

Friday- What Is Black Lives Matter Week

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”, “badly”...

Materials

- [Black Lives Matter Political Cartoon](#)
- [Not My Idea: A Book About Whiteness](#) by Anastasia Higgenbotham
- [Slides](#)

Vocabulary

- Activist
- Brutality
- Fair/Equal vs. Equitable
- Justice
- Movement
- Racism

Learning Plan

**Teaching Point*: Students there is a need for a Black Lives Matter Movement and Black Lives Matter week because Black people are treated inequitably.*

In an opening sharing circle, access prior knowledge about BLM movement by interacting with these questions

- What has been your experience with the Black Lives Matter Movement?
- What do you know about what Black Lives Matter means?
- What might you still want to understand?

[Read & Think Aloud](#) Not My Idea: A Book about Whiteness.

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

Teacher:

You may remember this cartoon from last year. After interacting with Not My Idea, how does whiteness show up in this political cartoon?

- What do you notice?
- Is the person in the cartoon being “fair”?
- How do you think the people 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 you do believe that everyone’s life should matter, there has been and continues to be discrimination against Black people and people of color. When I say Black Lives Matter, I am saying that in the world, people don’t treat black people as if their lives matter, **and they should**. Black lives are just as important and we need to work together to stop injustices and things that are inequitable.

Application

Teacher: Now it’s our turn to teach people about why there is a need for the Black Lives Matter movement.

Teacher pass out blank cartoon frames to individuals or small groups. How would you illustrate the same message to others in a different but clear way to people who say, “all lives matter”

Share cartoons in a closing circle

Reflection Question(s)/Activist Extension

- Why was the Black Lives Matter movement started?
- What do you think is the most important reason for starting the BLM movement?
- Why is race an important part of someone’s life?
- How does your race impact you?
- What can we do to stop police violence and discrimination?