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Black Lives Matter in 2020: Using American History in ELT

Diplomová práce

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Anglický jazyk se zaměřením na vzdělávání

Prohlašuji, že jsem diplomovou práci vypracoval samostatně a použil jen uvedených pramenů literatury.

V Olomouci dne

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Abstract

This master's thesis deals with Black Lives Matter in 2020 and the usage of history in ELT. This thesis is divided into two main parts: The theoretical part and the practical part. In the theoretical part, there are the following subchapters:

- Introduction
- History of racism in the United States
- The beginnings of Black Lives Matter
- The timeline of Black Lives Matter

The practical part of the thesis contains various lesson plans which may be used in ELT, focusing on history and racism in the United States. The author utilizes authentic materials and trustworthy sources for the theoretical part, such as news reports or journals. The practical part of this thesis presents lesson plans and compares them to Ur's ELT principles and provides the SWOT analysis for each lesson plan.

1. Introduction

As the title suggests, this master's thesis deals with Black Lives Matter in 2020. This thesis aims to research the problem of racism and Black Lives Matter and noteworthy events which led to its rise in popularity and significance. Another aim of this thesis is to research how this topic can be used in ELT. Among the most used methods in this thesis are: books, articles, journals, and videos.

The first chapter (History of Racism in the United States) provides readers with knowledge about the history and development of racism in the United States. This part solely focuses on racism towards African Americans.

The second chapter (Black Lives Matter) gives a brief overview of what the Black Lives Matter movement stands for. The most important part is the subchapter Timeline of Black Lives Matter. In this subchapter, years from 2013 to 2020 are described in greater detail, focusing on events that have formed the Black Lives Matter movement.

The practical part of this thesis, called the Practical usage of Black Lives Matter in ELT, provides the readers with a template for lesson plans, implementing Penny Ur's ELT principles with the topic of Black Lives Matter and racism.

2. History of racism in the United States

2.1 The New World

The "New World," O'Callaghan states, was used by the Europeans for America (1990). The settlers were arriving from all over Europe, and the first ones, however, came from Spain (*Colonial America* (1492-1763) [no date]).

The first encounters of oppression towards other races were with the Native Americans. According to David Michael Smith, it is a rough estimate that the settlers killed around 12 million Indigenous people from 1492 to 1990 (Smith 2019). This genocide was widely viewed as brutal and criticized by the public. Yearly, the US government gives around $20 billion to various native American tribes as a reparation (Fogarty 2018).

2.2 Slavery in the US

Slavery remains a highly controversial issue due to its immorality. The depiction of slavery is ever-present, whether it is in movies, literature, or referenced in music lyrics. For many people in the United States, slavery is considered a dark chapter in their history. Most importantly, many people feel sorry about this chapter in the United States' history, and they try to raise awareness about slavery during Black History Month. Banning the "N-word," giving African Americans more spotlight, and lecturing about racial inequality are just some of many implemented means to ensure this part of history never repeats itself.

2.2.1 Transatlantic slave trade and the beginnings of slavery

The early years of the states were agriculturally oriented. Cheap labor, therefore, became in handy – as a result, slavery became increasingly popular. It lasted from 1619 to 1865, contrary to the popular myth; slavery lasted 246 years, not 400 (Berry 2014).

Slavery, however, ended with the Civil War. Some people argue that America was built on slavery. Ben Shapiro (2020) argues that America was not built on slavery but built on

freedom. Some people say that slavery made the United States have such an economic success in the early years. However, logically speaking, the Civil War was the fight between the free market and slavery; whichever side had more money was at a more significant advantage.

The transatlantic slave trade is described as a "segment of the global slave trade that transported between 10 million and 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century. It was the second of three stages of the so-called triangular trade, in which arms, textiles, and wine were shipped from Europe to Africa, enslaved people from Africa to the Americas, and sugar and coffee from the Americas to Europe." (Lewis 2021). Therefore, alongside with other goods, enslaved people were shipped as a product. According to Lewis (2021), the slave trade was dominated by the Portuguese from the beginning. However, with the beginning of the 17th century, English and French merchants had already dominated half of the transatlantic slave trade.

But not all of these enslaved people were taken into the United States, and the total of enslaved people transported to the United States was roughly 600,000. The correct numbers, according to Miller and Smith, were as follows (1997):

1620-1700	21,000
1701-1760	189,000
1761-1770	63,000
1771-1790	56,000
1791-1800	79,000
1801-1810	124,000
1810-1865	51,000
Total	597,000

Heritage and ancestry are essential for many people. "For many Americans, blended ancestry is an integral part of their identity. The mosaic of hyphenated heritages preserves cultural connections beyond the United States, lineages that build pride and a sense of belonging. But for Americans descended from enslaved Africans, the roots of their ancestry are often a mystery. Family trees go dark after five or six generations, a reminder that 150 years ago, black people weren't considered people." (Ellis 2021).

2.2.2 Working conditions and health concerns

The health of the enslaved people was affected; this was one of the main concerns when working for enslavers. It was not just the unpaid, forced labor that was the problem. "Slaves suffered a variety of miserable and often fatal maladies due to the Atlantic Slave Trade and to inhumane living and working conditions. Common symptoms among enslaved populations included: blindness; abdominal swelling; bowed legs; skin lesions; and convulsions. Common conditions among enslaved populations included: beriberi (caused by a deficiency of thiamine); pellagra (caused by a niacin deficiency); tetany (caused by deficiencies of calcium, magnesium, and Vitamin D); rickets (also caused by a deficiency of Vitamin D); and kwashiorkor (caused by severe protein deficiency)". (Mintz [no date]).

However, slaves were expensive, and it was in the best interest of the slaveowners to protect them – or at least to some extent. An article by Williamson and Cain (2020) investigates the price of a slave. An average cost for a slave in the mid-19th century was $400; a 2016 equivalent ranged $12.500 and $205.000. The prices varied from slave to slave – some were more valuable than others (Williamson and Cain 2020). However, mortality in such working conditions was unavoidable. In the 1700s, when the most considerable quantities of slaves were being transported, according to Steckel and Jensen, the annual death rates were rampant: 230 per thousand amongst crew members and 83 per thousand amongst slaves (1985). One of the reasons for this mortality rate might have been the lack of immunity of the crew members, or as Steckel and Jensen state: "The lack of immunities to the African disease environment contributed to the high death rates among the crew." (1985). "The spread of dysentery among slaves during the voyage was probably exacerbated by congestion and poor nutrition. Death rates differed systematically by region of origin in Africa and season of the year. There was little interaction between the incidence of slave and crew deaths. The high death rates make the slave trade a demographic laboratory for study of health and mortality and an economic laboratory for study of markets for free labor." Steckel and Jensen (1985) add to this topic. After the end of slavery, the life expectancy of (former) enslaved people was also negatively affected. According to Fogel and Engermann, the life expectancy in 1850 of a white person in the United States was forty. For an enslaved person, the life expectancy was noticeably lower, thirty-six. (1995).

2.2.3. Depiction of slavery in literature

The cruelty of slavery is unimaginable for many people nowadays. Thanks to literature, society has an accurate depiction of the horrors associated with slavery. Slave narrative presents an account of what truly happened to enslaved people; William L. Andrews describes slave narrative in greater detail: "slave narrative, an account of the life, or a major portion of the life, of a fugitive or former slave, either written or orally related by the slave personally. Slave narratives comprise one of the most influential traditions in American literature, shaping the form and themes of some of the most celebrated and controversial writing, both in fiction and in autobiography, in the history of the United States. The vast majority of American slave narratives were authored by African Americans, but African-born Muslims who wrote in Arabic, the Cuban poet Juan Francisco Manzano, and a handful of white American sailors taken captive by North African pirates also penned narratives of their enslavement during the 19th century. From 1760 to the end of the Civil War in the United States, approximately 100 autobiographies of fugitive or former slaves appeared. After slavery was abolished in the United States in 1865, at least 50 former slaves wrote or dictated book-length accounts of their lives. During the Great Depression of the 1930s, the WPA Federal Writers' Project gathered oral personal histories from 2,500 former slaves, whose testimony eventually filled 40 volumes." (2018). Slave narrative became extremely important in 2020 in the spark of the riots, with many important figures linking police brutality to slavery. Aretha Phiri, for example, names slavery's afterlife as central to Black Lives Matter (Phiri and Wright, 2020).

2.2.4. Slavery vs. free market

Many people nowadays argue whether slavery was a better economic model than the free market or not. Ben Shapiro, for example, refers to the Civil War as the battle of free-market vs slavery, clearly showing his stance on this matter. Others, however, view slavery as a profitable business model – cheap to free labour force with no regulations (Young America's Foundation 2019). Greg Timmons states that slavery was so profitable that it sprouted more millionaires per capita in the Mississippi River valley than anywhere in the nation (2020). "With ideal climate and available land, property owners in the southern colonies began establishing plantation farms for cash crops like rice, tobacco, and sugar cane—enterprises that required

increasing amounts of labor," he adds (Timmons 2020). However, this business model, meaning the agriculturally oriented South lacked modern industry, soon became quite outdated, and the South was in dire need of imported goods. As a result, agriculture was booming, and other branches were left behind. This difference in business approaches was most likely caused by the fact that agriculture was relatively easy money for the slave owners since they already had the land and did not need to build factories and invest in equipment and innovation.

On top of that, referring to previously cited Williamson and Cain's article on measuring the worth of the slaves in today's currency (meaning with added inflation), slaves became quite expensive. Slave auctions became more and more popular, and as a result, prices were going up. This was another reason why slavery persisted – once the slave owners invested in enslaving people, they lacked the money for further innovation.

2.2.5. The effects of slavery today

Even though slavery ended in 1865, many say that slavery still affects the lives of African Americans to this day. "…slavery has left an indelible imprint on our nation's soul. A terrible price had to be paid, in a tragic, calamitous civil war, before this new democracy could be rid of that most undemocratic institution. But for black Americans the end of slavery was just the beginning of our quest for democratic equality; another century would pass before the nation came fully to embrace that goal. Even now, millions of Americans recognizably of African descent languish in societal backwaters. What does this say about our civic culture as we enter a new century?" (Loury 1998) says. Slavery is perceived by many as a dark and terrible chapter in the United States history; it set a precedent for the further fight for equality. Slavery is referenced in many important works of the 21st century, both by white authors and authors of color. An excellent example of this is Macklemore's *White Privilege*.

Black Lives Matter movement refers to slavery quite often. As a result of recent events, "The US House of Representatives Judiciary Committee voted Wednesday to advance a bill that would create a commission to study the idea of reparations for slavery, an idea that has also been gaining ground in Europe since Black Lives Matter protests went global last summer." (Sauvage 2021), states. But, as pointed out previously, the talks of reparations are pretty complicated issues, namely due to the amount of tracing that would have to be done, alongside the financial aspect of such a large-scale nationwide act.

2.3 Civil War and its causes

The Civil War lasted from 12th April 1861 to 9th April 1865. The end of the Civil War also meant the abolition of slavery. The estimated deaths from the Civil War were around 620,000, which was 2% of the US population (*Civil War Casualties* [no date]).

It is general knowledge that one of the main reasons for the Civil War was the immorality of slavery. Regardless of this argument, there were more reasons for the Civil War.

One of the first reasons was the economic and social differences between the North and the South: "…the warmer Southern states continued to rely on slaves for their farming economy and cotton production. Southerners made huge profits from cotton and slaves and fought a war to maintain them. Northerners did not need slaves for their economy and fought a war to free them. Everything else, many textbooks claim, was tied to that economic difference and was anchored by cotton." (Chadwick [no date]).

The discussion of states versus federal rights also contributed to Civil War. "Southern states had a long tradition of using states' rights doctrine since the late eighteenth century" (McDonald 2000). On top of that, economists such as Thomas DiLorenzo and Charles Adams add that the Southern secession and the ensuing conflict was "much more of a fiscal quarrel than a war over slavery" (Oliver 2001). The North had its arguments, too. Historian James McPherson added that: "Southerners were inconsistent on the states' rights issue, and that Northern states tried to protect the rights of their states against the South during the Gag Rule and fugitive slave law controversies." (McPherson 2009). In conclusion, the North came up with rules the South did not want to comply with, contributing to an imminent conflict.

Another cause for this conflict was the fight between slave and non-slave proponents. It is common knowledge that the North felt negatively towards slavery. However, it is essential to note that slavery helped build the United States – both North and South. "Slavery developed hand-in-hand with the founding of the United States, weaving into the commercial, legal, political, and social fabric of the new nation and thus shaping the way of life of both the North and the South. American attitudes to slavery were complex with much disagreement; however, before emancipation, many northerners felt guilty about slavery and white southerners expected federal protection of the "peculiar institution." These feelings, which directly influenced many people's choices leading to secession and Civil War in 1860-1, can only be understood by

seeing slavery as a national institution." (Brettle 2017). The complexity of slavery comes with many myths. One of the myths was that the Southerners were all slaveowners who profited from slavery. Again, this is a myth, although the percentage is high. According to Pruitt, "an average of more than 32 percent of white families owned enslaved people. Some states had far more slave owners (46 percent of families in South Carolina, 49 percent in Mississippi) while some had far less (20 percent of families in Arkansas)." (2020).

Closely related to the previous paragraph, another cause of the Civil War was the growth of the Abolition Movement. The popularity and ever-increasing influence happened thanks to several influential figures, one of them being Dred Scott, born in 1797 in Southampton County, Virginia, was an enslaved African American who sued for his freedom, his wife's freedom Harriet and their two daughters. The result was unsuccessful. Dred Scott vs. Sandford case would become known as the Dred Scott decision. The gist of this lawsuit was the following: Dred Scott sued for freedom because he and his family had lived in Illinois and the Wisconsin Territory, a place where slavery was illegal, for four years. The laws of these territories stated that the slaveholders would give up their rights to slaves, given that the slaves would stay in these territories for an extended period (Urofsky 2021). Other well-known figures were, for example, Harriet Tubman, Sojourner Truth, Frederick Douglass, and others.

Last but not least, the election of Abraham Lincoln contributed to the start of the Civil War. Abraham Lincoln was the 16th president of the United States, and he was the first Republican ever to win the presidency. Although the Democratic party was influential at the time, it is said to have been "misfunctioning and deeply divided." "Lincoln received only 40 percent of the popular vote but handily defeated the three other candidates: Southern Democrat John C. Breckinridge, Constitutional Union candidate John Bell, and Northern Democrat Stephen Douglas, a U.S. senator for Illinois." (History.com Editors 2021). There is a simple reason why, surprisingly even, the Southern Unionists supported Lincoln: "the issue of slavery was a common theme that contributed to their opinions of him. On average, those Southern Unionists that supported Lincoln also held strong views against slavery. On the other hand, Southern Unionists that either rejected Lincoln or were indifferent towards him either supported slavery or thought that it was not a large issue that needed to be resolved. There is no strong evidence to suggest that many Southern Unionists changed their opinions on Lincoln throughout the war." (Sheridan [no date]).

One of the reasons the Confederates disagreed with Lincoln is why the Unionists agreed with him, slavery, and probably the fear of equality. As Fehrenbacher states, "It was the "Black

Republican party" that Southerners hated and feared, whoever might happen to be the party's official leader. But when the secession crisis erupted into civil war, Southerners laid the blame squarely on Lincoln." (1982)

To conclude this subchapter, there were many reasons for the Civil War to happen. However, out of the five stated causes of the Civil War, only three causes were directly linked to slavery and one of them indirectly. As a result, it is safe to say that slavery did indeed play a vital role in the Civil War. The most important result was that the Civil War had ended on April 9th, 1865, and with it, slavery.

2.4 Reconstruction era

Civil War's outcome marked a new beginning for African Americans in the United States as slavery officially ended. The Reconstruction era lasted from 1865 to 1877. Formerly enslaved people were granted the same rights as other citizens; those rights were protected by three amendments. "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.", "Congress shall have the power to enforce this article by appropriate legislation." (US Const. amend. XIII, sec. 1). The 13th amendment explicitly forbids slavery. The other two amendments, the 14th, and 15th, also relate to the freedom of any individual. For example, in the 14th amendment, it is stated that: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." (US Const. amend. XIV, sec. 1). In addition to this, the 15th amendment gives every US citizen the right to vote, regardless of their ethnicity: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude" (US Const. amend XV, sec. 1).

However, the end of slavery did not mean the end of struggles for African Americans. According to Paul Harris, it is estimated that around 4 million enslaved people were freed

(2012). "After combing through obscure records, newspapers and journals Downs believes that about a quarter of the four million freed slaves either died or suffered from illness between 1862 and 1870. He writes in the book that it can be considered "the largest biological crisis of the 19th century," and yet it is one that has been little investigated by contemporary historians." (Harris 2012). One of the causes, Harris states, could have been the result of smallpox, cholera, and starvation (2012).

Another hardship African Americans had to face during the Reconstruction era was the increasing influence and strength of the KKK. As stated by the History.com editors, "Founded in 1865, the Ku Klux Klan (KKK) extended into almost every southern state by 1870 and became a vehicle for white southern resistance to the Republican Party's Reconstruction-era policies aimed at establishing political and economic equality for Black Americans. Its members waged an underground campaign of intimidation and violence directed at white and black Republican leaders. Though Congress passed legislation designed to curb Klan terrorism, the organization saw its primary goal–the reestablishment of white supremacy–fulfilled through Democratic victories in state legislatures across the South in the 1870s." (2021). The Klan aimed its acts against during the Reconstruction era towards black voters and white supports of the Republican party, as Bryant (2020) states. One of the most notable Klan acts of terror happened on March 31, 1868: "…when Republican organizer George Ashburn was murdered in Columbus, Georgia. Over the following months, Klan-inspired violence spread throughout Georgia's Black Belt and into the northwestern corner of the state." (Bryant 2020). Bryant also mentions that Klan's political terrorism was effective, resulting in fewer people voting for Republicans. The Klan is still active, making this the oldest hate group in the United States (Fieldstadt 2016). However, as seen in Fieldstadt's article, the media assigns the Klan members as extreme right, drawing a possible relationship between Klan members and Donald Trump. What is interesting to note here is how the Klan shifted its operations – early, the Klan was aimed towards Republicans, but nowadays, they are aimed towards Democrats (who seem to be far more liberal and progressive). Even though the left-wing media often tries to connect KKK to Donald Trump, there is no direct correlation proven between these two parties.

The Reconstruction era is also depicted in literature. A famous short story by William Faulkner, A Rose for Emily, tells a story of a former member of the slave owner family, who lives in delusion, unable to accept that the South had lost and that times changed. The short story also depicts the decaying neighbourhood of formal slaveowners. In many ways, this was true; some people could not "move on," still holding on to the past times. And there was a good

reason for this: One of the primary sources of income suddenly became irrelevant, and the society had to readjust.

In many ways, it was not only the economic reconstruction that had to be done; it was also the reconstruction of society and individuals. There is a term carpetbagger; Wallenfeldt describes the term as a "derogatory term for an individual from the North who relocated to the South during the Reconstruction period (1865–77), following the American Civil War. The term was applied to Northern politicians and financial adventurers whom Southerners accused of coming to the South to use the newly enfranchised freedmen as a means of obtaining office or profit." (2019).

2.5 Jim Crow Laws

One of the most infamous racist policies of the 19th century were the Jim Crow laws. Jim Crow laws were nationwide laws whose primary reason was to discriminate against the black community.

"Jim Crow was the name of the racial caste system which operated primarily, but not exclusively in southern and border states, between 1877 and the mid-1960s. Jim Crow was more than a series of rigid anti-black laws. It was a way of life. Under Jim Crow, African Americans were relegated to the status of second-class citizens." (Pilgrim, 2012).

Further, Pilgrim adds that Jim Crow represented the legitimization of anti-black racism. It was also taught, by many Christian ministers and theologians, that the whites were the chosen people, Pilgrim states, which resulted in further development of racism in the United States. On top of that, it was widely taught that African Americans were intellectually inferior. Additionally, newspapers and magazines often used racial slurs, portraying racial stereotypes (Pilgrim 2012).

There are many examples of Jim Crow laws; they differed state by state. Here are examples of some, as provided by Pilgrim (2012).

- A black male could not offer his hand (to shake hands) with a white male because it implied being socially equal. Obviously, a black male could not offer his hand or

any other part of his body to a white woman, because he risked being accused of rape.

- Blacks and whites were not supposed to eat together. If they did eat together, whites were to be served first, and some sort of partition was to be placed between them.
- Under no circumstance was a black male to offer to light the cigarette of a white female -- that gesture implied intimacy.
- Blacks were not allowed to show public affection toward one another in public, especially kissing, because it offended whites.
- Jim Crow etiquette prescribed that blacks were introduced to whites, never whites to blacks. For example: "Mr. Peters (the white person), this is Charlie (the black person), that I spoke to you about."
- Whites did not use courtesy titles of respect when referring to blacks, for example, Mr., Mrs., Miss., Sir, or Ma'am. Instead, blacks were called by their first names. Blacks had to use courtesy titles when referring to whites, and were not allowed to call them by their first names.
- If a black person rode in a car driven by a white person, the black person sat in the back seat, or the back of a truck.
- White motorists had the right-of-way at all intersections.

As stated previously, there are many laws like this from the given period. However, these demonstrate the monstrosity and absurdity of the situation. On a side note, some books and movies do an excellent job portraying the Jim Crow Laws. In *To Kill a Mockingbird* (1960) by Harper Lee, for example, the first law was referred to – many African Americans were accused of rape under the Jim Crow laws. This was used to demonstrate the inferiority of African Americans as opposed to white Americas. There are very few documented black-on-white rape instances. If there were, the credibility of these events would be questionable, provided that the majority of the jury (had the case even made it to court) was white. Ironically, there are accounts of white-on-black rapes. "Using data from 92 interviews, this article examines the narratives of African Americans' experiences as children and young adults during Jim Crow in the Southeast and Southwest. It gives voice to the realities of sexual assaults committed by ordinary White men who systematically terrorized African American families with impunity after the post-Reconstruction south until the 1960s." (Thompson-Miller and Picca 2016) Many rape victims had PTSD – this PTSD was intensified by the fact that, legally, there was no one to turn to for help.

In *Jim Crow Guide* by Stetson Kennedy (1992), are further examples of discrimination under the Jim Crow laws that African Americans had to respect. This time, they are "simple rules that blacks were supposed to observe in conversing with whites" (Kennedy, 1992).

- Never assert or even intimate that a white person is lying.
- Never impute dishonorable intentions to a white person.
- Never suggest that a white person is from an inferior class.
- Never lay claim to, or overly demonstrate, superior knowledge or intelligence.
- Never curse a white person.
- Never laugh derisively at a white person.
- Never comment upon the appearance of a white female.

These laws were in effect for many years, but the criticism and investigation of these laws began gaining significance after the end of the second world war. It can be argued that the United States officially did not want to be viewed as oppressive (so that the world could not make the connections between them and the German Nazis). However, there may have been another reason: Truman needed black votes. As a result, Truman's 1948 executive order came into place. His executive order, in summary, ended the segregation in the military. Although Truman did not have the best attitude towards African Americans, he stated this: "My stomach turned over when I learned that Negro soldiers, just back from overseas, were being dumped out of Army trucks in Mississippi and beaten," Truman said. "Whatever my inclinations as a native of Missouri might have been, as president I know this is bad. I shall fight to end evils like this." (Evans 2020). His words were loud, but so were his actions. He was the first president in the history of United States to address the National Association for the Advancement of Color People, also known as NAACP, Evans (2020), writes. This was a significant step for African Americans towards equality, and this executive order provided African Americans with a positive outlook on the future.

Even though Jim Crow laws are no longer in effect, Michelle Alexander, in her book *The New Jim Crow: Mass Incarceration in the Age of Colorblindness,* uses her own experience as an ACLU lawyer to point out that there is a new caste in the United States which requires attention (2020). Under the term "caste", she means the millions of African Americans who were locked behind bars and then released. Upon their release, Michelle (2020) argues that they lose many rights and privileges that "they have won in the Civil Rights Movement (Michelle

2020). She then draws a connection between African Americans under the Jim Crow laws and newly released felons (in the 21st century), stating both are "denied basic civil and human rights" – those before the Civil Rights Movement as a result of Jim Crow Laws and those in the 21st century, as a result of some form of entrapment in the "parallel social universe" (Michelle 2020). "What has changed since the collapse of Jim Crow has less to do with the basic structure of our society than with the language we use to justify it. In the era of colorblindness, it is no longer socially permissible to use race, explicitly, as a justification for discrimination, exclusion, and social contempt. So we don't. Rather than rely on race, we use our criminal justice system to label people of color "criminals" and then engage in all the practices we supposedly left behind. Today it is perfectly legal to discriminate against criminals in nearly all the ways that it was once legal to discriminate against African Americans. Once you're labeled a felon, the old forms of discrimination— employment discrimination, housing discrimination, denial of the right to vote, denial of educational opportunity, denial of food stamps and other public benefits, and exclusion from jury service—are suddenly legal. As a criminal, you have scarcely more rights, and arguably less respect, than a black man living in Alabama at the height of Jim Crow. We have not ended racial caste in America; we have merely redesigned it." (Michelle 2020).

2.6. American civil rights movement

American civil rights movement, also referred to as simply The Civil Rights Movement or CRM, began in the 1950s.

Carson describes The Civil Rights Movement as a "mass protest movement against racial segregation and discrimination in the southern United States that came to national prominence during the mid-1950s." (2020). While The Civil Rights Movement started to come to life, the Jim Crow laws were still in effect. One of the first inequalities The Civil Rights Movement stood against was the Jim Crow laws. As stated in the previous chapter, the Jim Crow laws varied state by state – they varied by their significance and the seriousness of each rule. Nonetheless, they had one thing in common: they discriminated against African Americans. The Civil Rights Movement's goal was to put a stop to them (Carson 2020).

The Civil Rights Movement's significance increased with the heroic acts of African Americans (for example, Rosa Parks) or by gruesome violence towards African Americans (the murder of Emmett Till, 16th street Baptist church bombing and many others).

2.6.1 Impactful events

There are many important events of the Civil Rights Movement. Not all are included in this thesis. However, the author's decision to include the following events is connected to their possible implementation in the ELT classroom – as a result, impactful and well-known events that can be considered general knowledge, are included.

One of many important events during the Civil Rights Movement was the Montgomery bus boycott from 1955 to 1956. After winning the Brown vs. Board of Education in 1954, African Americans were keen to gain more rights in the upcoming years. The bus boycott began with Rosa Parks and her decision not to sit in a segregated part of the bus (this was still under the Jim Crow laws). Rosa Parks was a political activist born in 1913, who died in 2005. She enrolled at "Alabama State Teachers College for Negroes", but she was unable to graduate due to family issues. She became very popular in 1955. After the boycott, Parks and her husband moved to Hampton, Virginia, and later permanently settled in Detroit, Michigan. Parks work proved to be invaluable in Detroit's Civil Rights Movement. She was an active member of several organizations which worked to end inequality in the city. By 1980, after consistently giving to the movement financially and physically, Parks, now widowed, suffered from financial and health troubles. After almost being evicted from her home, local community members and churches came together to support Parks. (Norwood 2017). Parks died at the age of 92 of natural causes. The following excerpt from Douglas Brinkley's Rosa Park's biography describes her famous moment for CRM (2005):

"Are you going to stand up?" the driver demanded. Rosa Parks looked straight at him and said: "No." Flustered, and not quite sure what to do, Blake retorted, "Well, I'm going to have you arrested." And Parks, still sitting next to the window, replied softly, "You may do that." (Brinkley 2005)

This incident resulted in a boycott of Montgomery bus systems, ending with the 1956 Supreme Court's decision to deem Montgomery segregation laws unconstitutional (Wallenfeldt 2020).

The Albany Movement is connected to the year 1961. Protesting segregation policies, many groups took part in the Albany movement. Those groups were: Student Nonviolent Coordinating Committee (SNCC), the National Association for the Advancement of Colored People (NAACP), local activists, and King's Southern Christian Leadership Conference (SCLC), Bond-Nelms (2018) writes. Further adding that the movement has not been successful, disbanding after a year of protests that have not accomplished any goals.

A significant campaign was called the Birmingham campaign. Aimed towards discriminatory economic policies, this campaign targeted businesses that would only hire white people. Nonviolent tactics, such as sit-ins and marches, were used to combat these policies. Supposedly, these tactics aimed to get arrested for overcrowding the town hall (Bond-Nelms 2018). This turned out to be a success, "when many signs of segregation at Birmingham businesses came down and public places became accessible to people of all races." (Bond-Nelms 2018) adds.

Another important event was the March on Washington, in full "March on Washington for Jobs and political freedom", in 1963. It is widely estimated that around 200 000 – 300 000 people came to see King's speech – and there were several reasons why this speech was so well attended and received, as Henton (2020) later describes. Martin Luther King's "*I Have a Dream*" speech remains the most notable event of this march. In summary, the "*I Have a Dream*" speech caught worldwide attention condemning the violence, inequality, and hatred towards African Americans. Why this speech was so powerful and successful is not entirely clear. Many factors contributed to the enormous success, such as the effective use of rhetoric devices.

First and foremost, as Henton (2020) shares the thoughts of Leroy Dorsey, an associate dean for inclusive excellence and strategic initiatives in the College of Liberal Arts, who argues that King uses several "holy" American documents to push his agenda, such as Emancipation Proclamation and Declaration of Independence. Furthermore, it is noted that King's metaphors are also a powerful tool: "Metaphors can be used to connect an unknown or confusing idea to a known idea for the audience to better understand," he said. For example, referring to founding U.S. documents as "bad checks" transformed what could have been a complex political treatise

into the simpler ideas that the government had broken promises to the American people and that this was not consistent with the promise of equal rights." (Henton 2020). According to Dorsey, the third important factor is repetition, which keeps the audience engaged and thoughtful (Henton 2020).

With a crowd of over 250,000 being televised to millions of viewers (Henton 2020), this speech played a significant role in the Civil Rights Movement.

The year 1965 was a strong one for Civil Rights Movement, as two significant events took place that year – "Bloody Sunday" and the "Chicago Freedom Movement". The Bloody Sunday were three protest marches from Selma to Montgomery, 54 miles (87 km) apart. Their main message to, once again, highlight the racial injustice that contributed to The Voting Rights Act of 1965. This movement was not without resistance. "A wall of state troopers, wearing white helmets and slapping billy clubs in their hands, stretched across Route 80 at the base of the span. Behind them were deputies of county sheriff Jim Clark, some on horseback, and dozens of white spectators waving Confederate flags and giddily anticipating a showdown. Knowing a confrontation awaited, the marchers pressed on in a thin column down the bridge's sidewalk until they stopped about 50 feet away from the authorities." (Klein 2020). Here, Major John Cloud has decided it would not be safe to carry on with the protest and called the protestors to turn around and go home, Klein (2020) adds. Luckily, nobody died during the Bloody Sunday protest march, but the brutality of the police towards protestors sparked outrage and boosted support for the Civil Rights Movement, Bond-Nelms adds (2018).

Subsequently, the Chicago Freedom Movement, aimed towards segregated housing, took place. With events stretching from January to August of 1966, this movement ended successfully after having a debate with the Chicago mayor. During this protest, the protestors, too, were met with resistance: rocks, bottles, and firecrackers were common. Thirty people were injured, including Martin Luther King (Bond-Nelms 2018).

Beyond Vietnam, a speech that cost Martin Luther King many allies was delivered in 1967. In his speech, King calls to stop bombings in both north and south of Vietnam, furthermore comparing the antiwar movement to the Civil Rights Movement. This speech was very well received: "This was the dream of King's that I prefer–the vision of a difficult and ever-expanding kinship, extending not only to those whom we consider near and dear but also to the far and the feared.", Pulitzer Prize-winning author Nguyen (2019), adds.

The Poor People's Campaign of 1968 was beneficial for African Americans and all minorities. Calling it a multicultural movement, Bond-Nelms adds: "The goal of the Poor People's Campaign was to gain more economic and human rights for poor Americans from all backgrounds. A multicultural movement, the campaign included Asian Americans, Mexican Americans, Puerto Ricans, Native Americans, and whites along with African Americans. A march on Washington was planned for April 22, 1968, but when King was assassinated on April 4, the movement was shaken and the march was postponed. By May 12, approximately 50,000 demonstrators had converged on the Mall in Washington and erected a tent city, called Resurrection City, in what became a live-in. The campaign's major march occurred at the Solidarity Day Rally for Jobs, Peace, and Freedom on June 19. The occupation lasted six weeks and ended when bulldozers arrived and mowed down Resurrection City on June 24. The bill of rights the campaign strived to establish never became law, but the federal government enacted several programs to end hunger." (Bond-Nelms 2018).

3. Black Lives Matter

Black Lives Matter is a movement that originated in the year 2013. Despite being recognized internationally, this movement primarily centered around the US before impacting the entire world. It all started with a hashtag (#blacklivesmatter). Beginning in 2013, the movement has reached its all-time recognition in May 2020 in the aftermath of the George Floyd incident, as the graph by Pew Research Center (2020) suggests. The popularity, however, did not stop there. The hashtag is highly potent. Looking at Twitter analytics, per 100 tweets using #blacklivesmatter, over 160,000 users will be reached (Hashtag Tracking tool for Twitter - TrackMyHashtag [no date]). What boosts the popularity of this movement is the continuous support by corporations and celebrities.

Use of the #BlackLivesMatter hashtag hits record levels amid global protests over George Floyd's death while in police custody

Number of public Twitter posts mentioning the #BlackLivesMatter hashtag, Jan. 1, 2013-June 7, 2020
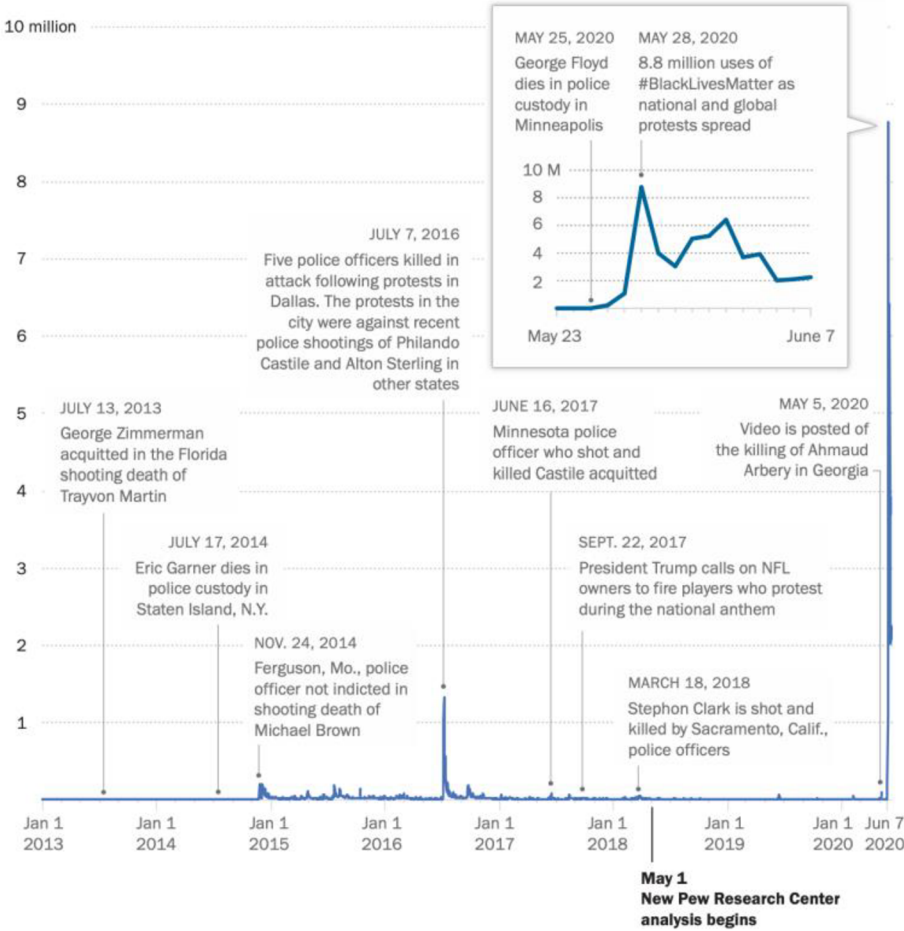
Source: Pew Research Center analysis of publicly available tweets using Crimson Hexagon. Data for Jan. 1, 2013-May 1, 2018 collected in June 2018; data for May 1, 2018-June 7, 2020 collected in June 2020. The latter data collection phase was used for May 1, 2018.

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As their name suggests, this movement fights for equality and fights inequality. "Join the Movement to fight for Freedom, Liberation, and Justice by signing up for updates, supporting our work, checking out our resources, following us on social media, or wearing our dope, official gear." is written on the official Black Lives Matter website (blacklivesmatter.com). In short, Black Lives Matter is a decentralized political and social movement standing up against police brutality and the acts of violence committed towards black people. Interestingly, despite their immense popularity, the slogan "Black Lives Matter" remains untrademarked (Leazenby and Polk 2020)

While many people view the Black Lives Matter movement like The Civil Rights Movement, they are not entirely correct. Churches are not included in the Black Lives Matter vision. This is a "profound error", Anthony B. Bradley, the author of *Why Black Lives Matter: African American Thriving for the Twenty-First Century*, writes (Bradley 2020). Specifically, Bradley states: "Unlike the civil rights movement of the 1950s and 1960s, BLM has been intentional about keeping black churches on the far periphery of their advocacy for black flourishing. I believe this to be a profound error. Keeping God on the margins, and what God desires for the people he created, will not lead to long-term thriving. In fact, keeping what God desires for the human person on the margins is a predictor of social decline" (Bradley 2020).

Understanding racism and prejudice is critical, says Mary Canty Merrill, Ph.D., an author of *Why Black Lives Matter (Too): A Revolutionary Call to Action*. In her book, Merrill writes that it is essential to focus on how "Whites use prejudice as a primary means of sustaining institutionalized racism" (Merrill 2016). Even though Merrill frequently calls for understanding in her book, she often calls out white people for having white privilege – and this labeling and accusing is often why many people criticize the Black Lives Matter movement. Nonetheless, many Black Lives Matter activists do not use these means to promote their cause – organizing black history months, venues, lectures, and many others. The following subchapter describes the memorable events of the Black Lives Matter movement (both positive and negative).

3.1. Timeline of Black Lives Matter

In order to understand what the Black Lives Matter movement stands for; it is vital to take a look at its historical development. Many people try to compare Black Lives Matter to the Civil Rights Movement. To fully distinguish between these two movements for racial equality, the knowledge of the agenda's development is vital. For that purpose, the following subchapters are ordered chronologically, beginning with 2013 and ending with 2020.

3.1.1. The year 2013

As mentioned previously, the Black Lives Matter movement began in 2013. However, it was not until after the death of African American teen named Trayon Martin, who was shot in Sandford, Florida (Munro 2021). Martin, returning from a convenience store, was noticed by Zimmerman, a neighborhood-watch volunteer, Munro (2021), further adds. Observing him as "suspicious", "walking about" and "up to no good", Zimmerman decided to follow him despite being ordered by the police not to. Amid violent confrontation between these two, Zimmerman shot Martin dead. Munro further adds that when the police arrived, there was not enough evidence against Zimmerman acting with the sole purpose of murdering Martin and classified Martin's death as self-defense. Zimmerman remained without a charge at first, but then, as a result of a string of demonstrations that took place over the United States, "the governor of Florida, Rick Scott, appointed a special prosecutor for the case, who brought a criminal charge of second-degree murder against Zimmerman." (Munro 2021). The trial was complicated and received massive media coverage. "Although the original criminal charge brought against Zimmerman was second-degree murder, the judge also gave the jury the option of convicting him of the lesser charge of manslaughter. To find Zimmerman guilty of second-degree murder or manslaughter, the jury had to find not only that Zimmerman had caused Martin's death but also that he did not do so in self-defense. The issue of self-defense was linked to Florida's law permitting the use of deadly force to defend oneself against a perceived threat—known as a "stand-your-ground" law—which was central to the debate over the shooting. Instructions to the jury referenced the law, but Zimmerman's lawyers ultimately did not invoke Zimmerman's rights under it, because, they argued, he did not have the option to retreat anyway. On July 13, 2013, after more than 16 hours of deliberation, the jury declared Zimmerman not guilty."

(Munro 2021). The protest continued throughout the country, and the Black Lives Matter movement gained popularity.

3.1.2. The year 2014

The year 2014 was a memorable one for Black Lives Matter. The main focus was on police brutality and its victims. According to Emesowum, "Police brutality is the excessive and unwarranted use of force by law enforcement. It is an extreme form of police misconduct or violence and is a civil rights violation. It also refers to a situation where officers exercise undue or excessive force against a person. Police violence includes but is not limited to physical or verbal harassment, physical or mental injury, property damage, the inaction of police officers, and in some cases, death." (2016). Dontre Hamilton, Eric Garner, John Crawford III, Michael Brown, Ezell Ford, Laquan McDonald, Akai Gurley, Tamir Rice, Antonio Martin, and Jerame Reid were just a few victims whose lives Black Lives Matter demonstrated. The death of Eric Garner in police custody in Staten Island, N.Y. (as seen on the graph provided by Pew Research Center (2020) did not make much of an impact on social media. What made, however, a significant impact was the officer being involved in the shooting of Michael Brown, not being indicted. This specifically occurred on November 24th, 2014. The #BlackLivesMatter hashtag became trending, reaching approximately hundreds of thousands of users on Twitter, concluding from the graph provided by Pew Research Center (2020).

Many protests took place across the country that year, but these two were the most important: the 2014 Ferguson protest November 2014 Black Lives Matter protest in New York City. The 2014 Ferguson was a series of demonstrations in Ferguson amid the death of Darren Wilson, who, more specifically, was shot and killed by the police. The tensions were high, and a national guard was called to help. "The situation subsequently escalated and drew national attention when police reacted to protesters, even those acting peacefully, with military-grade equipment, such as armored vehicles, tear gas, rubber bullets, and sound cannons." (Lopez 2016). This was just one of the three waves of protests that took place in Ferguson. The second wave, which took place from Nov 24 to Dec 2 was the most significant one for Black Lives Matter's popularity. As seen on the graph by Pew Research Center (2020), this second wave began as a result of Ferguson police officer not indicted in shooting of Michael Brown, which resulted in Brown's death. A massive spike in the frequency of the #BlackLivesMatter hashtag

is also to be seen. There was no significant tangible outcome to this protest in terms of the legal result; however, as stated previously, it was effective for the movement's popularity.

Many outraged Black Lives Matter activists also protested in November 2014 in New York City. Protesting Akai Gurley's death, who was a 28-year-old African American man, many activists got arrested. In total, there were fourteen arrests made to the activists who "chained themselves to trains on both sides of the West Oakland station shortly after 10:30 a.m., preventing any trains from traveling through the station for more than hour" (*14 Ferguson Activists Arrested After Demonstration Shuts Down Transbay BART* 2014).

3.1.3. The year 2015

The year 2015 was also full of impactful protests. Once again, these were primarily aimed at police brutality. Amongst victims were Charley Leundeu Keunang, Tony Robinson, Anthony Hill, Meagan Hockaday, Eric Harris, Walter Scott, Freddie Gray, William Chapman, Jonathan Sanders, Sandra Bland, Samuel DuBose, Jeremy McDole, Corey Jones, and Jamar Clark as well Dylan Roof's murder of The Charleston Nine (*Black Lives Matter (BLM)* 2015). These deaths took a toll on police departments, most notably the Chicago Police Department (Wisniewski 2015). Wisniewski further adds that demanding the change of the second-largest police department in the US was done non-violently; by chanting, singing, and laying down in front of the mayor's office. The protestors called for the end of "stop and frisk" and the independent oversight to review police misconduct and changes to a pilot body-camera program (2015). The answer of the police department was firm. "Police also said the racial breakdown of the stops made without making an arrest was closely aligned with the profiles of suspects identified by third parties in reports on criminal cases. The three arrested on Tuesday had disobeyed police orders to stay in a particular area during the protest and rushed the police line. They were issued citations and released, Chicago police said." (Wisniewski 2020).

Walter Scott was another murdered African American mentioned above. The police officer was convicted and sentenced to 20 years in prison. This was a massive win for the Black Lives Matter movement. Not only because of the conviction but because of the implementation of the oversight, as mentioned earlier. "The fresh calls for oversight are coming as new police dashcam video emerged showing Scott, a former Coast Guard officer and father of four, fleeing

North Charleston officer Michael Slager, 33, during a routine traffic stop for a broken taillight around 9:30 am Saturday. The footage shows Scott, dressed in a green t-shirt and black track pants, bolting from his Mercedes-Benz without any immediate sign of provocation. What the latest video does not show are the moments Slager chased Scott to an empty grassy lot, where the pair wrestled briefly before the officer fired eight bullets at Scott's back as he ran away. That footage, which made national headlines this week, was captured by a passerby, who later sent the video to the family, which in turn released it to the media." (Fields, 2015).

Further fueling for the importance of oversight and earlier proposed cameras mounted to the bodies of the officers was this statistic provided by the South Carolina police: "In the past 5 years South Carolina police have fired their weapons at 209 people and not one officer has been convicted," Robinson said. "If it were not for this video, law enforcement would have covered up this murder. It's disgraceful." (Fields 2015)

Although officially beginning in 2014, the hashtag #SayHerName has gained significant significance in the following year. The Black Lives Matter has been pretty vocal towards police brutality up to this point – and #SayHerName was no different. Arguing that black women are 17% more likely to be stopped by police and 1.5 times more likely to be killed than their white counterparts (Barber, 2020), this movement set its course to notify the public on this topic. The crowd was not made aware from the beginning, but the events of 2015 had made it happen. As the naked protestors, protesting the unarmed African American girls and women who were shot by the police, gathered in San Francisco blocking traffic, the nation became aware of this issue (Mandaro and Guynn 2015).

Interestingly, this protest was not sparked due to a recent event, as these women were protesting older events – as far as 2010, which was entirely unusual for Black Lives Matter so far (Mandaro and Guynn 2015). The message was simple: "It is time to break the silence around black women and police violence. Black Lives Matter!" (Mandaro and Guynn 2015). There were many other protests and rallies following this one, which protested over police brutality on African Americans and, surprisingly, transgender women, such as Washington D.C. (Stein 2015). This was an excellent move for Black Lives Matter to have a better outreach nationwide, as the topic of transgender people lured many people into their cause and vice versa.

A crucial clash between Black Lives Matter supporters and opposers occurred near the end of 2015, highlighting the tension between these two sides. Smith and Peck add: "Five protesters were shot late Monday night near the Black Lives Matter encampment at the Fourth

Precinct police station in north Minneapolis, according to police." (2015). It was not long until these shooters were marked as white supremacists by Nekima Levy-Pounds, president of the Minneapolis chapter of the NAACP (Smith and Peck 2015). On other accounts, before the shooting, the shooters yelled a racial slur and openly disagreed of the protest. One man was found guilty of the shooting, Allen Scarsella. Age 24, Scarsella was found guilty on all charges of assault and riot. This resulted in him being sentenced to 15 years in prison (CRIMESIDER STAFF 2017), The tensions were high, and this was a necessary trial for Black Lives Matter, especially when the prosecutors all agreed that the shootings were racially motivated, which made thins for the shooter even more severe. One of the victims, Cameron Clark, said he believes initial charges brought forth by the county against Scarsella should have been more powerful. However, Hennepin County Attorney Mike Freeman said on Wednesday that first-degree assault was the highest charge he could bring, given the evidence the county had (CRIMESIDER STAFF 2017).

3.1.4. The year 2016

The year 2016 undoubtedly increased the, if not popularity then, at least, awareness about the Black Lives Matter movement. However, seeming like it may be a good thing, having reached almost 1.5 million tweets in one month as seen on the Pew Research Center (2020) graph, it was not for the good of the cause. Sure, in terms of ideas and social media, outreach is good for awareness. However, unfortunately, 2016 was a deadly year for cops – and BLM may be to blame; these were the exact words of Andrea Peyser for the New York Post (2016).

Peyser was referring to the death of 5 police officers during the Black Lives Matter protest in Dallas, Texas. On top of the five deaths, there were injuries to 9 others: Micah Xavier Johnson's shooter an army veteran (Arkin, Connor and Miklaszewski, 2016).

What led to this shooting was, according to various sources, a peaceful protest over the death of African American men Alton Sterling and Philando Castile. Nearing the end of the protest, Johnson ambushed the police force. "The cop murders in Dallas were carried out on July 7 by an African-American ex-Army reservist who'd expressed his hatred of Caucasians, particularly Jews. He shot to death five white police officers and injured seven others and two civilians before being blown to bits by a police bomb-squad robot." (Peyser 2016). Since the beginning of Black Lives Matter, this was the first significant action taken against the police.

Although the public was unhappy with this act of violence, the denouncement of these shootings (Kaleem and Halper 2016) did not help to counteract the increasing popularity of the "Blue Lives Matter" movement, a movement "which advocates tougher hate-crime sentences for the murder of police officers. It was launched in response to Black Lives Matter, a campaign against police brutality toward black men, and gained momentum last year after police officers were killed in both Dallas and Baton Rouge" (Lynch 2017).

The statement by Lynch leads to another unpopular Black Lives Matter-related event, the death of three police officers in Baton Rouge. What led before the event was another protest over the death of another African American, Alton Sterling (Jacobo 2016). According to Craig, around 200 protestors that night (2017). According to CNN, Gavin Eugene Long's shooter made frequent web posts against the police department. "Louisiana State Police announced last week that they had received threats of plots against Baton Rouge police. On Sunday, a man identified as Gavin Long of Kansas City went on a shooting rampage on his 29th birthday that left two police officers and a sheriff's deputy dead, police sources said. Long, who was African-American, was a former Marine who spent time in Iraq and was discharged at the rank of sergeant in 2010, according to the U.S. military." (Visser 2016). This incident did not contribute to the popularity of the Black Lives Matter movement, on the contrary. There were, however, calls to end the violence – both by the mother of Sterling's son and the president Barrack Obama, Visser (2016) adds. According to Visser, the shooter was a part of, or at least followed, conspiracy groups: "CNN found that an email address linked to Long showed he was a member of a support group in an organization called Freedom from Covert Harassment and Surveillance, whose mission is to help those "Marginalized and abused by... Remote Brain experimentation, Remote Neural Monitoring of an entire Humans Body."" (2016). However, the involvement in some larger conspiracy was ruled out as the FBI, "belief is that Long identified as being associated with the black separatist movement in some capacity but there is no indication he was directed by it" (Visser 2016).

What further contributed to the awareness of Black Lives Matter was disrespecting the flag in a particular way - athletes would kneel during the national anthem rather than stand with pride. One of the most influential athletes in this matter is Colin Kaepernick. He explained his motives in an interview, stating: "I am not going to stand up to show pride in a flag for a country that oppresses black people and people of color," further adding: "To me, this is bigger than football and it would be selfish on my part to look the other way. There are bodies in the street and people getting paid leave and getting away with murder." (Wyche 2016). This was the very

beginning of kneeling during the national anthem, and it has caused considerable controversy. In 2020, kneeling during the national anthem became pretty standard four years later. However, back in the day, it was not. So, the reporter decided to investigate this, asking Kaepernick about this, to which he replied: "This is not something that I am going to run by anybody," he said. "I am not looking for approval. I have to stand up for people that are oppressed. … If they take football away, my endorsements from me, I know that I stood up for what is right." (Wyche 2016). The welcoming attitude towards kneeling was later endorsed by the NFL with their official statement stating: "Players are encouraged but not required to stand during the playing of the national anthem." (Wyche 2016). However, the NFL was called on by President Trump regarding this matter (see next chapter).

Many people were drawn to combating racial injustice, and universities were no different in that aspect. Some of them even held exhibitions, as much as a month-long one. Keith Knight (2016) spoke about the exhibition held at Virginia Commonwealth University, stating: "We have a month full of thought-provoking educational and social programs designed to engage and celebrate black excellence." (Knight 2016). Under thought-provoking, it may be assumed that his politically astute comic strips will play a role in this exhibition.

Apart from cartoon skits being a part of the exhibition, many events took place. Some of them were lectures, flash performances, and discussions. These are the names of some events that took place: "Race and Education, K-16 and Beyond – Past, Present and Future Possibilities", "Hump Day Dialogue on "Race/Mental Health Stigma" featuring Shawn Utsey, Ph.D., professor, Department of Psychology in the College of Humanities and Sciences", "Diversity Scholars Research Week" and others.

3.1.5. The year 2017

The year 2017 was much more peaceful compared to the previous year. And their presence on social media was feeble compared to the earlier years, not even reaching a hundred thousand posts weekly, as seen on the graph (Pew Research Center 2020). Not even President Trump's call on NFL owners to fire players protesting during the national anthem, which was described in the previous chapter, did not make much of an impact.

Nonetheless, the cause took a slightly different approach, raising awareness about the issues of African American citizens through exhibitions held during Black History Month (which takes place annually). One of them was held in Richmond, Virginia. This exhibition had focused on the Black Lives Matter movement (Lord 2017). Lord (2017) provides readers with the art made by one of the authors, Jennifer Yane (2017), named "Comin' After Me. The art displayed highlighted inequality, death, and racism, as seen in the pictures provided by Lord (2017).

Subsequently, there have been some deadly shootings, giving rise to further protests. For example, Jocques Clemmons was a victim of a police shooting. Clemmons pulled out a gun at a traffic stop at a police officer, who shot him. This incident happened in February 2017. Even though many groups wanted the police officer charged and prosecuted, the U.S. Department of Justice closed the case half a year later, in August 2017 (Lind 2017). This event had led to a series of protests nationwide. The BLM had held a demonstration near Vanderbilt University and ended in front of the Mayor's house (Sawyer 2017).

The ACLU (American Civil Liberties Union) also became the target of BLM protests. More specifically, they have targeted their support towards the right of Unite the Right rally, which was held in Charlottesville, Virginia (Bauer-Wolf 2017). What had sparked the hatred was the alleged support of a far-right rally, where besides standard conservatism, even self-identified members of the alt-right, neo-fascists, white nationalists, neo-Nazis, KKK members, and various right-wing militias made their appearance. This all had unfolded at the College of William & Mary. "A representative from Black Lives Matter spoke a little more than 20 minutes into the demonstration, accusing the ACLU's of "hiding" behind the rhetoric of free speech to defend white supremacists.", Bauer-Wolf (2017) adds. To this, the college replied: "William & Mary has a powerful commitment to the free play of ideas. We have a campus where respectful dialogue, especially in disagreement, is encouraged so that we can listen and learn from views that differ from our own, so that we can freely express our own views, and so that debate can occur. Unfortunately, that type of exchange was unable to take place Wednesday night when an event to discuss a very important matter – the meaning of the First Amendment – could not be held as planned. The event, co-sponsored by William & Mary's student-run programming organization Alma Mater Productions (AMP) and the ACLU, was entitled "Students and the First Amendment." The anticipated conversation never occurred when protestors refused to allow Claire Guthrie Gastañaga, executive director of the ACLU of Virginia, to be heard. The protesters then drowned out students who gathered around Ms. Gastañaga seeking to ask her

questions, hear her responses and voice their concerns. Silencing certain voices to advance the cause of others is not acceptable in our community. This stifles debate and prevents those who've come to hear a speaker, our students in particular, from asking questions, often hard questions, and from engaging in debate where the strength of ideas, not the power of shouting, is the currency. William & Mary must be a campus that welcomes difficult conversations, honest debate and civil dialogue.", this statement was provided by Bauer-Wolf (2017). AMP director Miguel Dayan (19) said that: "We are proud of be a part of a politically active community that voices their concerns and fights for their rights," Dayan said. "However, we hoped for a two-sided dialogue so our students could learn about their rights and [have] the chance to question, critique and engage in conversation with the director herself." (Truitt 2017).

3.1.6. The year 2018

In 2018, Black Lives Matter got support from a Unitarian Church, to be more specific, by the First Unitarian Church of Richmond, Virginia. As it was custom in previous years, this was once again done by hosting an exhibition (Second Annual Black Lives Matter Art Show, 2016).

Stephon Clark's death did not make much of a significant impact on social media outreach, as seen on the graph by Pew Research Center (2020) either. Sacramento police officers shot Stephon Clark on March 18, 2018. What led to this 911 call that had caused the death of Clark was a car break-in; more specifically, the dispatchers stated this: "The caller stated that the male subject had broken car windows and was now hiding in a backyard," the report said. "The caller described the subject as a male ... wearing a black hoodie and dark pants" (Karimi 2019). Responding to this call, the police had arrived around 5 minutes later, seeing three damaged cars. The police caught the suspect jumping the fence and decided to go for him, Karimi (2019) states. The police believed an "object" was being aimed at them, which led to the shooting. "When I come around the corner ... I left cover and I look and I see that same subject with his hoodie and sweatshirt pulled up and his arms pointed out extended like this," Terrence Mercadal told detectives hours after he and Jared Robinet shot Clark." (Karimi 2019). Nonetheless, there was no firearm found at the scene. This had caused a significant outrage amongst Black Lives Matter supporters, even leading to a protest one year later, as the

autopsy revealed that Clark got shot 8 times altogether, with 6 of them being in the back (Karimi 2019).

In 2018, the first significant financial scandal revolving around the Black Lives Matter cause surfaced. However, no ties to the official Black Lives Matter movement have been found. This scam was run by a white Australian man who has illegally made over 100,000 USD. "For at least a year, the biggest page on Facebook purporting to be part of the Black Lives Matter movement was a scam with ties to a middle-aged white man in Australia, a review of the page and associated accounts and websites conducted by CNN shows. The page titled simply "Black Lives Matter," had almost 700,000 followers on Facebook, more than twice as many as the official Black Lives Matter page. It was tied to online fundraisers that brought in at least $100,000 that supposedly went to Black Lives Matter causes in the U.S. At least some of the money, however, was transferred to Australian bank accounts, CNN has learned." (O'Sullivan 2018). As stated previously, this scandal had naturally led to skepticism regarding the funding of Black Lives Matter, which played a significant role in 2020.

3.1.7. The year 2020

While 2019 was insignificant for the Black Lives Matter movement, things took a turn in 2020, as seen on the graph provided by Pew Research Center (2020).

Without a doubt, two key names are associated with Black Lives Matter in 2020 – George Floyd and Breonna Taylor. Nonetheless, another person had been murdered before these two: Ahmaud Arbery. What differs from Arbery and Floyd/Taylor's case is that the police department had nothing to do with the death of Arbery. Arbery was not murdered by police officers, rather than regular citizens. Arbery was killed while he was out jogging, Fausset (2022) writes. In addition, the sentences carried out on these perpetrators were much stricter compared to previous cases. "Three white Georgia men who were found guilty in November of murdering Ahmaud Arbery, a 25-year-old unarmed Black man, after suspecting him of committing a series of break-ins in their Georgia neighborhood, were sentenced to life in prison on Friday. Two of the men — Travis McMichael, 35, and his father, Gregory McMichael, 65, received life sentences without the possibility of parole. The life sentence for the third man, their neighbor William Bryan, 52, allows for the possibility of parole after 30 years." (Fausset, 2022).

Nonetheless, the #BlackLivesMatter did not gain much momentum, as seen on the graph (Pew Research Center 2020).

3.1.7.1. Breonna Taylor

The following incident was a significant one. Say her name! (#sayhername) is most often connected to the death of Breonna Taylor, a 26-year-old African American woman who police officers shot. The case of Breonna Taylor was, and in 2022, remain extremely controversial. "Shortly after midnight on March 13, Louisville police officers executing a search warrant used a battering ram to enter the apartment of Ms. Taylor, a 26-year-old emergency room technician. The police had been investigating two men who they believed were selling drugs out of a house that was far from Ms. Taylor's home. But a judge had also signed a warrant allowing the police to search Ms. Taylor's residence because the police said they believed that one of the men had used her apartment to receive packages. Ms. Taylor had been dating that man on and off for several years but had recently severed ties with him, according to her family's lawyer. Ms. Taylor and her boyfriend, Kenneth Walker, had been in bed but got up when they heard a loud banging at the door. Mr. Walker said he and Ms. Taylor both called out, asking who was at the door. Mr. Walker later told the police he feared it was Ms. Taylor's ex-boyfriend trying to break in. After the police broke the door off its hinges, Mr. Walker fired his gun once, striking Sgt. Jonathan Mattingly in a thigh. The police responded by firing several shots, striking Ms. Taylor five times. Mr. Hankison shot 10 rounds blindly into the apartment. Mr. Walker told investigators that Ms. Taylor coughed and struggled to breathe for at least five minutes after she was shot, according to The Louisville Courier-Journal. An ambulance on standby outside the apartment had been told to leave about an hour before the raid, counter to standard practice. As officers called an ambulance back to the scene and struggled to render aid to their colleague, Ms. Taylor was not given any medical attention. It was not until 12:47 a.m., about five minutes after the shooting, that emergency personnel realized she was seriously wounded, after her boyfriend called 911. "I don't know what's happening," Mr. Walker said on a recorded call to 911. "Someone kicked in the door and shot my girlfriend." Ms. Taylor received no medical attention for more than 20 minutes after she was struck, The Courier-Journal reported, citing dispatch logs. The Jefferson County coroner told The Courier-Journal that Ms. Taylor most likely died less than a minute after she was shot and could not have been saved. While the department had received court approval for a "no-knock" entry, the orders were changed before the raid to "knock and announce," meaning that the police had to identify themselves. The officers have said they did announce themselves, but

Mr. Walker said he did not hear anything. No drugs were found in the apartment, a lawyer for Mr. Walker said." (Oppel Jr., Taylor and Bogel-Burroughs 2021). As for the verdict carried out against the police officers, many protests and outrage occurred beforehand. However, what led to the wide recognition of Taylor's death was primarily the aftermath of George Floyd's death.

Not only Taylor's death but also the verdicts related to this case caused major protests. For example, "A grand jury indicted a former Louisville, Kentucky, cop, Sgt. Brett Hankison, on wanton endangerment charges connected to the police raid that led to the killing of Breonna Taylor — but he was not charged with any crimes related to her death." … "Other police officers involved in the raid on Taylor's home were not criminally charged by the grand jury." (Mangan 2020); these verdicts made many Black Lives Matter supporters angry nationwide and resulted in various protests. For example, as a result of this protest, two Louisville police officers were shot during the night of the protest; the city of Louisville agreed to a $12 million settlement with Taylor's family (Baumann 2021).

The conservative media focused on Taylor's case as well, however, this time from a different perspective. The statement released from Taylor's mother was as follows: "I think it's crazy when people say they've been here since day 1, let me be clear Christopher 2x, The Montgomery family (Angie, Cheri, TiJuan & Craig) is the one and only day one's not to mention Breonna's friends and family but they've never needed recognition immediately following is Until Freedom… I have never personally dealt with BLM Louisville and personally have found them to be fraud, Attica Scott another fraud, Then There's the people at injustice Square a.k.a. BREEWAYY who has been 100 and held it down but that doesn't go to say everyone down there but they know who they are & also never needed recognition…I could walk in a room full of people who claim to be here for Breonna's family who don't even know who I am, I've watched y'all raise money on behalf of Breonna's family who has never done a damn thing for us nor have we needed it or asked so Talk about fraud. It's amazing how many people have lost focus Smdh. I'm a say this before I go I'm so sick of some of y'all and I was last anybody who needs it I'm with this shit enough is enough[.]" (Baumann 2021).

Even a year after Taylor's death, people are still outraged. There are two sides to the story: The first one, many people claim that this murder was racially motivated. Second, there is the side of the police officers themselves. Jonathan Mattingly was one of the three police officers who responded and were on the scene, describing the incident as tragic, however pointing out that this case is "nothing like Floyd or Arbery". "Mattingly also vehemently denied that he is racist." (Booker and Treisman 2021).

3.1.7.2 George Floyd

George Floyd was murdered on 25th May 2020. Floyd was murdered after a police officer Derek Chauvin was kneeling on his neck for over 10 minutes. This case is special because bystanders recorded the death, and many celebrities shared this video, causing a massive worldwide outrage. The original video that went viral was posted by Darnella Frazier, a teen (Treisman 2021). Frazier was also praised for making the verdict possible, Treisman (2021) writes.

The video that went viral was, as mentioned previously, shot by Darnella Frazier (2020) and depicted the last moments of Floyd's life. There are three police officers in the video: Derek Chauvin, J. Alexander Kueng, and Thomas Lane. Apart from the police officers and Floyd, bystanders also berated the police officers. Chauvin was kneeling on Floyd's neck, and Lane and Kueng were ordering the bystanders to stand down as they were trying to interfere with what was going on. Apart from documenting the event, the bystanders only shouted and did not resort to anything more than that. The (in)famous "I can't breathe" phrase comes from this video – a sentence that Floyd has told around 20 times in the video.

What led to this moment many people could have seen on the video was this; "The 46-year-old Floyd, a Houston native, and father of five, had purchased cigarettes at a Minneapolis convenience store. After a clerk suspected that Floyd had used a counterfeit $20 bill in the transaction, the store manager called the police. When officers arrived, they pulled a gun on Floyd, who initially cooperated as he was arrested. However, Floyd resisted being placed in the police car, saying he was claustrophobic. Officers eventually pulled him from the car and Chauvin pinned him to the ground for nine minutes and 29 seconds. Floyd was unresponsive when an ambulance came and was pronounced dead at a local hospital." (History.com Editors 2020).

The famous phrase "I can't breathe" turned out to be a controversial one. Many people had suggested that Floyd's respiratory issues may have been related to drug use, fentanyl. However, this theory has been discredited by various sources. Firstly, it is argued that there was not enough fentanyl in Floyd's blood to cause an overdose. "Blood tests conducted as part of Floyd's post-mortem autopsy revealed 11 nanograms per milliliter, or ng/ml, of fentanyl present. According to expert witnesses, this wasn't enough to be considered fatal Dr. Daniel Isenschmid, a toxicologist at NMS Labs in Pennsylvania, presented data at trial from more than 2,300 blood samples in fentanyl DUI cases from the last year. He showed that while the average

fentanyl blood level was close to 9.6 ng/ml, a quarter of people tested had 11 ng/ml or higher." (Fauzia, 2021) Furthermore, Fauzia (2021) states: "While Floyd's toxicology report did reveal fentanyl present, expert witnesses at his murder trial have stated there was not enough to be considered fatal or impact his breathing and oxygen levels. Floyd died due to lack of oxygen from the force of Chauvin's knee on his neck.". And this leads to another testimony, one from ER doctors who tried to save Floyd, Dr. Bradford Wankhede Langenfeld. In his statement during the Chauvin trial, Langenfeld stated that hypoxia via asphyxiation was his leading theory as to what caused the cardiac arrest that killed George Floyd Chauvin trial (ER doctor Bradford Langenfeld testifies to cause of death - CNN Video 2021).

3.1.7.3 George Floyd protests

The death of George Floyd led to various protests not only nationwide but also worldwide. For example, the number of uses of the #BlackLivesMatter hashtag skyrocketed three days after Floyd's death, reaching its peak on May 28th, 2020, hitting 8.8 million tweets, according to the graph by Pew Research Center (2020). It is, therefore, quite clear that there is a clear connection between social media (not only Twitter) and real-life protests.

It is hard to determine which protests are related explicitly to George Floyd, as there were many Black Lives Matter protests in 2021/2022. When marching, many protestors use Floyd's photo or "I can't breathe" phrase. However, it is safe to say that most Black Lives Matter protests, at least in 2020, were, to some extent George Floyd-related.

Death, damages, and chaos – this is a criticism from the public on many George Floyd protests. But are they that extreme and extraordinary? Yes, and no. Some sources will claim that most protests have been peaceful, compared to the 1992 Rodney King protests in Los Angeles (Lovett 2020). Nonetheless, it is not denied that some demonstrations have escalated into riots and looting, which was the main criticism regarding the George Floyd protests.

Damages done to private businesses and personal property during these protests in 2 weeks were horrendous. It is estimated that across 20 states in the United States, the damage was somewhere between $1-2 billion (Kingson 2020). And even in contrast to Lovett's comparison with Rodney King's protests, this number is enormous. King's protests caused around 775 million dollars in damages; if adjusted to 2020 dollars, it would be about $1.42b (Kingson, 2020). Various sources suggest that it was not only Black Lives Matter who protested but the radical left. Many blame Antifa for considerable damages. Uyar (2020) writes: "Anti-

fascist leftist movement, Antifa, has dominated US politics during the weekslong protests over the death of unarmed black man, George Floyd, in police custody. US President Trump is holding the group accountable for the ongoing violence." (Uyar 2020). Antifa is a far-left group that has reemerged after Trump's election, Uyar (2020) mentions. What makes Antifa so violent is well described by one of its former members, Gabriel Nadales, in his book Behind the Black Mask: My Time as an Antifa Activist. Here, Nadales mentions: "Antifa stands for antifascist, but the name is deceptive. For one thing, the very name is calibrated so that anyone who dates to criticize the group or its tactics can be labeled a fascist. Otherwise, why would someone oppose a group dedicating to fighting fascism? In turn, this allows Antifa members to justify violence against all who dare speak out against them. The same goes for the Black Lives Matter (BLM) movement." (Nadales 2020).

Furthermore, Nadales mentions more ties between Antifa and BLM, saying: "Of course Black lives matter. But BLM uses the name and the slogan as a club to beat down anyone who criticizes its agenda or methods." (Nadales 2020)

The biggest of all George Floyd protests erupted in Minneapolis, where Floyd was murdered. This is supported by the amount of damage done by the protestors: Around $550 million in damages, which is almost a quarter of all damages that Kingson (2020) had mentioned (Anthony, 2021). The goal of these protests, among others, was the resignation of Bob Kroll, a member of the Minneapolis PD, and the recall of Michael O. Freeman, an attorney, and politician (Gray, 2020). Many people had criticized Floyd protests for the damages to small businesses, which were on top of all that affected by the pandemic. As Kingson (2020) suggested, many insurance claims were unsuccessful, as the insurance does not always cover riots. And citizens were unhappy, frequently resorting to barricading their stores to prevent looting and overall damage. Around 1500 properties were damaged, and around 150 buildings were set on fire (Penrod and Sinner, 2020). The protests in Minneapolis had also claimed the lives of Calvin Horton Jr. and Oscar Lee Steward Jr. Many protestors were charged for arson, burglary, and even attempted murder of police officers (Sepic 2020).

The overall impact of George Floyd's protests on Covid-19 cases was another point of criticism. In a study called "*Relationship of George Floyd protests to increases in COVID-19 cases using event study methodology*," the authors of this study have picked eight US cities during the protests and investigated the effect on infection rates. The results were as follows:

Cities	Estimation period for daily infection growth rate	5-day abnormal growth
Atlanta	1.88%	6.12%
Houston	2.88%	19.64%
Jacksonville	1.89%	34.24%
Miami	1.46%	9.76%
New Orleans	0.31%	0.59%
Orlando	1.32%	53.07%
Phoenix	4.53%	8.79%
Seattle	0.85%	0.71%

As seen on the results from the study (Valentine, Valentine and Valentine 2020), the following can be concluded:

- Each protest had a significant impact on the infection rate of Covid-19 disease
- Some cities saw a skyrocketing increase in Covid-19 infections, while others had a less significant one

It is pretty clear to see what this study was advocating for social distancing. Even though all of the protests were outside, it was clear that social distancing was, in most cases, non-existent.

The study's main findings are the following: "the growth rate after the reopening of economies still showed positive growth infection rates for COVID-19 cases. The data show that Atlanta, Houston, Jacksonville, Miami, Orlando and Phoenix had positive and significant growth after the protests. It is interesting to note that New Orleans and Seattle, while having positive infection growth rates, findings were not significant. These were the two cities in the data set that were previously designated as hotspots1 and could indicate that these cities may have benefited from some degree of herd immunity or social awareness of the serious consequences from this viral infection." (Valentine, Valentine and Valentine 2020)

3.1.7.4 George Floyd: A saint

With the overwhelming wave of solidarity, many people would rightfully argue that George Floyd is portrayed as a saint, who he was not. ""A new exhibit at the Holocaust Memorial Resource & Education Center in Maitland features powerful and inspiring photos taken in the wake of George Floyd's death," Orlando 6 reported." (Saavedra, 2020). George

Floyd has made his way into a Holocaust Museum, which was offensive to many people. "George Floyd is added to a Holocaust museum? That trivializes and distorts the Holocaust and its six million Jewish victims. And it grotesquely implies that American police are Nazis.", Ezra Levant, a Twitter user, writes (Saavedra 2020). "He was a criminal and he was high on fentanyl...", is a comment under this tweet. This single instance demonstrates a mixed attitude towards Floyd's portrayal after his death.

So, who was George Floyd? Frequently, the media portrayed Floyd as a "gentle giant," such as Emily Mee (2020). The mother of Floyd's daughter describes him as a good father. After being released from prison after four years, Mee writes that Floyd moved to Minneapolis to turn his life around (2020), not ignoring his criminal past.

What seems to be the issue for many people is to connect Floyd with the way he was being portrayed in the media. After all, the term "gentle giant" would suggest that Floyd had done no wrongdoings in his past. But the opposite is the truth. In fact, Floyd's criminal history was quite rich, to say the least. "Court documents show that Floyd was arrested nine times for charges including four charges of drug possession and distribution, two theft charges, one illegal trespass, one charge of failure to identify to a police officer and one aggravated robbery." (Settles 2021)

In summary, Floyd was no saint, and his portrayal of African Americans as a saint and patron may be offensive to many people. However, and this is something most people would agree on, Floyd should not have been killed regardless of his criminal history.

3.1.7.5 Capitol Hill Occupied Protest (CHOP)

Originally known as Capitol Hill Autonomous Zone (CHAZ), Capitol Hill Occupied Protest (CHOP) was a temporary social experiment. As a reply to the recent waves of police brutality, citizens of Seattle have created their police-free neighborhood. The outcome? Not great, as Burns (2020) puts it: "Seattle's police-free neighborhood started experiencing violence, but locals still don't trust the police." The Capitol Hill Autonomous Zone did not last long, from June 8, 2020, to July 1, 2020, not even reaching one month.

The CHOP lacked official leadership; it was a self-organized space, Gupta (2020) writes. There were many supposed goals. The CHOP had in mind, but it foreshadowed the increasing popularity of defund the police movement. The protests quickly turned into a fight for power. Gupta (2020) writes: "Greed drowned out the protests. Everyone is fighting to be a

leader because they want to be in the meeting with the mayor and say, 'Defund the police and fund my organization."

Burns (2020) mentions that local citizens did not feel good about CHOP all the time, saying: "In speaking with locals, a tale of two CHOPs emerges: daytime CHOP and nighttime CHOP. During the day, there's more of a community feel, with neighbors out and about inside CHOP while protests are ongoing. But most of the people who spoke with Vox didn't feel safe walking at night in the area, especially in the past week and a half."

It also seems like many residents saw the downsides of CHOP. "It's been a terrible week for the area," said Justin, the publisher of CapitolHillSeattle.com who has been covering the goings-on within CHOP since its inception. "But these kinds of violent spikes do come in waves. And we've seen this before in other parts of the city." (Burns 2020).

On top of that, shootings occurred in CHOP, but the residents were hesitant when it came to having police back in their neighborhoods once again. "One local woman who spoke to Vox on condition of anonymity had become frustrated with CHOP violence over the past 10 days, especially the latest shooting. But she also said the police likely aren't the answer to the neighborhood's violence problem." (Burns 2020)

So why did CHOP fail? From all the previously mentioned points, it is pretty straightforward. "Its failure is widely seen as the inevitable result of the supposed anarchism of that community. But the reality is more complex: CHAZ failed because it lacked any centralized government, clear leadership, or a security force that could establish itself as the sole purveyor of legitimate force in its territory." (Allison and Lokmanoglu 2020).

3.1.7.6 Jacob Blake and Kenosha protests

The death of George Floyd did not mark the end of police killings (whether justified or unjustified). Another victim was Jacob Blake. In a video published by *CTS News* (2020), we can see a black man being shot and wounded by police officers. According to the video, police were responding to a call about a domestic dispute. This whole incident was captured from across the street on a cell phone. The police officers were ordering Blake, a 29-year-old African American male, to stop. However, Blake was resisting arrest. Instead of surrendering, we can see Blake trying to get into his SUV and attempting to flee from the scene. Seven shots were taken at Blake, with three police officers being placed on administrative leave (*CTS News* 2020).

What stands out about the death of Jacob Blake is not the act itself but the protest that erupted, more specifically, what happened during them. Kyle Rittenhouse, 17 at that time, took part in the Kenosha protests. However, he was not a protestor; he was defending his city, Kenosha. According to Maxouris (2021), Rittenhouse shot three protestors in self-defense. Two of the people he shot were dead. Joseph Rosenbaum was shot first, as Rittenhouse was protecting property. Then, Anthony Huber went after Rittenhouse, trying to disarm him, which resulted in him being shot dead at the scene. Gaige Grosskreutz was the sole survivor of Rittenhouse's AR-15 style rifle (Maxouris 2021).

This whole Rittenhouse incident was highly controversial and emotional. Many Black Lives Matter supporters wanted Rittenhouse to be imprisoned; others praised him. A year later, in November 2021, the trial took place: "The 12 jurors found him not guilty for the deaths of Joseph Rosenbaum, 36, and Anthony Huber, 26, and wounding Gaige Grosskreutz, now 27, using an AR-15-type rifle during protests on August 25, 2020, that followed the police shooting of Jacob Blake. Defense lawyers said Rittenhouse, then 17, was acting in self-defense." (Maxouris 2021). Rittenhouse was released. Rittenhouse was highly emotional during the trial, which can be from both the video and the photos provided by Maxouris (2021). Rittenhouse, however, regrets his actions and does not want the history to be repeated; this is supported by the fact that he is demanding to be given his AR-15 style rifle back, so he can destroy it "so no one can use it to 'celebrate' the Kenosha shootings," distancing himself from the act many Black Lives Matter supporters viewed racist (Loh 2022).

3.1.7.8 Defund the police

Defund the police is an ideology or a slogan that promotes minimizing or eliminating the presence of police officers. This ideology became greatly popular in 2020, and it can be argued that the murder of George Floyd and Capitol Hill Occupied Protest played a vital role in this. First, what are the arguments for defunding the police? The author of "*6 reasons why it's time to defund the police*" Mary Zerkel (2020) states the following:

1- "Policing in the U.S. was established to maintain white supremacy"

Zerkel here argues that the idea of having police originates from the time of slavery, completely disregarding the benefits of having a police department present. Furthermore, Zerkel adds that "ore, a recent study revealed that hundreds of active-duty officers from across the country are members of racist and anti-government groups on

Facebook." (Zerkel 2020), completely ignoring the fact that such individuals are frequently punished if this turns out to be the case. Zerkel also does not mention the ratio, for example, "hundreds of xxx."

2- "Policing doesn't keep us safe."

It has been proven countless times that having a police force present is highly beneficial for citizens, from having their lives and property protected. "If we believe in everyone's right to live in safety and peace, we need to dismantle institutions that were never intended to get us there —and free up resources for solutions that are actually designed to create healthy, safe, sustainable communities." here, Zerkel (2020) promotes the idea of a better form of policing the citizens, yet forgets to propose a solution, letting the readers stranded in abstract ideas.

3- "Body cameras, trainings and other so-called reform measures will not end cycles of police violence"

Zerkel bashes the system of implementing body cameras that are frequently used in trials, stating: "Body cams are regularly shut off by police and do not result in less violent behavior-while increasing surveillance of those being policed." (Zerkel 2020)

Zerkel (2020) also mentions how many people were killed by the police officers this year, saying: "Meanwhile, police murders continue, with 1,002 people shot and killed by police already this year.", but again fails to mention how many victims of this killings were minorities; this would be helpful for the readers, as Zerkel is promoting an idea which states that white supremacy is the main reason why police should be defunded.

4- "Policing diverts billions of dollars from schools, health care, and other vital programs that need more funding to strengthen our communities and support shared well-being."

Zerkel (2020) adds: "Our tax dollars must be reallocated from this system that regularly murders Black people with impunity—and instead invested in programs that strengthen our communities.", completely refusing to propose any "better" alternative to police departments.

5- "Black organizers are calling for divestment from policing and investment in human needs across the country."

Furthermore, Zerkel adds: "As part of its platform, the Movement for Black Lives calls for the "reallocation of federal, state, and local government funds from "policing and incarceration to long-term strategies for education, restorative justice services, and employment programs. In Chicago, the #NoCopAcademy campaign galvanized thousands of community members and garnered the support of more than 100 community organizations in urging the city to shift funding for a new $95 million police academy to programs that benefit youth and communities." (Zerkel 2020)

6- "Our tax dollars should be invested in more humane and just alternatives to policing."

Zerkel talks about how money should be better spent, mentioning health care, mental health, and others. Furthermore, Zerkel (2020) adds: "Defunding police is one step we can take to free up resources and public imagination for more just and humane approaches to community safety and shared well-being. It's time to defund the police."

Zerkel then ends her article with this sentence: "Tell your governor: Invest in our communities, not policing!" (2020)

3.1.7.9 Toppling and defacing statues

Many statues have been toppled or defaced in 2020 by Black Lives Matter supporters. Why? "In response to the wave of protests, a significant amount of media attention has been directed at the toppling and defacing of statues with ties to the US and various other countries' racist histories." (Bracelli 2020). The toppled statues were usually (but not always) statues of those who had somehow been related to slavery. But, as stated previously, not always. Bracelli adds that, for example, the statue of Christopher Columbus was also removed (2020). Sadly, statues of many US presidents and important historical figures were also victims to this trend; "This also led to the removal of a number of statues of former US Presidents, in certain instances at the hands of the authorities: George Washington, Andrew Jackson, Thomas Jefferson and Ulysses S. Grant were all slaveowners, as well as being responsible for the forced eviction of Native Americans from their land." (Bracelli 2020). This movement of toppling statues also happened in Europe – for example, the United Kingdom and Belgium, Bracelli (2020) adds.

This was an extremely controversial move by the Black Lives Matter supporters, often criticized for. "Although the removal of statues is linked to a desire to foster a more critical approach to history, the practice has also drawn criticism. Those taking issue with protesters

defacing and toppling statues commonly cite the illegality of these acts, but there have also been articles and petitions expressing the belief that the removing of statues – even by authorities – equates to a desire to cover up or deny a part of history" (Bracelli 2020). And this is why the removal of statues was criticized for denying a part of history.

3.1.7.10 The role of Black Lives Matter in the 2020 election

Black Lives Matter, or at least racism, played a crucial role in the 2020 presidential election. However, what motivated many woke, and liberal voters were how Trump reacted to various riots and protests.

First and foremost, Trump was not very welcoming towards protestors. Rather than dealing with them, he immediately called them "thugs" (Beer 2021). Secondly, Trump was against violence connected to the Black Lives Matter protests. "President Trump on Monday called governors weak and urged them to "dominate" to prevent further violent demonstrations following the death of George Floyd, a black man in Minneapolis who died after a white police officer kneeled on his neck." (Wise, 2020). This made it seem like the issue of racism was not very important to him. Other Republicans were also against protests. "This cannot continue. It has already gone on for entirely too long," McConnell, a Republican, said. "I hope state and local authorities will work quickly to crack down on outside agitators and domestic terrorists and restore some order to our cities. And if state and local leaders cannot or will not secure the peace and protect citizens and their property, I hope the federal government is ready to stand in the breach." (Wise 2020).
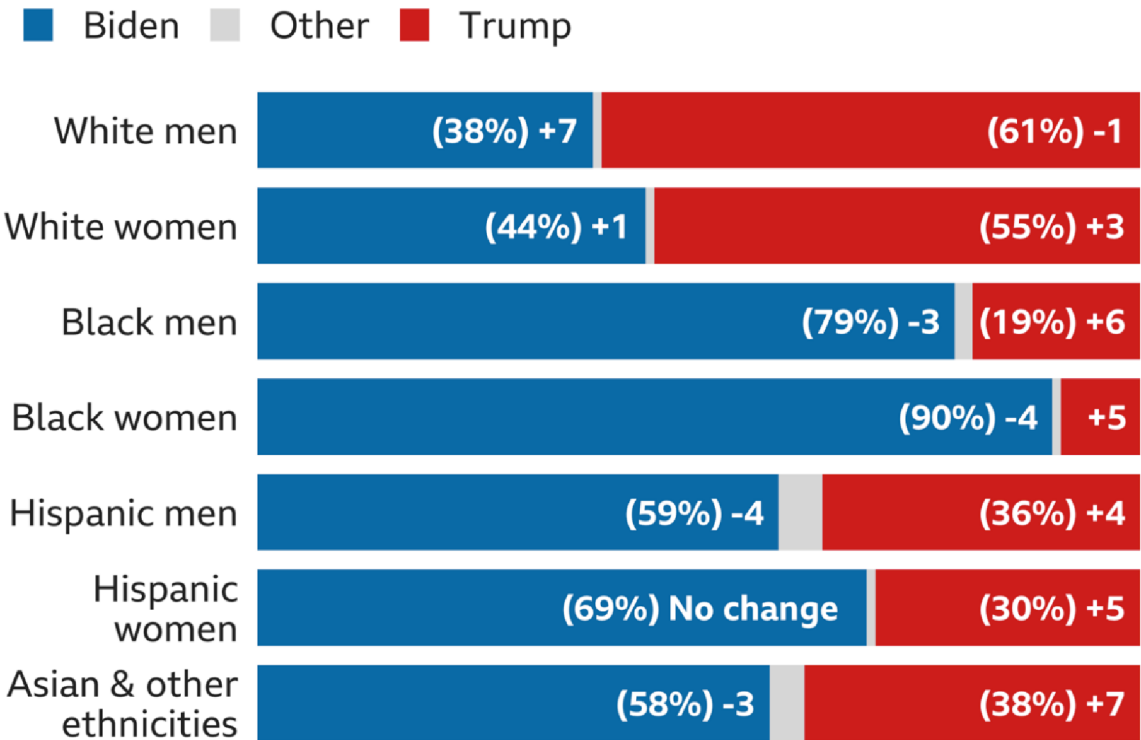
On the other hand, the Democratic party was supportive of the Black Lives Matter movement; the Republicans were not so much. Jeelany speaks about the clash between conservatives and liberals, stating: "As Black Lives Matter gained steam, white liberal America split into two camps: those who promised to be active allies and those who wanted to shift the movement to counter conservatives." (Jeelany 2020). Furthermore, Jeelany (2020) adds that "The difference between Republicans and the Democrats seems to wane as one is more brazen in their support for increasing policing and renouncing riots, while the latter promises change with progressive policy that never comes to pass.". Furthermore, other prominent Democrats supported the Black Lives Matter ideology, one of them is Alexandria Ocasio-Cortez (AOC). "Ocasio-Cortez echoed the demands of Black Lives Matter and police reform activists that New York City should be spending less on policing and putting that money into resources that would

help black communities thrive, such as education, housing and social services." (Schultz, 2020).
Furthermore, a Democratic convention in the summer of 2020 embraced Black Lives Matter in
their speech, as the election was slowly approaching (Linskey 2020).

Many media outlets were targeting Trump and making him racist, mostly attacking his
rhetoric and tweets. "People have talked about Trump breaking norms, especially when it comes
to talking about race, going as far as to say that he's the "most racist president in modern
history." There are plenty of things you could point at to augment that argument: embracing
birtherism, referring to African nations as "shithole countries," telling congresswomen of color
to go back to where they came from, calling Mexican immigrants "rapists," refusing to
denounce white supremacists during a presidential debate and so on." (Bates 2020). This,
however, does not mean that Trump had no supporters amongst African Americans and other
minorities.

Support for Trump rises among minorities
How exit poll suggests people voted by ethnicity, shown with change on 2016*

■ Biden   ■ Other   ■ Trump

White men	(38%) +7	(61%) -1
White women	(44%) +1	(55%) +3
Black men	(79%) -3	(19%) +6
Black women	(90%) -4	+5
Hispanic men	(59%) -4	(36%) +4
Hispanic women	(69%) No change	(30%) +5
Asian & other ethnicities	(58%) -3	(38%) +7

Sample size: 15,285 respondents. All figures have a margin of error
*Change shown for Democratic and Republican candidates only. In 2016, other
candidates took a small but significant share of the vote

Source: Edison Research/NEP via Reuters   **BBC**

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As seen on the graph provided by Nagesh (2020), despite his rhetoric and his actions, Trump did have significant support amongst minorities. "Despite his election defeat, President Donald Trump can boast a success that has intrigued pollsters - he was more popular with ethnic minority voters than in 2016. Some might find this surprising given that his critics so accused him of racism and Islamophobia. Trump denies the charges and has accused Democrats of taking African American voters for granted. The Republican president gained six percentage points among black men, and five percentage points among Hispanic women. It means some voters changed their minds, after either not voting or voting for another candidate in 2016." (Nagesh 2020)

But Biden has had his fair share of controversy over the election period. "He told a popular African American radio host that anyone struggling to decide whether to support him or President Donald Trump in the general election "ain't black." (Bradner, Mucha and Saenz 2020). This clip of Biden became quite viral around the time Floyd was murdered. Despite that, Biden's preferences amongst African Americans did not drop. A poll suggested that Biden had 81% support amongst black voters, compared to 3% of Trump's (Bradner, Mucha and Saenz 2020). Why Biden was so popular is hard to debate: One of the reasons may have been his VP, Kamala Harris. Furthermore, "Biden has frequently criticized Trump's history of racist comments and actions, which includes questioning former President Barack Obama's citizenship, expressing frustration with immigrants from "s***hole countries" and referring to white supremacist protesters in Charlottesville, Virginia, and counter-protesters by saying there were "very fine people on both sides." (Bradner, Mucha and Saenz 2020) – and this is also something that may have helped Biden "soften" his controversial statement.

It seems that ethnicity played a vital role in the 2020 election. Some predictions were also made regarding this: "What's more, if black voters are spurred into action to vote on 3 November, our analysis suggests that it could spell the end of the Trump administration. Black voters are a significant demographic for the election, representing 13% of the US electorate. Not only this, turnout amongst black voters had been rising relentlessly until 2016, when it fell by 7%" (Sachdeva 2020).

As seen on the graph provided by Sachdeva (2020), voters of color are predominately voting Democratic party.

Chart 2: 2016 Voting patterns by race
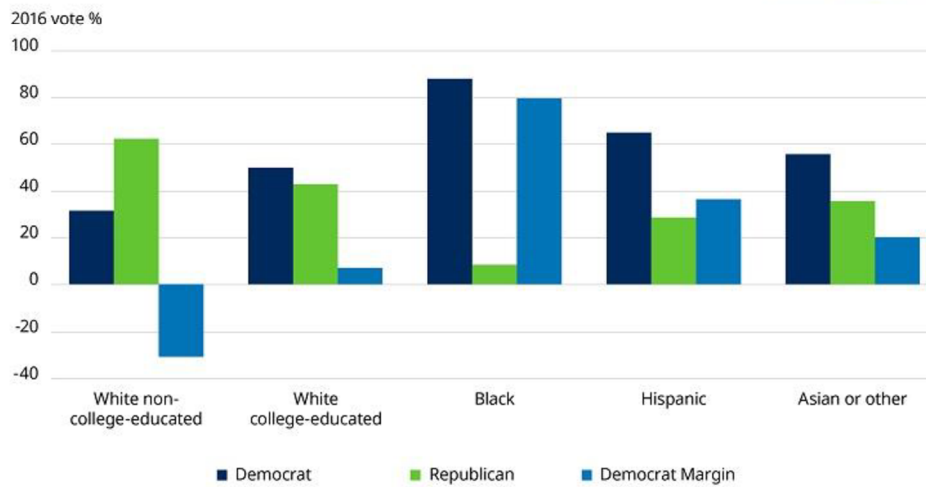
Source: Center for American Progress, Schroders Economics Group, 7 July 2020.

On top of that, Budiman (2020) from Pew Research Center provides some valuable statistics regarding the 2020 election concerning the race of the voters. First and foremost, as has been stated by Sachdeva (2020), Budiman (2020) confirms that eligible black voters played a vital role in the 2020 election. Secondly, "Across most battleground states, a majority of Black eligible voters live in the top three largest metropolitan areas in the state. In Georgia, Arizona, Pennsylvania, Michigan, and Wisconsin, a large majority of Black eligible voters live in each state's largest metro area. In Ohio, Florida, North Carolina, and Iowa, Black eligible voters are more evenly distributed across several metro areas." (Budiman 2020). And lastly, that four-in-ten Black eligible voters are Millenials or Genzers (Budiman 2020) – and this is an important statistic when connected to the popularity of the #BlackLivesMatter movement graph provided by Pew Research Center (2020) since younger generations spend more time on social media, hence are more likely to be influenced by the topic of racism.

3.2. Conclusion of Black Lives Matter

Black Lives Matter is a movement that has become extremely popular over the years, and the trend only indicates rising popularity for the future. Therefore, it can be concluded that the Black Lives Matter movement will remain relevant for the years to come. It is also safe to say that BLM has rewritten history and made itself almost as influential (not meaning beneficial) as the Civil Rights Movement.

However, what Black Lives Matter lacks is a tangible outcome of its work. Compared to the Civil Rights Movement, there is very little to "show for" for their actions. No-knock warrants being banned in Kentucky, reallocating hundreds of millions of dollars from police departments, restricting the use of chokeholds, closing alleged racial gaps in education, and influencing entertainment and pop culture are the main outcomes of 7-year-long battle for equality (Menjivar 2020). It is very hard to argue whether the outrage and damages the Black Lives Matter movement caused over the span of 7 years was worth these outcomes. Nonetheless, it may be interesting to see what the future holds for this movement.

Apart from the tangible outcomes mentioned previously, it is quite astonishing to see an American issue influencing the rest of the world in such a way. As mentioned in the previous subchapter (3.1.7.9.), various countries from all over the world were affected in the aftermath of Floyd's death, reaching countries in Europe, where racism is not such a lively topic.

All in all, this movement began with the increasing popularity of social media and is likely to continue rising as social media will.

4. Practical usage of Black Lives Matter in ELT

4.1 Theory

Penny Ur (1996) introduces the readers to four language skills – listening, speaking, writing, and reading. In her book, *A Course in Language Teaching: Practice and Theory* (1996), Ur describes what she views to be the primary concern regarding lesson planning; and that is that lessons in different places may vary in "topic, time, place, atmosphere, methodology and materials" (Ur 1996).

And this will be the primary concern when working with the lesson plans – what topic and what atmosphere in the classroom does a teacher want?

First and foremost, for this practical part, the topic will always be related to the background studies of the United States – Black Lives Matter, Racism in the United States, History of racism in the United States, and the topic of slavery.

Secondly, a good choice of materials is necessary – for this reason, the teacher must use authentic materials as much as possible. This way, students get input via a natural approach while working with the desired topic.

Lastly, motivation plays a crucial role in the lessons – what is much needed is intrinsic motivation, as Ur (1996) considers motivation to be one of the critical aspects of language learning. If learners are motivated and willing to learn, the atmosphere and circumstances for the learners will be much better.

4.2 The template for future lesson plans

This lesson plan will serve as a template for future lesson plans in this thesis. Ur's *A Course in Language Teaching: Practice and Theory* (1996) will be the main ideas revolving around lesson planning. In her book, Ur (1996) mentions five essential points when it comes to lesson planning:

1) Put harder tasks earlier
2) Have quieter activities before lively ones
3) Think about transitions – (usually from one skill to another, transitions should be smooth and natural)
4) Pull the class together at the beginning and the end
5) End on a positive note

Teachers can implement the topic of slavery into ELT, but the teacher needs to be careful with their approach and choice of activity. The most appropriate and conventional approach would be a conversation. The main benefit of this approach is its time efficiency. Conversations can be short yet powerful.

Ur (1996) suggests putting the more complex tasks first to have a well-designed lesson plan. On top of that, she also suggests that the teacher has quieter activities before the main activity.

The teacher will divide students into groups of three to four (depending on how big the class is) and introduce slavery (see the previous paragraph).

Once done, the teacher will hand out statements. The statements are following:

- Slavery has no place in society nowadays
- Slavery was a good business model
- I would like to be a slaveowner
- It was worth fighting for abolition
- Slavery should have ended much sooner

Once the students have obtained the questions, the teacher will instruct them to mark the words they do not know. Presumably, it will be words like "society," "abolition," or "slaveowner." By doing so, the teacher puts the class together at the beginning, which is also suggested (Ur 1996).

Now, students are facing the main task: The students' task is to read the statements and debate. The student will either say, "I agree with this statement, because…" or "I disagree with this statement because…". It is in the teacher's best interest to give a minimum time limit for students to speak (ideally 30 seconds). In those 30 or more seconds, the students should express themselves briefly and voice their main ideas and arguments.

Note that it is essential to have statements from both points of view – both pro and against slavery. This way, the teacher does not put words into the mouth of the students instead lets them discuss freely. The teacher mustn't engage in the political discussion too much; forcing their ideology onto the students is wrong and does not belong in school. Students have the right to express their opinions, but the teacher's job is to mediate the conversation afterward towards acceptance and morality.

As students finish discussing themselves, the teacher should ask the following: "Who here agrees with the first statement? Why? Who here disagrees with the statement? Why?" etc. It is essential to have a class discussion and let the students discuss amongst themselves. This, as has been mentioned previously, is an excellent way to have students interact with one another – by having them together both at the beginning and at the end of the lesson.

Lastly, it is suggested that a lesson ends on a good note: "5. End on a positive note - This does not necessarily mean ending with a joke or a fun activity – though, of course, it may. For some classes, it may mean something quite serious, like a summary of what we have achieved today, or a positive evaluation of something the class has done. Another possibility is to give a task which the class is very likely to succeed in and which will generate feelings of satisfaction. The point is to have students leave the classroom feeling good" (Ur 1996)

In summary, the lesson plan will include the following: Date, age of learners, objectives, lesson focus, classroom language, level of English, timing, supplementary materials, classroom procedure (step-by-step guide), SWOT analysis, and the implementation of Ur's five key points (as stated previously). The sample is provided on the following page:

Date: n.d.

Age of the learners: 13 and higher

Objectives: After the end of the lesson, students will be able to discuss the underlying principles of slavery and debate them.

Lesson focus: Speaking

Classroom language: L2

Level of English: A2-B1

Timing: 5 minutes warm-up (introduction to the topic) + main speaking activity (15 minutes) + 10 minutes of discussion of post-discussion + 5 minutes of summary

Supplementary materials: Text, interactive board, sheets with statements

At the beginning of the lesson, the teacher will introduce the topic of slavery. By doing so, the learners will be aware of the lesson's aims.

After that, the teacher will divide students into groups of three or four. Once done, the teacher will hand out cards with statements:

- Slavery has no place in society nowadays
- Slavery was a good business model
- I would like to be a slaveowner
- It was worth fighting for abolition
- Slavery should have ended much sooner

It is now a good idea to pull the class together. So, to do that, the teacher will ask the class which words they are unfamiliar with. Afterward, the teacher will explain the rules of this activity: Each student is responsible for either agreeing or disagreeing with the statement by using these phrases: "I agree with this statement, because…" or "I disagree with this statement, because…." Then, each student has 30 seconds to speak.

After this main speaking activity is done, the teacher will go through the statements with the students and interact with each group (ideally with each student too).

Ending the lesson, the teacher will ask the students what they have learned and come up with follow-up questions: "Why did it happen?", "Why did people allow it to happen", etc.

SWOT analysis:

Strengths: Students have a chance to speak their minds.

Weaknesses: Students may not identify with this topic.

Opportunities: This topic can spark further discussion.

Threats: Students may not take it seriously and stray towards racial slurs.

Implementations of Ur's 5 key points:

1) Put harder tasks earlier - Yes
2) Have quieter activities before lively ones – Yes (introduction came first)
3) Think about transitions – (usually from one skill to another, transitions should be smooth and natural) – Yes, no unnecessary transition made here
4) Pull the class together at the beginning and the end – Yes, this was done by identifying unfamiliar words and at the end, by having a summary
5) End on a positive note – Yes, feedback shifted the focus from something serious to the development of student language

4.3 Reconstruction Era in ELT.

The Reconstruction can be used for ELT, too. This activity is aimed towards lower secondary students, ideally the age of 15. This activity stretches over two 45-minute lessons with homework that will take approximately 1 hour. This activity is focused on reading and speaking.

The teacher needs to find a suitable time to implement this in their lessons. This activity should be done in two consecutive days, if possible. It should not stretch over the weekend.

Note that this activity is based on the students' reading abilities: An average person reads 200-250 words per minute. With that pace, students should read 65 pages within the suggested timeframe (40 minutes in the first lesson, 60 minutes homework, 30 minutes in the last lesson), which leaves a lot of place for translation, focusing on pronunciation errors, etc.

Date: n.d.

Age of the learners: 14 and higher

Objectives: After the end of the lesson, students will be able to understand and analyze the book *A Rose for Emily* by William Faulkner and discuss its meaning of it.

Lesson focus: Reading

Classroom language: L2

Level of English: A2-B1

Timing: First lesson: 5 minutes introduction, 40 minutes reading (together). Second lesson: 30 minutes reading, 15 minutes evaluation of the book.

Supplementary materials: Copy of the book (to save paper, the book can be projected on the board via overhead projector, or the interactive board can be used; alternatively, iPads can be used if the school has them).

The first lesson will consist of the teacher giving brief historical background into the Reconstruction Era. This background will serve as an introduction to the topic at hand. Then, the class will read together "A Rose for Emily" by W. Faulkner. It is in the best effort of the teacher to make copies for everyone where vocabulary the students do not know is translated

beforehand. When finished, the teacher will give out homework to read 10-15 pages at home (depending on how much was managed to be read in the lesson). In the next lesson, the students will finish reading and evaluating the book with the teacher.

This activity is time demanding, but it is beneficial for understanding history and learning new vocabulary doing so.

SWOT analysis:

Strengths: Gives students a chance to work with authentic materials.

Weaknesses: This activity is time consuming and may be well above language competence of the learners. Prior to implementing, the teacher should make sure that the learners are capable of dealing with such text.

Opportunities: Sparks interest in literature.

Threats: Some students may dislike reading and can be slacking in the class as a result. Secondly, since it is a time-consuming activity, there may be a possibility that the class will not be able to read for example the last 5 pages – here the teacher must tell the class what the ending is.

Implementations of Ur's 5 key points:

1) Put harder tasks earlier – No, this lesson is monotone
2) Have quieter activities before lively ones - Yes
3) Think about transitions – (usually from one skill to another, transitions should be smooth and natural) – Yes, no transitions
4) Pull the class together at the beginning and the end – Yes, the class is "together" all the time
5) End on a positive note – The first lesson: This can be done, depending on the personality and competence of the teacher. In the second lesson, yes – the evaluation of the text is "ending on a positive note".

4.4 Civil Rights Movement in ELT

Few events that teacher could teach in ELT have been chosen for this part. All of these activities are aimed at lower secondary students. They can be implemented in all classes with various supplementary materials, but they are best fitted for grades 8-9, meaning for students aged between 14-15. History is an integral part of society. Its implementation in ELT can benefit students, enriching them in terms of knowledge and sparking further interest in ESL.

Date: n.d.

Age of the learners: 14 and higher

Objectives: After the end of the lesson, students will be able to discuss the main principles behind Montgomery Bus Boycott and analyze the situation critically.

Lesson focus: Writing

Classroom language: L2

Level of English: A2-B1

Timing: 5 minutes introduction, 10 minutes video, 15 minutes main writing exercise, 10 minutes secondary writing exercise, 5 minutes summary

Supplementary materials: Interactive board or a data projector, pieces of paper for the students

In the beginning, the students will be played a short video called "Montgomery Bus Boycott |American Freedom Stories | Biography" which is available at: https://www.youtube.com/watch?v=FE6Yvy--5aw. Students will have this video available with a transcript. First, it will be played without a transcript; then, at the second run, the students will receive a transcript to look at. It is in the best interest of the teacher to translate problematic vocabulary and phrases for students beforehand. For example, these can be the following: Demand, endorse, newcomer, segregation, etc.

After the students are finished watching the video twice, they will be asked to form groups of 3 and rewrite this story – whether a short story, poem, or essay. The form is free. The teacher should force the students to focus on the factual part (note the students still have the

transcript available) and enforce the implementation of past tense in their short story. There are very few criteria that will allow students to be creative. The criteria are as follows: "Who were the main characters? What was the problem there? Do we experience something like this today?" The students will hand over these to the teacher and, if time allows, they can read it the next lesson together.

Now, the teacher will ask the students to take out their notebook and to write down this sentence: "If I were unable to sit anywhere on the bus, I would _____." The students now have to finish the sentence. Even though they may not be familiar with the 2nd conditional (and probably will not be), the teacher will give an example the students can follow. The teacher will then present five questions like these (topic can now be free, it is okay to pick something more suitable for the students – however, at least three questions should still be related to the video) and give students time to finish the sentences.

After the students are done writing, the teacher will go over the answers with the students together. After that, the teacher will summarize the lesson and give feedback to the students. The feedback will be given not only on the topic of racism itself but also on how well the students worked with past tense in this lesson.

Furthermore, the teacher must ask the students, "What have we learned? What was new to you?" and other similar questions to make them think about the previous lessons. The teacher should now lead a conversation with the students. When the lesson hits 40 minutes, the teacher will play the video (with transcription) once more.

SWOT analysis:

Strengths: Allows students to learn new vocabulary, as well as improve their writing and listening skills.

Weaknesses: It is hard to keep track of time, some parts may need to be transferred into future lessons if needed.

Opportunities: Sparks interest in authentic materials.

Threats: If students do not take it seriously, they may end up making fun of this serious topic.

Implementations of Ur's 5 key points:

1) Put harder tasks earlier – Yes

2) Have quieter activities before lively ones - Yes

3) Think about transitions – Well executed transitions (for example between watching the video and discussion).

4) Pull the class together at the beginning and the end – Yes, the class is "together" both at the beginning and at the end.

5) End on a positive note – Yes, the lesson itself ends on a positive note, as students watch the video once more and can relax a little.

4.5 "I Have a Dream"

Another good exercise to be used in ELT is focused on Martin Luther King's *"I Have a Dream"* speech. This exercise is vocabulary-oriented and centers around self-work.

Date: n.d.

Age of the learners: 14 and higher

Objectives: After the end of the lesson, students will be able to

Lesson focus: Reading and speaking

Classroom language: L2

Level of English: A2-B1

Timing: 20-25 minutes reading (with introduction), 15 minutes speaking exercise, 5 minutes feedback and summary

Supplementary materials: Text, dictionary, computer, papers with questions

The teacher will hand out printed versions of the "I Have a Dream" speech alongside dictionaries – if possible, a better alternative would be a computer room, where students can search for vocabulary on the internet. The students' task is to translate the text, not word-by-word, but to understand the entirety of it. Once done (25 minutes maximum), the teacher will write these questions on the board for students to discuss in the class openly.

> *Who do you think Martin Luther King was?*
>
> *What did he fight for?*
>
> *What race was he?*
>
> *Was racism an issue? How?*
>
> *Do you think his speech helped those discriminated against? How?*
>
> *Do you think this speech was a success?*

After finished, the teacher will give feedback on these criteria:

- o   Work with dictionary

- o Translation accuracy
- o Understanding of the historical event
- o Speaking fluency

SWOT analysis:

Strengths: Students have a chance to learn about an important chapter in United States history via authentic materials

Weaknesses: Students may face issues when seeing the new vocabulary

Opportunities: This text can spark debate, promoting pupils' interaction, which is an important aspect of ELT

Threats: Some students (or their parents) may have an issue, viewing this exercise as too "woke".

Implementations of Ur's 5 key points:

1) Put harder tasks earlier - Yes
2) Have quieter activities before lively ones - Yes
3) Think about transitions – (usually from one skill to another, transitions should be smooth and natural) – Transitions are done meaningfully
4) Pull the class together at the beginning and the end - Yes
5) End on a positive note – Yes (by evaluating the lesson and giving feedback)

4.6 Black Lives Matter

This lesson plan will be dealing with Black Lives Matter. This lesson plan primarily aims at listening and speaking.

Date: n.d.

Age of the learners: 14 and higher

Objectives: After the end of the lesson, students will be able to name a few key reasons why people support this cause.

Lesson focus: Listening

Classroom language: L2

Level of English: A2-B1

Timing: 10 minutes introduction, 15 minutes listening exercise,

Supplementary materials:

Firstly, the teacher will brainstorm with the students as an introduction. Before the brainstorming itself, the teacher will project a few images about Black Lives Matter, and the students will try to guess what the movement stands for. The students will then come to the interactive board and write down anything that comes to mind. It is helpful if the teacher shows pictures that depict riots, police, and protests.

Once finished, the teacher will briefly tell the students what this movement is. As a follow-up, the teacher will try to engage in conversation with students, such as "Have you ever heard about it?", "Do you see this in TV shows often?" etc. Now, the teacher will divide students into groups of three or four.

Then, the teacher will play the students three following listening abstracts; see below for links (choosing the "faster" option at all listenings),After the abstract, the teacher will ask the students to discuss the following for 5-10 minutes:

- What was it about?
- Was it serious?
- Did you hear any slogans?

- Where did the protests take place?
- What is desired to be created?

Link for listening available at: https://breakingnewsenglish.com/2006/200608-black-lives-matter-2l.html

Then, the teacher will write down the following vocabulary, and students have to discuss how this can be related to the cause of Black Lives Matter:

- Education, government, police, court, unarmed, take the knee, equality

The teacher will then go through the vocabulary with the students and will end the lesson by praising the activity of the students and/or evaluating their performance – here is suggested that the teacher does not give too many negative comments, as the lesson itself was quite serious.

SWOT analysis:

Strengths: This lesson plan can help students identify some problematic aspects of today's society.

Weaknesses: Can be boring for students who have attention deficit disorders, as the listening is long.

Opportunities: Students can have a meaningful conversation.

Threats: If students do not take it seriously enough, they can make a joke out of a serious topic.

Implementations of Ur's 5 key points:

1) Put harder tasks earlier – Yes, listening was at the beginning
2) Have quieter activities before lively ones – Yes, the "loudest" activity was nearing the end
3) Think about transitions – (usually from one skill to another, transitions should be smooth and natural) – Yes, the transition was natural.
4) Pull the class together at the beginning and the end – Yes, the class was together at the beginning (brainstorming) but remained divided at the end.
5) End on a positive note – Yes, the evaluation (primarily positive) was a positive ending to this lesson.

4.7. George Floyd

The unfortunate death of George Floyd can also be implemented as an ESL lesson. Many authentic materials can be used, but for this lesson, an interactive video by BBC will be provided.

Date: n.d.

Age of the learners: 15 and higher

Objectives: After the end of the lesson, students will be able to identify the main issues regarding the death of George Floyd and use new vocabulary when creating their sentences.

Lesson focus: Speaking

Classroom language: L2

Level of English: A2-B1

Timing: 5 minutes introduction, 10 minutes video (teamwork), 20-25 minutes vocabulary

Supplementary materials: Computer, overhead projector and/or interactive board, lists with vocabulary

The teacher will begin the lesson with an introduction to the topic, asking these questions:

"Who was George Floyd?"

"Do you know what racism is?"

"Do we encounter racism at our school?"

"Have you heard about other incidents?"

Hopefully, the students will be able to answer at least some. If the teacher wishes, rather than answering and debating collectively, students can be divided into groups of three to four (this is recommended for larger classrooms).

Then, the teacher will play a video by BBC called Black History Month - George Floyd (see https://en.islcollective.com/video-lessons/black-history-month-george-floyd). This is an interactive video where the viewers are asked to choose the correct answer. There are 11 questions altogether – to make it enjoyable, the teacher will make two teams – each team will elect their leader, who will be behind the computer typing the correct answers (members of the team can help that leader, of course) – whichever teams get more points, wins. Note there are 11 questions, so the teacher will fill in the first one to demonstrate.

It is recommended that team A gets questions 2, 4, 6, 8, 10, and team B gets questions 3, 5, 7, 8, 9, 11 – if done 5 in a row, it could become less interesting and less competitive for the students.

After this exercise, the students will remain in the teams together. The teacher will have prepared keywords related to the topic of George Floyd (the list will be below). Each team will get a certain amount of words (let's say that there are ten students in team A, then team A gets ten words – the same goes for the opposing team. The goal is that both teams have the same amount of words). Students can use dictionaries, of course. The students are asked to come to the board, read the word and use it correctly in the sentence. If the student succeeds, the team gets the point. If not, nobody gets the point. Remember, this is still a team exercise!

Vocabulary list for team A: racism, murder, equality, police, minorities, counterfeit bill, drugs, bystander, protest,

Vocabulary list for team B: phrase, imprisonment, custody, trial, justice, gun, violence, riots, looting, marching, demand

The time will be running short nearing the end of this exercise – if the teacher has time, however, he or she can evaluate the lesson, primarily focusing on the language competence and competitiveness of students.

SWOT analysis:

Strengths: This activity utilizes teamwork, promoting pupils' interaction

Weaknesses: If students do not have a good vocabulary, it may be difficult for them

Opportunities: Students have a chance to be competitive and motivate each other

Threats: Students may not take this lesson seriously due to various distractions (adrenaline, computer, sounds, etc.)

Implementations of Ur's 5 key points:

1) Put harder tasks earlier – Yes, the hardest part is the interactive video, which is above the learner's language.

2) Have quieter activities before lively ones – No, there are no quieter activities in this lesson plan.

3) Think about transitions – (usually from one skill to another, transitions should be smooth and natural) – Yes, transitions are done meaningfully and still relate to the same concept.

4) Pull the class together at the beginning and the end – No, students are together only at the introduction, then the lesson remains competitive (in teams).

5) End on a positive note – Yes, the entire vocabulary exercise carries a positive attitude.

4.8. The trial of Derek Chauvin

This lesson plan is aimed at the trial of Derek Chauvin – a really important milestone in the Black Lives Matter movement. It is important to note that for this exercise to be meaningful, the teacher should either: a) Have done my previous lesson plan on George Floyd or b) Inform the students on this matter.

Article available at: https://edition.cnn.com/2021/06/25/us/derek-chauvin-sentencing-george-floyd/index.html

Date: n.d.

Age of the learners: 15 and higher

Objectives: After the end of the lesson, students will be able to analyze the trial and interpret it with their own words.

Lesson focus: Reading

Classroom language: L2

Level of English: A2-B1

Timing: 10 minutes introduction, 25 minutes main exercise (reading and interpreting), 10 minutes summary and evaluation

Supplementary materials: News article (link provided below)

The lesson will begin with a brief introduction of the topic on George Floyd – the teacher will divide the class into four groups, the students will sit together – they can join tables if needed. This way, the students can communicate and cooperate better. Next, the teacher will write on the board these questions (if there are more groups, the teacher can improvise and add their questions).

1. Who was George Floyd?
2. When did the George Floyd incident take place?
3. How did the world know about this?
4. What followed the George Floyd incident?

The groups will have three minutes max to formulate their answers and then present them in front of the class. If the students make a factual mistake, the teacher should correct them. However, the teacher should not correct them when there are grammatical or lexical mistakes; for this lesson, it is essential that the learners are motivated and anxiety-free. If this is achieved, students will not be shy when speaking.

After this exercise is done, the teacher will hand out a piece of article (provided below) to each group. From this, the group is supposed to interpret the main point of this section and formulate their answer. They have 5 minutes to do so. The teacher MUST remember which group should be called on first, then second, etc. After students are done preparing, the teacher will ask the group what the main point was, then the teacher does the same with the second, third, and fourth groups.

Note that there are four parts of this article: General introduction, People watch hearing…, Chauvin offers…, Prosecutors had asked – this is how different parts of the article should be distributed to the groups.

Once done, the teacher will summarize the article (in one minute) so that all students can comprehend it once more. At the end of the lesson, the teacher will evaluate how students cooperated.

SWOT analysis:

Strengths: This lesson plan offers the students authentic material that they can work collectively with

Weaknesses: Some (mostly introverted students) may not be cooperating well with their peers

Opportunities: Students have an opportunity to use the target language when cooperating with their classmates.

Threats: Since this is group work, students may use their mother tongue instead of the target language

Implementations of Ur's 5 key points:

1) Put harder tasks earlier - Yes

2) Have quieter activities before lively ones - Yes

3) Think about transitions – (usually from one skill to another, transitions should be smooth and natural) – Yes, the transitions are natural and meaningful.

4) Pull the class together at the beginning and the end – No, the class is divided into groups from the beginning. This way, students have more opportunities to speak.

5) End on a positive note – Yes, the summary and evaluation alleviate the seriousness of the topic.

4.9 Summary of the practical usage of history in ELT

Historical events have great potential in ELT in general. Besides educating learners on the specific historical event, history in ELT also enrichens learners' vocabulary, pronunciation, and many other necessary language skills.

However, there are a few downfalls to using history in ELT. Firstly, the learner's parents may feel that the teacher is too liberal, forcing their ideology onto learners. This misunderstanding may lead to complaints. Secondly, time is the teacher's enemy. All previous lesson plans were time-consuming, and the teacher may not have time to implement them.

In summary, learners should know the culture whose language they are studying. If the teacher views that the textbook does not do a good job presenting this background information, it might be worth considering implementing their lesson plans.

5. Summary

This thesis dealt with Black Lives Matter in 2020 and the usage of American history in ELT. Divided into the theoretical and practical part, this thesis provided the reader with not only lesson plans for their future lessons but also with a more profound understanding of the history of racism in the United States.

The theoretical part investigated the Black Lives Matter movement and focused on the history of racism in the United States in chronological order (from slavery to The Civil Rights Movement). The Black Lives Matter chapter mentioned key events chronologically from 2013 to 2020. Apart from instances of racism which fueled Black Lives Matter popularity, other aspects (or outcomes) of this movement were also investigated. Focusing on the good and focusing on the bad was done here – from the damages, the Black Lives Matter protests caused to unreasonable demands, such as defunding the police departments.

The practical part of this thesis focused on some key events from American history related to racism. These events were then made into lesson plans to be implemented in ELT. The lesson plans were consistent with Penny Ur's principles and provided a SWOT analysis for each lesson plan.

Both the theoretical and the practical part had some interesting findings. However, the most critical finding in the theoretical chapter was the high potency #BlackLivesMatter movement, which predicts increasing popularity of the Black Lives Matter movement.

The practical part of this thesis concluded that some key events from American history can be implemented in ELT but that there are some obstacles. The most frequent drawback of implementing these events in ELT was how time-consuming they were. On the other hand, it was concluded that all four language skills could be developed when implementing these topics, which is something teachers desire in their lessons.

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Resumé

Tato práce se zabývá tématem Black Lives Matter in 2020 a je rozdělena do dvou částí. První část je teoretická, druhá je praktická. Část teoretická popisuje reálie jako celek, zaměřující se na pojetí rasismu od vzniku Spojených států až po rok 2020. Praktická část se o tuto teoretickou opírá a hledá možnosti, jak tato témata implementovat v ELT (výuka angličtiny).

Samotná část teoretická je rozdělena do dvou částí – History of racism in the United States a Black Lives Matter.

Kapitola History of racism in the United States hovoří o historii rasismu ve Spojených státech a je rozdělena do několika podkapitol. Tato kapitola začíná transatlantickým obchodem s otroky a dále pak otrokářství sleduje, konkrétně pak jak detailní popis a rozsah otrokářství, tak i vyobrazení otrokářství v literatuře a efekt, který má otrokářství do dnešního dne. Dále pak tato kapitola zkoumá Americkou občanskou válku, její příčiny a období rekonstrukce. Jako zajímavé se dá považovat pojetí volného trhu v porovnání s otrokářstvím, kde tato práce argumentuje tím, že volný trh byl výnosnější než právě ono otrokářství. Kapitola se dále zaměřuje na diskriminační zákony, Jim Crow Laws (zákony Jima Crowa). V neposlední řadě se pak věnuje i American civil rights movement (Afroamerické hnutí za občanská práva) a významné události tohoto hnutí. Ačkoli toto hnutí bylo oficiálně odstartováno soudem Brown vs. školní rada Topeky (Brown vs. Board of Education) v roce 1952, tato podkapitola se jako první zaměřuje na Bojkot autobusové dopravy v Montgomery (Montgomery Bus Boycott). Albany Movement a Birmingham campaign jsou také pro důležité souvislosti zmíněny. Velký důraz je kladen na Martina Luthera Kinga a jeho „I Have a Dream" proslov, o kterém následně pojednává praktická část. Dále je pojednáváno v této podkapitole také o Bloody Sunday, Chicago Freedom Movement a The Voting Rights Act of 1965.

Další kapitola, Black Lives Matter, se věnuje hnutí Black Lives Matter. Konkrétně tedy analyzuje tuto ideologii a co vedlo k její popularitě. Chronologicky se věnuje nejdůležitějším událostem od roku 2013 do roku 2020, kde je vše propojenou s dosah hashtagu #BlackLivesMatter. Rok 2013 pojednává o začátku tohoto hnutí a o vraždě Trayvona Martina. Z roku 2014 by šel vytýčit jeden hlavní bod, a tím by byla policejní brutalita, která v tomto roce hrála významnou roli. Rok 2015 v této práci se věnuje příčinám několika protestů, které se v tomto roce udály po celé zemi. Zvyšování dosahu hashtagu #BlackLivesMatter je také zkoumáno v roce 2016. Mimo to je zde zkoumáno i opačné hnutí, kterým je „Blue Lives

Matter," což je reakcí na smrti policistů od podporovatelů hnutí Black Lives Matter. Oproti předchozím rokům se v roce 2017 objevují celosvětově známá gesta (jako např. klečení při hymně), což je v této práci také popsáno. Rok 2018 se od předchozích let moc neliší, opět jsou zkoumány vraždy Afroameričanů a dopad těchto úmrtí na popularitu hnutí Black Lives Matter. Rok 2019 je záměrně z této práce vynechán a důraz je kladen na rok 2020, kdy jsou zkoumýny následující události či následující lidé: Breonna Taylor, George Floyd, protesty spojené se smrtí George Floyda, vyobrazení George Floyda v médiích, Capitol Hill Occupied Protest, Jacob Blake a protesty ve městě Kenosha, hnutí „Defund the police", ničení soch a role Black Lives Matter v prezidentských volbách v roce 2020. Na závěr této kapitoly je poukázáno na rozdíl mezi The Civil Rights Movement a Black Lives Matter.

Praktická část této diplomové práce se zabývá implementací výše rozebíraných událostí v ELT (výuka anglického jazyka). Tato část je rozdělena do devíti podkapitol, přičemž celá kapitola nabídne celkem sedm plánů hodin. V první podkapitole se hovoří o teorii a další kapitola slouží jako vzor pro další plány hodin. Pojednáváno je v těchto plánech hodin o následujících osobnostech či událostech: Doba po občanské válce, Civil Rights Movement, „I Have a Dream" proslov, hnutí Black Lives Matter, George Floyd a soud s Derekem Chauvinem. Opírajíc se o principy autorky Penny Ur, tato část nabídne čtenářům již předpřipravené plány hodiny, která učitel či učitelka ve své výuce anglického jazyka může využít. Mimo samotné plány obsahuje tato kapitola i kritické hodnocení těchto plánů, konkrétně pomocí implementace pěti klíčových pravidel pro plánování hodin od Penny Ur a pomocí SWOT analýzy. Plány hodin obsahují následující: Věk žáků, cíle, zaměření hodiny, jazyk ve třídě, level angličtiny, časování a doplňkové materiály. Při tvorbě těchto plánů je opíráno o principy Penny Ur, jak již bylo výše zmíněno. Těchto principů je pět a zní následovně: Dejte náročnější aktivity na začátek hodiny. Mějte tišší aktivity před hlučnějšími. Přemýšlejte nad přechody mezi různými aktivitami. Sjednoťte třídu na začátku a na konci hodiny. Skončete něčím pozitivním. U SWOT analýzy jsou pak zkoumány silné a slabé stránky plánů hodiny, jejich příležitosti a hrozby. Na závěr jsou dostupné výsledky těchto plánů hodin.

Hlavní metody pro výzkum byly využité nejen odborné publikace, ale i autentické zdroje, které se především implementovali při kapitole Black Lives Matter. Mimo studií tak byly využity i novinové články, názory lidí apod.

ANOTACE

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Rok obhajoby:	2022

Název práce:	Black Lives Matter v roce 2020: Využití americké historie ve výuce anglického jazyka
Název práce v angličtině:	Black Lives Matter in 2020: Using American History in ELT.
Anotace práce:	Tato diplomová práce se zabývá problematikou rasismu v USA, konkrétně hnutím Black Lives Matter. Mimo historii zkoumá tato diplomová práce i způsoby, kterými by výše zmíněné pojmy bylo možné implementovat ve výuce cizího jazyka.
Klíčová slova:	Black Lives Matter, ELT, historie, rasismus
Anotace v angličtině:	This diploma thesis deals with the issue of racism in the USA, more specifically with the Black Lives Matter movement. Besides history, this diploma thesis also examines the means through which the above mentioned could be implemented into ELT.
Klíčová slova v angličtině	Black Lives Matter, ELT, history, racism
Přílohy vázané v práci:	-
Rozsah práce:	68 stran
Jazyk práce:	Angličtina