

Monday: What is the Black Lives Matter Movement?

Before You Begin

- This lesson introduces the idea that racism is a problem to be solved by all people.
- As background information, educators may want to watch [this video](#), "All Lives Matter", before the BLM week of action begins.
- Review the story "[Race Cars](#)" (Story begins at 1:50)

Content/Goal

Students will:

- ★ understand that our country has a racist history that is grounded in white privilege
- ★ be an activist and be actively anti-racist

Standards

Illinois Early Learning and Development Standards: For Preschool:

- ★ 1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts

Common Core Standards.ELA-LITERACY.RL.K.10

- ★ Actively engage in group reading activities with purpose and understanding.

Social Justice Standards:

Justice 12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

- ★ JU.K-2.12 know when people are treated unfairly
- ★ JU.K-2.14 knows that life is easier for some people and harder for others and the reasons for that are not always fair.

Materials

Google [Slide deck](#) for Friday before "[Race Cars](#)" by Jenny Devenny

Additional Read-alouds:

"[Something Happened in Our Town](#): A Child's Story About Racial Injustice" Ann Hazzard,

Marianne Celano, and Marietta Collins

"[Giant Steps](#)" Spike Lee and Tonya Lewis Lee

Vocabulary

movement, racism, activist, respect, fair/unfair

Learning Plan

- Teacher: What is the Black Lives Matter Movement?
- Teachers should intentionally name and teach why Black Lives Matter versus "All Lives Matter". Much like the [Civil Rights](#) movement of the 1960s, [Black Lives Matter](#) is an international **activist movement** that campaigns against violence and **racism** towards black people.

- **Hands-on activity:** Have a sharing circle to talk about how to help fix someone's hurt feelings.
 - Place children in a circle and identify a talking piece.
 - Give children a few scenarios appropriate for audience (e.g. "No one wanted to play with Michael on the playground and ignored him" or "Maria and Ella saw Daniel be mean to Kimane")
 - Why was the child upset?
 - How would you feel if this was you? Your friend?
 - What should the children do to make it right?
- **Read Aloud:** [Race Cars](#) by Jenny Devenny (begin at 1:50 if you use the video link)
 - Note: "Readers will use this book to engage in constructive dialogue about privilege, prejudice, racism, and the ways that all of us can work together to shift the conversation from hate and violence toward understanding and respect, to ultimately bring positive change and unity to our communities."
 - **Before Reading the Story:** Show students slide #12 from the slide deck. Introduce the characters and have a mini discussion: What is the difference between Chase and Ace?
 - **Stop and Think Critically:** When reading the story, stop at various points to give students a chance to discuss what's happening. Refer back to what you already know about the characters and encourage students to make predictions. (ex: "We know that Chase is a Black car and that the organizers of the race want a white car to win. What do you think they might do to make sure he doesn't win? Is this fair?")
 - **Reach for Feelings and activate moral imaginations:** Have students consider what the characters might be feeling as you are reading the book. "Can you imagine what Chase must be feeling in this moment?" Encourage students to think about what they would do in that situation. "If you notice something unfair happening, what could you do? Where could you find help?" In the book, one of the members of the race committee finally says "**No!**" Have students consider who it was (Grace), what her name means (an act of instance of kindness), and what it means for her to stand up and speak for Chase.
 - **Other Discussion Questions:**
 - What color cars usually win the race? What do you think it was like for Chase to be the first black car to win the race?
 - As Chase is getting ready to cross the bridge he notices a sign "Bridge is for white cars only." What do you think it felt like for **Chase** to see that sign? What do you think it felt like for **Ace** to see that sign? Is the sign unfair or fair? Why?
 - In this book the white cars get special privileges that the black cars do not. **Privilege** is a special advantage or benefit not enjoyed by all. Think about the signs placed along the race...What were some of the privileges given to Ace and not Chase? (signs included in slide deck)
 - Ace doesn't seem to notice all the extra barriers Chase has to go through to finish a race. Why do you think he might not realize what Chase is going through?
 - What do you notice above Chase and Aces' homes each night? What changes?
 - At the end of the book, Ace says "I'm sorry it took so long for me to realize how much harder it was for you to win this race Chase" What can Ace do

- to make sure this doesn't keep happening to Black cars in future races?
- **Connections to the wider world:** "Race Cars" is a reflection of Formula 1 Racing, the world's most famous race-car championship. It's one of the most expensive sports to participate in, and most Formula 1 racers are white and come from rich families. In 2007, **Lewis Hamilton** became the first Black driver in Formula 1 history. Overcoming racist treatment, throughout his career, he has gone on to become the most successful driver in the sport. In 2013, **Darrell "Bubba" Wallace** became the first African American in 50 years to win in one of NASCAR's top three national touring series. Bubba has played a critical part in NASCAR's push for inclusion and equity.
 - In the history of our country, people have been treated unfairly because of the color of their skin and this continues today in different ways.

Parent Resources - Questions to send home

[Homework](#)

Homework SPANISH