

## Black Lives Matter: Equitable and Inclusive Communities

<b>Week:</b> January 24-28 Jan 31-Feb 4	<b>Unit:</b> Black Lives Matter (BLM) <b>Topic:</b> BLM Communities	<b>Instructors:</b> Bridget Jefferys, Erin Hauser, Beatrice Johnson
<p><b>Success Criteria:</b> I am successful if I can...</p> <ul style="list-style-type: none"> <li>➤ Explain what self-love means to me.</li> <li>➤ Explain what BLM means to me and to my peers(community).</li> <li>➤ Understand the origin and historical development of BLM.</li> <li>➤ Identify various key objectives and issues that are important to BLM activists.</li> <li>➤ Find more information about BLM activism in their communities and other communities.</li> </ul>		
<p><b>Learning Targets:</b> Week Objective (Day 1-Day 5) with extension activities :Analyze in detail a series of events described in a text: determine whether earlier caused later ones or simply preceded them. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/ social science.</p>		
<p><b>Standard(s):</b></p>		
<p><b>Essential Question(s):</b> Who inspires you to be your best? How did that person or event shape you to want more and to do better as a person and as a community member? How can you make or spark a change? Do you think you can? Does your mindset drive your decision if you think you can or cannot make a change? What is digital organizing? How can you show that BLM in your classroom and your school? How can you promote self-love and acceptance? Do you feel that your life has value and that others value your life? Why, explain. Do you think the acceptance of brutality is a generational acceptance that we do not believe change will happen? What do you know about civil rights and how is it different/ similar to the BLM protest?</p>		
<p><b>Library Center Books:</b>  <b>Recommended grades: Elementary – Middle School</b>  <i>The ABCs of Black History by Rio Cortez (Elementary)</i>  <i>Little Leaders: Bold Women in Black History by Vashti Harrison</i>  <i>Little Legends: Exceptional Men in Black History by Vashti Harrison</i>  <i>You Should Meet: John Lewis by Denise Lewis Patrick</i></p> <p><b>Middle School</b>  <i>Politics and Civil Unrest in Modern America by Duchess Harris, JD, PhD</i>  <i>Justice for George Floyd by Duchess Harris, JD, PhD</i></p>		

*Videos:*

*Brainpop – Black Lives Matter Protest:* <https://www.youtube.com/watch?v=xv3dAJUTCT0>

*Black Lives Matter Explained: The history of a movement:*

<https://www.youtube.com/watch?v=YG8Gjll6bvs>

*What Black Lives Matter Now – Ellis Fearon :* <https://www.youtube.com/watch?v=A7EZWBIPUUQ>

*An Interview with the founders of Black Lives Matter:*

<https://www.youtube.com/watch?v=tbicAmaXYtM>

<i><b>Date:</b></i>	<i><b>Monday</b></i>	<i><b>Tuesday</b></i>	<i><b>Wednesday</b></i>	<i><b>Thursday</b></i>	<i><b>Friday</b></i>
<i><b>Materials:</b></i>	Colors of the world skin tones(Crayola), pencils, colored pencils, markers, paper, posted notes, index cards, or half sheet of paper Books listed above.	Colors of the world skin tones(Crayola), pencils, colored pencils, markers, paper. Video BLM Founders Book listed above.	Colors of the world skin tones(Crayola), pencils, colored pencils, markers, paper. Book listed above	Colors of the world skin tones(Crayola), pencils, colored pencils, markers, paper. Book list above.	Colors of the world skin tones(Crayola), pencils, colored pencils, markers, paper. Book listed above.
<i><b>Explicit Instructions:</b></i>	Hand out Do now and ask the students to write what they know about BLM.	Hand out Do now and ask the students to write what they know about BLM.	Hand out Do now and ask the students to write what they know about BLM.	Hand out Do now and ask the students to write what they know about BLM.	Hand out Do now and ask the students what topics would you want to learn more about and how would you like our school to celebrate BLM and Black History Month in the future.
<i><b>Guided Practice:</b></i>	Have the students write down	Watch a video on BLM founders,	Guided Thought or question:	Guided Question: How can you	Students discuss how the week has

	<p>what they know and want to know about BLM and the movement? Give the students 2-3 minutes.</p>	<p>explaining why BLM is important. Stop at predetermined times to ask questions and review when the movement started, why it started and how it is progressing.</p>	<p>Who inspires you to be your best? How did that person or event shape you to want more and to do better as a person and as a community member?</p>	<p>make or spark a change? Do you think you can? Does your mindset drive your decision if you think you can or cannot make a change? Discuss how young people have driven change in the protest for BLM. Watch the video on Freedom March and other young activists.</p>	<p>changed or shifted their understanding of BLM, BLM movement, and or their thinking on colorism, self-love, or any other issues that were discussed over the week.</p>
<b><i>Independent Work</i></b>	<p>The students are then given 2-3 minutes to discuss in their groups and then 5-10 in the whole group. Discuss end of week projects .</p>	<p>Students can take time to read from the library and work on their projects.</p>	<p>Students can take time to read from the library and work on their projects.</p>	<p>Students can take time to read from the library and work on their projects.</p>	<p>Students display and present their work.</p>
<b><i>Assessment</i></b>	<p>Do Now for completion of work. Check for grammar, punctuation, and complete sentences.</p>	<p>Do Now for completion of work. Check for grammar, punctuation, and complete sentences. Exit ticket: Write down something that you have learned and what you still</p>	<p>Do Now for completion of work. Check for grammar, punctuation, and complete sentences.</p>	<p>Do Now for completion of work. Check for grammar, punctuation, and complete sentences.</p>	<p>Do Now for completion of work. Check for grammar, punctuation, and complete sentences.</p>

		want to know.			
<b><i>Next Steps/ Comments</i></b>	Make a rubric that can be used to guide students through the week's lessons.	Brainstorming on possible presentation ideas of self-interest on Black pride, BLM, protest, people, activists, etc.	Time to work on Project.	Time to work on Project. Presentation tomorrow.	The projects are on the powerpoint along with work from the week long SEL lessons.
<b><i>Extension</i></b>	<ul style="list-style-type: none"> <li>★ Students were given post cards with famous African-American women and were given time to write a note to a teacher or peer that has inspired them in a positive way.</li> <li>★ BLM word search</li> </ul>				