

Friday -What is Black Lives Matter Week

Before You Begin

- Make sure you are comfortable explaining the vocabulary words before you begin. -Prepare the KWL Chart
- Prepare a response to one of the prompts to share with the students before they begin writing their prompts.
- Make sure you understand what [redlining](#) is. The kids may bring up the fact that most of the Black kids in Evanston live in the 5th Ward.

Content/Goal

- Students will understand there is a need for a Black Lives Matter Movement/Black Lives Matter Week because Black people are treated unjustly
- Students will understand that institutional racism impedes the social and economic progress of Black people and benefits white people, especially white men.
- Students will understand that **plantations, Jim Crow Laws, ghettos, and prisons** are/were ethnoracial prisons that impede the social and economic success of Black people

Standards

[Social Justice Standards](#)

Materials

[Race and Race Relations](#) Video

Vocabulary

Ethnoracial Prison- an institution in which residents are segregated from the larger society and denied the privileges possessed by those outside.

Jim Crow Laws- state and local laws that enforced racial segregation in the Southern United States.

13th Ammendment- Abolition of Slavery

Ghetto - a part of a city in which people of color live typically as a result of social, legal, or economic pressure. Ghettos are often known for being more impoverished than other areas of the city.

Learning Plan

Make a KWL (Know, Want to Know, Learned) chart with your students.

Ask:

- What they know about the Black Lives Matter movement?
- What they want to know?
- What they don't understand?

Post this chart in front of the class for the week so students can add to the Learn column as the week progresses.

Teacher will share the vocabulary words/definitions and give students time to turn and talk with a partner about the meaning of the words.

Next, share the lesson objectives with the students.

Share the writing prompts with the students. The students will choose **two** of the prompts to respond to after the class watches and discusses the video **Race and Racist Institutions:** [Race and Race Relations](#)

The students should use at least two of the vocabulary words in their responses. Please ask the kids to take notes while they watch the video.

- How do White people benefit from ethnoracial prisons?
- How do ethnoracial prisons impede the social and economic success of Black people?
- What are the consequences of legal forms of segregation?
- Where do you notice segregation? What do you think about segregation?
- What do you think is the most important reason for starting the BLM movement?
- How does your race impact you?
- What can you do to stop police violence and discrimination?

Share your response with the students before the kids write their responses. **Please allow some of the students to share their responses. Before the session ends,**

allow kids to add their thoughts to the KWL chart.

After discussing the video and sharing the responses, 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 as White lives and we need to work together to stop injustices and things that impede the social and economic success of Black people.

Reflection Question(s)/Activist Extension/Writing Prompts

- How do White people benefit from ethnoracial prisons?
- How do ethnoracial prisons impede the social and economic success of Black people?
- What are the consequences of legal forms of segregation?
- Where do you notice segregation? What do you think about segregation?
- What do you think is the most important reason for starting the BLM movement?
 - How does your race impact you?
 - What can you do to stop police violence and brutality?

Reflection/Circle Question(s) + Taking Action- How does your race impact you?

Exit Slip/Project/Performance-Collect the written responses.

Parent Resources - Today the kids watched

[Race and Race Relations](#)- Race and Racist Institutions. The students used the vocabulary words listed below to respond to a writing prompt. Please ask your child to share the prompt and response with you.

Vocabulary

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