# Black Lives Matter: Equitable and Inclusive Communities

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<td>Instructor: T. Jobe; A. Hampton</td>
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## Black Lives Matter Principles:

- **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.

- **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.

## Success Criteria:

**I am successful if I can...**

- I can define the word community
- I can identify the different disparities in Baltimore
- I can describe how activist improved Baltimore
- I can design my own community that is inclusive to Black lives

## Learning Targets:

- **Day 1:** We will develop a definition of the word community and list characteristics of a positive community.
- **Day 2:** We will identify and describe the different disparities in the black community in Baltimore.
- **Day 3:** We will explain how community activists have worked to make Baltimore more inclusive.
- **Day 4 and Day 5:** We will design our own communities that are inclusive to Black lives.

### Standards-

- **CCSS.ELA-LITERACY.W.11-12.2.D**
  
  Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- **CCSS.ELA-LITERACY.W.11-12.2.E**
  
  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- **CCSS.ELA-LITERACY.SL.11-12.1**
  
  Initiate and participate effectively in a range of collaborative discussions (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.

### Essential Question(s):

- How can communities across Baltimore City become more inclusive to Black lives?
- What impact can your ideal community have on black lives in Baltimore City?
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<table>
<thead>
<tr>
<th>Date:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td><strong>Materials:</strong></td>
<td>Computers, Padlet, Google Slides</td>
<td>Computers, Google Slides, Google docs, Padlet</td>
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| Warm Up: | In your own words define the word community. What makes communities different? What, if anything is lacking from your community. | Explain the disparities in many Baltimore City communities. For example: think about the differences in Roland Park vs. Cherry Hill. What are the differences? What does your ideal community look like? Describe or illustrate your ideal community. | Who makes a difference in your community? Name community leaders in Baltimore City who help make a difference to improve our city. | How can one highlight Black Lives Matter in a community? | How would your ideal community impact Baltimore City as a whole? |

| Explicit Instruction: | Teacher will: Facilitate class discussion surrounding the following: 1. what are some things you would keep the same or change about your community 2. develop a definition for the word community 3. develop characteristics to | Teacher will: Explain what a disparity is and provide examples: food, education, cleanliness, etc. Teacher will then facilitate a class discussion: Does everyone in Baltimore have the same quality of living? | Teacher will: Share with students influential people who have had a positive impact on Baltimore City communities. | Teacher will: Explain how to utilize the software to design a community where black lives matter. | Teacher will: Review how students current designs and offer feedback. |
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<th>Guided Practices:</th>
<th>We will: Explore current communities.</th>
<th>We will: Listen to group presentations and students will take notes.</th>
<th>We will: Read about selected community leaders and engage in a class discussion on how these individuals impact communities in Baltimore City.</th>
<th>We will: Make a list of ideal communities. Such as: grocery stores, homes, community associations, parks, schools, grocery stores, etc.</th>
<th>We will: Assess the communities progress and offer solutions and feedback on current designs.</th>
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<td>Independent work:</td>
<td>Students will: Work in groups to complete: Research food desserts, education, cleanliness of communities, the butterfly &amp; L, police presence</td>
<td>Students will: Research and devise a written community plan which outlines how to end or change the disparities in their community.</td>
<td>Students will: Select one person they identify with to further research. Students will write a paragraph on why they resonated with this person and explain how they made their impact on Baltimore City and the effect of their contributions.</td>
<td>Students will: Create their ideal Black Lives Matter community.</td>
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<td>Assessments:</td>
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## Homework:
- Complete group assignments
- Complete research and written community plan.
- Complete research and written paragraph.
- Work on Black Lives Matter community.
- Work on Black Lives Matter community and be prepared to share on Monday.

## Optimistic Closing:
- List the positive characteristics in Baltimore communities and explain how they affect black lives.
- Explain what a food desert is. How can we eliminate this disparity in Baltimore communities?
- List one of the Baltimore community leaders discussed in class and the impact they had on Black lives.
- How would you create a space where black lives are treated equally and have access to opportunities that more affluent neighborhoods have?
- Reflect on the Unit. How could we have made it better? What was your favorite part about this lesson? Do you believe...