

UNIT OVERVIEW

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| Unit Length | Approximately 6 hours (377 minutes). 5 days of class composed of 4 classes of 83 minutes and 1 class of 45 minutes |
| Grade Level(s)/Subject(s) | 10th - 12th - African-American Literature |
| Unit Overview | <p>How is American society shaped by identities, beliefs, and practices?</p> <p>Students will delve into this question -- and many others -- as they explore the various roots of American music and the history that cultivated it. Students will SWIRL through the podcast “The Birth of American Music” by speaking, writing, interacting, reading, and listening. Listening will be key: listening to music— its intonation and inflection, and comparing and contrasting the features— and <i>civilly listening</i> to each other in a Socratic Seminar.</p> |
| Objectives & Outcomes | <p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze a text in preparation for a class discussion and a brief research project about the history of “American Pop” • Identify and analyze the anatomy of a Socratic Seminar • Prepare inquiry questions to actively engage their peers in a Socratic Seminar • Demonstrate civil discussion and listening skills in Socratic Seminars focused on <i>The 1619 Project</i> podcast “The Birth of American Music” |
| Standards | <p>Kansas State Curricular Standards</p> <p><u>Social Studies</u> 4. Societies experience continuity and change over time</p> <p><u>English</u> Reading for Key Ideas & Details</p> <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |

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| | <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><u>Writing</u> W.11-12.9 Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection, and research.</p> <p><u>Speaking & Listening</u> SL.11-12.1 Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p> |
| Unit Resources | <ul style="list-style-type: none">• The 1619 Project• 1619 podcast, episode 3: "The Birth of American Music"• Printed transcript of 1619 podcast, episode 3: "The Birth of American Music" for students (Once on the link, click “transcript” and print copies)• Walker Middle School Socratic Seminar• Blackface: A cultural history of a racist art form• Blackface: The Roots of a Racist Art Form• Separate and Unequal’: How ‘Pop’ Music Holds Black Artists Back: The music industry is debating the term “urban,” but the “pop” category often helps prop up white artists at the expense of the black artists who inspire them by Elias Leight• Coloring the Music Charts: Crossover Acts Make the Lines Blur by Jonathan Taylor• Racism on the Road: The Oral History of Black Artists Touring in the Segregated South by Steve Knopper• “They Take Our Dances. Black users demand TikTok combat cultural appropriation” by Taiylor Simone Mitchell [.pdf] and [.docx]• Teacher-created Presentation and Worksheets• Teacher-created extension activities• Writing utensils• Paper |

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| <p>Performance Task(s)</p> | <p><u>“The Birth of American Music” Socratic seminar</u> Students will engage in a Socratic seminar focused on episode 3: “The Birth of American Music” from the <i>1619 podcast</i>. Students will prepare for this seminar by listening to the podcast, annotating the transcript, and synthesizing ideas from small group discussions and written reflections.</p> <p>In a Socratic Seminar, students help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students are responsible for facilitating their group discussion around the ideas in the text. It is a discussion -- and NOT a debate -- where students practice how to listen to one another and understand the perspectives of others.</p> |
| <p>Assessment/Evaluation</p> | <p><u>Formative</u></p> <ol style="list-style-type: none"> 1. Students submit annotations of the transcript of the podcast. Students should: <ul style="list-style-type: none"> ● Highlight and/or underline things that stand out ● Place question marks next to ideas that they have questions about ● Place exclamation points next to ideas that are surprising ● Circle unknown words 2. Students will assess their thinking, opinions, and understandings of some of the basic themes before AND after they read/listen to the podcast using the Four Corners Worksheet [.pdf] and [.docx] 3. Students submit Do Now assignments and Exit Slips for each class period <p><u>Summative</u> The teacher will use the 1619 Birth of American Music - Socratic Seminar Tracker to assess student performance in Socratic Seminar by tracking the number of times students speak and the types of comments they add to the discussion. Types of comments include:</p> <ul style="list-style-type: none"> ● Questioning a peer ● Referencing the text ● Answering a question posed by a peer ● Making a real-world connection to the text and/or themes ● Sharing a complex understanding of the text <p>Students also assess themselves using the Socratic seminar Self-Analysis worksheet.</p> |

DAILY LESSONS AND RESOURCES

Day 1: Summary of Lesson Themes

Lesson Objective and Essential Questions

Objective:

Students will be able to analyze a text in preparation for a class discussion and a brief research project about the history of “American Pop.”

Essential Questions:

1. How does the media shape one’s perception of a people and/or a community?
2. What is “American popular music”?
3. What part does the media play in giving/creating black identity?
4. Why do you think people of that day were intrigued by blackface? How does this connect to today?
5. Can music be a political statement?
6. What’s the “big issue” in this piece/podcast and why? (i.e. appropriation, media maleficence, capitalism?)
7. Is there one American experience?
8. How would you describe the “Black American” experience? (Is it rooted in a singular experience or identity?)
9. How is American society shaped by identities, beliefs, and practices? (three questions in one)
10. Between the “birth of American music” and today, what has stayed the same? What has changed?
11. Does “decency” depend on the era? (Think about gender, race, sexuality, etc. What’s acceptable and unacceptable about the time and place and how does that relate to this piece?)

Lesson Materials & Resources

- [1619 podcast, episode 3: "The Birth of American Music"](#)
- Printed [Transcript](#) of *The Birth of American Music* for students
- Four Corners Activity Worksheet [\[.pdf\]](#) and [\[.docx\]](#)
- Pop Music Visuals and Take Home Survey Slidedeck [\[.pdf\]](#) and [\[.pptx\]](#)
- [The 1619 Project](#)
- Writing utensils
- Paper

Lesson Activities

Activate Prior Knowledge:

Do Now. Students think, write and share out in pairs or small groups before sharing out with the class:

- In your opinion, what is popular music in 2021/2022?
- What does it sound like? What does it look like?
- Name some “popular” bands, singers, entertainers.

Lesson Steps:

1. **Four Corners.** Students can complete the [Four Corners Activity](#) independently, pairs, or small

groups. Students can strongly agree, agree, disagree, or strongly disagree with the following statements about American music:

- American music has a particular sound.
- There is “Black music” and there is “White music”.
- The media (specifically music, plays, and movies) has the power to create or destroy identities.
- Hope is a key American value.
- American society experiences continuity and change over time.

- 2. New Information / Lesson Preview.** [Pop Music Visuals and Take Home Survey Sliddeck](#) with students. The slide deck provides visual examples of Pop music from the 1950s to the 1990s, the early 1900s, and the late 1800s.

Educator note: you are welcome to also share music that corresponds with the images on each slide.

3. Introduce *The 1619 Project*

- a. Provide a general explanation of *The 1619 Project* and overview of how we will analyze the writing and then discuss the ideas.
- b. Ask students to share their first thoughts on the following quote:

“For centuries, black music, forged in bondage, has been the sound of complete artistic freedom. No wonder everybody is always stealing it.” (p. 60, *The 1619 Project*)

- c. Ask students to restate or add to this quote in their own words. Tell them to explain what this quote means or is trying to say. Students can do this independently through writing or in small group discussion before *sharing out to the class*.

- 4. Begin listening to “The Birth of American Music.”** After listening to the first nine minutes of the episode, ask students to share the following with the class:

- First thoughts
- Standout quotes
- Questions

Written Exit Slip:

Ask students to make a prediction about the topic of the podcast. Share one of the following questions with them:

- From what we’ve done today, what do you think will be the gist of this podcast?
- Predict what this podcast is going to be about?
- What do you predict this podcast will cover?

Homework (optional):

Use slide 14 from the [Pop Music Visuals and Take Home Survey Sliddeck](#) to review the [Top Ten Songs of the Decade survey assignment](#) with students.

Day 2: Summary of Lesson Themes

Lesson Objective & Essential Question

Objective:

Students will be able to analyze a text in preparation for a class discussion about the history of “American Pop”.

Essential Questions:

1. How does the media shape one’s perception of people and/or a community?
2. What is “American popular music”?
3. What part does the media play in giving/creating black identity?
4. Why do you think people of that day were intrigued by blackface? How does this connect to today?
5. Can music be a political statement?
6. What’s the “big issue” in this piece/podcast and why? (i.e. appropriation, media maleficence, capitalism?)
7. Is there one American experience?
8. How would you describe the “Black American” experience? (Is it rooted in a singular experience or identity?)
9. How is American society shaped by identities, beliefs, and practices? (three questions in one)
10. Between the “birth of American music” and today, what has stayed the same? What has changed?
11. Does “decency” depend on the era? (Think about gender, race, sexuality, etc. What’s acceptable and unacceptable about the time and place and how does that relate to this piece?)

Lesson Materials & Resources

- [1619 podcast, episode 3: "The Birth of American Music"](#)
- Printed Transcript of [The Birth of American Music](#) for students
- Writing utensils
- Highlighters

Lesson Activities

Activate Prior Knowledge:

1. **Do Now:** Review and discuss answers from last class’ exit slips.
2. Review basic concepts from last class’ first 9 minutes of the podcast connecting them to students’ exit slip answers. Use student comments to craft a handful of questions.

Key Terms:

Define the following key vocabulary words:

- Minstrelsy
- Cultural Appropriation

Lesson Steps:

1. **Set Podcast Expectations.** Pass out copies of the [printed transcript of 1619 podcast, episode 3: "The Birth of American Music"](#). Inform students that you'll listen to the whole podcast episode. Tell them that you will stop often for reflection and discussion. Share / review the following expectations:
 - a. Follow along using your printed transcript
 - b. Annotate the text:
 - highlight and/or underline things that stand out to you or that you have questions about
 - write question marks next to ideas you have questions about
 - write exclamation points next to surprising information
 - circle unknown words

2. **Listen to "The Birth of American Music."** Start the podcast from the beginning (relistening to the first 9 minutes but WITH the transcript)

Educator note: the following are timestamps of good places to stop for reflection and discussion. Use none, one, or all of the questions listed, pick and choose your timestamps. Students can answer the questions in pairs, small groups or as a whole group.

- a. Timestamp: 4:42
 - "What I'm hearing in all of these songs is, basically, blackness."
-Do you agree with the author? Why or why not?
 - In your opinion, what is "blackness"? (Helpful Push: Use your 5 senses.)
 - In your opinion, how is "Black music" different from "white music"?
- b. Timestamp: 8:53 "This is the sound not just of black America...it's this historical pain that is responsible for this music."
 - What is the "historical pain" to which he's referring?
 - Is some of that pain "current pain"?
 - Do you agree or disagree with the author? Why?
- c. Timestamp: "--this undeniable sound of hope."
 - Do you agree with the author? Why or why not?
- d. Timestamp: 15:41 "...This is the night that American popular culture was born."
 - What's been the most surprising so far and why?
 - What are your general thoughts and feelings
- e. Timestamp: 17:31 "...And so they just made stuff up, based on what they thought black people were like."
 - Is this still an issue today?
 - If so -- or if not -- how do you know?
- f. Timestamp: 21:20 "Part of the problem that we still live with now is...even if you were black."
 - Summarize this section in your own words.
- g. Timestamp: 23:40
 - What reasons does the author give for America's desire for

minstrelsy?

- Do you agree or disagree?

Written Exit Slip:

1. Ask students to write a brief reflection about their general thoughts about the podcast and the questions that it sparked for them (100 words or so).
2. Ask students to come up with one word that you'd use to describe this podcast. Have students share their one word out loud to the class in quick succession.
3. As a class, develop a bank of class questions about the podcast and American music.

Day 3: Summary of Lesson Themes

Lesson Objectives & Essential Questions

Objective:

Students will be able to

- Identify and analyze the anatomy of a Socratic Seminar
- Prepare inquiry questions to actively engage their peers in a Socratic Seminar

Essential Questions:

1. How does the media shape one's perception of a people and/or community?
2. What is "American popular music"?
3. What part does the media play in giving/creating black identity?
4. Why do you think people of that day were intrigued by blackface? How does this connect to today?
5. Can music be a political statement?
6. What's the "big issue" in this piece/podcast and why? (i.e. appropriation, media maleficence, capitalism?)
7. Is there one American experience?
8. How would you describe the "Black American" experience? (Is it rooted in a singular experience or identity?)
9. How is American society shaped by identities, beliefs, and practices? (three questions in one)
10. Between the "birth of American music" and today, what has stayed the same? What has changed?
11. Does "decency" depend on the era? (Think about gender, race, sexuality, etc. What's acceptable and unacceptable about the time and place and how does that relate to this piece?)

Lesson Materials & Resources

- [1619 podcast, episode 3: "The Birth of American Music"](#)
- Completed Four Corners Activity Worksheet
- [Walker Middle School Socratic Seminar](#)
- Teacher's Socratic Seminar Expectations / Norms [\[.pdf\]](#) and [\[.docx\]](#)
- 1619 Podcast: The Birth of American Music Socratic Seminar Potential Questions [\[.pdf\]](#) and [\[.docx\]](#)
- Printed Transcript of [The Birth of American Music](#) for students
- Writing utensils
- Highlighters

Lesson Activities

Activate Prior Knowledge:

1. **Do Now.** Instruct students to review their exit slip reflections from the last lesson and their annotations on their transcripts texts. Have them share the following through small or whole group discussion:
 - New thoughts
 - The "why" of the one word exit slip from the previous class period
2. Revisit their 4 Corners sheets and encourage them to analyze their responses by responding to the following questions through small or whole group discussion:
 - What changed? Why?

- What stayed the same? Why?

Lesson Steps:

- 1. The Specifics of a Socratic Seminar.** Introduce the Socratic Seminar method as a way to engage curiously with the ideas in *The Birth of American Music*. Tell students they will watch a video that explores what a Socratic Seminar is.
 - a. Before watching [Walker Middle School Socratic Seminar](#), instruct them to think and get ready to answer the following questions:
 - What did you notice?
 - What stands out?
 - b. After watching the video, choose volunteers to share their responses.
 - c. Break students up into small groups to discuss how they feel about Socratic Seminar and why they feel that way. Make time for students to share their conversations with the whole group.
- 2. Establish Seminar Norms.** Now that students have seen what Socratic Seminar looks like, ask them to brainstorm expectations, rules, and norms they'd like to have in place in order to feel comfortable engaging in discussion. Students can discuss their ideas in small groups or as a whole class.
 - Create a class list of expectations and add teacher's expectations to the list from the Teacher's Socratic Seminar Expectations / Norms. Both lists will most likely be similar.
- 3. Review or Introduce Fish Bowl and Fire Seat:** Review the following Socratic Seminar practices for students and allow time for students to voice questions & concerns:
 - Fish Bowl
 - Fire Seat

Educator notes on teaching fish bowl and fire seat:

*With my **fish bowl**, I try to get "the right mix" of kids on the inside and outside. Before we start the Socratic Seminar, I get a list of my kids in front of me, and then I "rank" them as mild, medium, and spicy. I try to make the outside and inside "bowls" an even-ish mix of mild and medium (group 1) and medium and spicy (group 2). The inside bowl's only duty is to refer to the text when it's referenced, listen to people, and respond to others. I give them a list of sentence / conversation starters (see 1619 Podcast: The Birth of American Music Socratic Seminar Potential Questions)*

It really all depends on the class, but the **fire seat** allows my "spicy" kids to jump in and "kick it up a notch" while still being "contained". Fire seat folks always have to ask me for permission to join the group (They do so quietly by either raising their hand and getting a nod from me, or by approaching my desk and stating their question/comment.

I try to be a fly on the wall during these discussions. They know they have "permission to speak freely" as long as it's respectful. So the fire seat allows my "spicy" kids to interject in a calm way that rekindles the conversation without outright pouring gasoline on the situation. Folks can only use the fire seat once.

- 4. Prepare for Your Socratic Seminar.** Have students review their podcast notes and annotations and prepare one or both of the following items:
 - 3 questions and/or comments to bring to the Socratic Seminar in order to keep the discussion going

- A quote/sentence from the podcast that stands out to you and an explanation of why it resonates. Students can share this with a partner to receive feedback.

Educator note: review the 1619 Podcast: The Birth of American Music Socratic Seminar Potential Questions worksheet to support your Socratic seminar.

Written or Verbal Exit Slip:

- On a scale from 1 to 5 -- with 1 being "I am not at all ready" and 5 being "I'm ready to do this!"
- How are you feeling about participating in the Socratic Seminar and why?

Day 4: Summary of Lesson Themes

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| Lesson Objective & Essential Questions |
| <p><u>Objective:</u> Students will be able to prepare inquiry questions to actively engage their peers in a Socratic Seminar.</p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How does the media shape one’s perception of a people and/or community? 2. What is “American popular music”? 3. What part does the media play in giving/creating black identity? 4. Why do you think people of that day were intrigued by blackface? How does this connect to today? 5. Can music be a political statement? 6. What’s the “big issue” in this piece/podcast and why? (i.e. appropriation, media maleficence, capitalism?) 7. Is there one American experience? 8. How would you describe the “Black American” experience? (Is it rooted in a singular experience or identity?) 9. How is American society shaped by identities, beliefs, and practices? (three questions in one) 10. Between the “birth of American music” and today, what has stayed the same? What has changed? 10. Does “decency” depend on the era? (Think about gender, race, sexuality, etc. What’s acceptable and unacceptable in relation to the time and place and how does that relate to this piece?) |
| Lesson Materials & Resources |
| <ul style="list-style-type: none"> • 1619 podcast, episode 3: "The Birth of American Music" • Printed and annotated transcript of The Birth of American Music for students • Writing utensils • 1619 Extension Activities Worksheet [.pdf] and [.docx] |
| Lesson Activities |
| <p><u>Activate Prior Knowledge:</u></p> <p>Do Now: Tell students to rename the podcast and give a reason why before sharing their revised titles with the class.</p> <p><i>Educator note: share this example if students need support: “Bling! Bling! Monetizing the Sounds of Blackness”: The podcast goes into the history of how popular music was created using Black people as inspiration and monetizing that creativity while simultaneously presenting a false depiction of them.</i></p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Individual Conferencing. While students are preparing for Socratic seminar and completing listing extensions, hold one-on-one conferences. Check in with students who may be uncomfortable with participating in the Socratic Seminar |

Educator Note: depending on the circumstances, students can have an alternate assignment and/or have alternative responsibilities such as time keeper or notetaker. They can also write faux tweets of the discussion. Offer students roles that show they are listening and thinking about what's being said. Check-ins should be done beforehand as well in order to let the students know their options without publicizing the 'opt-out' options.

2. Review and reflect. Students should relisten to the podcast in its entirety with pauses for reflection and sharing. Use the natural breaks in the podcast to pause the audio. During breaks, encourage students to write conversation questions, comments, and/or general observations to use in the next class period's Socratic Seminar.
3. Students can participate in a range of reflection activities:
 - a. Students can participate in the listening extensions listed in the [1619 Extension Activities worksheet](#).
 - b. Students can revise, edit, or add to their last written reflection about the podcast from class session #2
 - c. Students can independently prepare for the Socratic Seminar in any of the following ways:
 - i. Generating more questions
 - ii. Defining unknown vocabulary
 - iii. Conversing with fellow students
 - d. Students can respond to a pullout quote from the written article from *The 1619 Project* about Black music: "When we're talking about black music, we're talking about horns, drums, keyboards and guitars doing the unthinkable together. We're also talking about what the borrowers and collaborators don't want to or can't lift — centuries of weight, of atrocity we've never sufficiently worked through, the blackness you know is beyond theft because it's too real, too rich, too heavy to steal."

Exit Slip

Have students share their "Fist to Five" ranking of the podcast and explain the reason for the ranking to the class, small group or elbow partner.

Day 5: Summary of Lesson Themes

| Lesson Objective(s) or Essential Question(s) |
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| <p><u>Objective:</u> Students will be able to actively and civilly participate in a Socratic Seminar discussion about The 1619 Project’s podcast “The Birth of American Music”.</p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How does the media shape one’s perception of people and/or a community? 2. What is “American popular music”? 3. What part does the media play in giving/creating black identity? 4. Why do you think people of that day were intrigued by blackface? How does this connect to today? 5. Can music be a political statement? 6. What’s the “big issue” in this piece / podcast and why? (i.e. appropriation, media maleficence, capitalism?) 7. Is there one American experience? 8. How would you describe the “Black American” experience? (Is it rooted in a singular experience or identity?) 9. How is American society shaped by identities, beliefs, and practices? (three questions in one) 10. Between the “birth of American music” and today, what has stayed the same? What has changed? 10. Does “decency” depend on the era? (Think about gender, race, sexuality, etc. What’s acceptable and unacceptable in relation to the time and place and how does that relate to this piece?) |
| Lesson Materials & Resources |
| <ul style="list-style-type: none"> ● 1619 podcast, episode 3: "The Birth of American Music" ● Printed and annotated transcript of <i>The Birth of American Music</i> for students ● Writing utensils ● 1619 Extension Activities worksheet ● Personal List of Questions for Socratic Seminar ● 1619 Podcast: The Birth of American Music Socratic Seminar Potential Questions ● Socratic seminar Self-Analysis |
| Lesson Activities |
| <p><u>Activate Prior Knowledge:</u></p> <p>Do Now: Physical preparation for Socratic Seminar - passing out annotated papers, putting desks into fishbowl formation, etc.</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Set up the Socratic Seminar. <ol style="list-style-type: none"> a. Review the norms for today’s Socratic seminar. b. Answer student questions about the activity and procedures. c. Teacher modification: hand out and read aloud 1619 Podcast: The Birth of American Music d. Socratic Seminar Potential Questions for discussion (students will have their own questions) |

2. **Run Group 1's Socratic Seminar.** Hold about 10 to 12 minutes for the discussion (adjust the time according to your students' needs)
3. **Run Group 2's Socratic Seminar.** Hold about 10 to 12 minutes for the discussion (adjust the time according to your students' needs)
4. Have students complete the Socratic seminar Self-Analysis

Exit Slip

Have students share their "Fist to Five" ranking of the podcast and explain the reason for the ranking to the class, small group or elbow partner.

Extension Activities

1. **Take-Home Survey: Top Ten Songs of the Decades.** The Top 10 songs for the decades between 2010 - 1950 are listed. Students are asked to survey older people to see how familiar they are with “pop music” of various time frames. This data will be sorted by age, sex/gender identity, and race just to see what kinds of correlations can be made. Also, students can listen to the top most familiar songs across demographics to “check them for cultural appropriation” by doing a listening study that examines “black elements” performed by non-black artists.

2. **Preparing Our Ears to Listen: Comparing & Contrasting Songs for “Soul”.** Have students listen to two songs. Both songs are the same. The groups are not. Take notes about each song’s melody/harmony, lyrical delivery, instrumentation, overall style and feel. Have students discuss the similarities and differences between each song.

- Exemplar and song pairings [\[.pdf\]](#) and [\[.docx\]](#)
- Blank handout for students [\[.pdf\]](#) and [\[.docx\]](#)

3. **Musical Research Project.** Research a Black musician mentioned in the podcast. Craft a presentation that explores the musician’s life and examines one of the songs they created.

4. **Explore The History of Blackface:** Watch the following videos about Blackface and write a brief reflection summarizing your key takeaways.

- a. [Blackface: A cultural history of a racist art form](#)
- b. [Blackface: The Roots of a Racist Art Form](#)

5. **Read Long-form Narrative Articles:**

- [Separate and Unequal: How ‘Pop’ Music Holds Black Artists Back: The music industry is debating the term “urban,” but the “pop” category often helps prop up white artists at the expense of the black artists who inspire them](#) by Elias Leight
- [Coloring the Music Charts: Crossover Acts Make the Lines Blur](#) by Jonathan Taylor
- [Racism on the Road: The Oral History of Black Artists Touring in the Segregated South](#) by Steve Knopper

6. **Respond to a pullout quote from the written article from *The 1619 Project* about Black music.**

“When we’re talking about black music, we’re talking about horns, drums, keyboards and guitars doing the unthinkable together. We’re also talking about what the borrowers and collaborators don’t want to or can’t lift — centuries of weight, of atrocity we’ve never sufficiently worked through, the blackness you know is beyond theft because it’s too real, too rich, too heavy to steal.”

7. **Learn about Cultural Appropriation on TikTok.** Read “They Take Our Dances. Black users demand TikTok combat cultural appropriation” by Taiyler Simone Mitchell