

Day + Guiding Principle + definition from BLM posters
Friday- [Black Women](#) and [Unapologetically Black](#)
BLM 8th Grade

Before You Begin

- Today's focus is based on the BLM lesson from the 2019-2020 school year.
- You will want to review the videos in the presentation (18 min total) and read the Stanford article on slide 4. It discusses the Voting Rights Act of 1965.
- You will also want to make a copy of the [Padlet](#) on slide 5 so that your class has their own space to post.

Content/Goal

8th Grade- Justice Anchor Standard 12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Action Anchor Standard 19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

Students will be able to: Identify how voter suppression has been a tactic in preventing Black and Brown people from participating in democracy in the past and present.

Students will be able to: Identify and apply tactics to mitigate voter suppression/participation in democratic processes.

Standards

https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

Materials

[BLM day 6 \(Friday\) Voter suppression and democratic participation.](#)

All links (including Padlet) and videos are in the Google Slides presentation

Vocabulary

Voter suppression
Democratic process

Learning Plan

- The lesson goes along with the Google Slides attached. All videos, ext are attached to the Google Slides. There is a [Padlet](#) that you will need to make a copy of for your class.

- Slides start with an introduction to the learning target followed by a “student should be able to” slide.
- Slide 3 considers women’s voting rights (8 min) in general. It also discusses the racism against and exclusion of Black women in the movement. Discussion questions are on the slide.
- Slide 4 looks down the road at the Voting Rights Act of 1965 and is paired with an article from [Stanford’s Martin Luther King, Jr. Research and Education Center](#). There is a discussion question here as well. This is a short reading and could be assigned to pairs.
- Slide 5 looks at Black women’s role in the election of 2020 in the state of Georgia. It discusses their roles in the election turn out as well as mobilizing POC. It also emphasizes the role youth in democracy which will help facilitate discussion to add to the [Padlet](#) which could be used as an exit slip. This is a 10 minute video – there is a lot of good content – view in advance and you may need to add chat feature questions for response during the video to keep students tuned in...using the zoom polling feature is a good option too.
- Nothing to do on slide 6.
- Share padlet screen and close with students sharing from the Padlet.

Reflection/Circle Question(s) + Taking Action See above

Exit Slip/Project/Performance See above-Padlet

Parent Resources -

[When voting rights didn't protect all women](#)

[Voting Rights Act of 1965](#)

[Led by Black Women, Organizers in Georgia Work to Replicate Election Success in Senate Runoff](#)