

Day 6- Black Women and Unapologetically Black

Before You Begin

Black women face both discrimination as women and as Black folx. Day 6 honors the strength and beauty of the Black woman experience by celebrating self-worth.

Teacher/Adult Background Knowledge Building-[Misogynoir](#)

Content/Goal

Students will:

- Understand that our country has a racist history
- Understand that our country has a sexist history
- Name bias and what it looks like in how folx are treated
- Name why we need to support Black girls
- Say what it means for everyone to be treated equally

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

- [Slide deck](#) (English)
- [Slide Deck](#) (Spanish)
- [I am Enough by Grace Byers](#)
- [Exit Ticket](#) (English)
- [Exit Ticket](#) (Spanish)

Vocabulary

- Racial bias
- Gender bias
- Self-Esteem

Learning Plan

Tell students that today they'll be learning about self-esteem, gender bias, and how to help support Black girls.

Ask students: What is **racial bias**? Gender Bias? Jot down student responses. Explain to students that **racial bias is internalized beliefs about how another race should be treated and**

adjusting behaviors to show distrust of another race. Gender bias is when women are treated in a demeaning, or unfair way, because they are women or identify as women.

Teacher: *Why is racial bias unfair to others? Why is gender bias unfair to girls and women? How would you feel it would be if you experienced both types of mistreatment?*

Let students answer and guide the discussion

Teacher: *Black women are often stereotyped or made to feel bad about themselves because of unfair descriptions of their hair, their looks, and how they act. It is not fair to them and we have to uplift their contributions and work in society. They are mistreated for being Black, and they are mistreated for being women.*

Teacher: *Black women are given less access to places and positions of power than White women. For example, currently out of 100 Senators, lawmakers in Congress, only one is a Black woman.*

**Show picture of Former Senator Carol Braun (from Illinois) and Vice President Kamala Harris*

Teacher: *Black girls start hearing messages about how they are less than early in life and it affects how they feel about themselves. We have to be extra kind and supportive of our Black girls because they have to overcome both racism and sexism.*

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 what it means to value yourself.

Now, the teacher introduces the text, *I Am Enough* by Grace Byers.

Read Aloud: *I am Enough* by Grace Byers.

Teacher reads through or shows the [video read aloud](#). At the end, ask students what they remember the Black girl being compared to in the story. Students might mention height or large nouns. Ask them why they think that is important in this story.

Circle Question(s) + Taking Action

- What did you learn or take away from this story?
- How can you support Black women?
- What would you do if someone said something negative or mean about a Black woman?

Taking Action

- What could we do as a classroom community to uplift Black girls and make them feel valued?

Exit Slip/Project/Performance

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