

# Black Lives Matter: Equitable and Inclusive Communities

<b>Week:</b>	<b>Unit:</b> Black Lives Matter <b>Topic:</b> Black Lives Matter Communities	<b>Course of Study:</b> Black Lives Matter: Equitable and Inclusive Communities <b>Instructor:</b> T. Jobe; A. Hampton
<b>Black Lives Matter Principles :</b>  BLM.CV Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location.  BLM.BV Black Villages: Disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another Teachers' Democracy Project Black Lives Matter BLM.LE Loving Engagement: Embodying and practicing justice, liberation, and peace in our engagements with one another.		<b>Success Criteria:</b> <b>I am successful if I can...</b> <ul style="list-style-type: none"> <li>• I can define the word community</li> <li>• I can identify the different disparities in Baltimore</li> <li>• I can describe how activist improved Baltimore</li> <li>• I can design my own community that is inclusive to Black lives</li> </ul>
<b>Learning Targets:</b> <b>Day 1:</b> We will develop a definition of the word community and list characteristics of a positive community. <b>Day 2:</b> We will identify and describe the different disparities in the black community in Baltimore. <b>Day 3:</b> We will explain how community activists have worked to make Baltimore more inclusive. <b>Day 4 and Day 5:</b> We will design our own communities that are inclusive to black lives  <b>Standards-</b> <u>CCSS.ELA-LITERACY.W.11-12.2.D</u> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <u>CCSS.ELA-LITERACY.W.11-12.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How can communities across Baltimore City become more inclusive to Black lives?</li> <li>• What impact can your ideal community have on black lives in Baltimore City?</li> </ul>		

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Date:	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Materials:</b>	Computers, Padlet, Google Slides	Computers, Google Slides, Google docs, Padlet	Computers, Google Slides, Google docs, Padlet	Computers, Google Slides, Google docs, Padlet, iCivics	Computers, Google Slides, Google docs, Padlet, iCivics
<b>Warm Up:</b>	In your own words define the word community. What makes communities different? What, if anything is lacking from your community.	<p>Explain the disparities in many Baltimore City communities. For example: think about the differences in Roland Park vs. Cherry Hill. What are the differences?</p> <p>What does your ideal community look like? Describe or illustrate your ideal community.</p>	Who makes a difference in your community? Name community leaders in Baltimore City who help make a difference to improve our city.	How can one highlight Black Lives Matter in a community?	How would your ideal community impact Baltimore City as a whole?
<b>Explicit Instruction:</b>	<p><b>Teacher will:</b> Facilitate class discussion surrounding the following:</p> <ol style="list-style-type: none"> <li>1. what are some things you would keep the same or change about your community</li> <li>2. develop a definition for the word community</li> <li>3. develop characteristics to</li> </ol>	<p><b>Teacher will:</b> Explain what a disparity is and provide examples: food, education, cleanliness, etc.</p> <p>Teacher will then facilitate a class discussion: Does everyone in Baltimore have the same quality of living?</p>	<b>Teacher will:</b> Share with students influential people who have had a positive impact on Baltimore City communities.	<b>Teacher will:</b> Explain how to utilize the software to design a community where black lives matter.	<b>Teacher will:</b> Review how students current designs and offer feedback.

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	describe a positive community				
<b>Guided Practices:</b>	<b>We will:</b> Explore current communities.	<b>We will:</b> Listen to group presentations and students will take notes.	<b>We will:</b> Read about selected community leaders and engage in a class discussion on how these individuals impact communities in Baltimore City.	<b>We will:</b> Make a list of ideal communities. Such as: grocery stores, homes, community associations, parks, schools, grocery stores, etc.	<b>We will:</b> Assess the communities progress and offer solutions and feedback on current designs.
<b>Independent work:</b>	<b>Students will:</b> Work in groups to complete: Research food desserts, education, cleanliness of communities, the butterfly & L, police presence	<b>Students will:</b> Research and devise a written community plan which outlines how to end or change the disparities in their community.	<b>Students will:</b> Select one person they identify with to further research. Students will write a paragraph on why they resonated with this person and explain how they made their impact on Baltimore City and the effect of their contributions.	<b>Students will:</b> Create their ideal Black Lives Matter community.	<b>Students will:</b> Create their ideal Black Lives Matter community.
<b>Assessments:</b>					

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<b>Homework:</b>	Complete group assignments	Complete research and written community plan.	Complete research and written paragraph.	Work on Black Lives Matter community.	Work on Black Lives Matter community and be prepared to share on Monday.
<b>Optimistic Closing:</b>	List the positive characteristics in Baltimore communities and explain how they affect black lives.	Explain what a food desert is. How can we eliminate this disparity in Baltimore communities	List one of the Baltimore community leaders discussed in class and the impact they had on Black	How would you create a space where black lives are treated equally and have access to opportunities that more affluent neighborhoods have?	Reflect on the Unit. How could we have made it better? What was your favorite part about this lesson? Do you believe

<b>Groups:</b>	<b>High Performers</b>	<b>Intermediate Performers</b>	<b>Novice Performers</b>	<b>Low</b>	
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