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1. **Middle School BLM Week of Action Mini Lessons:** Lessons that are appropriate for middle school classrooms that provide articles and videos that are appropriate for shorter blocks of instructions.

Middle School BLM Week of Action Mini-Lessons

The following resources are available as opportunities for teachers to conduct mini-lessons that engage students in conversations about each day's theme throughout the BLM Week of Action in Schools.

Theme:	Resource 1:	Resource 2:	Resource 3 (If available):
MONDAY: Restorative Justice, Empathy and Loving Engagement	Text: ‘I’m Prejudiced,’ He Said. And Then We Kept Talking by Heather C. McGhee	Video: What can I do to change? You know? To be a better American?	
Discussion Question(s):	<ol style="list-style-type: none">1. What are some of the roadblocks to changing your mind?2. What makes you more willing to change your mind?	<ol style="list-style-type: none">1. How do you think she handled the question?2. How do we help people acknowledge that there is a problem and then engage in respectful discourse?	

TUESDAY:
Diversity and Globalism
different parts of the world

Text: [Being An Undocumented Black Immigrant In America Is A 'Lonely Experience'](#) by Esther Yu Hsi Lee

Video: [The Danger of a Single Story](#) (Discussion and questions can also be used with Centering Black Women and Femmes)

Discussion Question(s):

1. What are some of the challenges that Mwewa Sumbwe faces that Black Americans or other Black immigrants do not face?
2. Why is it important for people like Mwewa Sumbwe to be able to share her story?

1. Why did Adichie tell the story of Fide and her experience visiting his village? How does this example help her deliver the message of her speech?
2. What is the harm in reducing a person, group, or even continent to a single story?
3. Why do you think that we often only have a single story about people from foreign lands? What historical and political reasons does Adichie offer?
4. Think about your life. Can you recall a time when you felt someone reduced you to a single story? How did it make you feel?
5. How can we reject the single story?

WEDNESDAY: Queer Affirming, Trans Affirming, and Collective Value	Text A: Families Like Mine: Children of Gay Parents Tell It Like It Is from Teaching Tolerance, a lesson based on the text by Abigail Garner	Text B: Meet Andrea Jenkins, the first openly transgender black woman elected to public office in the U.S. by Marwa Eltagouri	Video: What Do You Know? An award winning 13-minute film produced by HRC Welcoming Schools for elementary school educators and parents/caregivers.
Discussion Question(s):	<ol style="list-style-type: none"> 1. “Coming out” is a phrase used to describe the moment when people explain their sexual orientation and tell other people that they are gay, bisexual or transgender. What does the author mean when she says LGBT parents have an “ongoing coming-out process”? 2. Why did it scare Darius Greenbacher to have lesbian parents when he was 11? 3. Based on the text, what does homophobia mean? 4. According to the author, what school-based scenario requires many students to come out as belonging to an LGBT family? 5. How does this text expand (or change) your thinking about LGBT experiences and the process of coming out in particular? Cite the text in your response. 6. Children of gay parents often don’t want people at school to know about their family and also don’t want their family to know when they’ve been harassed at school. What are the feelings and reasons given in the text to explain this? 	<ol style="list-style-type: none"> 1. Do you think the election of Andrea Jenkins means that America is more accepting of transgender people? What challenges do they still face? 2. As a black transgender woman, what additional challenges might women like Andrea Jenkins face within the black community or the women’s community? 3. How does this connect to the beliefs of Black Lives Matter? 	<ol style="list-style-type: none"> 1. When have you heard someone say “That’s so gay” at school? How it can be hurtful to use this as an insult? 2. What is an appropriate and helpful response when you hear someone say this? 3. How does this connect to the beliefs of Black Lives Matter?

THURSDAY:
[Intergenerational, Black Families, and Black Villages](#)

Text: [Civil Rights Activism, From Martin Luther King To Black Lives Matter](#) from All Things Considered

Video: [Americans are Skeptical of BLM Today, as they Were of the Civil Rights Movement](#)

Discussion Question(s):

1. According to Dr. Khalil Gibran Muhammad what are some of the similarities and differences between the Civil Rights Movement of the 1950s and 1960s and Black Lives Matter?
2. How do you think that the challenges for Black Lives Matter compare to the challenges faced by Dr. King and those involved in the Civil Rights Movement?
3. Should young people involved in BLM learn from and work with older generations or is it important for them to work independently?

1. What myths of the Civil Rights Movement does this video correct?
2. What is the difference between memory and history? Why do you think so many people today have a memory of supporting the Civil Rights Movement but history shows they did not at the time?
3. What might this mean for the Black Lives Matter Movement?

FRIDAY: Centering Black Women and Femmes	Text: Poetry in a Time of Protest by Edwidge Danticat	Video: The Danger of a Single Story	
Discussion Question(s):	<ol style="list-style-type: none"> 1. What do you think of the statement in the opening image? 2. How can and have women made a difference? 3. Why is important to recognize the influence and power of black women? 	<ol style="list-style-type: none"> 1. What is Chimamanda Ngozi Adichie her message? 2. How does this relate to BLM and their belief that women need to be recognized as pillars of strength? 	