**Week**: January 24-28  
Jan 31-Feb 4  

**Unit**: Black Lives Matter (BLM)  
**Topic**: BLM Communities  

**Instructors**: Bridget Jefferys, Erin Hauser, Beatrice Johnson

**Success Criteria**:  
I am successful if I can…

- Explain what self-love means to me.
- Explain what BLM means to me and to my peers (community).
- Understand the origin and historical development of BLM.
- Identify various key objectives and issues that are important to BLM activists.
- Find more information about BLM activism in their communities and other communities.

**Learning Targets**:  
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.

**Standard(s)**:

**Essential Question(s)**: 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?

**Library Center Books**:  
Recommended grades: Elementary - Middle School
- *The ABCs of Black History* by Rio Cortez (Elementary)  
- *Little Leaders: Bold Women in Black History* by Vashti Harrison  
- *Little Legends: Exceptional Men in Black History* by Vashti Harrison  
- *You Should Meet: John Lewis* by Denise Lewis Patrick  

**Middle School**  
*Politics and Civil Unrest in Modern America* by Duchess Harris, JD, PhD  
*Justice for George Floyd* by Duchess Harris, JD, PhD
### Videos:
- Brainpop - Black Lives Matter Protest: [https://www.youtube.com/watch?v=xv3dAJUTCT0](https://www.youtube.com/watch?v=xv3dAJUTCT0)
- Black Lives Matter Explained: The history of a movement: [https://www.youtube.com/watch?v=YG8GjIlbbvy](https://www.youtube.com/watch?v=YG8GjIlbbvy)
- What Black Lives Matter Now - Ellis Fearon: [https://www.youtube.com/watch?v=A7EZWB1PUUQ](https://www.youtube.com/watch?v=A7EZWB1PUUQ)
- An Interview with the founders of Black Lives Matter: [https://www.youtube.com/watch?v=tbicAmaXYtM](https://www.youtube.com/watch?v=tbicAmaXYtM)

### Date:
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

### Materials:
- Colors of the world skin tones (Crayola), pencils, colored pencils, markers, paper, posted notes, index cards, or half sheet of paper. Video BLM Founders Book listed above.

### Explicit Instructions:
- Hand out Do now and ask the students to write what they know about BLM.

### Guided Practice:
- 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
<table>
<thead>
<tr>
<th><strong>Independent Work</strong></th>
<th>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.</th>
<th>Students can take time to read from the library and work on their projects.</th>
<th>Students can take time to read from the library and work on their projects.</th>
<th>Students can display and present their work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Do Now for completion of work. Check for grammar, punctuation, and complete sentences.</td>
<td>Do Now for completion of work. Check for grammar, punctuation, and complete sentences.</td>
<td>Do Now for completion of work. Check for grammar, punctuation, and complete sentences.</td>
<td>Do Now for completion of work. Check for grammar, punctuation, and complete sentences.</td>
</tr>
<tr>
<td>Next Steps/Comments</td>
<td>Brainstorming on possible presentation ideas of self-interest on Black pride, BLM, protest, people, activists, etc.</td>
<td>Time to work on Project.</td>
<td>Time to work on Project. Presentation tomorrow.</td>
<td>The projects are on the powerpoint along with work from the week long SEL lessons.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Extension</td>
<td>★ 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>★ BLM word search</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>