



National Black Lives Matter at School Week

Ethnic Studies Grades K-5 Identity Lesson Do Black Lives Matter in America? By Bruce Jackson

Grade: 4th-5th _____

Theme: Police Violence _____

Day: Monday _____

Selected Standards ELA/Literacy Common Core State Standards (Grade 5)

Speaking and Listening

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Ethnic Studies: Origins, Identity, Culture

OIC. 1. Analyze the origins and migration patterns of people.

- a. Interview family/community member's oral history in order to deepen understanding of one's own story and sense of self
- b. Research, using Primary and Secondary sources, racial/ethnic migration patterns

OIC. 2. Explore the unique cultures, languages, values, and symbols of historically marginalized groups

- a. Examine family structures, music, art, literature, legends, and traditions
- b. Examine how culture both changes and sustains over time and generations, influenced by the hostility of the society as a whole
- c. Draw connections among shared histories in order to build alliances between racial/ethnic groups
- d. Examine cultural diversity within specific ethnic and racial groups

OIC 3. Develop strength and a sense of empowerment from one's cultural wealth

Knowledge:

Students will use current statistical data to determine whether black people are being treated fairly by American law enforcement.

Skills: *students will be able to...*

Visualize and personalize the statistics provided

Essential Questions: to guide the lesson discussions –

Do the statistics say that current police policies are unfair and if they are unfair, what can be done to change those policies.

Formative assessment along the way:

1. What do the statistics tell us about police violence?
2. What can be done about it?

Exit Ticket

The exit ticket prompt in this lesson was created to collect student reflection/qualitative data to inform the work of ethnic studies curriculum development in Seattle Public Schools. If you would like to contribute to this collection of data, please scan and send the student responses to Tracy Castro-Gill: tgill@seattleschools.org .

This exit ticket prompt is optional, and should be replaced with a more relevant prompt if you choose not to participate in the collection of data.

Start the day with: Lift Every Voice and Sing

<https://www.bing.com/videos/search?q=lift+every+voice+and+sing&&view=detail&mid=2EF32BDEB0BE6DCF34572EF32BDEB0BE6DCF3457&FORM=VRDGAR>

Ask the students:

How many of you have been touched by police violence? Raise your hands

Call on three students to elaborate-5 minutes

Tell the students today we are going to walk you through a statistical analysis of police violence in America. I'm going to read some statistics and you are going to show the class what those numbers look like, by standing up, or sitting down.

Have all students stand holding their white card in the air.
In a class of twenty, have #1 and #2 sit.

Next have the class hold up their black cards
In a class of twenty, have #1 through #10 sit.

Read this Statistic:

"Unarmed black people were killed at 5x the rate of unarmed whites in 2015"

Choose 2 other statistics to elaborate, but end with the following:

Have all students stand holding their white card in the air.
In a class of twenty, have #1 and #2 sit.

Next have the class hold up their black cards
In a class of twenty, have #1 through #14 sit.

Read this statistic

If you are black you are 7 time more likely to be killed by police in Oklahoma than Georgia

Tell the class: Let's look at why.

Have one of the sitting children stand and read one of these lines. Have 7 other sitting students read until all 8 of the following lines are read:

1. **Failing to make life preservation the primary principle** shaping police decisions about using force
2. **Failing to require officers to de-escalate situations**, where possible, by communicating with subjects, maintaining distance, and otherwise eliminating the need to use force
3. **Allowing officers to choke or strangle civilians**, in many cases where less lethal force could be used instead, resulting in the unnecessary death or serious injury of civilians
4. **Failing to require officers to intervene and stop excessive force** used by other officers and report these incidents immediately to a supervisor

5. **Failing to develop a Force Continuum** that limits the types of force and/or weapons that can be used to respond to specific types of resistance.
6. **Failing to require officers to exhaust all other reasonable means** before resorting to deadly force.
7. **Failing to require officers to give a verbal warning**, when possible, before shooting at a civilian.
8. **Failing to require officers to report each time they use force or threaten to use force** against civilians

Have all sitting students stand and read this statistic:
“Cops In Salt Lake City Haven’t Killed Anyone Since 2015”

Show the article and accompanying video
https://www.huffingtonpost.com/entry/salt-lake-city-police-de-escalation_us_591c9070e4b03b485cae1129

Other options for follow-up articles from NEWSELA. Teachers can modify the word count and reading levels on the articles.

- [Protest songs make a comeback](#)
- [Activism through social media](#)
- [In One City, Police Try Talking with Young Black Men](#)
- [Protest songs make a comeback](#)

Throughout the lesson, the teacher can guide students to take notes of main points on a problem/solution graphic organizer.

Text / Materials:

Create cards for each student that are statistically representative of race (Caucasian, African American, Asian/ Pacific Islander, Latino, Native American)

Number each card: 1 to number of students in class. Ex. 1-black, 2-black, 3-black, etc. Then 1-Caucasian, 2-Caucasian, etc.

There should be five cards representing each race on every workspace, but the numbers should be randomized.

Read the statistics for Police violence
<https://mappingpoliceviolence.org/>

<https://vittana.org/42-shocking-police-brutality-statistics>

<https://www.theguardian.com/us-news/2015/jun/09/the-counted-police-killings-us-vs-other-countries>

https://www.huffingtonpost.com/entry/salt-lake-city-police-de-escalation_us_591c9070e4b03b485cae1129

<http://useofforceproject.org/>

<https://news.vice.com/story/shot-by-cops>

Notes: