

## LESSON 2

## "BLACK LIVES MATTER" VS. "ALL LIVES MATTER"

**BLACK LIVES MATTER**

## BACKGROUND FOR TEACHERS

Explain that there are many (predominantly white) people, across the country, who maintain that saying "All Lives Matter" instead of "Black Lives Matter" is more inclusive.

A report on a poll Rasmussen Reports conducted about this issue in 2015 stated: "Yes, black lives matter, but don't all lives matter? That seems to be the subject of some political dispute.

When asked which statement is closest to their own views, 78% of likely U.S. voters say all lives matter. A new Rasmussen Reports national telephone survey finds that just 11% say black lives matter. Nine percent say neither statement reflects their point of view.

Thirty-one percent of black voters say black lives matter is closest to their own views, but just 9% of whites and 10% of other minority voters agree. Eighty-one percent of whites and 76% of other minority voters opt instead for all lives matter, and 64% of blacks agree.



## ESSENTIAL QUESTION

Why are these principles surrounding black families integral to the Black Lives Matter (BLM) movement?

- Diversity
- Globalism



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## LEARNING OBJECTIVES

- I can understand the concepts of diversity and globalism as well as their impact on myself and others.
- I understand and can advocate for the principles of Black Lives Matter.



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## LESSON DEVELOPMENT

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### LAUNCH: ALL LIVES MATTER WORD ASSOCIATION

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Going around the circle or in popcorn style, ask students to share one word in response to the slogan, All Lives Matter. Acknowledge the responses in the room, recognizing similarities and differences.

Explain that in today's lesson students will focus on the slogan, All Lives Matter, which was coined, most recently, in response to the Black Lives Matter slogan and movement that sprang from it. Have students look at a range of perspectives and try to understand them by placing them in a historical, political, and social context.

Review the principles from yesterday's lesson (Restorative Justice, Loving Engagement, and Empathy).

- Why are these three principles singled out for day one?
- Why are these principles integral to learning about and talking about BLM this week?

Explain that today's principles are Diversity and Globalism. Use the posters for Diversity and Globalism to review these topics.

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### ACTIVITY: "ALL LIVES MATTER" TWEETS

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Using an appropriate strategy, ask students to break into small groups. Distribute the [All Lives Matter Tweets \(https://hcpss.instructure.com/courses/341/files/14770424/download?wrap=1\)](https://hcpss.instructure.com/courses/341/files/14770424/download?wrap=1) handout to students. Project the presentation.

Tell students to look at the tweets and discuss them in their small group:

- What are your thoughts and feelings about these tweets? In your group, begin by considering each tweet in turn.
- What do you think they are in reference to?
- Why do you think some people are arguing to use #AllLivesMatter instead of #BlackLivesMatter?
- Why do some people argue against the use of #AllLivesMatter?

## ACTIVITY: OPINION CONTINUUM – THE DEBATE OVER ALL LIVES MATTER

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Say, "In the activity that follows, we will hear from a variety of people in the public eye about their preference regarding the two phrases. Throughout it all, you will also be asked to take a stance on the matter."

On one side of the room post a sign that reads, "Completely Agree." On the other side of the room a sign that reads, "Completely Disagree." Invite students to position themselves along an imaginary continuum between the two signs, in response to a series of quotes and statements that you will project and read to them based on perspectives shared in the media.

After each statement ask a few volunteers across the continuum to share out why they chose to stand where they are standing. Invite the other students to listen well. Allow students to change their position based on their fellow-student's responses. Remind students that this is not a debate in which they are trying to win an argument. This is intended to be a dialogue in which their aim is to better understand the various perspectives in the room. After several students have had a chance to share, ask if anyone would like to change their position on the continuum.

### **Option:**

*If students are unfamiliar with the "opinion continuum," you may want to start out with a relatively low-stakes statement to get people used to the activity:*

- Dogs make better pets than cats.

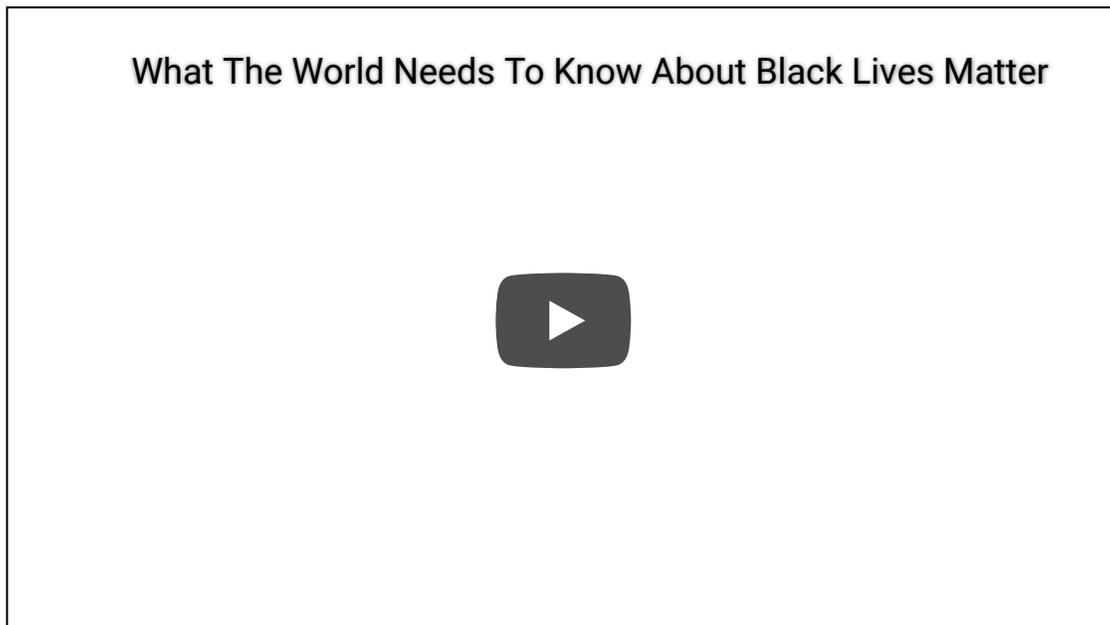
*Invite students to organize themselves along the continuum according to their level of agreement with this statement. There are likely to be a variety of opinions, possibly strong opinions, in the room. When students have positioned themselves, elicit a few opinions from either end of the continuum and some from the middle. Encourage people to practice good listening. And before moving on, ask if anyone changed their minds based on what they heard and, if so, invite them to change their position on the continuum.*

## VIDEO: WHAT THE WORLD NEEDS TO KNOW ABOUT BLACK LIVES MATTER

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Show students the 2-minute video, "What The World Needs To Know About Black Lives Matter." Ask the following questions as you build on the information that has been discussed so far today.

- What are your thoughts and feelings about this video?
- What is the main take away for you from this video?
- What do the people in the video say about love?
- What principles do the people in the video say the Black Lives Matter movement is rooted in? (Principles of human rights, dignity, and respect)
- What does the video say Black Lives Matter is about? (Peace, bringing people together, fighting for justice, solidarity, unity)
- What is the message to the people who say All Lives Matter? (Check your arguments. Really educate yourself about what Black Lives Matter means. Do your research on housing segregation, racial disparities in income and education, and mass incarceration. You will realize why we need to say Black Lives Matter.)
- The last person in the video says, "All lives don't matter until black lives do." How does this relate to what we've discussed today?



## BLACK LIVES MATTER SWEEPS THE GLOBE

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Distribute the article, [↓ "How the Black Lives Matter movement is sweeping the globe"](https://hcpss.instructure.com/courses/341/files/14807492/download?wrap=1) (<https://hcpss.instructure.com/courses/341/files/14807492/download?wrap=1>) 

<https://hcpss.instructure.com/courses/341/files/14807492/download?wrap=1> to students. As the students read the article, have them consider the the following:

- What prompted Black Lives Matter protests across the globe?
- How were these protests and marches similar to ones carried out in the United States?
- How were they different?

 Show this brief video of the march in London:



## LESSON CLOSURE

Review the day two principles with students again.

- How has your knowledge or appreciation of diversity deepened after today's lesson?
- How has your knowledge or appreciation of globalism deepened after today's lesson?
- Why are these two principles singled out for day two?
- Why are these principles integral to learning about and talking about BLM this week?
- How will we as a class choose to exhibit these principles in the coming lessons?



## RESOURCES

↓ **BLM Tweets** (<https://hcpss.instructure.com/courses/341/files/14770424/download?wrap=1>)

↓ **"How the Black Lives Matter movement is sweeping the globe"**  
(<https://hcpss.instructure.com/courses/341/files/14807492/download?wrap=1>)   
(<https://hcpss.instructure.com/courses/341/files/14807492/download?wrap=1>)

↓ **BLM Principles Posters**  
(<https://hcpss.instructure.com/courses/341/files/14807022/download?wrap=1>)

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