

# Lesson Title: Learning the Successes and Challenges of When They Come For Others

Lesson Author: Kevin Dua

Grade Level(s): 9-12

## Overview

The United States has a long history of activists seeking social, political, and economic changes to ensure equal civil liberties for all humans—along with a history of resisting factors that have tried to prevent such successful efforts.

Activists have challenged injustices, from the indigenous communities opposing European colonization to U.S. citizens protesting against travel bans and incarceration of refugees into concentration camps. Using scenes from the 2017 film *And Then They Came For Us*, students and teacher(s) will identify common successes and challenges experienced by various activist movements.

## Essential Question(s)

- What are the shared successes and challenges among different activism movements in the United States?
- How do people measure successful activism?

## Student Objectives

- Each student will be able to summarize key terms in their own words
- Provided with a graphic organizer, each student will be able to list and determine common successes and challenges among activist movements within the U.S.

## Materials

*Teachers will provide the following materials:*

- Do Now handout (see below)
- Guided Notes handout (see below)
- Articles:
  - Coleman, Arica, L. "Pipeline Protest Recalls Decades of Native American Environmental Concerns," *Time*, September 19 2016, <https://time.com/4497366/environment-protest-indian-reservations/>
  - Roberts, Frank Leon. "How Black Lives Matter Changed the Way Americans Fight for Freedom," *American Civil Liberties Union*, July 13, 2018, <https://www.aclu.org/blog/racial-justice/race-and-criminal-justice/how-black-lives-matter-changed-way-americans-fight>
  - Kurtz, Joshua. "Activists Protest Supreme Court Muslim Ban Decision," *HIAS*, June 27, 2018,

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|                | <p><a href="https://www.hias.org/blog/activists-protest-supreme-court-muslim-ban-decision">https://www.hias.org/blog/activists-protest-supreme-court-muslim-ban-decision</a></p> <ul style="list-style-type: none"><li>○ Kuruvilla, Carol. "Jewish Activists Are Protesting ICE Detention Centers Across The Country," <i>The Huffington Post</i>, July 3, 2019, <a href="https://www.huffpost.com/entry/never-again-action-ice-protests_n_5d1cc0abe4b0f312567d7267">https://www.huffpost.com/entry/never-again-action-ice-protests_n_5d1cc0abe4b0f312567d7267</a></li></ul> <ul style="list-style-type: none"><li>● Film:<ul style="list-style-type: none"><li>○ Clip from the film, <i>And Then They Came for Us</i> (2017):<ul style="list-style-type: none"><li>■ "Current Day: Challenges and Activism" (43:02 - 48:22; Length - 5:20)</li></ul></li><li>○ After registering for a free account, educators can screen the film on Facing History's website: <a href="https://www.facinghistory.org/resource-library/video/and-the-n-they-came-us">https://www.facinghistory.org/resource-library/video/and-the-n-they-came-us</a></li></ul></li></ul> |
| Assessment     | <ul style="list-style-type: none"><li>● Paired and group discussions</li><li>● Graphic organizers</li><li>● Discussion questions</li></ul>   |
| C3 Alignment   | <p>This lesson supports the College, Career, and Civic Life (C3) Framework:</p> <ul style="list-style-type: none"><li>● D2.His.1.9-12. Evaluate how historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</li><li>● D2.His.2.9-12. Analyze change and continuity in historical eras.</li><li>● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li></ul>   |
| Prior to Class | <ul style="list-style-type: none"><li>● View <i>And Then They Came For Us</i> in its entirety for familiarity;<ul style="list-style-type: none"><li>○ Review the "Current Day: Challenges and Activism" segment of the film (43:02 - 48:22); this clip will be used in the "Do Now" section of the class lesson</li></ul></li><li>● Review key language terms for familiarity (e.g., injustice, activism, success)</li><li>● Examine guiding tips and sentence starters on generating open-ended questions</li><li>● Look over script overview (in the "Before" section) to avoid reading off on an hand-out (feel free to summarize overview on a PowerPoint to be displayed on the board, if applicable)</li></ul>   |

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### Do Now

- Distribute “Do Now” handout (see below) or ask the students to write on a separate piece of paper or on their devices.
- Display on the board the following prompt for the students and instruct their attention to it:

*Create a list of factors that you would use to determine if a form of activism was successful.*

*Provide at least 3 examples; if helpful, define “successful.”*

### Before

- **3 MINUTES:** After the Do Now activity, instruct students to pair-and-share with a student partner, and inform them that each partner will have 1 minute to share their list, while the other partner only listens. Afterward, instruct them that each pair will have 1 minute compare/contrast their list and/or discuss their justifications for each factor. Inform them that they should be prepared to share their factors, and explain their justification to the class. Students can take notes on their paired discussion on the “Do Now” handout.
- **4 MINUTES:** Next, ask for one student to volunteer to read aloud the task. Then ask for other students to volunteer to share examples of their factors and briefly explain them. Use your discretion on how many examples to request, depending on class size. Advise other students to write down what they hear from their classmates.
- **5 MINUTES:** Read the following script; feel free to revise.

The United States has a long, documented history of activists seeking social, political, and economic changes to ensure equal civil liberties for all humans—along with a history of resisting factors that have tried to prevent such successful efforts. From indigenous communities opposing European colonization to current day U.S. citizens protesting against travel bans and incarceration of refugees into concentration camps, when paired among each other, the different activist movements within the country have always shared common challenges.

Upon their arrival to North America, White Europeans created policies that preserved freedoms and rights for themselves and not for people of color and indigenous peoples. As these peoples challenged those original, intentional frameworks by White Europeans to attain equitable freedoms and rights, their efforts were and continue to be fraught. This repetition is evident; activists perpetually face ongoing injustices from

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the past.

Today's class will focus on identifying the shared challenges that have hindered different activism movements in the United States and how we should try to measure successful activism. We will all try to define and use certain key language and, drawing upon varied activism examples, we will create a list to help us determine common challenges between these examples within the U.S. Lastly, we will create in-class discussion questions for us to engage among ourselves, which will also be used to discuss with your family, friends, and other teachers.

### During

- 10 MINUTES:
  - Let students know that they are going to view a short film clip about Fred Korematsu, a civil rights activist who brought a case against the U.S. government for incarcerating Japanese Americans during World War II. The clip will also address more recent challenges to civil liberties in a post-9/11 world.
  - Show students a scene from *And Then They Came For Us*: "Current Day: Challenges and Activism" (43:02 - 48:22; Length - 5:20)
- 35 MINUTES:
  - Distribute Guided Notes handout (see below) to the students. Now, they will be assigned one of the following activist movements:
    - Indigenous People
    - Blacks/African Americans
    - Muslims / Syrian Refugees
    - Immigrants at the U.S.-Mexico Border
  - Inform students that they will read a news article about their movement. Then, they will complete the graphic organizer, determining and listing the shared challenges of their assigned activism movement. Students can work either in pairs and/or groups.
  - After completion of the graphic organizer, inform students that they will fill in the remainder of the graphic organizer during a whole class share out. As students are sharing responses, please fill out responses on the board for display, and encourage students to fill out any incomplete rows/columns.

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### After

- After the completion of the graphic organizer as a class, inform students that they will be responsible for completing the discussion questions (which are on the back of their Guided Notes handout):
  - Based on the graphic organizer, what are similarities among the targeted injustices and the goals of the activist movement?
  - Based on the graphic organizer, what are the similarities among the outcomes of the various movements?
  - Based on responses to questions 1 & 2, what are possible shared challenges that have hindered activism movements in the United States?
  - Based on the graphic organizer, what makes a particular group demographic's activism "successful"?
- Teachers can either have the students return to their pairs or groups to discuss and take notes. Or, these questions can be answered via a whole class facilitated discussion.

### Extensions

1. Watch the scene in *And Then They Came For Us*. (2017), "Current Day: Challenges and Activism" (43:02 - 48:22; Length - 5:20)
2. Create one or two open-ended questions based on the film (*Examples of open-ended question starters: How could...What is your opinion on...Why do you think...Why is this...What reasons would you give for...Explain...What does \_\_\_\_\_ make you think about?*)
3. Ask the questions to one family member (preferably adult), friend, or teacher. Provide the interviewee some context on what the student learned in today's lesson. Have students record the interviewee's responses in notes or as an audio recording. Students can inform interviewees that they can remain anonymous if they wish.
4. Write 1-2 paragraphs that reflects on:
  - a. Their interview
  - b. A viewing of the film's scene
  - c. The value of activism today

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## CLASS DO NOW

|   |  |
|---|--|
| <p>CREATE a list of factors that you would use to determine if a form of activism was successful.</p> <p>Provide at least 3 examples (if helpful, define "<i>successful</i>," too).</p> | <p>1.</p> <p>2.</p> <p>3.</p>                |
| <p><b>PARTNER'S LIST</b></p> <p>1.</p> <p>2.</p> <p>3.</p>  | <p><b>SIMILARITIES &amp; DIFFERENCES</b></p> |

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# GUIDED NOTES

## STEP 1 - GRAPHIC ORGANIZER DIRECTIONS:

- Complete the following graphic organizer (based on your assigned article) to help list and determine shared challenges of activist movements in addressing injustices in the United States.
- After completion of your section, fill in the remainder of the graphic organizer during the whole class share.

| NAME OF ACTIVISM DEMOGRAPHIC         | TARGETED INJUSTICE | ACTIVISM'S GOAL (AGAINST TARGETED INJUSTICE) | OUTCOME OF EFFORTS |
|--------------------------------------|--------------------|--|--------------------|
| Indigenous People                    |                    |  |                    |
| Blacks/African Americans             |                    |  |                    |
| Muslims / Syrian Refugees            |                    |  |                    |
| Immigrants at the U.S.-Mexico Border |                    |  |                    |

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### **STEP 2 – DISCUSSION QUESTIONS:**

1. Based on the graphic organizer, what are similarities among the targeted injustices and the goals of the activist movement?
2. Based on the graphic organizer, what are the similarities among the outcomes of the various movements?
3. Based on responses to questions 1 & 2, what are possible shared challenges that have hindered activism movements in the United States?
4. Based on the graphic organizer, what makes a particular group demographic's activism "successful"?