

# *Exploring Black Lives Matter*

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Dear Caregiver or Educator,

Thank you for visiting the Autry Museum of the American West's Education webpage. We are delighted to bring the museum to you through digital tours, fun activities, videos, webinars, and standards-based lessons like **Exploring Black Lives Matter**. We invite you to use **Exploring Black Lives Matter** and other Autry Education materials for learning in the classroom or at home.

**Exploring Black Lives Matter** was inspired by an Autry Classroom Curators (ACC) project. ACC is a project-based learning program created by the Autry's Education department. Through this program, the Autry's Education department has partnered with elementary, middle, high school teachers, and college professors to provide students with learning experiences that are inquiry-based, connect to the American West, and incorporate 21st century skills (e.g., collaboration, communication, creativity, and critical thinking). Every ACC partnership is unique to the needs of each individual partner.

**Exploring Black Lives Matter** is based on an ACC project that the Autry's Education department collaborated on with Victoria Munguia, a teacher from Highland Park High School, during the spring semester of 2021. Ms. Munguia shared her inspiration for this project in her own words as follows:

I was inspired to teach a Black history unit focused on the Black Lives Matter (BLM) Movement following the national and global protests that resulted from the murder of George Floyd in May of 2020. I noticed that supporters of the BLM Movement were receiving negative attention in the media despite the growing amount of support I would see around my community through the use of window, yard, and car signs indicating solidarity with the Movement. The conversations that we were having in our virtual classroom revealed a sense of confusion and frustration on behalf of the students. I wanted to help them understand why the term "Black lives matter" is used by allies of the BLM Movement as opposed to "all lives matter." We then spent the semester examining Black history in the United States and used the Autry Museum's support to create a digital collection of stories telling about the lives that were taken too soon. My goal for this research project is to bring attention to the issues that persons of color are facing in our country and help students be advocates and use their voices to facilitate conversations that create change.

The Autry's Education department provided support to Ms. Munguia and her students by creating several lessons including **Exploring Black Lives Matter**. The Autry's Education department then decided to offer **Exploring Black Lives Matter** as a standards-based lesson for high school students. We encourage you to share this lesson with your students. For the most recent educational resources, please check out the Autry Museum's Education webpage at [TheAutry.org/Education](https://TheAutry.org/Education).

Sincerely,

Sarah S. Wilson  
Director of Education

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**INTRODUCTION** – The Autry Museum of the American West is a museum located in Griffith Park in Los Angeles, California. The Autry Museum tells stories about the diverse peoples of the American West through artifacts such as art, documents, and objects like the image below. Take a moment to look closely at this image taken by Rob Liggins.



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**PART 1** – After looking closely at the image in the **INTRODUCTION**, describe what story you think the image tells by answering the questions in the chart below. Write your answers in the space provided or on a separate document.

IMAGE QUESTIONS	MY ANSWERS
What do your eyes focus on in this image? Why?	
What types of different people do you see in this image?	
What types of things do you see people holding in this image?	
What words do you see in this image?	
What do you think the people in this image are doing? Explain why you think this.	
Where do you think the people in this image are? Explain why you think this.	
When do you think this image was taken? Explain why you think this.	
Why do you think this image was taken?	
What else do you notice about this image?	
What questions do you have about this image?	

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**PART 2** – The image in the **INTRODUCTION** tells a story about people **protesting** during a Black Lives Matter protest in the Los Angeles area in 2020. The Black Lives Matter Movement was started by Alicia Garza, Patrisse Cullors, and Opal Tometi in 2013 after George Zimmerman was found not guilty of killing 17-year-old Trayvon Martin. Alicia, Patrisse, and Opal started #BlackLivesMatter as an online community to fight **racism** against Black people. It eventually became a global organization.

As a response to and in **solidarity** with the Movement for Black Lives across the world, the *Collecting Community History Initiative* (CCHI) seeks to assist in collecting, cataloging, and preserving this critical moment in civil rights history in the American West. The Autry Museum started this **initiative** in April 2020 because history is being made now. Through CCHI, the Autry Museum collects stories and objects such as the image in the **INTRODUCTION** from moments in history that are important to different communities in the American West. The Autry Museum also writes **blog** posts about different topics, such as the Black Lives Matter protests, that highlight some of the stories and objects submitted to CCHI.

Learn more about the Black Lives Matter protests in the West by visiting the Autry Museum’s website at <https://theautry.org/research/blog/autrys-collecting-community-history-initiative-black-lives-matter-protests-west>. Read *The Autry’s Collecting Community History Initiative: Black Lives Matter Protests in the West* blog post. Then answer the questions in the chart on the following page.

## ***Glossary***

**Blog:** a regular feature appearing as part of an online publication that typically relates to a particular topic and consists of articles and personal commentary by one or more authors

**Initiative:** a plan or program that is intended to help solve a problem

**Protesting:** the gathering of people to show that they don’t approve of something during an event called a protest

**Racism:** discrimination or hatred based on race

**Solidarity:** a feeling of unity between people who have the same interests, goals, etc.

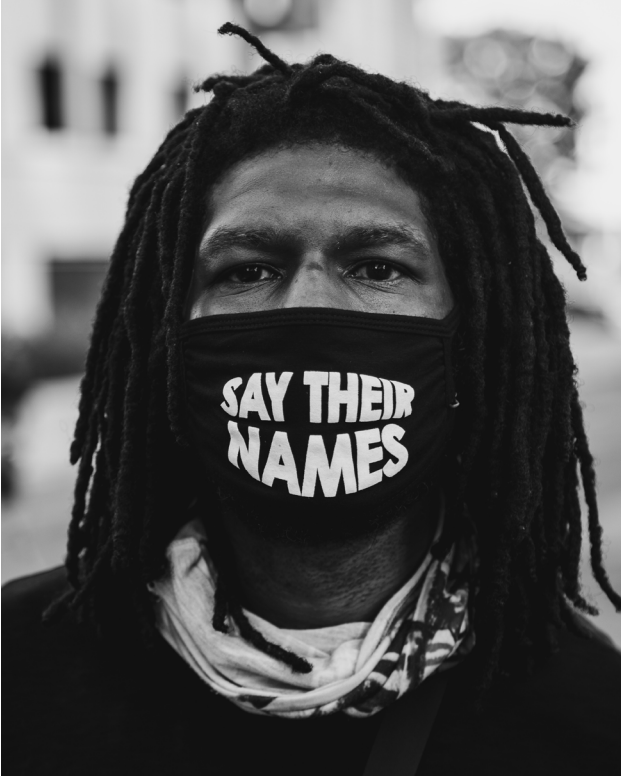
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**PART 2 Continued** – After reading the blog post, write your answers to the questions below in the space provided or on a separate document.

BLOG POST QUESTIONS	MY ANSWERS
What is the date of the blog post?	
Who wrote the blog post?	
The blog post describes the racial inequalities that affect the African American community. What are some of these inequalities?	
According to this blog post, what is a leading cause of death for young Black men?	
The blog post mentions the deaths of several Black Americans. What are the names of these individuals?	
How did people take action against these deaths?	
What did these actions bring to light or create awareness about?	
Which image in the blog post stood out to you the most? Explain why.	
What is something new that you learned by reading this blog post?	

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**PART 3** – This CCHI image of an individual wearing a “Say Their Names” facemask was also taken by Rob Liggins during a Black Lives Matter protest in the Los Angeles area in 2020. “Say his name” and “say her name” are phrases repeated in the #HELLYOUTALMBOU**T** - Northwest Tap Connection & Shakiah Danielson video. Watch this video, which incorporates a song and a dance that protest the deaths of African Americans, at <https://www.youtube.com/watch?v=Fr-Fyl-3wZO>. After watching the dance and listening to the song, write down the names of the individuals mentioned throughout the video in the space below or on a separate document.




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# Exploring Black Lives Matter

**PART 4** – Pick one of the individuals mentioned in **PARTS 2 & 3**. You will research the life and death of this individual. Then you will share what you learned about this individual’s life and death through a project of your choice.

Learn more about the individual you chose by using online materials (e.g. images, texts, videos, etc.) or print materials (e.g. books, magazines, newspapers, etc.). As you research this individual, answer the questions in the chart below. Write your answers in the space provided or on a separate document.

RESEARCH QUESTIONS	MY ANSWERS
Which individual did you choose to research?	
Why did you choose to research this individual?	
When was this individual born?	
Where was this individual born?	
Where did this individual live throughout their life?	
What was this individual’s family life like?	
What was this individual’s school life like?	
What types of activities did this individual do?	

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**PART 4 Continued** – Write your answers in the space provided or on a separate document.

RESEARCH QUESTIONS	MY ANSWERS
What were this individual's interests?	
If this individual worked, what type of work did they do?	
What were this individual's successes?	
What were this individual's challenges?	
When did this individual die?	
Where did this individual die?	
How did this individual die?	
What else did you learn about this individual's life and/or death?	
Did anything happen as a result of this individual's death? If so, what?	
After learning more about Black Lives Matter, why is it important to share what you learned about this individual with others?	



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**PART 5** – Which sources (e.g. online materials, print materials, etc.) did you use throughout the research process? Cite your sources by writing them in the space below or on a separate document.

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**PART 6** – How will you share what you’ve learned about the life and death of the individual you researched with others? Using your research from **PART 4**, create a project (e.g. artwork, biography, blog post, newsletter, presentation, video, etc.) that teaches others about the life and death of this individual. Describe in detail how you will share what you’ve learned about the life and death of this individual with others in the space below or on a separate document.

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**PART 7** – Create the project you described in **PART 6**.

**PART 8** – After you create your project, share it with a classmate, family member, friend, teacher, or someone else.

# Resources

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## Images

Images from the Los Angeles Black Lives Matter protests following the murders of George Floyd, Breonna Taylor, Tony McDade, and Ahmaud Arbery. Images taken by Rob Liggins in Hollywood, CA, Compton, CA, and Downtown Los Angeles, CA in May/June 2020.

## Text

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“Protest.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/protest>. Accessed 21 Oct. 2021.

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“The Autry’s Collecting Community History Initiative: Black Lives Matter Protests in the West.” Autry Museum, <https://www.theautry.org/research/blog/autrys-collecting-community-history-initiative-black-lives-matter-protests-west>. Accessed June 3, 2021.

**Do you want to see the project that you created on our Instagram or Twitter?**

Ask an adult to send the project that you created along with your name and age to [outreach@theautry.org](mailto:outreach@theautry.org) for a chance to be featured on our social media! Accepting work from students of all ages. Must be 18-years or older to submit.