

## LESSON # 5

## BLACK WOMEN

# BLACK LIVES MATTER



## BACKGROUND FOR TEACHERS

“when black people are talked about, sexism militates against the acknowledgement of the interests of black women; when women are talked about racism militates against a recognition of black female interests.’ Existing at the junction of racial and gender stereotyping, black women are not prototypical of “women” and black women are not prototypical of “blacks”; the unique place that black women occupy in society exists as a node largely overlooked by many due to dual subordinate-category membership.” (bell hooks). This lesson will highlight the hypervisibility and invisibility of Black women in our society and the need for Black feminism.



## ANTICIPATED MISCONCEPTIONS

This lesson deals with the hypervisibility and invisibility of the Black woman that is uncomfortable for a lot of students. If Black Lives Matter is based in the idea that all lives matter, but because of systemic racism and attack, it is imperative to say that Black Lives Matter, then it is important to identify that within that movement female and femme lives matter.



## ESSENTIAL QUESTION

Why are these principles surrounding black families integral to the Black Lives Matter movement?

- Black Women



## LEARNING OBJECTIVES

I can understand the history of the invisible voice of Black women.



I understand and can advocate for the principles of Black Lives Matter.



## LESSON DEVELOPMENT

### LAUNCH:

Invite students to take out a sheet of paper and number it #1-6.

- Project this  [power point](https://hcpss.instructure.com/courses/341/files/14825439/download?wrap=1) (<https://hcpss.instructure.com/courses/341/files/14825439/download?wrap=1>)  (<https://hcpss.instructure.com/courses/341/files/14825439/download?wrap=1>) and give students 30 seconds to identify the women on the slide.
- Repeat until students have tried to identify the women on each slide.

Have students partner up and discuss the questions on the slide.

Identify the the names of the women on the slides for the students (slide #11).

Lead a whole group discussion addressing the questions on the last slide (slide #12).

### ACTIVITY:

Define terms **hypervisibility** and **Invisibility** for the students.

***Hypervisibility-*** *Extremely visible. When discussing the Black women narrative, it is the over sexualization of Black women in the media and in the dominant social*

structure.


**Invisibility**- *Unseen and unheard. When discussing the Black women narrative, it is the underrepresentation of Black women in powerful roles and the lack of the Black women perspective and experience.*

Present this  video to the class.

Kimberlé Crenshaw  
The urgency of intersectionality

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Display the Black Lives Matter Action Week:  [Black Women Principle poster](https://hcpss.instructure.com/courses/341/files/14806280/download?wrap=1)  
(<https://hcpss.instructure.com/courses/341/files/14806280/download?wrap=1>).

Have students read this  [excerpt from bell hook's Shaping Feminist Theory](https://hcpss.instructure.com/courses/341/files/14825369/download?wrap=1)  
(<https://hcpss.instructure.com/courses/341/files/14825369/download?wrap=1>)   
(<https://hcpss.instructure.com/courses/341/files/14825369/download?wrap=1>)

## DISCUSSION:

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Lead a discussion with students answering this question: Why is there a need for Black feminism?





## LESSON CLOSURE

"Teacher brings the conversation to a close, thanking students for being honest and vulnerable, summarizing the strengths within the conversation, and referencing the principles from today as well as other principles as appropriate."



## RESOURCES

 [Power Point Presentation \(https://hcpss.instructure.com/api/v1/canvadoc\\_session?blob=%7B%22moderated\\_grading\\_whitelist%22:null,%22enable\\_annotations%22:null,%22enrollment\\_type%22:null,%22anonymous\\_instructor\\_annotations%22:null,%22submission\\_id%22:null,%22user\\_id%22:3123000000155829,%22attachment\\_id%22:14825439,%22type%22:%22canvadoc%22%7D&hmac=82e18cbc2cc84c5fa36d41282c0688202e169649\)](https://hcpss.instructure.com/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null,%22anonymous_instructor_annotations%22:null,%22submission_id%22:null,%22user_id%22:3123000000155829,%22attachment_id%22:14825439,%22type%22:%22canvadoc%22%7D&hmac=82e18cbc2cc84c5fa36d41282c0688202e169649)) 

[\(https://hcpss.instructure.com/api/v1/canvadoc\\_session?blob=%7B%22moderated\\_grading\\_whitelist%22:null,%22enable\\_annotations%22:null,%22enrollment\\_type%22:null,%22anonymous\\_instructor\\_annotations%22:null,%22submission\\_id%22:null,%22user\\_id%22:3123000000155829,%22attachment\\_id%22:14825439,%22type%22:%22canvadoc%22%7D&hmac=82e18cbc2cc84c5fa36d41282c0688202e169649\)](https://hcpss.instructure.com/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null,%22anonymous_instructor_annotations%22:null,%22submission_id%22:null,%22user_id%22:3123000000155829,%22attachment_id%22:14825439,%22type%22:%22canvadoc%22%7D&hmac=82e18cbc2cc84c5fa36d41282c0688202e169649))

 [Kimberlé Crenshaw Video](#)

[\(https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality?language=en\)](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en)


 [Excerpt from "Shaping Feminist Theory" by bell hooks](#)

[\(https://hcpss.instructure.com/api/v1/canvadoc\\_session?blob=%7B%22moderated\\_grading\\_whitelist%22:null,%22enable\\_annotations%22:null,%22enrollment\\_type%22:null,%22anonymous\\_instructor\\_annotations%22:null,%22submission\\_id%22:null,%22user\\_id%22:3123000000155829,%22attachment\\_id%22:14825369,%22type%22:%22canvadoc%22%7D&hmac=4b9f2619b023c39cd39e2610fac3e327765bae93\)](https://hcpss.instructure.com/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null,%22anonymous_instructor_annotations%22:null,%22submission_id%22:null,%22user_id%22:3123000000155829,%22attachment_id%22:14825369,%22type%22:%22canvadoc%22%7D&hmac=4b9f2619b023c39cd39e2610fac3e327765bae93)) 

[\(https://hcpss.instructure.com/api/v1/canvadoc\\_session?blob=%7B%22moderated\\_grading\\_whitelist%22:null,%22enable\\_annotations%22:null,%22enrollment\\_type%22:null,%22anonymous\\_instructor\\_annotations%22:null,%22submission\\_id%22:null,%22user\\_id%22:3123000000155829,%22attachment\\_id%22:14825369,%22type%22:%22canvadoc%22%7D&hmac=4b9f2619b023c39cd39e2610fac3e327765bae93\)](https://hcpss.instructure.com/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null,%22anonymous_instructor_annotations%22:null,%22submission_id%22:null,%22user_id%22:3123000000155829,%22attachment_id%22:14825369,%22type%22:%22canvadoc%22%7D&hmac=4b9f2619b023c39cd39e2610fac3e327765bae93))

 [Black Women Principle Poster](#)

[\(https://hcpss.instructure.com/courses/341/files/14806280/download?wrap=1\)](https://hcpss.instructure.com/courses/341/files/14806280/download?wrap=1))

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