

Black Lives Matter at School Week of Action 2019 Lesson and Activity Plan Links for Elementary School

NOTE: This list is compiled for 3rd-5th, but may include lessons appropriate for K-2 as well. Some of these lesson can be found in full in the folder or through the links below.

I. Activism, Organizing and Resistance

A. Art and Activism (Teaching Tolerance)

[Art and Activism Series \(K-5\)](#)

Description: Art is a natural way for children to express their feelings and ideas. Looking at, thinking about and particularly making art together helps children build community and see themselves as important parts of their world. This series capitalizes on children's natural relationship to art by prompting them to examine the ways art relates to community leadership and activism. The lessons can be used individually or as a full series and are not dependent on sequence.

Twelve Mini-Lessons

[Lesson One: Art and Community Activism.](#)

Students are introduced to the concepts of art and community activism and have a chance to discuss their understanding of these terms.

[Lesson Two: Who Are the Activists in My Community?](#)

Students develop a understanding of local community and consider what attributes make someone a community leader or activist.

[Lesson Three: Art and LGBT Rights: Study of Symbols](#)

Students learn about visual symbols that have played an important role in LGBT movements.

[Lesson Four: Art and Accessibility: Study of Design](#)

Students explore how artists can advocate for equal rights for people with physical disabilities using universal design.

[Lesson Five: Art and Social Justice: What is a Portrait?](#)

Students analyze portraits of well-known African Americans and consider the role of portraiture in fighting racial stereotypes.

[Lesson Six: Art and Social Justice: What is in a Self Portrait?](#)

Students analyze how artists of color have fought racial stereotypes through their work.

[Lesson Seven: Activate Activism: Planning Our Message](#)

Students work collaboratively to select a message or theme for a communal activism mural.

[Lesson Eight: Activate Activism: Planning Our Mural](#)

Students work collaboratively to determine the artistic elements of their communal activist mural.

[Lesson Nine: Activate Activism: Creating Our Mural. Part One](#)

Students begin collaborative work on their communal activism mural.

[Lesson Ten: Activate Activism: Creating Our Mural. Part Two](#)

Students complete collaborative work on their communal activism mural.

[Lesson Eleven: Exhibition: Sharing and Celebrating Our Mural With Others in Our Community](#)

Students invite people from their school, families and community to view their activism mural and share in the lessons they have learned about the relationship between art and activism.

[Lesson Twelve: Art and Activism Reflection: Looking Back on What We've Learned](#)

Students reflect on the different concepts they have engaged with over the course of the series and set goals for themselves as community members and potential artist activists.

B. Art and Activism (Created by Caryn and Brittany in NYC)_____

[Principle Poster Creation Lesson](#)

Children create original art representing the principles of Black Lives Matter

C. Resistance Stories (#teachresistance)

[Crossing Bok Chitto, by Tim Tingle \(3rd-4th\)](#) (#teachresistance)

In this lesson students will listen to [Crossing Bok Chitto](#), by Tim Tingle and write their stories about times they or their families have fought injustice. This fictional story is about Martha Tom, a young Choctaw girl, and Lil' Mo an enslaved African boy whose family lives in a plantation across the Bok Chitto river. Students will learn about the oral traditions of two different cultures, and how two young children braved friendship and trust. Students will also learn about different

forms of resistance by enslaved Africans including oral traditions through religion, alliances with other communities, and escaping enslavement to stay together. [Explore the full lesson >](#)

[Poet: The Remarkable Story of George Moses Horton, by Don Tate \(4th-5th\)](#)
(#teachresistance)

In this lesson students will listen to *Poet: The Remarkable Story of George Moses Horton* and write their own poems about freedom. This story is about George Moses Horton, an enslaved African who taught himself to read, and eventually became a renowned poet. Students will learn about Horton's life, most of which he spent enslaved in North Carolina until the end of the Civil War. Students will also learn that there were many forms of resistance by enslaved Africans including efforts to learn and teach others to read and write. [Explore the full lesson >](#)

[Joelito's Big Decision, by Ann Berlak \(4th-5th\)](#) (#teachresistance)

Students will engage in a read aloud of *Joelito's Big Decision* in order to consider ideas around economic justice and protest as a means to achieve change. Students will then consider ways that they can take a stand about a social issue within their own school or community that concerns them. [Explore the full lesson >](#)

D. Exploring Youth Activism

[Week-Long Plan_Youth Activists Past, Present and Future](#) (Tarilyn in NYC)

Children explore what it means to stand up for a cause and methods for creating change by exploring youth activists past and present. Children will then explore issues in their own communities and engage in a form of activism to address that issue.

[Exploring Activism Online](#) (Teaching Tolerance)

This lesson introduces children to different ways young people have used the internet to work toward positive social change.

E. Exploring Teacher Strikes

[Role-playing a Teacher's Strike](#) (Morningside Center for Teaching Social Responsibility)

Children explore the reasons why teachers have gone on strikes by engaging in role-playing.

II. Exploring Identity

A. Exploring Identity

Discovering My Identity (Teaching Tolerance)

In this lesson, students will describe aspects of their identities such as race, gender, ability, religion and more. Then after exploring Marley Dias' Black Girls Books campaign, students will analyze book illustrations and write their own book review noting how characters are similar and different from them.

Identity Puzzles (Tarilyn NYC)

Children will explore different aspects of identity and create puzzle pieces that represent different part of their identity.

B. Gender Identity and Stereotypes

Role Plays to Reduce Gender Stereotypes (Teaching Tolerance)

This lesson offers role plays and essential questions to guide students as they participate. Children have a chance to use creative, dramatic expression to consider not only the roots of gender stereotypes, but also their consequences and strategies for counteracting them.

Exploring Gender Stereotypes in Stories (Teaching Tolerance)

This lesson allows children to look at one or more picture books that counter gender stereotypes. After discussion of the book, children will engage in a creative writing activity geared to fostering individual identity and resisting social definitions of what and how a boy or girl "should" be.

C. Racial and Ethnic Identity

Examining Identity and Assimilation

Examine identity and assimilation with an activity that asks the essential question: Was there ever a part of your identity you had to hide?

Different Colors of Beauty Lesson Series (Teaching Tolerance)

The overall goal of these lessons is to help students develop their racial or ethnic identities in a safe and open classroom environment. Each lesson capitalizes on a slightly different modality of learning. The lessons offer questions and conversation starters to help build understanding and community. Because issues of skin color, race and racial identity can be complicated, each

lesson offers additional guidance for teachers in a section on professional development. These sections will help you build a safe, open and accepting classroom and school community.

C. Diversity and Globalism

[Countering Anti-Muslim and Anti-Arab Bias](#) (Morningside Center for Teaching Social Responsibility)

Children will engage in conversation to recognize and address bias against Muslim and Arab peoples.

[It's Okay to Feel Different Exploring Diversity](#) (Teaching Tolerance)

This lesson helps students develop an understanding of the importance of diversity in a community.

[Who is an Immigrant?](#) (Teaching Tolerance)

In this lesson, students examine themselves within various contexts—including family, culture and community—as a means to better understand who they are as individuals and who they are in relation to people around them.

D. Family and Community

[Understanding my Family's History](#)

After exposure to relevant literature in class, students will research their family history by interviewing their parents. They will use this information along with visual props to tell their story to classmates.

[What is a Family?](#) (Teaching Tolerance)

This lesson provides a framework that will help students talk about their own and others' families in safe, caring ways.

III. Empathy, Fairness and Justice

- **[Understanding Prejudice through Paper Plate Portraits](#)**
- **[Teaching Empathy with Heart Stories](#)**
- **[Creating Comic for Social Justice](#)**

Graphic novels and comics are a great way for students to express themselves and their social views. Help your students plan and create their own social justice comics!

IV. Social Issues and Injustice

[Teaching Young Children about Redlining](#)

An elementary school teacher introduces the history of redlining through a role play designed for 1st and 2nd graders

[Learning About Justice Through Their Eyes](#)

V. Additional Lesson and Activity Resources

[Teaching for Change BLM Week of Action Lessons and Resource Links](#)