

Monday/Day 2-Restorative Justice, Empathy and Loving Engagement

Before You Begin

Black folk have not always had the right to vote. The legacy of sharing the fight for future generations and justice is elevated in this lesson. The Civil Rights Movement is connected to BLM.

Adult Background Knowledge Building-[Voter Disenfranchisement](#)

Content/Goal

Students will:

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

Standards:

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges

Social Justice Standards:

Justice 13. Students will analyze the harmful impact of bias and injustice in the world, historically and today.

Action 16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

Materials

- [Slide deck](#) (English)
- [Slide deck](#) (Spanish)
- [Equality's Call by Deborah Dawson](#)
- [Lillian's Right to Vote](#)
- Exit Ticket

Vocabulary

- Justice
- Equality
- Bias
- Suppression

Learning Plan

Tell students that today they'll be learning about voter suppression and how it impacts Black lives and the right to participate with elections.

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.

A major part of the Civil Rights Movement was working to get voting rights for ALL Black folx. Black women were not allowed to vote, even though White women won the right to vote in 1920. Also, Black voters often faced other methods to discourage them from voting or limiting their access. Sometimes political parties do not want groups to vote so they try methods to make it harder to vote. This is called voter suppression.

Circle activity: Start by acknowledging that the sharing circle is done by Indigenous folx 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 why it is not fair to stop Blacks from voting?

Now, the teacher introduces the text, Equality's Call by Deborah Dawson. [Equality's Call](#) honors the tradition of advocacy for the right to vote for Black women in The United States. Justice rights the wrongs of the past to make the world better for the future.

Read Aloud: Equality's Call by Deborah Dawson

Prompt students to turn and talk with a partner/triad about the following:

- How would you feel if everyone else was able to make a decision about something important, but you were not?
- Why is being excluded from voting a problem?

Complete the text. Ask students to turn and talk with a partner about why it would matter to be able to vote for your government officials.

Circle Question(s) + Taking Action

- What did you learn from this story about voting and bias against other groups of folx?
- How would you solve voter suppression?
- What can you do in your community to help raise awareness about voting access for all folx?

Taking Action

- How could you share information about the impact that voter suppression has on folx? At home? At school? In your community?

Optional Exit Slip/Project/Performance

Have students assess how they felt about today's learning using the exit ticket (Can be added to SeeSaw).