of cultures—and almost 40% of people identify as racial or ethnic minorities today.

In this treemap, we use data for 2019 from the Kaiser Family Foundation, which bases its analysis on the latest American Community Survey (ACS) data from the U.S. Census Bureau. Then we break down the same data on a state-by-state basis.

Growing Diversity in America

As of 2019, here is the current distribution of the U.S. population by race and ethnicity:

- White: 60.1% (Non-Hispanic)
- Hispanic: 18.5%
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- Native Hawaiian/Other Pacific Islander: 0.2%

Note that the U.S. totals do not include Puerto Rico.

However, these race and ethnicity projections are expected to change over the coming years. By the year 2060, it's expected that the distribution of Non-Hispanic Whites as a percentage of total population will fall from 60.1% to 44.3% of Americans.

Source: U.S. Census Bureau. *Excludes Hispanics **Other includes American Indian/Alaska Native (0.7%) and Native Hawaiian/Pacific Islander (0.2%). Both proportions remain unchanged in these projections.

Interestingly, the proportion of those from multiple racial and ethnic backgrounds will more than double, from 2.3% to 4.9% alongside rising patterns of interracial marriage.

Over time, the U.S. Census has been vastly expanded to reflect the true diversity that the country holds. In fact, it was only from 1960 onwards that people could select their own race—and only from 2020 can those who chose White or Black provide further information on their roots.

A State-by-State Breakdown

Of course, racial diversity in the United States differs widely from region to region.

In the Northeast—particularly the states Maine, Vermont, and New Hampshire—the Non-Hispanic White population accounts for 90% or more of the total. In contrast, Black populations are highest in the District of Columbia (45%) and several Southern states.

Of all the 50 states, Hawaii is home to the largest share of Asian populations at 39%. It also has one of the most diverse racial breakdowns in the nation overall, including the highest proportion of mixed race individuals.

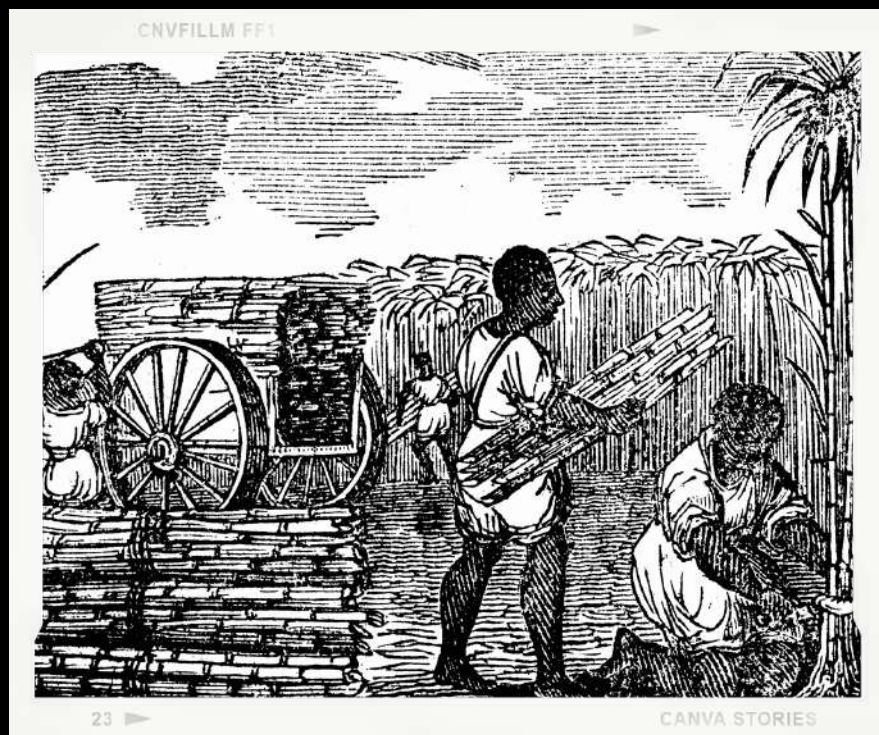
Looking to another island, an overwhelming majority (98%) of Puerto Ricans are of Hispanic origins. While it's not a state, its inhabitants are all considered U.S. citizens.

Charting the U.S. population by race is crucial for a number of reasons. This information can be used to better understand existing income and wealth gaps, track public health outcomes, and to aid in policy decision-making at higher levels.



Ghosh, I. (2020). Visualizing the U.S Population by Race. Visual Capitalist. Retrieved from: <https://www.visualcapitalist.com/visualizing-u-s-population-by-race/>

2nd lesson



1. History of the United States
2. Slavery and Slave Songs



During the second class, students discover important terminology regarding racial discrimination and historical events tied to it, such as, white supremacy, abolition, and segregation. This lesson starts the chronological order of the content, as the first class served as an introduction to the concept of race in the U.S.

The second lesson gives a summary of the history of racial discrimination, including colonial times, slave trade, peculiar institution, and the Civil Rights Movement. This part of the lesson is based on pair work and finding information on the topic together (activity n.1). The second part of the lesson concentrates in the topic of slavery in more detail. Apart from vocabulary and content, this part introduces a cultural aspect of African American experience by slave songs. This lesson includes homework for the next class concerning important historical Black figures: Harriet Tubman and Walter Francis White.

1. History of the United States

Students work in pairs or independently. They have 45 minutes to read the following text and finish the activities. They will need access to the Internet to find the definitions for the words indicated throughout the text.

After which, they answer the 7 questions at the end of the text to check written comprehension. The definitions and answers are revised together with the teacher. This part takes about 20 minutes.

1. Work in pairs. Read the following text about the U.S history and the African Americans



THE UNITED STATES

African Americans

From colonial times, African Americans arrived in large numbers as enslaved persons and lived primarily on plantations in the South. In 1790, enslaved and free Blacks together comprised about one-fifth of the U.S. population. As the nation split between Southern slave and Northern free states prior to the American Civil War, the Underground Railroad spirited thousands of escaped enslaved people from the South to the North. In the century following abolition, this migration pattern became more pronounced as some six million Blacks moved from rural areas of the South to northern and western cities between 1916 and 1970 during the so-called Great Migration. On the heels of this massive internal shift came new immigrants from Western Africa and the West Indies, principally Haiti, Jamaica, and the Dominican Republic.

Define the following words. You can search information on the Internet:

1. Underground Railroad

2. Abolition

A New African American Culture

When immigrants reach a new land, their old ways die hard. This has been the case with most immigrant groups to the New World. The language, customs, values, religious beliefs, and artistic forms they bring across the Atlantic are reshaped by the new realities of America and, in turn, add to its fabric. The rich traditions of Africa combined with the British colonial experience created a new ethnicity — the African American.

Much controversy arises when attempts are made to determine what African traditions have survived in the New World. Hundreds of words, such as "BANJO" and "OKRA" are part of American discourse. Africans exercised their tastes over cuisine whenever possible. Song and dance traditions comparable to African custom were commonly seen in the American South. Folk arts such as basket weaving followed the African model. Even marriage patterns tended to mirror those established overseas.

Much of African history is known through oral tradition. Folk tales passed down through the generations on the African continent were similarly dispatched in African American communities. Some did learn the written word. Poet and slave PHILLIS WHEATLEY is still studied. Her writings vividly depict the slave experience on the eve of the American Revolution.

Many devout British colonists saw conversion of slaves to Christianity as a divine duty. Consequently, the Christian religion was widely adopted by slaves. The practice of Christianity by slaves differed from white Christians. Musical traditions drew from rhythmic African and melodic European models. The religious beliefs of many African tribes merged with elements of Christianity to form voodoo. Spirituals also demonstrate this merger.

Despite laws regulating slave literacy, African Americans learned many elements of the English language out of sheer necessity. Since the planters' children were often raised by slaves, their dialects, values, and customs were often transmitted back. This reflexive relationship is typical of cultural fusion throughout American history.

Define the following words. You can search information on the Internet:

1. the New World
2. Cultural fusion

A New Civil Rights Movement

In 1950, the United States operated under an apartheid-like system of legislated white supremacy. Although the Civil War did bring an official end to slavery in the United States, it did not erase the social barriers built by that "peculiar institution".

Despite the efforts of radical reconstructionists, the American South emerged from the CIVIL WAR with a system of laws that undermined the freedom of African Americans and preserved many elements of white privilege. No major successful attack was launched on the segregation system until the 1950s.

Soon, a peaceful equality movement began under the unofficial leadership of Dr. Martin Luther King Jr. A wave of marches, boycotts, sit-ins, and freedom rides swept the American South and even parts of the North. The American civil rights movement in the 1950s and '60s awakened the country's conscience to the plight of African Americans, who had long been denied first-class citizenship. The movement used nonviolence and passive resistance to change discriminatory laws and practices, primarily in the South.

Public opinion polls across the nation and the world revealed a great deal of sympathy for African Americans. The Eisenhower, Kennedy, and Johnson administrations gave the Civil Rights Movement at least tacit support. Although many obstacles to complete racial equity remained, by 1965 most legal forms of discrimination had been abolished.

Legal equality did not bring economic equality and social acceptance.

Race-related violence began to spread across the country. Beginning in 1964, a series of "long, hot summers" of rioting plagued urban centers. More and more individuals dedicated to African American causes became victims of assassination. Medgar Evers, Malcolm X, and Martin Luther King Jr. were a few of the more famous casualties of the tempest.

Hope and optimism gave way to alienation and despair as the 1970s began. Many realized that although changing racist laws was actually relatively simple, changing racist attitudes was a much more difficult task.

African Americans continue to face staunch social and political challenges, especially those living in the inner cities, where some of American society's most difficult problems (such as crime and drug trafficking) are acute.

Define the following words. You can search information on the Internet:

1. white supremacy
2. social barrier
3. peculiar institution
4. segregation
5. the Civil Rights Movement
6. to face something

Answer the following questions regarding the text

1. How was the U.S divided when it comes to favouring slavery?
2. How did the slaves escape to another states?
3. Where can you see African customs in American culture?
4. How has Christianity been reshaped by African Americans?
5. What were the conditions African American people lived in after the Civil War?
6. What was the Civil Rights Movement about? How did it proceed?
7. How are the conditions nowadays for African Americans in the U.S?



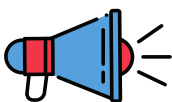
Britannica. The United States. African Americans. 6.3.2021. Retrieved from:
<https://www.britannica.com/place/United-States/People#ref77999>

US History. A New Civil Rights Movement. 6.3.2021. Retrieved from:
<https://www.ushistory.org/us/54.asp>

US History. A New African American Culture. 6.3.2021. Retrieved from:
<https://www.ushistory.org/us/54.asp>

2. Slavery and slave songs

This part of the lesson does not contain separate tasks, it is meant to be only informative. Students read the text out loud by turns. After this, teacher summarizes the text and shows the selected slave songs.



The first text is taken directly from the thesis connected to this material package

Slavery

It can be hard to comprehend how a country that declared its core values to be freedom and equal opportunity was so accepting of slavery. However, this acceptance was the consequence of economic interest of cheap labor. The U.S economy was based on the work of enslaved African Americans who built the nation's agricultural industries, such as, cotton, tobacco, coffee, and sugar. (DiAngelo, 2017). When it comes to the cotton industry, the invention of new cotton engine turned out to be an economic triumph in the southern states (ushistory.org, 2021).

Life on plantation was cruel. Slaves normally worked as field workers or house servants. When it came to field work, slaves had to endure even up to 20 hours a day harvesting crops or other similar tasks. Slaveholders treated slaves as chattel and used brutal punishments, such as, whippings, beatings, and rapes that left the slaves with scars for a lifetime, both mental and physical. Many of the enslaved families were separated from each other when their masters decided to sell family members to other slaveholders to gain financial profit. (Khanacademy.org, 2021)

The positive outcome of all of the suffering the enslaved people had to endure was the rich Slave culture that was a combination of resistance, African tribal culture, and Christianity. Since the slaves were not allowed to read or write, they created a strong oral tradition that included songs, laments, prayers, and storytelling. For the sake of oral tradition, enslaved people were able to preserve and pass on Slave History and African Tribal customs to other generations. (Lumenlearning.com, 2021).

By the end of 1820 slavery had been abolished in all northern states, but the situation in the South was completely different. The rise of the cotton industry had revitalized slavery, and there was a rise in importation of slaves from Africa in the years before the slave trade was made illegal in 1808. (ushistory.org, 2021). The question of slavery ended in dividing the northern and southern states into Civil war. In the end of the war in 1865 the rebellious southern states were readmitted to the United States, and slavery was abolished entirely. (American Battlefield Trust, 2021).

Slave songs

Text adapted from: <http://www.pbs.org/mercy-street/blogs/mercy-street-revealed/songs-of-survival-and-songs-of-freedom-during-slavery/>



Songs of Survival: Middle Passage and Slavery

Singing as a form of communication is deeply rooted in the African American culture. It began with the African slaves who were kidnapped and shipped across the Atlantic during the Middle Passage. Slaves from different countries, tribes and cultures used singing as a way to communicate during the voyage. They were able to look for kin, countrymen and women through song. According to a white shipmate who made four voyages to Africa between 1760 and 1770. "They frequently sing, the men and woman answering another, but what is the subject of their songs [I] cannot say."¹ Although they could not understand what the Africans were saying the crew did pick up on the sorrowful tone of their songs.²

Music was a way for slaves to express their feelings whether it was sorrow, joy, inspiration or hope. Songs were passed down from generation to generation throughout slavery. These songs were influenced by African and religious traditions and would later form the basis for what is known as "Negro Spirituals".

One of the songs of the Underground Railroad was "Wade in the Water". While it hasn't been proven, it is believed that Harriett Tubman used this traditional Negro Spiritual as a way to warn slaves to get into the water to hide their scent from the slavecatching dogs on their trail.



You can find the link to the song in the following link: https://www.youtube.com/watch?v=7_cuSS86dvE

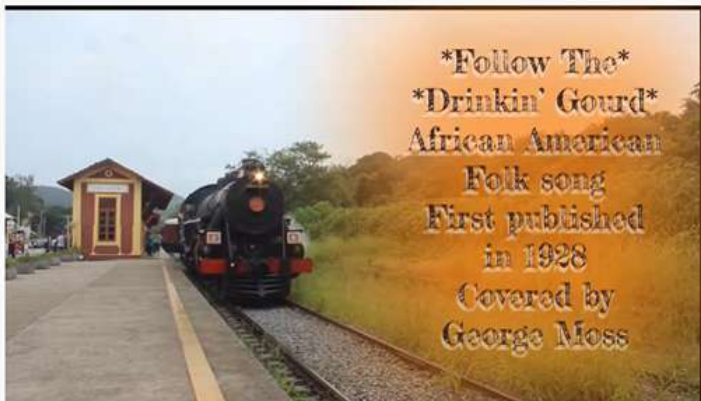
Slave songs

Text adapted from: <http://www.followthedrinkinggourd.org/>

The American folksong *Follow the Drinking Gourd* was first published in 1928. The Drinking Gourd song was supposedly used by an Underground Railroad operative to encode escape instructions and a map. These directions then enabled fleeing slaves to make their way north from Mobile, Alabama to the Ohio River and freedom. Taken at face value, the "drinking gourd" refers to the hollowed out gourd used by slaves (and other rural Americans) as a water dipper. But here it is used as a code name for the Big Dipper star formation, which points to Polaris, the Pole Star, and North.



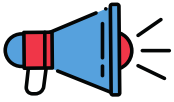
"Follow the Drinkin' Gourd"



Follow The Drinking Gourd by George Moss



You can find the link to the song in the following link: <https://www.youtube.com/watch?v=IPFRmfigw2U>



THE FOLLOWING TEXTS ABOUT HARRIET TUBMAN AND WALTER FRANCIS WHITE ARE HOMEWORK FOR THE FOLLOWING LECTURE. TEACHER ASSIGNS THE TEXTS FOR EACH STUDENT SO THAT IN EVERY PAIR THERE IS A STUDENT WHO HAS READ AND PREPARED THE TEXT ABOUT TUBMAN AND THE OTHER OF WHITE.

STUDENTS READ ONE OF THE TEXT AT HOME AND PREPARE TO SUMMARIZE IT ORALLY FOR A CLASSMATE.

Harriet Tubman
ca. 1820-1913
Edited by Debra Michals, PhD | 2015



Known as the “Moses of her people,” Harriet Tubman was enslaved, escaped, and helped others gain their freedom as a “conductor” of the Underground Railroad. Tubman also served as a scout, spy, guerrilla soldier, and nurse for the Union Army during the Civil War. She is considered the first African American woman to serve in the military.

Tubman’s exact birth date is unknown, but estimates place it between 1820 and 1822 in Dorchester County, Maryland. Born Araminta Ross, the daughter of Harriet Green and Benjamin Ross, Tubman had eight siblings. By age five, Tubman’s owners rented her out to neighbors as a domestic servant. Early signs of her resistance to slavery and its abuses came at age twelve when she intervened to keep her master from beating an enslaved man who tried to escape. She was hit in the head with a two-pound weight, leaving her with a lifetime of severe headaches and narcolepsy.

Although slaves were not legally allowed to marry, Tubman entered a marital union with John Tubman, a free black man, in 1844. She took his name and dubbed herself Harriet.

Contrary to legend, Tubman did not create the Underground Railroad; it was established in the late eighteenth century by black and white abolitionists. Tubman likely benefitted from this network of escape routes and safe houses in 1849, when she and two brothers escaped north. Her husband refused to join her, and by 1851 he had married a free black woman. Tubman returned to the South several times and helped dozens of people escape. Her success led slaveowners to post a \$40,000 reward for her capture or death.

Tubman was never caught and never lost a “passenger.” She participated in other antislavery efforts, including supporting John Brown in his failed 1859 raid on the Harpers Ferry, Virginia arsenal. Through the Underground Railroad, Tubman learned the towns and transportation routes characterizing the South—information that made her important to Union military commanders during the Civil War. As a Union spy and scout, Tubman often transformed herself into an aging woman. She would wander the streets under Confederate control and learn from the enslaved population about Confederate troop placements and supply lines. Tubman helped many of these individuals find food, shelter, and even jobs in the North. She also became a respected guerrilla operative. As a nurse, Tubman dispensed herbal remedies to black and white soldiers dying from infection and disease.

After the war, Tubman raised funds to aid freedmen, joined Elizabeth Cady Stanton and Susan B. Anthony in their quest for women’s suffrage, cared for her aging parents, and worked with white writer Sarah Bradford on her autobiography as a potential source of income. She married a Union soldier Nelson Davis, also born into slavery, who was more than twenty years her junior. Residing in Auburn, New York, she cared for the elderly in her home and in 1874, the Davises adopted a daughter. After an extensive campaign for a military pension, she was finally awarded \$8 per month in 1895 as Davis’s widow (he died in 1888) and \$20 in 1899 for her service. In 1896, she established the Harriet Tubman Home for the Aged on land near her home. Tubman died in 1913 and was buried with military honors at Fort Hill Cemetery in Auburn, New York.

Michals, D. (2015). "Harriet Tubman". National Women's History Museum. Accessed 15.3.2021. Retrieved from: <https://www.womenshistory.org/education-resources/biographies/harriet-tubman>

Walter Francis White



Walter Francis White was a leading civil rights advocate of the first half of the twentieth century. As executive secretary of the National Association for the Advancement of Colored People (NAACP), he was a chief architect of the modern African American freedom struggle. Walter White helped convince Franklin D. Roosevelt to issue an executive order in 1941, prohibiting racial discrimination in defense industries and establishing the Fair Employment Practices Commission.

Walter White was born in 1893 in Atlanta, Georgia. His father, George, was a postman, and his mother, Madeline, a former school-teacher. The younger of two sons in a family of seven children, Walter White inherited his light coloring from both parents. He emphasized in his autobiography, *A Man Called White*: "I am a Negro. My skin is white, my eyes are blue, my hair is blond. The traits of my race are nowhere visible upon me." Five of his great-great-great-grandparents were black and the other 27 were white. All of his family were light-skinned, and his mother Madeline was also blue-eyed and blonde. Her maternal grandparents were Dilsia, a slave, and Dilsia's master William Henry Harrison, who much later became president of the United States. Madeline's mother Marie Harrison was one of Dilsia's mixed-race daughters by Harrison, and her father Augustus Ware was a white man.

Because his entire family was light enough to pass for white, they faced a unique array of problems.

Aboard Atlanta's Jim Crow cars, the family found that if they sat in the "white" section, African Americans accused them of passing, but if they sat in the African American section, they faced embarrassing stares and rude remarks. To avoid humiliation, the children walked everywhere or rode in the surrey their father had purchased.

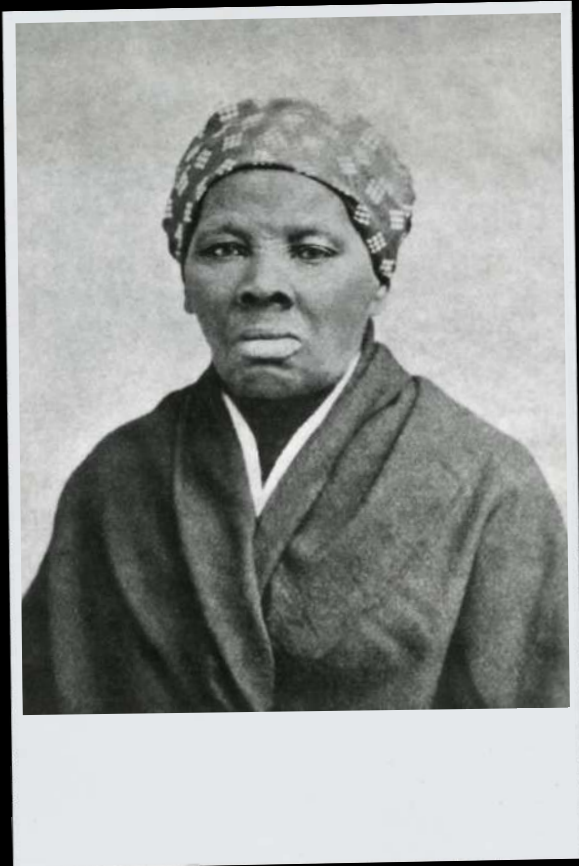
During the Atlanta race riots of September 1906, a white mob nearly burned down his family's home.

The event was formative for White, then thirteen, and made him aware of the meaning of racial identity, influencing his subsequent political and literary careers. White wrote of that pivotal moment "In the flickering light the mob swayed, paused, and began to flow toward us. In that instant there opened within me a great awareness: I knew then who I was. I was a Negro, a human being with an invisible pigmentation which marked me a person to be hunted, hanged, abused discriminated against, kept in poverty, and ignorance, in order that those whose sin was white would have readily at hand a proof patent and inclusive, accessible to the moron and the idiot as well as to the wise man and the genius. No matter how low a white man fell, he could always hold fast to the smug conviction that he was superior to two-thirds of the world's population, for those two-thirds were not white."

After graduation from Atlanta University in 1916, Walter White worked for a time for Standard Life, a major African American insurance company, and helped organize the Atlanta National Association for the Advancement of Colored People (NAACP). As secretary of the new branch, he led the drive to force the city to improve its public facilities for African Americans and attracted the attention of James Weldon Johnson, the first African American general secretary of the organization. A year later Johnson secured White's appointment as assistant to the organization's chief administrative officer. While visiting Chicago, he narrowly escaped an ambush during the 1919 race riot. This time the assailant was an African American man who fired at what he thought was a white man walking through the ghetto. Walter White's principal objective became the abolition of lynching. Aided by his fair skin, he made on-the-spot investigations of lynchings and race riots and conducted a vigorous, sustained drive for enactment of a federal anti-lynching law. Although no such law was enacted, the climate of public opinion was markedly changed by his investigations and exposés. In 1918, when he joined the NAACP staff, 67 persons, all but 4 of them blacks, were lynched. In the year of his death, 1955, there were only three recorded lynchings, and none had occurred in the five previous years. Lynchings had become a rarity.

BHA. Walter Francis White. Retrieved from 6.3.2021.http://www.myblackhistory.net/Walter_White.htm

3rd lesson



1. Revision of homework : Harriet Tubman and Walter Francis White
2. Introduction of the author: Langston Hughes
3. Analysis of the poem 'Let America Be America Again'

1. Revision of homework: Tubman and White

The students share their summary with an assigned partner.
The teacher can add some details about Tubman and White if necessary.



2. Introduction of the author: Langston Hughes



More information about the author:

<https://humanities.princeton.edu/event/remembering-langston-hughes-his-art-life-and-legacy-fifty-years-later/>

A poet, novelist, fiction writer, and playwright, Langston Hughes is known for his insightful, colorful portrayals of black life in America from the twenties through the sixties. He was also important in shaping the artistic contributions of the Harlem Renaissance.

3. Analysis of the poem 'Let America Be America Again'

Students get a handout with the written poem 'Let America be America Again'. Then teacher shows the video version so that students can read and listen to the poem at the same time.

After the video students get to work in pairs and discuss the questions below. Teacher concludes the class by demonstrating examples of the text using the indicated notes.



The third lesson continues with the cultural aspect of the course. In this class, students learn about Langston Hughes and his work 'Let America Be America Again'. This lesson engages students in the following ways: they hear and read poetry, they recite poetry in pairs, and analyse the deeper meanings behind the author's words. In order to critically examine the poem, students need to bear in mind the readings on the U.S history and the concept of melting pot from the previous classes. The focus of the poem is the failure of "the American Dream" for People of Colour. It explores the historical injustices experienced by marginalized minority groups.

This lesson's pedagogical focus is on the most popular type of CLL activities: pair work. Each learner needs to take an active role on the analysis of the poem. Together learners create meaning and make connections to what they have learned previously. As the topic is fairly demanding and requires more thinking in depth, teacher may need to guide the pairs more than normally.



You can find the video in the following link:
https://www.youtube.com/watch?v=kU4_nS2YDLk



Read the poem and analyse it. Bear in mind the readings on U.S history and the concept of melting pot from the previous classes. Share your ideas with a classmate.

How can you notice that the poem is written from a point of view of an African American?

What other ethnic groups are mentioned in the poem?

How is the American Dream is addressed in the poem?

What other themes does the poem address?



Zevanove, Samantha. "Let America Be America Again." LitCharts. LitCharts LLC, 28 Oct 2019. Web. 6 Mar 2021. Retrieved from: <https://www.litcharts.com/poetry/langston-hughes/let-america-be-america-again>

Notes for the teacher for the analysis of the poem:

The Failure of the American Dream

"Let America Be America Again" highlights the discrepancy between the ideals of the American Dream and the harsh realities of American life. The speaker argues that the United States has not yet fulfilled its promised vision of freedom and equality for all people.

Hughes wrote the poem during the Great Depression. The speaker then describes several counterexamples to the American Dream, notably the experiences of black Americans, the working poor, Native Americans, and immigrants. The speaker argues that all of these marginalized groups have experienced "the same old stupid plan / Of dog eat dog, of mighty crush the weak." Thus, the speaker implies that American society is not special; rather, it has perpetuated the same systems of oppression and exploitation as the nations that came before it. By exploring the experiences of oppressed groups, the speaker demonstrates how the idealistic image of America erases communities that have been disadvantaged since the United States was established

Oppression in the Unites States

The mumbling figure in the dark, who represents all of the people who have been forgotten in the idealistic conception of the American Dream, now has an opportunity to speak their truth and reinvent the cultural narrative. By grounding the poem in the perspective of marginalized groups, the speaker can fully explore a historical injustice: the fact that the groups who have formed the foundation of America have had limited access to the economic prosperity and success promised by the American Dream.

In addition to pointing out this historical injustice, the speaker traces a common trend that unites all of these groups: an utter lack of freedom over their own lives. The farmer is described as a "bondsmen" to the soil, invoking an antiquated definition of the term that renders it synonymous to "slave." The worker is "sold to the machine" in the same manner that the slave is sold to the slave master. The speaker completes this comparison by finally mentioning "the Negro, servant to you all" and implying that black Americans represent the greatest absence of freedom given their historical status as slaves in the United States.



Zevanove, Samantha. "Let America Be America Again." LitCharts. LitCharts LLC, 28 Oct 2019. Web. 6 Mar 2021. Retrieved from: <https://www.litcharts.com/poetry/langston-hughes/let-america-be-america-again>

Greed, Class, and Labour

The speaker directly connects the failure of the American Dream to live up to its potential to the American obsession with profit and greed. The speaker of the poem presents the workers as toiling away on behalf of an upper class that exploits the labor of the masses for their own personal gain. This practice is antithetical to American ideals of freedom and opportunity, the poem argues, because it has essentially made workers slaves to their labor.

This is what the speaker means when identifying as "the farmer, bondsman to the soil" and "the worker sold to the machine." The speaker is saying that workers cannot be free because they have no choice but to work tirelessly in a society that privileges profit above all else. They must work simply to survive, and have no meaningful chance to actually rise up in society.

This is reiterated with the speaker mentions the "Old World" with its "serfs." Serfs were essentially slaves forced to work the land for a lord in feudal Europe.

The speaker later alludes to the 1930s labor movements directly with the lines about "The millions on relief today? / The millions shot down when we strike? / The millions who have nothing for our pay?" This is a reference to the Great Depression, which left millions out of work. The relief programs mentioned were part of the New Deal in the 1930s, which provided temporary work programs to reduce rampant unemployment.

The speaker also repeatedly criticizes the selfishness and greed of the upper class—and points out how this is totally incompatible with the ideals behind the American Dream. The United States was founded as a place "Where never kings connive nor tyrants scheme / That any man be crushed by one above." In other words, America is supposed to be a country free from dictators or monarchs whose main concern is preserving their own power at the expense of the masses over which they rule.

Later, the speaker is even more direct in his criticism. The speaker deems the ruling class "those who live like leeches on the people's lives," comparing them to parasites who feed off other people's labor without contributing anything of their own. They "take the pay" of hardworking Americans—Americans, the speaker insists, who have as much a right to the promise of America as anyone else.

People believe America is a place of "hope," the speaker says, yet when they arrive they find that the same old systems of oppression—of "dog eat dog," rich vs. poor—are playing out. The "young man" who wants to establish himself in America is thus instead subject to "that ancient endless chain / Of profit, power, gain, of grab the land! / Of grab the gold! ... Of owning everything for one's own greed!" In other words, America has simply recreated an endless, age-old cycle in which the lower classes are exploited by the greediness of those above them. American society is driven by "greed" and "profit"—not liberty and justice for all.



You can find the poem here: <https://poets.org/poem/let-america-be-america-again>

Let America Be America Again written in 1935
Langston Hughes - 1902-1967

Let America be America again.
Let it be the dream it used to be.
Let it be the pioneer on the plain
Seeking a home where he himself is free.
(America never was America to me.)

Let America be the dream the dreamers dreamed—
Let it be that great strong land of love
Where never kings connive nor tyrants scheme
That any man be crushed by one above.
(It never was America to me.)

O, let my land be a land where Liberty
Is crowned with no false patriotic wreath,
But opportunity is real, and life is free,
Equality is in the air we breathe.
(There's never been equality for me,
Nor freedom in this "homeland of the free.")
Say, who are you that mumbles in the dark?
And who are you that draws your veil across the stars?

I am the poor white, fooled and pushed apart,
I am the Negro bearing slavery's scars.
I am the red man driven from the land,
I am the immigrant clutching the hope I seek—
And finding only the same old stupid plan
Of dog eat dog, of mighty crush the weak.

I am the young man, full of strength and hope,
Tangled in that ancient endless chain
Of profit, power, gain, of grab the land!
Of grab the gold! Of grab the ways of satisfying need!
Of work the men! Of take the pay!
Of owning everything for one's own greed!
I am the farmer, bondsman to the soil.
I am the worker sold to the machine.

I am the Negro, servant to you all.
I am the people, humble, hungry, mean—
Hungry yet today despite the dream.
Beaten yet today—O, Pioneers!

I am the man who never got ahead,
The poorest worker bartered through the years.
Yet I'm the one who dreamt our basic dream
In the Old World while still a serf of kings,
Who dreamt a dream so strong, so brave, so true,
That even yet its mighty daring sings
In every brick and stone, in every furrow turned
That's made America the land it has become.

O, I'm the man who sailed those early seas
In search of what I meant to be my home—
For I'm the one who left dark Ireland's shore,
And Poland's plain, and England's grassy lea,
And torn from Black Africa's strand I came
To build a "homeland of the free."

The free?

Who said the free? Not me?

Surely not me? The millions on relief today?

The millions shot down when we strike?

The millions who have nothing for our pay?

For all the dreams we've dreamed

And all the songs we've sung

And all the hopes we've held

And all the flags we've hung,

The millions who have nothing for our pay—

Except the dream that's almost dead today.

O, let America be America again—

The land that never has been yet—

And yet must be—the land where every man is free.

The land that's mine—the poor man's, Indian's, Negro's, ME—

Who made America,

Whose sweat and blood, whose faith and pain,

Whose hand at the foundry, whose plow in the rain,

Must bring back our mighty dream again.

Sure, call me any ugly name you choose—

The steel of freedom does not stain.

From those who live like leeches on the people's lives,

We must take back our land again,

America!

O, yes,

I say it plain,

America never was America to me,

And yet I swear this oath—

America will be!

Out of the rack and ruin of our gangster death,

The rape and rot of graft, and stealth, and lies,

We, the people, must redeem

The land, the mines, the plants, the rivers.

The mountains and the endless plain—

All, all the stretch of these great green states—

And make America again!

4th lesson

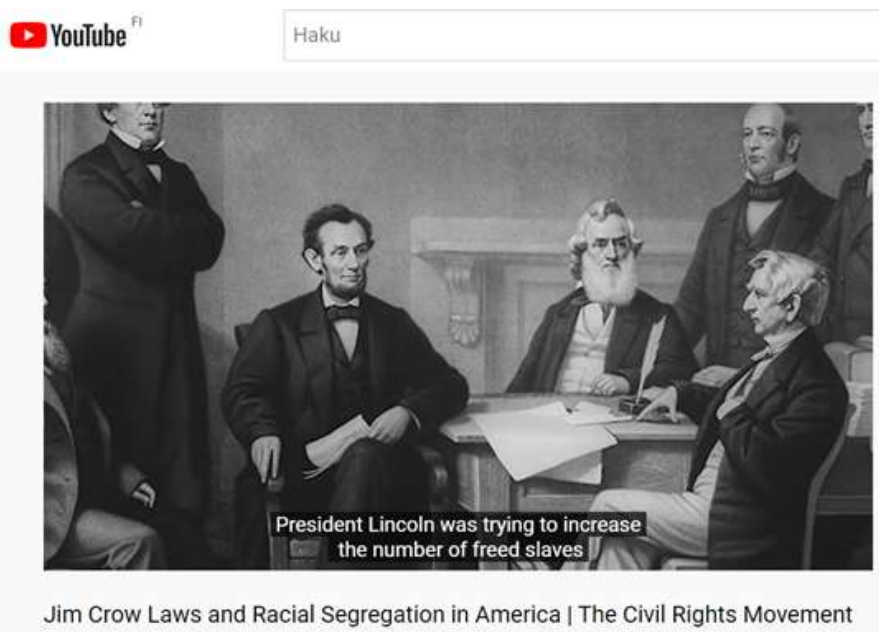


1. Jim Crow Laws
2. Racial segregation in American Schools

The fourth lesson links the history with the present day. Jim Crow Laws are introduced together with the concept of racial segregation in schools as they have a clear connection with each other. Both topics are taught via video, which makes the class very multimodal. Regarding the Channel 4 News video of racial segregation in schools, there are two different types of group activities (activity n.2 and n.3). In activity n.2, students get to engage with real commentaries made about the video that show different type of opinions considering the matter of current segregation in schools. In activity n3, students express their own opinions on the matter by creating a commentary that they share with the rest of the class.

1. Jim Crow Laws

First part of the class consists of watching the video below. Students are handed the questions. Video can be watched twice to reassure comprehension and to give time for making notes.



You can find the video in the following link: <https://www.youtube.com/watch?v=nje1U7jJOHI>

Answer the following questions regarding the video.
Define 'Emancipation':



What is segregation regarding the video?

Which Jim Crow Laws are mentioned in the video?

Define 'disenfranchise and give examples:

2. Racial segregation in American schools

First part of the class consists of watching the video below. Teacher asks students to write down the main points of the video. Video can be watched twice to reassure comprehension and to give time for making notes.

After this, students are divided into groups (4-5 students per each group). Students do all the activities (1-3) in the same group. Teacher moves around the class observing and giving feedback.

After the activity n.3, students share their comments with the whole group.



You can find the video in the following link: <https://www.youtube.com/watch?v=pmrtJD9kT4I>

1. Discuss with your classmates:

What are your thoughts on the video? Were you aware of this type of segregation?

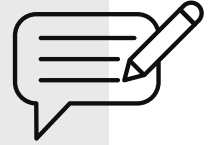


2. There are 5 authentic commentaries that were made for the video in question. Read them through with the group.

What thoughts do they evoke? Do you agree/disagree with the comments? Why so? Explain your arguments.



3. After discussion in group, write a comment about the video (1-2 paragraphs). You can share your own point of view over the issue of segregation in schools, or you can answer to one of the comments below.



These are real comments taken from the commentary section of the video:

Don't force integration. Let it happen naturally. Those who want to segregate let them do it as long as you don't deny anyone from education and right to own property. I don't see anything wrong with people who prefer to live with their own kind. Those who want integrate can live in mixed area. Forced integration will only cause more problem in future.

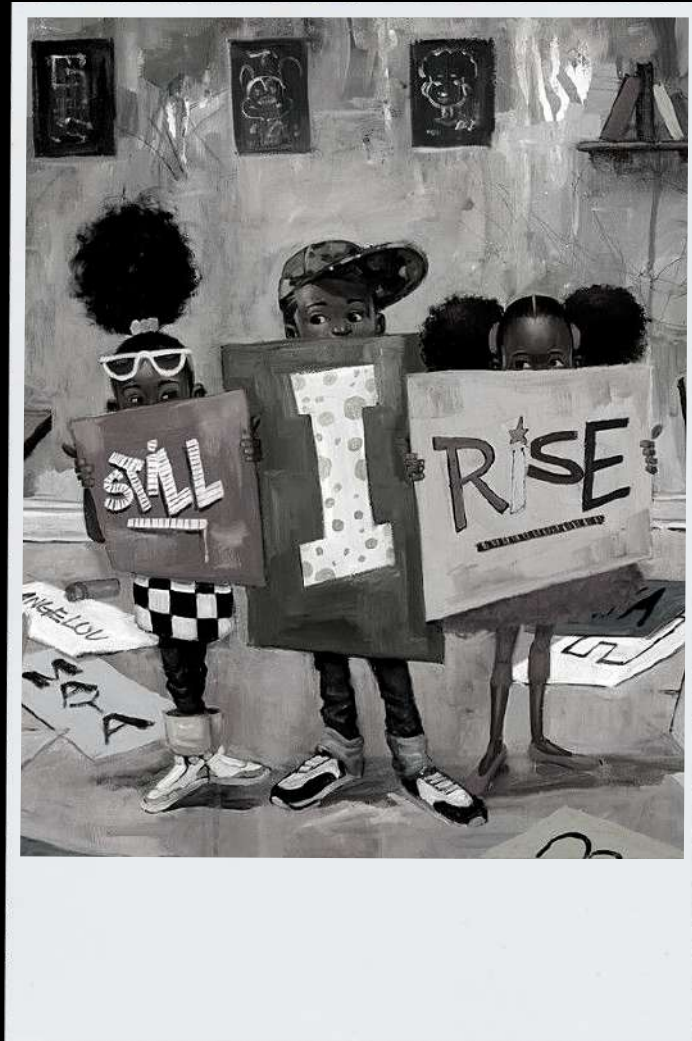
"You don't have to be friends with the white guy" imagine a white student saying that about black people. Segregation is wrong weather it's all white or all black. MLK Jr wanted everyone to be looked at by character not wether the person is white or black.

Where I live the city is segrageted by income and it so happens that the rich people are mostly white and the poor are mostly black and its been like that for decades and has only been getting more divided. I went to a private school and theyre were very few non white students; there were a few asian exchange students very few black students and even less latino students.

The forced desegregation was a hardship on many families because kids were bussed miles away as opposed to enrolling in schools in their area. I lived it myself in the mid 70's. The problem wasn't so much the kids getting along, it was the distance. That is the only reason people sued to stop the bussing. As a result, kids go to the schools nearby. It's simple geography.

The only solution to this on going race problem is complete segregation. Humans are born tribalists. No matter where u go people will always hang around people like themselves. Most whites are not racists but they will not live amongst black people and other races. Also whites will not live in a community where they are a minority, they like to be the majority. Also whites verbally says everyone is equal regardless of race but deep down in their bones they know they feel superior than others. I've lived a long life to know this plus u don't need to be a rocket scientist to find out that whites do think this way

5th lesson



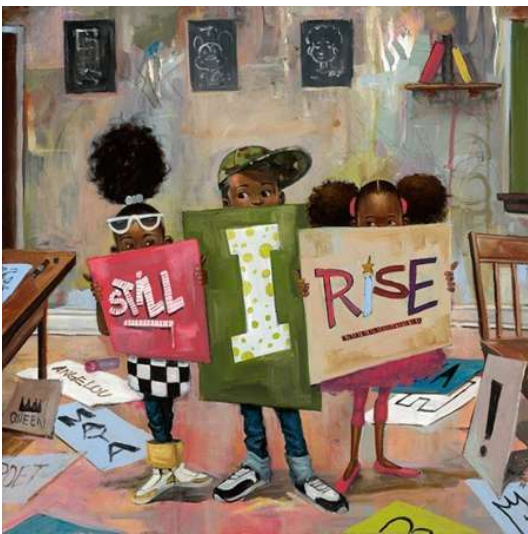
1. Black Popular Culture
2. Art describing the Black Experience

1. Black Popular Culture

This class works as an introduction to modern African American culture. In this lesson students read more about the Black experience, and they learn to describe it with new vocabulary. The questions are introduced at the end of the text. The teacher divides students in groups of 2-3.



The fifth lesson focuses entirely on African American culture. The first part teaches about the Black Popular Culture with the help of an article that explains how race and oppression have always been present in Hip-Hop. The activity in question, gives the students the opportunity to reflect their own experiences with Black popular culture. The second part of the lesson deals with African American Art, and it concentrates on vocabulary that describes the Black Experience. One of the artworks (have a look at the painting above by Morrison, F) connects this lesson with the following one, with the famous expression 'Still I Rise', which is the poem that will be analysed in detail in class.



Morrison, F. Still I Rise.



1. Read the following text about Black popular culture.

HIP-HOP, RACE, AND BLACK POPULAR CULTURE

The popular and academic interest in hip-hop culture and its expressive domains, rapping, graffiti writing, break dancing, emceeing, and deejaying (through mass media coverage in newspapers and magazines and in the presentation of conferences, publication of books, and college course offerings) has grown exponentially since the early 1990s. Murray Forman and Mark Anthony Neal's edited volume, *That's the Joint!: The Hip-Hop Studies Reader* (2004), attests to the depth and breadth of hip-hop cultural productions. This increase in popular and academic attention to hip-hop culture is the result in part of the fact that hip-hop culture and rap music, through globalization and the transnationalization of U.S. popular culture, is circulated internationally, giving birth to other hip-hop forms and genres in such disparate regions as Colombia, France, Poland, Bosnia and Croatia, Japan, Brazil, South Africa, Jamaica, Cuba, and Native Hawaii.

Hip-hop culture is decidedly global, urban, and connected to youth culture, according to Halifu Osumare in *Black Cultural Traffic* (Elam and Jackson 2005). Hip-hop culture, particularly rap music, brings together some of the most complex social, cultural, and political issues in contemporary American society. According to cultural studies scholar Tricia Rose in her seminal work on rap music, *Black Noise: Rap Music and Black Culture in Contemporary America* (1994), rap music is a black cultural expression that prioritizes black voices from the margins of urban America. These voices articulate the pleasures and problems of black urban life in contemporary America and the shifting terms of black marginality in contemporary American culture.

As publications by Michael Eric Dyson (*Holler If You Hear Me: Searching for Tupac Shakur*, 2001) and Jon Michael Spencer (*The Emergency of Black and the Emergence of Rap*, 1991) demonstrate, race, racism, religion, and spirituality are connected to hip-hop culture, just as they are connected to black popular culture in general. For example, negative stereotyping persists in the entertainment industry especially through rap videos that disseminate misrepresentations and caricatured images of African Americans and that portray black females as sexual objects. Stereotyping is also seen in such television programs as MTV's *Pimp My Ride* and VH-1's *Flavor of Love* that subtly exalt the "gangsta"

Black popular culture

Although black popular culture involves all people of African descent internationally, U.S. black popular culture is often highlighted because it is within U.S. culture and U.S. culture is increasingly exported to the entire world. Black popular culture is the part of all black cultures that is concerned with pleasure, enjoyment, and amusement; that represents the identity and politics of black cultures according to each culture's beliefs, values, experiences, and social institutions; and that is expressed through aesthetic codes and genres. British cultural studies pioneer Stuart Hall in *Black Popular Culture* (1992) describes the "black repertoire" of which black popular culture originates as involving style, music, and the use of the body as a canvas of representation. He further qualifies "good" and authentic black popular culture as the kind that refers to black experiences, black expressivity, and black counternarratives. Eight distinguishing features characteristic of popular culture are also applicable to black popular culture:

1. Its components of people, objects, activities, events, and the arts.
2. Theological aspects, including ultimate concern, faith, religious symbols, and revelation and ecstasy.
3. Cultural struggle, resistance, contestation, and opposition.
4. Production, circulation, consumption, reproduction, and distribution.
5. Its socially constructed nature.
6. System of signs and symbols.
7. Mode of communication.
8. Commodification, commercialization, and stereotyping.

In general, black cultural expression has always been a way of resisting racial oppression, articulating experiences of resistance and struggle, and articulating oppositional identities. Historian Keven Verney in *African Americans and U.S. Popular Culture* (2003) notes several key issues that exist between black popular culture and the concepts of race and racism. These include:

1. The persistent negative stereotyping of African Americans in popular culture, and the impact this had on the racial perceptions of both black and white Americans.
2. The role of popular culture in holding back or facilitating change in U.S. race relations, particularly between blacks and whites (but with far-reaching impact on race relations of all groups in the United States).
3. The recurring historical paradox that whereas white Americans have frequently recognized black cultural achievement, African Americans themselves continued to be perceived as socially and racially inferior.
4. The enormous, and continuing, contribution made by African Americans to U.S. popular culture.
5. How Hollywood and the entertainment industry in particular have encouraged racism through misrepresentations and caricatured images of African Americans.



Black popular culture, 2021. Encyclopedia.com. <https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/black-popular-culture>. Accessed:

1.3.2021



1. Now that you have read the text, what are your thoughts about it? Discuss it with your classmate.

2..Think about your personal experience (music, art, literature, etc.) with black popular culture. Are there coincidences with the arguments presented in the text? If so, write them down.



2. Art describing the Black Experience

Teacher hands in the activities and moves around the classroom observing, giving feedback, and redirecting the discussion if necessary. The lesson starts with the discussion below (1) and moves on to the vocabulary exercises (2 &3).

1.Observe the following art works and pick the one you like the most and the least. Justify your opinion to your classmate.

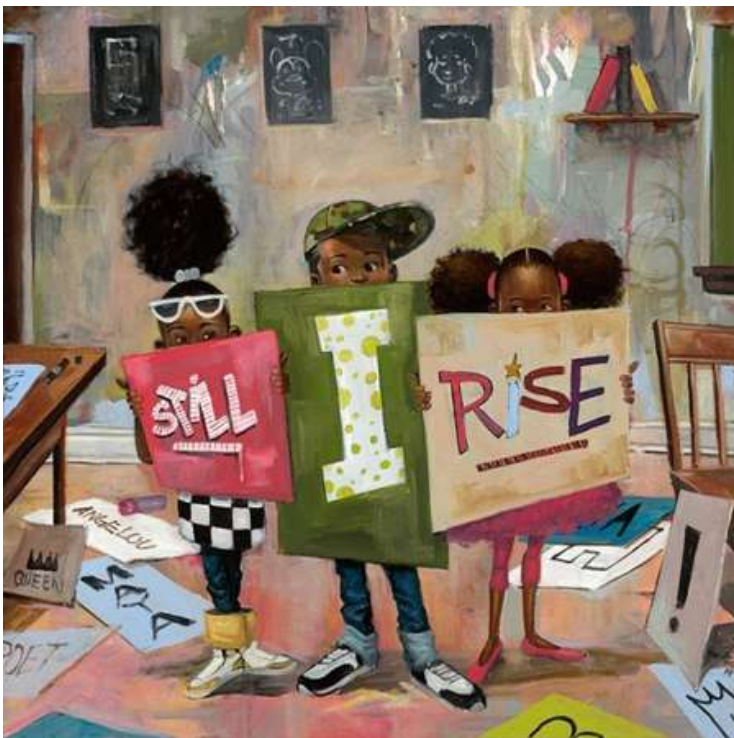
What kind of adjectives could describe these artworks? What do you think about the messages and the themes of these paintings? What do these paintings have in common? Discuss in pairs.



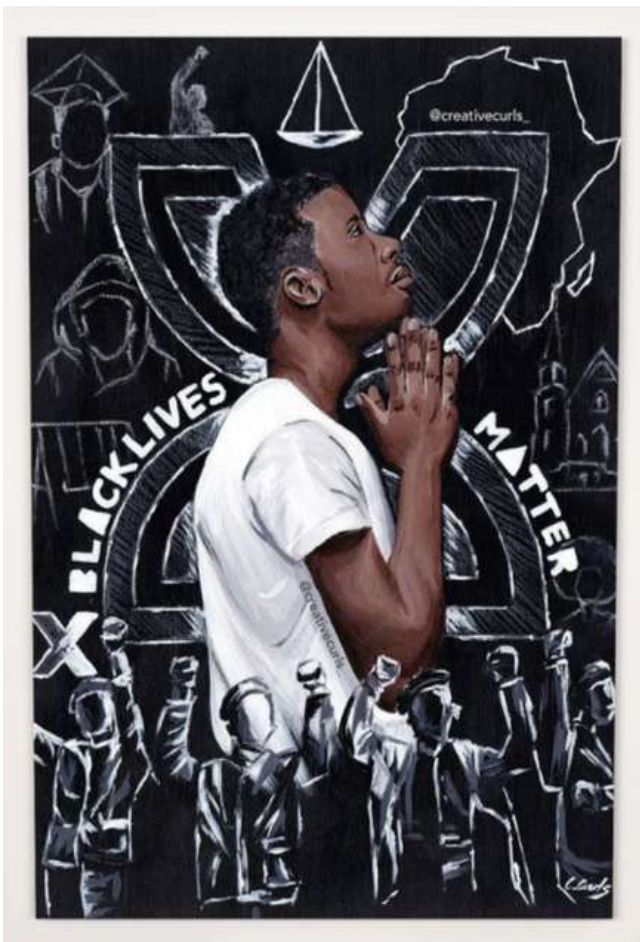
ETSY. African American Art. Delta Sigma Thet inspired Art, Delta Sigma Thet Art, Black Sorority, African American Art, Black woman portrait. Retrieved from: https://www.etsy.com/listing/886247673/delta-sigma-thet-inspired-art-delta?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga_search_query=african+american+art&ref=sr_gallery-2-39&from_market_listing_grid_organic=1



Etsy. African American Art. Sisters With An Attitude| Black Girls Wall Art| African American art|black art prints|wall art|black art|Black Girl Art |Curvy woman art. 6.3.2021.Retrieved from: https://www.etsy.com/listing/802341996/sisters-with-an-attitude-black-girls?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga__search_query=african+american+art&ref=sr_gallery-4-18&from_market_listing_grid_organic=1



Morrison, F. Still I Rise. Retrieved from: <https://morrisongraphics.com/collections/new-arrivals/products/still-i-rise>



Etsy. African American Art. Black Lives Matter.6.3.2021-
Retrieved from:
https://www.etsy.com/listing/811245722/black-lives-matter-black-men-black-kings?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga_search_query=african+american+art&ref=sr_gallery-9-22&from_market_listing_grid_organic=1



Etsy. African American Art. Masai. 6.3.2021. Retrieved from: https://www.etsy.com/listing/879969345/abstract-african-wall-art-masai-canvas?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga_search_query=african+american+art&ref=sc_gallery-8-5&from_market_listing_grid_ad=1&plkey=3cd68b341bc9ac1191cbffd8a111d1bfb18a2c93%3A879969345&pro=1&frs=1





2.

Fill the empty boxes with adjectives that you find describe well the paintings above.

Vocabulary:

lively	depressing	joyful	thought-provoking	symbolic
stimulating	dull	edgy	realistic	critical
vibrant	flat	vivid	abstract	
sympathetic	dark	somber	detailed	
harmonious	contrasting	artsy		
soulful				

Fill the empty boxes with nouns that describe the art works.

minority	justice	

3.

Define the following words



edgy=

realistic=

vibrant=

dull=

thought-provoking=

somber=

soulful=

HOMEWORK

Watch the video of African American civil rights leader Martin Luther King Jr. addressing the crowd at the Lincoln Memorial in Washington, D.C., where he gave his "I Have a Dream" speech on Aug. 28, 1963, as part of the March on Washington.

Martin Luther King Jr.'s entire speech with subtitles:

https://www.youtube.com/watch?v=_yOBncaiito



Watch the video at home and write down the following:

- List all the unknown words and translate them
- List 3 main points of the speech.



Teacher can use Litcharts notes as a back-up:

<https://www.litcharts.com/lit/i-have-a-dream-speech/summary-and-analysis>

The Editors of Litchart.com. (2022). I Have a Dream: summary & analysis. Litcharts.com.

Accessed 2.1.2022. Retrieved from: <https://www.litcharts.com/lit/i-have-a-dream-speech/summary-and-analysis>



Though the Emancipation Proclamation ended the institution of slavery, Black Americans still aren't truly free. Over a century later, the "manacles of segregation" and the "chains of discrimination" still keep Black people in America yoked to the burdens of racism and injustice.

The attendees at the March on Washington have come to the capital "to cash a check." The Constitution and the Declaration of Independence were "promissory note[s]" to every American—Black and white—entitling them to life, liberty, and the pursuit of happiness. But America has "defaulted" on this note and given Black Americans a bad check—a check that has come back marked "insufficient funds." King refuses to believe that, in the "great vaults" of American opportunity, there are not sufficient funds to bestow "the riches of freedom" unto all Americans.

King wants to remind the whole of America of the "urgency" of the moment. There is no time left for taking things slowly; the promises of American democracy—including justice—must be a reality "for all God's children" right away.

The "sweltering summer of the Negro's legitimate discontent" must come to an end, ushering in an "invigorating autumn" of justice and equity. Until Black Americans receive equal rights, there will be no peace in America. It is time for a revolt to "shake the foundation" of the country.

But to everyone fighting for justice, King warns, there can be no violence or hatred in the civil rights movement—dignity and discipline must prevail in "creative protests," and demonstrations must never descend into physical violence. King urges his listeners to meet "physical force with soul force" and remain in the "majestic heights" of righteous nonviolent resistance no matter the provocation.

King knows that by invoking the language of scorching heat and urging a foundation-shifting revolution, he's firing people up. But he doesn't want that fiery energy to translate into violence or chaos. Instead, King wants his listeners to feel validated in their belief that the time for radical change is now, and he wants them to channel that belief into "creative protest." In a 1960 speech, King dubbed the tactic of staging sit-ins at segregated lunch counters "creative protest." He was impressed that the young people leading the sit-ins came up with a protest idea that was peaceful, symbolically powerful, and clear in its message: that Black Americans would not tolerate segregation. By subtly invoking that speech with the term "creative protest," King reinforces a throughline of his thought: that the movement will succeed only as long as activists meet violence with creativity and love. Rather than giving into bitterness and violence, King suggests that his listeners transform their rage into nonviolent action.

Even though the fight will be hard, King has a dream: a dream rooted in the American dream. He dreams that one day, America will "live out the true meaning of its creed"—it will at last embody the foundational truth of its creation, the idea that all men are created equal.

King dreams that some day, the sons of former slaves and former slave-owners will be able to join together as brothers. He dreams that places like Mississippi, though currently "sweltering with the heat of injustice," will soon become cool oases of freedom.

King also dreams that, one day, his four children will live in a nation that does not judge them by the color of their skin, but "by the content of the character."

Once these calls for freedom ring out across the nation, the country will be one step closer to the day when "all of God's children," regardless of their race or religion, will be able to join hands and sing the words of an "old Negro spiritual": "Free at last, free at last; thank God Almighty, we are free at last."

6th lesson



1. Revision of homework: Dr. Martin Luther King Jr.
2. Introduction of the author: Maya Angelou
3. Analysis of the poem 'Still I Rise'

1.Revision of homework: Martin Luther King Jr.

2. Analysis of the poem



The second part of the class starts with the introduction of the author, Maya Angelou, and continues with the analysis of the poem 'Still I Rise'. This activity is similar to that of 'Let America Be America Again'. Poetry is a great way of teaching culture, content, and vocabulary at the same time. The examination of the poem in depth also enhances students' critical thinking, which is crucial in social justice literacies and in university studies in general.

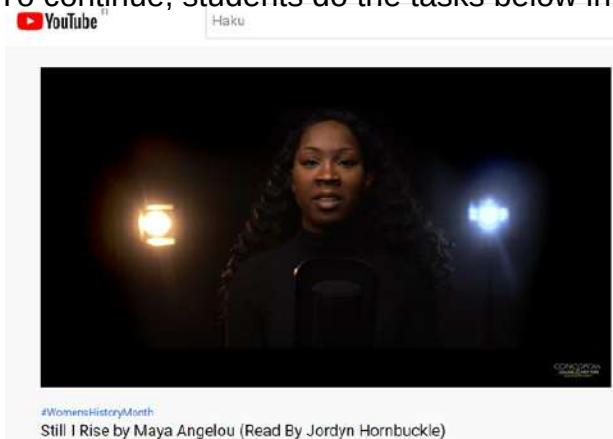
Introduction of the author, Maya Angelou.

You can find some facts about Maya on the following pages, including the source.

Teacher hands in the written version of the poem so that students can read while listening to the recital.

After this, students recite the poem in pairs.

To continue, students do the tasks below in indicated order.

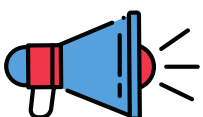


You can find the recited poem here:
<https://www.youtube.com/watch?v=19fzi0JgGr0>

1.Discuss with a classmate.

Who do you think is the speaker?

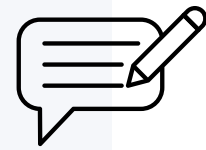
What is the poem about?



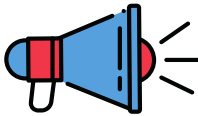
After discussing the first 2 questions, teacher presents the following themes to the students:

2. How and where these themes are addressed in the poem:

1. Defiance in the face of oppression
2. The power and beauty of blackness



Write down the parts of the poem that illustrate these themes.



Teacher concludes the lesson by using the notes from Litchart.

Notes for the teacher: LitCharts (<https://www.litcharts.com/poetry/maya-angelou/still-i-rise>)

Defiance in the Face of Oppression

“Still I Rise” presents the bold defiance of the speaker, implied to be a black woman, in the face of oppression. This oppressor, addressed throughout as “you,” is full of “bitter, twisted lies” and “hatefulness” toward the speaker, and hopes to see the speaker “broken” in both body and spirit. However, despite all the methods of the oppressor to “shoot,” “cut,” or “kill” her, the speaker remains defiant by continuing to “rise” in triumph.

Angelou was a staunch civil rights activist, and “Still I Rise” can be taken as a powerful statement specifically against anti-black racism in America. At the same time, its celebration of dignity in the face of oppression feels universal, and can be applied to any circumstance in which a marginalized person refuses to be broken by—and, indeed, repeatedly rises above—prejudice and hatred.

Society relentlessly tries to humiliate and demean the speaker, who has little power to fight back. The speaker acknowledges that society “may” enact violence upon her. It also has the ability to write “lies” about the speaker and present them as facts. The speaker does not have the ability to prevent any of this, and, in fact, the attempts to harm the speaker only escalate as the poem continues. This “you” may crush the speaker into the dirt; it may “shoot,” “cut,” and eventually even “kill” the speaker with “hatefulness.” An oppressive society, the poem is saying, presents a clear and pressing danger to the speaker’s body and mind.

Yet the speaker responds to this treatment not only by surviving, but by thriving—something that provokes anger from her oppressor. The speaker wonders—her tone tongue-in-cheek—why the oppressor is so “upset,” “offend[ed],” and “gloom[y].” Perhaps, she proposes, it is because of her confident “walk,” generous “laugh[ter],” or dazzling

“dance.” In other words, the speaker presents her joy—her refusal to bend to the speaker’s will—as its own act of defiance. Moreover, all of her acts are associated with traditional signs of wealth in the form of “oil,” “gold,” and “diamonds.”

Regardless of the oppressor’s negative and hateful responses, the speaker continues to prosper. The speaker even explicitly rejects the oppressor’s desire to “see [her] broken.” The oppressor wants to elicit “lowered eyes,” “teardrops,” and “soulful cries” from the speaker, to see her downtrodden. Thus simply living with joy, pride, and dignity is an act of resistance against and triumph over oppression.

Indeed, the speaker “rise[s]” repeatedly over the oppressor’s violent hatred and prejudice. The speaker’s rise is first compared to the rise of “dust,” a reference to the earth. Later, her rise transforms from the rise of “dust” to “air,” which is located physically above the earth. The progression of these comparisons over the course of the poem reinforces the speaker’s rise over oppression. And just like the rise of “moons and ... suns,” the speaker’s rise is inevitable and unstoppable. Her dignity and strength are qualities that society can’t touch, no matter how hard it tries. The speaker is thus able to ascend out of “history’s shame” and “a past that’s rooted in pain,” both of which are particular references to slavery, by living with pride and joy. Indeed, her rise—a powerful form of resistance against oppression—is the ultimate “dream” and “hope” of oppressed peoples

The Power and Beauty of Blackness

Maya Angelou’s work often focused on the experience of being a black woman in America. Read within that context, “Still I Rise” becomes more than a call for strength in the face of hardship: it’s also a modern-day ode to the power and beauty of blackness. Although the speaker’s racist society believes that black people’s lives and bodies are less worthy than others’, the speaker herself vehemently rejects that idea. The speaker asserts her full humanity and also associates her body with symbols of value, such as “oil wells,” “gold mines,” and “diamonds.” These comparisons implicitly critique racist and sexist assumptions of beauty and power as being tied only to whiteness and masculinity, respectively. Instead, the poem becomes an ode to black womanhood.

In a racist world, the poem implies, society continuously denies the full humanity of black people. Society wishes to the speaker were “broken,” “cut,” or even “kill[ed].” Rather than valuing the lives and humanity of black people, society actively hopes to harm and destroy them. Society’s “shame[ful]” history of slavery was of course the ultimate dehumanization; black people who were enslaved experienced unimaginable “pain” and “nights of terror and fear” as any agency over their own lives and bodies was taken away from them. The speaker references this history to illustrate how little society has historically valued black life.

Nevertheless, the speaker insists on the inherent humanity, value, power, and beauty of her black body. The speaker rises "like dust," a subtle biblical allusion: in the Bible, God created humans from "dust," and humans return to "dust" once they die. By stating that she is "like dust," the speaker asserts her full humanity; she is as much a creation of God as anyone else. The speaker also walks as though she possesses "oil wells," laughs as though she owns "gold mines," and dances as though she has "diamonds" suggestively placed between her thighs. These symbols are all objects of great value. Oil wells provide their owners with wealth and, consequently, power. Gold and diamonds are expensive and prized for their beauty. Thus, the speaker assigns value to her body and grants it power and beauty regardless of what society says. In particular, the placement of the diamonds "[a]t the meeting of ... [her] thighs" speaks specifically to the speaker's womanhood. (The reference also feels distinctly autobiographical as Angelou once worked as a nightclub dancer.) Taken as a whole, the lines declare and reclaim the speaker's body and power in her femininity as a black woman. The speaker also insists that she is a "black ocean," a vast, powerful, and unstoppable figure.

The speaker thus doesn't assert her strength in spite of her blackness, but rather insists that her strength comes from her identity as a black person. And by subverting readers' expectations of an ode and who or what it should praise, Angelou challenges the assumed white gaze of her readership. Humanity, power, and beauty, Angelou declares, are abundant in blackness and black womanhood.



MAYA ANGELOU

POET & ACTIVIST | 1928–2014

Marguerite Annie Johnson Angelou, known as Maya Angelou, was an American author, actress, screenwriter, dancer, poet and civil rights activist best known for her 1969 memoir, *I Know Why the Caged Bird Sings* – the first nonfiction bestseller by an African American woman.

QUICK FACTS



Spent about five years in silence



Wrote 36 books



Also published cookbooks



First Black San Francisco cable car conductor



Recited poem at Clinton inauguration

"If you don't like something, change it. If you can't change it, change your attitude."

BIOGRAPHY

Photo: Deborah Feingold/Cortix via Getty Images



Biography.com Editors. (2021). Maya Angelou. Biography. Retrieved from : <https://www.biography.com/writer/maya-angelou>

You can find the poem here: <https://www.poetryfoundation.org/poems/46446/still-i-rise>

Still I Rise

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise

7th lesson



1. Introduction to the U.S. politics: the Riot on the Capitol Hill

1. Introduction to the U.S politics



The next lesson talks about a current political event in the U.S: the riot on the Capitol Hill. The class includes warm-up questions with images of the riot and a BBC News video. Students get to widen their vocabulary concerning politics with a word matching -exercise. Moreover, this lesson makes use of another type of cooperative learning activity, which is a jigsaw. In this jigsaw activity, students are divided into home and expert groups. Each expert group chooses an important American political figure, find relevant information of that person, and present it to their homegroup. Teacher can assign the figures, if necessary. Good examples of such political figures are, for example, Malcom X, Kamala Harris, Joe Biden, Abraham Lincoln, and Benjamin Franklin. Chosen political figures should include both historical and current leaders to extent the content in a larger scale of U.S political history.

This class consists of 4 activities that introduce the U.S politics. It addresses the Riot on the Capitol Hill by introductory images and a BBC news video. After this, students do a vocabulary exercise with relevant political terms. The final activity consists of group work (3-5 students), in which students prepare a short presentation about a significant American political figure. The chosen figures should include both historical and current political leaders.



1. Discuss in group:

Look at the following images, what is happening? What are the motives for the riot?



President Trump's supporters gather outside the Capitol building in Washington D.C. on Jan. 6.

TAYFUN COSKUN/ANADOLU AGENCY VIA GETTY IMAGES

([HTTPS://WWW.FORBES.COM/SITES/DANALEXANDER/2021/01/18/HOW-MUCH-MONEY-WILL-THE-CAPITOL-RIOT-COST-TRUMP/?SH=481318EC5BD0](https://www.forbes.com/sites/danalexander/2021/01/18/how-much-money-will-the-capitol-riot-cost-trump/?sh=481318ec5bd0))



Getty Images (<https://www.bbc.com/news/55572805>)



**2. Watch the video and take notes of unknown political terms.
Translate the terms after the video.**



Haku



Chaos in Washington as Trump supporters storm Capitol and force lockdown of Congress - BBC News



You can find the news video here: https://www.youtube.com/watch?v=UXR_bqyAy

3. Match the words in the box with correct definitions.



Vice President Candidate Bill Ballot Constitution Delegate
Ballot box Lobby Republican Capitalism Democrat

_____ : the political and economic system where the people instead of the state own items.

_____ : a draft from a law before it has been approved by a vote.

_____ : a piece of paper that lists all the options that can be voted for.

_____ : the container that is used to hold all the used ballot papers.

_____ : the document that states the basic laws that cover the country.

_____ : a person who is chosen or elected to attend an event to represent a large group of people. -noun

_____ : a person who wishes to be elected via vote.

_____ : to try to persuade someone, often a politician, to do as you want. -verb

_____ : the deputy to a president who will become the head of state if the president can no longer perform the job.

_____ : a USA right-wing political party or member/supporter of that party

_____ : the USA left-wing political party or member/supporter of that party

Correct answers:

Capitalism: the political and economic system where the people are don't understate all items.

Candidate: a person who wishes to be elected via boat

Bill: adrift from a law before it has been approved by award.

Ballot: a piece of paper that lists all the options that can be voted for.

Ballot box: the container that is used to hold all the used powered papers.

Constitution: the document that states the basic laws that cover the country.

Delegate: a person who is chosen or elected to attend an event to represent a large group of people. -noun

Democrats: the USA left-wing political party or member/supporter of that party

Lobby: to try to persuade someone, often a politician, to do as you want. -verb

Republican: A USA right-wing political party or member/supporter of that party

Vice President: the deputy to a president who will become the head of state if the president can no longer do the job.

8th lesson



1. Introduction to Black Lives Matter Movement



The eighth class continues with the theme of current political events. This time the discussion concentrates in Black Lives Matter Movement, which can be seen as a conclusion of the whole material package. All the studied content and historical events have led to this Movement that has impacted the United States and countries around the world in the fight against racism in recent years, which makes it a central theme.

This lesson comprises images, a music video, and an article from The Guardian. The class starts and concludes with group work respecting the principles of cooperative learning. The final activity (n.3 below) consists of a group discussion, where learners get to reflect on the article of Black Lives Matter Movement being nominated for a Nobel Peace Prize. They get to express their opinions and learn about their classmates' thoughts. They also have to extend their thinking by proposing what other movements are worthy of the prize.

1. Introduction to the topic:

Discussion about the images

These images work as an introduction to Black Lives Matter Movement. Teachers assigns pairs and gives them 2 minutes to discuss, after this, students share their thoughts to the whole group. The music video below can be shown after discussion to continue the introductory part.



1. Work in pairs. Discuss about the images below. What is happening and why?





images: Maddie Meyer/Getty Images News

image retrieved from: <https://www.britannica.com/topic/Black-Lives-Matter#/media/1/2076186/248370>



music video black lives matter



You can find the music video in the following link:
<https://www.youtube.com/watch?v=A2o15RCtSS0>

2. Reading comprehension: an article from The Guardian

This article serves as a reading comprehension -activity, it introduces content and vocabulary. The tasks can be done in pairs or individually.

2. Answer the following questions regarding the article

1. What was the motive behind the nomination according Eide? What worried Eide about his decision?
2. When was the movement established and by whom?
3. What was surprising in last years' nomination?
4. How have the protests been carried out?
5. Who have won the Nobel Peace Prize in the past for fighting against racism?

3. Translate the following terms into Finnish:

to raise awareness:

to grapple with something:

racial injustice:

acquittal:

oppressed:

to advocate:



Black Lives Matter movement nominated for Nobel peace prize

Norwegian MP cites global impact of BLM in raising awareness and consciousness of racial injustice



Belam. M. The Guardian. Noble Peace Prize. Black Lives Matter Movement Nominated for Nobel Peace Prize. Haettu osoitteesta 5.3.2021. <https://www.theguardian.com/world/2021/jan/29/black-lives-matter-nobel-peace-prize-petter-eide-norwegian-mp>

Black Lives Matter movement nominated for Nobel peace prize

Norwegian MP cites global impact of BLM in raising awareness and consciousness of racial injustice



A demonstration at Black Lives Matter Plaza in Washington DC in November 2020. Photograph: Roberto Schmidt/AFP/Getty Images

Martin Belam

Fri 29 Jan 2021 17.52 GMT

The Black Lives Matter movement has been nominated for the 2021 Nobel peace prize for the way its call for systemic change has spread around the world.

In his nomination papers, the Norwegian MP Petter Eide said the movement had forced countries outside the US to grapple with racism within their own societies.

“I find that one of the key challenges we have seen in America, but also in Europe and Asia, is the kind of increasing conflict based on inequality,” Eide said. “Black Lives Matter has become a very important worldwide movement to fight racial injustice.

“They have had a tremendous achievement in raising global awareness and consciousness about racial injustice.”



Tributes to slave traders and colonialists removed across UK

Eide, who has previously nominated human rights activists from Russia and China for the prize, said one other thing that impressed him about the Black Lives Matter movement was the way “they have been able to mobilise people from all groups of society, not just African-Americans, not just oppressed people, it has been a broad movement, in a way which has been different from their predecessors.”

The Black Lives Matter movement was co-founded in 2013 by Alicia Garza, Patrisse Cullors and Opal Tometi in response to the acquittal in the US of the man who shot Trayvon Martin. It gained wider recognition in 2014 following protests over the deaths of Michael Brown and Eric Garner, and was the wellspring of a series of global protests in 2020 following the deaths of George Floyd and Breonna Taylor.

Nominations for the Nobel peace prize are accepted from any politician serving at a national level, and they are allowed just 2,000 words to state their case. The deadline for this year’s submission is 1 February, and by the end of March the committee prepares a shortlist. The winner is chosen in October and the award ceremony is scheduled for 10 December. There were more than 300 nominations for last year’s award, which was ultimately won by the World Food Programme. The committee awarded the WFP because it wanted to “turn the eyes of the world to the millions of people who suffer from or face the threat of hunger”, but perhaps the most high profile nomination last year was for former US president Donald Trump.

Trump was nominated for a second time by another Norwegian MP, Christian Tybring-Gjedde. The far-right MP cited Trump’s role in normalising relations between Israel and the United Arab Emirates under the Abraham Accords, although Eide said Tybring-Gjedde had “a little difficulty defending that nomination” after the Capitol riot of 6 January when a pro-Trump mob stormed the US Congress buildings and five people died.

Eide, however, said he didn’t want his nomination for Black Lives Matter to be seen as a comment on domestic US politics. And he dismissed criticism from rightwing voices that the group had been behind violence in US cities. “Studies have shown that most of the demonstrations organised by Black Lives Matter have been peaceful,” he said. “Of course there have been incidents, but most of them have been caused by the activities of either the police or counter-protestors.”

Data assembled by the Armed Conflict Location and Event Data project in September 2020 showed that 93% of Black Lives Matter demonstrations involved no serious harm to people or property.

The 61-year-old politician, who has represented the Socialist Left party in parliament since 2017, cited precedents of the Oslo-based Nobel prize committee recognising the battle against racism. Albert Luthuli and Nelson Mandela received the prize in 1960 and 1993 respectively for advocating against racial discrimination in South Africa, and Martin Luther King was awarded the prize for non-violent resistance against racism in the US in 1964. Mandela shared his award with FW de Klerk, the man who ordered the ANC leader’s release from prison.

“There is actually a tradition for doing this,” Eide said. “It’s a strong linkage between antiracism movements and peace, and a recognition that without this kind of justice, there will be no peace and stability in the society.”

His written nomination concludes: “Awarding the peace prize to Black Lives Matter, as the strongest global force against racial injustice, will send a powerful message that peace is founded on equality, solidarity and human rights, and that all countries must respect those basic principles.”

3. Group discussion

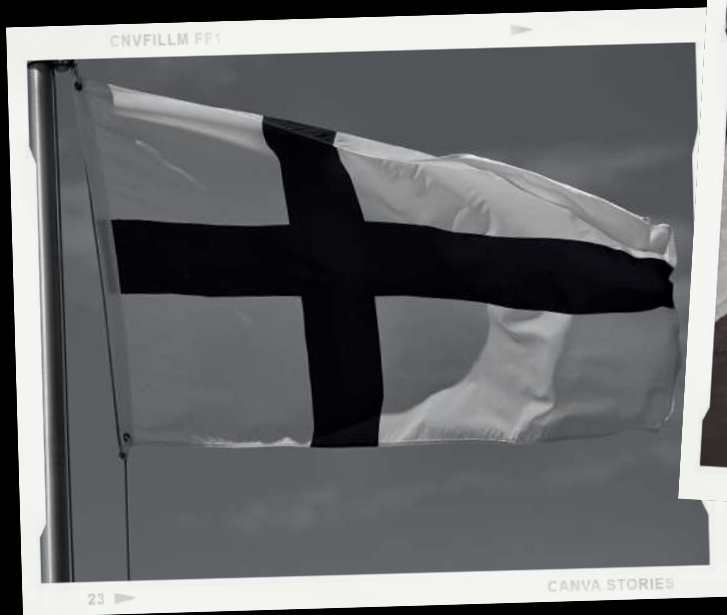
This lesson concludes with group discussion (groups of 3 students). The activity requires 30 minutes (10 min for writing, 10 min for sharing with a classmate, and 10 min with the whole group).

3. Group discussion:

Should Black Lives Matter Movement win the Nobel Peace Prize in your opinion? Explain your reasons. What other movements or organizations should be nominated for the Nobel Peace Prize? Write down your answer and share it with a classmate.



9th lesson



1. Racism in the Finnish context



The last lesson of the material package is planned so that students put into practice all the analytical tools they have been collecting during the previous lessons. They get a broad picture of racial discrimination in the Finnish context. First, students work together analysing two different statistics concerning racial harassment and trust in the police in Finland (and the EU) and the United States. In this activity, they get a contrastive view of the two states.

In the last part of the lesson (n.3 below) students brainstorm ideas for concrete action in their own environment (and in national level). Students will identify and address problems that are located within their school, community, or national level. Teacher can also provide the students with ready-made categories, such as, employment/working life, school/education, politics, housing, and medical services.

After identifying racial injustices in different areas of the society, students work on making solutions to create positive change. The goal of this activity is to make the students to realize that they are capable of changing social injustices and to critically think about their actions and the world around them. It is important that teacher approaches the subject of students as agents of change, affirming their capacities.

1. Pair work -activity: analysis of statistics

In this part of the lesson students get to critically analyse 4 different statistics concerning the United States and Finland. The statistics involve 2 scales for experienced racial harassment toward Black population. Scale n.2 demonstrates 12 different EU member states (Finland, Malta, Ireland, the United Kingdom, France, Italy, Austria, Luxembourg, Denmark, Germany, Portugal, and Sweden), and the U.S version includes also Hispanic and White population.

The other two scales (n.3 and n.4) indicate the Black population's level of trust in the police in both countries (the U.S version includes White population as well). The same EU member states are demonstrated in this scale as well.

1. Compare the statistics between Finland and the United States regarding racial harassment toward Black People. Discuss with a partner.



What do the scales indicate?

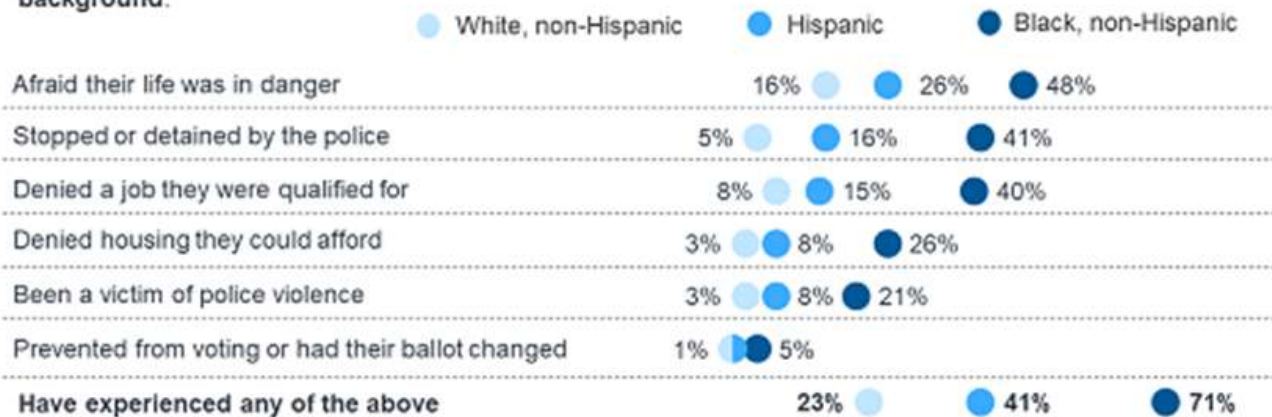
What are the major differences/similarities between the United States and Finland?

Do you find the numbers surprising or expected, why so?

What about the other EU member states?

Black Americans More Likely Than Hispanics or Whites to Experience Incidents of Racial Discrimination or Violence

Percent who say they have **EVER** experienced each of the following **because of their race or ethnic background**:



SOURCE: KFF Health Tracking Poll (conducted June 8-14, 2020). See topline for full question wording.



You can find the statistics here:

<https://www.kff.org/racial-equity-and-health-policy/press-release/poll-7-in-10-black-americans-say-they-have-experienced-incidents-of-discrimination-or-police-mistreatment-in-lifetime-including-nearly-half-who-felt-lives-were-in-danger/>

Figure 1: Prevalence of perceived racist harassment in 5 years before the survey, by country (%)^{a,b}



Notes: ^a Out of all respondents of African descent (n=5,803); weighted results.
^b Question: "How many times has somebody done this in the past 5 years in [COUNTRY] (or since you have been in [COUNTRY]) [that is, each of the five types of harassment asked about in the survey] because of your ethnic or immigrant background?"

Source: FRA, EU-MIDIS II 2016



The European Union Agency for Fundamental Rights. (2018) .Second EU Minorities and Discrimination: Being Black in the EU. Retrieved from:

https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-being-black-in-the-eu_en.pdf

2. Compare the statistics between Finland and the United States Black population's level of trust in the police

What do the scales indicate?

What are the major differences/similarities between the United States and Finland?

Why is there such a difference between White and Black People in the U.S.?

Discuss how the U.S history has impacted the situation.

Now compare all the statistics together:

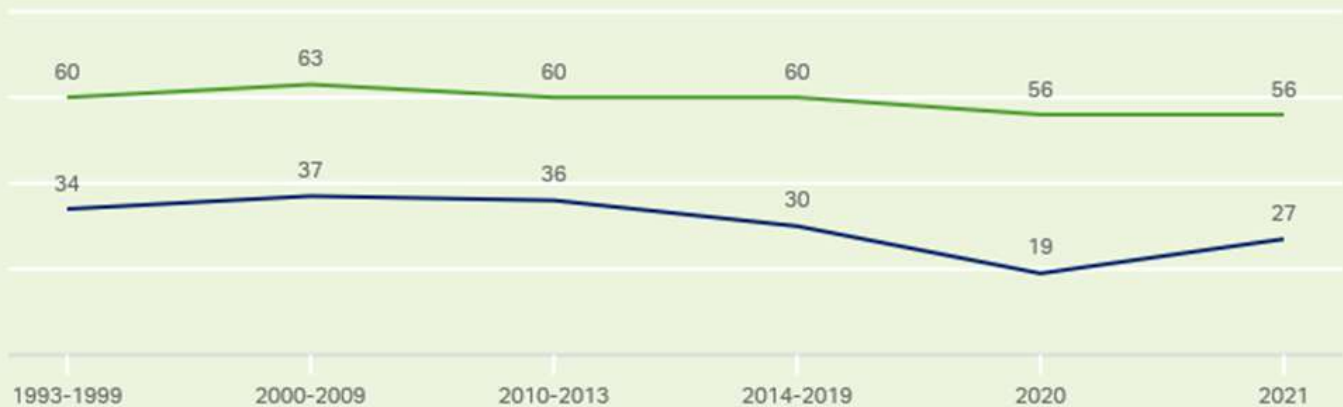
Do they coincide? What do they indicate?



Confidence in Police, by Racial Group

% A great deal/Quite a lot of confidence

— White adults — Black adults



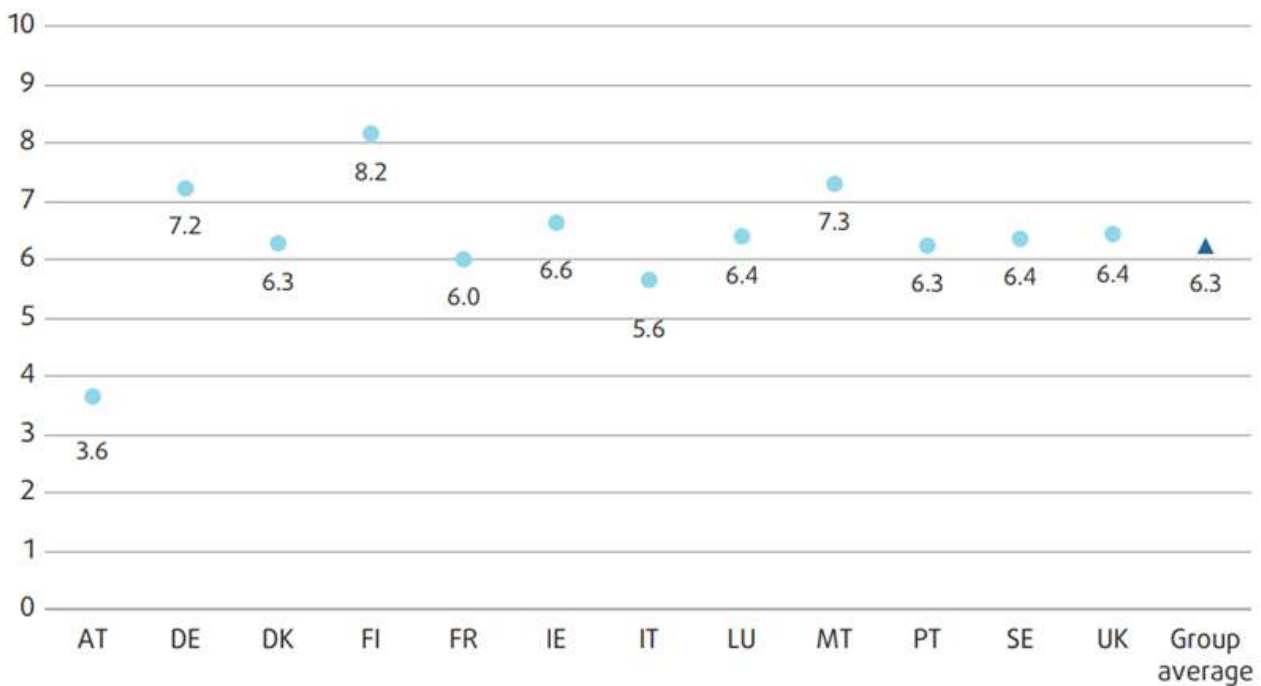
GALLUP



You can find the statistics here:

<https://news.gallup.com/poll/352304/black-confidence-police-recovers-2020-low.aspx>

Figure 16: Levels of trust in the police, by country (average values on a scale ranging from 0 to 10)^{a,b}



Notes: ^a Out of all respondents of African descent (n = 5,539); weighted results.

^b Question: "Please tell me on a scale of 0-10 how much you personally trust each of the [COUNTRY] institutions I read out. 0 means you do not trust an institution at all, and 10 means you have complete trust?"

Source: FRA, EU-MIDIS II 2016

The European Union Agency for Fundamental Rights. (2018) .Second EU Minorities and Discrimination: Being Black in the EU. Retrieved from:

https://fra.europa.eu/sites/default/files/fra_uploads/fra-2018-being-black-in-the-eu_en.pdf

Group work: brainstorm

In this part of the lection students brainstorm ideas for concrete action in their own environment (and national level). Students will identify and address problems that are located within their school, community, or national level. Teacher can also provide the students with ready-made categories, such as, employment/working life, school/education, politics, housing, and medical services.

After identifying racial injustices in different areas of the society, students work on making solutions to create positive change. Students will work in groups of 3-5. 30 minutes are reserved for brainstorming in group, and the resting 15 minutes for each group to present their ideas by turns for the rest of the class.

The goal of this activity is to make the students to realize that they are capable off changing social injustices and to critically think about their actions and the world around them. It is important that teacher approaches the subject of students as agents of change, affirming their capacities.



Work in group. Choose a minimum of 3 different areas.

What racial injustices can be detected in the following areas in Finland:

Employment

Education

Politics

Housing

Online

Elsewhere?

Describe the type of discrimination and give examples. Have you witnessed that type of discrimination?

Create solutions on an individual level and a national level for the mentioned issues.



The images that do not include the direct source were taken directly from [Canva.com](https://www.canva.com).