

## Black Lives Matter Post-Primary

### KEY STAGE 3

Suggested Thematic Context: Black Lives Matter

KS3

#### LANGUAGE AND LITERACY

- > *To Kill a Mockingbird* (film or novel) – select some of the following activities based on year group and area of study.
- > Carry out an in-depth analysis of the characters of Scout, Jem, Atticus, Dill, Boo Radley, Bob Ewell and Miss Maudie.
- > Explore the key themes, such as the law, good and evil, courage, prejudice, racism, class, innocence and maturity.
- > Develop awareness of the features of a novel, for example character, theme, plot and style.
- > Discuss Harper Lee’s message and the role of setting, the mockingbird motif and language.
- > Provide a cloze passage to consolidate pupils’ understanding of the plot.
- > Select and watch one of the films related to Black Lives Matter from the [Into Film list](#), available at [www.intofilm.org](http://www.intofilm.org), and then write a review of your chosen film.
- > Define some of the words that are used in the media around the Black Lives Matter issues, such as racism, anti-racism, movement and white privilege.
- > Consider emotive language, like the examples below, and its use in the Black Lives Matter movement:
  - ‘Black Lives Matter’
  - ‘Silence is violence’
  - ‘Say his/her name’.

Why do people choose to use this language? Look for further examples of people using emotive language.

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### KEY STAGE 3 (continued)

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#### MATHEMATICS AND NUMERACY

- > Data handling based on pupil research – consider the following questions:
  - What were the population ratios of ‘whites to blacks’ in the early 1930s?
  - How much money did each socio-economic group make in the early 1930s?
  - What was the ratio of educated minorities to ‘whites’ during this period?
  - What was the ratio of court cases involving ‘whites to blacks’?

Graph the information and compare it to today’s statistics.

- > Using the Prison Policy Initiative data on [US incarceration rates by race and ethnicity, 2010](#), available at [www.prisonpolicy.org](http://www.prisonpolicy.org), display the statistics in two different formats.

#### MODERN LANGUAGES

- > Consider the impact the Black Lives Matter movement has had on other countries.
  - > Refer to the following articles and try to find further examples of countries who joined the protest:
    - [France 24 – Anti-racism protesters in Paris take a knee for George Floyd](#), available at [www.france24.com](http://www.france24.com)
    - [Tribune – France’s Black Lives Matter Movement](#), available at [www.tribunemag.co.uk](http://www.tribunemag.co.uk)
  - > Learn about French and Spanish words that are associated with the movement. You could use the [Spanish/French BLM Resources – Black Lives Matter](#), available at [www.tes.com](http://www.tes.com), for this activity.
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#### ENVIRONMENT AND SOCIETY

##### *Geography*

- > Read the New York Times article [The Myth of the Criminal Immigrant](#), available at [www.nytimes.com](http://www.nytimes.com), and review the graphs. What factors influence opinion on immigration?

##### *History*

- > Watch some of the BBC Teach video clips on the [Black lives and black history resources](#) page, available at [www.bbc.co.uk/teach](http://www.bbc.co.uk/teach), about people who have influenced the movement.
- > Create a 5-minute presentation on someone who has contributed to the black rights movement, for example Martin Luther King, Rosa Parks or Maya Angelou, or someone of your own choice.
- > Divide the class into two groups for a debate. One group will support the motion that Black History Month is vital in schools. The opposing team will debate otherwise. You could use the Debate Mate fact sheet [This House Supports the Celebration of Black History Month](#), available at [www.debatemate.org](http://www.debatemate.org), as a starting point.
- > Choose one influential African-American person you have studied and write a short biographical narrative about them. Also, justify why you chose this person.

#### THE ARTS

##### *Music*

- > Listen to [Black America Again by Common and Stevie Wonder](#), available on YouTube, and write a personal response to this song. Consider how the lyrics make you feel. What are your thoughts? What are your views?
- > Explore the genre of blues music and its association with the black community. You could use the songs below, available on YouTube, as a starting point:
  - [Alabama Blues by JB Lenoir](#)
  - [When Do I Get to Be Called a Man? by Big Bill Broonzy](#)

Create a music playlist with similar themes.

- > Compose a song based on the Black Lives Matter movement. You could refer to the TeachRock page [#BlackLivesMatter: Music in a Movement](#), available at [www.teachrock.org](http://www.teachrock.org), which looks at how musicians have responded to the Black Lives Matter movement.

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#### THE ARTS (continued)

##### *Art and Design*

- > Study some of the images and artwork created as part of the movement. The Art Class Curator page [Artists as Activists: Black Lives Matter Art](http://www.artclasscurator.com), available at [www.artclasscurator.com](http://www.artclasscurator.com), might be useful for this activity. What is your favourite piece and why?
- > Using photomontage, create your own piece of artwork to communicate a powerful message on the theme 'Standing Together'. This technique allows you to use torn newspaper, painted shapes, textures and words. You can layer and arrange items, and draw on or paint them using various techniques.
- > Make your own poster about what we can do as a community to end racism. Think about our rights-respecting values, for example respect, kindness and friendship.

##### *Drama*

- > Using your novel, identity stereotypes. The Facing History and Ourselves resource [Teaching Mockingbird](http://www.facinghistory.org), available at [www.facinghistory.org](http://www.facinghistory.org), might be useful for this activity.
- > Write a 1-minute speech documenting your own views on the Black Lives Matter movement and then share this with your class.
- > **Spontaneous improvisation**  
Ask the pupils to stand in a circle with their eyes closed. Walk around the circle and touch each pupil on the back, but attach a sticker saying 'Oppressor' to five pupils' backs. The pupils won't know who the oppressors are yet, because everyone has been touched on the back. Ask the pupils to start moving around the space and react appropriately to one another, so that pupils can work out whether they are oppressed or the oppressors. Once someone knows that they are the oppressor or oppressed, how do they move? How do they look at people? Do the oppressed people stand together? **This must be a silent activity.**
- > Pupils create a piece of drama that tells the story of Rosa Parks. Set up chairs in the classroom to reflect the seating arrangement on the bus. Then ask the pupils to role play passengers on the bus, acting out the events that day as Rosa got on the bus and as the driver asked Rosa to move to the back of the bus. Include freezes and thought tracks in this activity.

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#### RELIGIOUS EDUCATION

- > Read the following passages from the Bible:
  - The Good Samaritan parable (Luke 10: 25–37)
  - The Sheep and Goats parable (Matthew 25: 31–46)

What lessons do these passages teach us? Create storyboards or a comic strip based on the passages.

- > Give the pupils quotes from the Qur'an about love and prejudice. Ask the pupils to read them to each other and to annotate around them in their books, considering their meaning. Pupils should consider how these quotes may impact on a Muslim's life and how they will behave as a result.
- > Research the life and times of some influential religious figures who worked for civil rights, for example Martin Luther King and Rosa Parks.
- > Write a prayer reflecting on the need for change around the world.

#### HOME ECONOMICS

- > Explore the food of and culture of eating for African Americans by visiting the Black Foodie page [The Humble History of Soul Food](http://www.blackfoodie.co), available at [www.blackfoodie.co](http://www.blackfoodie.co)
  - > Design an African-American menu based on research.
  - > Try out a recipe based on soul food.
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#### LEARNING FOR LIFE AND WORK

- > Watch the 10-minute short film [Racism and Institutional Racism](#) from BBC Teach, available at [www.bbc.co.uk/teach](http://www.bbc.co.uk/teach), and then discuss and respond to the following questions:
    - Is justice always blind?
    - Does racism still exist?
    - How can institutional racism be tackled?
  - > On Tuesday 2 June 2020, many people took part in Blackout Tuesday, which encouraged people to step away from social media and raise awareness of racism and inequality and the rise of the Black Lives Matter movement. Consider examples of how social media can be a tool for activism.
  - > Create an art spiral on the topic of Black Lives Matter. Place a large sheet of paper in the centre of the room and ask the pupils to write or draw their thoughts about the issue. Debrief by considering others' opinions and thoughts.
  - > **Conscience alley**  
Imagine you are a black person living in America in 2020. Consider different scenarios and the range of emotions you might feel.
  - > **Hot seating**  
Allocate pupils a particular character and ask the rest of the class to pose probing questions.
  - > The British Red Cross has created [Black Lives Matter: resources for young people](#), available at [www.redcross.org.uk](http://www.redcross.org.uk), that look at racism and issues surrounding Black Lives Matter. You could use these to further explore this topic with your class.
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