

Thursday/Day 5-Intergenerational, Black families and Black villages

Before You Begin

The BLM movement is part of a tradition of activism and inspiration for advocating for Black rights in the United States. Black resilience, tenacity, and devotion are highlighted for Day 5.

Adult Background Knowledge Building-[Legacy of John Lewis](#)

Content/Goal

Students will:

- Understand that our country has a racist history
- Understand that racism has lasted for hundreds of years
- Understand that families experience generational trauma

Standards:

CCSS.ELA.Literacy.2.3

Describe how characters in a story respond to major events

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

Materials

- [Slide deck](#) (English)
- [Slide deck](#) (Spanish)
- [The Undefeated by Kwame Alexander and Kadir Nelson](#)
- [Exit Ticket](#) (English)
- [Exit Ticket](#) (Spanish)

Vocabulary

- Intergenerational
- Generation
- Support
- Resilience

Learning Plan

Tell students that today they'll be learning about generational support and resilience in Black families.

Teacher: *What does the word generation mean? (Potentially connect the conversation to whether the students have heard the terms Gen-Z, Millennial, or Boomer)*

Jot down student responses. Explain to students that **a generation is all the folk born at about the same time in a group**. Add that this matters because generations, multiple groups of age ranges in Black families, experience racism and bias. There is wisdom and lessons that get passed down from older members of the family to the younger ones about how to be resilient.

Teacher: *Families look different in our country and over time it has looked different. Think about someone who is older in your family or an adult. They have had different experiences but they do not ignore children, they help them grow by sharing their wisdom. This is called intergenerational support, which means support and sharing wisdom between different age groups.*

Teacher: *Why would that intergenerational support be important when we are talking about racism?*

*Refer to Slideshow and go to the photo of Former President Barack Obama awarding the medal to John Lewis.

Teacher: *Who is in this photo?* (students might name President Obama but not John Lewis)

This is John Lewis, a lawmaker who passed away this last summer. He was an important voice because he was active during the Civil Rights Movement, almost 60 years ago. John Lewis was in his twenties when he was learning from Dr. Martin Luther King Jr. and he was there at the March on Washington to hear Dr. King's I have a Dream Speech.

Teacher: *How might lessons John Lewis learned from Dr. Martin Luther King Jr. be important to share for younger Black leaders like President Barack Obama?*

Circle activity: Start by reminding 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 a time they learned a lesson or got advice from someone who is older.

Now, the teacher introduces the text, *The Undefeated* by Kwame Alexander and Kadir Nelson. State that the book shares the legacy for Black families and lessons they pass down to younger generations.

Read Aloud: *The Undefeated* by Kwame Alexander

Teacher highlights that the characters had situations and they made a choice about their actions after. Tell students that they will select one situation from the entirety of the book and think about how the character responded.

Pause [the video at 1:37](#) or stop after reading the page about the Civil War.

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

- *What happened during this situation?*
- *How did the soldier respond?*
- *How did his actions affect the future generations for his family?*

After students share out, finish reading the text, stopping often to clarify any unfamiliar themes.

Circle Question(s) + Taking Action

- What were your takeaways from today's lesson?
- How can you share learning and advice to younger generations?

Taking Action

- What could you do to share wisdom and learning to someone younger in our classroom? School? Community? At home?

Exit Slip/Project/Performance

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

