

Monday- Restorative Justice, Empathy and Loving Engagement

Content/Goal

Students will:

- ★ Understand there is a need for a Black Lives Matter Movement/Black Lives Matter Week because Black people are treated “unfairly”
 - **Note:** Based on the capacity of your students, use one of the following terms "inhumanely", "inequitably", or "badly"

Standards

2B.2b. Demonstrate how to work effectively with those who are different from themselves.

3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

Materials

- [Slide deck](#) (English)
- [Slide Deck](#) (Spanish)
- [Not My Idea: A Book About Whiteness](#)
Read Aloud
- [Not My Idea: A Book About Whiteness](#)
[Guided Read Aloud](#)
- [BLM Political Cartoon](#)
- [Exit Ticket](#) (English)
- [Exit Ticket](#) (Spanish)

Vocabulary

- Black Lives Matter Movement
- Whiteness
- Restorative justice
- Empathy
- Loving Engagement

Learning Plan

Today we're going to learn about what the Black Lives Matter movement is and why it's necessary. The Black Lives Matter Movement guiding principles we are focusing on today are:

Restorative Justice which means that we are repairing the mistakes we've made and committed to not making those mistakes again.

*Empathy means that we are putting ourselves in other people's shoes. Often times we hear people say, "Treat people how you want to be treated", but we **must** treat people the way **THEY** want to be treated.*

Our last guiding principle is Loving Engagement. Loving engagement means that we are constantly treating people and situations with love. One thing about Loving Engagement is that we have to practice it so that we can get better at it.

Make a KWL (Know, Want to Know, Learned) chart with your students. Keep the chart up so that students can add to the *Learn* column as the week progresses. This is a great way for students to monitor their learning. To support learning remotely, you might decide to make a KWL chart on Jamboard.

Ask:

- *What has been your experience with the BLM movement?*
- *What do you want to know more about?*
- *What is something you don't understand about the Black Lives Matter movement?*

Teacher will pass out or show the [Black Lives Matter Political Cartoon](#). After you pass out or display the political cartoon, give students time to turn and talk with a partner about the meaning of the cartoon.

Prompt students with the following questions:

- *What do you notice?*
- *Is the person in the cartoon being "fair"?*
- *How do you think the people who live in the burning house feel watching the not burning house get treated with water?*
- *How does this relate to "All Lives Matter?"*

After discussing the political cartoon, let students know that while we do believe that everyone's life should matter, there has been and continues to be discrimination against Black people and people of color. When we say Black lives matter, we are saying that Black lives matter **too**. Black lives are just as important and we need to work together to stop injustices and things that are "unfair".

The Teaching Point for today will be to teach students that there is a need for a Black Lives Matter Movement and Black Lives Matter week because Black people are treated unfairly (inhumanely, inequitably, or badly). Name for students that while Black lives should be celebrated all year, we're intentionally learning about Black lives this week to celebrate and uplift Black voices, experiences, and identities.

Read aloud *Not My Idea: A Book about Whiteness*. Follow the [guided read-aloud](#).

After reading *Not My Idea: A Book About Whiteness*, project the images on slides 7-11. Ask students what they notice. Name for students that the images displayed, are images of protests that have happened in Evanston. This makes doing the work personal, local, and immediate for students.

Help students understand that although the movement started to address a specific issue, it has evolved to be an inclusive movement that fights against racial discrimination (**Racial discrimination is discrimination against individuals based on their skin color, racial identity, or ethnic origin.**)

Circle Question(s) + Taking Action

- After reading *Not My Idea*, what is your understanding of whiteness?
- Why is it important to learn about Black Lives Matter in school?

Exit Slip/Project/Performance

Have students write on a post-it something new they've learned and post it on the classroom KWL chart.

- To support remote learning, have students send you a chat about something they're learned and add it to the class KWL chart.

Parent Resources - Questions to send home