

Day 6- Black Women and Unapologetically Black

Before You Begin

Content/Goal

Students will:

- I can understand that our country has a racist history
- I can be name bias and what it looks like in how folx are treated
- I can say what it means for everyone to be treated equally

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).

Materials

- [Slide deck](#) (English)
- [Slide deck](#) (Spanish)
- [Sulwe by Lupita Nyong'o](#)
- [Ask and Answer Graphic Organizer](#)
- [Exit Ticket](#)

Vocabulary

- Justice
- Equality
- Bias
- Esteem

Learning Plan

Tell students that today they'll be quickly reviewing Black Lives Matter and learn about bias through colorism today and how it impacts Black girls.

Teacher Leading Whole Group Discussion:

Teacher: *What is the Black Lives Matter Movement?*

*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.*

*This looks different today and while folx are not directly being acted against or enslaved, folx can still be mistreated due to what we call bias. **Bias** is prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. This leads to preferential treatment against others of different races. Sometimes, we*

start to believe that we are less than others because of the shade or color of our skin. This is called colorism.

Circle activity: Start by acknowledging that the sharing circle is done by Indigenous folk who use this space to share their feelings in a space that is welcoming. They would use this space as a ceremony and celebration for growing together. Have a sharing circle to talk about what it means to value yourself.

Now, the teacher introduces the text, *Sulwe* by Lupita Nyong'o. *Sulwe* uses fantasy and mythology to tell a story about esteem issues related to skin color through the eyes and experience of a Black girl.

Teacher models with the graphic organizer how to ask and answer questions anchored in injustice and bias. The teacher reads through a few pages of *Sulwe*, and models how to ask questions related to wonderings about the story that could also be answered in the text. *See page 2 of the graphic organizer

Read Aloud: *Sulwe* by Lupita Nyong'o

Teacher models with the graphic organizer how to ask and answer questions anchored in injustice and bias. Students will hear the text twice. During the first read through, students are going to ask their own questions throughout the text related to who, what, where, why, and how.

They reflect and during the second read through, the students will answer their own questions using text evidence. This is to highlight the practice of truly engaging with a text and not just reading through to finish a text.

Circle Question(s) + Taking Action

- What did you learn from this story about bias?
- Do you ever feel like you are not good enough? Why?
- What could you tell yourself or another person to build up their worth?

Taking Action

- What could you do to bring awareness to the importance of valuing Black girls' lives?
- In the story, *Sulwe* does not feel like she is as worthy of being included as others because of her skin color. What would you say or want displayed in the school to show that all students are of value and worth? School? Classroom?

Exit Slip/Project/Performance

Have students assess how they felt about today's learning using the exit ticket.