

**Unit:** Black Lives Matter, a discussion of present day events that exhibit how black Americans have used their voices to raise awareness and become activists for equality.

**Overview:** Students will be engaged in age appropriate lessons on the history of peaceful protest, and various ways african americans have used art, music, and words to become activists for various important causes.

**Lesson(s) rationale:** This week long course is designed to encourage discovery, in depth history discussions, and connections between past and present events of activists for racial justice. A multidisciplinary and cross-curricular approach will enable the additions of art, music, reading and writing to help history and current event knowledge come to life, while developing learning outcomes and projects that provide multiple means of representation. Students will take a journey through protest, music, art, and various pieces of literature to witness the events that black American activists have taken part in, in an effort to raise awareness about inequality and powerlessness in both historical and present day America. The week long curriculum will end with a project of choice where students have the option to become an activist and express their learning in poetry, writing, drawing (or other form of art), or music.

**Standards that will be addressed:**

Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Standard 5.0 History Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

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Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Art standards:**

I:P-2:1: Think creatively about self, others, places, and events.

I:P-2:3: Make use of ideas to communicate about self, others, places, and events.

Day	Topic of Content	Objective(s)	Essential Question(s)	Standards covered
1	Development of understanding BLM and protest	<p>SWBAT define what a protest is and provide multiple examples of ways people may protest.</p> <p>SWBAT understand what the BLM movement is and how activist work through this movement.</p> <p>SWBAT make connections to geography and history to understand some reasons groups protest.</p> <p>SWBAT listen to “Sometimes we March” to analyze the reasons why people protest and answer questions regarding key</p>	<p>What is BLM?</p> <p>What is protest?</p> <p>What is an activist?</p> <p>Why do people use protest to express themselves?</p>	<p>CCSS.ELA-LITERACY.RL.1.1</p> <p>Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.1.3</p> <p>Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-LITERACY.SL.1.1</p> <p>CCSS.ELA-LITERACY.SL.1.1.A</p> <p>CCSS.ELA-LITERACY.SL.1.1.B</p> <p>CCSS.ELA-LITERACY.SL.1.1.C</p>

		details to determine the central idea.		
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<p>2</p>	<p>Voices through art: a showcase of protest art</p>	<p>SWBAT Listen to A in an Activist to define activist and determine how art relates to activism and community.</p> <p>SWBAT observe activism art work to understand how activists raise awareness through art.</p>	<p>Can an artist be an activist?</p> <p>Can artwork generate awareness to important topics?</p>	<p>CCSS.ELA-LITERACY.RL.1.1</p> <p>Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.1.2</p> <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-LITERACY.RL.1.7</p> <p>Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-LITERACY.SL.1.4</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS.ELA-LITERACY.SL.1.5</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
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				<p>CCSS.ELA-LITERACY.SL.1.1.B</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-LITERACY.SL.1.1.C</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>CCSS.ELA-LITERACY.SL.1.5</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>I:P-2:1: Think creatively about self, others, places, and events.</p> <p>I:P-2:3: Make use of ideas to communicate about self, others, places, and events.</p>
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<p>3</p>	<p>Raising awareness of injustices through music</p>	<p>SWBAT listen to music inspired by the Black Lives Matter movement to determine how song lyrics can be used as a form of activism.</p> <p>SWBAT write their own song lyrics about an issue important to them and perform for peers.</p>	<p>Is music a form of activism?</p> <p>How can song lyrics inspire change?</p>	<p>Craft and Structure: CCSS.ELA-LITERACY.RL.1.4</p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CCSS.ELA-LITERACY.RL.1.1</p> <p>Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.SL.1.1.B</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-LITERACY.SL.1.1.C</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p>

				<p>CCSS.ELA-LITERACY.W.1.6</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-LITERACY.SL.1.5</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
4	use of poetry and Literature in activism	<p>SWBAT define what poetry is.</p> <p>SWBAT analyze a poem written by a student that was inspired by the events BLM supports.</p> <p>SWBAT describe how a poem expresses the poets feelings using</p>	<p>Is poetry a form of activism?</p> <p>How can you use poetry to describe something important to you?</p>	<p>CCSS.ELA-LITERACY.RL.1.4</p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CCSS.ELA-LITERACY.RL.1.1</p> <p>Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.1.10</p> <p>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>

		<p>adjectives.</p> <p>SWBAT write a poem using adjectives that describe their feeling about an event, person, or thing.</p>		<p>CCSS.ELA-LITERACY.SL.1.1.A</p> <p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.1.1.B</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-LITERACY.SL.1.1.C</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>CCSS.ELA-LITERACY.SL.1.2</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
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<p>5</p>	<p>Kids Can Use Their Voice Too: Project on raising awareness</p>	<p>SWBAT us their developed knowledge about different ways activist express themselves by writing about an important issue and creating a spoken word video.</p>	<p>What form of activism can you use to be creative and share something that is important to you?</p>	<p>CCSS.ELA-LITERACY.SL.1.2</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-LITERACY.SL.1.3</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CCSS.ELA-LITERACY.SL.1.4</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS.ELA-LITERACY.W.1.6</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-LITERACY.RL.1.4</p> <p>Identify words and phrases in stories or</p>
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				<p>poems that suggest feelings or appeal to the senses.</p> <p>I:P-2:1: Think creatively about self, others, places, and events.</p> <p>I:P-2:3: Make use of ideas to communicate about self, others, places, and events.</p>
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Day 1

SWBAT define what a protest/march is and provide multiple examples of ways people may protest.

SWBAT understand what the BLM movement is.

SWBAT make connections to geography and history to understand some reasons groups protest.

SWBAT listen to “Sometimes we March” to analyze the reasons why people protest and answer questions regarding key details to determine the central idea.

T: ask s what current events are and to share what current events they know of

Do you watch the news with your family? What have you noticed? What do you wonder?

T: connect to prior learning about geography and maps such as where we live, where DC is, discuss laws are made there, the president lives there, discuss Capitol building and White House (this will create a later connection to why people might protest there)

Ex of no cookie if dinner isn't done

Ask “what is something that has happened to you that has upset you?” probe further “what did you say or do when you were upset from that problem?” “was that a good way to express yourself?”

Discuss how adults often protest their feelings too

Adults also feel some things are unfair such as decisions made like the recent election, or mean things people say, or laws that are not equal for all people. Adults might not get their important thing noticed if they scream and throw a tantrum like the kid in the example so they do various things such as write, draw, make music, and even gather in groups with other people who feel that the same issue is very important, people who also see unfairness in something liek a law, or something someone said, or the treatment of a group of people. When these adults forma group they are called activists. Activists work to raise awareness or teach other people about their important cause. One way to do this is through peaceful assembly and marching in a protest where they might hold up signs, chant poems or words, etc. this is a peaceful way to use your voice and gain power for important issues. Describe some important protests pictures

## **Notice & Wonder** activity of protest pictures

### Preface reading activity

Let's listen to a story and determine more ways that people protest, or march, in order to use their voices in peaceful assembly, against powerlessness, unfairness, inequality, and hurtful things. As you listen to the story think of ways you can be an activist. Think of things that you think are important, and you can use your voice, or artistic abilities, or written words to stand up for.

Listen to "Sometimes We March"

<https://www.youtube.com/watch?v=ZaqdV6GJT8g>

After reading pose these questions and provide small group space for discourse

### **Think it over**.....

What is a protest?

Why do people protest?

What happens when protests aren't peaceful?

What would you do, as an activist, to keep your protest peaceful?



Day 2: Art Activism

<p>Daily Objective(s): SWBAT determine how art relates to activism and community by sharing notices and wonders of art work inspired by BLM.</p> <p>DWBAT create their own activism posters by identifying a social issue that is important to them.</p>	<p>Daily Agenda:</p>
<p>Vocabulary: activist community portrait equality justice, injustice</p>	<p>Handouts:</p>
<p>Materials: Paper Coloring supplies</p>	<p>Websites: <a href="https://www.youtube.com/watch?v=1EUa0DfOP7U">https://www.youtube.com/watch?v=1EUa0DfOP7U</a>  <a href="https://www.tolerance.org/sites/default/files/general/L5_what%20is%20a%20portrait%20photos%20k-2.pdf">https://www.tolerance.org/sites/default/files/general/L5_what%20is%20a%20portrait%20photos%20k-2.pdf</a>  <a href="https://www.tampabay.com/life-culture/arts/2020/06/18/artists-from-tampa-bay-and-beyond-respond-to-black-lives-matter-protests/">https://www.tampabay.com/life-culture/arts/2020/06/18/artists-from-tampa-bay-and-beyond-respond-to-black-lives-matter-protests/</a></p>
<p>Texts: A Is AN Activist</p>	<p>Essential Questions: What important issues have artists used as inspiration?</p>

Reflect on the definitions of activism, community s will share out these definitions  
Ask students “why do you think artists create paintings and pictures?”  
Discuss how art is also found on murals and posters, books

T will discuss the definitions of justice/injustice and equality and have students discuss events and things they feel fall into these categories (answers will, and should

be, expected to be age appropriate such as a friend being mean or not getting a prize when a peer did. Keep in mind we should connect these examples to racial injustice in an age appropriate manner. Ex: I know it feels bad when people are mean to you. This is especially true when someone is treated poorly because of the color of their skin. How did you feel when you were treated unfair?

S will have opportunity to view art in a guided way and discuss notices and wonders

T: portraits are a form of art

Show some examples have s notice and wonder & share after viewing

[https://www.tolerance.org/sites/default/files/general/L5\\_what%20is%20a%20portrait%20photos%20k-2.pdf](https://www.tolerance.org/sites/default/files/general/L5_what%20is%20a%20portrait%20photos%20k-2.pdf)

Ad notices and wonders to chart

T: I will show some examples of protest art let's view them to determine what message the artist wanted to portray. Let's determine what important issue the artist was drawing attention to.

<https://www.tampabay.com/life-culture/arts/2020/06/18/artists-from-tampa-bay-and-beyond-respond-to-black-lives-matter-protests/>

Discuss more notices and wonders and add them to chart

T: NOW we will get to be activists again. Who remembers what an activist is? How do you think we can use art to be activists?

T will now lead s through designing a protest poster choosing an issue they find important

T says: What issue do you find important ? Some examples may be more art class at school, people all being treated fairly no matter how they look, laws to keep our earth clean, girls and boys getting treated equal, love for everyone ..... Take two mins to ponder and we will share out. (Allow students to put answer in the chat box or share out loud.)

T say: On a protest poster you can use words, a short phrase or sentence, and even include pictures. Protest posters are short and simple but they help raise awareness about what is important to you.

Share examples and give ideas.

T says:

NOW you will put these ideas onto your own poster. If we have permission from your parents we can even share your important posters with other people

( <https://www.tate.org.uk/kids/make/paint-draw/make-protest-poster> )

Students have independent time to create and then T will allow s to share and discuss

### Day 3

Daily Objective(s):	Daily Agenda:
Vocabulary: activism lyrics inspired	Handouts:
Materials:	Websites:
Texts:	Essential Questions: Is music a form of activism?  How can song lyrics inspire change?

T will discuss how music can be used to express feelings and things that people think are important.

T will preview vocabulary words inspired and lyrics

T will ask if anything has ever inspired students

S will listen to “Lift Every Voice and Sing” to determine any important words that stick out to them in the song T says “Listen to the lyrics, the words, of the black national anthem. Listen to see if any words stand out to you that make you think of justice, peace, equality, fairness.”

Class will create a wordle with the words that stuck out to them

T will discuss how writing music is a form of activism and s will have the opportunity to share how they think music can be a form of activism, or sharing what is important to them

T will lead s through some written lyrics of the song and discuss those lines and the important of a musicians word choice

T will be sure to ask “How do these words connect to equality and justice?” “What do these words make you think about?” “What words could you use to describe your important issue?”

S will move into breakout rooms and have the opportunity to write a short song about their cause. T will first model writing song lyrics about t heir important cause by first picking words and phrases that connect to their cause and then making them sound like a song by creating sentences that go together

Whole group: s will have an opportunity to share and then reflect on the importance of music and activism

S will answer “Do you know any music or songs that help teach about something important?”

#### Day 4

<p>Daily Objective(s): SWBAT define what poetry is.</p> <p>SWBAT analyze a poem written by a student that was inspired by the events BLM supports.</p> <p>SWBAT describe how a poem expresses the poets feelings using adjectives.</p> <p>SWBAT write a poem using adjectives that describe their feeling about an event, person, or thing.</p>	<p>Daily Agenda:</p>
<p>Vocabulary: poetry adjectives</p>	<p>Handouts:</p>
<p>Materials:</p>	<p>Websites: Maya Angelou <a href="https://www.youtube.com/watch?v=qviM_GnJbOM">https://www.youtube.com/watch?v=qviM_GnJbOM</a></p>

Texts:	Essential Questions: Is poetry a form of activism?  How can you use poetry to describe something important to you?

T will first define poetry and the various ways poetry can be expressed. Liken poetry to music.

Ask: “do you know any poems?”

Say: A poem is an imaginative piece of writing that is typically shorter than a story. It can be inspired by true things. It expresses feelings and emotions through writing. The poet uses descriptive words and sometimes rhyming words.

Ask: what is an example of some rhyming words?

Say: all poems don't have rhyming words. Most poems are packed w/ adjectives. Who remembers what adjectives are?

Make sure s understand adjectives are describing words

Make a list of adjectives that describe feelings and connect that feelings are often expressed in activism, protest, art, music

Say: Now we will get to listen to a student's poem. That's right children can be poets. This poem was inspired by the BLM movement and things that this young lady, Lyriq, feels are important to her. While you are listening think about Lyriq's feelings and why she felt that way.

## **MY BLACK FAMILY**

By Lyriq Cook, Grade 6

**YOU WILL WRITE US DOWN IN HISTORY**

**FOR OUR GREATNESS.**

**NOTES JUMP OFF THE KEYBOARD**

**AS MY DAD PLAYS GOSPEL MUSIC IN THE HOUSE.**

**WE SING TOGETHER IN HARMONY,**

**PASSING THE MIC LIKE LEBRON CATCHING AN ALLEYOOP FROM KYRIE.**

**THEY DIDN'T NAME ME LYRIQ FOR NOTHIN.**

**MY BLACK FAMILY WILL RISE.**

**THE SOUNDS INSPIRE US TO DANCE THROUGH OUR CHALLENGES,**

**SWEAT DRIPPING DOWN OUR SPINES LIKE OIL.**

**WE ARE STRONG, GREAT, AND POWERFUL.**

**WE PUSH THROUGH TOUCH BATTLES LIKE THEY'RE AIR.**

**MY BLACK FAMILY WILL RISE.**

**WHEN YOU SHOOT US WITH YOUR WORDS**

**AND HATE THE WAY WE LOOK,**

**IT DOESN'T HURT BECAUSE WE'RE A BLACK FAMILY**

**THAT STICKS TOGETHER LIKE MAGNETS.**

**HATERS GONNA HATE,**

**SO WE WALK WITH PRIDE AND IGNORE THEM.**

**THIS IS MY BLACK FAMILY**

**AND WE WILL RISE.**

After reading have s discuss some adjectives, feelings, they heard in the poem  
Have s explain why the poet may have felt that way

Small groups:

NOw you get to be poets and work in a small group to pick a feeling to  
describe in your poem

In small groups teachers will share what a shape poem, an acrostic poem and a  
rhyming poem are and s will decide which type of poem they will work on  
T will guide s in choosing a topic for their poem about a subject they have  
feelings toward

Their poems will describe how they feel about an event, person, or thing.

Whole group:

S will get the opportunity to share poems

S will recap today's lesson in a verbal reflection

**Alternative Activity**

A poet from Baltimore will visit the class and discuss poetry, why poetry is important to them, and how they have used poetry to raise awareness about an important issue or to express their feelings about an important issue

Students will have time to listen to a poem, ask questions about the poem, and get ideas to inspire them to write poetry

**Extension:**

S will listen to Maya Angelou "And Still I Rise" understanding this poem was written quite a few years ago and it represents the feelings of an African American woman and how she felt about unequal treatment in the world.

**Day 5**

Daily Objective(s): SWBAT use their developed knowledge about different ways activists express themselves by responding to a writing prompt to explain their statement of importance.  SWBAT use flipgrid to record their statement of importance.	Daily Agenda:
Vocabulary: equality justice fairness protest	Handouts:
Materials:	Websites:
Texts:	Essential Questions: What form of activism can you use to be creative and share something that is important to you?

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Ask: Can someone recap what we have been learning about this week?

Ask: Can someone explain, in their own words, what Black Live Matter is?

Add these ideas to a web organizer

Say: Today we are going to take all of that learning and those ideas that we have put together over the past week and create individual projects.

We will work in small groups to develop a short written response about what is important to you by answer the following prompt: \_\_\_\_\_ is important to me because \_\_\_\_\_.

Let's first review what we have learned about protest, equality, justice, and fairness this week.

T will lead s in a reflection of the week by asking

What have we learned about?

What is equality/justice/fairness?

How can kids use their voice to make a difference?

What are things you have found are important to you?

Teachers will model sentence stem in breakout rooms for s before s are asked to write

Whole group: now the next part of our activity is showing creating a video of our statement of importance, we will show our posters in these videos

S will break back into small groups where T will lead them to a flipgrid to read their sentence and show their poster

This allows s to draw a connection between what protest is, why equality is important, what is important to them, and the importance of their poster to use their voice

S will then be able to share ter videos with others

### **Sources of inspiration:**

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Tae Kids. (2020). Make A protest Poster. Retrieved from  
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