

Friday- What Is Black Lives Matter Week?

Content/Goal

Students will:

- ★ Understand that if you hurt someone, you have to help them feel better; you can't just say, "Sorry," and walk away. We also know that it's important for kids to be able to make a better choice another time, and it's a grownups' job to help them make better choices and to give them chances to do that.

- ★ Practice the ability to connect with others by building relationships built on mutual trust and understanding through equity and peace, in order to treat other people with love.

Standards

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

3C.2b. Identify and perform roles that contribute to one's local community.

Materials

- [Slide deck](#) (English)
- [Slide Deck](#) (Spanish)
- [Something Happened in Our Town By. Marianne Celano, Marietta Collins, and Ann Hazzard](#)
- [Something Happened in Our Town Glossary](#)

Vocabulary

- Racial injustice
- Prejudice

Learning Plan

Tell students that today they'll be learning about racial injustice and how it impacts Black lives.

Ask students: What is **racial injustice**? Jot down student responses. Explain to students that **racial injustice is treating people unfairly (or discriminating against people) based on their race**. Add that racial injustice occurs when people of one race are given more advantages than people who are not of that race.

Teacher will read the first page of [Something Happened in Our Town](#). After reading the first page, ask the following question:

- Based on the title of the book, what do you think the older kids might be talking about? What words in the title allow you to make that inference?

Continue to read on to pg. 4 and stop after "...Liz added, 'Some White people still think that most Black men and boys are dangerous even though they're not,'"

Prompt students with the following:

- Without sharing out loud, think to yourself about the messages you've received about Black men and boys in the media, your community, your home, or your school. How do those messages make you feel? Do those messages make you feel angry? Sad? Or are you not feeling anything?
 - If you don't feel anything, I want to push you to think about WHY that might be.

****During this part of the lesson, the teacher/students are not to share out the messages they've received. This is a point of reflection. Sharing out the messages will trigger students, more specifically Black students, because it reinforces systemic oppression and will bring up memories of experienced trauma.**

Teacher will explain that it is important to be aware of the messages received about Black men and boys because it is our job to counteract the narratives.

Continue reading and stop reading after "*Just like that, his parents said.*" on pg. 10

Ask students:

- How was the conversation at Emma's house different than the conversation at Josh's house?
- **What** emotions did both sets of parents show?
- **How** were those emotions different?
- **Why** do you think they were so different?

Continue reading and stop after "*Sofia said Omad might not be good at soccer.*" on pg. 12.

With students, point out how Sofia and Daniel are making judgments about Omad, without knowing him. Define with students how this is a form of **prejudice**. (**Prejudice is believing something negative about a person who is different from you without reason**)

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

- How would you feel if you were Omad?

- Why is being prejudiced a problem?
- What can you do when you see people being prejudice?
- What can you do/say when you're experiencing prejudice?

Complete the text. Ask students to turn and talk with a partner about what they think Omad felt when Emma and Josh invited him to join their team.

Circle Question(s) + Taking Action

- What did you learn from this story?
- Have you heard about a police shooting in our town of Evanston? Or in Chicago?
- What did you hear?
- What feelings and thoughts have you had because of the police shootings?

Taking Action

- What could you do to bring awareness to the importance of valuing Black lives?
- In the story, Josh and Emma are trying to create a different, more fair pattern in their school. How could you try to make a positive difference in your community? School? Classroom?

Exit Slip/Project/Performance

Have students identify and journal examples of racial injustice from the text. Based on the capacity of your students, you may take this prompt a step further and ask them to journal examples of racial injustice in their classroom, school, or community.

Parent Resources - Questions to send home

[Homework](#)

[Homework SPANISH](#)