

Day + Guiding Principle + definition from BLM posters  
**Thursday-** [Black families](#), [Black villages](#), [Intergenerational](#)  
BLM 7th Grade

### **Before You Begin**

- Today's focus is based on the BLM lesson from the 2019-2020 school year. In large it will focus on the 1994 crime bill and its effects on Black communities and families. Students will also examine the positive and negative aspects of the bill and its intentions. [Here](#) is a video to help provide understanding and put the bill in perspective.
- Also, for a more thorough understanding, Vox-[The controversial 1994 crime law that Joe Biden helped write, explained](#)

### **Content/Goal**

**7th Grade- Diversity 10:** I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.

**Justice 12:** I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.

**Students will answer the following question:** Did the 1994 crime bill play a role in dismantling the African-American family?

### **Standards**

[https://www.tolerance.org/sites/default/files/2017-06/TT\\_Social\\_Justice\\_Standards\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf)

### **Materials**

**Slides:** [BLM week day 4 impact of mass incarceration on black families](#)  
[20 Years Later, Parts Of Major Crime Bill Viewed As Terrible Mistake](#)

### **Vocabulary**

Mass incarceration

### **Learning Plan**

- The lesson goes along with the Google Slides attached.
- It starts with various questions (could be whole group or table) centered around equity and rules and how they apply to different groups.

- Students are then asked to examine **the Violent Crime Control and Law Enforcement Act of 1994** as a table or with a partner and identify the negative and positive components of the bill (NPR article with audio available at link).
- Following, students will watch the videos on slides 8-10 about the bill and its intentions. This would be a good time to pause and discuss the effects the bill had on Black communities and families. Suggest pausing slide 10 video at 4:30 based upon time in your lesson. The first portion is focused on an apology and context for the bill. The second half can be viewed and is more focused on whether an apology is enough from the Clintons. Rush suggests ideas for economic infusion as actions that could help wrongs.
- Finally, students are asked to write a persuasive speech or reflection in support or against the 94 crime bill.

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

**Exit Slip/Project/Performance** See above

**Parent Resources - Questions to send home**

[Homework](#)