

Black Studies Infusion Lessons



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Click on this symbol located throughout the slide deck to take you back to the navigation page.



*Please be sure to look at presenter notes for additional information and links to articles, videos, and assignments.

Unit 1 Essential Questions

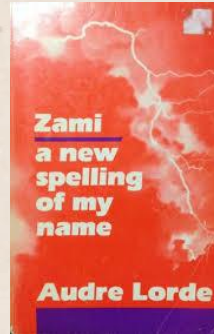
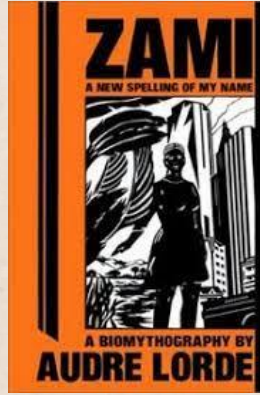
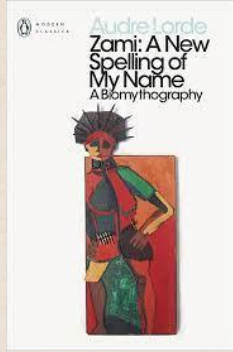
1. How can examining experiences that have shaped our identities further develop our knowledge and love of self?
2. What impact does the master narrative have on the experiences of oppressed people?
3. How do internal and external factors contribute to the shaping of identity? (How do we see ourselves? How does the outside world see me?)
4. How do race, ethnicity, nationality, and culture shape identity?

Note To Teacher: Lesson Directions

This lesson is a two period lesson or block period lesson, due to the length of the activity.

1. Do Now: What do you know about Audre Lorde? If you have never heard of her, what could her outward appearance indicate about her?
2. Play the short video, and ask that students write down at least two facts about Audre Lorde.
3. Distribute copies of materials: Zami Excerpt and Questions. (An educator's guide is provided.)
4. Give students time to read the excerpt, and complete the guided questions in the text.
5. After the reading, students will share their responses using the Give One, Get One discourse routine.
6. *Check for Understanding:* via the exit ticket





Lesson One "Zami"

A study of ethnicity,
gender and class
identity.



Do Now:

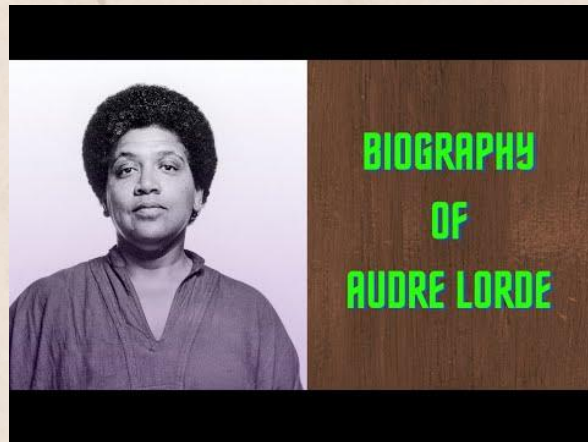
WHAT DO YOU KNOW ABOUT AUDRE LORDE?
IF YOU HAVE NEVER HEARD OF HER, WHAT COULD HER OUTWARD APPEARANCE
INDICATE ABOUT HER?

THEN BE READY TO SHARE YOUR ANSWERS, ORALLY.



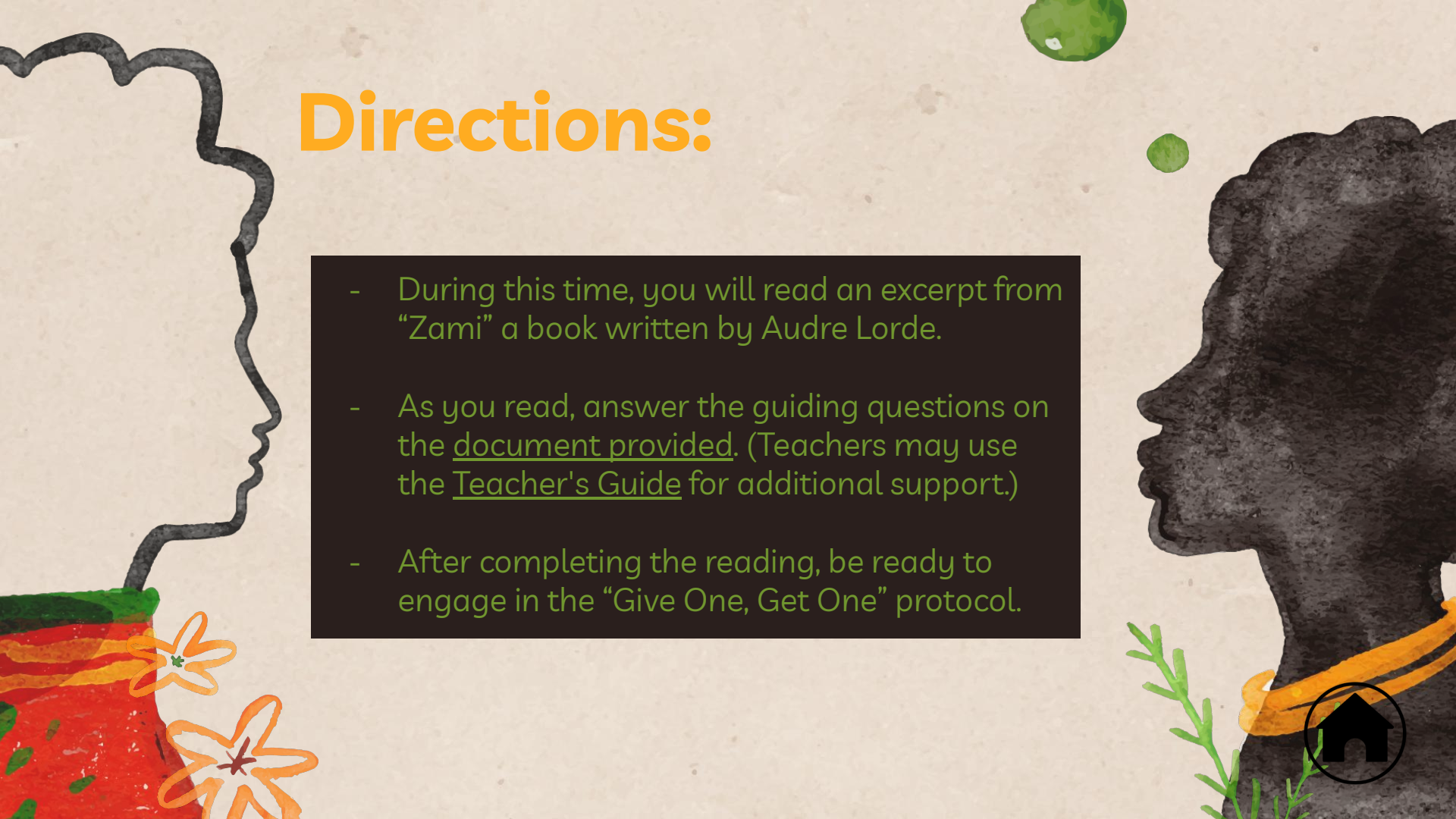
WHO IS AUDRE LORDE?

As you watch this short clip, write down at least two facts about Audre Lorde.



Directions:

- During this time, you will read an excerpt from “Zami” a book written by Audre Lorde.
- As you read, answer the guiding questions on the document provided. (Teachers may use the Teacher's Guide for additional support.)
- After completing the reading, be ready to engage in the “Give One, Get One” protocol.



Integrated Action Civics Project

ARGUABLY, ONE OF THE MOST IMPORTANT TAKEAWAYS FROM ETHNIC STUDIES AND BLACK STUDIES IS TAKING POLITICAL ACTION AGAINST THE OPPRESSIVE SYSTEMS YOU LEARN ABOUT.

IN THIS GROUPING ACTIVITY, WE WILL EVALUATE THE PARTS OF OUR PERSONAL STORIES AND AUDRE LORDE'S PERSONAL STORY, THAT COULD BE ERADICATED FOR FUTURE GENERATIONS.

CLICK [THIS LINK](#) TO ACCESS THE NEXT ACTIVITY. *WHAT DOES IT LOOK LIKE FOR THESE SYSTEMS TO NOT EXIST????

*THIS ACTIVITY IS INTENDED FOR WHOLE GROUP INSTRUCTION, BUT THERE ARE AMENDMENTS FOR SMALL GROUPS IN THE INSTRUCTIONS.



Instagram Follows

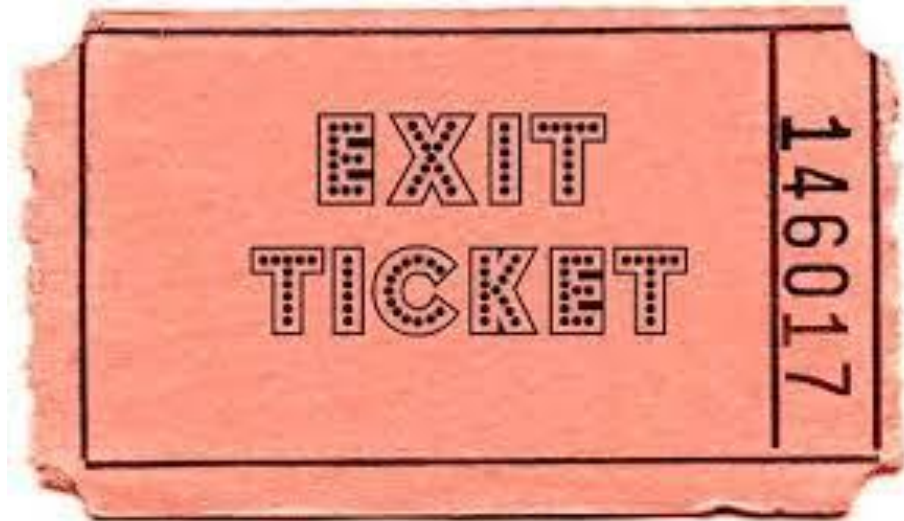
@audrelordeproject
@crutches_and_spice

#audrelorde #zami



Exit Ticket:

- Select a line from the excerpt that you found interesting, and explain why.



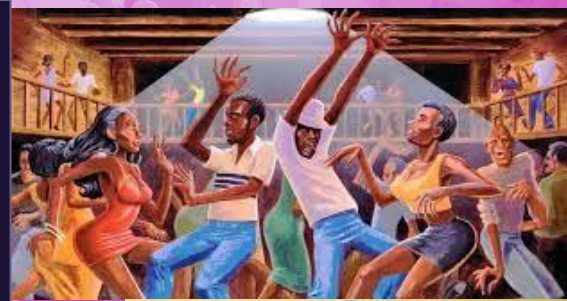
Note To Teacher: Lesson Directions

1. Introduce reelaviolette botts-ward (ree-la-vi-oh-lett botts ward)
2. To familiarize students with the music, introduce excerpts of the poems and play the music clips.
3. Distribute copies of materials: botts-ward Selected Poems and Questions.
4. Give students time to read both of the poems, and annotate them using the annotation directions. (Teachers may use the educator's guide for additional support.)
5. Students will spend time ruminating on the music that inspired them in their childhoods per their choices, and the choices of the adults in their lives on their activity sheet.
6. After the reading, students will share out their favorite mixtape track and their reasoning for adding it to their playlist.



The music that raised you...

A look at the musical makings of your inner-child, as
inspired by the text of reeviolotte botts-ward



reelaviolette botts-ward

reelaviolette botts-ward, PhD, is a homegirl, an artist, and a nontraditional community curator from Philadelphia, PA. Currently a Postdoctoral Fellow with the REPAIR Project at UCSF, her research explores Black women's healing spaces in Oakland as radical sites of health care and spiritual well-being. As founder of blackwomxnhealing, ree curates exhibitions, courses, healing circles and research for and by Black womxn. She remains invested in making her academic work accessible to community audiences, using art and poetry as tools of translation. Her first book, *mourning my inner[blackgirl]child* (Nomadic Press, 2021), uses poetics as praxis to explore embodied trauma, ancestral grief work, and spiritual healing. Her work has been featured with platforms like Elle Magazine, The Griot, and the NAACP, and supported by the UC Berkeley Arts Research Center, the Woodrow Wilson National Fellowship Foundation, and the Alliance for the Arts in Research Universities, among others. She received her PhD in African Diaspora Studies from the University of California, Berkeley, her MA in African American studies from UCLA, and her BA in Sociology and Anthropology from Spelman College. She has also taught courses in the African American Studies department at Merritt College and the University of California, Berkeley. For more information on her work, visit blackwomxnhealing.com / @blackwomxnhealing on instagram.



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mourning my inner[blackgirl]child by reelaviolette botts-ward

\$16 AT AMAZON

Black girlhood is under attack as Black girls are forced to grow up quickly in response to the racist and sexist environments they are forced to endure. In botts-ward's collection of poetry, she bares her soul so readers can either see themselves and heal—or understand the intersecting experiences of Black women.





As we explore ourselves and our stories, it is important to keep in mind that our individual stories connect us to the stories of our broader communities: families, cultures, and the world.



Equally, it is important to apply critical Black analysis to the text and media we are exposed to. While this poem deals with the universal topics of healing and music, we must read it keeping in mind the relationship between Africans (especially those in the diaspora) and music.

Music in the diaspora was and is used as healing, therapy, secret code, magic, conjuring, spiritual expression, education, and a tool for longevity.



In this lesson, we will look at two poetry pieces from reelaviolette botts-ward.

In both pieces, she makes references to iconic musicians within the Black community. To familiarize ourselves (or refamiliarize ourselves) with these artist, we will listen to the artist named in the first poem, "Music Our Mothers Cried To."

As you listen to songs from these artists, please think about how different elements of the music relate to the title of the poem, and to what we know of the Black musical experience.





Anita Baker "Sweet Love" 1986

"Hear me callin' out your name/ I feel no shame/ I'm in love, sweet love"



Nina Simone

"I Wish I Knew How It Would Feel To Be Free 1967

"I wish I knew how it would feel to be free/ I wish I could break all the chains holding me"

From "Music Our Mothers Cried To"

“

**“my mother
cried
to anita baker**



**to gladys and the pips
starin out
windows
alone...”**



Gladys Knight and The Pips "Neither One of Us" 1973

"I keep wondering what I'm gonna do without you"



As we read the poems, we will also annotate
and answer questions on the sheet provided.

Directions for annotations are on the next
slide.





Annotation directions:

1. Underline three(3) things that are resonating or fascinating.
2. Circle two (2) words/ phrases you don't know.
3. Write a one (1) sentence summary of the poem.



Integrated Action Civics Projects

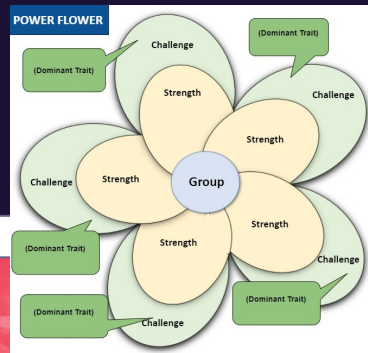
<https://iacp.berkeley.edu/>

In this lesson we have looked at identity, understanding that it is made up of many parts.

Our next IAC activity will ask us to delve more deeply into a singular aspect of our identity, while highlighting its inherent strengths and corresponding oppositions.

This will help us as we move toward using the strengths of our identities to take action against oppressive systems later on in the year.

Click this link to go to the [Power Flower IACP digital activity](#).



Instagram Follows

@blackwomxnhealing

@dr.reelaviolette

#BlackWomxnHealing

#BlackFeministHealingArts

#BFHA



Exit Ticket:

- Select a line from the excerpt that you found interesting, and explain why.



Note To Teacher: Lesson Directions

This content is designed to be taught across multiple class sessions.

Part 1:

1. Do now: What have you learned about queerness? And where did these ideas come from?
2. Introduce the PBS: Interactive Map of Gender-Diverse Cultures and allow students to explore different pre-colonial queer cultures around the globe. Then, direct them to their [note-taking sheet](#) so they can record their findings. (An [educator's guide](#) is provided.)
3. Read the overviews of “The Prophets” before reading the [first excerpt](#) from the novel, and recording our answers to the reading questions in our provided [sheet](#) for notes. (An [educator's guide](#) is provided)
4. Exit ticket: How does spirituality shape your understanding or tolerance of queerness? Give an example of a culture whose spirituality made them more understanding of queerness.

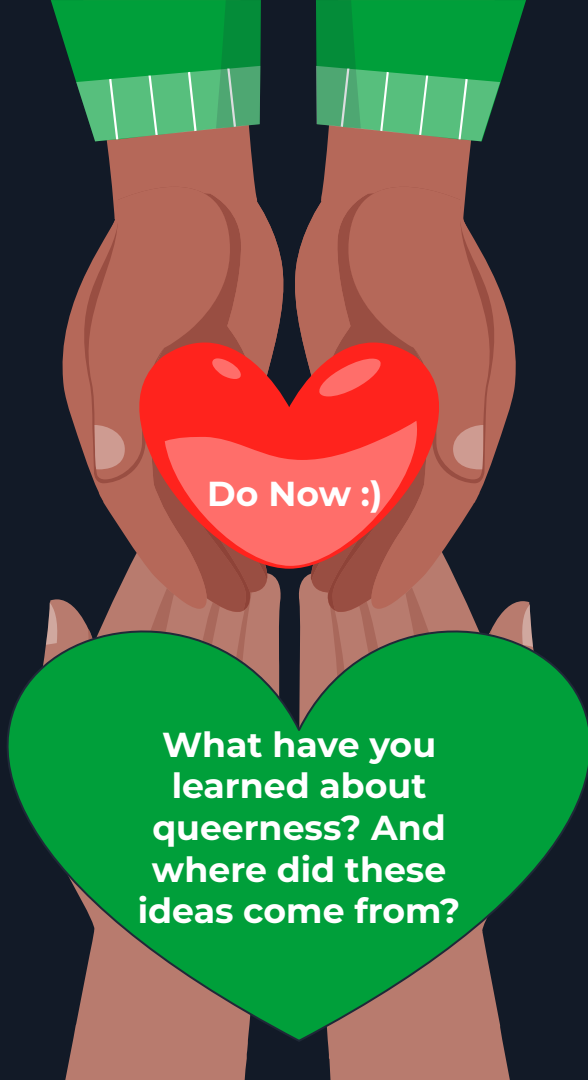
Part 2:

5. Do now: Do a 3-2-1 exercise about information gained from the previous lesson.
6. Introduce the concept of queerness during slavery and post-colonization.
7. Complete the [KLW](#) on the origins of “drag” while watching the short film on William Dorsey Swann.
8. Read the new overview before reading the [second excerpt](#) of “The Prophets” and completing the corresponding questions on the [note sheet](#). (An [educator's guide](#) is provided)
9. Exit ticket: How has your understanding of queer Blackness evolved throughout this unit?
10. How would this information have impacted you if you learned it earlier on in your life?



Black, Queer, and RESISTING Oppressio n





Do Now :)

What have you learned about queerness? And where did these ideas come from?

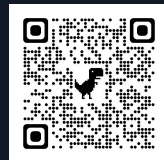


Where did anti-queerness come from?

Anti-queerness is a part of white supremacy!

Queerness (people who are not heterosexual and/or exist outside of the western sex binary) existed all over the world BEFORE colonization. Today the word “queer” is a reclaimed slur and a political identity.

Sometimes, religions push the idea of anti-queerness, but some traditional African spiritualities even had gods with more than one gender!



Scan the QR code or click the link to explore a map of pre-colonial queerness all over the world! A note-taking sheet will be provided.





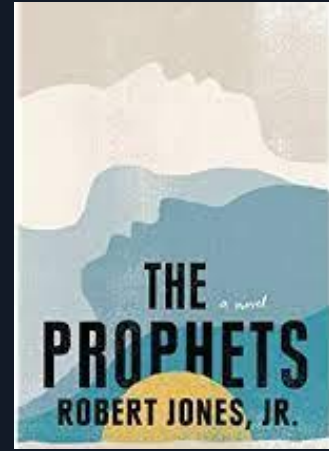
In the context of Black Studies, it is important to understand that anti-queerness is also anti-Blackness.

A rigid understanding of gender, sex, and sexuality is a part of the imperialist, capitalist, white supremacist, binary thinking that oppresses Black thought, Black culture, and all of Blackness today.

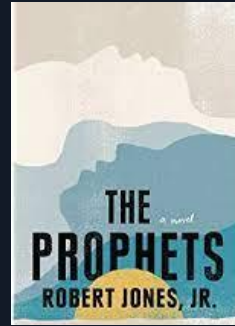


The Prophets

- Now that we have a better understanding of queer communities before colonization, we will read a narrative from this perspective.
- The historical novel, *The Prophets*, by Robert Jones Jr. examines and imagines the first interactions between colonizers and queerness in Africa.



The Prophets



Our excerpt begins with preparations for a wedding in a Kosongo village in west Africa, in what would now be known as The Democratic Republic of the Congo.

The wedding that will be taking place, is between two men, Kosii and Elewa, who hold a high spiritual position in the community. The leader of the community is King Akusa, a masculine woman with many wives and many children.

Their neighboring community, the Gussu, are described as prone to war. They have come to the Kosongo village with three white men who wish to meet with King Akusa. From their interactions with the king, we learn a lot about the differences in traditional African thought and the early the thought of early white supremacy.

While reading...

Please keep in mind how important stories are. Toni Morrison says, “Language alone protects us from the scariness of things with no names.”

Think of homophobia, and how scared some people are of discovering they are queer, or have a queer child, sibling, parent, friend, church member, etc. Think of the way our unnamed queer ancestors have been forgotten from our histories. This story, and stories like this, protect us from the ignorance of our present. What it offers us instead, is an understanding through storytelling.



While reading...



Please think about:

- What did our queer ancestors go through?
- What did that look like?
- What would they want for us today?

While you read the first excerpt from The Prophets, please answer the questions in the margin on the sheet provided.



Exit Ticket:

- How does spirituality shape your understanding or tolerance of queerness?
- Give an example of a culture whose spirituality made them more understanding of queerness.



Do Now.

3

2

1

What are **three** facts you remember from the previous part of this lesson?

What are **two** questions you have about the previous part of this lesson?

What is **one** thing you hope to gain from this lesson on Black queer history?



Post-colonial Black queerness in the U.S.

Despite being a special part of several pre-colonial African cultures, queerness has (up until recently) been illegal in the United States.

Black Americans, though, are on record as being pioneers in the fight against anti-queerness in the U.S...



Post-colonial Black queerness in the U.S.

(...cont'd)

It is important to note that white supremacy is ALWAYS against the liberation of oppressed groups.

On the other hand, being Black in America means to ALWAYS resist oppression. This legacy of Black resistance, obviously, must include queer Black people. Black queer resistance is Black history.



***Side Note:**
Doesn't this "drag queen" from the 1800s look a lot like Young Thug?

Let's explore a pioneers in anti-queer resistance and take notes using the KIW sheet provided.





No?????



KLW on “Drag”

Did you know queer resistance in the United States begins with both Black community and the “drag” community? We will explore that now!

Use your KLW sheet to take notes on the video in the next slide.

1. KNOW- In your “know” column to the far left, write everything you already know about drag culture in the U.S. (**Do this before the video clip**)
2. LEARN- In the “learn” column in the middle, write what you learned about drag culture in the U.S. from the video on William Dorsey Swann. (**Do this during the video clip, if possible.**)
3. WANT- In the “want” column on the far right, write what questions you have about drag culture and/or William Dorsey Swann. (**Do this after the video clip.**)

William Dorsey Swann



William Dorsey Swann Recap

- ★ **William Dorsey Swann was born an enslaved Black man in the middle of the 1800s.**
- ★ **He was the FIRST to use the word “drag” to describe biological males in feminine clothing, & was the first “queen of drag.”**
- ★ **He was the FIRST person to fight police for the rights of the LGBTQ community!**



The Prophets: Part Two

The other narrative Robert Jones Jr. explores in his novel, “The Prophets,” is one of queerness DURING colonization/slavery. The characters in this story are fictitious, but from our knowledge of queerness pre-colonization, and the life of William Dorsey Swann (who was born a slave) we know that queer people existed before, during, and after slavery.

In fact, the first queer slaves on record were Pierce Lafayette and Felix Hall- and they were close friends of William Dorsey Swann. He was also reported have an intimate relationship with Felix Hall. This novel imagines these themes in history, and personifies them.



The Prophets: Part Two

At this point in the novel, we have been introduced to our two main characters Isaiah and Samuel- a queer couple enslaved in Mississippi. They were made to eat, work and sleep together as children, and from there, grew a romantic, spiritual, physical, and emotional bond as adults.

In this chapter they are being confronted by the owner of the plantation, Paul. His intention is to tell the couple that they can no longer have this partnership on his plantation, as it was the forced obligation for slaves to biologically reproduce by means of either choice or rape. While he tries to deliver this message, he is overwhelmed by a feeling he struggles to identify, then struggles to accept.



While reading...

Please think about:

- The common thread of spirituality being related to queerness that we observed in the Map of Gender Diverse Cultures
- The themes of queerness and nature as they are described in the excerpt

While you read the second excerpt from The Prophets, please answer the questions in the margin on the sheet provided.



Integrated Action Civics Project

This lesson was designed with the hopes of humanizing LGBTQ folks within our ethnic and racial communities. Ethnic Studies as a discipline holds the values of acceptance, tolerance, and pro-queerness in high esteem. These values are uplifted because they are some of many tools needed to build a path toward liberation.

In this next IACP activity, you will deeply evaluate your own personal values (with the “Personal Values Checklist”) and how you see the world (using the “My Worldview” sheet.) Knowing what you value will help you choose your action project later in the year.

This activity concludes with a poster project. View the next slides for examples.

Personal Values Checklist

Values are important traits that explain your actions, explain your emotions, explain how you want to be seen by others, and even explain the kinds of people you look up to. Color the Top 10 Values - Background color green

Faith: This could be religious faith or the ability to always believe that everything will be okay. You admire people of faith or people who seem to always keep the faith.	Fame: You desire to be famous or popular. You admire people who are famous or popular.	Honesty: You want to be seen as someone who always tells the truth. You admire people who always tell the truth.
Knowledge: You want to be knowledgeable. You look up information, read, and try to find out more information about topics. You admire people who are knowledgeable.	Change: You enjoy growth, new experiences, and hate when things always stay the same. You admire people who create change in the world or in their lives.	Pleasure: You enjoy picking your day with fun activities or doing things that make you happy. You admire people who prioritize fun.
Privacy: You enjoy having your own space, keeping your business to yourself, and hate when people don't respect that. You admire people who can maintain a private life.	Freedom: You enjoy having choice and independence to do the things you want to do. You admire people who live freely and don't seem to care what other people think.	Creativity: You enjoy creating, the arts, and thinking outside the box. To not be creative might feel suffocating. You admire people who are artistic or come up with new ways of doing things.
Adventure: You enjoy doing new things, going to places, and taking risks. You never want to stay in your comfort zone. You admire people who always explore.	Independence: You enjoy doing things on your own and being able to take care of yourself. You admire people who show you they can take care of themselves.	Family: Family is important to you. You admire people who put their family first.
Democracy: You enjoy using your voice, caring about social issues, voting, and equality. You admire people who speak out on important topics.	Community: You enjoy being a part of a community and belonging to a group of people. You admire people who stand up for their community and help it.	Physical Strength: You want to be seen as strong, competitive, and athletic. You admire athletes and people who push the boundaries of the human body.
Security: You enjoy feeling safe and protected. Without it you feel anxious. You admire people who keep people safe or come across as safe.	Friendship: You enjoy being a friend and want to be seen as loyal. You admire people who are good friends.	Expertise: You want to be seen as an expert at something. Meaning be the best of the best. You work hard for it too. You admire people who become experts at what they do.
Love: You value love and connection with people. You admire people who can love freely and can show their emotions.	Cooperation: You enjoy working on teams and being a good teammate for a goal. You admire people who work well with others and are seen as a team player.	Influencing Others: You want to be seen as someone others look to for direction for either good or bad reasons. You admire influencers.
Compassion: You want to be seen as someone who is kind and cares for others. You admire people who are kind and take care of other people.	Competition: You enjoy the feel of competing to be the best at something. It motivates you. You admire people who never back down from a competition.	Economic Security: You desire to not have to worry about money. This is super important to you, if not, you feel anxious. You admire people who know how to take care of their money.

My Worldview

Focus Questions: What is your worldview? How do you see the world?

A worldview is exactly what it sounds like: the way someone views the world. To put it in other words, it is the perspective from which you understand reality. The reason this idea matters is because when it comes to big questions, our perspective affects the way we understand the evidence. Understanding worldviews is an important step to having real conversations about various topics. We can't assume that other people see the world the same way as us. We need to ask questions to help us understand how others see the world. But we also need to ask questions about our own worldview.

Directions: You are going to be asked a number of questions related to your identity for this assignment. Please take some time to reflect on each of these questions and write honest responses. It would be helpful for you to write at least two sentences for each response. Our goal is to understand our own worldviews as well as the worldviews of others in our class. We need to know the backgrounds of individuals in order to create a more empathetic and safe environment. If you are struggling with answering these questions, feel free to reach out to me so we can walk through the questions.

PART 1: SENSE OF SELF

1. Where do you consider “home” (city, state, and/or country)? List three values or characteristics that you associate with these places.

I consider home ...

Three values or characteristics I associate with this place are:

-
-
-

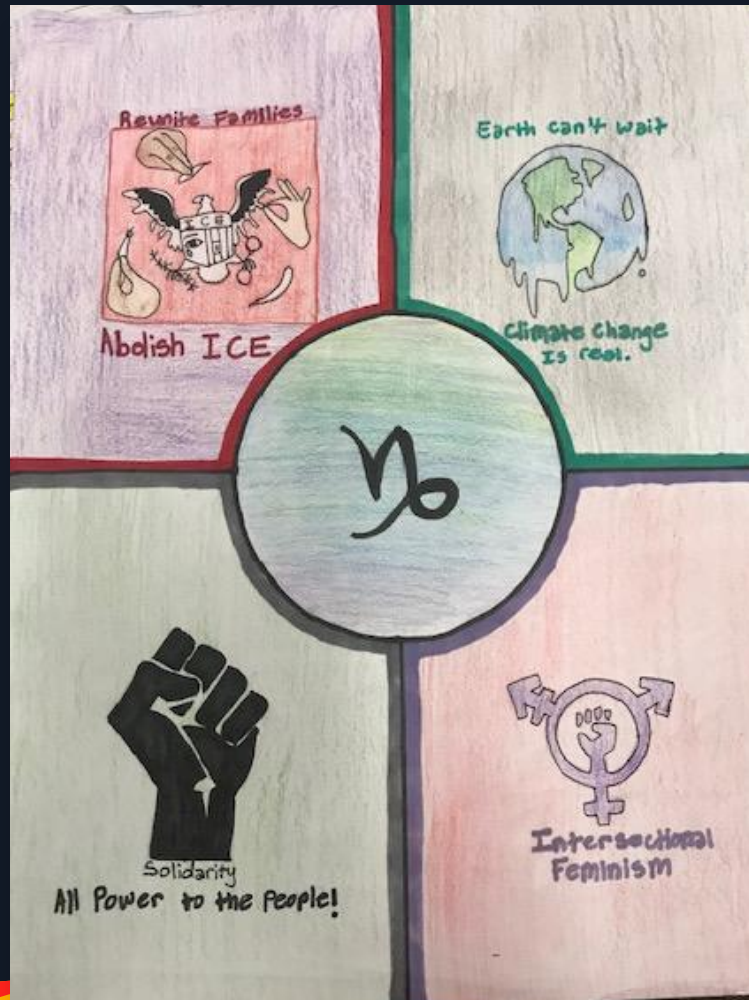
2. What impact could the place that you consider home have on your identity?

The place that I consider home could influence my identity by ...

Click these links if you would only like to access the Personal Values Checklist or the My Worldview activities without the slides.

<https://iacp.berkeley.edu/>





7th Grade
Example



Integrated Action
Civics Project



Integrated Action
Civics Project



Civics Project

Instagram Follows

@matthew.blaise

@obodo_nigeria

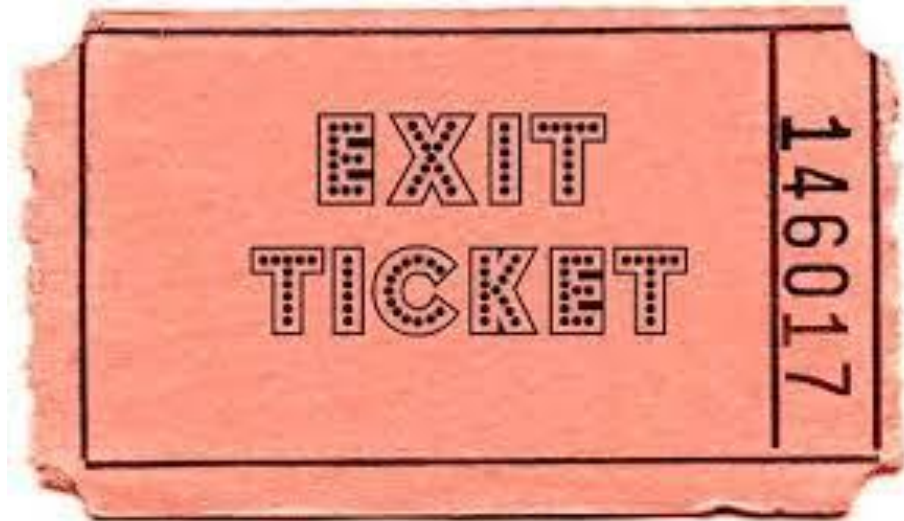
@ihartericka

#QueerAfrica



Exit Ticket:

- How has your understanding of queer Blackness evolved throughout this unit?
- How would this information have impacted you if you learned it earlier on in your life?



Unit 2 Essential Questions

1. What are humanizing responses when confronted by systems of oppression that cause deep social, political, cultural and economic divides? (New)
2. How do social, political, and economic systems channel power?
3. How have people historically, and in the present, challenged systems of oppression?
4. How can we identify and analyze the systems of power affecting our lived experience?

Note To Teacher: Lesson Directions

1. Do now: Take an inventory about everything a student can get for free in their own neighborhood vs things they would like to get for free.
2. To give context for the need for equitable access to healthy food in Black communities, watch the [video](#) on food apartheid.
3. Introduce the concept of a community fridge and it's variations and locations. To examine the locations, click on the [free fridge map](#) and make observations as a class.
4. Instruct students to go to the [Free99Fridge](#) website and complete the [Free99Fridge Scavenger Hunt](#) activity sheet in order to learn more about food-based mutual aid. (A [teacher's guide](#) is provided for instructors.)
5. After exploring the site, have students create their own mutual aid/community project using the prompts on the [FUBU document](#).
6. Allow students time to share out their creations.
7. Exit ticket: What is a mutual aid/community project proposed by one of your classmates that you would like to contribute to? Why is this project important?





Mutual Aid &
the Blessing of
Community
Refrigerators
(As a response to racist
food inequity)



Do Now



Using the sheet provided, write down what goods and services you can get for FREE in your neighborhood in the left column.
(examples: free back to school backpacks, free haircuts on Thursdays, free school lunch, etc.)

In the right column, write down what goods and services you would like to receive in your neighborhood.
(Free fashionable clothes, free gas, free food, etc.)



Before we learn about a solution to food insecurity, and the need for community refrigerators and food-centered mutual aid- it is important to understand how low access to healthy food is a topic of Black Studies.



Community refrigerators/free fridges as a possible solution:

A community refrigerator, or free fridge, is a refrigerator that is located in a public space and maintained by people in the community.

Community members stock it with delicious food, being mindful to add fresh produce, and other desirable items.

Community members also maintain the cleanliness of the refrigerator.



Most importantly though, A COMMUNITY FRIDGE IS A PLACE FOR ANYONE TO GET FOOD WHEN THEY NEED IT!

And it is for the community, by the community.

Other food based community initiatives include free pantries and free tiny farm stands.

There are free fridges in most major cities. They have them in San Francisco, Oakland, and all around the world. Find one near you!

[Click here for free fridge locations!](#)

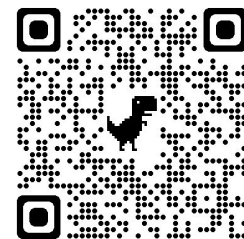




While there are free fridges everywhere, the network of free fridges in Atlanta, GA were started by a Black woman, Latisha Springer.

We will look at the FREE99FRIDGE Website to get a better understanding of mutual aid as a concept, and free fridges as a tool for equity.

As you look through the website, complete the scavenger hunt sheet to help guide your exploration and reflection.





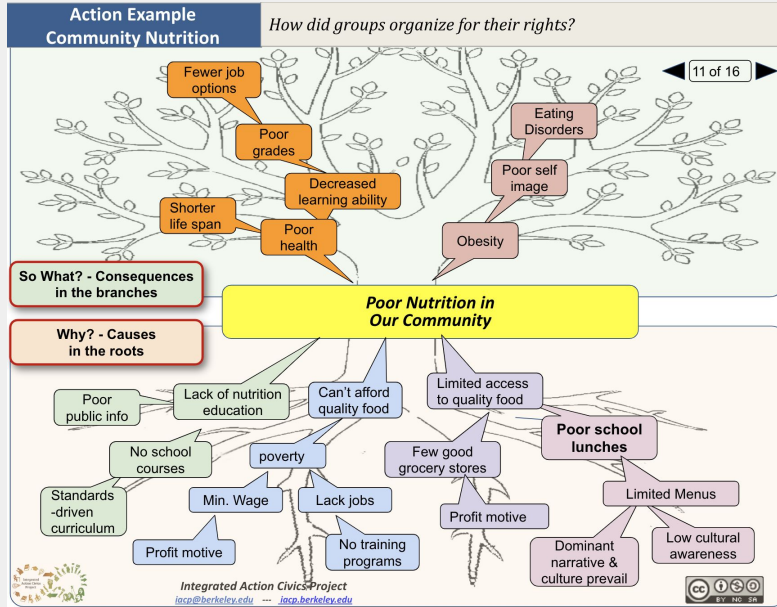
What would you create?

Using the [sheet provided](#), create your own mutual aid project for your community. What would you offer; who would help you provide this service; and who would benefit?

Then, share out!

Your ideas can spark a community revolution!

Integrated Action Civics Projects



<https://iacp.berkeley.edu/>

Latisha Springer chose an issue in our community & learned, deeply, about the interconnectivity of its root causes. Then, she connected the ways in which the issue had a ripple effect on the community.

Understanding an issue is essential to eradicating it.

With this IACP “root cause tree” activity, you will have an opportunity to make these same connections regarding an issue important to you.

For every cause (root) and consequence (branch) that you identify, ask yourself, “and then what” to think about how that cause/consequence is linked to other causes and consequences.

- ❑ [Root Causes Tree Printable](#)
- ❑ [Root Cause Tree \(Virtual\)](#)
- ❑ [Root Causes Tree IACP Teacher’s Guide/Lesson/Virtual Root Cause Tree](#)

Instagram Follows

@free99fridge
@sfcommunityfridge
@mission.meals
@townfridge

#communityfridge #freefridge #communityrefrigerators



Exit Ticket:

- What is a mutual aid/community project proposed by one of your classmates that you would like to contribute to? Why is this project important?



Note To Teacher: Lesson Directions

This content is designed to be taught across multiple class sessions.

Part 1:

1. Do now: If you were tasked with solving the housing crisis in The Bay Area, how would you do it? And who would you need help and support from?
2. Familiarize students with racist, anti-Black real estate practice using the video in the slide.
3. Have students watch the news segment on Moms 4 Housing and complete the corresponding note and [reflection sheet](#). (An [educator's guide](#) is provided.)
4. Provide students with the KQED article excerpt about the actions inspired by the Moms 4 Housing actions. They will read excerpt and respond to the embedded questions in their [document](#). (An [educator's guide](#) is provided.)
5. Exit ticket: What was the most important result of the Moms 4 Housing protest? Why?

Part 2

6. Do now: If the people who you lived in your community collectively owned the buildings and open spaces in your community, what kinds of programs, businesses, and/or services would you put in them? How would this benefit the community?
7. Read the slide about CLTs and direct students to the [Oakland Community Land Trust website](#) and complete the [scavenger hunt](#). (An [educator's guide](#) is provided.)
8. Read the following slide about the Black origins of community land trusts.
9. Have students watched the linked videos about Black founded and led community land trusts across the country and respond on the corresponding [document](#). (An [educator's guide](#) is provided.)
10. Exit ticket: Aside from community land trusts, what are some other radically imaginative ways the community can secure land for themselves?



The background features a stylized illustration of houses. On the left, a portion of a teal house with a dark roof and a window is visible. On the right, a red house with a dark roof and two windows is shown. A large, white, cloud-like shape with a pink outline is positioned in the upper center, containing the title text. The sky is a solid light blue with a few white clouds.

Moms 4 Housing &

The East Bay Permanent Real Estate Cooperative:

A look at possible solutions to a racist housing market



Do Now

If you were tasked with solving the housing crisis in The Bay Area, how would you do it? And who would you need help and support from?



Before looking at ways Black people are supporting housing as a human right by creating alternatives within a racist real estate market, we must first understand how housing is a Black Studies issue. Please watch the video below for necessary context for this lesson.

Race in American
PUBLIC POLICY

The devaluation of assets
in Black neighborhoods

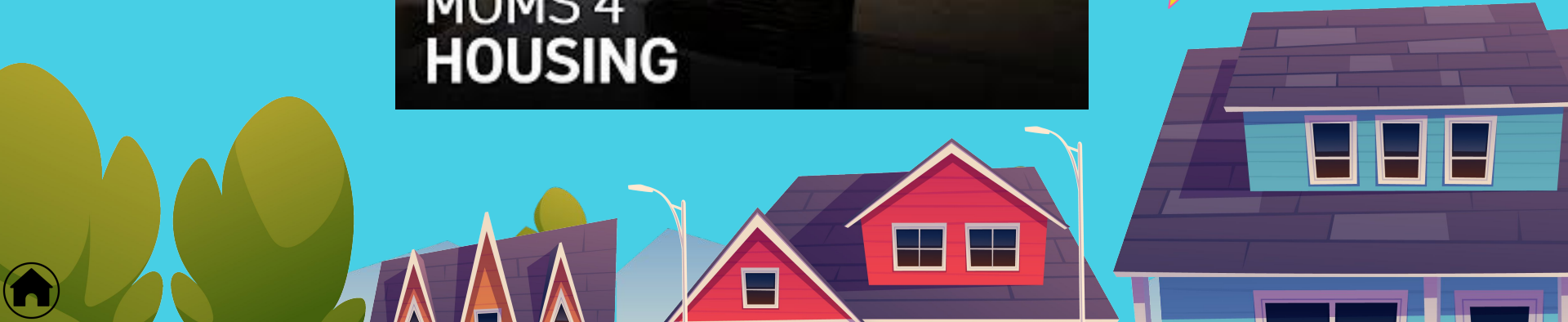



Who is Moms 4 Housing?

And how does their work provide a humanizing response to an oppressive and exploitative real estate market?




Think on these
questions and
answer them on the
sheet provided.





Moms 4 Housing received an overwhelming amount of positive support from the community. People were moved by this story of mothers and children being disenfranchised by a racist and classist housing market; and the power of these people created a ripple effect of other changes that would benefit houseless and housing insecure people in other places.

You will be provided with an excerpt from a KQED article briefly detailing some of the positive changes mentioned above. Please read the text and answer the questions in [your document](#).



Exit Ticket:

- Keeping in mind that Black political movements, and Black political activist, routinely affect improvements that benefit non-Black communities as well- what was the most important result of the Moms 4 Housing protest on the surrounding community? And why?





Community Land Trusts:

East Bay Permanent
Real Estate Cooperative

The economy is **PEOPLE POWERED!**

Worker-owned
Cooperative

Cooperative Solar Project

Community-owned commercial spaces

Permanent

Childcare Cooperative



Do Now

If the people who you lived in your community collectively owned the buildings and open spaces in your community, what kinds of programs, businesses, and/or services would you put in them? How would this benefit the collective?



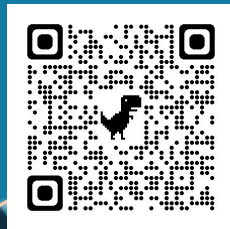


What is a community land trust?

Community land trusts are when a group, organization, and/or non-profit purchases land and/or buildings for the use of the community and its residents. The properties can be used for permanent housing, temporary housing, co-ops, storefronts, farmland, or any other purposes the community deems beneficial. This ensures that the land and buildings are kept and maintained by community members and not by corporations trying to make a profit off of the human need for housing.

The community land trust who purchased the property occupied by Moms 4 Housing is the Oakland Community Land Trust.

Go to their [website](#) to learn more about CLTs, and complete the [OCLT scavenger hunt](#).





The Origins of Community Land Trusts in the U.S.

Community land trusts are an old idea practiced in many parts of the world. In the United States, though, they got their start in Albany, Georgia. An organization, New Communities, Inc. purchased 5,000 acres of farmland and homesteads (farms with a house on the land too) to lease to Black farmers.

Twelve Black farmers leased sections of the land, and together, they had the most acres of farmland owned and operated by Black people at the time.

They have created a legacy for CLTs today, especially those that are Black-founded, Black-led, and interested in preserving space for Black people. The next slide shows a few successful Black CLTs that exist around the US today.





A Few Black Community Land Trusts

Answer questions about the clips on the sheet provided.



Seattle, Washington



The Bay Area, California



Charlotte, North Carolina

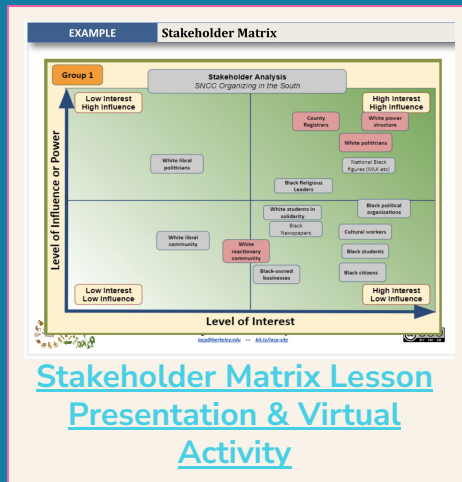
Integrated Action Civics Project

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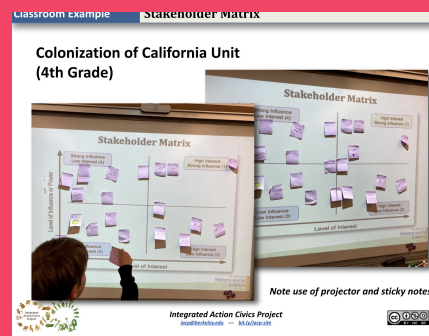
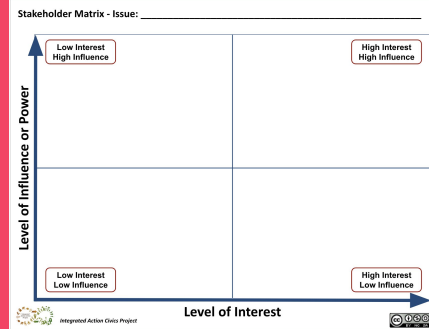
In this activity we will determine and list who the stakeholders are for issues we care about.

Then, we will think about which of those stakeholders have interests in seeing oppressive issues resolved and place them on the Stakeholder Matrix accordingly. Likewise, we will use the matrix to visually represent which interested stakeholders have the power to influence to change.

This information will help us when it is time to formulate an action plan later in the school year. Knowing who are comrades and allies are is KEY when deciding how to affect change.



Click the link above to access the entire IACP Stakeholder lesson and activity.



Stakeholder Matrix
Printable/Projectable

Click the link above to access the Stakeholder matrix ONLY.

Instagram Follows

@moms4housing

@theebprec

@oakclt

#HousingForAll



Exit Ticket:

- Aside from community land trusts, what are some other radically imaginative ways the community can secure land for themselves?



Note To Teacher: Lesson Directions

1. Do now: How much AAVE/Black English/Ebonics do you use on a regular basis? How did you come to learn so much of this dialect. Do you use it at home, or just around friends?
2. Read the slides describing and defining AAVE (especially as it pertains to Bay talk.)
3. Watch the [video](#) on AAVE.
4. Go to the [site linked](#) to read some basic rules for AAVE as a class. Feel free to ask students to share their own examples for each rule.
5. Complete the AAVE/Standard English mini-dictionary [exercise](#).
6. Exit ticket: How will you be sure to credit Black people for AAVE in the future?



Talking Black

A Look at African American
Vernacular English





Do Now...


How much AAVE/Black English/Ebonics do you use on a regular basis? How did you come to learn so much of this dialect? Do you use it at home, or just around friends?






African American Vernacular English


Wherever Africans are in the world, language will be affected. In parts of the Caribbean, the African influence on language is called patois. In other places it is called creole. In the United States it is called many names: AAVE, Black English, Black grammar, or even, Ebonics.



This language, being counter-hegemonic to standard English, has undergone centuries of ridicule, dismissal, and demonization.



This melodic and highly expressive language has been historically called unprofessional, uneducated, and low class.



Today, it still carries those negative sentiments in some spaces. In some spaces it is erased altogether, and simply reduced to, “slang” or “Gen z” speech.



AAVE is not slang. It obviously, heavily influences common language, but it is still a language, or a dialect, all its own.

We see this in viral conversations on the internet. But we also see this in the Bay Area.

Considering the variety of cultures here, it is natural to share. We enjoy native Hawaiian dance, and we credit those people. We love pupusas, and we credit those people as well. Unfortunately, when we all speak Black English, Black credit gets lost. It becomes “the way we speak,” ignoring the fact that Bay English is a derivative of the Black English that came with Black migrants from the south in the late 30s and early 40s.



- ◆◆ 1. Please watch this video to learn more about AAVE as a unique, distinctive, and specifically cultural dialect.
- 2. Then, click this [link](#) to learn 6 Basics of Black Grammar/Black English. (Scroll to the middle of the page to find the 6 basics)
- 3. Then, click this [link](#) to create an AAVE/Standard English mini-dictionary!



Integrated Action Civics Project

<https://iacp.berkeley.edu/>

In the previous IACP exercise we identified the stakeholders in the issues we care about. From there, we assessed which stakeholders have the most interest in solving the issue, and which stakeholders have the most power to shift the issue at hand.

Stakeholders control narratives, even down to the language we use and give value to. How can we transform stakeholders to support the issues we think are important?

In this exercise we will use our Stakeholder Transformation sheet radically image the ways we can convince our stakeholders to wield their power and influence to resolve issues of oppression.

Click here for the [Stakeholder Transformation](#) sheet.

Click here for the [a deliberative discourse guide](#) to help shape your pre-work discussion.

Click [here](#) (or go to the next slide) for a completed student sample.

Stakeholder Transformation

How can we shift different stakeholders' relationship to a problem? ([see overview](#) / [Simple - Google Slides](#))

Stakeholders	Current relationship to the problem	What are our goals for each group? (Power & Influence)	What are our goals for each group? (Motivation)	Possible approaches
<i>Allies</i> (Groups and individuals who probably want to find a solution)				
<i>Winnable</i> (Groups and individuals who might be able to be convinced to support, or at least not oppose, a solution)				
<i>Opposition</i> (Groups and individuals who will probably resist a solution)				

Stakeholder / Rights-Holders & Action

How can we shift different stakeholders' relationship to a problem?

Stakeholders	Current relationship to the problem	What do they have to gain	What do they have to lose	Possible Action to Support or Oppose Solution
Allies (Groups and individuals who probably want to find a solution)				
Unhoused People	Directly affected but have little power	They should have more power to effect change	No change needed; They already have a high interest	Gain access to "voice" (media attention)
Catholic Charities	Provide actual sheltering services.	Increase influence	Create and sustain enduring housing solutions.	Moral influence; strength in numbers.
Friendly politicians/ local officials	Create policies but can't fix problems alone	Take action to create and implement policies to address homelessness	Gain more support for policies to address homelessness	Use power and influence to get more people to be interested, and convince those with influence to use it
Winnable (Groups and individuals who might be able to be convinced to support, or at least not oppose, a solution)				
Property Developers	Control the potential for adding affordable housing.	N/A	Accept win-win solution that allows profit, but adds affordable housing.	Financial incentives; local ordinances; partnerships with housing advocacy orgs.
Developers	Big part of addressing the housing crisis but not incentivized to make low-income housing	To invest in low-income housing	To get them to be interested in addressing homelessness and housing crisis, be part of the solution	Government subsidies/ policies to try to address the lack of incentives for developers to build low-income housing
Opposition (Groups and individuals who will probably resist a solution)				
TAKE BACK SANTA CRUZ Community Org	Highly connected with local govt. / police / neighborhood NIMBY groups	Lessen their influence of city council decisions. Challenge their status as the "voice of the community".	Status-Quo?	<ul style="list-style-type: none"> - Attend TBSC events - Assert influence with the supposedly non-biased organizations TBSC is connected with
NIMBY	Very interested in the problem, just use influence to prevent it from impacting their neighborhood	Use power and influence over gov officials to come up with the solution, admitting they might not get 100% what they want	Encourage them to weigh the interests of others more equally to their own	Continue activism but address that they might have to make sacrifices

Instagram Follows

@whatsgoodenglish

@kahlil.green

@dregs_one



Exit Ticket:

- How will you be sure to credit Black people for AAVE in the future?



Note To Teacher: Lesson Directions

This content is designed to be taught across multiple class sessions.

Part 1:

1. Do now: How could the educational system in the United States better serve Black students?
2. Introduce the idea of Black schooling as a phenomenon that exists outside of the history of the US school system.
3. Watch the video on secret schools and create a mock journal prompt from the point of view of a secret school student. This will be done on the [document provided](#). (An educator's guide is available [here](#).)
4. Read about freedoms schools and reflect on that information on the [document provided](#). (An educator's guide is available [here](#).)
5. Exit ticket: How has formal education in the United States been used to suppress liberatory movements?

Part 2:

1. Do now: How could schools today work to create critical thinkers?
2. Watch the video on liberation schools.
3. Explore the website for Oakland's independent African-centered school, Ile Omode.
4. Compare and contrast liberation schools and Ile Omode on a venn diagram and then respond to the reflection questions below it on the [document provided](#). (An educator's guide is available [here](#).)
5. Exit ticket: Schools that are liberating for Black scholars are created outside of the public school system. What should public schools and/or local governments do to rectify this?





DO NOW!

How could the educational system in the United States better serve Black students?



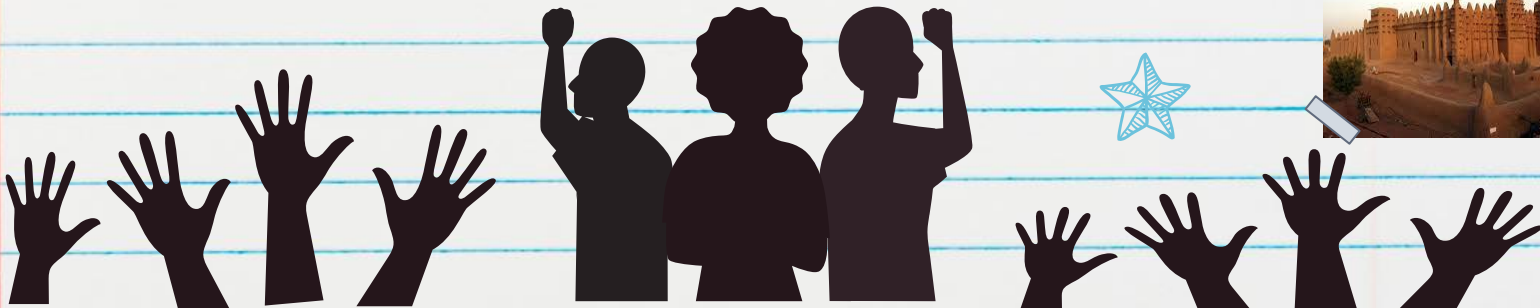


BLACK SCHOOLING



Before colonization, Africa boasted some of the most prominent educational centers. The most notable, were the ancient universities of Egypt and the libraries and mosques of Timbuktu!

In The United States, however, the educational system has always been used to oppress Black people. And as it goes with oppression, Black people have ALWAYS resisted. We will learn about four of these examples of radical Black resistance in education.



SECRET SCHOOLS

It is taught to us that Europeans thought Africans were intellectually inferior. If that is the case, why was so much effort put into banning slaves from learning and receiving an education?

Please think about the power of education as you watch the video and write a mock journal entry on the provided document based on the information provided.



FREEDOM SCHOOLS

In 1964, Civil Rights organizers and activist created "Freedom Summer" or the "1964 Mississippi Summer Project." The main goal of the project was to register Black people to vote amidst violent opposition. However, after seeing how the public school system failed to meet the needs of Black and low-income people- Freedom Schools were created!



Read more about Freedom Schools and reflect on their work here!



Exit Ticket:

- How has formal education in the United States been used to suppress liberatory movements?



DO NOW!

How could schools today work to create critical thinkers?



LIBERATION SCHOOLS

Even when public education became legal for Black people in the United States, it was still inadequate and deeply rooted in racism. Black students were over-punished, undertaught, and their schools were under-resourced. Even after schools were "integrated," it was clear that they did not give Black students what they deserved from an educational system. See how the Black Panther Party filled that gap, and think about the necessity for that kind of programming today.



EDUCATE TO LIBERATE:
OAKLAND COMMUNITY SCHOOL
LED TO SUCCESS BY BLACK
PANTHERS



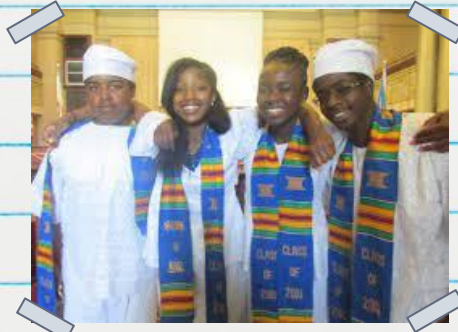


INDEPENDENT AFRICAN-CENTERED SCHOOLS

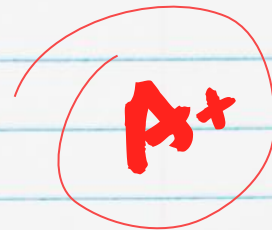
While secret schools, freedom schools, and Black Panther schools no longer exist, their missions is being carried on by independent, African-centered schools. These schools are not public schools and run on tuition and private funding. They continue to serve Black communities by providing an education specific to the needs and realities of Black students.



Ile Omode website



Now that you have learned about both liberation schools and independent African-centered schools, use the sheet provided to compare them in a venn diagram.



When you are finished with the venn diagram, please respond to the reflection questions from at the end of the activity as well.



INTEGRATED ACTION CIVICS PROJECT

[HTTPS://IACP.BERKELEY.EDU/](https://iACP.BERKELEY.EDU/)

This lesson has prompted us to think about the ways the Black community has responded to educational inequities throughout time.

With the issues you find important, we urge you to dive deeper. IACP's "Research the Issue" tool can help us with this research.

Research the Issue

Research the specific problem and goals you have chosen. Summarize your understandings:

Analysis	What have you learned?	How does this help you think about the issue and its solution?
Evidence and Significance <i>What events, data or other evidence helps you understand the issue?</i>		
Cause and Consequences <i>What do you know about underlying causes and short and long term consequences of the issue?</i>		
Continuity & Change <i>How long has this been going on? To what extent has it changed in the past?</i>		
Perspective <i>What is the dominant narrative on this? Who has created it? Who has been denied a voice in the issue? Why might this denial have happened? What are other ways of seeing this problem?</i>		
Ethical Dimension <i>How can you apply lessons from the past? How does this address injustices?</i>		

UC BERKELEY



[Click here to access this document!](#)



[Click here to access a supporting teacher document!](#)

Instagram Follows

@ileomodeschool

@kilomboschool

@senecavillagemontessori

@theblackschool

@gather.school

@playpanafrikan

@abundantbeginnings

#AfricanCenteredEducation



Exit Ticket:

- Schools that are liberating for Black scholars are created outside of the public school system. What should public schools and/or local governments do to rectify this?



Note To Teacher: Lesson Directions

This content is designed to be taught across multiple class sessions.

Part 1:

1. Do now: What are some of the harmful effects of poorly portraying a group of people in the mainstream media?
2. Introduce MOVE by reading the blurb on the slide before perusing their website and completing the [scavenger hunt](#). (An [educator's guide](#) is provided.)
3. Begin the documentary "[Let the Fire Burn](#)," and begin the [film notes](#), if desired. (A [educator's guide](#) is provided.)

(This will be watched over the course of two periods. To access the film use your SFUSD Kanopy account to login to the [link](#) provided.)

4. Exit ticket: How is move alike, or unlike, revolutionary groups you have learned about in the past?

Part 2:

1. Do now: What was the most startling information from the first half of the film?
2. Complete the documentary.
3. Allow time for students to complete the [film notes](#).
4. Have students go back to the MOVE website and explore the [tab for Mumia](#). Once they have done this, use the [letter writing guide](#) to write him a letter. (A [sample letter](#) is provided.)

(Please check letters for appropriateness before mailing them off. If you need assistance with envelopes and postage, please reach out to the Ethnic Studies department.)

5. Exit ticket: What is the police capable of? What are "the people" capable of?



MOVE!



Do Now...

What are some of the harmful effects of poorly portraying a group of people in the mainstream media?



Who is MOVE?

This is who MOVE is according to themselves...

“The MOVE Organization is a family of strong, serious, deeply committed revolutionaries founded by a wise, perceptive, strategically-minded Black man named JOHN AFRICA. The principle of our belief is explained in a collection of writings we call “The Guidelines,” authored by JOHN AFRICA. To honor our beloved Founder, and acknowledge the wisdom and strength He has given us, we say “LONG LIVE JOHN AFRICA!””

Go to their [website](#) to learn more about MOVE's beliefs, values, and ways of life. To guide you through the website, see the attached [scavenger hunt](#), and complete it as you peruse the “[About](#)” section of their site.



We will watch the documentary “[Let the Fire Burn](#)” detailing the history of the organization, their ongoing violent attacks at the hands of local police, their eventual bombing, and how the media played a key role in all of this.

As you watch the documentary, or once you have completed it, please use the provided [film reflection sheet](#) to ruminate and share your critical thoughts regarding, not only the film, but the reality of MOVE and their public depiction.



Exit Ticket:

- How is move alike, or unlike, revolutionary groups you have learned about in the past?



Do Now...

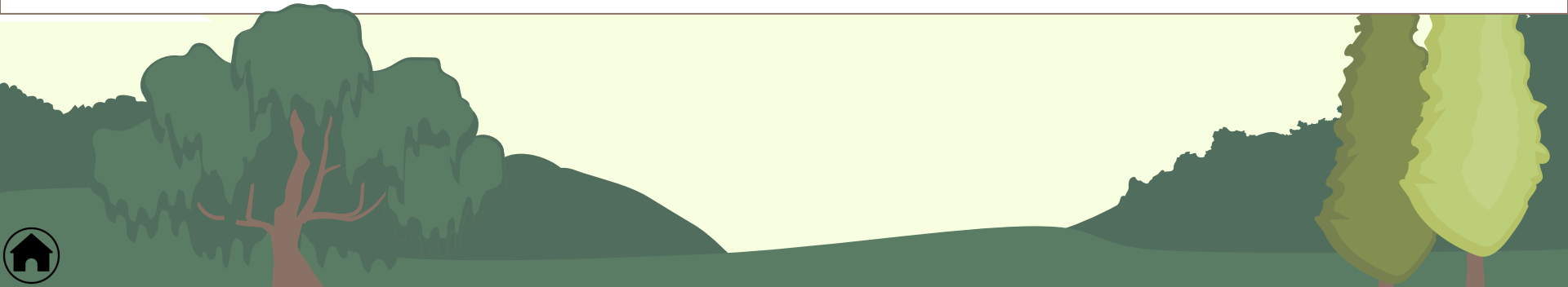
What was the most startling
information from the first half of the
film?





We will continue the documentary “[Let the Fire Burn.](#)”

Please continue to work on the [film reflection sheet](#), or complete it once the film has concluded.



What can you do?

The MOVE 9 were arrested 45 years ago, and between 2018 and 2020, the last living members were released from prison as elders. There is one last political prisoner associated with MOVE who is still serving a life sentence in prison.

After many petitions, and appeals, activist and reporter Mumia Abu Jamal is still in prison fighting for his life and his humanity.

Read about Mumia on the [MOVE website](#) and write him a letter* to:

Mumia Abu-Jamal
#AM 8335
SCI Mahanoy
301 Morea Road
Frackville, PA 17932

*For assistance writing your letter, please use the [letter writing guide](#).



Integrated Action Civic Project

<https://iacp.berkeley.edu/>

MOVE members identified several problems with society, and radically imagined a solution for themselves. They created the society they wanted to live in- one where people shared a profound respect for nature; a committed love of family and community; and a deep criticism of white supremacist capitalism.

In our next activity, we will continue our work from our Root Cause Tree exercise. We will be looking at issues we identified and imagining solutions for them by answering the prompt: “Imagine a solution. What does it look like.”

This will help us to narrow down our topics and desired outcomes for our end-of-year YPAR projects.


Problem


Clarify Your Goal:
Steps:
1) Copy the problem from the trunk of the tree.
2) Imagine that the problem were solved. What would that look like?
3) Choose 4 of the causes or consequences that you might be able to influence, one per row. Imagine solutions and what you might be able to do.
- Discuss and highlight the one that you have chosen.
4) What do you hope to accomplish in your action?
→ This is your GOAL

Clarify Goals

1) What big problem or issue are you addressing?		
2) What would it look like if the issue were solved?		
3) Issue - copy/paste from Tree Slide	Imagine a solution. What could it look like?	How might individuals or groups exert their power to influence this?

Focused Problem Statement:

What do you believe you could accomplish toward solving your chosen issue? This is your goal:



To access this activity, click [here](#).

To access this teacher-facing lesson, click [here](#).

To see a completed example, click [here](#) or go to the next slide.



Integrated Action Civic Project

<https://iacp.berkeley.edu/>

COURSE CONTENT EXAMPLE Civil Rights Mvt.

Clarify Your Goal:

Steps:

- 1) Copy the problem from the trunk of the tree.
- 2) Imagine that the problem were solved. What would that look like?
- 3) Choose 4 of the causes or consequences that you might be able to influence, one per row. Imagine solutions and what you might be able to do.
 - Discuss and highlight the one that you have chosen.
- 4) What do you hope to accomplish in your action?

→ This is your GOAL

Clarify Goals

1) What big problem or issue are you addressing?

Lack of Black Political Power

2) What would it look like if the issue were solved?

African Americans would have equal representation and power where they live, self-determination and ability to organize and realize solutions to pressing needs.

3) Issue (from the tree)

Imagine a solution.
What could it look like?

How might individuals or groups exert their power to influence this?

Disenfranchised voters

Voting is easy and simple for everyone. People are automatically registered to vote.

Individuals could study for the literacy test. Groups campaign to change voting rules.

White Terror

Police would protect the Black community and their rights. The white community would respect Black rights

White individuals stand up to protect black community. Push for anti-terror laws.

Poor Education

Quality public education, especially around voting rights, is widely available

Freedom schools; Change school funding rules; Hire more teachers of color.

Segregation

All people have equal access to resources and institutions.

Direct Action (boycotts, sit-ins, marches)

Focused Problem Statement:

What do you believe you could accomplish toward solving your chosen issue?
This is your goal:



Instagram Follows

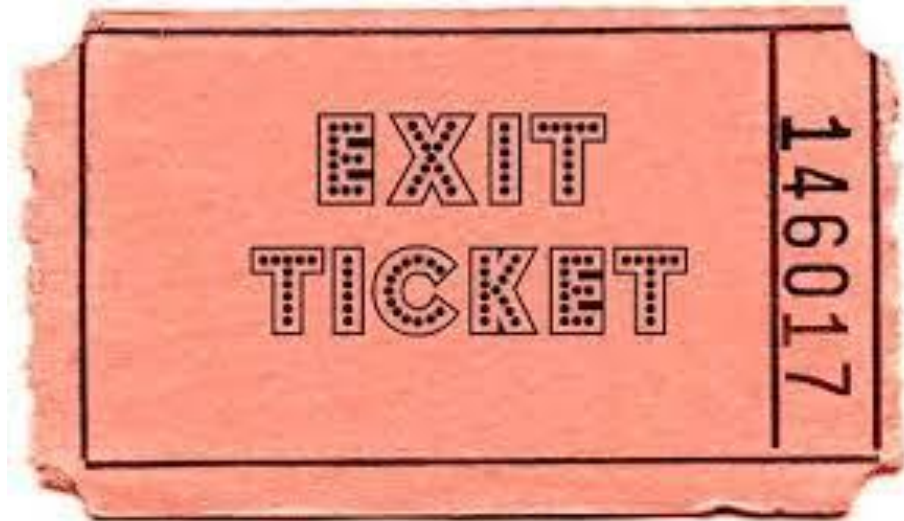
@mikeafricajr
@themoveorganization
@mumiaabujamalofficial

#OnAMove #FreeMumia #FreeThemAll



Exit Ticket:

- What is the police capable of? What are “the people” capable of?



Note To Teacher: Lesson Directions

1. Do now: If you were going to describe the experience of Black women to aliens, how would you describe it?
2. Read the definitions of misogyny and misogynoir.
3. Continue reading more about misogynoir.
4. Watch the interview and have students respond on their corresponding document.
5. Exit ticket: What is the most striking difference between misogynoir and misogyny?



Misogynoir

Black Women & the Media



Do Now...

If you were going to describe the experience of Black women to aliens, how would you describe it?



Misogyny vs Misogynoir



Misogyny:

dislike of, contempt for, or ingrained prejudice against women



Misogynoir:

dislike of, contempt for, or ingrained prejudice against Black women.

Examples:

- Ignoring women's bodily and sexual autonomy
- Believing women are less logical and intelligent
- Rigid belief in gender roles

Examples:

- Sassy Black woman trope
- Hypersexual Black woman trope
- Angry Black woman trope
- Strong Black woman trope



This is how these negative tropes play out in the real world...

- Sassy Black woman trope: Women's serious concerns about health, safety, and other pressing issues are overlooked because the passion in which they are expressed is simply seen as "sassy," over-dramatized, and unimportant.
- Hypersexual Black woman trope: Black girls are often recipients of over-policing at schools due to "dress code violations," when wearing the same clothes as counterparts of any race or gender.
- Angry Black woman trope: Women are given longer prison sentences than their white counterparts (even with the same crime) because Black women are believed to be more aggressive, violent, and criminal.
- Strong Black woman trope: Women are often given less anesthesia or less pain medication because it is believed that they can endure more pain.



Black women are subject to all of the harms of all women (misogyny) AND a unique set of harms for themselves (misogynoir.)

While the term “misogynoir” is new, the idea that the fight for women’s rights excludes the specific needs of Black women, is terribly old.

Sojourner Truth’s famous “Ain’t I a Woman” speech addresses this exact idea. While white women were advocating for the opportunity to work, they ignored the many Black women like Sojourner Truth who had worked a laborious job her entire life because Black women were not exempt from the dehumanizing labor of slavery and sharecropping.



Misogynoir in the Media

While misogynoir is an everyday reality from Black women- in public, in the workplace, in school, and even amongst each other- we often see it played out in the sphere of media.

Watch [this clip](#) of Moya Bailey (who coined the term misogynoir) as she discusses how Black women have been treated in the face of the media. She looks at examples of Megan THEE Stallion, Brittney Griner, and Meghan Markle.

After you watch this clip, reflect on other examples you have seen in the media of misogynoir. Try examining any criticism of any Black woman in the public eye. Something will be rooted in it. Write your example on [this sheet](#).



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

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Teacher Overview & Plans:
Three Kinds of Citizens -
Overview & Directions



Students Activity
Three Kinds of Citizen
Student Activity

Of the issues we've identified in our communities, it is important not to recreate "band-aid" solutions for "bullet wound" problems. How can we push ourselves and each other to start thinking beyond being personally responsible and participatory citizens, to being a justice-oriented citizen?

GUIDED PRACTICE	Class and Individual Examples		
	Personally Responsible Citizen	Participatory Citizen	Justice-oriented Citizen
Action Example Issue: Lack of access to food	Contributes food to a food drive	Helps to organize a food drive	Explores why people are hungry and acts to solve root causes
Whole-Group Issue: [Select and enter an issue to discuss as a class] Describe what this could look like from each stance.			
Personal Issue: Chose an example of an issue: How have you, or would you, act according to each of these stances of citizenship?			

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EVALUATION	Benefits and Limitations		
	Personally Responsible Citizen	Participatory Citizen	Justice-oriented Citizen
Core Assumptions	To solve social problems and improve society, citizens must have honest, responsible, and law abiding members of the community.	To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures.	To solve social problems and improve society, citizens must question and change established systems and structures when they reproduce patterns of injustice over time.
What are the benefits of this stance?			
What are the limits of this stance?			

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Instagram Follows

@consciouslee

@bellhookscenter

@thefreeblackwomenslibrary

@richieriseda

#misogynoir



Exit Ticket:

- What is the most striking difference between misogynoir and misogyny?



Note To Teacher: Lesson Directions

1. Do now: If you had to create your own community from “the ground up” what kind of things would your community ensure for its citizens?
2. Read the definition of intentional communities from the slide, and (individually, in pairs, or as a class) peruse the database for intentional communities. Read about a few, and make some verbal observations.
3. Watch the [video clip](#) on Black-led and run intentional communities. Answer the reflection questions on the [corresponding document](#). (An [educator’s guide](#) is provided)
4. Feel free to discuss responses as a class.
5. Using the [document provided](#), have students imagine their own intentional communities by themselves or with a group.
6. Exit ticket: Do you think intentional communities are a viable solution to creating peaceful environments in an oppressive society? Explain your reasoning.



Intentional Communities

Black people creating
liberated living spaces.



Do Now

Why might members of the Black community opt to live in their own self-established communities or towns?
What data do we have from previous lessons to support this?





INTENTIONAL COMMUNITIES

An intentional community is a community designed and planned around a social ideal or collective values and interests, often involving shared resources and responsibilities.

Examples include: communes, survivalist retreats, kibbutzim, ashrams, and housing cooperatives



Click this [link](#) to look through a database of intentional communities.



Now let's take a look at specifically Black intentional communities !

Watch the video clip (from 10:52- 25:00.)



Use your [note-taking sheet](#) to reflect on some of the points made throughout the video.



Now that you have some exposure
to intentional communities as
safe spaces. Create your own
using [this document](#) to guide you!



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We have spent a lot of time ruminating on issues we'd like to change in our community and our society. We have analyzed these issues. And, as we begin our journey toward taking action, first, we must plan how we will communicate our issues and potential solutions to our stakeholders.

This printable [IACP activity](#) is focuses on our impending audience members, and how to address them effectively.



Advocating for Change

Use this organizer to clarify and plan your message and the form it will take. Remember that a particular message is a part of a larger campaign - each individual part doesn't need to address every stakeholder, nor present the full scope of your overall goals for change. However, everything does have a purpose. This will help you focus your message.

1. What is your goal?

What is the problem you are addressing? Why is it a problem? How did it arise?

What are you hoping to accomplish? What changes are you advocating?

How would this goal work toward a more just world?

2. Who is your audience?

You may have different goals for different stakeholders in your overall campaign, and possibly only some of the campaign's stakeholders will be part of the audience of this particular message. So think about who you are trying to reach in only in THIS message:

Which Stakeholders are you addressing in this message?	Why should they care?	What do you want them to think or do?

Advocating for Change

3. What does your audience need to know?

What is it exactly that you want your audience to know? Why do they need to know it? To help develop your message, consider these questions:

What are the most important things your key stakeholder needs to know?

Why is this information important?

4. What is the purpose?

Do you just want to make people more aware of something, we call that BUILDING AWARENESS, or do you want them to do something? That's a CALL TO ACTION.

If the purpose of your message is to BUILD AWARENESS, then write a message that will give people enough information to understand the issue, care about it, and want to act on it.

Advocating for Change

If your message is meant as a CALL TO ACTION, then write down the specific action you want people to take. What is it exactly that you want your audience to do about your issue?

5. What will you create?

Should you create a digital or paper poster? A quilt or mural? A video? A song? A brochure? A petition? A letter to the editor? A social media post?

Write a plan for how to deliver your message. Include images or links to scripts, sketches, etc. Think about who will be responsible for certain parts of the project.



Instagram Follows

@freedomlandga
@sankofavillagearkansas
@parableofsower_coop
@catalystmiami

#BlackCoops #Kujichagulia



Exit Ticket:

- Do you think intentional communities are a viable solution to creating peaceful environments in an oppressive society? Explain your reasoning.



Note To Teacher: Lesson Directions

This content is designed to be ta performed lesson. The lesson itself is a mini-lesson with the intention of having all students perform aloud at the end.

1. Do now: As a young person, what power to you have to make or inspire systemic change?
2. Watch the [video clip](#) of the speech given during the protests.
3. Use this speech as a model to have students write their own. They can use this [link](#) to access a speech writing document with prompts.
4. Have students (who are able) perform their speeches as a short public speaking exercise.
5. Exit ticket: What is a benefit of young people leading revolutionary actions?





SFUSD Youth-led Protests

*2020 George Floyd Protest



Do Now...

As a young person, what
power to you have to make or
inspire systemic change?



In 2020, after the murder of George Floyd, youth from Mission High School, led by student Simone Jacque, organized one of the most notable protests of the summer.

We will watch Simone deliver her speech, while thinking about how we can all impact radical transformation in our communities and our worlds.



*This video begins at the 4 minute mark



Now that you have watched this speech, you will create your own speech for radical change and transformation! Use this [link](#) for access to the speech writing document.

Use Simone Jaque's speech as a model for your own. And share it when you are finished.

You, TOO, are an agent of change.



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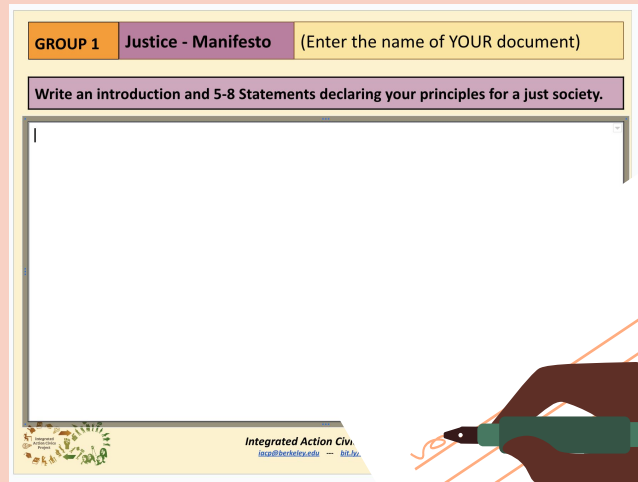
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You've written a speech, but if someone wanted to know more succinctly about your cause, what sort of literature and information could you provide in a digestible way?

Use this IACP activity to write your own manifesto!

Click here
for a
[complete
teacher
plan.](#)

Click here
for the
[student
activity](#)
only.



The screenshot shows a digital form for creating a manifesto. At the top, there are three tabs: 'GROUP 1' (orange), 'Justice - Manifesto' (purple), and '(Enter the name of YOUR document)' (yellow). Below the tabs is a purple instruction box that reads: 'Write an introduction and 5-8 Statements declaring your principles for a just society.' The main body of the form is a large white text area with a vertical cursor at the top left. At the bottom of the form, there is a footer bar with a small logo on the left and the text 'Integrated Action Civ. iacp@berkeley.edu' on the right. To the right of the form, a hand is shown writing on a piece of lined paper.



Instagram Follows

@young_women_free

@_thelivemovement

#blacklivesmatter #youthled #protest #rally



Exit Ticket:

- What is a benefit of young people leading revolutionary actions?



Note To Teacher: Lesson Directions

1. Do now: Instances of police brutality in the U.S. disproportionately affects Black people. Do you think policing is less harsh in nations where both the police and the community are completely Black?
2. Read [the article](#) about the SARS protests in Nigeria, and respond to the questions throughout the text.
3. Feel free do discuss responses as a class. (An [educator's guide](#) is provided.)
4. Exit ticket: It is often argued that more Black police officers is a viable solution to decreasing police brutality. How does the SARS protest negate this argument?



#endSARS

The Nigerian police protests of 2020 (and beyond)



Do Now...

Instances of police brutality in the U.S. disproportionately affects Black people. Do you think policing is less harsh in nations where both the police and the community are completely Black?



Read [this article](#) on the #endSARS protests in Nigeria.

Then, use the information gathered from the article to compare police brutality in Nigeria to police brutality in the United States.

Discuss your answers!



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As you create a space for radical change to flourish, come back to the IACP website, and any IACP activities you have completed in the past.

Apply this, and everything you've learned here, to a better collective future.

Axé. 🙏



Instagram Follows

@officialendsarsresponse

#endSARS #endSARSBrutality #EndSARSNow #EndSARSProtests



Exit Ticket:

- It is often argued that more Black police officers is a viable solution to decreasing police brutality. How does the SARS protest negate this argument?

