

Huck Finn

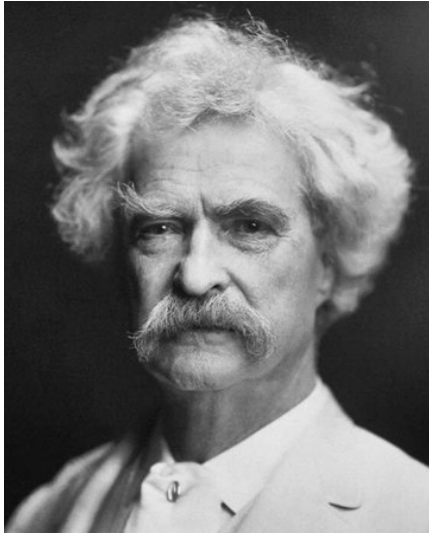
**A comedy based on Mark Twain, book by Sean Aita and music by
James Bailey**

19th September 2019 – July 2020

English Theatre Frankfurt

Teachers' Resource Pack

This teachers' resource pack includes factual information as well as tasks and topics to be dealt with in the classroom. Cut and paste as you please, and please consult the official programme for additional information. Activities for students are framed for your convenience.



Mark Twain

He held printing jobs in New York, Pennsylvania, and Iowa. Then, when he was twenty-one, he returned to the Mississippi River to train for the job he wanted above all others: steamboat pilot. A few years later, he became a licensed pilot, but his time as a pilot was cut short by the start of the Civil War, in 1861.

After a two-week stint in the Confederate army, Clemens joined his brother in Carson City, Nevada. There, Clemens began to write humorous sketches and tall tales for the local newspaper. In February 1863, he first used the pseudonym, or pen name, that would later be known by readers throughout the world. It was a riverboating term for water two fathoms, or twelve feet, deep: “Mark Twain.”

Clemens next worked as a miner near San Francisco. In 1865 he published in a national magazine a tall tale he had heard in the minefields—“The Celebrated Jumping Frog of Calaveras County.” It was an instant success. Later, he travelled to Hawaii, Europe, and the Middle East. The humorous book he wrote about his travels, *The Innocents Abroad*, made him famous.

In 1870 Clemens married Olivia Langdon. A year later they moved to Hartford, Connecticut. At the same time, he began a successful career as a lecturer, telling humorous stories and reading from his books. More books followed, including *Roughing It*, a travel memoir about the West; *The Adventures of Tom Sawyer*; *Life on the Mississippi*; and *The Prince and the Pauper*. Thanks to his lecture tours and books, Mark Twain became known around the world. His death in 1910 was met with great sorrow.

Mark Twain, whose real name was Samuel Clemens, was in many ways a self-made man. Clemens was born on the Missouri frontier, learned several trades, travelled widely, and transformed himself into Mark Twain, the larger-than life writer, lecturer, and symbol of America.

Four years after Clemens was born, his father moved the family to Hannibal, Missouri, on the Mississippi River. There, the young boy lived an idyllic life. Some of his happiest days were spent on the riverbanks watching the parade of boats that passed by. In his memoir *Life on the Mississippi* (1883), he recalls the excitement people felt when the lazy summer air was pierced by the cry of “S-t-e-a-m-boat a-comin!” “All in a twinkling,” he wrote, “the dead town is alive and moving.” Hannibal was also home to relatives, friends, and townspeople who served as the inspiration for characters in his fiction.

But before Clemens could turn his childhood memories into literature, he needed to see something of the world. At the age of seventeen, he left Hannibal to work as a printer’s assistant.

The Characters of Huck Finn

Huckleberry Finn:

The main character and narrator. A young adventurer who seeks to free himself from the abuse of his father and the social constraints of the Widow Douglas. Tom Sawyer's best friend and a friend to Jim.



Widow Douglas:

Takes care of Huck while his father is gone. Even though she often scolds him, she genuinely cares about Huck's well-being and safety.

Tom Sawyer:

Huck's best friend, who we meet at the beginning of the play. He is Huck's friend and together they seek adventure and mischief. In former times they have won a lot of money together. He is Widow Sally Phelps' nephew.



Pap:

Huck's father. He is an alcoholic criminal, who terrorizes his son. He is frustrated that Huck has a better life than he has and uses violence to get to Huck's money.

Jim:

Widow Douglas's slave. He is a friend of Huck but Huck does not really respect him until they start their journey.

Jim runs away in order not to be sold. He wants to travel north, so he can be free. Jim believes strongly in superstition and teaches Huck about morality in a different way than the Widow Douglas had.



The King and the Duke:

Two con artists who pretend to be a King and a Duke. One has conned people into thinking he is a doctor and a preacher. They are responsible for Jim's capture.

Sally Phelps:

Holds Jim captive and wants to return him to his owner.

Huck wants to save Jim and pretends to be her nephew Tom Sawyer.



Summary of the Play

Huck Finn is set in Missouri in round about 1840. At the start of the play we meet Huck, Huck's strict guardian the Widow Douglas, Huck's best friend, Tom Sawyer, with whom he plans an adventure, and Jim, a slave, who is afraid of being sold soon.

Later on Huck's father, old Finn, comes home and is angry that his son lives a more comfortable life than he is. He has heard about a huge amount of gold that Huck and Tom have found and very drunk Pap kidnaps Huck in order to get the money. Pap hides Huck in a shack by the river where he violently abuses him and Huck decides he has to escape. Huck devises a plan in which it looks like he has been murdered and then escapes on a raft down the Mississippi River. In the meantime, Jim decides to run for his life, too. He hides on an island down the river where he meets Huck. They agree to run away together on Huck's raft. Huck and Jim decide to travel down the Mississippi River to Cairo, Illinois, where the river meets the Ohio River. This will put them in the free states and Jim will be safe from being sold, and Huck will be away from Pap and the Widow Douglas.

Huck and Jim continue to travel down the river, but only at night, to keep Jim out of sight. They come upon a wooden cabin floating in the river. Jim investigates and finds a corpse. He does not want Huck to see the body.

When they pass a city, they go ashore and Huck dresses up as a girl to find out where he and Jim are exactly. He knocks at a door dressed up as a girl, pretending to be Sarah Williams. He finds out that they have already passed Cairo and need to go back upstream and that Jim is accused of killing Huck. In the course of the conversation Huck gets caught up in his lies and escapes. Back at the raft Jim and Huck travel further South, knowing that they are going in the wrong direction.

Next morning, when they try to hide the raft, two men run towards them along the shore. They are being chased and pretend to be a Duke and a lost King. Huck and Jim are at first impressed and offer to aid and serve the two men. The King and the Duke decide that on their next stop along the river they will put on a Shakespearean play for money, however it's clear neither of them is all that familiar with Shakespeare, and additionally secretly plot to turn Jim in so that they can get a cash reward. They eventually turn Jim in to Aunt Sally's farm (who happens to be the aunt and of Tom Sawyer).

Huck resolves to rescue Jim from Aunt Sally. He finds Jim there, but trying to free him is interrupted by Aunt Sally Phelps who thinks that Huck is Tom, who was supposed to visit her. Huck pretends to be Tom until the actual Tom arrives. Tom is very confused and frightened to see Huck, since he still believes he is dead. Huck asks for Tom's help in freeing Jim and introduces Tom as his brother Sid to Aunt Sally.

Jim could easily be rescued since he is only fettered by a rope but that is not enough of a challenge for Huck and Tom. Because they want it to be an adventure they write Aunt Sally a letter announcing the pending rescue pretending to be dangerous criminals.

The night they finally try to free Jim, Tom gets shot and Jim does not run but stays instead to make sure Tom will survive. Jim gets locked up again until Tom wakes up a few days later. He reveals that the Widow Douglas had died and had freed Jim in her will. Jim had been free all along. Tom claims he wanted the adventure of freeing him, but gives Jim 400 dollars in repentance. Jim thanks Huck for his friendship and confesses that the dead man they saw on the steamboat was Pap and that Huck does not have to return to him.

Huck's and Jim's Journey



-----> Path of Huck and Jim

- ❶ In Chapter 12, Huck and Jim pass St. Louis.
- ❷ In Chapter 16, Huck and Jim pass Cairo in the fog.
- ❸ Jim is held captive at the Phelps's farm.

Slavery in the United States of America

Slavery, condition in which one human being was owned by another. A slave was considered by law as property, or chattel, and was deprived of most of the rights ordinarily held by free persons.

(<https://www.britannica.com/topic/slavery-sociology/Slave-societies> letzter Zugriff: 26.11.2019)

Black slaves played a major, though unwilling and generally unrewarded, role in laying the economic foundations of the United States—especially in the South. Blacks also played a leading role in the development of Southern speech, folklore, music, dancing, and food, blending the cultural traits of their African homelands with those of Europe. During the 17th and 18th centuries, African and African American (those born in the New World) slaves worked mainly on the tobacco, rice, and indigo plantations of the Southern seaboard. Eventually slavery became rooted in the South's huge cotton and sugar plantations. Although Northern businessmen made great fortunes from the slave trade and from investments in Southern plantations, slavery was never widespread in the North.

The American Revolution, some 5,000 black soldiers and sailors fought on the American side. After the Revolution, some slaves—particularly former soldiers—were freed, and the Northern states abolished slavery. But with the ratification of the Constitution of the United States, in 1788, slavery became more firmly entrenched than ever in the South. The Constitution counted a slave as three-fifths of a person for purposes of taxation and representation in Congress (thus increasing the number of representatives from slave states), prohibited Congress from abolishing the African slave trade before 1808, and provided for the return of fugitive slaves to their owners.

Laws known as the slave codes regulated the slave system to promote absolute control by the master and complete submission by the slave. Under these laws the slave was chattel—a piece of property and a source of labour that could be bought and sold like an animal. The slave was allowed no stable family life and little privacy. Slaves were prohibited by law from learning to read or write. The meek slave received tokens of favour from the master, and the rebellious slave provoked brutal punishment. A social hierarchy among the plantation slaves also helped keep them divided. At the top were the house slaves; next in rank were the skilled artisans; at the bottom were the vast majority of field hands, who bore the brunt of the harsh plantation life.

Individual resistance by slaves took such forms as mothers killing their newborn children to save them from slavery, the poisoning of slave owners, the destruction of machinery and crops, arson, malingering, and running away. Thousands of runaway slaves were led to freedom in the North and in Canada by black and white abolitionists who organized a network of secret routes and hiding places that came to be known as the Underground Railroad. One of the greatest heroes of the Underground Railroad was Harriet Tubman, a former slave who on numerous trips to the South helped hundreds of slaves escape to freedom.

Free Blacks

During the period of slavery, free blacks made up about one-tenth of the entire African American population. In 1860 there were almost 500,000 free African Americans—half in the South and half in the North. The free black population originated with former indentured servants and their descendants. It was augmented by free black immigrants from the West Indies and by blacks freed by individual slave owners.

But free blacks were only technically free. In the South, where they posed a threat to the institution of slavery, they suffered both in law and by custom many of the restrictions imposed on slaves. In the North, free blacks were discriminated against in such rights as voting, property ownership, and freedom of movement, though they had some access to education and could organize. Free blacks also faced the danger of being kidnapped and enslaved.

(<https://www.britannica.com/topic/African-American/Slavery-in-the-United-States>. Letzter Zugriff: 26.11.2019)

The Missouri Compromise

A change began in some of the northern states of the USA in 1777. According to the thought that all men were created equal (Declaration of Independence), people there started to think that this must apply to every human being and that slaves therefore should be freed. In consequence they abolished slavery. More and more of the northern states became “free states”, whereas the southern states did not want to give up on the free labour and stayed “slave states”. In 1820 the competing systems sought to find a peaceful way to coexist. North and South agreed on the “Missouri Compromise”. Missouri and all the states South of Missouri, were officially allowed to keep slaves, whereas all states above had to grant the same rights to every new citizen regardless of ones skin color or origin.



African American History Timeline: 1619 - 2008

- 1619 The first African American indentured servants arrive in the American colonies. Less than a decade later, the first slaves are brought into New Amsterdam (later, New York City). By 1690, every colony has slaves.
- 1739 The Stono Rebellion, one of the earliest slave revolts, occurs in Stono, South Carolina.
- 1793 Eli Whitney's (1765 – 1825) cotton gin increases the need for slaves.
- 1808 Congress bans further importation of slaves.
- 1820 "Missouri Compromise" is agreed upon. Missouri and all the states South of Missouri, were officially allowed to keep slaves, whereas all states above had to grant the same rights to every new citizen regardless of one's skin color or origin.
- 1831 In Boston, William Lloyd Garrison (1805 – 1879) begins publication of the anti-slavery newspaper the *Liberator* and becomes a leading voice in the Abolitionist movement.
- 1831 – 1861 Approximately 75,000 slaves escape to the North using the Underground Railroad.
- 1846 Ex-slave Frederick Douglass (1818 – 1895) publishes the anti-slavery *North Star* newspaper.
- 1849 Harriet Tubman (c. 1820 – 1913) escapes from slavery and becomes an instrumental leader of the Underground Railroad.
- 1850 Congress passes another Fugitive Slave Act, which mandates government participation in the capture of escaped slaves.
- 1857 The *Dred Scot v. Sanford* case: congress does not have the right to ban slavery in the states; slaves are not citizens.
- 1860 Abraham Lincoln (1809 – 1865) is elected president, angering the southern states.
- 1861 The Civil War begins.
- 1863 Abraham Lincoln's Emancipation Proclamation proclaims that all slaves in rebellious territories are forever free.
- 1865 The Civil War ends.
Lincoln is assassinated.
The 13th Amendment to the Constitution, prohibiting slavery, is ratified. The era of Reconstruction begins.
- 1866 The "Black Codes" are passed by all white legislators of the former Confederate States. Congress passes the Civil Rights Act, conferring citizenship on African Americans and granting them equal rights to whites.
The Ku Klux Klan is formed in Tennessee.
- 1868 The 14th Amendment is ratified, defining citizenship. This overturns the *Dred Scot* decision.
- 1870 The 15th Amendment is ratified, giving African Americans the right to vote.
- 1877 The era of Reconstruction ends.
A deal is made with southern democratic leaders which makes Rutherford B. Hayes

(1822 – 1893) president in exchange for the withdrawal of federal troops from the South, and puts an end to efforts to protect the civil rights of African Americans.

- 1879 Thousands of African Americans migrate out of the South to escape oppression.
- 1881 Tennessee passes the first of the “Jim Crow” segregation laws, segregating state railroads. Similar laws are passed over the next 15 years throughout the Southern states.
- 1896 *Plessy v. Ferguson* case: racial segregation is ruled constitutional by the Supreme Court. The “Jim Crow” (“separate but equal”) laws begin, barring African Americans from equal access to public facilities.
- 1954 *Brown v. Board of Education* case: strikes down segregation as unconstitutional.
- 1955 In Montgomery, Alabama, Rosa Parks (1913 – 2005) is arrested for breaking a city ordinance by refusing to give up her seat on a public bus to a white man. This defiant act gives initial momentum to the Civil Rights Movement.
- 1957 Martin Luther King, Jr. (1929 – 1968) and others set up the Southern Christian Leadership Conference, a leading engine of the Civil Rights Movement.
- 1960 Ruby Bridges is the first African-American child to be enrolled in the all-white William Frantz Elementary School in Louisiana. Federal Marshals escort her to the school because of the demonstrating mob outside of the school.
- 1964 The Civil Rights Act is signed, prohibiting discrimination of all kinds.
- 1965 The Voting Rights Act is passed, outlawing the practices used in the South to disenfranchise African American voters.
- 1967 Edward W. Brooke (1919 - 2015) becomes the first African American U.S. Senator since Reconstruction. He serves two terms as a Senator from Massachusetts.
- 1968 Martin Luther King, Jr. is assassinated in Memphis, Tennessee.
- 2008 Barack Obama (1961 -) becomes the first African American to win the U.S. presidential race.
- 2012 unarmed African American teen Trayvon Martin gets shot by George Zimmermann, a member of the Sanford community watch, while walking down the street.
- 2013 #BlackLivesMatter movement begins as a result of the shooting.
- 2014 Michael Brown, Ferguson, and Eric Garner, New York City, both unarmed African Americans, get needlessly killed by policemen. Protests led by the BlackLivesMatter organization follow.

(cf. <https://www.nps.gov/saga/learn/education/upload/African%20American%20History%20Timeline.pdf> letzter Zugriff: 26.11.2019)

Activities

pre-watching activities

Comparing posters

Divide into two groups.

Group A: Have a look at Picture A. Take notes on what you can see.

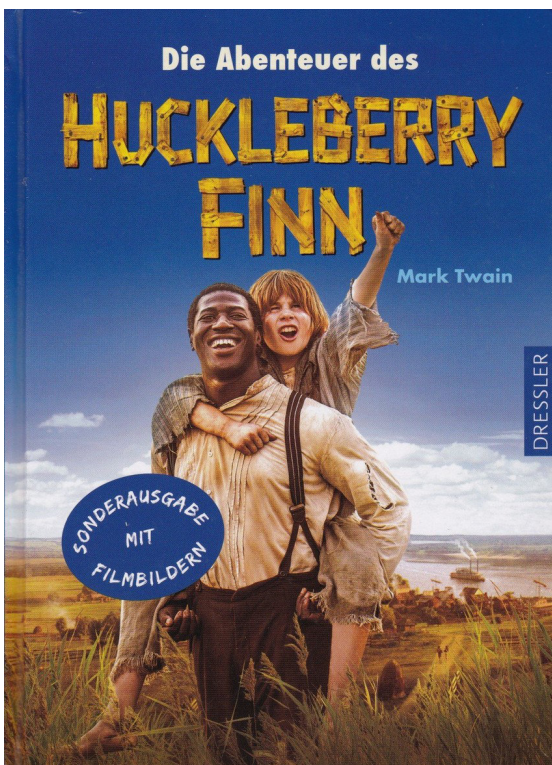
Group B: Have a look at picture B. Take notes on what you can see. (More help needed?1)

Get together with a partner and describe the picture to each other in English. Everybody should say something.

Think about possible topics of the story. What could it be about?

Prepare to present the results of your description and assumed topics to the rest of the class.

A



B



In class : One randomly picked pair presents picture A, another presents picture B.

Compare the pictures in class. Find possible similar and deviating topics.

Additional task : Choose a picture and a character. Write a short inner monologue. Remember to write your monologue in the first-person narrative and to include questions and incomplete thoughts.

1 Vocab: - On picture A/B I can see..., In the foreground there is/ there are..., In the background..., In the center..., To give so. A pickypack (ride) – jemanden Huckepack nehmen, slingshot – Schleuder, ragged – zerlumpt,

Association tasks

Friendship

Describe what your best friend should be like.

- a. Think: Take notes on everything you can think of. Find examples for your statements and/or explain them. (i.e.: smart, because he/she could help me with homework.).

(More help needed?2)

- b. Pair: Discuss your expectations with your partner. Add the ideas you did not list but agree on, discuss the expectations you do not share. (Talk freely and in full sentences. Do not just read your notes to one another.)

- c. Write an essay: What my best friend should be like. Use Linking words and phrases.

(More help needed?3)

OR

Describe what a friendship should be like and how to identify if people are friends.

- a. Think: Take notes on everything you can think of what a friendship should be like. Find examples for your statement and/or explain them. (i.e. smart because he/she could help me with homework) (More help needed?1)

- b. Pair: Discuss your expectations with your partner. Discuss the expectations you do not share (Talk freely and in full sentences. Do not just read your notes to one another.)

- c. Pair: Talk about and collect external characteristics of friendship. How do you know if two people are friends? Describe their behaviour. (More help needed?4)

Scenic Reading-Friendship

a) In class: Read scene 2 when Huck and Tom meet for the first time in the play together in allotted characters (script book p. 6 & 7).

b) Sum up the content of what you have just read.

c) Characterize Tom. What does this scene tell us about him? Why does Huck like him?

2

Wortspeicher – lexical storage

fun	reckless	courageous	nice	caring
pretty	reliable	interested in	musical	humorous
affectionate		cheerful	good listener	honest
available	cheeky	smart	generous	relaxed

3

Wortspeicher – lexical storage

My best friend should be..., because
I want my best friend to be... , so we can....
Me and my best friend, we always... Moreover...
Additionally,... On the one hand... On the other hand...
However, ... In spite of... like...
... as well as... due to...

4 Think about body language and language. Think about yourself and your best friend in comparison to others.

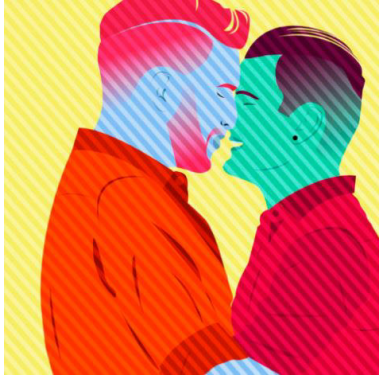
c) Find a partner. Prepare a scenic reading of either the first or the second half of the play.⁵

(First half: read till p.7, Tom: *Stop asking stupid questions.*

Second half: from p. 7 Huck: *Do we have to kill the people Tom?* Until p.7 Tom: *Because robbing and killing people on Sunday would be wicked.*)

⁵ Do not simply read the text out loud. Use facial expression, gestures, different kinds of intonation and volume while reading. Use props, e.g. something that represents the knife. In short: Even though you are reading the text you should act out the scene.

Association task - Freedom



1



2



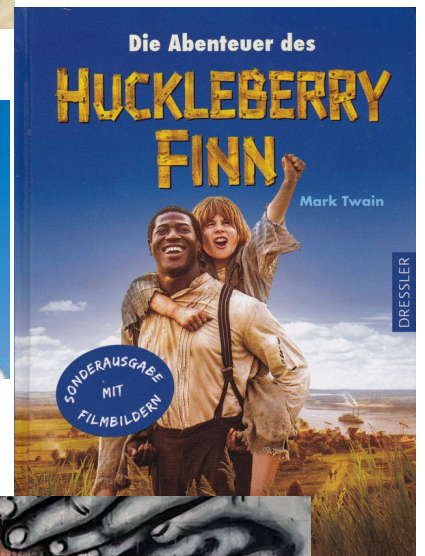
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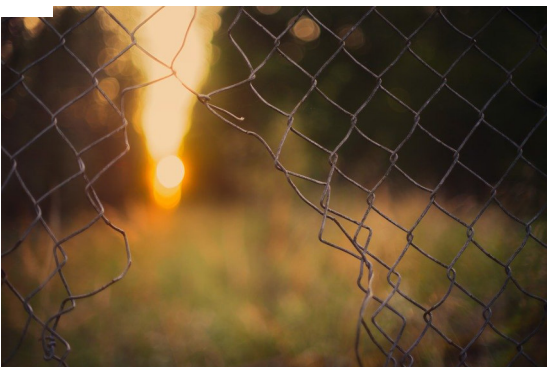
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5



6



7



8

- In class: Choose a picture. Describe it and tell us why you have chosen it.
- Think: Based on these pictures, what would you say is today's topic? Pair: Discuss your ideas with your partner. Share: Discuss in class what today's topic might be.
- Have a look again at the pictures. What do they have to do with freedom? Name different kinds of freedom. 6
- Think about what freedom means to you personally. When do you feel free?
- Talk to your partner about your personal notion of freedom.
- Draw a picture/create a collage showing your own versions of freedom.

6 Freedom to love whomever I choose, freedom to have free time, freedom to travel, to be free in contrast to being trapped or imprisoned, financial freedom, independence, freedom of speech, being free of boundaries...

Vocabulary Work

When watching the play Huck Finn you might come across some unknown words. In order for you to understand the play anyway, we have summed up the most important ones for you.

Familiarize yourself with the vocabulary you do not already know.

To hold someone ransom	Jemanden gegen Lösegeld gefangen halten
To fake one's own death	Den eigenen Tod vortäuschen
To be murdered	Ermordet werden
funeral	Die Beerdigung
Widow	Die Witwe
To ride a raft	Ein Floß fahren
A runaway slave	Ein geflohener Sklave
A slave auction	Eine Sklavenversteigerung
Four hundred dollar reward	Vierhundert Dollar Belohnung
A cabin in the woods	Eine Hütte im Wald
robber, robbers	Der Räuber, die Räuber
To rob	rauben/stehlen
oath	Der Eid
To civilize someone	Jemandem Kultur beibringen/erziehen
A decent boy	Ein anständiger Junge
A wicked boy	Ein böser Junge
To mean no harm	Es nicht böse meinen
To talk someone out of something	Jemandem etwas ausreden
To talk her out of it	Es ihr ausreden
I dug a hole	Ich habe ein Loch gegraben
To pretend to be a girl	So tun, als sei man ein Mädchen
To get caught	Erwischt werden
To rescue someone	Jemanden retten
To escape	fliehen
To set off	Sich auf den Weg machen
To be shot	angeschossen/erschossen werden
To be out cold	Bewusstlos sein

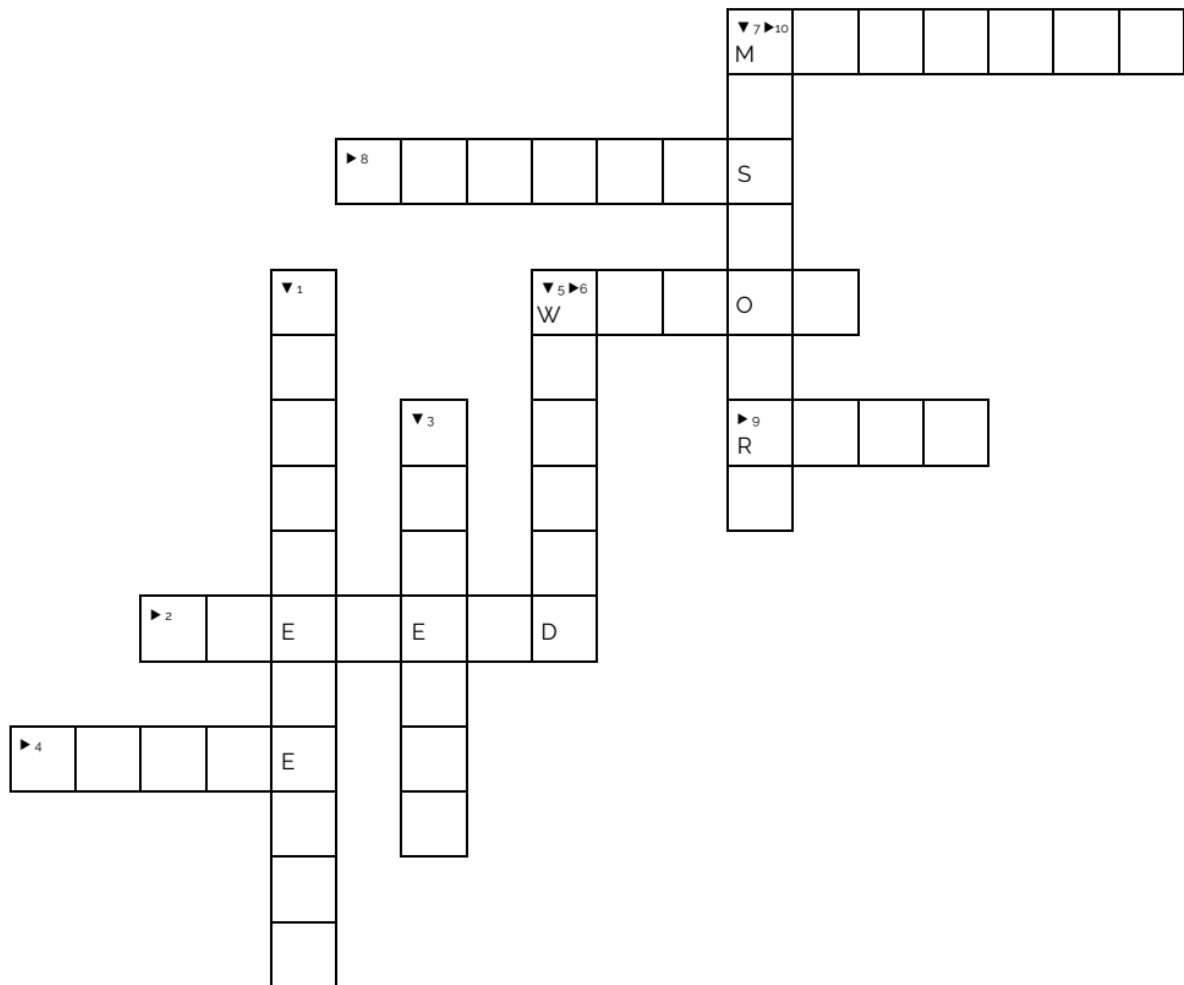
Wordsearch Huck Finn

Find the 17 hidden words. The words are written from top to bottom and from left to right.

J	M	W	I	D	O	W	Z	U	K	P	W	O	T	U
P	Q	R	U	N	A	W	A	Y	Z	K	P	A	V	Y
K	I	E	E	A	J	L	G	Y	X	T	Z	T	F	F
S	H	W	Q	K	P	G	R	N	J	Y	J	H	Q	B
E	W	A	A	D	F	R	N	C	H	A	R	M	I	P
M	U	R	D	E	R	A	I	I	F	A	E	W	O	R
P	H	D	T	C	G	F	L	V	D	E	S	P	M	T
S	L	A	V	E	J	T	M	I	W	D	C	D	U	D
M	N	C	E	N	T	K	T	L	A	O	U	U	J	R
O	O	R	Z	T	X	W	F	I	C	P	E	K	R	H
T	Y	D	Y	Q	T	O	M	S	A	W	Y	E	R	U
H	K	M	U	B	A	M	S	E	S	C	A	P	E	X
Y	Y	R	P	W	F	F	U	N	E	R	A	L	L	Q
U	U	N	H	U	C	K	L	E	B	E	R	R	Y	Y
Q	M	S	W	Y	H	X	A	W	W	I	C	K	E	D

Escape - entkommen decent - anständig raft - Floß rescue - retten harm- Schaden
 civilise - erziehen Duke- Adelstitel Widow - Witwe Oath- Eid
 Runaway- entlaufen/fliehend Wicked- unartig/boshaft Huckleberry Funeral- Beerdigung
 Reward- Belohnung Murder- Mord Slave - Sklave Tom Sawyer

Crossword Puzzle Huck Finn



- 1) What is *Angewohnheiten/Benehmen* in English?
- 2) What is *Floß* in English?
- 3) Name the word for trying to convince someone of something that is not true.
- 4) Name the word for a woman, whose husband has died.
- 5) What is *Beerdigung* in English?
- 6) People who steal something are...
- 7) Protagonist's first name.
- 8) Synonym for mischievous, evil, morally wrong
- 9) A person, who is not free, but is owned by someone else
- 10) Name the state in which Huck lives.

Solution Crossword Puzzle
 1) manners 2) raft 3) pretend 4) widow 5) funeral 6) robbers 7)Huckleberry
 8) wicked 9) slave 10) Missouri

Historical Background - Research task

1) Find out about the situation of African-Americans in the In the United States of America in 1840. One possible source is the ETF's Website. (<https://www.english-theatre.de/huck-finn-quizzes/>).

Historical Background – American History 1773-1865

- a) *Read the texts about American history and match them to the photos.*
- b) *Use the information to make a timeline of American history.*

Christopher Columbus (1492)

Christopher Columbus sailed across the Atlantic from Spain and landed on an island near America. He called the people he found there “Indians“, because he thought he was in India.

The Mayflower (1620)

The ship *The Mayflower* brought 102 people from England to America. These “pilgrims” started a colony where they could practice their religion in freedom. Today Americans celebrate the pilgrims’ first harvest as “Thanksgiving” every November.

The Boston Tea Party (1773)

By the 1770s the people in the colonies were unhappy about how Britain treated them, and about the taxes they had to pay to the “mother country” across the Atlantic.⁷ The American colonists did not have a say in this because they were not represented in the British parliament. Many agreed there should be “no taxation without representation”. When a new tax for tea was introduced in 1773 the colonists finally took action. Disguised⁸ as American Indians, they went on board three tea clippers in Boston and threw all the boxes of tea into the water.

War of Independence/ The Revolutionary War (1775 – 1783)

What had started as a protest against unfair taxes led to the War of Independence. Led by General George Washington, all thirteen colonies joined against Britain. In 1776 the Declaration of Independence was signed in Philadelphia. After six years of fighting, the British were forced to surrender.⁹ In 1781 and in 1783, the United States was declared an independent country. Washington later became the first president of the US.

Slavery

Even before independence the slave trade brought millions of Africans to the Americas. In the US most slaves worked on tobacco and cotton plantations in the South. Although they were needed as workforce, the slaves were treated as goods and their living conditions were often inhumane. Some slaves turned to the Underground Railroad, an organization that helped them escape to the slave-free North. As the West was settled, disputes over slavers increased.

The Civil War (1861-1865)

Abraham Lincoln argued that any new states should be slave-free. When he became president seven Southern states left the Union. In 1861 the Confederate States of America (the South) started the Civil War by attacking the North. The War ended in 1865. The states of the North had won and slavery was abolished¹⁰. Nevertheless, the black population still had a long struggle for equal rights.

The Civil Rights Movement (1954-1968)

After the end of slavery there was still discrimination against black Americans. Especially in the Southern United States racial segregation¹¹ laws excluded the black population from the rest of the American population. Martin Luther King and others fought this segregation and stood up for equal rights e.g. the right to vote.

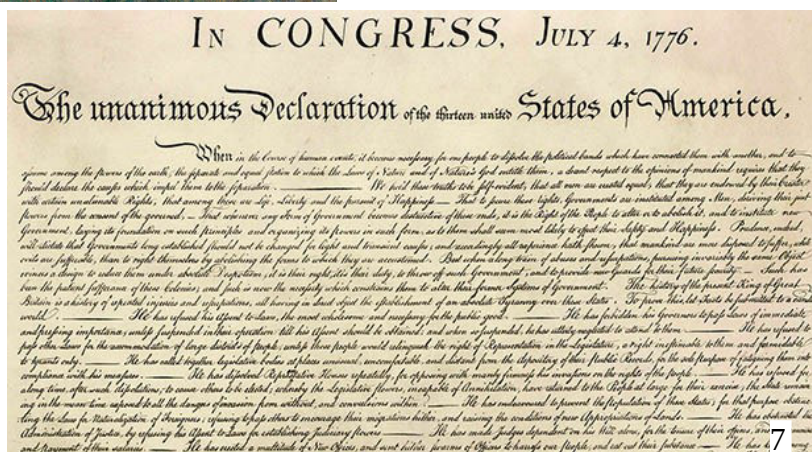
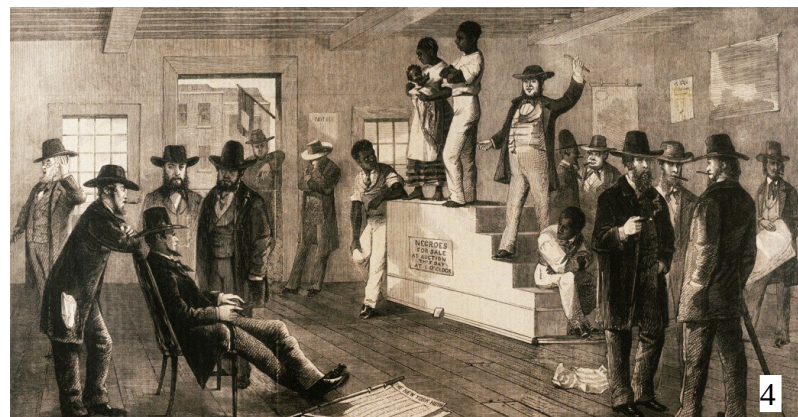
7 **Taxes** Steuern

8 **To disguise** sich verkleiden

9 **To surrender** aufgeben, kapitulieren

10 **To abolish** abschaffen

11 **Racial segregation** Rassentrennung



while-watching activities

True or false

Read the statements below after having seen the play Huck Finn. Decide: Which ones are true and which are false? Can you remember the correct storyline?

statement	True	false	Actual storyline
1. Widow Douglas wants to civilize Huck and improve his manners.			
2. Huck's Father returns to Huck to take care of him and raise him.			
3. Huck escapes his father by faking his death.			
4. Jim and his family are supposed to be sold.			
5. Jim flees.			
6. Jim plans to go to one of the free states, earn money and save his family.			
6. After Jim and Huck meet again, they steal a steamboat.			
7. The Duke and the King are actual royalty and want to help Jim and Huck.			
8. Jim is held captive by Huck's aunt whose name is Sally.			
9. Huck pretends to be Tom Sawyer in order to make a plan and rescue Jim.			
10. When the real Tom Sawyer arrives, he does not want to rescue Jim.			
11. Jim could have been easily rescued.			
12. When they finally help Jim, Tom gets shot.			
13. Jim flees and lets Tom bleed to death.			
14. At the end, Jim is free.			
15. Huck has to return to his violent father.			

Characterizations

When watching Huck Finn, we met many different characters. Each and everyone of them had a very special relationship to Huck and their very own characteristics.

a) Match the adjectives below to the characters. (Some adjectives can be used more than once.)

Huckleberry Finn	
Tom Sawyer	
Jim	
Widow Douglas	
Old Finn	

Egoistic, reckless, responsible, courageous, violent, selfish, unselfish, afraid, greedy, childish, mature, reliable, dutiful, confident, illiterate, caring, superstitious, strict, negligent, imaginative, modest, clever, independent ...

b) Get together in groups of three and compare your results. Think of additional adjectives.

c) Choose a character. Write a characterization in the form of a letter/ diary entry.

Huck Finn: After all of this has happened, Tom's Aunt Phelps writes a **letter** to Widow Douglas, telling her what has happened. She praises Huck in not only naming his character traits, but also explaining them in referring to recent events. Remember to take the formal aspects of a letter into account.

Tom Sawyer: After all of this has happened, Tom's Aunt Phelps writes a **letter** to her sister, Tom's mother, telling her what has happened. She does not only name Tom's character traits but also explains them in referring to recent events. Remember to take the formal aspects of a letter into account.

Jim: After all of this has happened, Huck writes a **letter** to the Widow Douglas, telling her what has happened. He does not only name Jim's character traits, but also explains them in referring to recent events. Remember to take the formal aspects of a letter into account.

Widow Douglas: At the beginning of the play, Huck stays with the Widow Douglas, who tries to civilize him. At the end of the day and before his father returns, he writes a **diary entry**, commenting on the widow's attempts to make him a better person. He does not only name her character traits, but also explains them in referring to their conversation. Remember to take the formal aspects of a diary entry into account.

Old Finn: When Huck is at Tom's aunt's house, pretending to be Tom, he writes a **letter** to his best friend, asking him to hurry up in order to help Jim. He starts his letter by explaining why he had to run away. In order to explain he does not only name his father's character traits, but also explains them in referring to recent events. Remember to take the formal aspects of a letter into account.

Freeze Frames Friendship – Working with the Script

- 1a) In class: Read the Scenes below. Sum up the content of the scenes.
- b) Form groups of 3 and draw lots as a group for the different scenes.
- c) Read your scene again and discuss the relationship depicted between Huck and Jim. What does Huck think of Jim and vice versa? How can you present their relationship in a freeze frame?
- d) Decide on your roles. You need a Huck Finn, a Jim and a director.
- e) Arrange the scene in positioning Huck and Jim to each other revealing the nature of their relationship within this scene. Work with body language especially taking facial expression, gestures, and distance/proximity into account. The director makes sure that everybody's body language is correct while building the freeze frame.
- f) Present your result. When presenting the result the director reads the scene out loud, while Huck and Jim present the freeze frame without moving. The director summarizes the nature of Huck's and Jim's relationship and explains the group's artistic decisions to the rest of the class. (Why is Huck doing what he does? What does Jim's expression tell us?...). The director also answers questions the rest of the class might have.

Your freeze frames can be similar to the play's realization. However, you can also choose your own frame.

Scene 1:

HUCK: What's the matter Jim?

JIM: It's Miss Watson, the Widow's sister. I heard her talking to the Widow and she said she might sell me to the slave traders. She says I'm worth eight hundred dollars and she needs money more than she needs me.

HUCK: Eight hundred dollars! That's a lot of money.

JIM: It is. I don't want to be sold, Huck. I don't want to go to New Orleans to work.

HUCK: Well I guess you'll have to.

JIM: But what about my wife and kids? I won't ever see them again. [...]

HUCK: (to audience) You know that was the first time I ever saw Jim cry, I remember I was surprised, because at that time I didn't think that black folks had feelings just like everybody else. Anyway, a couple of months went by and I forgot all about Jim and his troubles. I was busy at school learning how to read and spell and write a little.

Scene 2:

Huck has faked his death and ran away from his father. On Jackson's Island he runs into Jim again, who also has fled from being sold to New Orleans.

JIM: Aaagh! Don't come near me! Don't come near me! Stay where you are! Please don't hurt me, I've never done any harm to a ghost, I've always liked dead people.

HUCK: Ghost? I'm not a ghost. Look I'm real. Touch me.

(Jim does)

JIM: Huck Finn? You're alive?

HUCK: Of course I'm alive. [...]

HUCK: [...] Now what about you, what are you doing here Jim?

JIM: I... I... I've run away.

HUCK: Run away?

JIM: I know it's a bad thing to do Huck, but I had to. You won't tell on me or send me back will you? Please?

HUCK: No. I won't tell. [...]

JIM: It's funny to think that everybody thinks you're dead, Huck.

HUCK: That's right Jim.

(They laugh together.)

Scene 3

At the end of the adventure Tom recovered from being shot, finally admitted that Jim has been free all along, and gave him money in order for Jim to buy the freedom of the rest of his family.

HUCK: Thank you, Jim.

JIM: What for?

HUCK: For waiting with Tom, and for being my friend.

(They shake hands.)

2a) Huck and Jim's relationship changes throughout the play. Describe the development. Refer to the freeze frames that have been presented in order to give examples.

2b) Give reasons for Huck and Jim becoming friends. What made Huck change his point of view?

3) Huck's relationship to Jim differs from his friendship to Tom.

a) Describe Huck's friendship to Tom. What is his best friend like? What does Huck like about him?

b) Compare the similarities and differences between the relationships.

similarities	differences

Mapping Huck Finn

Below you see a map of Huck's and Jim's journey. Complete it with drawings of the plot.

(For instance: Jim and Huck meet on Jackson's Island. Draw a picture of their first encounter on the Island.)



-----> Path of Huck and Jim

- ❶ In Chapter 12, Huck and Jim pass St. Louis.
- ❷ In Chapter 16, Huck and Jim pass Cairo in the fog.
- ❸ Jim is held captive at the Phelps's farm.

post-watching activities

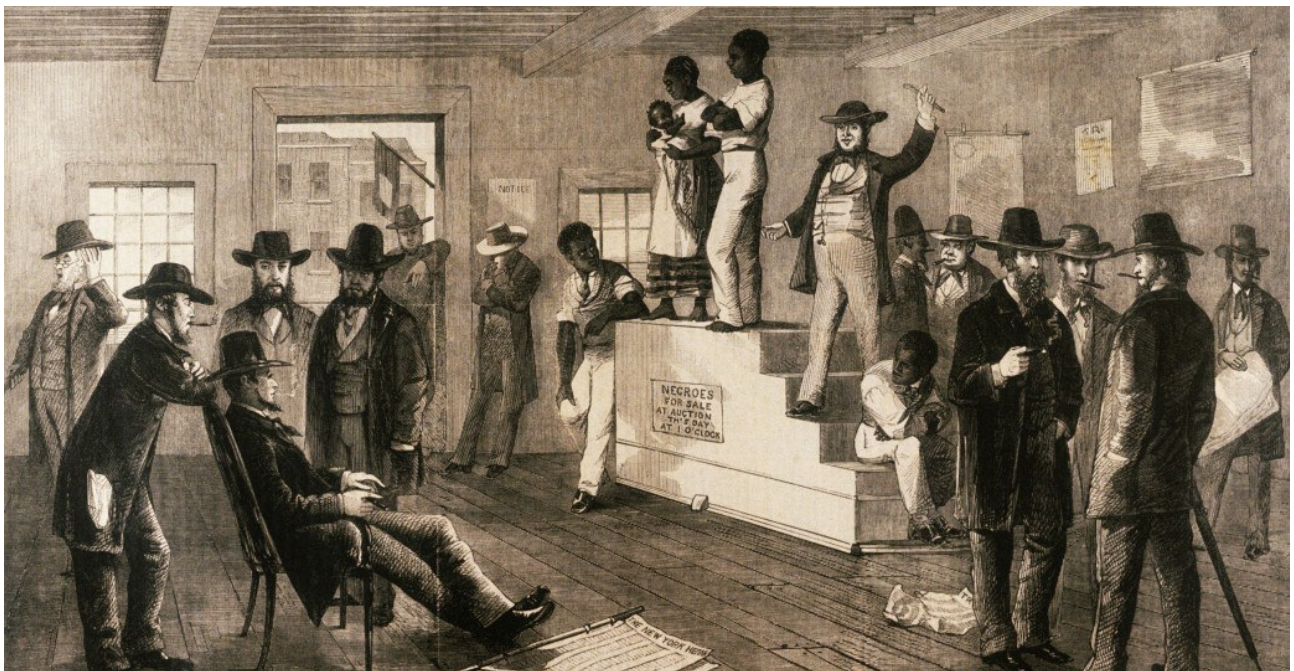
Writing an inner monologue and a letter from Jim

Slave auctions were an event, where human beings were sold like cattle. They had no say in where they had to go, what kind of work they had to do and the money paid for their services went directly to the former owner. The sold person did not get any money at all. Maybe worst of all, families were torn apart, for men and women were often sold to separate new owners.

When Jim learns, that his owner, Miss Watson, Widow Douglas' sister, cannot afford him any longer and plans on selling him, this is the fate he has to face.

Below you can see a picture of such a slave auction.

- a) Describe the picture.
 - b) Point out elements of that picture, that you think are interesting/shocking/striking...
 - c) Choose one person depicted and write a short inner monologue for that person.¹²
 - d) Imagine you were in Jim's position, knowing what was waiting for you and your family. Write a letter to Jim's wife from his point of view, explaining his decision to run away and include feelings and emotions he might have. Remember to use linking words and phrases as well as adjectives.
- (More help needed?¹³)



¹² Inner monologue: first person, thoughts of that person, including many questions and unfinished sentences.

¹³ Start with his fears on what is about to come describing the auction and its consequences. Compare it to the risks of running away and the chances of it. Decide for yourself if you would tell your wife the plan in detail or explain why it would be risky to do that.

Remember the characteristics of a letter: First person, salutation and complimentary clause. Full sentences. Maybe questions.

Spirituals and Slavery

When watching Huck Finn, you will notice that music plays an important role. Especially Jim the slave starts singing again and again. Right at the beginning, Jim sings “Wade in the Water”

Listen to “Wade in the Water” on Youtube.

https://www.youtube.com/watch?v=7_euSS86dvE

(Chorus)

Wade in the water.
Wade in the water, children.
Wade in the water.
God's gonna trouble the water.

Well, who are these children all dressed in red?
God's gonna trouble the water
Must be the children that Moses led
God's gonna trouble the water.

Chorus

Who's that young girl dressed in white
Wade in the Water
Must be the Children of Israelites
God's gonna trouble the Water.

Chorus

Who's that yonder dressed in blue
Wade in water
Must be the Children that's comin' through
God's gonna trouble the water

Chorus

Jordan's water is chilly and cold.
God's gonna trouble the water.
It chills the body, but not the soul.
God's gonna trouble the water.

Chorus

If you get there before I do.
God's gonna trouble the water.
Tell all of my friends I'm coming too.
God's gonna trouble the water.

Chorus

Share in class how you feel, when listening to the song.

Read the text and discuss what the song is about.

Read the info about spirituals, highlight keywords and look up vocabulary you do not know but need to understand the text.

The History of African American Spirituals

Spirituals have a long history in African American culture in the United States.

A spiritual is a religious song that relates to the experience of enslaved African Americans.

Introduction to Spirituals

The word spiritual comes from the King James translation of the Bible verse Ephesians 5:19. The verse reads, "Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord." Spirituals are a blend of the Christian religion enslaved Africans discovered in the American South, and the African-styled songs from their homeland. Enslaved Africans would blend their style of music with Christianity. Singing as a form of communication is deeply rooted in African American culture. When Africans were kidnapped and shipped across the Atlantic during the Middle Passage, they used singing as a way to communicate during the voyage and to stay alive through the oppression and unjust treatment.

Spirituals During Enslavement

In the eighteenth century, enslaved Africans would gather together in "camp meetings" outdoors. There, they would sing and dance. Sometimes it would appear as if they were in a trance. At times they would also perform "ring shout" style, a shuffling, circular dance with chanting and hand clapping. This is seen in the faster versions of the spirituals "Swing Low, Sweet Chariot" and "Jesus Led Me All the Way."

Enslaved Africans were drawn to parallels between their difficult situation and those in Biblical stories. There was Moses, who would lead the Israelites out of slavery in Egypt. After the Israelites' emancipation, Moses led the escaped Israelites through the desert to the promised land, or Canaan. In the Bible, Canaan was the land God promised to the Israelites. This hope for a better future is found in the lyrics, "O Canaan, sweet Canaan, I am bound for the land of Canaan." Influential abolitionist and former enslaved person Fredrick Douglass wrote of this spiritual in his book *My Bondage and My Freedom* (1855). Douglass said this spiritual spoke of getting into heaven. He said it was also about the enslaved people arriving in the North, where they could find freedom.

At times, enslaved Africans would sing spirituals to strengthen their resolve, or to persevere toward a better future. Not only would the songs have double meanings, but they would sometimes have messages. Enslaved Africans would also sing songs while working in the fields. Some of the spirituals would have encoded meanings, like "Go Down, Moses," which Harriet Tubman used when she was a conductor for the Underground Railroad. Tubman would use the song to let people know she was there to help them while they escaped.

Spirituals During Emancipation

The Emancipation Proclamation of 1863, signed by Abraham Lincoln, meant that some enslaved people were free. But slavery continued to exist. African Americans still did not have the same rights as white Americans. Even after the 13th Amendment to the Constitution passed in 1865, making slavery illegal in the whole country, African Americans still did not have equal rights. As newly emancipated African Americans searched for jobs and homes, they continued to face unjust treatment. Some examples of the racism they encountered included not being able to get jobs and fair pay because of the color of their skin. During this time, African Americans would continue to use spirituals to share their frustration over this unequal treatment. The spirituals were also about their hope for a better life. The Montgomery Bus Boycott from 1955 to 1956 used spirituals to strengthen people's resolve during their

year-long refusal to use the bus. During the boycott, African Americans would share rides or walk. In some cases, their commute to work took longer than if they caught the bus! One spiritual they sang to persevere through this time was “Keep Your Eyes on the Prize.” It was based on the gospel hymn “Keep Your Hands on the Plow,” but they changed the words to fit their current boycott circumstance. The Montgomery Bus Boycott marked the start of the civil rights movement, whereby people would come together to demand equal treatment for all Americans.

Spirituals During the Civil Rights Movement

The 1960s was the era of protest songs and freedom songs. Spirituals changed into songs that had a political message, or that hoped for change. During the civil rights movement, people used music to express their views on justice and equality. Protest songs were a popular form of music. They could be heard both at rallies and on the radio.

“Keep Your Eyes on the Prize” was just one of many songs adapted from spirituals during the civil rights movement. The movement’s famous song, “We Shall Overcome,” mixed the gospel hymn “I’ll Overcome Someday” with the spiritual “I’ll Be Alright.” Combining the songs allowed protesters to link their past trials with their current unequal treatment. During the March on Washington for Jobs and Freedom in 1963, musicians Bob Dylan, Joan Baez, and Peter, Paul and Mary performed to show their support for the movement. Often protest songs describe something that is going on in a community, or the world. These songs describe the kind of changes they would like to see happen. Protest songs can be angry, sad, or optimistic. They have been written in all different styles, from folk to soul to hip-hop. Songs like “What’s Going On” and “A Change is Gonna Come” are examples of protest songs.

Impact of Spirituals

Without a doubt, spirituals have been an important part of African American culture. During each period of struggle, African Americans have used songs to help them persevere. Songs are used to communicate messages. Spirituals are used to hope for a better future for African Americans and their families. While there have been different styles of spirituals over the years, the purpose has been the same: to sing about the African American experience.

The History of African American Spirituals



Directions: Complete the table with information from the text.

Write key details about spirituals during enslavement.

Write key details about spirituals during the emancipation period.

Write key details about spirituals during the civil rights movement.

Use the details of the different types of spirituals to compare spirituals in the Venn diagram.



Spirituals and the underground railroad

Most spirituals deal with the hope of overcoming a difficult situation and a hard life (life as a slave) and finding peace and better circumstances by the help of religion and God. But they had a very practical and hidden purpose, too.

Discuss what you remember about the purposes of spirituals from the text and prepare a mind map in class.

Watch the video about coded spirituals.

<https://www.pbslearningmedia.org/resource/a43da0c5-e9e8-4011-b1b1-7211c9335f6d/hidden-messages-in-spirituals-lesson-plan/support-materials/>

What else did you learn about spirituals? Complete your mind map in class.

When Jim appears for the first time in Huck Finn, he is singing.

Read the excerpt below and interpret the scene. Discuss what might happen next based on what you have learned about spirituals.

(Jim, a tall black man wearing dungarees enters and sits on the front of the stage.)

JIM: (sings)

Wade in the water.

Wade in the water, children.

Wade in the water.

God's gonna trouble the water

(...)

HUCK: What's the matter Jim?

JIM: It's Miss Watson, the Widow's sister. I heard her talking to the Widow and she said she might sell me to the slave traders. She says I'm worth eight hundred dollars and she needs money more than she needs me.

HUCK: Eight hundred dollars! That's a lot of money.

JIM: It is. I don't want to be sold, Huck. I don't want to go to New Orleans to work.

HUCK: Well I guess you'll have to.

JIM: But what about my wife and kids? I won't ever see them again.

HUCK: Maybe she won't sell you.

JIM: Yeah, maybe.

Segregation and Civil Rights Movement – online material:

<https://aapf.org/segregation>

<https://junior.scholastic.com/pages/content-hubs/the-civil-rights-movement.html>

<https://www.memphis.edu/benhooks/creative-works/pdfs/cultural-rev-teacher-guide.pdf>

<https://www.youtube.com/watch?v=KqwbVkJH-A>

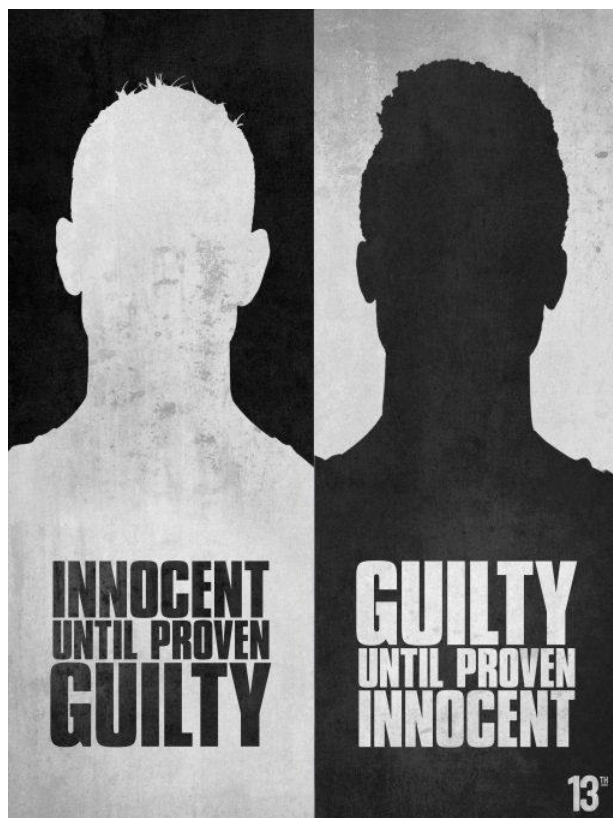
<https://www.schule-bw.de/faecher-und-schularten/sprachen-und-literatur/englisch/unterrichtsmaterialien-nach-kompetenzen/interkulturelle-kommunikative-kompetenz/civrights>

African American Life in the US today - Police Brutality and modern segregation

Gallery Walk

With a partner, describe the pictures and try to find out what they have in common. Share any background knowledge you might have.





*In class: Choose the picture you find most interesting/you have questions about/... and tell the group why you chose it.
Share your background knowledge.*

The raised fist is a powerful symbol, which is often used in protests against police brutality as you can also see in one of the pictures. Find out what it is a symbol of and why the protesters in this picture use it?



Ten rules of Survival

“The talk” is something every black parent in the United States of America has to face at some point when raising their children. There is even an official video, recorded to help parents start and guide them through that conversation.

<https://www.youtube.com/watch?v=wqJ-psD9vJw>

Watch the clip.

In class: What did you feel while watching? Why?

What is the clip about?

Watch the clip a second time: Which rules did you understand?

Think – Pair Share:

Explain why you think it is necessary to talk to young black Americans about how to behave in front of police officers.

Read the rules below.

Think-Pair-Share: Choose a rule and explain, why this behavior might be necessary.

10 Rules of Survival if Stopped by the Police

- 1.** Be polite and respectful when stopped by the police. Keep your mouth closed.
- 2.** Remember that your goal is to get home safely. If you feel that your rights have been violated, you and your parents have the right to file a formal complaint with your local police jurisdiction.
- 3.** Don't, under any circumstance, get into an argument with the police.
- 4.** Always remember that anything you say or do can be used against you in court.
- 5.** Keep your hands in plain sight and make sure the police can see your hands at all times.

- 6.** Avoid physical contact with the police. No sudden movements, and keep hands out of your pockets.
- 7.** Do not run, even if you are afraid of the police.
- 8.** Even if you believe that you are innocent, do not resist arrest.
- 9.** Don't make any statements about the incident until you are able to meet with a lawyer or public defender.
- 10.** Stay calm and remain in control. Watch your words, body language and emotions.

Police Brutality in the USA

Young black males in recent years were at a 21 times greater risk of being shot dead by police than their white counterparts.¹ The following is a selection of publicly known victims of police violence in the USA.

Get into groups of 5-6 people and divide up the cases. Read your person's story and look up words you do not know if necessary.

Present your case to the other students in your group. Then discuss what they have in common and try to find reasons why the police might have acted in this way.

Date and place	Victim's name	What happened
17 July 2014 New York City	Eric Garner	Garner (43), who had a police record of 30 arrests for assault and theft, was approached by police officers who suspected him of selling untaxed cigarettes. Garner protested his innocence and knocked away the hand of Officer Daniel Pantaleo, who was trying to handcuff him. Pantaleo then grabbed Garner in a choke hold around his neck and brought him to the ground. Aided by more police officers, he then pushed Garner's face into the pavement in an attempt to subdue him. Garner was reported to say, "I can't breathe" eleven times, and then fell silent. He did not receive any medical help. Later, he was taken to hospital and died there. The autopsy declared his death to be a result of compression to his neck and chest, but also listed that Garner had been suffering from asthma, a heart disease and obesity.

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Date and place	Victim's name	What happened
9 August 2014 Ferguson, MO	Michael Brown	CCTV footage showed Brown (18) and a friend robbing a shop and shoving its owner. As the two young men walked away from the shop Police Officer Darren Wilson blocked their way with his patrol car. A short struggle followed with both Brown and Wilson fighting for Wilson's handgun through the window of the police car. Brown then ran away and Wilson gave chase. When Brown stopped and turned towards Wilson, the police officer felt threatened and fired a total of eight bullets into Brown, presumably killing him with the last one. This incident led to widespread rioting in Ferguson. In an investigation by the US department of Justice Wilson was cleared of any civil rights violation.

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Date and place	Victim's name	What happened
20 October 2014 Chicago, IL	Laquan McDonald	McDonald (17) was reported to be walking around with a knife and breaking into cars. When a first police patrol confronted him McDonald slashed one tyre of the police car and further damaged the police car with his knife. McDonald, who was high on PCP, then left the car park and wandered around aimlessly in the adjoining street, still holding on to his knife. More police arrived. One of them was Officer Jason van Dyke. Although none of the

¹ <https://www.propublica.org/article/deadly-force-in-black-and-white>

		<p>other eight police officers present perceived McDonald as a threat at that moment, van Dyke opened fire about six seconds after leaving his car. McDonald fell to the ground after the first shot, but van Dyke kept firing and emptied the rest of his magazine into McDonald. He fired a total of 16 shots.</p> <p>On 16 December 2015 van Dyke was indicted for first-degree murder.</p>
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Date and place	Victim's name	What happened
<p>22 November 2014 Cleveland, OH</p>	<p>Tamir Rice</p>	<p>In a 9-1-1 call police were alerted to a black male pointing a gun at people in a park. The caller added that probably the gun was not real and that the person in question seemed to be a juvenile. However, these pieces of information were not passed on to the two police officers dealing with the case. Officers Timothy Loehmann and Frank Garmback arrived at the park and saw Rice (12) reaching for what looked like a real gun. Loehmann opened fire while his car was still moving and hit Rice with one shot. The boy died the following day. His gun turned out to be an airsoft replica. Although the police officers were acquitted, the City of Cleveland finally agreed to pay \$6m in compensation to Rice's family.</p>

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Date and place	Victim's name	What happened
<p>2 December 2015 San Francisco, CA</p>	<p>Mario Woods</p>	<p>Woods (26), a suspect in a stabbing incident earlier that day, was stopped by several police officers. Woods had his back against a wall and was surrounded by a ring of police officers. When efforts to make him drop his knife failed (including the use of bean bags and pepper spray) and Woods tried to walk away, the police officers opened fire. Witnesses described the scene as "barrage-style" firing.</p> <p>As the autopsy revealed, Woods was hit by 21 shots. He also had drugs in his bloodstream, including THC.</p>

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Date and place	Victim's name	What happened
<p>25 May 2020 Minneapolis, Minnesota</p>	<p>George Floyd</p>	<p>Floyd (46), bought cigarettes at a grocery store. A store employee believed Floyd had paid with a counterfeit bill, confronted Floyd, who was already back in his car. Floyd refused to return the cigarettes, which is why the police was called.</p> <p>When the police arrived, officer Lane drew his gun and ordered Floyd to put his hands on the steering wheel; Floyd did as he was told. Following a brief struggle, Lane pulled Floyd from the car and handcuffed him. The Officers Kueng and Lane told Floyd he was under arrest and walked him to their police car across the street. Floyd fell to the ground next to the car; the officers picked him up and placed him</p>

		<p>against the car's door. Floyd told the officers that he was not resisting, but that he was claustrophobic and did not want to sit in the car.</p> <p>Floyd told the officers he could not breathe while they tried to force him into the car. Floyd, still handcuffed, fell to the pavement where he lay on his chest with his cheek to the ground, officer Chauvin kneeling on his neck.^[1] Floyd repeated at least 16 times that he could not breathe and begged for his life until he finally died after 8 minutes and 46 seconds of being pinned to the ground.</p> <p>Chauvin was fired the day after the incident. He was charged with second-degree-murder and second-degree manslaughter.</p>
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Sources:

- Garner: http://en.wikipedia.org/wiki/Death_of_Eric_Garner
- Brown: http://en.wikipedia.org/wiki/Shooting_of_Michael_Brown
- McDonald: http://en.wikipedia.org/wiki/Shooting_of_Laquan_McDonald
- Rice: http://en.wikipedia.org/wiki/Shooting_of_Tamir_Rice
- Woods: <http://edition.cnn.com/2016/02/11/us/san-francisco-police-shooting-mario-woods-autopsy/>
- Floyd: https://en.wikipedia.org/wiki/Killing_of_George_Floyd

Find more cases here:

<http://www.buzzfeed.com/nicholasquah/heres-a-timeline-of-unarmed-black-men-killed-by-police-over#.xgx3bM08Q>

Listening task: Violence, shootings and the police in the US on [BBC 4: More or Less: Behind the Stats](https://www.bbc.co.uk/programmes/p041ldjz), July 15, 2016, ~10 min.

<https://www.bbc.co.uk/programmes/p041ldjz> Download from www.english-bw.de

I. True or false? (1 credit each)	true	false
1. Data on victims of fatal police shootings are easily available and reliable.	<input type="checkbox"/>	<input type="checkbox"/>
2. The FBI have collected the data, so there can be an informed discussion.	<input type="checkbox"/>	<input type="checkbox"/>
3. There is uneven reporting on victims shot by the police because collecting data is voluntary.	<input type="checkbox"/>	<input type="checkbox"/>

II. Complete this sentence. (2 credits)

Investigative journalist *Kimberly Kindy* counted

III. Tick the one correct answer. (1 credit)

<i>Kindy</i> found out that	a	<input type="checkbox"/>	half of the victims were black, half from other minorities.
	b	<input type="checkbox"/>	overall, African-Americans are more often involved in crime.
	c	<input type="checkbox"/>	the numbers are evidence of racism.

	true	false
IV. True or false? (1 credit each)		
1. According to an economist, <i>Roland Fryer</i> , people of color experience more police violence.	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Fryer</i> also argues that they are more likely to be fatally shot by the police.	<input type="checkbox"/>	<input type="checkbox"/>
3. Homicides in general have been decreasing in the last two decades.	<input type="checkbox"/>	<input type="checkbox"/>

V. Complete the sentence. (3 credits)

Especially after a gunman shot five police officers in Dallas on July 7, 2016, there is a wide-spread perception in the public and within law-enforcement that

Proper names:

1. *Kimberly Kindy*, investigative journalist at "The Washington Post"
2. *Roland G. Fryer Jr.*, African-American economist at Harvard University
3. *Seth W. Stoughton*, law professor at the University of Southern Carolina

„Black Lives Matter“ – From Hashtag to Movement

Read the text below. Highlight important passages and look up words you do not know in a dictionary.

Black Lives Matter is an activist movement which began as a hashtag (#BlackLivesMatter) after George Zimmermann was acquitted in the shooting death of Trayvon Martin, an unarmed African American teenager killed in Florida in July 2013. The movement became more widely known and popularized after two high-profile deaths in 2014 of African American men (Eric Garner in Staten Island and Michael Brown in Ferguson, Missouri) at the hands of police officers who were ultimately not indicted. Since August 2014, ongoing local and national protests and other actions – often sparked by the deaths of other unarmed African Americans – have brought the movement to the public’s consciousness and conversation. Black Lives Matter, which originated as a hashtag on Twitter and other social media, has since evolved into a “movement”. As of August 2015, more than 1000 Black Lives Matter demonstrations have been held worldwide.

BLM is an organized movement advocating for non-violent civil disobedience in protest against incidents of police brutality against African American people. In 2015, four Black Lives activists released “Campaign Zero”, which is aimed at promoting policy reforms to end police brutality.

Political slogans used during demonstrations include the eponymous "Black Lives Matter", "Hands up, don't shoot" (a later discredited reference attributed to Michael Brown), "I can't breathe" (referring to Eric Garner), "White silence is violence", "No justice, no peace", and "Is my son next?", among others. But also symbolic gestures are used. Many peaceful protests have been held before. In 2016, American football player Colin Kaepernick and others began “taking a knee” during the American national anthem. That meant they knelt down before their football games. They did it to protest Black people being treated unfairly by police. It was a peaceful way to protest a very important issue. However, Kaepernick and others who “took a knee” faced enormous opposition to this peaceful action, including from Donald Trump. After the killing of George Floyd in May 2020, the BLM movement returned to national headlines and gained further international attention. Taking a knee has become a common sight at demonstrations following his death.



CAMPAIGN ZERO

WE CAN LIVE IN A WORLD WHERE THE POLICE DON'T KILL PEOPLE
BY LIMITING POLICE INTERVENTIONS, IMPROVING COMMUNITY INTERACTIONS
AND ENSURING ACCOUNTABILITY.



WE CAN LIVE IN A WORLD WHERE SYSTEMS AND STRUCTURES DO GOOD, NOT HARM.

JOINCAMPAIGNZERO.ORG

1) Explain in your own words what “Black Lives Matter” is.

2) Find out and write down when this movement emerged and why.

3) Name the media that spread the message first.

4) Name the kind of protest that is advocated by the BLM movement.

5) Write down two slogans or a gesture used by the BLM movement you can remember and explain them. (Look on the internet for additional info if necessary)

1.

☐

2.

6) Explain Campaign Zero’s aim. Use the text and the pictures.

7) What period of American history does this movement remind you of? Why?

8) Find the right synonym for “matter”

☐ Import

insignificant

☐ count

London artist commenting on the death of George Floyd

- 1) The picture below is by the London artist Banksy. It is the first of two pictures he posted on social media. Look at the picture and describe it to your partner.



<https://www.designboom.com/art/banksy-anti-racism-george-floyd-black-lives-matter-06-06-2020/>

- 2) Share in class: Analyze and interpret the picture. Elaborate on context and possible reactions.
- 3) The picture above was the first of two pictures posted online commenting on the death of George Floyd. It was a part of the second picture (below) posted by Banksy.
Talk to your partner again. Describe what else you can see.
- 4) Share: Discuss whether seeing the whole picture changes your interpretation. Can you think of a reason why Banksy might have posted those pictures separately?
- 5) Comment on Banksy's picture. What do you personally think about it?



<https://www.faz.net/aktuell/feuilleton/debatten/black-lives-matter-banksy-setzt-amerikanische-flagge-in-brand-16803707.html>

- 6) Banksy not only posted his pictures, he also commented verbally on the situation in the USA. Read his statement and sum it up in your own words.

“At first I thought I should just shut up and listen to black people about this issue. But why would I do that? It’s not their problem, it’s mine.

People of colour are being failed by the system. The white system. Like a broken pipe flooding the apartment of the people living downstairs. The faulty system is making their life a misery, but it’s not their job to fix it. They can’t, no one will let them in the apartment upstairs.

This is a white problem. And if white people don’t fix it, someone will have to come upstairs and kick the door in.”

- 7) Comment on Banksy’s approach. Do you agree? Do you disagree? Why? Which ways do you think there are to fix the system?

Ways to fix the system?

When slavery was abolished in 1865 Black and white men were supposed to be equal. However, laws were passed that made sure, black and white were separated in everyday life, even though black people technically had the same rights as white people. Movements emerged that protested the Jim Crow laws and, after some landmark victories of the Civil Rights Movement as for example the Brown vs. Board of Education of Topeka legal dispute (1954), in 1968 segregation was finally prohibited in all areas of life.

Research the Brown vs. Board of Education case and the story behind Ruby Bridges.

Discuss whether you think that the situation for African American citizens in the USA has changed and whether all men are truly equal in the USA today.

Watch the first minute of the trailer to The Hate You Give (2019).

<https://www.youtube.com/watch?v=3MM8OkVT0hw>

Describe your first impression of the school system in the USA.

Watch the clip again. Pay attention to the people in the main character's environment. What stands out?

Evaluate aspects that have changed and aspects that seemingly have stayed the same.

Think about the term institutional discrimination. Discuss what it might mean.

Look up institutional discrimination on the internet and explain it in your own words.

Share in class: Do you know about cases of institutional discrimination?

Watch the youtube video on institutional racism.

https://www.youtube.com/watch?v=4M-5V8uUtKA&feature=emb_title

What does this video tell us about the school system in the USA?

Watch the video again.

How do you feel at the end of the video? Why?

According to both of these videos, where lies the main problem? Which ways are mentioned to change the situation?

Let's get to the root of racial injustice by Megan Ming Francis

Megan Ming Francis is an Assistant Professor in the Department of Political Science at the University of Washington where she specializes in the study of American politics, race, and the development of constitutional law. She is particularly interested in the construction of rights and citizenship, black political activism, and the post-civil war South. In her talk at a Ted conference in 2016 she takes a closer look at the roots of racial injustice and possible solutions.

Read the text below. Look up words you do not know, mark important passages and take notes on the side of the text.

Fixes that do not address the root causes² of an issue are not really fixes at all. (...) The present crisis surrounding race in the US suffers from a lack of attention to the root causes. Better attention to the root causes will help us to figure out how to move past where we are right now in terms of the current racial climate in the United States.

So why does the killing of unarmed blacks continue to happen? I think it continues to happen because we have the wrong diagnosis and the wrong cure. And what I mean by this is we tend to think the problem of racial violence is isolated to a few stubborn racists (...) and we tend to think the cure to the injustices in the United States should always revolve around³ education. (...) I will challenge both of these ideas and suggest a new way to understand the problem as well as the solution.

First, part of the reason the killing of unarmed blacks continues to happen at an alarming rate is because we have not properly addressed our long history of racial tear in this country which has treated blackness as a proxy⁴ for criminality. As a substitute for criminality. Instead, when confronted with kind of these jarring racial injustices, what we like to do is to point to the bad racist apples. We like to individualize the problem and situate it away from us. (...) But the problem of contemporary racial violence is not that we have a few kind of racist bad apples. The problem is that the whole tree, the whole apple tree is infected. The problem is that the presumption⁵ of dangerousness is tightly bound to race for so many in this country. For police officers, to justify the use of deadly force, they have to reasonably believe that their lives are in danger. And in all of the high-profile killings of blacks the past year, officers attest to feeling under threat. But what does that mean in the context of unarmed citizens? It means that black skin triggers a heightened sense of threat – a life-threatening sense of threat – that then influences the officer's decision to use deadly force. According to the most recent statistics, 33 per cent of blacks that have been killed by the police were unarmed. But it is not just police that pop up this myth of black danger. This myth gets reinforced and takes on a truth-like quality through everyday interaction. When a black man passes and a woman clutches her purse or when a group of black friends walk by a car and hear the jarring sound of someone who has just pushed the automatic locks because they are afraid. And I have friends on both sides of this: Black men with great jobs who just want to be viewed as a person and not as a threat after a long day of work and I have really great white and Asian woman friends who clutch their purse and walk quickly if they see a black men on a dimly-lit street and then feel ashamed in the need to over-explain their actions to me. (...) In talking about the current racial crisis we tend to focus all of our attention on police and overlook our own complicity⁶ in creating an environment in which black lives are not treated as equal.

To be clear, in thinking about solutions to the racial violence, I am in favor of body cameras, I am in favor of a non-militarized police force, I am in favor of stricter laws that make police

² Hauptursache

³ Sich drehen um

⁴ Stellvertreter

⁵ Annahme

⁶ Mitschuld

officers more accountable when they stop and frisk people on the street. But I am not convinced that we would need something like body cameras if we did not live in a society that treated blacks as dangerous and suspicious first and as citizens second.

It is not just a few bad racist apples in a police department (...), It is all of us who in big ways through our actions and in small ways by our silences support this lie, because that is what it is, that somehow black folks are just more dangerous than the rest of us.

So, not only do I believe that we have misdiagnosed the problem, I also think we have the wrong cure to it. We keep offering up education as a solution to all racial injustices in the United States (...). But (...) education is not a cure-all for all of America's racial sins. And yet, education is still how most Americans understand their responsibility to fixing contemporary⁷ racial injustices. Our measure of how far we have come in the area of race relations is most often calculated in how integrated our schools are, how many innovative education experiments are currently going on, and how many federal⁸ dollars are committed towards education. But the contemporary problem surrounding the killing of unarmed blacks is not a problem that boils down to providing greater educational opportunities to blacks. This is a misdiagnosis. A book is not going to stop a bullet barreling through a gun (...) and longer classroom times are not going to save Freddy Grey⁹ from being illegally stopped and then manhandled by the police in Baltimore.

This is what I know for sure: That in order to combat continuing racial injustices today, we must expand our vision and our responsibility to what Civil Rights actually means. We must include the battle against racist violence in our understanding of Civil Rights. Instead of education, what if we placed freedom from racist violence at the crux¹⁰ of what it means to be free and equal in the United States. Doing so does not mean that we necessarily dislodge education, but it means that if racism and white supremacy¹¹ are a rock fortress, that we assemble a greater arsenal of weapons to break the damn thing down.

I know this is not an easy task, but I know that it can be done. So (...) I have spent the last ten years focused on a surprising finding: that before the Civil Rights group, the NAACP¹², focused on its historic campaign against segregated education, the NAACP spent the first two decades of the 20th century focused on fighting escalating levels of racial violence that blacks endured as a result of the actions from police, politicians and private white citizens in the south and in the north. In order to wage this big campaign against racial violence, the NAACP organized mass demonstrations in the streets. They lobbied Congress to pass an anti-lynching bill, they litigated¹³ and won a landmark decision in front of the Supreme Court. And they petitioned three different presidents to make a statement against lynching. It was this massive, extraordinary, in-your-face campaign that forced America to confront lynchings and mob violence against African Americans. It asked America how strong its commitment was to protecting black lives. As a result of this work in the early 20th century, the rates of lynching and mob violence dramatically decreased. I tell the story about the NAACP's historic campaign against racial violence, because I believe our past history can light a way out of the present darkness. If we listen to what this history tells us, then we must struggle through this current moment. We must confront the ways that our actions and our institutions lead to a differential treatment of blacks, even if done unintentionally.

⁷ gegenwärtig

⁸ staatlich

⁹ On April 12, 2015, Freddie Carlos Gray Jr., a 25-year-old black man, was arrested by the Baltimore Police Department and subsequently charged for possessing a knife. While being transported in a police van, Gray fell into a coma and died on April 19, 2015; his death was ascribed to injuries to his spinal cord.

¹⁰ Kernpunkt, Knackpunkt

¹¹ Überlegenheit

¹² National Association for the Advancement of Colored People

¹³ Einen Prozess anstrengen

Today people across the United States are taking the streets and are demanding to be seen, not as dangerous but as people whose lives have value and deserve protection. Some of these groups are associated directly, and some indirectly, with the Black Lives Matter movement. Without the efforts of these groups, so many of these killings of unarmed blacks would have been swapped under the rug, and we would have lost attention long ago. But so many of these activists have denied¹⁴ the comforts of silence and they are being active around this issue. Their message and my message to you today is that we must pay closer attention to the way that black people are treated. The stories of police brutality and killings of unarmed blacks is not a story about black people. It is a story about all of us, about racial progress and the stubborn durability of American racism. It is about if we will stop making the mistakes of our past and confront our own complicity in this great American lie that somehow some people are more dangerous than others. And finally, it is about if we have the courage to take a collective stand¹⁵ against racial injustice today.

This year nearly half of my students in my race and politics upper division course participated in a walkout in support of the Black Lives Matter movement. Halfway through my lecture I could hear the swelling crowd of students, teachers and community members in the Quad of the University of Washington. (...) My books and my silence will not save these students, but their activism, their courage in challenging the status quo, and this movement just might.

<https://www.youtube.com/watch?v=-aCn72iXO9s>

	true	false	Actual content
Fixes that only treat symptoms usually work.		X	<i>Fixes need to address the root causes of a problem.</i>
Megan Ming Francis challenges the idea of individual racist people being the main problem.			
Only three percent of black people killed by the police were unarmed themselves.			
Black skin is seen as a threat in society.			
Body cameras, a non-militarized police force, and stricter laws are the solution to the problem.			
Education does not have any part in solving the problem.			
Black Lives Matter protested against racial injustices and brutality against African Americans in times of the Civil Rights Movement.			

¹⁴ ablehnen

¹⁵ Kollektiv Stellung beziehen

Ming uses the analogy of the apple tree.

when confronted with kind of these jarring racial injustices, what we like to do is to point to the bad racist apples. We like to individualize the problem and situate it away from us. (...) But the problem of contemporary racial violence is not that we have a few kind of racist bad apples. The problem is that the whole tree, the whole apple tree is infected.

Explain her statement in your own words.

If you read the speech again, you will find more figures of speech. Highlight them, choose one and explain its meaning and effect on the text and on you.

Sum up Ming's central message and compare them to Banksy's statement. Give your own point of view of the matter.

Appendix

Solution Wordsearch

J	M	W	I	D	O	W	Z	U	K	P	W	O	T	U
P	Q	R	U	N	A	W	A	Y	Z	K	P	A	V	Y
K	I	E	E	A	J	L	G	Y	X	T	Z	T	F	F
S	H	W	Q	K	P	G	R	N	J	Y	J	H	Q	B
E	W	A	A	D	F	R	N	C	H	A	R	M	I	P
M	U	R	D	E	R	A	I	I	F	A	E	W	O	R
P	H	D	T	C	G	F	L	V	D	E	S	P	M	T
S	L	A	V	E	J	T	M	I	W	D	C	D	U	D
M	N	C	E	N	T	K	T	L	A	O	U	U	J	R
O	O	R	Z	T	X	W	F	I	C	P	E	K	R	H
T	Y	D	Y	Q	T	O	M	S	A	W	Y	E	R	U
H	K	M	U	B	A	M	S	E	S	C	A	P	E	X
Y	Y	R	P	W	F	F	U	N	E	R	A	L	L	Q
U	U	N	H	U	C	K	L	E	B	E	R	R	Y	Y
Q	M	S	W	Y	H	X	A	W	W	I	C	K	E	D

Historical Background – American History 1773-1865

Christopher Columbus (1492)

Christopher Columbus sailed across the Atlantic from Spain and landed on an island near America. He called the people he found there “Indians“, because he thought he was in India.



The Mayflower (1620)

The ship *The Mayflower* brought 102 people from England to America. These “pilgrims” started a colony where they could practice their religion in freedom. Today Americans celebrate the pilgrims’ first harvest as “Thanksgiving” every November.

2



The Boston Tea Party (1773)

By the 1770s the people in the colonies were unhappy about how Britain treated them, and about the taxes they had to pay to the “mother country” across the Atlantic. The American colonists did not have a say in this because they were not represented in the British parliament. Many agreed there should be “no taxation without representation”. When a new tax for tea was introduced in 1773 the colonists finally took action. Disguised as American Indians, they went on board three tea clippers in Boston and threw all the boxes of tea into the water.

3



6

War of Independence/ The Revolutionary War (1775 – 1783)

What had started as a protest against unfair taxes led to the War of Independence. Led by General George Washington, all thirteen colonies joined against Britain. In 1776 the Declaration of Independence was signed in Philadelphia. After six years of fighting, the British were forced to surrender in 1781 and in 1783, the United States was declared an independent country. Washington later became the first president of the US.

7



Slavery

Even before independence the slave trade brought millions of Africans to the Americas. In the US most slaves worked on tobacco and cotton plantations in the South. Although they were needed as workforce, the slaves were treated as goods and their living conditions were often inhumane. Some slaves turned to the Underground Railroad, an organization that helped them escape to the slave-free North. As the West was settled, disputes over slavers increased.

4



The Civil War (1861-1865)

Abraham Lincoln argued that any new states should be slave-free. When he became president seven Southern states left the Union. In 1861 the Confederate States of America (the South) started the Civil War by attacking the North. The War ended in 1865. The states of the North had won and slavery was abolished. Nevertheless, the black population still had a long struggle for equal rights.

The Civil Rights Movement (1954-1968)

After the end of slavery there was still discrimination against black Americans. Especially in the Southern United States racial segregation laws excluded the black population from the rest of the American population. Martin Luther King and others fought this segregation and stood up for equal rights e.g. the right to vote.



5



1

True or false

Read the statements below after having seen the play Huck Finn. Decide: Which ones are true and which are false? Can you remember the correct storyline?

statement	True	false	Actual storyline
1. Widow Douglas wants to civilize Huck and improve his manners.	X		
2. Huck's Father returns to Huck to take care of him and raise him.		X	Huck's father wants Huck to give him the money he has found in one of his past adventures. In order to get it, he hurts and humiliates his son.
3. Huck escapes his father by faking his death.	X		
4. Jim and his family are supposed to be sold.		X	Jim is supposed to be sold. He cannot take his family.
5. Jim flees.	X		
6. Jim plans to go to one of the free states, earn money and save his family.	X		

6. After Jim and Huck meet again, they steal a steamboat.		X	Huck and Jim travel on Huck's raft.
7. The Duke and the King are actual royalty and want to help Jim and Huck.		X	The Duke and the King only pretend to be royal as well as they pretend to be actors later. They do not want to help Huck and Jim. Instead they hand over Jim to Aunt Sally in order to get the reward that was set on Jim's head.
8. Jim is held captive by Huck's aunt whose name is Sally.		X	Aunt Sally is Tom Sawyer's aunt.
9. Huck pretends to be Tom Sawyer in order to make a plan and rescue Jim.	X		
10. When the real Tom Sawyer arrives, he does not want to rescue Jim.		X	He wants to rescue Jim, but he wants to make an adventure out of it. From his point of view it should be harder to free him.
11. Jim could have been easily rescued.	X		
12. When they finally help Jim, Tom gets shot in the leg.	X		
13. Jim flees and lets Tom bleed to death.		X	Jim accepts going back to captivity in order to save Tom's life.
14. At the end, Jim is free.	X		
15. Huck has to return to his violent father.		X	Huck is free too. On their journey, they came across a wooden box floating in the river. In this box lay Huck's father, who was dead.

Freeze Frames Friendship – Working with the Script

3) Huck's relationship to Jim differs from his friendship to Tom.

a) Describe Huck's friendship to Tom. What is his best friend like? What does Huck like about him?

b) Compare the similarities and differences between the relationships.

similarities	differences
Both friendships are based on adventures.	<p>The adventures Huck experiences with Tom are imaginary in this play. It's about the fun.</p> <p>The adventure he experiences with Jim arises from the need for survival.</p>
Both friendships are based on similar life circumstances.	<p>The circumstances Huck shares with Tom are very different from the ones he shares with Jim.</p> <p>Tom and Huck are of the same age and they are both white and of the same origin. There is no sense of responsibility for each other, they are equal.</p> <p>Huck is superior to Jim, because of Jim's slave status. However, Huck and Jim are both unfree in a way. Jim is a slave, Huck has to suffer from his violent father. They both have to run and feel responsible for each other.</p> <p>Jim is older than Huck and takes care of him, when not telling him about Huck's father being dead in the water. Huck also feels responsible for Jim when he gets caught.</p>
...	...

Listening comprehension key: “Violence, shootings, and the police in the US” on [BBC 4: More or Less: Behind the Stats](#), July 15, 2016, ~10 min.

VI. True or false? (1 credit each)	true	false
4. Data on victims of fatal police shootings are easily available and reliable.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. The FBI have collected the data, so there can be an informed discussion.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. There is uneven reporting on victims shot by the police because collecting data is voluntary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

VII. Complete this sentence. (2 credits)

Investigative journalist *Kimberly Kindy* counted 1000 deaths by the end of last year. Three people a day were fatally shot by the police.

VIII. Tick the one correct answer. (1 credit)

Kindy found out that	a	<input checked="" type="checkbox"/>	half of the victims were black, half from other minorities.
	b	<input checked="" type="checkbox"/>	overall, African-Americans are more often involved in crime.
	c	<input checked="" type="checkbox"/>	the numbers are evidence of racism.

IX. True or false? (1 credit each)	true	false
4. According to an economist, <i>Roland Fryer</i> , people of color experience more police violence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <i>Fryer</i> also argues that they are more likely to be fatally shot by the police.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Homicides in general have been decreasing in the last two decades.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

X. Complete the sentence. (3 credits)

Especially after a gunman shot five police officers in Dallas on July 7, 2016, there is a widespread perception in the public and within law-enforcement that police officers are more often killed in the line of duty. But, according to *Seth Stoughton*, this is inaccurate.

Proper names:

4. *Kimberly Kindy*, investigative journalist at “The Washington Post”

5. *Roland G. Fryer Jr.*, African-American economist at Harvard University
6. *Seth W. Stoughton*, law professor at the University of Southern Carol

Download from www.englisch-bw.de

Further material:

Post-racial-framing – how to root problems out

<https://www.theguardian.com/us-news/2018/jun/06/everyday-racism-in-america-how-to-fix-it>

segregation now

<https://www.propublica.org/article/segregation-now-full-text>

stats

<https://www.propublica.org/article/deadly-force-in-black-and-white>

<https://www.theguardian.com/us-news/2015/dec/31/the-counted-police-killings-2015-young-black-men>

Podcasts:

Race <https://www.harpersbazaararabia.com/featured-news/podcasts-on-racism-black-lives-matter-resources>

<https://www.bbc.co.uk/programmes/p03gzydx>

<https://www.npr.org/2020/05/29/865261916/a-decade-of-watching-black-people-die>

Timeline

http://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1hKEHsG1nec6_wYwX7thFZrBTqyDsURcRAXb7d0X8PiY

<https://www.choices.edu/teaching-news-lesson/george-floyd-and-the-long-fight-for-racial-justice/>