

Friday-Black Women and Unapologetically Black

Content/Goal

Students will:

- ★ Understand that some people think that women are less important than men.
- ★ Understand that all people are important and have the right to be safe and talk about their own feelings.
- ★ Understand that there are lots of different kinds of people and one way that we're different is the color of our skin.
- ★ Understand the importance of treating people humanely is why we, and lots of other people all over the country and the world, are part of the *Black Lives Matter Movement*.

Standards

3A.2a. Demonstrate the ability to respect the rights of self and others.

Materials

[Slide Deck](#) (English)
[Slide Deck](#) (Spanish)
[Brown Skin Girl Video w/ Lyrics](#)
[Sulwe by Lupita Nyong'o Read Aloud](#)
[Sulwe Guided Read Aloud](#)

Additional Resources

[Lupita Nyong'o - Sulwe's Song](#)
[Lupita Nyong'o Powerful Story](#)

Vocabulary

Unapologetically Black
Black Women
Intersectionality
Melanin
Ally

Learning Plan

Before we begin, I would like for you all to take a moment to think about the following questions. These questions that I'm going to ask, are going to set you up for the learning you'll be doing today.

Have students close their eyes and take three slow deep breaths. As you pose the questions, allow time for students to think about what you're asking.

- What makes you special?
- How do you know that you're special?
- What makes you feel like you matter?
- What are things that people say or do that let you know that you matter?

- Practicing empathy, how might someone feel if they felt like they didn't matter?

You can open your eyes. As we do our learning today, I want you to keep in mind what makes you special, how you know you're special, and how you know that you matter. The guiding principles for today are:

Unapologetically Black principle teaches us that there are lots of different kinds of people and one way that makes us different is the color of our skin. It's important to make sure that all people, regardless of the color of their skin, are treated the way they want to be treated. To better understand what it means to be Unapologetically Black, think of the word unapologetic. What word do you hear in unapologetic that's familiar to you? APOLOGY! And what does it mean to apologize? Wait for student responses.

Explain to students that when Black people are unapologetically Black, they shouldn't and don't apologize for their Blackness.

The **Black Women** principle teaches us that Black women are important and have a right to be physically and emotionally safe. Black women can't separate being Black from being a woman. This is what we call **intersectionality**. The identity of being Black and being a woman are intersecting.

To better understand the guiding principles for today, we're going to listen to a song called [Brown Skin Girl](#) and then read a book titled [Sulwe by Lupita Nyong'o](#). When we listen to the song you will hear the names of famous Black women.

Share the images of Lupita, Kelly, and Naomi. Explain that as students listen to the song, they will hear Beyonce sing about Lupita, Kelly Rowland, and Naomi Campbell.

After sharing the images and video, follow the [guided read aloud](#).

Using the guided read aloud, using the post-reading questions to debrief with students. After discussing the post-reading questions, share the *Lupita Nyong'o Powerful Story* video linked under materials.

Reflection/Circle Questions + Taking Action

- What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
- Why is it important that Black women be positively represented in books, media, etc?

Exit Slip/Project/Performance

Explain to students that an ally is someone who helps or stands up for someone who is being bullied or the target of bias (or prejudice). Have students journal about a time they acted as an ally, someone acted as an ally for them or they saw someone acting as an ally.

If time permits, have students create posters about that experience. They can draw a picture and then under it write: "When I saw prejudice, I acted as an ally (or will act as an ally in the future) by _____," filling in the blank. Have students share their posters with the class.

Additional activity: Listen to [Lupita Nyong'o Sulwe Song](#)

[Homework](#)

[Homework SPANISH](#)