

Teaching Abolition in the Classroom



Companion Curriculum to *Enough is Enough!* MPD150 Report How-to-Use Guide

Summary and rationale

TWIN CITIES, MN - Education is always a political act. When we enshrine textbooks or other curricula as “objective,” we obscure the decisions that went into determining which stories matter enough to be included. We offer this companion curriculum to MPD150’s history of the Minneapolis Police Department (MPD) because it matters and is relevant to our lives. We believe the report stands as a critical counter-narrative to the dominant story about the role of police in our communities and that it is imperative to bring that counter-narrative into our classrooms.

This curriculum was developed in the summer of 2020 after a group of educators and students came together around the realization that the murder of George Floyd and the ensuing uprising was too central to be ignored in our classrooms the following fall. All of our lives were deeply impacted. We refuse to return to our previously scheduled programming. We created it as a tool for processing students’ experiences and understandings of police murder, the Minneapolis uprising and the national movement for Black liberation. It is grounded in the voices of Minneapolis residents demanding community safety and justice.

In our weekly meetings, we have found solace, reprieve and inspiration at a time when so many of us feel pushed past our limits. Because of this, we believe that learning our past and listening to one another is the vital enterprise to engender a shift away from reaction and towards empowerment. This is the gift we aim to offer classroom communities - the chance to center empowerment. Like the report teaches us, when we lay out the map of where we’ve been, where we are and where we’re going, we permit ourselves the following; the space to choose, the freedom to pace ourselves and the beauty to arrive in all our moments with our whole selves intact. We are not here to ‘save the day,’ instead, we are here to build the capacity and community and dreams that fruit true equality...with you. Thank you for joining.

“We hope this curriculum travels far & wide and is adapted to fit its new environment.”

How to use this curriculum guide

As educators and learners, we recognize that utilizing a curriculum means making choices that respond to our learning communities. By design, this is a “mix & match” curriculum with options to help you decide which activities to use in your setting. We have developed four mini-units corresponding to Social Studies and English/Language Arts classes at the middle school and high school levels. These mini-units can be taught as part of interdisciplinary studies, as stand-alone units, or as part of in-depth studies of the prison industrial complex, community safety, or racial justice.

The mini-units are intended to provide a framing and application of abolitionist theory. The three lessons in each mini-unit correspond to sections of the MPD150 report, [*Enough is Enough!*](#). The [first lesson](#) examines the historical context of the 2020 Minneapolis Uprising and seeks to explore the question, “[Where have we been?](#)” The [second lesson](#) examines the contemporary relationship between Minneapolis residents and the police, considering “[Where we’re at.](#)” The [third lesson](#) considers the future of policing in Minneapolis and the country, asking, “[Where are we going?](#)”

This curriculum addresses police violence and murder, as well as interpersonal and systemic racism. These key issues impact students differently based on their actual or perceived race, class, sexuality, gender and other aspects of identity. Black, Indigenous and People of Color (BIPOC), LGBTQ people and unhoused people routinely experience risk of harm in police interactions. The MPD has a documented pattern of racist violence towards Black and Native people especially. Educators, particularly white educators, have the responsibility to acknowledge and hold space for traumatic experiences relating to police, and work to establish practices (for example, conversation protocols and affinity spaces) so that students can more safely share and process their experiences in addition to accessing this content as they are able, at the pace they set. For this reason, learners and educators should *intentionally* establish norms for discussion and listening.


We hope this curriculum is used to highlight the empowering pursuit of co-creating visions of community safety and not just to tell stories of harm and violence. In this way, we intend for the classroom to become an authentic space of abolitionist practice where a classroom community will work together to take care of each member honorably.

How to use the mini-units & appendices


- Each mini-unit includes three lessons. They are split into a “warm up,” an “activity,” and a “closing”. For a 55-minute class period, we suggest allocating 10 minutes for the warm up, 40 minutes for the activity and 5 minutes for the closing. Each lesson may take more than one class period, depending on which options you choose.
- While the [MPD150 report](#) is the central text of the curriculum, each “warm up,” “activity,” and “closing” includes additional resources and activities. Outside resources are hyperlinked in the document.
- With longer class sessions or additional asynchronous learning time, we imagine that these lessons could be taught in a minimum of three days. However, we recommend giving each lesson at least two or three days, and encourage educators to consider turning these lessons into a longer unit of study.
- All lessons were designed for the grade levels noted in the mini-unit title. For example, ‘high school’ means 9-12th. However, most activities can easily be adapted to middle school, out of school or higher education settings as well.
- Opportunities for formative assessment and student reflection are woven into each mini-unit.
- Each mini-unit is aligned to MN State Standards, Common Core ELA Standards and the C3 Framework for Social Studies Standards. These standards are listed in [Appendix BL](#). The BL stands for ‘Black Lives,’ in tribute to the BLM movement.
- Additional activity options are included in [Appendix M](#). The M stands for ‘Matter,’ to tribute the BLM movement.

Icon system

As educators and learners, we recognize that lesson planning requires deep consideration for how a given curriculum will play out with a particular group of students in a particular context. Racism and police violence are inherently vulnerable topics. Sharing and reflecting on these topics may not feel safe for all students, many of whom may become escalated, dysregulated, or triggered when reflecting or discussing. We know that effective teaching and learning is built on trusting relationships and the co-creation of spaces where we can be vulnerable. As you consider the options offered, reflect on how much trust your students have built with each other and with you and how much vulnerability you are asking from your students.

-  **Slow down:** A yellow square denotes that the following content may not be suitable for all classroom communities/learning modalities. An educator might wish to pause, slow down and choose an activity that will best suit your classroom community. We believe the activity would be best suited to a community with a high level of trust. This can look like: Learners in the community call each other in when

microaggressions happen; shared norms developed in the learning setting provide opportunities for all voices to contribute.

-  **Digital adaptation:** A magenta square denotes possible adaptations for digital learning environments or integration.

Youth-Centered Practices to Incorporate

Embodied Practice: Throughout these lessons, we encourage educators to consider/continue using embodied practice with their classes. This can look like physical movement as part of the lesson time, [physical interpretations or expressions related to the content such as tableaux](#) and/or body scans.

Setting Norms: Students are often more receptive to classroom norms if they have the opportunity to create them.

One way to establish classroom norms is to create a simple T-chart with "Rights" on the left and "Responsibilities" on the right. Students work in small groups to brainstorm what rights they have in the classroom ("I have the right to be safe, I have the right to express myself, I have the right to learn," etc.) Once those are established to their satisfaction, the class decides what responsibilities we all have in the space if those rights are to be protected. (For example, for "I have the right to be safe,": "We will choose our words carefully and avoid harmful language," "We will use classroom materials safely," etc.) At the end of the process, the educator may synthesize the brainstorm (if there are any non-negotiables that have been left out, this is the time to add them!) and ask for consensus. Finally, ask each class member to sign.

Educators should also consider best practices for themselves as they hold space for students. Consider:

- At the beginning of the unit, establish the protocol for either affinity spaces, healing spaces, or visits with a trusted adult for students who are triggered by topics in the curriculum.
- Interrogate your own identity and potential biases. Stay reflective and open to feedback about how these biases may be showing up in your practice.
- Avoid putting students on the spot. Do not "cold call" during these lessons, but only call on students who have volunteered to share. Find alternative ways to hear from students who are not comfortable sharing in front of the class: writing, partner conversations, one-on-one meetings with you, etc.

Youth Participatory Action Research (YPAR) Project (for larger unit): One way to use this curriculum is to kick off a year-long YPAR project for your

class. You would support students with learning and defining theory, community and trust. This would look different for each class depending on what questions are coming up for students, what conversations are happening in your school and neighborhoods and what kinds of relationships exist or need to be built in the class. For an introduction and many resources to support this work, check out [UC Berkeley's YPAR Hub](#).

Questions to consider:

- What is the school community asking or wanting to learn more about?
- What could be taught or shared with other grades and classes?

■ This could be explored by students thinking about their physical neighborhoods, or defining digital community safety.

Overarching Compelling Questions

- How does knowing a history help us understand current events?
- How does racism manifest in social institutions?
- What role has the police department played in the Minneapolis community?
- When is an institution "unreformable"?
- How can people keep one another safe and hold one another accountable?
- What keeps people safe?

Enduring Understandings

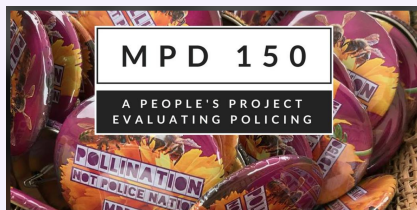
- Students will understand the historical and contemporary context of structural racism within the MPD.
- Students will understand the reasons why Minneapolis community members are demanding that the police department be abolished.
- Students will understand that communities have the potential to develop community safety structures that do not include the Minneapolis Police Department.

Enduring Skills

- Students will identify patterns of government response to community issues.
- Students will use historical thinking and research to contextualize a current problem.
- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text.
- Students will use action research methods to gather and interpret multiple perspectives on a local issue and design evidence-based responses to that issue.
- Students will share their perspectives and learn to take other perspectives that they haven't considered before.

It is with gratitude and celebration that this group was able to support the work of the MPD150 report & website creators.

In solidarity,
-the authors



Teaching Abolition in the Classroom

Companion Curriculum to *Enough is Enough!* MPD150 Report

High School English Mini-Unit

3 Lessons - past, present, future

*Lesson 1 - The Past

Time needed: 2 to 3 class periods.

Lesson Overview:

In this lesson, students reflect and revisit their experience of the summer of 2020, and consider the concept of "safety". They are introduced to the MPD150 report and read the "Intro" and "Where We've Been" sections, identifying themes, citing evidence and reflecting on their reactions and connections to the text. Educators can extend the lessons with supplemental text options and vocabulary extension activities. Materials and resources are hyperlinked in the lesson plan.

Compelling Questions:

- What role has the police department played in the Minneapolis community?

Enduring Understandings:

- Students will understand the historical and contemporary context of structural racism within the MPD.
- Students will understand the reasons why Minneapolis community members are demanding that the police department be abolished.

Enduring Skills:

- Students will identify patterns of government response to community issues.
- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text.

Warm-up



Show [\[George Floyd by Shirien Damral\]](#)

Invite students to respond to the following prompts in their journals:
What do you see? What words come to mind when you think about the events of the summer of 2020 in Minneapolis? What does it make you remember about what happened / is happening in the Twin Cities and country? Did you think about safety this summer and if so, what were you thinking?

option


Share Thoughts

Invite students to share their thoughts with a neighbor. Students could have the options to read their writing, share a few thoughts or questions related to the prompts, or simply listen to a neighbor depending on trust levels.

Icon key:  = slow down  = digital adaptation

Show [[Welcome to MPLS](#)]

Invite students to write their thoughts of the image and/or of the Minneapolis Police Department on sticky notes and hang them on a shared poster/board.


option  Consider using tools such as Padlet, Talkwall, or Jamboard for a digital version of this activity.

Identify Trends

Pause student response additions to the poster/digital space. Have students review the collected responses and identify trends. Keep the poster/digital space throughout the unit.

Create Timeline

Invite students to consider significant dates and events from the Minneapolis Police Department's history and add events to a shared timeline poster. These events can come from their own knowledge, through a scan of the MPD150 report, or a quick research activity online. Consider guiding questions, such as: *When did the department start? What are some major events in the city that have included the Minneapolis Police Department?*

option  Consider using tools such as Padlet, Talkwall, or Jamboard for a digital version of this activity.

Identify Trends

Pause student response additions to the timeline. Have students review the collected events and discuss any new learnings or gaps in the timeline. Keep the timeline throughout the unit.

Activity

Show: [[cover of "Enough is Enough"/MPD 150 report](#)]

Prompt students to examine the cover image and write down observations. Consider guiding questions, such as: *Are you familiar with this document? If so, what is it and how does the content relate to the design of the cover? If not, what do you expect/predict this document to be about based on the title, the description, the image, the colors? What perspective do you think this document might be written from? What else do you notice?*

Discuss

Invite students to share their thoughts with the class.

Introduce Reading Norms & Read "Intro"

Establish reading norms. There are options to listen to the audio version of the [MPD150 report](#) or [read the text](#) digitally. Once norms are established, invite students to read pages 2-3.

Notes and Vocabulary

Have students capture words and phrases that are unfamiliar to them or that they think are significant to understanding the document in a "Vocabulary" box/section of notebooks or digitally. Also, invite students to write down surprising information, main ideas and connections to self/texts/world.

option

Discuss

Pause students in their reading for a quick check-in discussion.

(con't)

Consider prompting thinking with questions such as: *What do you notice about how the document is structured? How does what you have read connect to the predictions you made? What have you read that surprised, interested, or caused a reaction for you? What words, phrases, or notes did you write down so far?*

Read "Where We've Been"

Invite students to continue/finish reading the "Intro" and then move on to "Where We've Been," (pp.4-11). Encourage students to continue taking notes and capturing vocabulary words/phrases. If students read this in class, it will likely take at least two class periods.

Discuss

Invite students to review their notes so far. Consider prompting thinking with questions such as: *How does what you have read connect to the poster/digital space/timeline that we made at the beginning of this lesson? What have you read that surprised, interested, or caused a reaction for you? What words, phrases, or notes did you write down so far?*

Concept/Vocabulary Extension

Invite students who have finished reading to investigate terms that they wrote into their "Vocabulary" notes. Encourage students to choose 3-5 words or phrases and investigate the root words, common/contemporary usage, dictionary definitions and their own interpretation of each word. Have students generate their own definitions of these words/phrases.

Supplemental Text Groups

Organize students into groups of 2-3. Instruct groups to study two text sets-one personal essay and two songs. After reading and listening to the texts, invite students to collaborate on responding to prompts (react, identify main ideas, cite evidence, make personal/text/world connections).

option

Texts

Personal Essay:

[Crying, Laughing, Crying at the George Floyd Protests in Minneapolis](#)

By Danez Smith

June 5, 2020

Songs with accompanying videos and lyrics:

"[Lockdown](#)" by Anderson .Paak

"[The Bigger Picture](#)" by Lil Baby

Closing

option

Identify Argument & Cite Evidence

Invite students to identify the main argument or theme of the MPD 150 "Where We've Been" section. Instruct them to cite a line or passage of textual evidence to support the argument.

option

Reflect on Warm Up & Activity

Invite students to review their prompted writing and notes. Instruct them to add connections between the MPD 150 report and their prompted writing from the first lesson of the unit. For example: *'The report connects to (my experience of events of the summer of 2020, concepts of safety, George Floyd's murder, the* (con't)

events that led up to his murder and the events that followed, etc) when...'

option **Concept/Vocabulary Extension**
Invite students to investigate the term "reform" (and words that they wrote into their "Vocabulary" notes). Encourage students to investigate root words, common/contemporary usage, dictionary definitions and their own interpretation of each word. Have students generate their own definitions of these words/phrases.

*Lesson 2 - The Present

Time needed: 2-3 class periods.

Lesson Overview:

In this lesson, students co-create definitions of "reform," interview each other, read the "Where We're At" section and continue collecting evidence for the argument of the report. Educators can extend the lessons with supplemental texts, reflection activities and vocabulary extension activities. Materials and resources are hyperlinked in the lesson plan.

Compelling Questions:

- What role has the police department played in the Minneapolis community?
- When is an institution "unreformable"?

Enduring Understandings:

- Students will understand the reasons why Minneapolis community members are demanding that the police department be abolished.

Enduring Skills:

- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text.
- Students will identify patterns of government response to community issues.
- Students will share their perspectives and learn to take other perspectives that they haven't considered before.

Warm-up

option **Concept/Vocabulary Extension**
In small groups, invite students to share their definitions of "reform" and the other words that they captured while reading. Encourage students to share out to the whole class: *What did you notice when you defined these words? Were your definitions similar? What is a definition we can use for reform? What reforms do you remember being mentioned in the "Where We've Been" section? How do the authors of the report characterize those reforms? What argument does the report make about police reform?*

option **Sticky Notes**
Invite students to add thoughts of the image and/or of the Minneapolis Police Department on sticky notes and hang them on the shared poster/digital space started in lesson one.
(con't)

Identify Trends

Pause student response additions to the poster/digital space. Have students review the collected responses and identify any new trends. Keep the poster/digital space throughout the unit.

Create Timeline

Invite students to add events to the shared timeline from lesson 1.

option

Identify Trends

Pause student response additions to the timeline. Have students review the collected events and discuss any new learnings or gaps in the timeline. Keep the timeline throughout the unit.

Activity**Partner Interviews**

Organize students into partners. Have the partners work together to develop interview questions for each other which are connected to their thoughts and experiences with the police as well as their thoughts on the MPD150 report as of this lesson; or provide students with interview question ideas. Next, instruct partners to interview each other for ~5 minutes per partner. Then spend ~5 minutes for student volunteers to share interesting experiences with this activity and topics that surfaced in their interviews.

Show image [[image 3 of "Enough is Enough"/MPD 150 report](#)]

option

Read "Where We're At"

Invite students to read the "Where We're At" section of the report (pp. 15-24). Have students continue capturing vocabulary words and surprising information, main ideas, connections to self/texts/world. If students read this in class, it will likely take at least two class periods.

Discuss

Pause students in their reading. Consider prompting thinking with questions such as: *What do you notice about how the document is structured in this section? How do the interviews in this section connect to the interview between you and your partner? What have you read that surprised, interested, or caused a reaction for you? What words, phrases, or notes did you write down so far?*

Concept/Vocabulary Extension

Invite students who have finished reading to investigate some of the terms that they wrote into their "Vocabulary" notes. Encourage students to choose 3-5 words or phrases to investigate root words, common/contemporary usage, dictionary definitions and their own interpretation of each word. Have students generate their own definitions of these words/phrases.

Supplemental Text Groups

Organize students into groups of 2-3. Instruct groups to study the text. After reading, invite students to collaborate on annotating or analyzing the text. Consider prompting students to write about their reaction, identify main ideas, cite evidence, make personal/text/world connections, etc.

option

Texts

(con't)

News Article:
[Can Minneapolis Dismantle Its Police Department?](#)
 By Benjamin Wallace-Wells
 August 8, 2020

Discuss

Consider prompting thinking with questions such as: *How does what you have read connect to the report? What have you read that surprised, interested, or caused a reaction for you? What words, phrases, or notes did you write down so far?*

Closing

Identify Argument Progress & Cite Evidence

option Invite students to take notes on the progression of the main argument of the MPD 150 report. *What new information do the authors add to support their argument?* Instruct students to cite 3 lines or passages of textual evidence to support the argument.

Prompted Writing

option Invite students to reflect on the process of reading the MPD 150 report. For example: *How does my body react to reading the MPD150 report? How does it affect the way I view my community or myself? Are any of my ideas or beliefs changing as I read the report? Are any of my ideas or beliefs confirmed or challenged by the report? How does it feel to do this work in this classroom space and with my classmates and teacher?*

Concept/Vocabulary Extension

option Invite students to investigate the terms "safety" and "abolition" (and other words that they wrote into their "Vocabulary" notes). Encourage students to investigate root words, common/contemporary usage, dictionary definitions and their own interpretation of each word. Have students generate their own definitions of these words/phrases. Especially encourage students to consider: *What does the word "safety" mean to me? What does it look like for me and for my community? What does abolition mean?*

*Lesson 3 - The Future

Time needed: 2-3 class periods.

Lesson Overview:

In this lesson, students co-create definitions of "safety," finish reading the report, participate in a Shared Inquiry Discussion and reflect on any changed views that they may be adopting. Educators can extend the lessons with reflection and vocabulary extension activities. Materials and resources are hyperlinked in the lesson plan.

Compelling Questions:

- How can people keep one another safe and hold one another accountable?
- What keeps people safe?

Enduring Understandings:

- (con't) Students will understand that communities have the potential to develop community safety structures that do not include the Minneapolis Police Department.

Enduring Skills:

- Students will share their perspectives and learn to take other perspectives that they haven't considered before.

Warm-up

Sticky Notes

option

Invite students to respond to the following prompts on sticky notes: *What does safety look like? Feel like? Sound like? Who keeps us safe? How do we keep each other safe?* Then, invite students to add responses to a shared poster/digital space.

Identify Trends

Pause student response additions to the poster/digital space. Have students review the collected responses and identify trends. Keep the poster/digital space throughout the unit.

Sticky Notes

option

Invite students to respond to the following prompts on sticky notes: *What does abolition look like? Feel like? Sound like? Who participates in abolition? Does abolition make sense for our community and why/why not?* Then, invite students to add responses to a shared poster/digital space.

Identify Trends

Pause student response additions to the poster/digital space. Have students review the collected responses and identify trends. Keep the poster/digital space throughout the unit.

Concept/Vocabulary Extension

option

In small groups, invite students to share definitions and visions of "safety" and "abolition". Encourage students to share out to the whole class: *What did you notice when you defined these words? Were your definitions similar? What are definitions we can use for "safety" and "abolition"?*

Discuss

Invite students to respond to the following prompts aloud: *What does the report say about "safety"? What does the report say about "abolition"? What arguments do the authors make about these topics?*

Activity

Read "Where We're Going"

option

Invite students to finish reading the report. Encourage students to continue taking notes and capturing vocabulary words/phrases. If students read this in class, it will likely take at least two class periods.

Shared Inquiry Discussion

Consider taking multiple days for preparation and discussion.

option

Individual Reflection

Distribute reflection questions and prompts to students (or develop questions *with* students). These questions and prompts will serve as the foundation of a discussion. Have students examine their notes from the

unit and any supplemental activity materials (timeline, posters, Padlets, etc) that may have been completed. Instruct students to write notes, cite evidence and prepare responses for the questions. Possible questions include:

- *What is the main argument of the MPD150 report? How do you know (cite evidence)?*
- *Is the argument supported/convincing?*
- *How would you describe the tone/perspective of the report? Why do you describe it this way? / How do you know?*
- *What role did the structure of this report have on the argument?*
- *What are some major takeaways you have from studying this unit?*
- *Have your views or beliefs changed throughout this unit? How have they changed or why have they not changed?*
- *What are different aspects of community safety and how can they be achieved?*
- *What does "abolition" mean and what do you think about the police abolition movement?*

Discussion

Arrange students into small groups (or whole-class) for discussions based on the questions that they prepared responses for in the previous activity. Coach students on discussion strategies and establish norms together. For example: *Use "I" statements, validate each other, push back on statements that you disagree with, do not interrupt, stay on topic, monitor your airtime, etc.*

Supplemental Text Groups

Organize students into groups of 2-3. Instruct groups to study the poem and then listen to it through video. After reading, invite students to collaborate on responding to prompts (react, make personal/text/world connections). Educators can teach about literary devices or strategies through this poem and connect them to the wider MPD150 report.

option

Text

Poem: [Give The Police Departments to the Grandmothers](#) [text] [text]

By Junauda Petrus

Discuss

Consider prompting thinking with questions such as: *How does it feel to read and hear this poem? What images come to your mind? What have you read that surprised, interested, or caused a reaction for you?*

Closing

Sticky Notes

option

Invite students to write any updated thoughts of the Minneapolis Police Department and the idea of abolition on sticky notes and hang them on the poster/board. Keep posted for independent student reflection.

Identify Possible Next Steps

Educators can extend this closure for a longer unit in which students develop next step ideas and follow through with them.

option

Have students reflect on action steps they would be interested in taking at the end of the unit. For example: *Learn more about police abolition/MPD150/MPD; tell friends/family about my experience with the unit; write/call a local politician; join an action; etc.*

option

Prompted Writing

Invite students to reflect on the process of completing the MPD 150 report and participating in a Shared Inquiry Discussion. For example: *Am I overall satisfied with this unit? What aspects did I dislike, what aspects did I appreciate. How did my body, mind and spirit react to different aspects of this unit? What was my experience in the Shared Inquiry Discussion? How was the group dynamic? Did I voice my opinions? What went well? What could go better?*

Reminder - Standards & More

- MN State Standards and Common Core Standards are included as Appendix BL. The BL stands for 'Black Lives,' to tribute the BLM movement.
- More activity options are included as Appendix M. The M stands for 'Matter,' to tribute the BLM movement.

It is with gratitude and celebration that this group is able to extend the work of the MPD150 report & website creators.

**In solidarity,
-the authors**



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Companion Curriculum to
Enough is Enough! MPD150 Report
Middle School English Mini-Unit
3 Lessons - past, present, future

***Lesson 1 - "Where We've Been"**

Time needed: 2 to 3 class periods.

Lesson Overview:

In this lesson, students reflect and revisit their experience of the summer of 2020. They co-create a collective understanding of what happened by interviewing each other and then identifying important or common themes in their interviews.

Compelling Questions:

- How do our memories and experiences become a part of history?

Enduring Understandings:

- Students will recognize that they are agents of history.
- Students will understand collective experiences of themselves and their classmates as the context for the study of policing.

Enduring Skills:

- Students will tell their stories and memories, elaborating on key details.
- Students will listen actively, asking "tell me more" questions to learn as much as they can from their interviewees.
- Students will identify patterns and key ideas that emerge from their oral histories.

Warm-up


Prompted Writing

Brainstorm what you remember about George Floyd's death and the protests that came after.

option

Share Thoughts

Invite students to share their thoughts with a neighbor (they don't have to read their writing, just share a few thoughts related to the questions, or listen to a neighbor).

Icon key:  = digital adaptation

■ Consider using tools such as Padlet, Talkwall, or Jamboard for a digital version of this activity.

If appropriate to your context (your school is in Minneapolis):

option

Circle Discussion

Where were you & what do you remember from the time of George Floyd's death and the uprising. (while talking, have students look at & put pins on a map of the Twin Cities; discuss places they went, what they witnessed, what they heard about).

Activity

option

Oral history

[Students interview each other about their memories of May/June 2020.](#)

option

■ Students may interview a friend or family member instead of a student in class, or conduct phone or Zoom interviews with a classmate of their choice.

Closing

option

Identify themes

Students write key words/themes/ideas from their interviews on four large chart papers (one for each question) posted around the room.

option

■ Students write key words/themes/ideas from their interviews on a padlet divided into four sections (one for each question)

*Lesson 2 - "How We Got Here"

Time needed: 2-3 class periods.

Lesson Overview:

In this lesson, dig into the MPD 150 report. Continuing with the skill of identifying patterns and themes in text, they work together to categorize the report's findings and draw conclusions based on the patterns they identify.

Compelling Questions:

- What role has the police department played in the Minneapolis community?
- How has the relationship between the police department and the community changed (or not) over time?

Enduring Understandings:

- Students will understand the history of the Minneapolis Police Department and the failures of the many reform efforts of the past to prevent further violence and murder.

Enduring Skills:

- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text.
- Students will identify patterns of government response to community issues.
- Students will share their perspectives and learn to take other perspectives that they haven't considered before.

Warm-up**Gallery Walk**

Silent gallery walk to read chart paper/padlet created yesterday.

Journal

What big ideas or themes do you see emerge? What might this reveal about our experiences and communities?

Activity

Use a preferred reading strategy (read aloud, partner read, solo silent read, etc.) to read [excerpts](#) from the MPD 150 report.


Possible scaffolds:

- Provide different students with different excerpts, some shorter or easier to comprehend, others more complex and have them share what they read with their mixed-ability group
- Use clips of the [audio](#) recording for students to follow along as they read
- Pre-teach vocabulary or provide a glossary

option

In table groups, have students cut their excerpts into individual sentences or phrases. Then, reorganize sentences under themes (police violence, community uprising, reforms). Each group shares a conclusion about one theme.

option

 In breakout rooms, copy and paste quotes from excerpts onto Google Docs or Padlets labeled "police violence," "community uprising," and "reforms.")

option

Collaborate to create a "found poem" or "[blackout poem](#)" out of a section of the report.

Closing

option	Journal Write 1-2 sentences in your journal reflecting on the report. What do you notice? What patterns do you see? What did you learn (the big takeaways) from the report? What does the report make you think about?
option	Share Thoughts Students reflect together in small groups on their understanding of the report. What patterns do we see? What did we learn? What are we thinking about now?
option	Share Work Students share part or all of their found poem or blackout poem with a small group.

*Lesson 3 - The Future

Time needed: 2-3 class periods.

Lesson Overview:

In this lesson, students are guided toward considering alternatives to the violent policing system under which we currently live.

Compelling Questions:

- What keeps people safe?
- How do people keep each other safe and hold each other accountable?

Enduring Understandings:

- Students will understand that communities have the potential to develop community safety structures that do not include the Minneapolis Police Department.

Enduring Skills:

- Students will share their perspectives and learn to take other perspectives that they haven't considered before.

Warm-up

option	Journal Review your journal writing (OR poem) from the end of class yesterday. Do you think the Minneapolis Police keep the people of Minneapolis safe enough? Explain your thinking.
option	Journal and Share What makes you feel safe in your community? What could your community do to help everyone feel safer?

Activity

option	Gallery walk: Alternatives to policing flyers. Students react on sticky notes. Students create their own "alternatives to policing" flyers, specific to their community.
option	Read an article about a local alternatives to policing initiative, or bring in local activists to talk about work currently going on!
option	Zoom in on discipline and punishment at your school. Ask students to design "alternatives to being sent out of class" or "alternatives to suspension" posters and share their ideas about how schools could do a better job of meeting students' needs.

Closing

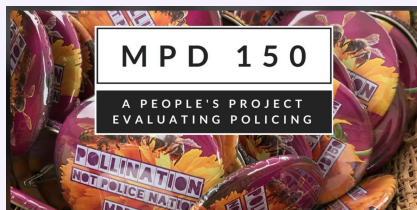
option	Present Share final product (alternatives to policing flyers or alternative discipline flyers).
option	Discuss Extension Questions What are the benefits of studying policing in our communities? Who needs to learn more about this? What do you want to know more about?

Reminder - Standards & More

- MN State Standards and Common Core Standards are included as Appendix BL. The BL stands for 'Black Lives,' to tribute the BLM movement.
- More activity options are included as Appendix M. The M stands for 'Matter,' to tribute the BLM movement.

It is with gratitude and celebration that this group is able to extend the work of the MPD150 report & website creators.

**In solidarity,
-the authors**



Teaching Abolition in the Classroom

Companion Curriculum to

Enough is Enough! MPD150 Report

High School Social Studies Mini-Unit

3 Lessons - past, present, future

*Lesson 1 - The Past

Time needed: 1 to 3 class periods.

Lesson Overview:

In this lesson, students reflect and revisit their experience of the summer of 2020, and discuss the Movement for Black Lives. They read the "Intro" and "Where We've Been" sections of the MPD150 report as an example of historical research. Materials and resources are hyperlinked in the lesson plan.

Compelling Questions:

- How does knowing a history help us understand current events?

Enduring Understandings:

- Students will understand the historical and present context of structural racism within the MPD.

Enduring Skills:

- Students will use historical thinking and research to contextualize current events.



Warm-up

option Show ["How Black Lives Matter Reached Every Corner of America."](#) Invite students to respond to the following prompts in their journals: *What do you see? What does that tell you about what is happening in the US and happened this summer? What does it make you remember about what happened and is happening in the Twin Cities? In your own words, what is BLM all about?*

option Show article [\[1\]](#) / stills from video [\[2\]](#). Invite students to respond to the following prompts in their learning journals: *In the United States this summer, a police precinct was burned down by citizens, many of them youth. What historical factors do you think led to this event?*

Possible images to show during journaling:

 [\[Welcome to MPLS\]](#) / [\[George Floyd by Shirien Damra\]](#)

Icon key:  = slow down  = digital adaptation

Activity

Show: "[Understanding the Past, Unlocks the Future](#)" Kmart, July 2020. Introduce [MPD150](#) as they define themselves and the report as a document of study. Briefly note when the report was made, and how it is available to the public.

Discuss: Based on the image and report, invite learners to think about why history can be an important lens to understand current events. *Do you agree that understanding the past unlocks the future? Why or why not? What are the limits of this claim?*

Further questions for discussion:

- *When do you start a history?*
- *Whose stories do you tell?*
- *How is time represented (linear, circular, by year or season)?*

Read or listen to the "Past" section of the [MPD150 report](#). If students read this in class, it will likely take at least two class periods.

■ Students can read the report independently or in small groups and upload a photo of their annotations, or create a shared document with vocabulary words and questions.

option **Focus on vocabulary:** Invite students who have finished reading/listening to investigate 3-5 terms that they circled. Encourage students to "deep dive" into the root words, common/contemporary usage, dictionary definitions, and their own interpretation of each word. Have students capture their learning with posters for the words they chose.

option **Focus on vocabulary:** Invite students who have finished reading/listening to investigate 3-5 terms that they circled. Encourage students to "deep dive" into the root words, common/contemporary usage, dictionary definitions, and their own interpretation of each word. Have students capture their learning with posters for the words they chose.

Review Terms: Historical Perspectives, Primary Sources, and Research Methods (Historiography, Qualitative + Quantitative Data).

■ Small groups can make a quick digital mind-map for each term, or look up a definition and cite it in a shared slideshow.

Discuss: *How is the MPD150 report research? What is research? Who does research?*

Closing

Brainstorm: What is a possible research question or project about policing in America?

Introduce Homework: Answer the following prompt in your learning journal: *What is the main idea of the "Past" section of the MPD150 report? Write three historical events that stand out to you from this section, using annotation skills.*

option Students can fill out [a document analysis form](#) to help them understand aspects of the MPD150 report as a historical document.

option **Extension resource:** Invite students to listen to the podcast from NPR's *Throughline*, [American Police](#).

*Lesson 2 - The Present

Time needed: 2-3 class periods.

Lesson Overview:

In this lesson, students build on their previous reading of the history of the Minneapolis Police by comparing the MPD150 report to the narrative displayed on the Minneapolis Police Department's website. They engage with the "Present" section of the MPD150 report to practice identifying a central claim in a text and evidence that supports the claim.

Compelling Questions:

- How does racism manifest in social institutions?
- When is an institution "unreformable"?

Enduring Understandings:

- Students will understand the historical and present context of structural racism within the MPD.

Enduring skills:

- Students will use historical thinking and research to contextualize current events.
- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text.
- Students will identify patterns of government response to community issues.
- Students will share their perspectives and learn to take other perspectives that they haven't considered before.

Warm-up

Introduce and watch [Tim Jenkins' history of policing](#) (90 secs). Hold a short discussion about the video, using the following prompts:

- *According to Mr. Jenkins, what is the police mission to "protect and serve" all about?*

- *What words or events would you want to learn more about?*
- *What connections are there between Mr. Jenkins' explanation of the history of policing and what we have read in the MPD150 report?*

Activity

Create a class timeline: Invite students to add three events from the "Past" section that they pulled out for homework to a class timeline, starting in 1862 - present. For in-person learning, this activity can be completed on sticky notes placed on a class chart.

Note: MPD150's website includes [a digital timeline](#) that educators may wish to access for comparison.

■ The timeline could be created on a Padlet template.

Analyze patterns: Invite students to draw out patterns in the history by defining and then identifying examples of the following key terms: *reform, riot, commission report*. This can be done by physically categorizing and stacking sticky notes, or color-coding entries on the Padlet timeline.

Discuss the patterns that emerge, using the following prompts as suggestions:

- *What are some significant events in the history of the MPD?*
- *How have people responded when there is a problem? How has the city/government responded?*
- *How has the MPD responded?*
- *What has changed over time, and what hasn't?*

Share [MPD History from their website](#). Invite students to compare the MPD's history to the MPD150 report, using some of the following prompts:

- *What is the perspective taken here?*
- *What kinds of events were considered important in this telling of history?*
- *How is it different from what you learned in the MPD150 report?*
- *What questions do you still have?*

■ To scaffold comparisons, small groups of students could use a [digital Venn diagram](#) to compare and contrast information included in the different documents.

option

■ Invite students to journal on the following questions:

- *What do you think the role of police is?*
- *When, and from whom, did you first learn about the police and their role?*
- *How have your experiences with police impacted your thinking and/or how has your participation in this unit impacted your thinking?*

In small groups, students can share stories based on their responses.

Closing

Introduce Homework: Ask students to continue reading and listening to the “Present” section of the report. They can respond to the following prompts in their journals:

- *Choose 1-3 sentences that you think is the claim / thesis of the MPD150 report based upon their research and findings.*
- *What is one piece of evidence supporting MPD150’s claim that stands out to you?*

Reflective Journal Prompt: What is your initial reaction to the claim of the MPD150 report [i.e. that the MPD cannot be reformed]? What questions do you have?

*Lesson 3 - The Future

Time needed: 2-3 class periods.

Lesson Overview:

In this lesson, students discuss solutions to the problem of police violence. The lesson focuses on two approaches: reform and abolition. Students engage with the “Future” section of the MPD150 report, and discuss the role of interviews in historical research. They brainstorm ideas for community safety in the future. In closing, students reflect on the unit and choose an option for an action project.

Compelling Questions:

- What role has the police department played in the Minneapolis community?
- What keeps people safe?

Enduring Understandings:

- Students will understand the reasons why Minneapolis community members are demanding that the police department be abolished.
- Students will understand that communities have the potential to develop community safety structures that do not include the Minneapolis Police Department.

Enduring skills:

- Students will use historical thinking and research to contextualize current events.
- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text.
- Students will identify patterns of government response to community issues.
- Students will share their perspectives and learn to take other perspectives that they haven’t considered before.
- Students will use action research methods to gather and interpret multiple perspectives on a local issue and design evidence-based responses to that issue.

Warm-up

Journal: Think of a time when you felt safe. Draw or write about it. What did it feel like in your body? What helped you to feel safe?

Activity

Revisit central claim: Students write the sentences that they chose as the claim / thesis of the MPD150 Report onto sticky notes (DL: padlet).

Review class responses: What were the similarities? Differences? Have students try to collectively together in their own words paraphrase the report's central claim / thesis.

Review interviews as primary source + evidence.

- *Why are interviews / primary sources important when conducting research?*
- *What considerations does a researcher have to take when using interviews in their evidence?*
- *What does this kind of research value?*

Discuss: In small groups, ask students to return to the purpose of the MPD150 report, using the following prompts and their timeline and notes for reference:

- *According to the MPD150 report, what is the problem with the police in Minneapolis? How do the interviews in the report provide evidence that there is a problem?*
- *Who is impacted by this problem? How do the interviews in the report provide evidence for who is impacted?*
- *What solutions have been proposed to deal with this problem?*
- *What have been the consequences of these solutions?*
- *Given this context, how do we keep our communities safe?*

Explain: Today we are going to be looking at current proposals to deal with the problem of police violence and the impacts of structural racism. There have been two primary approaches you may have heard about in the media this summer: **reform**, and **abolition**.

option If needed, invite students to define the two terms through mind-mapping, etymology and dictionary research, or other vocabulary practices.

Read together ["Cities Ask if it's Time to Defund Police and 'Reimagine' Public Safety"](#).

option Questions for discussion:

- *What was the perspective of the writer(s) [reform or abolition]? Why do you think they were advocating for this position?*
- *What was some of their evidence for what they believed would be the best for community safety?*

- *Think about your personal vision for safety. How do you feel in your body when you consider the writer's proposal?*

Jigsaw: Students choose an article about the debate on modern police reform and abolition to read in pairs or small groups [1] [2] [3] [4] or see other options from MPD150's Resources page.

Questions for discussion:

option

- *What was the perspective of the writer(s) or interviewee(s) [reform or abolition]? Why do you think they were advocating for this position?*
- *What was some of their evidence for what they believed would be the best for community safety?*
- *Think about your personal vision for safety. How do you feel in your body when you consider the writer's proposal?*

Review MPD150's "[10 Actions for a Police-Free Future.](#)" Consider school-wide, local, state, national scale of action.

option

Discuss: While the Minneapolis Charter Commission has put the City Council's current [proposal to change the city charter](#) on hold, it is likely that the debate over policing in Minneapolis will continue. Based on their research and discussions with community members, MPD150 has created ideas for what a future without police could look like. Look at these ideas. *How do they fit into your vision of community safety?*

option

Closing Project idea:

Students write their own newspaper editorials based on what they think would make their community and city safer. Make sure to share and give feedback.

option

Closing Project idea:

■ Students in small groups or as a class come up with action research project questions based upon what they have learned and embark on their own research related to community safety for their school, neighborhood, city.

This might include revisiting policies for discipline at the school, or learning more about other schools and their responses to School Resource Officers (see Curriculum Introduction: How to Use this Unit for more ideas about YPAR)

option

Closing Project idea:

What is the current conversation on policing in your city? Your school?

Your neighborhood and block? Students can learn more about the Minneapolis charter amendment and organizations advocating for policy change: [\[1\]](#) [\[2\]](#)

Closing

Freewrite response to study of policing: [show image](#) by Nikki Ann.

option

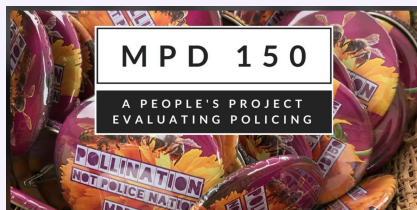
- *Looking back at your older journal entries, what have you learned that you didn't know before? What has changed? What in your thinking has stayed the same?*
- *If you could research anything further about this topic, what would you research?*

Reminder - Standards & More

- MN State Standards and Common Core Standards are included as Appendix BL. The BL stands for 'Black Lives,' to tribute the BLM movement.
- More activity options are included as Appendix M. The M stands for 'Matter,' to tribute the BLM movement.

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Middle School Social Studies Mini-Unit

3 Lessons - past, present, future

*Lesson 1 - The Past

Time needed: 1 to 2 class periods.

Lesson Overview:

In this lesson, students reflect and revisit their experience of the past summer, and discuss the Movement for Black Lives. They engage with the "Past" section of the MPD150 report as an example of historical research.

Compelling Questions:

- How does studying history help us understand current events?
- How does racism manifest in social institutions?

Enduring Understandings:

- Students will be able to identify the historical roots of policing in the United States
- Students will understand the historical and present context of structural racism within the Minneapolis Police Department

Enduring skills:

- Students will use historical thinking and research to contextualize police today
- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text

Warm-up

Prompted Writing 3 minutes

Brainstorm what you remember about George Floyd's death, and the protests that came after.

Option

Possible images to show during journaling and/or right before:

[[George Floyd by Shirien Damra](#)] or  [[Welcome to MPLS](#)]

Share Thoughts 5 minutes

Invite students to share their thoughts with a neighbor (they don't have to read their writing, just share a few thoughts related to the questions, or listen to a neighbor).

Icon key:  = slow down  = digital strategy/tool

Option

■ Show stills from video [\[2\]](#). Invite students to respond to the following prompts in a circle discussion: *Where were you & what do you remember from the time of George Floyd's death and the uprising.*

Option

Listen/read: To [Ella's Song](#) by Sweet Honey and the Rock. As students listen and/or follow along to the lyrics, have them respond to the following questions in their journals:

1. What's the perspective of the song?
2. When was it written?
3. How does the message of the song connect to the present?

Discuss as a class or in pairs: Brainstorm what you remember about George Floyd's death, and the protests that came after. What does Ella's song teach us about these events?

Activity

Show: "[Understanding the Past, Unlocks the Future](#)" Kmart, July 2020.

Introduce [MPD150](#) as they define themselves and the report as a document of study. Briefly note when the report was made, and how it is available to the public.

Discuss: Based on the image and report, invite learners to think about why history can be an important lens to understand current events. *Do you agree that understanding the past unlocks the future? Why or why not? What are the limits of this claim?*

Extension:

- *When and how does a historian consider the beginning of a history?*
- *Whose stories do you tell?*
- *How is time represented (linear, circular, by year or season)?*

Listen/read: Students read and/or listen to the "[Past](#)" section of the MPD150 report (if listening, [start at minute 8:40](#)). As students listen and read along, invite learners to practice annotating the document. Depending on your classroom practices, students can underline words or phrases that stand out to them; circle unfamiliar vocabulary words; write questions or reactions in the margin using emoticons; or write a one-sentence summary of each paragraph.

Possible scaffolds:

- Provide different students with different excerpts, some shorter or easier to comprehend, others more complex, and have them share what they read with their mixed-ability group
- Use clips of the audio recording for students to follow along as they read
- Pre teach vocabulary or provide a glossary

Closing

Homework: Finish listening and/or reading through the "unrestrained" portion of the "past" section of the report.

Brainstorm/analyze: Individually in journals, respond to the prompt "What are two main ideas from this section of the report that are most important?"

Think pair share: What are two main ideas from this section of the report that are most important?

Class analysis/discussion: educator elicits responses from 3-5 students or pairs of students to pull out main ideas from the class as a whole. Discuss themes that emerge from the student responses and record in place that can be used in the next lesson.

This provides a formative check for educators and also gives students a scaffold going into lesson 2.

*Lesson 2 - The Present

Time needed: 1-2 class periods.

Lesson Overview:

In this lesson, students build on their previous understanding and reading of the history of the Minneapolis Police by practicing the historical thinking skills of sourcing and contextualization.

Compelling Questions:

- How does racism manifest in social institutions?
- What is reform?
- When is an institution "unreformable"?

Enduring Understandings:

- Students will understand the historical and present context of structural racism within the MPD.

Enduring skills:

- Students will use historical thinking and research to contextualize police today.
- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text.
- Students will share their perspectives and learn to take other perspectives that they haven't considered before.

Warm-up

Show ["How Black Lives Matter Reached Every Corner of America."](#)

Journal response (learners respond to at least one question):

What do you see? What does that tell you about what is happening in the US and happened this summer? What does it help you remember about what happened / is happening in the Twin Cities? In your own words, what is

BLM all about?

■ **Formative check** (conducted as a Padlet and/or Peardeck): thinking back to class yesterday and the discussion we had at the end of class (give students opportunity to review the class analysis document from lesson 1 closure), why were police departments formed? What were they connected to in history?

Additional resource for teachers or students to extend learning:
<https://www.npr.org/2020/06/03/869046127/american-police>

Activity

Educator: briefly re-introduce MPD150 report to students and pose the question, "what does it mean to read like a historian?" "What should we look for when we read an [informational text](#)?" Discuss as a class.

Elicit historical thinking skills **sourcing and contextualization from discussion**. [Briefly go over the graphic organizer](#) with students, clarifying terms/skills as needed.

Listen/read: Students complete the ["Past" section](#) of the MPD150 report starting with the section "unreformable" (if together, in person, [listen to audio](#) and follow along (will need to use part of the section, not all due to time. As they listen, students take notes on what words or phrases stand out to them.)

- Extension: Students continue with the "Present" section of the report. Choose 1-3 sentences that you think is the claim / thesis of the MPD150 report based upon their research and findings? What is one piece of evidence supporting their claim that stands out to you? (Claim Evidence Reasoning Graphic Organizer)

Share [MPD History from their website](#). Invite students to compare the MPD's history to the MPD150 report, using some of the following prompts:

- *What is the perspective taken here?*
- *What kinds of events were considered important in this telling of history?*
- *How is it different from what you learned in the MPD150 report?*
- *What questions do you still have?*

Whole
class
Extension

■ To scaffold comparisons, small groups of students could use a [digital Venn diagram](#) to compare and contrast information included in the different documents.

■ Invite students to journal on the following questions:

- *What do you think the role of police is?*
- *When, and from whom, did you first learn about the police and their role?*
- *How have your experiences with police impacted your thinking and/or how has your participation in this unit impacted your thinking?*

In small groups, students can share stories based on these questions.

Closing

Discuss: what does the report suggest IS NOT possible? (use word reform/unreformable in discussion)

Journaling - Write 1-2 sentences in your journal reflecting on the report. What do you notice? What patterns do you see? What did you learn (the big takeaways) from the report? What is the perspective of the report? What might have influenced how or why it was written (contextualization)

*Lesson 3 - The Future

Time needed: 3 class periods.

Lesson Overview:

In this lesson, students will review present day movements combating police violence in Minneapolis and beyond. Students will analyze three different texts to explore how these themes currently manifest as well as identify and evaluate different actions groups and entities take to respond to this violence. They will also connect the topic to their immediate community, briefly studying how SRO's are also connected to the broader movement of police abolition. Finally, students will reflect on their learning and growth either individually or in a class discussion to close out the unit.

Compelling Questions:

- How can people keep one another safe and hold one another accountable?
- How is abolition relevant in our lives today?

Enduring Understandings:

- Students will understand the reasons why Minneapolis community members are demanding that the police department be abolished.
- Students will understand that communities can keep one another safe without the police and the prison industrial complex.

Enduring skills:

- Students will use historical thinking and research to contextualize police today.
- Students will analyze the evidence and reasoning used to develop the central claim of a non-fiction text.
- Students will identify patterns of government response to community issues.
- Students will share their perspectives and learn to take other perspectives that they haven't considered before.

Warm-up

Journal: Think of a time when you felt safe. Draw or write about it.

What did it feel like in your body? What helped you to feel safe?

Activity

Day 1 and 2:

Discuss: What helps you feel safe? What did it feel like in your body?

Educator: today we're going to focus on the "present" and "future" aspects of this unit by looking at some of the responses we saw occur in communities after George Floyd was killed. We're going to do this in three different stations. As you engage with the stations, you will record your reactions on side 2 of [the graphic organizer from yesterday](#).

Before starting stations, provide brief context on the [charter commission's connection to policing](#) in Minneapolis. Additionally, ensure students understand what SRO stands for by identifying if the school has SROs.

This activity will likely take two class periods to ensure enough time at each station.

Stations:

- (1) [Listen to 5 minutes audio from testimony on the charter commission](#)
- (2) [Image analysis](#) of murals across the world
- (3) SROs in school: [look at coverage from SPPS and MPS](#)

Day 3:

Review MPD150's ["10 Actions for a Police-Free Future."](#)

Discuss and/or journal: While the Minneapolis Charter Commission has put the City Council's current proposal to change the city charter on hold, it is likely that the debate over policing in Minneapolis will continue. Based on their research and discussions with community members, MPD150 has created ideas for what a future without police could look like. Look at these ideas. *How do they fit into your vision of community safety?*

Extension
1

Closing Project idea:

Students write their own newspaper editorials based on what they think would make their community and city safer. Make sure to share and give feedback.

Extension
2

Closing Project idea:

Students in small groups or as a class come up with action research project questions based upon what they have learned and embark on their own research related to community safety for their school, neighborhood, city.


This might include revisiting policies for discipline at the school, or learning more about other schools and their responses to School Resource Officers (see Curriculum Introduction: How to Use this Unit for more ideas about YPAR)

Closing

Freewrite response to study of policing: [show image](#) by Nikki Ann.

Option 1

- *Looking back at your older journal entries, what have you learned that you didn't know before? What has changed? What in your thinking has stayed the same?*
- *If you could research anything further about this topic, what would you research?*

 **Circle or fishbowl conversation:** using your graphic organizer, take time to reflect on how different communities responded to George Floyd's murder, and how we, as distinct communities can use the past to inform making change for the future.

Option 2

1. What are different ways individuals and groups acted after the murder?
2. Which of these responses sticks out to you the most? Why do you think that?
3. Given what we've learned about the past and the present what response(s) to police violence would *you* like to see?
4. **What is or should be the role of police in the community? Given what you know, can they be reformed?**
5. What questions do you still have?

Mini-Unit Assessments(applicable for all lessons within):

- **Formative assessments** - Conducted in lesson 2 over Padlet or Peardeck. Check for understanding on historical roots of U.S. policing.
- **Summative assessment** - [optional] - Final journal entry and/or fishbowl conversation on the last day can be used as summative assessment tools.
 - [Fishbowl tracking tool for students](#)
 - [Fishbowl rubric for teacher assessment](#)

Reminder - Standards & More

- MN State Standards and Common Core Standards are included as Appendix BL. The BL stands for 'Black Lives,' to tribute the BLM movement.
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Teaching Abolition in the Classroom

Appendix BL
Standards & Benchmarks
Common Core, C3 & MN State

Standards & Benchmarks Addressed

Common Core

*Middle School English

These standards are based on Common Core Standards for grade 7. Many more Common Core Standards are addressed in this curriculum, but major standards are highlighted below. Specific aspects of the standards addressed in this unit are bolded.

Reading

CCSS.ELA-LITERACY.RI.7.1 **Cite several pieces of textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2 **Determine two or more central ideas** in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.6 **Determine an author's point of view or purpose** in a text and analyze how the author distinguishes his or her position from that of others.

Writing

CCSS.ELA-LITERACY.W.7.10 **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

CCSS.ELA-LITERACY.SL.7.1 **Engage effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

*High School English

These standards are based on Common Core Standards for grades 9-10. Many more Common Core Standards are addressed in this curriculum, but major standards are highlighted below. Specific aspects of the standards addressed in this unit are bolded.

Reading

CCSS.ELA-LITERACY.RI.9-10.1 **Cite strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2 **Determine a central idea of a text** and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3 **Analyze how the author unfolds an analysis or series of ideas or events**, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.6 **Determine an author's point of view or purpose** in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

CCSS.ELA-LITERACY.W.9-10.10 **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

CCSS.ELA-LITERACY.SL.9-10.1 **Initiate and participate effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.C **Propel conversations by posing and responding to questions** that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Standards & Benchmarks Addressed

C3 Framework

***Middle School Social Studies**

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.

***High School Social Studies**

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Standards & Benchmarks Addressed

Minnesota State Standards

***Middle School English**

These standards are based on Minnesota State Standards for grades 9-10. Many more of the standards are addressed in this curriculum, but major standards are highlighted below. Specific aspects of the standards addressed in this unit are bolded.

Reading

1. **Read closely** to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

7.5.1.1 **Cite several pieces of textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. **Determine central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.

7.5.2.2 Determine two or more central ideas in a text and **analyze their development** over the course of the text; provide an objective summary of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

7.5.6.6 **Determine an author's point of view or purpose** in a text and analyze how the author distinguishes his or her position from that of others.

9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: (b) Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Writing

10. **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences: (a) Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences: (a) Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

***High School English**

These standards are based on Minnesota State Standards for grades 9-10. Many more of the standards are addressed in this curriculum, but major standards are highlighted below. Specific aspects of the standards addressed in this unit are bolded.

Reading

1. **Read closely** to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

9.5.1.1 **Cite strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. **Determine central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.

9.5.2.2 Determine a central idea of a text and **analyze its development** over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

9.5.3.3 **Analyze how the author unfolds an analysis or series of ideas or events**, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

4. **Interpret words and phrases as they are used in a text**, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

9.5.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

6. Assess how point of view or purpose shapes the content and style of a text.

9.5.6.6 **Determine an author's point of view or purpose** in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

9.5.7.7 **Analyze various accounts of a subject told in different mediums** (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9.5.8.8 **Delineate and evaluate the argument and specific claims** in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

9.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research: (b) Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Writing

10. **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences: (a) Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

***Middle and High School Social Studies**

These standards and benchmarks are for grades 6/9/10/11/12. Many more Minnesota State Standards are addressed in this curriculum, but major standards are highlighted below. Specific aspects of the standards addressed in this unit are bolded.

1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, **practice civic discourse**, vote and participate in elections, **apply inquiry and analysis skills and take action to solve problems** and shape public policy.

9.1.1.1.1 **Demonstrate skills that enable people to monitor and influence** state, local and national affairs.

9.1.1.1.4 **Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.**

20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to **institutionalized**

racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870–1920)

9.4.4.20.5 Describe "Jim Crow" racial segregation and disenfranchisement in the South, the rise of "scientific racism," **the spread of racial violence across the nation**, the anti-Chinese exclusion movement in the West, **and the debates about how to preserve and expand freedom and equality**. (Development of an Industrial United States: 1870–1920)

22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945–1989)

9.4.4.22.7 **Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns**. (Post-World War II United States: 1945–1989)

Teaching Abolition in the Classroom

Appendix M Five More Activities

*Fashion Show

Intention: in the report it is brought up how the culture of MPD shapes behavior. One important facet of culture is clothing/attire/accessories/adornment. Students could create a fashion show sharing their own culture. They could then analyze and reflect on the back and forth relationships between what we wear and how we feel/act. After that they could investigate and analyze the different police uniforms over the years. An additional discussion stream could focus on uniforms and/or job interview attire, and/or the notion of the "power suit" and how people demonstrate power with clothing. One thing that got mentioned often at the start of the JusticeforFloyd Uprising was that what the police were wearing escalated the situation. Reports from people said it gave the appearance of intimidation, facelessness, and translated to an unwillingness to engage at a 'person to person' level.

Support/source: Inspired by hearing about St. Paul Central HS's fashion shows. Also thinking about having many, many, ways for students to show up to share their identity with pride in order to make that commonplace.

Nutshell: *What story does the attire of the MPD tell? How does what we wear influence our behavior? How does our behavior influence what we wear? What is the relationship between clothing and power? How do these choices create culture?*

*Dance Competition

Intention: in the toolkit from MPD 150 there's a great section about rules and in the report about accountability. The idea would be for students to be given the open-ended task of creating a dance competition. In this way they could have an engaging way to deconstruct rules - making, enforcing, navigating grey areas, power/control in groups (who decides). A way to see/feel/know how rules help to create and shape outcomes, expectations, status and feelings of being right/wrong, accepted/rejected, security/fear.

Support/source: Because students are all about these Tik-Tok dance challenges. They're short, though they can range in complexity to learn.

Nutshell: *What is the function of rules? What factors create rules that promote trust? What factors create rules that spread fear? Who's job is rule enforcement - is it always necessary? What does that mean if all the enforcement responsibility falls to one group of people? How does personal accountability come into play? When do rules promote fairness? When do rules undermine fairness?*

*Game Design

Intention: in the MPD 150 report it shows very well that there are different actors playing different games that shape this issue. There are the intentions of the politicians, business owners, police, community members experiencing more safety, community members experiencing less safety. Using build-your-own gaming platforms or building a RPG or table-top game, create a game to show how one or more of these groups is behaving and why. This would be an attempt at getting at the different interests that all kind of get stuck together and in conflict with one another. And a way to look at one aspect, for example, *what are politicians trying to do* and get at the deeper motivations/influences/power dynamics at play. If it was a politician game, maybe characters in the game could be the different mayors over the years. Then students could share their games as a way to learn about the various political interests with examples from actual mayors and what they did/didn't do and why. A variation could be that students play a game together but each person receives a slightly different version of the rules.

Support/source: Students come in with some gaming literacy, by high school I think that sets them up to deconstruct it.

Nutshell: *What happens where there are different groups all acting around one another over the same issue but they each have a unique objective? What happens when everyone is playing a game together but they aren't following the same rules? What happens when the rules of a game switch mid-game?*

*Storytelling Competition

Intention: in the MPD 150 report there are many references to events that have further details on the website. It would be cool to share these stories live. The idea would be students could pick a story and then have a round-robin competition to tell their selected story first in smaller groups and then eventually to the large group. All stories, potentially, could be recorded to share other places in the school or the community. Promotes storytelling & research skills and brings the report to life/off the page. Retelling a story brings up ethical issues that are important and relevant for students who have a lot of familiarity from their experiences with gossip. Students can deconstruct how results change depending on what kind(s) of boundaries a person chooses to honor and analyze appropriate boundaries when telling a story from a culture that they do not share.

Support/source: At Great River School, two teachers in Upper Elementary, did this lesson with students in 4-6th. Students started in small groups practicing their stories. Then competed and voted in their small groups and then performed to larger and larger groups until the final round when two people told stories and everyone in the class voted.

Nutshell: *What else happened? Telling, finding, accessing more of the story.*

***Oral History - partner interviews**

(From the Middle School English Mini-Unit, can be used/adapted for High School & College)

Partner Interview

Ask your partner each of the questions listed below. Listen actively as they answer each question. Ask follow up questions like, "What happened next?" or "How did you feel?" or "Can you remember anything else?" When your partner has told their story, jot down notes or a summary in the box below the question.

On May 25, 2020, a man named George Floyd was killed by Derek Chauvin, a Minneapolis police officer, as three other officers stood next to him and watched.

What do you remember about that day, or the week that came after?

Do you remember anything similar happening in the past? Tell the story/stories that come to your mind.

Do you think the police are doing a good job keeping **your community** safe? Why or why not? (If a story comes to mind that shows your thinking, feel free to tell it!)

What do you think communities need to be safe? (If a story comes to your mind that shows your thinking, feel free to tell it!)