



WRITING LIFE TO LAW ENFORCEMENT

Note: Lessons are designed for 40-minute sessions and may be adapted to small group and/or workshops for middle school, high school, college and adult program settings.

For more information about WeWriteLife contact: info@renewtoday.net

Items	Key Notes
MATERIALS	<ol style="list-style-type: none">1. Copies of The New York Times article about Sergeant Edwin Raymond – A Black Police Officer's Fight Against the N.Y.P.D.2. New Yorker video featuring Edwin Raymond – “We Are Witnesses”: A Portrait of Crime and Punishment in America (Edwin Raymond – N.Y.P.D. Officer)3. Pens, paper, envelopes & stamps
LEARNING OBJECTIVE & OVERVIEW	<ul style="list-style-type: none">• Students will write letters to law enforcement to encourage their ongoing efforts.• This lesson is designed to engage students in writing letters to law enforcement as a tool of social engagement.
ESSENTIAL QUESTION	<i>How can letter-writing be used to encourage social change?</i>
OPENING	Can police officers be activists? Why or why not?
LINK	Students share responses to Do Now. An activist is any person who takes action to encourage social change. There are some police officers who encourage social change even while they serve as officers.
ACTIVE ENGAGEMENT	Focus: <i>What inspired Sergeant Edwin Raymond to become an officer?</i> <ol style="list-style-type: none">1. Watch New Yorker video featuring Edwin Raymond – “We Are Witnesses”: A Portrait of Crime and Punishment in America (Edwin Raymond – N.Y.P.D. Officer) AND/OR <ol style="list-style-type: none">2. Read sections of The New York Times article about Sergeant Edwin Raymond – A Black Police Officer’s Fight Against the N.Y.P.D.3. Invite students to take notes on what stands out to them and/or what they have questions about.4. Discuss the video and/or article:<ul style="list-style-type: none">• What about Edwin Raymond’s story and interest in becoming a police officer connects to anything you have experienced?• How can we encourage him to keep pursuing justice?
MODIFICATIONS	Students can be provided with either the video or the poem to discuss this issue rather than use both. Students may also have access to excerpts of the text with highlighted sections and/or the means to highlight the text while they read it. During the Independent Work students may have access to writing prompts.

<p>Items</p> <p>JUSTACTS (Independent Work)</p>	<p>Key Notes</p> <p>JustActs are WeWriteLife's call to action. Now is the time to demonstrate the power of words.</p> <ol style="list-style-type: none"> 1. Spend time writing letters of encouragement to police officers who stand for justice and stand for the community. (You may want to write to specific officers and/ or a local precinct in your area). 2. Have students identify key themes they want to discuss in writing to police officers 3. Have students self-edit their letters using the Self and Peer Editing Checklist. 		
<p>HOMEWORK</p>	<p>Have students find another article related to the relationship between social activism and law enforcement. During next class session discuss how police officers have helped encourage community change.</p>		
<p>RESOURCES</p>	<p>Article discussing social issues around which police officers and activists share common ground</p>		
<p>STANDARDS</p>	<p>Common Core Standards Writing Standards:</p> <p>Common Core English Language Arts Learning Standards: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Teaching Tolerance Justice and Action Anchor Standards:</p> <table border="0"> <tr> <td data-bbox="456 1066 943 1680"> <p>Justice</p> <p>Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</p> <p>Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> </td> <td data-bbox="971 1066 1463 1680"> <p>Action</p> <p>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p>Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p> <p>Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p> </td> </tr> </table>	<p>Justice</p> <p>Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</p> <p>Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>	<p>Action</p> <p>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p>Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p> <p>Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p>
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<p>NEXT STEP</p>	<p>Once students have written and edited letters, final copies can be mailed with information about the purpose of this letter-writing effort. Students may choose to write to specific officers and/ or a specific precinct.</p>		