

# GRAB AND GO RESOURCES



We collaborated with New York City educator and curriculum consultant Vivett Dukes to create a special collection of resources for LearningMedia: **An Educator’s Guide to Expanding Narratives about American History & Culture**. The content highlighted within each collection subtopic is intended to expand the scope of voices centered in curricula by elevating Black, Indigenous, and People of Color stories. These resource sets are intended to inspire you, educators, to use PBS LearningMedia intentionally to teach topics across all subject areas. Each month we will be highlighting one thematic set of resources. This month, in honor of back-to-school, we are sharing two: **Protests and Riots in American History** and **The American Canon Reimagined**. Look out for emails sharing resources and teaching tips to support your use of these videos and lessons in the classroom.

## A Note from Vivett Dukes

My dear fellow educators,

Hello and thank you for taking the time to consider using all or part of this collection of lessons and resources in your classroom. The what, how, and why we teach our students is at the core of what we do each and every day. Because transparency and vulnerability are a huge part of who I am as an educator and human being, it is important to me to share my process of curating this collection with you. It was filled with twists and turns and, ultimately, a redefined focus.

At the onset, I was asked to create a collection highlighting Black history and culture, however, it is past time we acknowledge and teach Black history and culture as integral parts of American history, culture, and innovation—full stop. This [collection](#) aims to remove harmful distinction lines regarding what is generally considered “American” and what is not. It is a carefully selected mix of ideas, achievements, and contributions made in America by American people from all walks of life across eras. These curated resource sets will inspire you to use LearningMedia carefully and creatively teach topics across subject areas.

*Sincerely,*

Vivett Dukes

### About the Curator

For the past decade, *Vivett Dukes* (she/her) taught English Language Arts to middle and high school students in the NYC Department of Education. Recently, she transitioned out of the classroom and into the nonprofit sector to serve as the Deputy Director of Organizing for the National Parents Union. Vivett is a proud wife, mother, and grandmother and, at her core, she is a staunch believer that a high-quality public education is a civil and a human right for all students in America. Vivett is committed to creating culturally-responsive and sustainable curriculum that reflects the gamut of lived experiences of Black and Brown people.

# Protests & Riots in American History

**What distinguishes a riot from a protest?** This resource set examines politically driven actions throughout history and invites conversation about when an event is deemed a protest, rally, uprising or riot, based on who is protesting and against what/whom.

1

## Muhammad Ali's Activism and Moral Courage

**WATCH:** Video segments from Ken Burns', Sarah Burns', and David McMahon's *Muhammad Ali* provide source material for students to analyze how people responded to Muhammad Ali's anti-draft stance during the Vietnam War; how Ali's relationship with the Nation of Islam, a Black nationalist movement, shaped both his own politics; and how the public responded.

**TEACH:** Students will define the term "protest" and compare and contrast how protests impacted society during the Vietnam War Era and continue to shape society today by analyzing media coverage. To culminate, students will create multimedia projects to demonstrate their understanding.

**EXPLORE:** [The Muhammad Ali collection](#)

## Stonewall Uprising: An Uprising, Not a Riot

**WATCH:** In this video clip from *American Experience: "Stonewall Uprising,"* LGBTQ+ rights advocates remember the 1969 Stonewall riots and reflect on how they felt pushed to extremes by the oppression they faced to use violence to defend their rights.

**TEACH:** Students will understand and differentiate the terms "uprising" and "riot" and explore how different degrees of action have resulted in social change throughout history. Students will consider how media depictions and use of language shapes public understanding of these events.

**EXPLORE:** [Understanding LGBTQ+ Identity: A Toolkit for Educators](#)

2

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## Wilmington, NC 1898: Prelude to a Riot

**WATCH:** This video clip from *The Rise and Fall of Jim Crow* highlights race relations in Wilmington, North Carolina in the years leading up to the 1898 election. In the 30 years following Emancipation, Black residents of Wilmington had begun to thrive as professionals, politicians, and business owners, stirring resentment and concerns about inferiority in white residents.

**TEACH:** Students will read a background essay and answer discussion questions exploring the extent to which the Democratic Party, then the party of white supremacy, was determined to end Black political power in Wilmington, North Carolina.

**EXPLORE:** [Deepening Understanding: Systemic Racism's Impact on Education | Tools for Anti-Racist Teaching](#)

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## Protests For Racial Justice: A Long History | Retro Report

**WATCH:** This video clip from *Retro Report* introduces students to the findings of the Kerner commission, a panel of experts President Lyndon Johnson convened to make policy recommendations following the protests, violence, and disorder that occurred in over 150 cities in 1967. The video sets up an engaging class discussion on race, poverty and policing.

**TEACH:** Students will read a background essay and engage in discussion questions and writing prompts to deepen and demonstrate their understanding of the Kerner commission and make connections between racial unrest in the 1960s and today.

**EXPLORE:** The [Retro Report](#) collection

## Building Community Consciousness and Coalitions | Asian Americans

**WATCH:** The video clip from *Asian Americans* depicts the 1992 Los Angeles riots and civil unrest, which were traumatic and transformative for many Korean Americans. Forty percent of businesses affected by rioting and looting were Korean-owned shops. Mainstream media coverage focused on the tension between Black and Korean Americans rather than the riot's original cause—police brutality.

**TEACH:** Students will understand the causes and effects of the 1992 Los Angeles riots and engage in vocabulary review and discussion questions to build connections to the present day. Students will engage in activities to deepen their understanding of key themes through guided quote analysis and research.

**EXPLORE:** The [Asian Americans](#) collection

# The American Canon Reimagined

This collection of resources disrupts traditional notions of the “American Canon” of literature and expands it to encompass more ethnically and culturally diverse American writers whose writing changed the way we think about literature and storytelling.

1

## Reframing History, Racism, and White Fragility | Toni Morrison

**WATCH:** In this video clip from the American Masters film *Toni Morrison: The Pieces I Am Listen*, Toni Morrison discusses racism, reframing American History, and white fragility. Morrison examines the experiences of Black Americans in greater narratives about American immigration

**TEACH:** In a supporting video and activities, Dr. Jocelyn Chadwick shares a multi-day lesson plan for pairing the video with the study of Morrison’s only published short story, “Recitatif.”

**EXPLORE:** [Affirming Identities: The Content We Teach | Tools for Anti-Racist Teaching](#)

## Comparing Hemingway to Young Adult Literature

**WATCH:** Select video clips from Ken Burns’ *Hemingway* examine the ways Ernest Hemingway addressed universal themes of unrequited love, lust, war, heroism, addiction, and toxic masculinity in his literary works and personal life.

**TEACH:** After watching documentary clips, students will explore a Young Adult reading list of more recently published texts that connect to important themes in Hemingway’s catalog in order to build modern-day connections to Hemingway’s work. Students will participate in a literature circle to discuss contemporary depictions of the thematic topics.

**EXPLORE:** [Hemingway Educator Guide](#)

2

3

## Resurrecting Zora Neale Hurston | American Masters: Alice Walker

**WATCH:** In this video clip from the American Masters film *Alice Walker*, Alice Walker discusses how Zora Neale Hurston’s ability to portray Black people as “undiminished human beings” shaped her as a writer.

**TEACH:** Students will compare and contrast the theme, setting, language, and prose of select passages from *Their Eyes Were Watching God* and *The Color Purple* to expand their understanding of how Zora Neale Hurston’s radical representation of the Black experience shaped Alice Walker’s writing. Students will engage in discussion questions to deepen these connections.

**EXPLORE:** [Public Reaction to Their Eyes Were Watching God](#)

4

## James Baldwin

**WATCH:** This video from *First Person* details the life, writing, cultural commentary, and activism of James Baldwin. The video depicts Baldwin’s upbringing in Harlem, New York following the Great Migration, his relationships with faith and sexuality, and the ways political, social, and racial unrest in America drove and is reflected in Baldwin’s writing.

**TEACH:** Students will analyze archival footage, speeches, and passages from Baldwin’s most famous works to learn about the intersectionality that defined and influenced his career. Comprehension and critical thinking discussion questions provide an opportunity for students to check their understanding and build connections to more contemporary literature and culture.

**EXPLORE:** [All Men are Brothers | American Masters](#)

5

## Inquiry Design Model: Was Mark Twain Anti-Racist?

**WATCH:** Select video clips from Ken Burns’ *Mark Twain* depict how and why Twain discussed race and racial inequity in this writing, the role of perspective in *Huckleberry Finn*, and the ways in which Twain’s childhood experiences shaped his perspectives on slavery and racism.

**TEACH:** By examining sources, students will analyze what it meant to be anti-racist and better understand how Mark Twain depicted race and racism in his work. Based on their analyses, students will construct a claim in which they defend their argument about whether or not Mark Twain would be considered anti-racist.

**EXPLORE:** [Deepening Your Understanding of Race and Racism | Tools for Anti-Racist Teaching](#)