Monday, February 4th, 2019

Courtney Burrell, Lower/Upper Elementary
Last Stop on Market Street

Standards

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Common Core State Standards Common Core English/Language Arts

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Common Core State Standards Common Core English/Language Arts

BLM Principles

**BLM.G** Globalism: Seeing ourselves as part of the global Black family and understanding how we are impacted or privileged by our positioning in the world Teachers' Democracy Project Black Lives Matter

**BLM.D** Diversity: Acknowledging, respecting, and celebrating differences and commonalities Teachers' Democracy Project Black Lives Matter

Objective

Students will be able to compare the point of view of two characters by referring to the details in the text, *Last Stop on Market Street*, to see what is beautiful in their community.

Materials

- BLM Week Reflective Journal
- Book: *Last Stop on Market Street* by Matt de la Peña
- Chart Paper
- Sequence timeline worksheet
- Letter about BLM Week.pdf
- LSoMS Sequencing Organizer.pdf

Procedures

Introduction to New Material

1. Note: Throughout Black Lives Matter Week, students will use a reflection journal each day. These should be created using the template attached.
2. Students will complete a journal entry on Day 1 in their booklet answering: "What does it mean to be you? When do you feel good about yourself?" Encourage students to think about things they like, their family members, their communities, etc. Students will revisit this at the end of the week.
3. Teacher will lead a discussion about what BLM Week is and how we are going to focus on identifying who we are and how we are unique. We will also analyze what it means to live in Baltimore and its uniqueness. ("Throughout the week we will transform our way of thinking about our community and ourselves. BLM Week is a time where we celebrate African American culture and learn what makes it unique and special.") Note: See attached letter about BLM Week to share information and lead a brief discussion.
Direct Instruction
1. The teacher will instruct students to think about a journey that they travel as a part of a weekly or daily routine. (To/from school, to the store, to a family member’s house, to church).
2. Instruct students to turn and talk about things they see on this journey in sequential order.
3. Explain to students that they will be reading a book about a boy who completes the same journey with his grandmother each week after church on the bus. The boy see’s things that do not fit his definition of beautiful and he does not want to take this trip every week after church. His grandmother sees these things as beautiful and persuades the boy to think differently.
4. Display the given sequence timeline as you read the story or create one on the board/chart paper. Review this skill, if needed, with students before beginning.
5. Begin reading the story and stop at the first stopping point (page 4). Complete a think aloud of how Nana see's this tree differently than CJ. CJ see’s that he is getting wet by the rain waiting for the bus, but Nana gets him to see that the tree is just drinking because it is thirsty.
6. Add this as the first moment on the sequence timeline. The timeline is showing each occasion Nana helps CJ find the beauty in something in their community.
7. When adding to the sequence timeline, add “the tree is drinking the rain”. For lower grades, draw a picture of the moment.

Guided Instruction
1. Distribute the student version of the sequence timeline (with the first stopping point already filled in).
2. Read to page 9. Have students turn and talk about how Nana describes the bus. CJ would rather have a car instead of taking the bus, but Nana shows him how he would miss Mr. Dennis (bus driver) and his tricks.
3. Model how students should add this moment to their timeline.
4. Repeat this process for page 13 (the blind man), page 16 (guitar player), page 22 (the neighborhood).
5. Conduct a discussion after reading pages 22-23. When you look at things in your community, what do you see? Do you think more like CJ or Nana? What is beautiful? How do we define beauty? How does each of use see beauty as something different?
6. Extend this conversation to discuss the difference between how Nana and CJ define beauty. How can we be like Nana and define beauty in things some people may not see as beautiful?

Independent Practice
1. “Nana helps CJ see that there is beauty everywhere we look. Let's look around outside and see what beauty we can find around us”. Have students go on a learning walk around the school's neighborhood. Complete a sequence timeline activity verbally with the students, noting landmarks they see as they walk. Make sure the significance of each landmark is discussed. If there is anything you encounter during the walk that is unique to Baltimore, be sure to emphasize this to students. Instruct them to write down several things they see on a blank version of the sequence timeline used in the lesson. Guide them to think of things they usually see as being a negative aspect of their community.
2. Have them write a short description and frame it positively, like Nana from the story.
3. Students should use descriptive vocabulary (see, hear, smell, taste, feel) to describe things they encounter.

Extension
1. Have students go back to thinking about the journey they take on a weekly or daily basis.
2. Instruct them to write down several things they see on a blank version of the timeline used in the lesson. Guide them to think of things they usually see as being a negative aspect of their community.
3. Have them write a short description and frame it positively, like Nana from the story.
4. Students should use descriptive vocabulary (see, hear, smell, taste, feel) to describe things they encounter.
5. The teacher should model this using their journey to work.
Assessment
Have students complete a journal entry answering the following question: Why does Nana see the world the way she does? (Nana is working to change her community. As a change agent, she is looking for aspects in her community that may be seen as negative. She is constantly looking for things she can change and what she can do to frame things positively.

Homework
Have students complete a writing prompt. "Think like Nana. Nana works to change her community by volunteering at the soup kitchen. What are some things you can change in your community right now?"
Dear Principal,

This year marks the second year that Baltimore City students, educators and community members will be participating in the Black Lives Matter At School Week of Action. The Week of Action is intended to create opportunities to build community and take action in support and defense of Black youth in Baltimore City. Throughout the week, students and educators alike are encouraged to wear Black Lives Matter shirts to school, and share their conversations and pictures on social media using the hashtags #BLMatSchool and #BlackLivesMatterAtSchool. Both nationally and locally, educators will be teaching lessons about structural racism, intersectional Black identities, Black history, and anti-racist movements. Schools and area organizations will be hosting events intended to help people deepen relationships, learn from one another, and take action together.

In this time of rising hate crimes across the United States, it is urgent that schools actively combat racism. Also, in this era of mass incarceration, we must acknowledge and combat the school-to-prison-pipeline that is more invested in locking up youth than unlocking their minds. We must dedicate time and resources to dismantling a system that uses harsh discipline policies to push Black students out of schools and into prisons; that denies students the right to learn about their own cultures and whitewashes the curriculum to exclude many of the struggles and contributions of Black people and other people of color; and is pushing out Black educators from schools around the country. For those reasons, BLM at School has these four demands:

1) End “zero tolerance” discipline, and implement restorative justice
2) Hire more Black teachers
3) Mandate Black history and ethnic studies in K-12 curriculum
4) Fund counselors, not cops

Here in Baltimore City, we have crafted a set of local demands intended to be concrete ways that we will address the racial disparities black youth in our city face.

We, the undersigned members of the community, ask that you endorse the Black Lives Matter at School Week of Action and allow students to wear Black Lives Matter at School shirts as an alternative to their school uniforms for the week of February 4th. We also ask that teachers be given the flexibility to teach lessons aligned to the 13 principles of the Black Lives Matter movement. We ask that you stand with Black students and educators participating in this important moment.

Additional Resources:

National Black Lives Matter at School Website
National Black Lives Matter at School Starter Kit
Local Demands for Baltimore Black Lives Matter Week of Action
## Last Stop on Market Street

Directions: Write how CJ and Nana feel about certain events in each box as they happen in the story.

<table>
<thead>
<tr>
<th>Event</th>
<th>CJ</th>
<th>Nana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking in the rain</td>
<td></td>
<td></td>
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<tr>
<td>Not having a car</td>
<td></td>
<td></td>
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<tr>
<td>Meeting the blind man</td>
<td></td>
<td></td>
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<tr>
<td>Listening to the guitar player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking through the dirty city</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to the soup kitchen</td>
<td></td>
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</tbody>
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Black Lives Matter Curriculum

Tuesday, February 5th, 2019

Courtney Burrell, Lower/Upper Elementary
We Are A Family

Standards
CCSS 4 RL 3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Maryland English Language Arts
CCSS 4 RL 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Maryland English Language Arts

BLM Principles
BLM.BV Black Villages: Disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another Teachers' Democracy Project Black Lives Matter
BLM.D Diversity: Acknowledging, respecting, and celebrating differences and commonalities Teachers' Democracy Project Black Lives Matter
BLM.CV Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers' Democracy Project Black Lives Matter

Objective
Students will be able to describe a community member in depth by referring to specific details in the text The Barber's Cutting Edge.

Materials
- Family Scavenger Hunt
- Book: The Barber's Cutting Edge by Gwendolyn Battle-Lavert
- Chart paper
- Markers
- Family Scavenger Hunt.pptx

Procedure/Strategies
Introduction to New Material
1. Students will complete a scavenger hunt to explore the families of their peers.
2. The teacher will explain to students that all families are different. Everyone in the class may have a different family structure (mom and dad; step parents, grandparents, foster parents), but we still consider this a family.
3. The teacher will distribute the scavenger hunt sheet. This sheet will be a 4x4 of boxes that have different family types listed. Students will be required to walk around and talk to different peers about their families and which peers have families listed on their sheet. Students will then put the name of their peer that matches the family structure on the line in the box. (Note: [Differentiation] Teachers can make this a competition by timing students to see who can get the most in a certain amount of time -or- seeing which students get 4 in a row first. The worksheet will be an editable template which allows teachers to add pictures to aid students with reading or to change the family structures to accommodate their class.)

4. The teacher will then lead a quick discussion about the activity by asking the following questions:
   
   - a. Explain a family structure that you learned about through this activity that is different from your own. How is this different from what you know about families?
   - b. What makes someone family?
   - c. Who are people that we may not be related to (community members) but we consider them as family?

**Direct Instruction**

1. Note: This lesson will be focused on a character analysis of the Mr. Bigalow in The Barber’s Cutting Edge. To analyze a character, emphasize that students must focus on the character’s actions and words. This will uncover how the character is seen as a family member to others in the community. It will also help students make the connections to their own communities.

2. The teacher will create an Anchor Chart (if needed) to explain the process of analyzing a character. This chart should be referred to throughout the lesson.

3. Teacher will quickly explain the process of looking at a character’s actions and words through a think aloud using a previously read book that students are familiar with.

4. The teacher will use a chart that is similar to the chart that will be used by students later in the lesson. The chart will require teachers to identify four of the characters actions, words or thoughts to see what type of trait we can tie to the character.

**Guided Practice**

1. The teacher will complete a read aloud of The Barber’s Cutting Edge.

2. While reading, the teacher will use the same chart as students to identify actions, thoughts, and words of the main character to determine what characteristics Rashaad uses to consider Mr. Bigalow as family.

3. First Stopping Point: Teacher Model: (page 6) The teacher should add to the chart that Mr. Bigalow shows he cares about Rashaad’s grades in school because he is asking about his new vocabulary words. Mr. Bigalow is offering to help Rashaad study. Make note of the people who have already helped Rashaad with his words. (His mother, father, and sister). Ask: How can we see that Rashaad might consider Mr. Bigalow as someone he trusts?

4. Second Stopping Point: Partner or Small Group: (page 13) The teacher should instruct students to analyze what is going on in the picture. Students can turn and talk with their partner or small group. Who are the people waiting in the barbershop? What are they doing? The teacher should reread the line that says, “They waited patiently for Mr. Bigalow. Folks knew not to get out of their seats. A new customer would have your seat in no seconds flat.” Guide students to understand that Mr. Bigalow must be a popular barber in the town and his patrons must put a lot of trust in him to wait around to get their haircut. Include on the chart that Mr. Bigalow is well-liked and trustworthy.

5. Third Stopping Point: Independently (end of book) The teacher should guide students to understand that towards the end of the book, Rashaad found that Mr. Bigalow was cheating all along! Ask: How does this show that Mr. Bigalow cares about Rashaad? How does he react when Rashaad walks to the backroom? Do you think it was okay for Mr. Bigalow to sneak around behind Rashaad’s back?

6. The teacher will lead a discussion on how Mr. Bigalow from The Barber’s Cutting Edge and Nana from Last Stop on Market Street are similar in ways pertaining to how they show they care for their communities.

7. Note: Ensure students are using specific details from the text when they are answering. This can either be done orally or made into a quick write.
Independent Practice
Students will create a family tree of all the people they consider family, even if they are not directly related to them. Remind students to think of the character traits from the read aloud to help them identify additional family members. This will be their personal village.

Extension
1. Students will use the same character analysis skill used during the reading of The Barber’s Cutting Edge to analyze a character in an independent reading book.
2. Students will work with a small group to create a village of family members based on things they read in the book.
3. They will work together to create a skit showing how the family members interact with each other in order to support each other as one extended family.

Assessment/Check for Understanding
Teachers will use the quick write or oral response in which students must connect the two characters, Mr. Bigalow and Nana, as the assessment for this lesson.

Homework
Instruct students to interview a family member to add to the family tree constructed in class.
Family Scavenger Hunt

**Directions:** Below are descriptions of different families. See if you can find at least one person whose family fits each description. Can you find all 16?

<table>
<thead>
<tr>
<th>I do not have any brothers or sisters.</th>
<th>I have a stepmother or stepfather.</th>
<th>I have more than three brothers or sisters.</th>
<th>I live with two parents/guardians</th>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>I have two mothers.</th>
<th>I live with just my mother.</th>
<th>My family comes from a different country.</th>
<th>I live with just my father.</th>
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<table>
<thead>
<tr>
<th>I live with people who love me.</th>
<th>I live with an aunt, uncle, or cousins.</th>
<th>I have two fathers.</th>
<th>I have family members who live in another state.</th>
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<table>
<thead>
<tr>
<th>I do not live with all of my siblings.</th>
<th>I have a pet that I consider family.</th>
<th>I live with a grandmother or grandfather.</th>
<th>At least two people in my family are different races.</th>
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Black Lives Matter Curriculum

Wednesday, February 6th, 2019

Courtney Burrell, Lower/Upper Elementary
The Crown

Standards
CCSS 4 RL 5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Maryland English Language Arts

CCSS 4 W 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Maryland English Language Arts

BLM Principles
BLM.UB Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers’ Democracy Project Black Lives Matter

BLM.LE Loving Engagement: Embodying and practicing justice, liberation, and peace in our engagements with one another Teachers’ Democracy Project Black Lives Matter

BLM.D Diversity: Acknowledging, respecting, and celebrating differences and commonalities Teachers’ Democracy Project Black Lives Matter

Objective
Students will be able to identify different types of poetry in relation to self-affirming topics by writing an ode.

Materials
- Notebook Paper
- Chart Paper
- Markers
- Poem: An Ode to Watermelon
- Book: Crown: An Ode to the Fresh Cut by Derrick Barnes
- What Makes an Ode? tip sheet

- An Ode to Watermelon.pdf
- What Makes an Ode?.pdf

Procedure/Strategies
Introduction to New Material
1. Students will complete a journal entry describing characteristics that they like about themselves. Instruct students to write down as much as they can. Encourage them to think about things that make them different from their friends. They will use this information later in the lesson. If students are having difficulty, the teacher should model by writing down things they like about themselves.
2. The teacher will explain that students will be writing a form of poetry today called an ‘ode’. An ode is a type of poem that celebrates an ordinary thing and describes it as being something extraordinary.
3. The teacher will display an example of an ode titled An Ode to Watermelon. Highlight or circle the descriptive words in the poem. Emphasize that when poets write odes, they use descriptive language to explain how much something means to them.
4. Have students turn and talk about which words in the poem help them to visualize and taste the watermelon and which words show how much the poet loves watermelon.

**Direct Instruction**

1. Ask: Think about a time when you got a brand-new hairstyle. How did that make you feel? What are some descriptive words you can use to describe how you looked and how you felt?
2. Explain to students that new hairstyles can make you feel good about yourself. It helps to encourage self-confidence. This sense of confidence can be seen through your academics, interactions with your friends, etc.
3. The teacher will introduce the read aloud Crown: An Ode to the Fresh Cut. Say: “In the story, the author explains how a fresh hair cut is like a piece of art and can make a person feel that they can accomplish anything they dream of. We are going to look for things in the story that the main character can accomplish after he gets his fresh cut.”
4. The teacher will create a chart and write down things the character accomplishes in the story as the story is read aloud. Also, the teacher will write down descriptive language that the author uses throughout the book. This will be used as students write their own odes.

**Guided Practice**

1. The teacher will complete a read aloud of Crown: An Ode to the Fresh Cut.
2. Throughout the read aloud, the teacher will add to the two charts mentioned above. If needed, have students copy down some examples of the descriptive language the author uses to describe his fresh cut. This will assist students during their independent practice.
3. Display What Makes an Ode? tip sheet. Note: This can be projected, printed for each student, or made into a chart. Differentiate this activity to the needs of your students.
4. Have students write a “small moment” story about a time something made you feel great. This should include something you love: your favorite hat, your pet, your favorite food, whatever makes you happy. Getting your hair done could be something that makes you feel special. What are some other things you can think of that makes you feel special when your hair isn’t looking the way you like? Note: This should be done through a think aloud. The teacher should model the process of thinking about something that makes them feel good about themselves. You can use the example provided.
5. Students should write down these ideas on a piece of loose-leaf paper. This will help when they begin to add details to their odes.
6. Students will then begin to write down descriptive words about the experience they choose. Guiding Questions: What do they notice? What are some of the noises, smells, sounds, tastes that they may encounter? What are they wondering? These will be things they add to their ode during independent practice.
7. Note: Emphasize that they are creating a poem. Have students put their lines into stanzas during independent practice. Also, have them incorporate figurative language.
8. Note: Display pages from the book for students to use as inspiration when writing.

**Independent Practice**

1. Students will begin to draft their odes on loose-leaf paper.
2. Before they begin the drafting process, demonstrate how to draft an ode using a think aloud.
3. Note: Two resources are attached that have samples of student-written odes. Use these as needed during instruction.
4. Note: The teacher should differentiate the requirements for the poem based on the specific needs of the class.

5. Have students share the draft of their odes in a small group and give peer feedback to implement in their final drafts.

Extension
Do research of a hair salon or barbershop in the area. Draft interview questions to ask owners or hairstyles around why their job is important and how they feel they are helpful to their communities. If possible, get students to do a phone interview or Skype interview to ask the questions they have drafted.

Assessment/Check for Understanding
The ode that students do during independent practice will serve as the assessment.

Homework
Instruct students to collect artifacts of things that represent what is special and unique to them. Suggests things such as footballs, pieces of artwork, family portraits, their favorite toy/game, etc. Students should bring these to class to assist with the culminating assignment.
Ode to Watermelon

I bite into you and relish the burst of wild flavor I haven't tasted all winter.

Your sweet juice floods my mouth, buries my tongue in fresh pinkish flesh.

I swallow your cold fruitiness and my tastebuds smile with excitement.

Oh, Watermelon, with excitement, the scent of June wind, mixed with the heat of August sun washes over me as I take another bite and my mouth floods my mouth with excitement. And my tastebuds smile...
What Makes an Ode?

Choose a subject you have strong feelings about.
Describe your subject inside and out.
Exaggerate its admirable qualities, until it seems to become central to human existence.
Tap all five senses - if they fit. (don't force it)
Tell your feelings about the subject and describe its qualities.
Use metaphors and similes.
At times, directly address the subject of your ode.

Choose strong words: language that's packed with meaning.
Describe your subject inside and out.
Exaggerate its admirable qualities, until it seems to become central to human existence.
Tap all five senses - if they fit. (don't force it)
Tell your feelings about the subject and describe its qualities.
Use metaphors and similes.
At times, directly address the subject of your ode.

Choose strong words: language that's packed with meaning.
Thursday, February 7th, 2019

Courtney Burrell, Lower/Upper Elementary
Milo's Museum

Standards
CCSS 4 RL 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Maryland English Language Arts
CCSS RL 3 CCR Analyze how and why individuals, events, and ideas develop and interact over the course of text. Maryland English Language Arts
CCSS 4 SL 4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Maryland English Language Arts

BLM Principles
BLM.D Diversity: Acknowledging, respecting, and celebrating differences and commonalities Teachers' Democracy Project Black Lives Matter
BLM.CV Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers' Democracy Project Black Lives Matter
BLM.BW Black Women: Building a Black women affirming space free from sexism, misogyny, and male-centeredness Teachers' Democracy Project Black Lives Matter
BLM.LE Loving Engagement: Embodying and practicing justice, liberation, and peace in our engagements with one another Teachers' Democracy Project Black Lives Matter

Objective
Students will be able to explore the concepts of a museum by reading Milo's Museum and creating their own personal museums.

Materials
- Book: Milo's Museum by Zetta Elliott
- Personal museum organization worksheet

Museum Organizer (1).pdf

Procedure/Strategies
Introduction to New Material
Have students share with a small group the items they brought in for homework. Instruct them to explain what it is and the significance to them or their families.

Direct Instruction
1. Conduct a whole class discussion about the concept of a museum. What is a museum? What types of things would you see in a museum? Who decides what goes into a museum? Explain some examples of museums that you have been to and what you saw. What are some things in your personal community that you think are important enough to be displayed in a museum?
2. Note: This resource explains an exhibition that was at the Maryland Historical Society which outlines the issues regarding the validity of museum exhibits. It explains how history is presented based on a specific viewpoint, which does not include the viewpoints of those who were oppressed. Please view this resource to get an idea of how to present this lesson to your students.
4. Possible discussion questions: Why do you think people would exclude certain parts of history from a museum? What are things we can do to ensure museums are representative of all people?
5. Tell students that you are going to read a book about a girl named Milo who goes to a museum but ends up disappointed that she does not see anything that represents herself or her family. Ask if students have ever felt this way.

Guided Instruction
1. Complete a read aloud of Milo’s Museum
2. Use strategic stopping points to aid in comprehension of the text. Guide students to understand how Milo is feeling and ask relatable questions.
3. After the read aloud, explain to students that they are going to complete their own personal museums, like Milo did in the text. Discuss with students that it is important to understand what makes you special. We are all different from one another and we should celebrate our differences to learn to love each other.
4. The teacher will conduct a discussion about the objects students brought in to include in their museums. Ask: Why are these objects important to you? What do they reveal about your strengths? What makes you proud to be part of your family/community?
5. Distribute the personal museum organization worksheet. Guide students to complete it based on the objects they brought in or objects they wrote in their journals earlier in the lesson.

Independent Practice
1. Students should complete the museum organization worksheet independently. Inform them that they will share these to their peers tomorrow. Students should write in complete sentences to answer the questions.
2. After completion of their museums, help students organize their possessions in a way that they can display them to present to others.
3. Note: Students can create displays using cardboard boxes, poster board, trifold displays, etc. Have students get as creative as possible so they are excited to present their museums to their students.

Extension
Have students practice presenting in small groups. Allow time for students to give feedback to each other.

Assessment/Check for Understanding
The personal museum organization worksheet that students do during independent practice will serve as the assessment.

Homework
Continue to bring in heirlooms or prized possessions for their presentations the next day. Students should be practicing their presentations at home.
Students should give their projects a title and write a summary of the artifacts in their personal museum and why they chose them.
Name: ___________________________  Date: ________________

__________________________

Museum

__________________________

Directions:
You were asked to create a museum that is all about YOU. What do you want people to know about you? Your family? Your hobbies? Your hometown?

For each category, you should have at least three things listed. Find at least one artifact that represents each thing you listed and describe it in the box. Be sure to bring in your artifacts to present them to the class!

Name: ___________________________

Age: ______

Grade: ______

Hometown: _______________________

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<thead>
<tr>
<th>Things I’m good at:</th>
<th>1)</th>
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<tr>
<td></td>
<td>2)</td>
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<td>3)</td>
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</table>

Artifacts in my museum:

<p>| 1) |
| 2) |
| 3) |
| <strong>Hobbies I like:</strong> | 1) |
| | 2) |
| | 3) |
| <strong>Artifacts in my museum:</strong> | 1) |
| | 2) |
| | 3) |
| <strong>Things that make me special:</strong> | 1) |
| | 2) |
| | 3) |
| <strong>Artifacts in my museum:</strong> | 1) |
| | 2) |
| | 3) |</p>
<table>
<thead>
<tr>
<th><strong>Facts about my hometown:</strong></th>
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<td><strong>Artifacts in my museum:</strong></td>
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<td><strong>Facts about my family:</strong></td>
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<td><strong>Artifacts in my museum:</strong></td>
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Friday, February 8th, 2019

Courtney Burrell, Lower/Upper Elementary

**Museum Presentations**

**Standards**

**CCSS 4 SL 4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Maryland English Language Arts

**CCSS 4 SL 1.c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Maryland English Language Arts

**BLM Principles**

**BLM.D** Diversity: Acknowledging, respecting, and celebrating differences and commonalities Teachers' Democracy Project Black Lives Matter

**BLM.UB** Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

**BLM.G** Globalism: Seeing ourselves as part of the global Black family and understanding how we are impacted or privileged by our positioning in the world Teachers' Democracy Project Black Lives Matter

**Objective**

Students will be able to explain the objects in their personal museums by completing oral presentations to the class.

**Materials**

- Note taking sheet
- BLM Week Reflection Journal
- Reflection Rubric

[Reflection Rubric.pdf](#)
[Note Taking Sheet.pdf](#)

**Procedure/Strategies**

1. Give students time to organize their items for their presentations.
2. Students should be practicing amongst themselves.
3. Before presentations, distribute their original journal entries that answer the question, “What does it mean to be you? When do you feel good about yourself?” (from Day 1)
4. Have students review their answer and revise it to fit how they are thinking at the end of the week.
5. Distribute the note taking sheet for student presentations. Review each component and ensure student have an understanding of the process.
6. Students will take specific notes while classmates are presenting. Have them prepare at least one question for each presentation. Based on class size, have students ask questions after the presentation or write them down to be asked at a later time or to be given to the presenter.
7. Students will present their museums.

Assessment/Check for Understanding
1) Students should write a reflection about how unique they feel after these presentations. Students should include information from their peers' presentations.
2) Have students use their BLM Week Reflection Journal to write a culminating reflection about how they can change their ways of thinking about themselves and their communities. Students should include supporting details from information they learned each day in the week.
## Rubric for Student Reflections

<table>
<thead>
<tr>
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<th>Above Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
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<tr>
<td><strong>Reflective Thinking</strong></td>
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<td></td>
<td>The reflection explains the student’s own thinking and learning processes, as well as implications for future learning.</td>
<td>The reflection explains the student's thinking about his/her own learning processes.</td>
<td>The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.</td>
<td>The reflection does not address the student’s thinking and/or learning.</td>
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<td><strong>Analysis</strong></td>
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<td>The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student’s appreciation for the discipline.</td>
<td>The reflection is an analysis of the learning experience and the value of the derived learning to self or others.</td>
<td>The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.</td>
<td>The reflection does not move beyond a description of the learning experience.</td>
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<td><strong>Making Connections</strong></td>
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<td>The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.</td>
<td>The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.</td>
<td>The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.</td>
<td>The reflection does not articulate any connection to other learning or experiences.</td>
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<tr>
<th>Presenter's Name</th>
<th>One thing you liked</th>
<th>How does this make them unique?</th>
<th>Rating (circle one)</th>
<th>One connection you made</th>
<th>Name:</th>
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**Presentation Note Taking Sheet**
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