

Day + Guiding Principle + definition from BLM posters  
**Thursday-Black families, Black villages, Intergenerational**  
BLM 8th Grade

### **Before You Begin**

Last year students learned about the **Violent Crime Control and Law Enforcement Act of 1994** and its effects on Black families and villages. In 8th grade students will dive deeper into detrimental provisions in the 1994 bill (and before) and further consequences for Black families and communities.

- [10 Reasons to Oppose “Three Strikes, You’re out”](#)
- [Three Strikes Basics](#)
- [Parents in Prison](#) (must download PDF)
- Vox, essential background [The controversial 1994 crime law that Joe Biden helped write, explained](#)
- [Jay-Z: The War on Drugs is an Epic Fail](#)

*This lesson has several components - if you are worried about time and pacing, consider limiting the # of pages reviewed for Parents in Prison or break up the pages by group. The links to the articles are also in the slide deck.*

### **Content/Goal**

**8th Grade-Justice 13:** I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.

**Action 20:** I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

**Students will.** Demonstrate understanding of the “Three Strikes-You’re Out” principal and the collateral consequences on Black families resulting from its implementation.

### **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**

[Black Families, Black Villages, Intergenerational -BLM 8th Grade](#)

### **Vocabulary**

Felony  
Disenfranchisement  
collateral consequences

**Learning Plan:** As a continuation of the 1994 crime bill (**Violent Crime Control and Law Enforcement Act of 1994**) work from 7th grade, students will begin by reviewing the key features of the bill (slide 2).

Slide 3 looks at “three strikes...” and has an introductory video helping to explain. Before moving on there is a vocabulary slide that clarifies some definitions that were discussed in the video that will be relevant to today's work (slide 4).

Slide 5 had two articles for students to work in small groups to better understand and think critically about “Three Strikes...” half the group reads one and half reads the other.

Slide 6 has students consider a final document that looks at parents in prison and collateral consequences. There are two discussion questions following this as well. Students can work with their partners/tables for this document as well.

Finally, slide 7 is an exit slip or could be a whole class discussion centered around today's material.

#### **Reflection/Circle Question(s) + Taking Action**

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

#### **Parent Resources - Questions to send home**

What are some ways you can support communities underserved and overrepresented by crime/consequences from crime?