



Topic: \_\_\_\_\_ Name: \_\_\_\_\_

K What I Know	W What I Wonder	L What I Learned



Show students the chart of Crayola Crayons. Explain to them that like the crayons in the chart, humans also come in many shades of brown as well, from very light to very dark.

Next, ask students what they wonder about their own skin color as well as other shades of skin. Record under the W column of the KWL chart.

**Vocabulary:** Introduce the vocabulary words by stating them and having students repeat after you. Read the definitions to students. Provide examples (using pictures if necessary).

**Be Critically Conscious (Woke)**

### NYS Social Studies:

- 11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.
- 12.G2 CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.
- 12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.
- 12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

### BLACK LIVES MATTER GUIDING PRINCIPLES

- Collective Value means that 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, matter.
- Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.
- Diversity is the celebration and acknowledgement of differences and commonalities across cultures.
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.

### VOCABULARY

- **Antiracist:** (NOUN) A person who opposes racism and promotes racial tolerance.
- **Racism:** (NOUN) Prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.
- **Perpetual:** (ADJECTIVE) Never ending or changing.
- **Society:** (NOUN) The aggregate of people living together in a more or less ordered community.
- **Reform:** (TRANSITIVE VERB) Make changes in (something, typically a social, political, or economic institution or practice) in order to improve it.
- **Amendment:** (NOUN) A minor change or addition designed to improve a text, piece of legislation, etc.; An article added to the US Constitution.
- **Justice:** (NOUN) Just behavior or treatment; The quality of being fair and reasonable.
- **Punitive:** (ADJECTIVE) Inflicting or intended as punishment.
- **Riots:** (NOUN) A violent disturbance of the peace by a crowd.
- **Protest:** (NOUN) A statement or action expressing disapproval of or objection to something; An organized public demonstration expressing strong objection to an official policy or course of action.
- **Socialist Movement:** (NOUN) A political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

## LAUNCH (5 min)

Discuss the following essential questions:

- What is justice?
- How would you classify the ideas held and applied about justice in Western society (punitive)?
- How would you classify the ideas held and applied about justice in Traditional societies (restorative/empathetic)?
- What is the relationship between the degree of humanity displayed to/by citizens of a society and their core values as they relate to justice?
- How can you improve our current system/ideas/beliefs about justice to change our society for the better?

## TEXT

**Text Title : 1<sup>st</sup> Amendment**

**By: Legal information Institute-Cornell Law School**

[https://www.law.cornell.edu/constitution/first\\_amendment](https://www.law.cornell.edu/constitution/first_amendment)

The First Amendment states that:

### **Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

## PROCEDURAL STEPS (30 min)

- **Step 1: Warm-Up: (7 minutes)**
  - Universal Protocol: Greet your students and start by reading the objective and the agenda for the class day: Warm-Up, Video, Discussion, Reading/Discussion and Exit Slip.
  - Post the following question on a Google doc and share the image:  
*What is the relationship between the degree of humanity displayed to/by citizens of a society and their core values as they relate to justice?*
    - For IEP students, repeat the question and then rephrase it: How does our country treat its citizens with regards to justice, and is it different from the core values or laws of America?
    - For ENL students, restate the question in a way that explains the words “relationship”, “degree”, “humanity” and “core values”.
  - Have students take 3 minutes to free-write and then take 2-3 share out responses (2 minutes).
- **Step 2:** Thank students for participating and move into the first video to begin discussion.
- **Set up video:** Before playing the video, ask your students what it means to “protest” and what it means to “riot”? Have students take one minute to raise their hands and take two volunteers – one for each word. Explain to students that today they will be learning about the First Amendment, which includes the right to peacefully protest. Tell students to pay attention, as they will be asked to write down two things they took away from the video.
- **Step 3:** Play video:
- <https://www.youtube.com/watch?v=L5fkFZzoyj4>
- **Step 4:** After watching the video, ask students to write in the chat (or on paper) two things they learned from the video. (2 minutes)
- As students finish up responding with what they’ve learned, let them know how much time they have left.

- **Step 5:** Once students have written their responses, ask the following question: During the protests over the last few months, many people assembled peacefully all over the nation. Unfortunately, they were also met with vigilante groups. These groups stirred up the riots that were reported in Buffalo. Can anyone name some of the vigilante groups, or agent provocateurs?
- Allow students a moment to respond. (1 minute)
- If students are confused or do not the response, explain vigilante groups or agent provocateurs (outside groups that work their way into movements to cause chaos). Give examples by explaining that there are groups outside of vigilante groups like “Antifa” or the “Boogaloo Movement”, which work as a separate or single group/person in a movement, with a primary focus on disturbing the movement. This helps to discredit that movement. These groups were largely responsible for many of the riots experienced throughout the nation, in areas where people of color live and work. They are not a part of a particular group, and many are paid actors or agents.
- **Step 6:** Ask students the following and take one or two responses from each student: Does anyone know what took place during some of the riots? Did we see riots or protests here in Buffalo? Why were people protesting?
- Take about 2-3 responses.
- **Step 7:** Why would someone engaging in rioting be protected under the First Amendment?
- **Step 8:** Reread the First Amendment: *Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*
- **Step 9:** Why is this amendment important? Given your knowledge of the history of protests in America, how has the First Amendment been infringed upon?
- Remind students to use the chat to respond or raise their hands to speak. Take about 3 responses from students or read responses in the chat.
- **Step 10:** Begin wrapping up your lesson by explaining that it is time to close. Thank students for their participation.

### CLOSURE (5 min)

#### Whole group discussion for closure: Exit Ticket

- Have students begin writing in their online journals on their Google Doc, which they will share with you for assessment. Students will complete a paragraph response on their understanding of the history of riots and protests, based on racial inequalities in America. (5 minutes)
- Ask students how they are feeling after the lesson on a scale from 1-10, 1 being drained, emotional or tired, and 10 being inspired, educated or empowered.
- After watching this video, begin answering any of the following questions in a Google doc. Have students place their names in the Google doc, and then place their response.
- How has today’s lesson changed your perspective on protests?
- Why do you believe marginalized groups protest?
- Is there a purpose to protests, or do you believe that there are other more efficient ways to seek change?



**DIFFERENTIATION**

See Appendix A

Images	Videos	Links
	<p><a href="https://www.youtube.com/watch?v=L5fkFZzoyj4">https://www.youtube.com/watch?v=L5fkFZzoyj4</a></p>	
	<p><a href="https://www.youtube.com/watch?v=K0BWXjv5s">https://www.youtube.com/watch?v=K0BWXjv5s</a></p>	
		

**SPECIALLY DESIGNED INSTRUCTION**

(Intentionally left blank, for Special Education teachers to add the appropriate SDI for the lesson)

## TECHNOLOGY AND VIRTUAL INSTRUCTION

- Laptops- All 1-1 devices are in use daily, to create the teacher/student virtual learning environment.
- Mobile Phones or Tablets- Cellular devices and/or tablets and watches may be used for defining words and searching/researching information during class.
- YouTube- This platform is used for visual and auditory learning styles, and also serves as a mode for differentiation.

## TEACHER REFLECTION

Teacher Thoughts Prior to the Lesson

Teacher Reflection Following the Lesson



Appendix A

Images	Videos	Links
	<p><a href="https://www.youtube.com/watch?v=L5fkFZzoyj4">https://www.youtube.com/watch?v=L5fkFZzoyj4</a></p>	
	<p><a href="https://www.youtube.com/watch?v=K0BWXjv5s">https://www.youtube.com/watch?v=K0BWXjv5s</a></p>	
		

## **The School- to -Grave Pipeline**

*It is an acknowledgment that one million Black people are locked in cages in this country...*

For the past decade, social justice educators have decried the school--to--prison pipeline: a series of interlocking policies—whitewashed, often scripted curriculum that neglects the contributions and struggles of people of color; zero tolerance and racist suspension and expulsion policies; and high- stakes tests—that funnel kids from the classroom to the cellblock. But, with the recent high- profile deaths of young African Americans, a “school--to--grave pipeline” is coming into focus. Mike Brown had just graduated from high school and was preparing to go to college when police killed him. According to a 2012 investigation by the Malcolm X Grassroots Movement, a Black person is killed by law enforcement, security guards, or vigilantes every 28 hours. A recent ProPublica report found that “Blacks, age 15 to 19, were killed at a rate of 31.17 per million, while just 1.47 per million white males in that age range died at the hands of police.”

# OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

Grades PK-1: First Days of School Lessons



## **BPS INSTRUCTIONAL PRIORITIES**

*As you execute these lessons please remember:*

*Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking ·  
All Students Engage in Grade-Level Content · Differentiation*

**LESSON TITLE: BLM - Let's Talk About Race**

**Lesson #2**

## VOCABULARY

Please note that there are 13 principles to the **Black Lives Matter Movement**. In this **Black Lives Matter** lesson plan, only one principle (Restorative Justice) will be taught. Included with the lesson plan are **Black Lives Matter Movement** posters. A completed list of posters can be accessed at the following link:

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

- **Black Lives Matter Movement:** There are lots of different kinds of people and one way that we're different is the color of our skin. Sometimes people are not treated fairly because of the color of their skin. It's important to make sure that all people are treated fairly, and that's why we, and lots of other people all over the world and in our classroom are part of the **Black Lives Matter Movement**.
- **Restorative Justice** is the commitment to build a beloved and loving community that is sustainable and growing. *(To help students better understand, please paraphrase appropriately, such as, to build or grow a loving classroom, home, and community or by making something right.)*

### 13 Principles of Black Lives Matter Movement

*(All principles and definitions are at the end of this lesson plan for your information.)*

- Restorative Justice
- Empathy
- Loving Engagement
- Diversity
- Globalism
- Transgender Affirming
- Queer Affirming
- Collective Value
- Intergenerational
- Black Families
- Black Villages
- Black Women

## TEXT

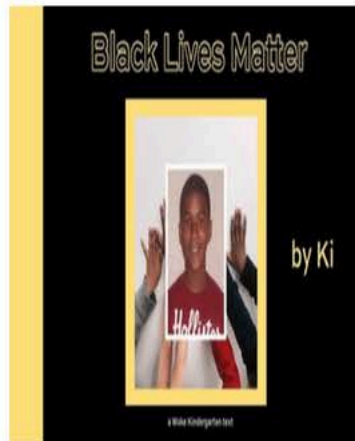
**Book Title: Black Lives Matter**

**By: Ki**

**Read aloud available at:** <https://www.youtube.com/watch?v=WUIAQqQkutA>

### **Summary:**

Woke Kindergarten's 60 Second Texts are digital culturally responsive and sustaining easy reader books. They are meant to serve as leveled anchor texts for children and families to engage in learning for liberation. Black Lives Matter Book 1 was created to honor some of the Black children that we have lost to racist police and state sanctioned violence.



## PROCEDURAL STEPS (35 min)



**Globalism** is our ability to see how we are impacted or privileged within the Black global family that exists across the world in different regions.

*Globalism means that we are thinking about all the different people all over the world, and thinking about the ways to keep things fair everywhere.*

**Transgender Affirming** is the commitment to continue to make space for our trans siblings by encouraging leadership and recognizing trans-antagonistic violence, while doing the work required to dismantle cisgender privilege and uplift Black trans folk.

*Everybody has the right to choose their own gender by listening to their own heart and mind. Everyone gets to choose if they are a girl or a boy or both or neither or something else, and no one else gets to choose for them.*

**Queer Affirming** is working towards a queer-affirming network where heteronormative thinking no longer exists.

*Everybody has the right to choose who they love and the kind of family they want by listening to their own heart and mind.*

**Collective Value** means that 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, matter.

*Everybody is important, and has the right to be safe and happy. Another way to say that is collective value.*

**Intergenerational** is a space free from ageism where we can learn from each other.

*It's important that we have spaces where people of different ages can come together and learn from each other. Another way to say that is intergenerational.*

**Black Families** creates a space that is family friendly and free from patriarchal practices.

*There are lots of different kinds of families; what makes a family is that it's people who take care of each other. It's important to make sure that all families feel welcome.*

**Black Villages** is the disruption of Western nuclear family dynamics and a return to the “collective village” that takes care of each other.

*There are lots of different kinds of families; what makes a family is that it's people who take care of each other; those people might be related, or maybe they choose to be family together and to take care of each other.*

*Sometimes, when it's lots of families together, it can be called a village.*

## **The School- to -Grave Pipeline**

*It is an acknowledgment that one million Black people are locked in cages in this country...*

For the past decade, social justice educators have decried the school--to--prison pipeline: a series of interlocking policies—whitewashed, often scripted curriculum that neglects the contributions and struggles of people of color; zero tolerance and racist suspension and expulsion policies; and high- stakes tests—that funnel kids from the classroom to the cellblock. But, with the recent high- profile deaths of young African Americans, a “school--to--grave pipeline” is coming into focus. Mike Brown had just graduated from high school and was preparing to go to college when police killed him. According to a 2012 investigation by the Malcolm X Grassroots Movement, a Black person is killed by law enforcement, security guards, or vigilantes every 28 hours. A recent ProPublica report found that “Blacks, age 15 to 19, were killed at a rate of 31.17 per million, while just 1.47 per million white males in that age range died at the hands of police.”



## VOCABULARY

Justice is typically spoken about in regard to two major concepts, the first being “stuff” - money, food and access to services. This includes needs-based and merit-based justice.

- **Needs based Justice:** Everyone shouldn't get the same, because our needs aren't the same. The more you need the more you get.
- **Merit Based Justice:** Justice actually means giving unequally, based on what each person deserves. You deserve or don't deserve based on what you have done (rewards hard work and punishes trouble makers).

The second concept related to justice is punishment which includes retributive justice and restorative justice.

- **Retributive Justice:** Justice is satisfied when a wrongdoer suffers in proportion to the way they made others suffer.
- **Restorative Justice:** The focus is on making amends, rather than on making the wrongdoer suffer.

**LAUNCH (3 min)**

**SOME POLITICAL THEORIES AND PRINCIPLES  
OF ANCIENT AFRICAN CONSTITUTION LAW  
AND  
THE FUNDAMENTAL RIGHTS  
OF THE AFRICAN PEOPLE**

*(Drawn from African Traditional Constitutional and Customary Laws.  
Different versions and modifications of the same laws occurred in  
different societies.)*

- I. The People are the first and final source of all power.
- II. The rights of the community of people are, and of right ought to be, superior to those of any individual, including Chiefs and Kings (a) *The Will of the People is the supreme law;* (b) Chiefs and Kings are under the law, not above it.

**LESSON TITLE:** *Think About It George Washington: The Beginnings of 273 Years of Hypocrisy in America*

**Lesson #7**

## **LESSON OBJECTIVES**

Students will close read informational text and annotate to provide an objective summary.

(I can close read informational text and annotate to provide an objective summary)

Using evidence from the text, students will make and support a claim about the hypocrisy of George Washington and the authors of the Declaration of Independence who stated that “all men are created equal.”

(I can make and support a claim about the hypocrisy of George Washington and the authors of the Declaration of Independence)

## **ESSENTIAL QUESTIONS**

Please review the following essential questions before moving into the lesson.

What “truths” did the authors of the Declaration argue were “self-evident?”

Were George Washington and the authors of the Declaration of Independence sincere in stating their desire for a Free America in which “all men are created equal”?

Why is this statement from the Declaration a form of hypocrisy?

Feagin argues that systemic racism is primarily composed of seven major elements.

## **Impoverishment Of People Of Color And Enrichment Of White People**

One of the core aspects of systemic racism is that some white people are unfairly rich. As a result of this, people of color are unfairly poor. In the U.S. the wealth gap is the result of black slavery, which created unjust wealth for white people and their businesses. The exploitation of POC created a social system that had racist economic inequality built into its foundation. Systemic

## **The Racial Power Of White Elites**

All white people play a part in perpetuating systemic racism. However, it is important to recognize the powerful role played by white elites. Often unconsciously, white elites work to perpetuate racism through politics, law, education and the media.

It is important that the public hold white elites accountable. That is because people in

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power have a greater ability to help combat racism and promote equality. It is also important that those who hold positions of power reflect the racial diversity of the U.S.

# OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

## Grades 9/10: CLRI First Days of School Lessons



### **BPS INSTRUCTIONAL PRIORITIES**

*As you execute these lessons please remember:*

*Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking ·  
All Students Engage in Grade-Level Content · Differentiation*

#### **Lesson 7**

#### ***Confronting Whiteness in Our Classrooms***

### **LESSON OBJECTIVES**

**Content:**

# OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES



## Grades 11-12 : First Days of School Lessons

### BPS INSTRUCTIONAL PRIORITIES

*As you execute these lessons please remember:*

*Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking · All Students Engage in Grade-Level Content · Differentiation*

### LESSON TITLE: Race, Riots and Protests: Part 1

#### Lesson # 4

### LESSON OBJECTIVES

Students will be able to: Complete a paragraph response on their understanding of the history of riots and protests, based on racial inequalities in America, in their personal online journals.

### ESSENTIAL QUESTIONS

1. Is freedom ever free?
2. What is justice?
3. How would you classify the ideas held and applied about justice in Western society (punitive)?
4. What is the relationship between the degree of humanity displayed to/by citizens of a society and their core values as they relate to justice?

### NYS STANDARDS

#### NYS ELA:

#### CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### 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.

#### CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



# OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

## Grades 5 & 6: First Days of School Lessons



### BPS INSTRUCTIONAL PRIORITIES

*As you execute these lessons please remember:*

*Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking · All Students Engage in Grade-Level Content · Differentiation*

### Lesson 14

### *Black Students' Lives Matter - Building the School to Justice Pipeline*

### LESSON OBJECTIVES

*What are the main standards / objectives targeted in this lesson?*

*Content & Language*

- Students will explore the common 'rebuttal' or response to #BlackLivesMatter, 'All Lives Matter,' and what this means for the movement.
- Students will look at a range of perspectives and try to understand them by placing them in a historical, political, and social context.
- Students will connect the #BlackLivesMatter movement to the school-to-prison/school-to-grave pipelines.

### ESSENTIAL QUESTIONS

*What are the essential questions in this lesson?*

- Within the Black Lives Matter movement, why would some people question this movement and argue that 'all lives matter?'
- How does the Black Lives Matter movement bring awareness to the school-to-prison or school-to-grave pipeline? Why is this important?

### NYS STANDARDS

- W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- W.5.1.D Provide a concluding statement or section related to the opinion presented.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## BLACK LIVES MATTER GUIDING PRINCIPLES (5 min)

*Discuss these principles and have students talk about how they connect to them*

- Collective Value means that 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, matter.
- Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.
- Diversity is the celebration and acknowledgement of differences and commonalities across cultures.
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.

## VOCABULARY (5 min)

- **Disproportionate** - too large or too small in comparison with something else
- **Eradicate** - destroy completely; put an end to
- **Justice** - the quality of being fair and reasonable
- **Reflect** - think deeply or carefully about

## LAUNCH (5 min)

- Going around the circle (or in popcorn style), ask students to share one word in response to the slogan "All Lives Matter." Acknowledge the responses in the room, recognizing similarities and differences.
- Explain that in today's lesson you'll focus on the slogan "All Lives Matter," which was coined, most recently, in response to the "Black Lives Matter" slogan and movement that sprang from it. Explain that a core issue in the Black Lives Matter movement is that of Justice - particularly in our prison systems.

## TEXT (15 min)

*Article link and text are provided below to ensure visual/auditory instruction*

**Title:** Black Students' Lives Matter - Building The School-To-Justice Pipeline

**By:** Editors of Rethinking Schools

**Summary:** The killings of Trayvon Martin, Jordan Davis, Mike Brown, Tamir Rice, Renisha McBride—and far too many other African Americans—have put to rest the myth of a “post-racial” America. In death, these Black youth—shot down with impunity because of the color of their skin—have provided a tragically thorough education about police terror and institutional racism, and ignited the Black Lives Matter movement.

## PROCEDURAL STEPS (30 min)

### Social-Emotional Learning Opening Activity (Attachment A)

1. Before beginning the lesson - complete 'Fist of 5' check-in. Visual reference is provided at the end of this lesson to display. This social-emotional opening activity can be completed virtually or in-person. Have students get his/her fist ready and hold up a number of fingers as it pertains to them after the count of 3. Pay careful attention as to what number of fingers students choose to display - follow up as necessary utilizing members of SST if further assistance is needed.
  - 1-Not doing great. May need some support or kindness today.
  - 2-Struggling a bit. Could use some extra smiles.
  - 3-Doing OK
  - 4-Doing pretty good right now.
  - 5-Doing great!

### Lesson Procedures

2. Review Black Lives Matter Guiding Principles
3. Vocabulary Review the following vocabulary words as a group (you may first ask students to come up with own ideas and definitions prior to revealing the definitions)
4. Launch
5. Text - explains the connection between the 'All Lives Matter' statement to the 'School to Prison/Grave' pipeline **display text below through virtual share**
6. Visual Poster - Attachment C. After reading the text, show poster to students. Have them reflect on the information presented through discussion/chat forum. Be sure to ask clarifying questions and utilize checks for understanding.
7. Writing Activity
  - After listening/reading text and viewing the poster, ask students to reflect on two things that stood out for them and why. Provide 3-4 sentence written responses for each reflection. Encourage students to use words such as consequently and specifically in their writing.
  - How does the Black Lives Matter movement connect to on-going issues in our justice system? (5-7 sentence response) Encourage students to reference the text/poster in responses.
8. Closure. Encourage students to think about his/her current environments. If we were back in a school building, how could we improve the environment so that everyone felt represented and included?

## CLOSURE (10 min)

*How will you check for understanding?*

*How do you evaluate student learning?*

After reflecting on the lesson today, list at least 3 ideas that you have to provide a more inclusive and representative school environment. Be sure to think about things such as bulletin boards, text books, reading materials, posters, etc.

- 1.
- 2.
- 3.

## DIFFERENTIATION

*How will you ensure all students can access the content in this lesson?*

*What will the integrated ENL teacher be doing to support instruction?*

- Excerpts from the article can be pulled out to focus on specific areas.
- Using audio when available.
- Use pictures to accompany vocabulary.
- Highlight vocabulary within the text.
- Create a study guide/outline to accompany videos.
- Chunk sections of text and pose questions to guide understanding.

## SPECIALLY DESIGNED INSTRUCTION

*How will you incorporate Specially Designed Instruction strategies?*

(Intentionally left blank, for Special Education teachers to add the appropriate SDI for the lesson)

# TECHNOLOGY AND VIRTUAL INSTRUCTION

*How will you use the district-approved technology platforms and resources to deliver this lesson?*

1. Video: Why Saying "All Lives Matter" Communicates To Black People That Their Lives Don't (5:14 mins)  
<https://www.cbsnews.com/news/all-lives-matter-black-lives-matter/>
2. Asynchronous or Synchronous Instruction
  - A presentation program (PPT, Sway, Prezi, etc.) can be used to deliver the lesson by transferring specific questions, embedding video and inserting graphics, to increase student engagement.
  - Schoology:
    - Create a discussion and post questions to foster student conversation and engagement about the lesson. A discussion post can be used as a ticket in the door/exit ticket, to stimulate conversation around the essential questions, respond to an article/video, etc. Additionally, ask students to comment on a classmate's response after posting their own.
    - Assign the assessment/closure activity for students to submit virtually or in person for grading purposes.
  - Zoom: Use the chat section how you would use Schoology's discussion feature above.

## TEACHER REFLECTION

**Teacher Thoughts Prior to the Lesson**

**Teacher Reflection Following the Lesson**

## Attachment A: Social-Emotional Learning Opening Activity

Before beginning the lesson - complete 'Fist of 5' check-in. Visual reference is provided at the end of this lesson to display. This social-emotional opening activity can be completed virtually or in-person. Have students get his/her fist ready and hold up a number of fingers as it pertains to them after the count of 3. Pay careful attention as to what number of fingers students choose to display - follow up as necessary utilizing members of SST if further assistance is needed.

- 1-Not doing great. May need some support or kindness today.
- 2-Struggling a bit. Could use some extra smiles.
- 3-Doing OK
- 4-Doing pretty good right now.
- 5-Doing great!



### Fist of Five



Not doing great. May need some support or kindness today.



Struggling a bit. Could use some extra smiles.



Doing OK



Doing pretty good right now.



Doing Great!

## **Attachment B: Why Not “All Lives Matter?”**

As the Black Lives Matter movement has grown, some participants have questioned whether “All Lives Matter” is a more inclusive slogan. Although we recognize the serious impact of racism and other forms of oppression on many groups of people in the United States, we think it’s important to understand and talk with others about the historical and current realities behind this specific demand. As Alicia Garza, one of the movement’s originators, explains:

*When we say Black Lives Matter, we are talking about the ways in which Black people are deprived of our basic human rights and dignity. . . . It is an acknowledgment that one million Black people are locked in cages in this country. . . . It is an acknowledgment that Black women continue to bear the burden of a relentless assault on our children and our families. . . .#BlackLivesMatter doesn’t mean your life isn’t important—it means that Black lives, which are seen as without value within White supremacy, are important to your liberation. Given the disproportionate impact state violence has on Black lives, we understand that when Black people in this country get free, the benefits will be wide reaching and transformative for society as a whole.*

Watch video below - encourage students to listen closely

### **The School- to -Grave Pipeline**

*It is an acknowledgment that one million Black people are locked in cages in this country...*

For the past decade, social justice educators have decried the school--to--prison pipeline: a series of interlocking policies—whitewashed, often scripted curriculum that neglects the contributions and struggles of people of color; zero tolerance and racist suspension and expulsion policies; and high- stakes tests—that funnel kids from the classroom to the cellblock. But, with the recent high- profile deaths of young African Americans, a “school--to--grave pipeline” is coming into focus. Mike Brown had just graduated from high school and was preparing to go to college when police killed him. According to a 2012 investigation by the Malcolm X Grassroots Movement, a Black person is killed by law enforcement, security guards, or vigilantes every 28 hours. A recent ProPublica report found that “Blacks, age 15 to 19, were killed at a rate of 31.17 per million, while just 1.47 per million white males in that age range died at the hands of police.”

The Black Lives Matter movement inspires us to fight the school--to--grave pipeline as an example of structural racism, after decades in which anti-racism has been defined in excessively personal terms through anti--bias or diversity training. Anti-bias work focuses primarily, and often exclusively, on internal and interpersonal racism. In other words, if you strive to not be racist in your personal relationships, that’s good enough. There is definitely a place for personal reflection and discussion of racist attitudes and beliefs. And there is no doubt that many individual police officers need anti--bias training and to be held responsible for their actions. But that’s not enough, as the statistics on police violence, incarceration, school suspension and dropout rates, inequitable school financing, and school closures make clear. These are all sharp indicators of structural racism.



# IS THIS 'JUSTICE'?

## 7 shocking facts about America's prison system

### The US accounts for



5% of global population

but houses



of the world's prisoners

1 in 15 black men



is behind bars

One in 13 African Americans is unable to vote



due to laws that deny the right to vote to ex-felons

**THE BILL:**  
US taxpayers pay

**\$69bn**

- each year -  
to maintain the  
prison system

There are more African Americans in prison or jail, on parole or on probation today than there were slaves in 1850

**2.8-5.5x** Arrests of black adults on drug charges are 2.8 to 5.5 times higher than of white adults, despite similar use rates

**4x**

It costs nearly four times as much to keep an inmate in jail for a year as it costs to send a child to school

# OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

## Grades 9/10: CLRI First Days of School Lessons



### BPS INSTRUCTIONAL PRIORITIES

*As you execute these lessons please remember:*

*Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking · All Students Engage in Grade-Level Content · Differentiation*

#### Lesson 7

#### *Confronting Whiteness in Our Classrooms*

### LESSON OBJECTIVES

#### Content:

- Students will be able to identify what the term *white privilege* means and draw conclusions based on text and video based evidence.
- Verbalize and write about ways people can use their voices for a cause.

#### Language:

Students will be able to:

- define the concept of white privilege.
- reflect on the impact of privilege in one's own life.
- identify the effects of privilege on daily activities of others.

### ESSENTIAL QUESTIONS

- What does it mean to use your voice for a cause?
- How can you use your voice for a cause?

### NYS STANDARDS

#### ELA Standards

- RL.9-10.4: Determine the meaning of words and phrases.
- RL.9-10.6: Analyze a particular POV or cultural experience reflected in a work.
- W.9-10.6: Use technology to produce, publish individual writing.
- SL.9-10.6: Adapt speech to a variety of contexts and tasks.
- L.9-10.1-3: Demonstrate command of English grammar and usage; apply knowledge of language to understand different contexts to make effective choices for meaning and style.

#### NYS Social Studies:

- 9.-10.4.I.A ,B,D, and E: Pressures for reform, effects of developing technologies and their social, ethical, and moral impacts. Increasing inequities between wealth and poverty, and rising power and influence of the middle class.

# BLACK LIVES MATTER GUIDING PRINCIPLES

*Discuss these principles and have students talk about how they connect to them.*

- Collective Value means that 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, matter.
- Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.
- Diversity is the celebration and acknowledgement of differences and commonalities across cultures.
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.

## VOCABULARY

**Negro Revolution:** The Negro American revolution is rightly regarded as the most important domestic event of the postwar period in the United States.

**Reservoirs:** a supply or source of something.

**Communism:** a political theory with a negative connotation that is derived from Karl Marx, advocating class war and leading to a society in which all property is publicly owned and each person works and is paid according to their abilities and needs.

**Inconceivable:** not capable of being imagined or grasped mentally; unbelievable.

**Paradoxes:** a seemingly absurd or self-contradictory statement or proposition that when investigated or explained may prove to be well founded or true.

**White Privilege:** inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice.

## LAUNCH (5 mins)

Vocabulary Map: These vocabulary strategies help students build their comprehension and language skills by using keywords from Perspectives texts in their own reading, writing, speaking and listening.

- **Display:** Display the Vocabulary Map sample for students. **Appendix B**
- **Write:** Using the provided Vocabulary Map, have students complete a vocabulary map for one word from the vocabulary list. **Appendix B**
- **Share:** Have students share their answers.

## TEXT

**Video:** "The Race of Life" [https://www.youtube.com/watch?v=FBQx8FmOT\\_0&feature=youtu.be](https://www.youtube.com/watch?v=FBQx8FmOT_0&feature=youtu.be)

**Text:** "A Talk to Teachers", by James Baldwin, <https://www.zinnedproject.org/materials/baldwin-talk-to-teachers>

**Appendix A:** (To display to students) Tolerance.org definition of White Privilege

**Appendix B:** Vocabulary Map Worksheet

**Appendix C:** 3-2-1 Worksheet

## PROCEDURAL STEPS (30 mins)

- **Review:** Review the Essential Questions with the class.
- **Video:** Show the video “The Race of Life”  
[https://www.youtube.com/watch?v=FBQx8FmOT\\_0&feature=youtu.be](https://www.youtube.com/watch?v=FBQx8FmOT_0&feature=youtu.be)
- **Discuss:** Ask students to reflect on the video and give a definition of *white privilege* in their own words.
- **Display:** Share the Tolerance.org definition of *White Privilege Appendix A*
- **Discuss:** Ask students if they agree/disagree with the definition provided. Ask what they would add/remove from the definition and explain why.
- **Read:** Break up the text “A Talk to Teachers” (possibly breaking each text into three sections, but text assignment length should be based on the needs of your classroom) and give groups of students sections to read.
- **Write:** Students complete a 3-2-1 for their sections: *three facts, two questions, one opinion. Appendix C*
- **Share:** Ask for student volunteers to share their 3-2-1’s with the whole class.

## CLOSURE (10 mins)

- **Discuss:** Have students discuss the following ideas:  
One thing that you have learned, one thing that you do not understand, and one thing you would change and how you would change it. How can you use your voice to make a change?
- **Release:** To close the lesson do a breathing exercise to re-center the students. These issues are very heavy issues and topics to discuss as our world is in a heavy place and constantly changing.
- **Questions:** Ask students to share any lingering questions they may have.

## DIFFERENTIATION

*How will you ensure all students can access the content in this lesson?  
What will the integrated ENL teacher be doing to support instruction?*

### Suggestions:

- Nurture students' speaking and listening skills with strategies that ask them to draw upon texts during meaningful—and respectful—classroom discussion.

## SPECIALLY DESIGNED INSTRUCTION

(Intentionally left blank, for Special Education teachers to add the appropriate SDI for the lesson.)

## TECHNOLOGY AND VIRTUAL INSTRUCTION

Additional Videos for discussion if time permits:

- Video: James Baldwin on Education (3:55 mins) <https://www.youtube.com/watch?v=piGSgnSqO5E>
- Video: How White Privilege Works | Unpack That (3:59 mins) Use closed captions to view How White Privilege Works <https://www.youtube.com/watch?v=4l84jxCNsmo>

## TEACHER REFLECTION

**Teacher Thoughts Prior to the Lesson**

**Teacher Reflection Following the Lesson**

**WHITE PRIVILEGE IS NOT  
THE SUGGESTION THAT  
WHITE PEOPLE HAVE NEVER  
STRUGGLED OR THAT  
EVERYTHING THEY HAVE  
ACCOMPLISHED IS  
UNEARNED;**


**INSTEAD, WHITE PRIVILEGE  
SHOULD BE VIEWED AS A  
BUILT-IN ADVANTAGE,  
SEPARATE FROM ONE'S LEVEL  
OF INCOME OR EFFORT.**

## Appendix B: Vocabulary Map

<b>Word:</b>	<b>Personal Connection:</b>
<b>Definition in your own words:</b>	<b>Write a meaningful sentence using the word:</b>
<b>A visual representation of the word:</b>	<b>Related words or ideas:</b>



Completed Sample:

<p>Word:</p> <p><b>Community</b></p>	<p>Personal Connection:</p> <p><b>I belong to a community of people that like to ride bikes. Sometimes we meet and clean, fix, paint, or decorate our bikes. We also map out interesting bike routes and ride bikes together.</b></p>
<p>Definition in your own words:</p> <p><b>A feeling of fellowship with others because we share a common interest, attitude, or goal.</b></p>	<p>Write a meaningful sentence using the word:</p> <p><b>Sam had a really important role in that community of collectors.</b></p>
<p>A visual representation of the word:</p> 	<p>Related words or ideas:</p> <p><b>Village</b> <b>Society</b> <b>Club</b> <b>Network</b> <b>Brotherhood/Sisterhood</b></p>



**Appendix C: 3-2-1 Worksheet**

*After completing your section of reading, complete the following items:*

*Give three facts from the text, list two questions that you have about your reading, give one opinion (this can be your opinion or the opinion from the author).*

Fact:	Fact:	Fact:
-------	-------	-------

Question:	Question:
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Opinion:
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# OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

## Grades 9/10: CLRI First Days of School Lessons



### BPS INSTRUCTIONAL PRIORITIES

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#### Lesson 2

#### *What is Systemic Racism?*

### LESSON OBJECTIVES

Students will:

- Learn about the various elements of systemic racism
- Learn about the various elements and complexities of systemic oppression
- Write answers to text dependent questions

### ESSENTIAL QUESTIONS

- How has a history of systemic racism in the United States led to what is happening today?

### NYS STANDARDS

#### NYS ELA:

- 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
- 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.

#### NYS Social Studies:

- Standard 1: History of the United States and New York
- Standard 4: Economics
- Standard 5: Civics, Citizenship, and Government

### BLACK LIVES MATTER GUIDING PRINCIPLES

*Discuss these principles and have students talk about how they connect to them.*

- Collective Value means that 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, matter.
- Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.
- Diversity is the celebration and acknowledgement of differences and commonalities across cultures.
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.

## VOCABULARY

**Systematic Racism** also called structural racism or institutional racism, as "systems and structures that have procedures or processes that disadvantages African Americans."

**Gentrification** as "the process of repairing and rebuilding homes and businesses in a deteriorating area ... accompanied by an influx of middle-class or affluent people and that often results in the displacement of earlier, usually poorer residents."

**White privilege** is the unearned, mostly unacknowledged social advantage white people have over other racial groups simply because they are white.

**Resources** are a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively. Some examples are old money (money passed through generations, born rich), access to low interest rate loans to purchase cars or a house, access to quality education, home ownership, and more.

**Redlining** happens when someone is refused a home loan or insurance due to race or because they live in an area that is poor.

**Borne** having had to carry a burden.

**Elites** are the richest, most powerful, best-educated, or best trained group in a society.

**Racist Ideology** the collection of ideas, assumptions and beliefs about a particular race.

**Resistance to Racism:** The process of fighting racism through protests, legal action & political campaigns.

## LAUNCH (10 mins)

1. Read the definition of systematic racism and show the video "Institutional Racism in the US Explained through a Michael Jackson song".
  - **Ask:** What is Systematic Racism? Ask students to try to define this term in their own words.
  - **Read to class:** Systemic racism is the result of racist institutions, laws, ideas and behaviors. These give an unjust amount of resources, rights and power to white people. Meanwhile, they deny resources, rights and power to people of color."
  - **Read to class:** Joe Feagin, sociologist, wrote that racism is "systemic" because it is reflected in "each major part of U.S. society — the economy, politics, education, religion, the family." Systemic racism includes "the complex array of antiblack practices, the unjustly gained political-economic power of whites ... and the white racist ideologies and attitudes created to maintain ... white privilege and power."
  - **Show video:** *Institutional racism in the US explained through a Michael Jackson song* (5:53 mins)  
<https://www.youtube.com/watch?v=MdOCyqPcp2o>
  - **Share:** Have students share their thoughts on this topic (this can be done verbally or synchronous chat functions) (Example: MS Teams).

## TEXT AND MATERIALS

**Appendix A- (In English and Spanish)** Title: *Analysis: Definition Of Systemic Racism In Sociology*, By: Nicki Lisa Cole, Ph.D

Text Link: [https://newsela.com/read/lib-systemic-racism/id/39534/?search\\_id=b3adaf19-6554-4cc0-85f9-25af823cbce4](https://newsela.com/read/lib-systemic-racism/id/39534/?search_id=b3adaf19-6554-4cc0-85f9-25af823cbce4) (Teachers will need to sign in if using the link.)

**Appendix B-** Systemic Racism worksheet

**Appendix C-** Closing Activity worksheet

## PROCEDURAL STEPS (30 mins)

- **Read:** Have students about the elements of systematic oppression, “Analysis: Definition Of Systemic Racism In Sociology” written by Nicki Lisa Cole, Ph.D (22 minutes)(**Appendix A**). Teachers can break the reading into sections and have students share their section of the reading (jigsaw reading), if needed to conserve time.
- **Write:** (8 minutes)- Have students answer each question using at least 3 or more complete sentences: (**Appendix B**)
  - Explain, using your own words, one of the elements of oppression.
  - Why is it important to stand up for what we believe in?
  - Would you or have you been a part of an act of resistance? What kind of resistance and why?
- **Discuss:** Ask students to share personal experiences that relate to elements of oppression. (What happened? How did you react? What would you do differently if it happened again? Why? What would you do the same? Why?)

## CLOSURE (5 mins)

Students respond in writing to one of the following prompts: **Appendix C**

- What is the importance of people taking a stand to create change. What would happen if they didn't take a stand?
- or-
- Have students share any acts of resistance they have been, or would want to be, involved in.

## DIFFERENTIATION

- Simplify subject matter explaining the meaning of the text (re-phrasing).
- Use guided questions to help promote class discussion.

## Technology and Virtual Instruction

- NewsELA: Analysis: Definition of systemic racism in sociology (Appendix A)  
[https://newsela.com/read/lib-systemic-racism/id/39534/?search\\_id=b3adaf19-6554-4cc0-85f9-25af823cbce4](https://newsela.com/read/lib-systemic-racism/id/39534/?search_id=b3adaf19-6554-4cc0-85f9-25af823cbce4)
- Video: Institutional racism in US explained through a Michael Jackson song (5:53 mins)  
<https://www.youtube.com/watch?v=MdOCyqPcp2o>
- Audio: East Side, West Side, gentrification displacing longtime residents all around the city (4:47 mins)  
<https://news.wbfo.org/post/east-side-west-side-gentrification-displacing-longtime-residents-all-around-city>

**Teacher Thoughts Prior to the Lesson**

**Teacher Reflection Following the Lesson**

## Seven Major Elements of Systemic Racism

### 1. Impoverishment Of People Of Color And Enrichment Of White People

One of the core aspects of systemic racism is that some white people are unfairly rich. As a result of this, people of color are unfairly poor. In the U.S. the wealth gap is the result of black slavery, which created unjust wealth for white people and their businesses. The exploitation of people of color created a social system that had racist economic inequality built into its foundation. Systemic racism continued through practices such as “redlining,” which made it harder for people of color to get loans to buy homes that would allow their wealth to grow. Banks once drew red lines on maps to mark off neighborhoods where they wouldn't lend money to.

Relevant topic to our students: Gentrification happening in Buffalo today. <https://news.wbfo.org/post/east-side-west-side-gentrification-displacing-longtime-residents-all-around-city>

### 2. Vested Group Interests Among White People

Within a racist society, white people enjoy many privileges denied to people of color. Throughout U.S. history, many white people have opposed certain programs that would increase diversity within education and jobs, such as affirmative action. They have also opposed ethnic studies courses that better represent the history of the U.S. White people have suggested that programs like these are "hostile" or examples of "reverse racism." In fact, this is a good example of how white people wield political power to protect their interests, without ever claiming to do so. It is a powerful way to maintain a racist society.

Example: White Privilege - (lack of diverse school curriculum, disproportionate suspension rates of minorities, having Dr.'s & teachers that look like you, ability to trust police enforcement, not followed in stores (assuming people of color all steal), etc.)

### 3. Alienating Racist Relations Between White People and People of Color

In the U.S., white people hold most positions of power. A look at the membership of Congress and the top management of corporations makes this clear. The racist views and assumptions that course through U.S. society shape the way those in power interact with people of color. This leads to discrimination in all areas of life, and the mistreatment of people of color.

Discussion topic: What is a 'position of power' & how do we get people of color into positions of power? The importance of voting.

### 4. The Costs and Burdens Of Racism are Borne By People of Color

In his book, Feagin points out that the burdens of racism usually fall on people of color. Having to bear these unjust burdens is a core feature of systemic racism. For people of color, the result is shorter life spans, limited income potential and less access to education. Along with these come the emotional effects of living with less, and being seen as "less than."

Discussion: Quality of education, access to athletic fields, lack of extra-curricular opportunities, etc.

### 5. The Racial Power Of White Elites

All white people play a part in perpetuating systemic racism. However, it is important to recognize the powerful role played by white elites. Often unconsciously, white elites work to perpetuate racism through politics, law, education and the media.

It is important that the public hold white elites accountable because people in power have a greater ability to help combat racism and promote equality. It is also important that those who hold positions of power reflect the racial diversity of the U.S.

## **6. The Power Of Racist Ideas, Assumptions And Worldviews**

Racist ideology — the collection of ideas, assumptions and beliefs — is a key feature of systemic racism. It often claims that whites are superior to people of color for biological or cultural reasons. This is expressed through stereotypes and popular myths and beliefs.

Ideology informs our relationships with others. It follows that racist ideology promotes racism throughout all aspects of society. *This happens regardless of whether a person acting in racist ways is aware of doing so.*

Example: Making snap judgments about a person's preferences based solely on their race or ethnicity.

## **7. Resistance To Racism**

Finally, Feagin recognizes that resistance to racism is also an important feature of systemic racism. Racism has never been passively accepted by those who suffer it. It is always accompanied by acts of resistance. These take the form of protests, political campaigns, legal battles and other actions. (Reacting against the racism to create change)

## Spanish Version:

### **Análisis: Definición de racismo sistémico según la sociología**

#### **Government & Economics**

### **Análisis: Definición de racismo sistémico según la sociología**

PresentSaveRead AloudShare

By Nicki Lisa Cole, Ph.D., ThoughtCo.com, adaptado por la redacción de Newsela

El racismo sistémico es tanto una teoría como una realidad. Como teoría, se basa en la idea que los Estados Unidos se fundaron como una sociedad racista y que el racismo es parte de todas sus instituciones sociales. Hoy en día, algunos sociólogos dicen que el racismo sistémico es el resultado de instituciones, leyes, ideas y comportamientos racistas. Estos le dan una cantidad injusta de recursos, derechos y poder a las personas blancas, mientras que se los niegan a las personas de color.

#### **Definición de racismo sistémico**

La idea del racismo sistémico ha sido expresada por muchos expertos, incluido el sociólogo Joe Feagin. El racismo sistémico es una forma común de explicar la importancia de la raza y el racismo, tanto históricamente como en el mundo actual. Feagin describe la idea y las realidades asociadas al racismo sistémico en su libro "Estados Unidos racista: raíces, realidades actuales y reparaciones futuras" (Racist America: Roots, Current Realities, & Future Reparations). En su libro, Feagin usa evidencia y datos demográficos para argumentar que los Estados Unidos se fundaron como una nación racista desde que la Constitución clasificó a las personas negras como propiedad de las personas blancas. Feagin ilustra cómo la esclavitud se convirtió en una piedra angular de un sistema social racista. Dentro de este sistema, los recursos y los derechos fueron otorgados —y aún se otorgan— injustamente a las personas blancas, y fueron negados —y aún se niegan— injustamente a las personas de color.

En la introducción a su libro, Feagin escribe que el racismo es "sistémico" porque se refleja en "cada parte importante de la sociedad estadounidense (economía, política, educación, religión, familia)". El racismo sistémico "incluye la compleja gama de prácticas antinegros, el poder político-económico injustamente adquirido de las personas blancas... y las ideologías y actitudes racistas blancas creadas para mantener... el privilegio y el poder blancos".

Feagin argumenta que el racismo sistémico se compone principalmente de siete elementos fundamentales.



## **Empobrecimiento de las personas de color y enriquecimiento de las personas blancas**

Uno de elementos fundamentales del racismo sistémico es que algunas personas blancas son injustamente ricas. Como resultado, las personas de color son injustamente pobres. En los Estados Unidos, la desigualdad de la riqueza es el resultado de la esclavitud de las personas negras, la cual creó una riqueza injusta para las personas blancas y sus negocios. La explotación de las personas de color creó un sistema social que tenía una desigualdad económica racista integrada a sus cimientos. El racismo sistémico continuó mediante prácticas como el *redlining* (línea roja), que hacía más difícil que las personas de color pudieran obtener préstamos para comprar casas, las cuales permitirían que la riqueza de sus familias creciera. El nombre de esta práctica se debe a que los bancos una vez dibujaron líneas rojas en el mapa para marcar los vecindarios donde no prestarían dinero, pues pensaban que las personas en esos vecindarios no podrían pagar los préstamos.

## **Intereses colectivos adquiridos entre las personas blancas**

Dentro de una sociedad racista, las personas blancas disfrutaban de muchos privilegios negados a las personas de color. A lo largo de la historia de los Estados Unidos, muchas personas blancas se han opuesto a los programas que aumentan la diversidad dentro de la educación y el empleo, tales como la acción afirmativa. También se han opuesto a los cursos de estudios étnicos que representan mejor la historia de los Estados Unidos. Las personas blancas han sugerido que programas como estos son "hostiles" (que causan odio), o son ejemplos de "racismo inverso" (racismo hacia las personas blancas). Sin embargo, este es un buen ejemplo de cómo las personas blancas ejercen el poder político para proteger sus intereses, sin reconocer nunca que lo hacen. Es una forma poderosa de mantener una sociedad racista.

## **Aislamiento de las relaciones racistas entre las personas blancas y las de color**

En los Estados Unidos, las personas blancas ocupan la mayoría de los puestos de poder. Una mirada a los miembros del Congreso y a los altos directivos de las corporaciones dejan esto claro. Los puntos de vista y suposiciones racistas que surgen a lo largo de la sociedad estadounidense determinan cómo quienes están en el poder interactúan con las personas de color. Esto lleva a la discriminación en todas las áreas de la vida y al maltrato de las personas de color.

## **Los costos y las cargas del racismo son asumidos por las personas de color**

En su libro, Feagin señala que los costos y las cargas del racismo usualmente recaen sobre las personas de color. Tener que soportar estas cargas injustas es un elemento central del racismo sistémico. Para las personas de color, los resultados incluyen una esperanza de vida más baja, potencial limitado de ingresos y menor acceso a la educación. Estos se suman al precio psicológico, emocional y comunitario de vivir con menos y ser visto como "inferior".

## **El poder racial de las élites blancas**

Todas las personas blancas juegan un papel en la perpetuación del racismo sistémico. No obstante, es importante reconocer el poderoso papel que desempeñan las élites blancas. A menudo inconscientemente, estas élites trabajan para perpetuar el racismo sistémico a través de la política, el derecho, la educación y los medios de comunicación.

Es importante que el público responsabilice a las élites blancas. Esto porque las personas en puestos de poder tienen una mayor responsabilidad de combatir el racismo y fomentar la igualdad. Es igualmente importante que quienes ocupan puestos de poder dentro de la sociedad reflejen la diversidad racial de los Estados Unidos.

## **El poder de las ideas, suposiciones y visiones del mundo racistas**

La ideología racista —el conjunto de ideas, suposiciones y visiones del mundo— es un elemento clave del racismo sistémico. A menudo la ideología racista asegura que las personas blancas son superiores a las personas de color por razones biológicas o culturales. Esto se expresa en estereotipos y en mitos y creencias populares. Los estereotipos son ideas que muchas personas tienen con respecto a un grupo específico.

La ideología informa nuestras relaciones con los demás, por lo que se deduce que la ideología racista fomenta el racismo en todos los aspectos de la sociedad. Esto sucede independientemente de si la persona que actúa de manera racista es consciente de que lo está haciendo.

## **Resistencia al racismo**

Finalmente, Feagin reconoce que la resistencia al racismo es una característica importante del racismo sistémico. El racismo nunca ha sido aceptado de forma pasiva por sus víctimas. Siempre va acompañado de actos de resistencia que pueden expresarse como manifestaciones, campañas políticas, batallas legales y otros actos.

## **El racismo sistémico está a nuestro alrededor y dentro de nosotros**

La teoría de Feagin, y toda la investigación que él y muchos otros científicos sociales han llevado a cabo, demuestra que el racismo está integrado en la base de la sociedad estadounidense. Con el tiempo, ha llegado a afectar todos sus aspectos. El racismo está presente en nuestras leyes, política, economía, e instituciones sociales. Está a nuestro alrededor y dentro de nosotros, y por esta razón, la resistencia al racismo también debe estar en todas partes si queremos combatirlo.



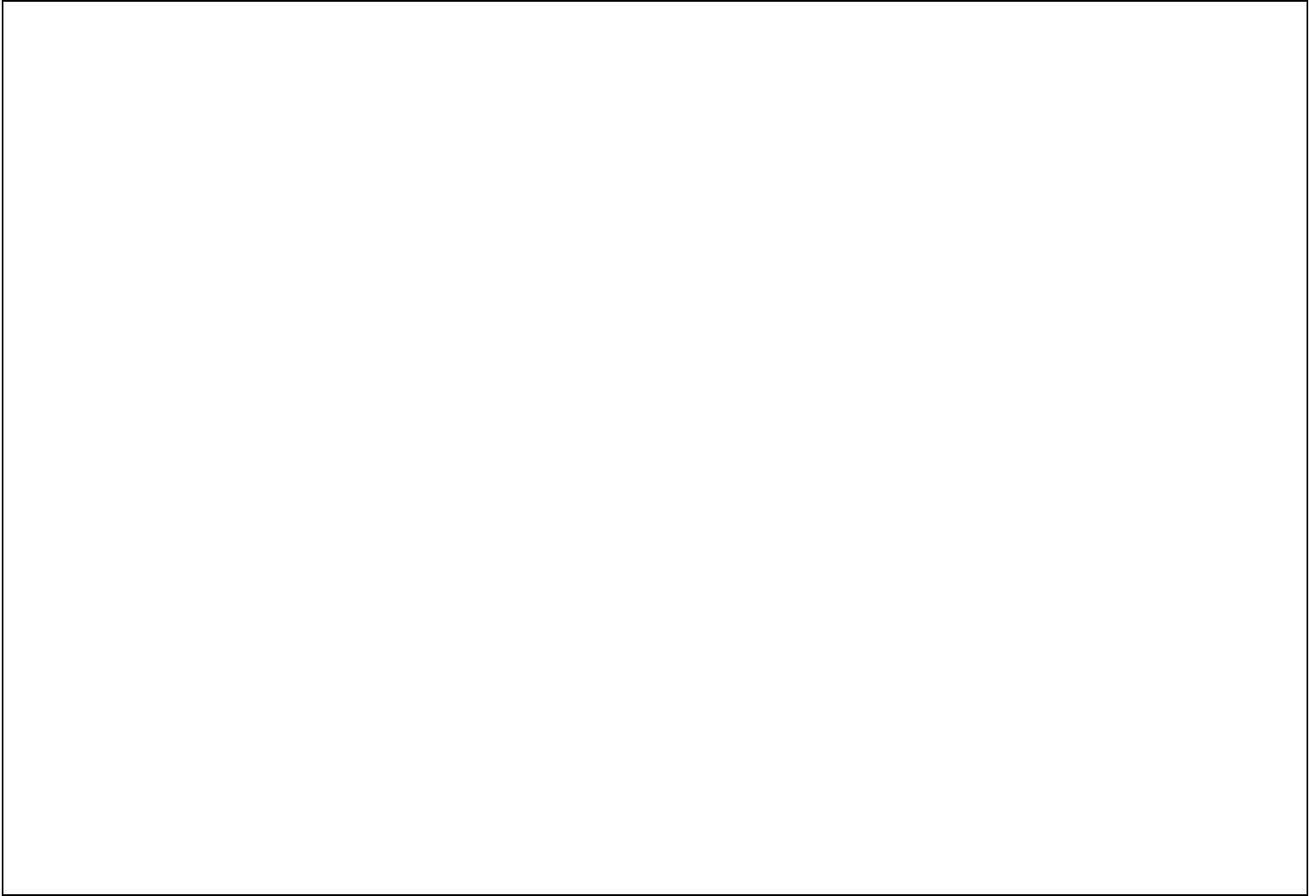
## Appendix C

Respond in writing to one of the following prompts: (4-8 sentences)

- What is the importance of people taking a stand to create change. What would happen if they didn't take a stand?

-or-

- Have students share any acts of resistance they have been, or would want to be, involved in.

A large, empty rectangular box with a thin black border, intended for students to write their responses to the prompts above.

# OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES

## Grades 9/10: CLRI First Days of School Lessons



### BPS INSTRUCTIONAL PRIORITIES

*As you execute these lessons please remember:*

*Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking · All Students Engage in Grade-Level Content · Differentiation*

#### Lesson 7

#### *Confronting Whiteness in Our Classrooms*

### LESSON OBJECTIVES

#### Content:

- Students will be able to identify what the term *white privilege* means and draw conclusions based on text and video based evidence.
- Verbalize and write about ways people can use their voices for a cause.

#### Language:

Students will be able to:

- define the concept of white privilege.
- reflect on the impact of privilege in one's own life.
- identify the effects of privilege on daily activities of others.

### ESSENTIAL QUESTIONS

- What does it mean to use your voice for a cause?
- How can you use your voice for a cause?

### NYS STANDARDS

#### ELA Standards

- RL.9-10.4: Determine the meaning of words and phrases.
- RL.9-10.6: Analyze a particular POV or cultural experience reflected in a work.
- W.9-10.6: Use technology to produce, publish individual writing.
- SL.9-10.6: Adapt speech to a variety of contexts and tasks.
- L.9-10.1-3: Demonstrate command of English grammar and usage; apply knowledge of language to understand different contexts to make effective choices for meaning and style.

#### NYS Social Studies:

- 9.-10.4.I.A ,B,D, and E: Pressures for reform, effects of developing technologies and their social, ethical, and moral impacts. Increasing inequities between wealth and poverty, and rising power and influence of the middle class.

# BLACK LIVES MATTER GUIDING PRINCIPLES

*Discuss these principles and have students talk about how they connect to them.*

- Collective Value means that 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, matter.
- Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.
- Diversity is the celebration and acknowledgement of differences and commonalities across cultures.
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.

## VOCABULARY

**Negro Revolution:** The Negro American revolution is rightly regarded as the most important domestic event of the postwar period in the United States.

**Reservoirs:** a supply or source of something.

**Communism:** a political theory with a negative connotation that is derived from Karl Marx, advocating class war and leading to a society in which all property is publicly owned and each person works and is paid according to their abilities and needs.

**Inconceivable:** not capable of being imagined or grasped mentally; unbelievable.

**Paradoxes:** a seemingly absurd or self-contradictory statement or proposition that when investigated or explained may prove to be well founded or true.

**White Privilege:** inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice.

## LAUNCH (5 mins)

Vocabulary Map: These vocabulary strategies help students build their comprehension and language skills by using keywords from Perspectives texts in their own reading, writing, speaking and listening.

- **Display:** Display the Vocabulary Map sample for students. **Appendix B**
- **Write:** Using the provided Vocabulary Map, have students complete a vocabulary map for one word from the vocabulary list. **Appendix B**
- **Share:** Have students share their answers.

## TEXT

**Video:** "The Race of Life" [https://www.youtube.com/watch?v=FBQx8FmOT\\_0&feature=youtu.be](https://www.youtube.com/watch?v=FBQx8FmOT_0&feature=youtu.be)

**Text:** "A Talk to Teachers", by James Baldwin, <https://www.zinnedproject.org/materials/baldwin-talk-to-teachers>

**Appendix A:** (To display to students) Tolerance.org definition of White Privilege

**Appendix B:** Vocabulary Map Worksheet

**Appendix C:** 3-2-1 Worksheet

## PROCEDURAL STEPS (30 mins)

- **Review:** Review the Essential Questions with the class.
- **Video:** Show the video “The Race of Life”  
[https://www.youtube.com/watch?v=FBQx8FmOT\\_0&feature=youtu.be](https://www.youtube.com/watch?v=FBQx8FmOT_0&feature=youtu.be)
- **Discuss:** Ask students to reflect on the video and give a definition of *white privilege* in their own words.
- **Display:** Share the Tolerance.org definition of *White Privilege Appendix A*
- **Discuss:** Ask students if they agree/disagree with the definition provided. Ask what they would add/remove from the definition and explain why.
- **Read:** Break up the text “A Talk to Teachers” (possibly breaking each text into three sections, but text assignment length should be based on the needs of your classroom) and give groups of students sections to read.
- **Write:** Students complete a 3-2-1 for their sections: *three facts, two questions, one opinion. Appendix C*
- **Share:** Ask for student volunteers to share their 3-2-1’s with the whole class.

## CLOSURE (10 mins)

- **Discuss:** Have students discuss the following ideas:  
One thing that you have learned, one thing that you do not understand, and one thing you would change and how you would change it. How can you use your voice to make a change?
- **Release:** To close the lesson do a breathing exercise to re-center the students. These issues are very heavy issues and topics to discuss as our world is in a heavy place and constantly changing.
- **Questions:** Ask students to share any lingering questions they may have.

## DIFFERENTIATION

*How will you ensure all students can access the content in this lesson?  
What will the integrated ENL teacher be doing to support instruction?*

### Suggestions:

- Nurture students' speaking and listening skills with strategies that ask them to draw upon texts during meaningful—and respectful—classroom discussion.

## SPECIALLY DESIGNED INSTRUCTION

(Intentionally left blank, for Special Education teachers to add the appropriate SDI for the lesson.)

## TECHNOLOGY AND VIRTUAL INSTRUCTION

Additional Videos for discussion if time permits:

- Video: James Baldwin on Education (3:55 mins) <https://www.youtube.com/watch?v=piGSgnSqO5E>
- Video: How White Privilege Works | Unpack That (3:59 mins) Use closed captions to view How White Privilege Works <https://www.youtube.com/watch?v=4l84jxCNsmo>

## TEACHER REFLECTION

**Teacher Thoughts Prior to the Lesson**

**Teacher Reflection Following the Lesson**




**WHITE PRIVILEGE IS NOT  
THE SUGGESTION THAT  
WHITE PEOPLE HAVE NEVER  
STRUGGLED OR THAT  
EVERYTHING THEY HAVE  
ACCOMPLISHED IS  
UNEARNED;**

**INSTEAD, WHITE PRIVILEGE  
SHOULD BE VIEWED AS A  
BUILT-IN ADVANTAGE,  
SEPARATE FROM ONE'S LEVEL  
OF INCOME OR EFFORT.**

## Appendix B: Vocabulary Map

<b>Word:</b>	<b>Personal Connection:</b>
<b>Definition in your own words:</b>	<b>Write a meaningful sentence using the word:</b>
<b>A visual representation of the word:</b>	<b>Related words or ideas:</b>

Completed Sample:

<p>Word:</p> <p><b>Community</b></p>	<p>Personal Connection:</p> <p><b>I belong to a community of people that like to ride bikes. Sometimes we meet and clean, fix, paint, or decorate our bikes. We also map out interesting bike routes and ride bikes together.</b></p>
<p>Definition in your own words:</p> <p><b>A feeling of fellowship with others because we share a common interest, attitude, or goal.</b></p>	<p>Write a meaningful sentence using the word:</p> <p><b>Sam had a really important role in that community of collectors.</b></p>
<p>A visual representation of the word:</p> 	<p>Related words or ideas:</p> <p><b>Village</b> <b>Society</b> <b>Club</b> <b>Network</b> <b>Brotherhood/Sisterhood</b></p>

**Appendix C: 3-2-1 Worksheet**

*After completing your section of reading, complete the following items:*

*Give three facts from the text, list two questions that you have about your reading, give one opinion (this can be your opinion or the opinion from the author).*

Fact:	Fact:	Fact:
-------	-------	-------

Question:	Question:
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Opinion:
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**Office of Culturally and Linguistically  
Responsive Initiatives  
EMANCIPATION CURRICULUM**



**2020-2021**

**Buffalo Public Schools**



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\*\*\*\*\*

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**Dr. Fatima Morrell**, Associate Superintendent



Greetings Colleagues,

The CLRI Emancipation Curriculum was produced through a collaborative effort between the BPS Office of Culturally and Linguistically Responsive Initiatives and a dedicated team of classroom teachers and specialists. A resounding thank you to the CLRI Curriculum developers and outstanding teacher leaders for their support, commitment and creativity in ensuring that joy and historic accuracy are centered in the lives of ALL of our students. Very special thank you to the CLRI Emancipation Curriculum Team listed below:

<b>Office of Culturally and Linguistically Responsive Initiatives</b>	
Dr. Fatima Morrell	Associate Superintendent of CLRI
Mrs. Dalphne Bell	Director of CLRI
Jason Hall	Acting Director of CLRI
Niya Sosa	Coordinator for Curriculum Infusion and Diversity
Danielle Gray	Coordinator for Curriculum Infusion and Diversity
Nicole Buccilli	CLRI Data Coach

<b>BPS Classroom Teachers and Support Specialists</b>	
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Deborah Bertlesman	Anne Maurer
Chelsea Bush	Dr. Daphne McNab
Mark Dodge	Ikhia Moore
Enadrienne Dubose	Karen Muhammad
Bonnie General-Vazquez	Arwa Nasser
Jerren Hord	Nancy Pettit
Keisha Jacobs	Colleen Pirrone
Leslie Johnson	Jerry Piwko
Melissa Kenney	Rich Pyszcze
Lori King	Colleen Waddington

Please infuse these lessons as much as possible into your current curriculum. If you have a question or want to provide feedback about a particular lesson, resource, or strategy please feel free to contact the Office of CLRI at [CLRIOffice@buffaloschools.org](mailto:CLRIOffice@buffaloschools.org).

We thank you for your passion and support! Together we will catalyze positive change by promoting and maintaining a culturally and linguistically responsive and emancipatory learning environment for our wonderful BPS scholars and their families.

Sincerely,  
The BPS CLRI Emancipation Curriculum Team

# The Emancipation Curriculum 2020-2021

## **Purpose:**

As a response to the twin pandemics of Covid-19 and systemic oppression and racism, the Black Lives Matter (BLM) Guiding Principles have been included as foundational teaching strategies in an effort to center joy, equity, empathy and cultural relevance in the lives of students. As we address equity, anti-racism, social emotional learning, and culturally responsive opportunities that edify Black and Brown voices in daily instruction, the National BLM Guiding Principles provide a strong equity framework for teaching and learning. Said framework allows for us to build and teach ethnic curriculums that infuse key learnings, historic contributions, and current events germane to the focus cultures of African American, Latinx, Indigenous, and New Americans who are representative of the majority of the student population in the Buffalo Public Schools.

## **How and when is it integrated into the daily curriculum?**

The CLRI Emancipation Curriculum is split into six grade bands (PK-1, 2-4, 5-6, 7-8, 9-10 and 11-12). In each of the six grade bands there are 12-15 lessons that focus on literacy, criticality, and the ethnicities represented in our BPS community (African American, Latinx, Indigenous and New American). These rigorous and highly diverse, cultural inclusion lessons are aligned to the current NYS Common Core Curriculum Standards in English Language Arts and Social Studies at all grade levels. As these lessons are infused into the standing core curriculum, it is required that all 7-12 English Language Arts and Social Studies teachers, as well as all Pre-K through Grade 6 teachers, include these lessons in their daily instructional plans to ensure students have access to learning topics that are culturally inclusive and utilize District approved resources. The Emancipation Curriculum infuses the following curriculum resources amongst others: The New Jersey Amistad Wed-based Curriculum, the New York Times 1619 Project, National Coalition of Black Lives Matter at Schools, myON Diversity Resources, Teaching Tolerance, the Southern Poverty Law Center, and the Zinn Education Project. These resources support in teaching from a lens of historical accuracy, raising awareness and appreciation for Black and Brown cultures in our communities, and multiple perspectives on social justice and equity.

## **Training:**

District training prioritizes implementation of the Emancipation Curriculum and pedagogy, and anti-racist educational practices. Teachers and administrators are trained to understand the importance of supporting and providing opportunities for students to see themselves and others from historically marginalized communities as empowered voices, change makers, and actors in daily instruction. Teachers and administrators are trained to problematize their own implicit biases and begin their anti-racist journey in dismantling systemic racism in schools and classrooms. Through Disproportionality, Superintendent's Conference Day training, and the CLRI Listening and Feedback Tours, teachers and administrators are given pedagogical strategies and philosophical understandings for implementing the Emancipation Curriculum and anti-racist best practices. Throughout the 2020-2021 school year, high school staff will attend CLRI professional development focused on dismantling systemic racism and the implementation of the Emancipation Curriculum. Additionally, the Office of CLRI is currently hosting several Parent Town Hall meetings to increase parent and community understanding of the value of implementing a diverse curriculum, and to respond to parents' questions and receive feedback on future culturally and linguistically responsive curriculum initiatives.

## **Access:**

The Emancipation Curriculum was designed to be accessed by district administrators, teachers, students, parents and extended families and caregivers. Please follow the steps listed below to access the Emancipation Curriculum Interactive Timeline, lesson infusion guides, and full Emancipation Curriculum for grades PK-12.



1. Click the image below to access the Office of Culturally and Linguistically Responsive Initiatives website:



2. Click anywhere on the image of the CLRI Emancipation Interactive Timeline to access the complete Timeline, Emancipation Infusion Guides and complete Emancipation Curriculum by grade band.

The Office of CLRI is proud to announce the release of the **Emancipation Curriculum**

Please click the timeline below to access the Emancipation Infusion Guides and the complete Emancipation Curriculum by grade band.

**CLICK HERE**

**OR HERE**

[https://drive.google.com/file/d/1mz1aufQjChvwH\\_EAMPmVg-nSbd1BxAWx/view](https://drive.google.com/file/d/1mz1aufQjChvwH_EAMPmVg-nSbd1BxAWx/view)

The screenshot shows a webpage titled "Emancipation Curriculum Lessons" with a timeline from 1843 to 2020. The timeline includes lesson links for "Fry Bread" (1843), "Separate but Equal" (1896), "Cesar Chavez" (1965), and "Cultural Games" (2020). Each lesson link is accompanied by a brief description of the activity and a small image. A yellow button labeled "CLICK HERE" points to the "Fry Bread" lesson link, and another yellow button labeled "OR HERE" points to the URL at the bottom of the page.

3. Now that you have accessed the complete Emancipation Lesson Interactive Timeline, please find your grade band of choice and select one of the following options:

**Option A:**

Instantly preview lessons and materials in your grade band (PK-12) by clicking on **LESSON LINKS**, **PHOTOS** and **ICONS**.

**Option B:**

Click the bright yellow **INFUSION GUIDE** button to access the Emancipation Lesson Infusion Guide for each grade band. This document contains Emancipation Lesson descriptions and links, curriculum infusion suggestions, and skill, standard, and content alignment to diverse literature and lessons.

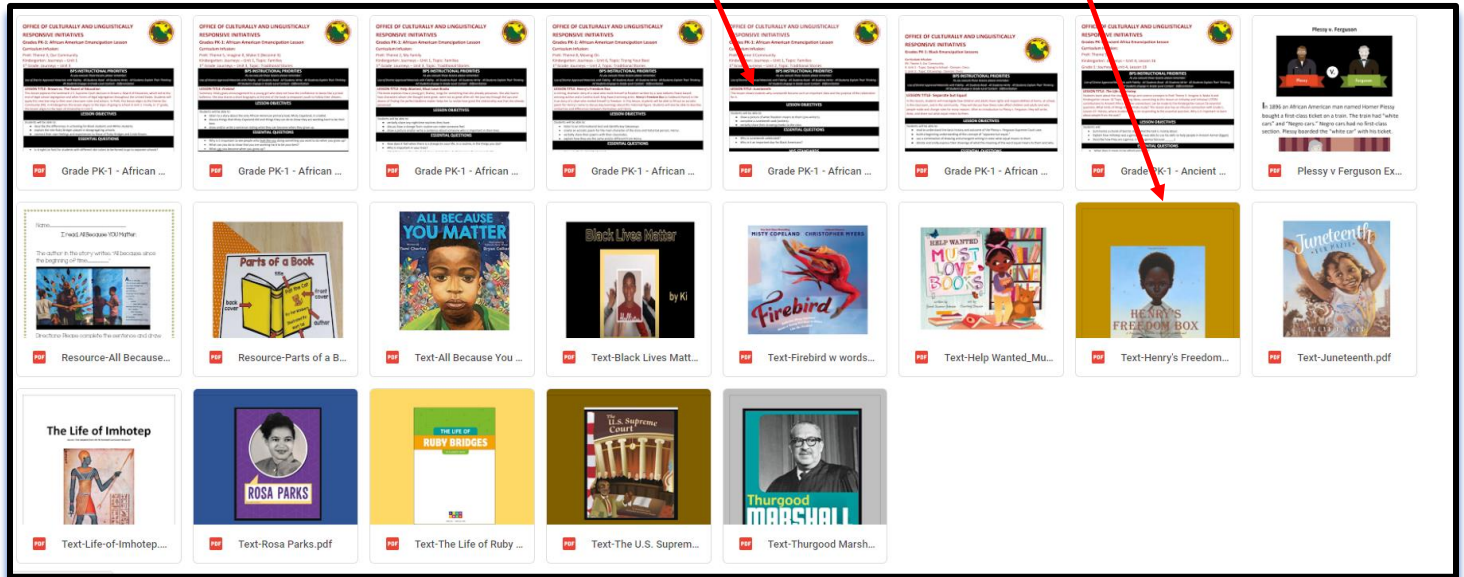
**Option C:**

Click the pink **CURRICULUM LINK** to access the Emancipation Lesson database for each grade band. We organized the lessons at each grade level into ethnicity bands, i.e., African American, Indigenous, Latinx, and New American.

The graphic is titled "Emancipation Curriculum Lessons" and features a central timeline with years 1843, 1896, 1965, and 2020. A yellow box labeled "PK-1 INFUSION GUIDE" is in the top left, and a pink circle labeled "Grades PK-1 Curriculum Link" is in the top right. Lesson links include "Fry Bread" (1843), "Separate but Equal" (1896), "Cesar Chavez" (1965), and "Cultural Games" (2020). Each link is accompanied by a description of student activities and relevant images.

A screenshot of a Google Drive interface showing a folder named "PK-1 - Emancipation L...". Below the folder name, there are four sub-folders: "African American", "Indigenous", "Latinx", and "New American". A red arrow points to the "African American" folder.

Click on an ethnicity band to choose and download a **LESSON** and the related teaching **MATERIALS**.



**NOTE:** The CLRI Emancipation Interactive Timeline, Emancipation Infusion Guides and complete Emancipation Curriculum can also be found on the [BPS Culturally & Linguistically Responsive Initiatives - Section 1 Schoology Course](#). The access code for this course is 5G25-CTP6-NQGZV.

