

Titel

Er ord stærkere end vold? / Is language stronger than violence?

Underviser

Navn	Kristina Doebelin
Uddannelse	English / Engelsk

Introduktion til undervisningen

Hi guys!

I grew up in the United States, and in this workshop, I want to take you into the heart of the American Civil Rights movement. Together, we will look at how words can unite people, inspire – but also provoke.

Civil Rights: How does a country like the United States gain civil rights after subjecting Black Americans to slavery for 246 years?

It is a question that is still struggled with today, but I would like to go back in time to examine some of the key figures in the Civil Rights movement like Martin Luther King and Malcolm X. We will start by creating a timeline introducing the 1960s, and we will discuss different rhetorical tactics both men employ. While MLK and Malcolm X have different viewpoints, their way of using language as a tool of promoting revolution is what we are really dissecting.

What is it that these iconic speakers do with their words that inspired a generation of change, and how can we use language as the ultimate weapon?

Dansk: Hej alle sammen!

Jeg er vokset op i USA, og i denne workshop vil jeg tage jer med ind i hjertet af den amerikanske borgerrettighedsbevægelse. Sammen skal vi undersøge, hvordan ord kunne samle folk, inspirere – men også provokere.

Borgerrettigheder: Hvordan kan et land som USA opnå borgerrettigheder efter at have underlagt sorte amerikanere slaveri i 246 år?

Det er et spørgsmål, man stadig kæmper med i dag, men jeg vil gerne tage jer med tilbage i tiden og se nærmere på nogle af de centrale skikkelser i borgerrettighedsbevægelsen – som Martin Luther King og Malcolm X. Vi begynder med at lave en tidslinje, der introducerer 1960'erne, og derefter diskuterer vi de forskellige retoriske strategier, som begge mænd

benyttede. Selvom MLK og Malcolm X havde forskellige synspunkter, er det især deres måde at bruge sproget som et redskab til at fremme revolution, vi skal dykke ned i.
Hvad er det, disse ikoniske talere gør med deres ord, der inspirerede en hel generation til forandring – og hvordan kan vi selv bruge sproget som det ultimative våben?

Forberedelse (svarende til max. 15 minutters forberedelsestid)

None / Intet

Resources for use during the lesson on following pages

Resources for use during the lesson:

Sources for Timeline Questions:

- **1. African arriving in America as slaves**
 - <https://www.nps.gov/articles/000/arrival-of-the-first-africans-in-1619.htm>
 - Questions:
 - When did it occur?
 - Where did the slave ship land?
 - How many people were on the ship?
 - Which country were the slaves taken from?
 - How many years after this did slavery continue in the United States?
- **2. Civil War & Abolition of Slavery:**
 - Questions:
 - When was the Civil War?
 - <https://www.britannica.com/event/American-Civil-War>
 - Which Amendment to the Constitution abolished slavery and in which year?
 - <https://www.reaganlibrary.gov/constitutional-amendments-amendment-13-abolition-slavery>
 - What is the Emancipation Proclamation?
 - <https://www.archives.gov/milestone-documents/13th-amendment>
 - Same link for the following two questions:
<https://www.britannica.com/event/assassination-of-Abraham-Lincoln>
 - Who was President during the Civil War?
 - How did Abraham Lincoln die?
- **3. Plessy vs. Ferguson/Brown vs. Board of Education:**
 - Questions:
 - Link for these two questions: <https://www.archives.gov/milestone-documents/plessy-v-ferguson>
 - When was Plessy vs. Ferguson?
 - What was it?
 - Link for these questions:
<https://www.britannica.com/event/Brown-v-Board-of-Education-of-Topeka>
 - When was Brown vs. Board of Education?
 - What was it?
- **4. March on Washington, Civil Rights Act, & Voting Act:**
 - Questions:
 - Same link for following two questions:
<https://www.naacpldf.org/march-on-washington/>
 - When was the March on Washington?
 - What was it?
 - Same link for following two questions:
<https://www.archives.gov/milestone-documents/civil-rights-act>
 - When was the Civil Rights Act?
 - What did it say?

- Same link for following two questions?
<https://www.archives.gov/milestone-documents/voting-rights-act>
 - When was the Voting Act?
 - What did it allow?

Speech Transcriptions

Speech One:

“Malcolm X’s Fiery Speech Addressing Police Brutality:”

https://www.youtube.com/watch?v=6_uYWDyYNUg

Transcript made with help of ChatGPT and CoPilot

In order for you and me to devise some kind of method or strategy to offset some of the events, or the repetition of the events, that have taken place here in Los Angeles recently, we have to go to the root. We have to go to the cause.

Dealing with the condition itself is not enough. And it is because of our effort toward getting straight to the root that people oftentimes think we are dealing in hate.

We are oppressed.

We are exploited.

We are downtrodden.

We are denied not only civil rights but even human rights.

So the only way we’re going to get some of this oppression and exploitation away from us, or aside from us, is to come together against the common enemy.

Who taught you to hate the texture of your hair?

Who taught you to hate the color of your skin—to such an extent that you bleach to look like the white man?

Who taught you to hate the shape of your nose and the shape of your lips?

Who taught you to hate yourself from the top of your head to the soles of your feet?

Who taught you to hate your own kind?

Who taught you to hate the race that you belong to, so much so that you don't want to be around each other?

No. Before you come asking Mr. Muhammad, 'Does he teach hate?' you should ask yourself: Who taught you to hate being what God gave you?

And I, for one, as a Muslim, I believe that the white man is intelligent enough—if he were made to realize how Black people really feel and how fed up we are without that old compromising sweet talk.

Stop sweet-talking him. Tell him how you feel. Tell him what kind of hell you've been catching, and let him know that if he's not ready to clean his house up—if he's not ready to clean his house up—he shouldn't have a house.

It should catch on fire and burn down.

Speech Two:

MLK: "'I've Been to the Mountaintop": In Final Speech, MLK Spoke of Reaching "Promised Land" of Equality"

https://www.youtube.com/watch?v=v5YWS_fYREw

Transcript made with the help of Chat GBT

Background: On April 4th, 1968, MLK was assassinated at a hotel in Memphis, Tennessee at 39 years old. He was there supporting a sanitation workers strike, and this was his final speech delivered the day before his death. There had previously been an assassination attempt against MLK where a woman stabbed him in the chest with a letter opener. The doctors told him that if he had sneezed, he would have died. A white girl in ninth grade attending the White Plains High School wrote him a letter expressing her happiness that he did not sneeze.

Time Stamps: [3:41-5.50]

I want to say tonight that I too am happy that I didn't sneeze because if I had sneezed, I wouldn't have been around here in 1960, when students all over the South started sitting in at lunch counters. And I knew that as they were sitting in, they were really standing up for the best in the American dream and taking the whole nation back to those great wells of democracy which were dug deep by the founding fathers in the Declaration of Independence and the Constitution.

If I had sneezed, I wouldn't have been around here in 1961, when we decided to take a ride for freedom and ended segregation in interstate travel.

If I had sneezed, I wouldn't have been around here in 1962, when the Negroes in Albany, Georgia decided to straighten their backs up. And whenever men and women straighten their backs up, they are going somewhere, because a man can't ride your back unless it is bent.

If I had sneezed—if I had sneezed—I wouldn't have been here in 1963, when the Black people of Birmingham, Alabama aroused the conscience of this nation and brought into being the Civil Rights Bill.

If I had sneezed, I wouldn't have had a chance later that year, in August, to try to tell America about a dream that I had had.

If I had sneezed, I wouldn't have been down in Selma, Alabama to see the great movement there.

If I had sneezed, I wouldn't have been in Memphis to see a community rally around those brothers and sisters who are suffering. I'm so happy that I didn't sneeze...

[6:42-7:06]

SDU

SDU Takeover

And then I got into Memphis, and some began to say the threats—or talk about the threats—that were out there, or what would happen to me from some of our sick white brothers. Well, I don't know what will happen now. We've got some difficult days ahead.