

Friday Before: What is the Black Lives Matter Movement?

Before You Begin

- This lesson introduces the idea that racism is a problem to be solved by all people.
- As background information, educators may want to watch [this video](#), "All Lives Matter", before the BLM week of action begins.
- Review the story [Not My Idea](#)

Content/Goal

Students will:

- ★ understand that our country has a racist history
- ★ be an activist and be actively anti-racist

Standards

CCSS.ELA.Literacy.1.1

- ★ Ask and answer questions to demonstrate understanding of key details in a text

Social Justice Standards:

Justice 12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

- ★ JU.K-2.12 know when people are treated unfairly
- ★ JU.K-2.14 knows that life is easier for some people and harder for others and the reasons for that are not always fair.

Materials

- [Slide deck](#)
- "[Not My Idea](#)" by Anastasia Higginbotham

Additional Read-alouds

- "[Something Happened in Our Town: A Child's Story About Racial Injustice](#)" Ann Hazzard, Marianne Celano, and Marietta Collins
- "[Giant Steps](#)" Spike Lee and Tonya Lewis Lee

Vocabulary

movement, racism, activist, respect

Learning Plan

- Teacher: What is the Black Lives Matter Movement?

- Teachers should intentionally name and teach the difference between Black Lives Matter and “All Lives Matter”. Much like the Civil Rights movement of the 1960s, Black Lives Matter is an international **activist movement** that campaigns against violence and **racism** towards black people.
- Hands-on activity: Have a sharing circle to talk about how to help fix someone’s hurt feelings. *Note: For educators who need to conduct the circle with learners that are remote, please plan the structure in advance. What symbol or action do you want to use to replace the talking piece and transfer voice to the next person in the group? What else do you need to consider to support this activity remotely?*
 - Place children in a circle and identify a talking piece.
 - Give children a few scenarios appropriate for audience (e.g. “No one wanted to play with Michael on the playground and ignored him” or “Maria and Ella saw Daniel be mean to Kimane”)
 - Why was the child upset?
 - How would you feel if this was you? Your friend?
 - What should the children do to make it right?
- **Read Aloud:** Not My Idea by Anastasia Higginbotham. Ask the following questions to students
 - Why was the girl in the story upset?
 - What does it mean to be white but not be a part of “whiteness”?

Say to students “in the history of our country, people have been treated unfairly because of the color of their skin and this continues today in different ways.” Have students reflect on what that statement means to them.