

## Monday/Day 2-Restorative Justice, Empathy and Loving Engagement

### **Before You Begin**

Black folx have not always had the right to vote. The legacy of sharing the fight for future generations and justice is elevated in this lesson. The Civil Rights Movement is connected to BLM.

Adult Background Knowledge Building-[Voter Disenfranchisement](#)

### **Content/Goal**

Students will:

- I can understand that our country has a racist history
- I can name bias and what it looks like in how folx are treated
- I can say what it means for everyone to be treated equally

### **Standards:**

#### **CCSS.ELA.Literacy.1.3**

Describe characters, settings, and major events in a story, using key details.

#### **Social Justice Standards:**

**Justice 13.** Students will analyze the harmful impact of bias and injustice in the world, historically and today.

**Action 16.** Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

### **Materials**

- [Slide deck](#) (English)
- [Slide Deck](#) (Spanish)
- [Lillian's Right to Vote by Jonah Winters and Shane W. Evans](#)
- Exit Ticket

### **Vocabulary**

- Justice
- Equality
- Bias
- Suppression

### **Learning Plan**

Tell students that today they'll be learning about voter suppression and how it impacts Black lives and the right to participate with elections.

Teacher: What is the Black Lives Matter Movement?

Much like the [Civil Rights](#) movement of the 1960s, [Black Lives Matter](#) is an international **activist movement** that campaigns against violence and **racism** towards Black people.

A major part of the Civil Rights Movement was working to get voting rights for ALL Black folx. Black women were not allowed to vote, even though White women won the right to vote in 1920. Also, Black voters often faced other methods to discourage them from voting or limiting their access. Sometimes political parties do not want groups to vote so they try methods to make it harder to vote. This is called voter suppression.

**Circle Activity:** Start by acknowledging that the sharing circle is done by Indigenous folx who use this space to share their feelings in a space that is welcoming. They would use this space as a ceremony and celebration for growing together. Have a sharing circle to talk about why it's not fair to stop Black people from voting.

- To support virtual learning, give students time to reflect on the question above. Have students share their thinking.
- It's important during this time that you remind students that it's ok to "say the wrong thing" because this week will be a week of learning!

Introduce students to the book *Lillian's Right to Vote* by. Jonah Winters and Shane W. Evans. *Lillian's Right to Vote* tells the story of a 100 year old Black woman, on her way to vote. As she's on her way to vote, she remembers her family's voting history.

**Read Aloud:** *Lillian's Right to Vote* by Jonah Winters and Shane W. Evans

**During Reading:** As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers.

- How is Edmund related to Lillian? (page 6)
- What happened in 1920? (page 12)
- Why did people walk from Selma to Montgomery? (page 21)

**After Reading:** Prompt students to turn and talk with a partner/triad or popcorn share about the following:

- How would you feel if everyone else was able to make a decision about something important, but you were not?
- Why is being excluded from voting a problem?
- Why it would matter to be able to vote for your government officials.
- What did you learn from this story about voting and bias against other groups of folx?
- How would you solve voter suppression?
- What can you do in your community to help raise awareness about voting access for all folx?

**Taking Action:** What is an Activist?

Ask students: What is an activist? What examples of activism did you see in the book? Remind students about the part of the book (pages 20-25) where a large group of people engaged in a protest march from Selma to Montgomery, Alabama to fight for the right to vote, leading to the passage of the Voting Rights Act of 1965. Explain to students that activists get involved in different kinds of activities where they work to change something they think is unfair or unjust.

If time permits, brainstorm a list of current day issues that are important to students that are happening at their school, in their community or state/country, a situation in which they feel an injustice is taking place. Engage students in a discussion about doing something about that situation.

**Exit Slip/Project/Performance**

Have students assess how they felt about today's learning using the exit ticket.

**Additional Resources:**

- To support the conversation around voter suppression, check out [Equality's Call by Deborah Dawson](#). Equality's Call honors the tradition of advocacy for the right to vote for Black women in The United States. Justice rights the wrongs of the past to make the world better for the future.