

BLACK LIVES MATTER

COURSE AT A GLANCE

▾ Background for Teachers

Black Lives Matter, the social protest movement against "the disproportionate impact of state violence on Black lives," has emerged to develop into an influential social and political force. (The quote is from the Black Lives Matter website.)

From its inception, the movement has been a prominent force on social media, disseminating information that had previously been deemed unnewsworthy by traditional news outlets. ([Connecting BLM and Ferguson](https://www.cbsnews.com/news/how-the-black-lives-matter-movement-changed-america-one-year-later/) ↗ (<https://www.cbsnews.com/news/how-the-black-lives-matter-movement-changed-america-one-year-later/>)) It has since found inroads in the traditional mainstream media and has even become a force to be reckoned with forcing the political landscape to take into account the needs and demands of minority communities in unprecedented ways. In the lesson below, we will take a close look at the Black Lives Matter movement, why and how it came into being, and how it has evolved.

Before beginning these lessons, you may want to review [these guidelines](#) ↗

(<https://drive.google.com/drive/u/0/folders/1buJcmmwEkEI62Jx2ySd9vEQQcL5pmPna>) **for teaching difficult or controversial issues.**

The hashtag, #BlackLivesMatter, was created around the time of George Zimmerman's acquittal in the shooting death of Trayvon Martin in July 2013. It lay somewhat dormant until the shooting death of Michael Brown in early August 2014. Michael Brown, a young man of color, was shot and killed by a white police officer, Darren Wilson, in Ferguson, MO.

It was not until November 25, 2014 that the hashtag gained real traction and became mainstream when the news to not indict Darren Wilson was released. In the first 20 hours of that day, #BlackLivesMatter was used to send approximately 10,000 tweets. However, in the four hours that followed the verdict, Twitter reported 92,784 tweets that were sent using the hashtag #BlackLivesMatter, and the movement was born. (See this [NPR Code Switch article](https://www.npr.org/sections/codeswitch/2016/03/02/468704888/combing-through-41-million-tweets-to-show-how-blacklivesmatter-exploded) ↗ (<https://www.npr.org/sections/codeswitch/2016/03/02/468704888/combing-through-41-million-tweets-to-show-how-blacklivesmatter-exploded>) for more.)

Since those early days of online activism, Black Lives Matter has evolved into a movement that is now as much physical as it is digital. It is not a traditional movement with a centralized system of leaders, headquarters, or appointed spokespeople. It sees itself more as a diffuse ideological and political intervention in a world where systemic racism and structural inequality fail to be sufficiently

acknowledged or addressed. The vast inequalities left by a legacy of slavery and subsequent racist, economic, social, and political policies are once again brought into the public eye by a social movement that is fighting inequality and injustice. "It is an affirmation of Black folks' humanity, our contributions to this society, and our resilience in the face of deadly oppression."

(<https://blacklivesmatter.com/herstory/> ↗ (<https://blacklivesmatter.com/herstory/>))

Though the hashtag is separate from the Black Lives Matter organization and movement, it is often used in in the organizing, mobilizing, momentum building, and reporting of events and interventions.

On August 1, 2016, a coalition of organizations with affiliations to Black Lives Matter, [Movement for Black Lives](https://www.theatlantic.com/politics/archive/2016/08/movement-black-lives-platform/494309/), ↗ (<https://www.theatlantic.com/politics/archive/2016/08/movement-black-lives-platform/494309/>) released a detailed platform of demands. These were soon tweeted on social media using the hashtag, #BlackLivesMatter. #BlackLivesMatter has connected people from around the U.S., and beyond, with the goal of ending various forms of racial injustice, while also seeking to celebrate and humanize Black lives.

▸ High School Lessons

Theme 2025 Lesson (<https://hcpss.instructure.com/courses/155808/pages/hs-theme-2025>)

Lesson 1 (https://hcpss.instructure.com/courses/155808/pages/hs-day-1-star-restorative-justice-empathy-and-loving-engagement?module_item_id=8044415)

Lesson 2 (https://hcpss.instructure.com/courses/155808/pages/hs-day-2-star-diversity-and-globalism?module_item_id=8044416)

Lesson 3 (https://hcpss.instructure.com/courses/155808/pages/hs-day-3-star-queer-affirming-transgender-affirming-collective-value?module_item_id=8044417)

Lesson 4 (https://hcpss.instructure.com/courses/155808/pages/hs-day-4-star-intergenerational-black-families-black-villages?module_item_id=8044418)

Lesson 5 (https://hcpss.instructure.com/courses/155808/pages/hs-day-5-star-black-women-and-femmes?module_item_id=8044419)

▸ Resources

↓ [Civil Discourse in the Classroom](#)

(<https://hcpss.instructure.com/courses/155808/files/35011268/download?wrap=1>) ↓

(https://hcpss.instructure.com/courses/155808/files/35011268/download?download_frd=1)


↓ [How Should I Talk About Race in my Mostly White Classroom](#)



(<https://hcpss.instructure.com/courses/155808/files/35011272/download?wrap=1>) ↓

(https://hcpss.instructure.com/courses/155808/files/35011272/download?download_frd=1)



 [I didn't Mean it Like That](https://hcpss.instructure.com/courses/155808/files/35011269/download?wrap=1) (<https://hcpss.instructure.com/courses/155808/files/35011269/download?wrap=1>) 

 [Responding to Bigoted Words](https://hcpss.instructure.com/courses/155808/files/35011273/download?wrap=1) (<https://hcpss.instructure.com/courses/155808/files/35011273/download?wrap=1>) 

 [Responding to Jokes and Slurs](https://hcpss.instructure.com/courses/155808/files/35011271/download?wrap=1)
(<https://hcpss.instructure.com/courses/155808/files/35011271/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/35011271/download?download_frd=1)

 [Teaching Controversial Issues in a Time of Polarization](https://hcpss.instructure.com/courses/155808/files/35011274/download?wrap=1)
(<https://hcpss.instructure.com/courses/155808/files/35011274/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/35011274/download?download_frd=1)

 [Teaching Controversial Issues](https://hcpss.instructure.com/courses/155808/files/35011270/download?wrap=1) (<https://hcpss.instructure.com/courses/155808/files/35011270/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/35011270/download?download_frd=1)

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Intergenerational Resistance

Honoring the 1964 School Boycott and Today's Youth Struggles

BLACK LIVES MATTER



Background for Teachers

This year's Black Lives Matter Week of Action in Schools theme commemorates the 1964 New York City School Boycott, a mass protest against racial segregation and inequality in the city's public school system as well as celebrates the intergenerational resistance and advocacy for civil rights. On February 3, 1964, approximately 460,000 students—almost half of the city's public school population—stayed home to demand better educational opportunities for Black and Puerto Rican students.

Led by civil rights activists like Bayard Rustin and the Congress of Racial Equality (CORE), the protest was a response to de facto segregation, overcrowding, and underfunding in schools serving minority communities. Despite the landmark *Brown v. Board of Education* (1954) decision, NYC schools remained deeply segregated due to discriminatory housing policies and resistance from white communities.

The boycott was one of the largest civil rights protests in U.S. history, but the city government largely ignored its demands. While it did not immediately lead to desegregation, it helped spotlight systemic racism in Northern cities, influencing later efforts in education reform and civil rights activism. The following lesson will introduce this year's theme for Black Lives Matter Week of Action in Schools, Intergenerational Resistance: Honoring the 1964 School Boycott and Today's Youth Struggles and allow students to make connections to the Guiding Principals of the Black Lives Matter Movement.



Essential Questions

- How does the NYC School Boycott of 1964 highlight intergenerational resistance?

- What can I learn about the principles of the Black Lives Matter at School Week of Action and how can I take informed, intergenerational action to support issues and causes I believe in?




Learning Objectives

- I can describe the historical significance of the NYC School Boycott of 1964 and how it represents intergenerational resistance.




Lesson Development

Launch:

Begin by introducing the 1964 NYC School Boycott by watching this video [“NYC’s School Boycott: The History you didn’t Learn,”](https://youtu.be/6glSbKW4rEo?si=7X8pp725fuVWilZq)  (<https://youtu.be/6glSbKW4rEo?si=7X8pp725fuVWilZq>) from *Time Magazine* , then discuss the following questions:

- According to the video, why do few people know about the NYC School Boycott?
- Even though segregation was not written into law in the North, in what ways did segregation still exist?
- What did this segregation look like in schools? Why did parents and students organize a city-wide boycott of schools?
- What were the responses to the protest?
- Why might many people continue to protest New York City schools?

Activity:

Have students read the primary source flier, [“Why the School Boycott,”](https://nyccivilrightshistory.org/plain-text/why-the-school-boycott/)  (<https://nyccivilrightshistory.org/plain-text/why-the-school-boycott/>) written by the Queens Congress of Racial Equality (CORE) and the Jamaica (NYC neighborhood in Queens) branch of the National Association for the Advancement of Colored People (or NAACP), calling for a boycott of New York City’s public schools.

Guiding Questions:

- According to the flier, what are the two main goals of the school boycott?
- How do the civil rights groups that authored the document justify the boycott to parents and the community?
- How does a school boycott put economic pressure on school leaders to make change?

- In 1954, the US Supreme Court ruled in favor of the desegregation of public schools “with all deliberate speed” in the case, *Brown v. the Board of Education* . With that in mind, why might the authors of this flier say, “We can not accept any more vague promises of some sort of action sometime in the future?” What does this suggest about the history of school integration in northern cities?
- If you were a student in 1964, how might you have felt about participating in the boycott?
- How might different groups (e.g., white parents, school officials, civil rights activists) have responded to this boycott?

Provide students with key information from the background provided below:

Background Information

The truth is that the NYC School Boycott in 1964 did not bring about much significant change. The following is a summary of the various responses.

Government & School Officials Responses:

- NYC Board of Education largely dismissed the protest, refusing to acknowledge segregation as a major issue.
- Mayor Robert Wagner Jr. and education officials resisted demands for systemic changes, claiming the city’s schools were already integrated “in principle.”

Public & Media Reaction

- The boycott received nationwide media coverage, highlighting racial segregation in northern cities, which many had previously associated only with the South.
- Many white parents and politicians opposed the protest, arguing that de facto segregation was due to housing patterns, not discrimination. Some accused activists of being disruptive or radical.
- Civil rights supporters praised the effort, comparing it to protests in the South, and saw it as a powerful demonstration of Black and Puerto Rican communities’ commitment to educational equality.

Impact & Aftermath

- The boycott did not lead to immediate desegregation, but it increased pressure on city officials.
- It helped fuel continued activism, leading to further protests, including another school boycott in 1965.
- The struggle contributed to later policies, such as busing programs and magnet schools, aimed at reducing segregation.
- It highlighted the fact that many white residents who supported civil rights in theory resisted actual integration efforts in their own neighborhoods.

While the boycott did not achieve all of its goals, it remains one of the largest civil rights protests in U.S. history. The aftermath of the 1964 NYC School Boycott highlights intergenerational resistance,

a key component of this year's Black Lives Matter Week of Action theme. Parents, students, and civil rights activists continued fighting for desegregation despite political resistance, paving the way for future education reform efforts. This struggle persisted across generations, influencing later movements for school equity, busing policies, and broader racial justice activism.

Discussion:

As a whole class discuss some or all of the questions below to process this lesson:

What is Intergenerational Resistance - We have an obligation to join together! As the road ahead requires people of all ages to lead, follow, and pass the baton as we move toward justice. It includes learning from previous generations and empowering younger generations to continue activism. It means that we will fight ageism and adultism and harness the power of all people to combat systemic racism and fight for racial justice and equality.

- How is the 1964 School Boycott a good example of intergenerational resistance?

The theme of this year's BLM Week of Action in Schools highlights intergenerational resistance. How do we increase intergenerational resistance?

- How do we engage youth in activism?
- How do we increase intergenerational cooperation in activism?
- How does one generation of leaders train another generation to continue the struggle?
- What role do you see each generation taking in activism?
- How do we ensure intergenerational resistance is inclusive of: a global perspective, women, trans people, queer people, disabled people? What practical steps need to be taken?

Terminology:

Intergenerational Resistance: We have an obligation to join together! As the road ahead requires people of all ages to lead, follow, and pass the baton as we move toward justice. It includes learning from previous generations and empowering younger generations to continue activism. It means that we will fight ageism and adultism and harness the power of all people to combat systemic racism and fight for racial justice and equality.



Lesson Closure

Introduce and preview the lessons for the coming week and ask students to continue to consider how intergenerational resistance could be used to take informed action to support the principles of Black Lives Matter that are important to them.

For HS ONLY:



Teachers may choose to return to the previously published lessons linked on the BLM landing page or they may choose to allow students to conduct small group or independent research on topics that relate to the guiding principles of the Black Lives Matter movement and the integration of intergenerational resistance in taking informed action to address issues. Students should focus on answering the following questions in their research:

- Define or describe the issue and focus on the impact on Black people and Black communities.
- How does this issue connect to a principle of the Black Lives Matter movement?
- What are possible responses to address the situation?
- What examples can you take from past resistance movements to inform current actions to address the problem?
- What would you implement Intergenerational Resistance to take informed action to address the problem?

 [Possible Research Topics for HS Students \(https://hcpss.instructure.com/courses/155808/pages/blm-2025-research-topics\)](https://hcpss.instructure.com/courses/155808/pages/blm-2025-research-topics)



Resources






 [Black Lives Matter Posters \(https://hcpss.instructure.com/courses/155808/files/41642396/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642396/download?wrap=1)  [\(https://hcpss.instructure.com/courses/155808/files/41642396/download?download_frd=1\)](https://hcpss.instructure.com/courses/155808/files/41642396/download?download_frd=1)

 [The 1964 Freedom Day Boycott in New York City - Tenement Museum](https://www.tenement.org/blog/the-1964-freedom-day-boycott-in-new-york-city/)  [\(https://www.tenement.org/blog/the-1964-freedom-day-boycott-in-new-york-city/\)](https://www.tenement.org/blog/the-1964-freedom-day-boycott-in-new-york-city/)

 [The Long Fight for Educational Equity in NYC | Museum of the City of New York](https://www.mcny.org/story/long-fight-educational-equity-nyc)  [\(https://www.mcny.org/story/long-fight-educational-equity-nyc\)](https://www.mcny.org/story/long-fight-educational-equity-nyc)

 [The Evolution of a Movement - Black Lives Matter](https://blacklivesmatter.com/the-evolution-of-a-movement/)  [\(https://blacklivesmatter.com/the-evolution-of-a-movement/\)](https://blacklivesmatter.com/the-evolution-of-a-movement/)

 [You Can Heal Generational Trauma - TedEX](https://youtu.be/FzGgIUSQr1g?si=RIHBxWnsxb1c5uyJ)  [\(https://youtu.be/FzGgIUSQr1g?si=RIHBxWnsxb1c5uyJ\)](https://youtu.be/FzGgIUSQr1g?si=RIHBxWnsxb1c5uyJ)

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Intergenerational Resistance

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BLACK LIVES MATTER

Possible BLM Research Topics for High School Students

Principle	Definition	Possible Research Topics
Restorative and Transformative Justice	<p>Building and nurturing a beloved community that is bonded together through a beautiful struggle that is restorative, not depleted.</p> <p>Restore - to bring back or renew</p> <p>Deplete - to lessen power, value or content</p>	<ul style="list-style-type: none"> • Discipline Disparity in Schools • SRO's • Policing/Community Policing • Restorative Justice Practices (School and/or Community) • Climate Change and Racism <ul style="list-style-type: none"> ◦ Why climate change is inherently racist ↗ (https://www.bbc.com/future/article/2022-why-climate-change-is-inherently-racist) • Mass Incarceration • HIPC Initiative • Inclusive school curriculum
Loving Engagement	<p>We remain rooted in compassion and empathy by seeking understanding and engaging with the intent to learn about and connect with others' contexts. Our interactions are guided by a commitment to embody justice, peace, and liberation.</p>	
Diversity	<p>We recognize, accept, and celebrate the unique qualities that make us different and the shared perspectives, circumstances, and commonalities that connect us.</p>	

Possible BLM Research Topics for High School Students

Principle	Definition	Possible Research Topics
Globalism	<p>We recognize that we're part of the global Black family in a common struggle toward liberation. We stay attuned to the different ways we are impacted including our privilege as Black folks who exist in different parts of the world alongside our other contexts.</p>	
Collective Value	<p>We are guided by the fact that all Black lives, regardless of sex assigned at birth, gender identity, gender expression, sexual orientation, economic status, ability, disability, education, location, age, immigration status, religious beliefs or disbeliefs, matter. None of us are free until we are all free.</p>	<ul style="list-style-type: none"> • Healthcare: Transaffirming procedures and healthcare, geographic access to health facilities, maternal mortality among Black women, systemic issues within healthcare, queer bias in healthcare • Covid-19 and the Black community • Representation in Media of Black LGBTQ+, Black people with disabilities, Black women • Anti-gay legislation • International anti-LGBTQ laws (Uganda etc) • Toxic Black masculinity • Erasure of Black disabled activists ↗ 17 Black Disability Activists and Advocates ↗ ↗
Trans Affirming	<p>We are self-reflexive and consistently do the work required to dismantle cisgender privilege. We hold space for our siblings who are agender, intersex, transgender, and gender expansive to participate and lead. We uplift Black trans folk, especially Black trans women who continue to be targeted and subjected to violence. We work outside of the binary to achieve full liberation. We are self-reflexive and consistently do the work required to dismantle cisgender privilege. We hold space for our siblings who are agender, intersex, transgender, and gender expansive to participate and lead. We uplift Black trans folk, especially Black trans women who continue to be targeted and subjected to violence. We work outside of the binary to achieve full liberation.</p>	<ul style="list-style-type: none"> • Black Joy Movement Three Artists Explain and Visualize What Black Joy Means to Them ↗ ↗
Queer Affirming	<p>We reclaim the word queer as an act of defiance and in solidarity</p>	

Possible BLM Research Topics for High School Students

Principle	Definition	Possible Research Topics
	<p>with those who have paved the way for us to live openly. When we gather, we do so with the intention of freeing ourselves from the tight grip of cis-heteropatriarchal assumptions. We foster a network in which all people can be genuine and express their authentic, embodied selves.</p>	
Disability Justice	<p>We are committed to acknowledging and addressing how we further societies' othering of people with disabilities. We co-create spaces in which ableism is confronted and embed the ten principles ↗ (https://www.sinsinvalid.org/blog/10-principles-of-disability-justice) of disability justice advocates into our work. We actively dream and collaborate to create.</p>	
Black Women	<p>We build a space that affirms Black women by centering their experiences. We recognize the many ways patriarchy shows up so consistently work to maintain a space free from sexism and misogyny, actively disrupting patriarchal culture.</p>	
Black Villages	<p>We support each other as extended families and villages that collectively care for one another, especially "our" children. We make our spaces family-friendly and enable caregivers to fully participate with their children. We disrupt the narrow Western prescribed nuclear family structure expectation. We recognize that family includes our chosen families. We believe that radical care belongs in the public sphere.</p>	<ul style="list-style-type: none"> • Clean and Safe Water Issues - Jackson, Mississippi and Flint, Michigan • Developing Black Activists ↗ (https://naacp.org/issues/next-generation-leadership) • Black Art and Joy ↗ (https://artagainstracism.org/the-art-of-black-joy-a-celebration-of-lif-happiness-and-culture-2024/) • Say It Loud, I'm Black and I'm Proud ↗ (https://voices.pitt.edu/TeachersGuide/Unit8/SayItLoud.htm) • Black is Beautiful: The Emergence of Black Culture and Identity in the 60s and 70s ↗ (https://nmaahc.si.edu/explore/stories/black-beautiful-emergence-black-culture-and-identity-60s-and-70s) • Colorism in the Black Community • Black economic development, entrepreneurship, and intergenerational wealth • Childcare and child rearing leave • Transracial Adoption
Intergenerational	<p>We cultivate a communal network free from ageism and adultism</p>	

Possible BLM Research Topics for High School Students

Principle	Definition	Possible Research Topics
	<p>because of our belief in the leadership and learning potential of all people, regardless of age. We recognize and celebrate the intergenerational relationships that have always been and must continue to be when working for justice.</p>	
Unapologetically Black	<p>We are unapologetically Black in our positioning. In affirming that Black Lives Matter, we need not qualify our position. To love and desire freedom and justice for ourselves is a necessary prerequisite for wanting the same for others. We proudly embrace our Blackness.</p>	

BLACK LIVES MATTER



ESSENTIAL QUESTION

Why are the principles around engagement integral to the Black Lives Matter movement?

- Restorative Justice
- Loving Engagement
- Empathy



STANDARDS

This lesson does not focus on HCPSS curricula or MSDE content standards, it is founded in the Black Lives Matter at School 2020 Week of Action. Therefore, it focuses on the foundation and history of the Black Lives Matter (BLM) movement, introduces the guiding principles of the BLM movement, and focuses on the principles BLM has identified for focus on day one.



STUDENT OUTCOMES

- I can articulate the history of the Black Lives Matter Movement.
- I can identify with principles of the Black Lives Matter Movement.




INTRODUCTION

LESSON LAUNCH/WARM-UP:

Invite students to share any associations they have with the phrase "Black Lives Matter." Chart their associations in a web or other visual representation. Elicit associations while interest remains high, then invite students to look over the web and discuss it using some or all of the following questions:

- What do you notice about what's written on the chart?
- Are there any similarities? Differences?
- Is there anything on here that surprises you?
- Is there anything on here that you have questions about?

Explain that in today's lesson students will be looking more closely at the hashtag #BlackLivesMatter and the movement that sprang from it.

Elicit and explain that over the past few years, police violence against mostly young men of color has entered the mainstream news cycle with great immediacy. Video footage, shot mostly on private cellphones and broadcast on social media, has helped bring to light what communities of color have long been trying to expose - what Black Lives Matter calls "the virulent anti-Black racism that permeates our society" (<http://blacklivesmatter.com/about/>  <http://blacklivesmatter.com/about/>).


Through Twitter and the hashtag #BlackLivesMatter, activists were able to disseminate information directly to millions of people, bypassing the traditional mainstream media, which, until Black Lives Matter, had mostly ignored police violence in black communities.

#BlackLivesMatter turned names like Michael Brown, Eric Garner, Tamir Rice, Walter Scott, Freddie Grey, and Philando Castile into household names while raising awareness beyond communities of color about the systemic racism and structural inequality that black and brown Americans experience on a daily basis. As the #BlackLivesMatter hashtag gained momentum, it soon turned into a movement that continues to grow and evolve to face and address real world needs, beyond the digital world it sprang from.



LESSON

TWEET ANALYSIS ACTIVITY:

Break students into small groups and give each group a copy of the  [these #BLM tweets](https://hcpps.instructure.com/courses/155808/files/41642375/download?wrap=1)



(<https://hcpps.instructure.com/courses/155808/files/41642375/download?wrap=1>). 

(https://hcpps.instructure.com/courses/155808/files/41642375/download?download_frd=1). Ask them to discuss these questions in their groups:

- What are your thoughts and feelings about these tweets?
- What do you think they are in reference to?

- What do you know about #BlackLivesMatter and why it was created?

QUOTE ANALYSIS ACTIVITY:

Print  [these quotes \(https://hcpss.instructure.com/courses/155808/files/41642376/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642376/download?wrap=1) 
(https://hcpss.instructure.com/courses/155808/files/41642376/download?download_frd=1) and invite volunteers to read them loud.



Divide students into small groups to discuss the following questions:

- What are your thoughts and feelings about Black Lives Matter, based on this information?
- What did you learn about Black Lives Matter that you didn't know before?
- What questions do you have about #BlackLivesMatter, the hashtag, and Black Lives Matter, the movement?

Back in the large group invite students to share out some of the points that were made in their small groups and facilitate a large group discussion around the issues raised.

PRINCIPLES ANALYSIS ACTIVITY:

Note: Depending on the work you've done with your group, you may consider reviewing the meaning of the words used in the principles, or only use the principles you think students will already understand. Alternatively, let students experience the activity without this advance preparation, but encourage them to share their questions as the activity suggests. Make sure you return to these questions as the group continues to convene.

Print out a copy of these  [Black Lives Matter principles \(https://hcpss.instructure.com/courses/155808/files/41642384/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642384/download?wrap=1) 
(https://hcpss.instructure.com/courses/155808/files/41642384/download?download_frd=1) . Post the principles around the room. Explain that these principles are at the core of the BLM movement. Ask students to define what a principle is. Elicit and explain that a principle, according to Merriam-Webster, is

- a moral rule or belief that helps you know what is right and wrong and that influences your actions
- a basic truth or theory : an idea that forms the basis of something

Ask students to think about a particular community, whether it's their own school community, the neighborhood or city they live in or the U.S. at large. In this context, ask them what principle are they most drawn to, for whatever reason. It could be because they have questions about it, because they feel this is the most important principle in the given context, or because they think that the school, neighborhood, city, or country should do a better job upholding this principle.

Invite students to stand by the principle they feel most drawn to. In the small groups now standing by different principles, invite students to discuss among themselves some or all of the following questions:

- Why were they drawn to this principle?

- What is it about this principle that spoke to them?
- What questions do they have about this principle?
- How do they see it relating to other principles around the room?
- Why do they think Black Lives Matter felt the need to explicitly create a page on their website that outlines these principles?

Invite each small group to share out, in no more than a minute, the key points of what they discussed. Then convene the whole group to discuss the principles as a set, going back to the last two questions on the list above. Link the discussion back to the community you had students relate these principles to.

THEME INTRODUCTION:

Explain to students that every day of the Black Lives Matter at School Week of Action is based on specific themes from the principles. Today's theme is **Restorative Justice, Empathy, and Loving Engagement**. Ask students standing near these principles to read out their descriptions and then ask students:

- Why are these three principles singled out for day one?
- Why are these principles integral to learning about and talking about BLM this week?
- How will we as a class choose to exhibit these principles in the coming lessons?







CLOSURE


Summarize the discussions had by students and then invite students to come up with any questions they have about Black Lives Matter.






Note: As with any discussion of a controversial issue it is imperative that teachers have the opportunity to summarize, clarify, and conclude small group and whole class conversations. Make sure that you have had a chance to clarify any misconceptions, explicitly articulate the purpose of the lesson, and explain how you will be proceeding over the course of the week.



LESSON RESOURCES

-  **BLM Quotes** (<https://hcpss.instructure.com/courses/155808/files/41642376/download?wrap=1>). 
(https://hcpss.instructure.com/courses/155808/files/41642376/download?download_frd=1)
-  **BLM Tweets** (<https://hcpss.instructure.com/courses/155808/files/41642375/download?wrap=1>). 
(https://hcpss.instructure.com/courses/155808/files/41642375/download?download_frd=1)

-  [BLM Principles Posters \(https://hcpss.instructure.com/courses/155808/files/41642384/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642384/download?wrap=1)  (https://hcpss.instructure.com/courses/155808/files/41642384/download?download_frd=1)

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"BLACK LIVES MATTER" VS. "ALL LIVES MATTER"**BLACK LIVES MATTER****BACKGROUND FOR TEACHERS**

Explain that there are many (predominantly white) people, across the country, who maintain that saying "All Lives Matter" instead of "Black Lives Matter" is more inclusive.

A report on a poll Rasmussen Reports conducted about this issue in 2015 stated: "Yes, black lives matter, but don't all lives matter? That seems to be the subject of some political dispute.

When asked which statement is closest to their own views, 78% of likely U.S. voters say all lives matter. A new Rasmussen Reports national telephone survey finds that just 11% say black lives matter. Nine percent say neither statement reflects their point of view.

Thirty-one percent of black voters say black lives matter is closest to their own views, but just 9% of whites and 10% of other minority voters agree. Eighty-one percent of whites and 76% of other minority voters opt instead for all lives matter, and 64% of blacks agree.

**ESSENTIAL QUESTION**

Why are these principles surrounding black families integral to the Black Lives Matter (BLM) movement?

- Diversity
- Globalism

**LEARNING OBJECTIVES**

- I can understand the concepts of diversity and globalism as well as their impact on myself and others.
- I understand and can advocate for the principles of Black Lives Matter.



LESSON DEVELOPMENT

LAUNCH: ALL LIVES MATTER WORD ASSOCIATION

Going around the circle or in popcorn style, ask students to share one word in response to the slogan, All Lives Matter. Acknowledge the responses in the room, recognizing similarities and differences.

Explain that in today's lesson students will focus on the slogan, All Lives Matter, which was coined, most recently, in response to the Black Lives Matter slogan and movement that sprang from it. Have students look at a range of perspectives and try to understand them by placing them in a historical, political, and social context.

Review the principles from yesterday's lesson (Restorative Justice, Loving Engagement, and Empathy).

- Why are these three principles singled out for day one?
- Why are these principles integral to learning about and talking about BLM this week?

Explain that today's principles are Diversity and Globalism. Use the posters for Diversity and Globalism to review these topics.

ACTIVITY: "ALL LIVES MATTER" TWEETS

Using an appropriate strategy, ask students to break into small groups. Distribute the [All Lives Matter Tweets \(https://hcpss.instructure.com/courses/155808/files/41642374/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642374/download?wrap=1) handout to students. Project the presentation.

Tell students to look at the tweets and discuss them in their small group:

- What are your thoughts and feelings about these tweets? In your group, begin by considering each tweet in turn.
- What do you think they are in reference to?
- Why do you think some people are arguing to use #AllLivesMatter instead of #BlackLivesMatter?
- Why do some people argue against the use of #AllLivesMatter?

ACTIVITY: OPINION CONTINUUM – THE DEBATE OVER ALL LIVES MATTER

Say, "In the activity that follows, we will hear from a variety of people in the public eye about their preference regarding the two phrases. Throughout it all, you will also be asked to take a stance on the matter."

On one side of the room post a sign that reads, "Completely Agree." On the other side of the room a sign that reads, "Completely Disagree." Invite students to position themselves along an imaginary continuum between the two signs, in response to a series of quotes and statements that you will project and read to them based on perspectives shared in the media.

After each statement ask a few volunteers across the continuum to share out why they chose to stand where they are standing. Invite the other students to listen well. Allow students to change their position based on their fellow-student's responses. Remind students that this is not a debate in which they are trying to win an argument. This is intended to be a dialogue in which their aim is to better understand the various perspectives in the room. After several students have had a chance to share, ask if anyone would like to change their position on the continuum.

Option:

If students are unfamiliar with the "opinion continuum," you may want to start out with a relatively low-stakes statement to get people used to the activity:

- Dogs make better pets than cats.

Invite students to organize themselves along the continuum according to their level of agreement with this statement. There are likely to be a variety of opinions, possibly strong opinions, in the room. When students have positioned themselves, elicit a few opinions from either end of the continuum and some from the middle. Encourage people to practice good listening. And before moving on, ask if anyone changed their minds based on what they heard and, if so, invite them to change their position on the continuum.

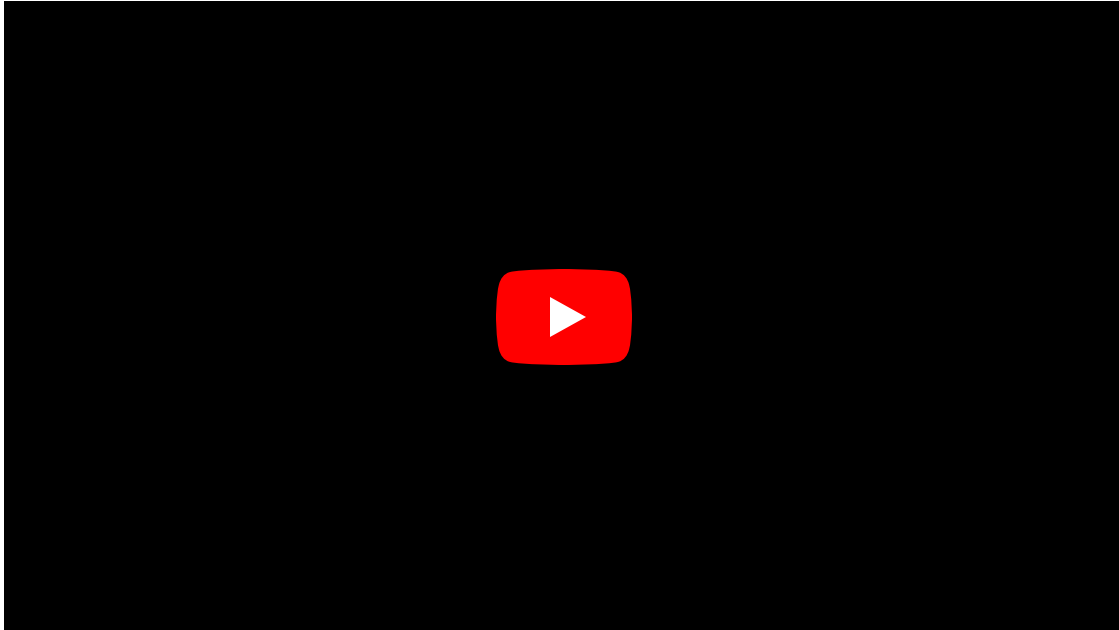
VIDEO: WHAT THE WORLD NEEDS TO KNOW ABOUT BLACK LIVES MATTER

📺 Show students the 2-minute video, "What The World Needs To Know About Black Lives Matter." Ask the following questions as you build on the information that has been discussed so far today.

- What are your thoughts and feelings about this video?
- What is the main take away for you from this video?
- What do the people in the video say about love?
- What principles do the people in the video say the Black Lives Matter movement is rooted in? (Principles of human rights, dignity, and respect)
- What does the video say Black Lives Matter is about? (Peace, bringing people together, fighting for justice, solidarity, unity)
- What is the message to the people who say All Lives Matter? (Check your arguments. Really educate yourself about what Black Lives Matter means. Do your research on housing segregation, racial

disparities in income and education, and mass incarceration. You will realize why we need to say Black Lives Matter.)

- The last person in the video says, "All lives don't matter until black lives do." How does this relate to what we've discussed today?



BLACK LIVES MATTER SWEEPS THE GLOBE

Distribute the article, [📄 "How the Black Lives Matter movement is sweeping the globe"](https://hcpss.instructure.com/courses/155808/files/41642373/download?wrap=1)

(<https://hcpss.instructure.com/courses/155808/files/41642373/download?wrap=1>). [📄](#)

(https://hcpss.instructure.com/courses/155808/files/41642373/download?download_frd=1) to students. As the students read the article, have them consider the the following:

- What prompted Black Lives Matter protests across the globe?
- How were these protests and marches similar to ones carried out in the United States?
- How were they different?

📺 Show this brief video of the march in London:



LESSON CLOSURE

Review the day two principles with students again.

- How has your knowledge or appreciation of diversity deepened after today's lesson?
- How has your knowledge or appreciation of globalism deepened after today's lesson?
- Why are these two principles singled out for day two?
- Why are these principles integral to learning about and talking about BLM this week?
- How will we as a class choose to exhibit these principles in the coming lessons?



RESOURCES

↓ [BLM Tweets \(https://hcpss.instructure.com/courses/155808/files/41642374/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642374/download?wrap=1)



↓ ["How the Black Lives Matter movement is sweeping the globe"](https://hcpss.instructure.com/courses/155808/files/41642373/download?wrap=1)

(<https://hcpss.instructure.com/courses/155808/files/41642373/download?wrap=1>) ↓

(https://hcpss.instructure.com/courses/155808/files/41642373/download?download_frd=1)

↓ [BLM Principles Posters \(https://hcpss.instructure.com/courses/155808/files/41642384/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642384/download?wrap=1)

↓ (https://hcpss.instructure.com/courses/155808/files/41642384/download?download_frd=1)

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BLACK LIVES MATTER



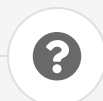
BACKGROUND FOR TEACHERS

It is imperative that the classroom culture feel like a safe space for all students before beginning this lesson. This lesson is going to deal with an intersectionality that is uncomfortable for a lot of students. If Black Lives Matter is based in the idea that all lives matter, but because of systemic racism and attack it is imperative to say that Black Lives Matter, than it is important to identify that within that movement queer and transgender lives matter.



ANTICIPATED MISCONCEPTIONS

This lesson is based on the affirmation of LGBTQ people. Teachers should be prepared that this is not a place for controversy about sexual orientation. Teachers should not allow for space where sexuality is debated.



ESSENTIAL QUESTION

Why are these principles surrounding the LGBTQ community and collective value integral to the Black Lives Matter movements?

- Transgender Affirming
- Queer Affirming
- Collective Value



LEARNING OBJECTIVES

- Students will learn about an LGBTQ leader of the Civil Rights Movement.
- Students will share their learning with the class.
- Students will discuss the questions about the importance of identification and representation.



LESSON DEVELOPMENT


LAUNCH:

Ask students:

- Name as many heroes of the African American civil rights movement as you can. (Teacher/Class should record and post the list.)
- How many of the people listed were gay?
- How do you know?
- Does it matter if you know?
- If people are not openly identified as LGBTQ what is the assumption?
- How does this exemplify the heteronormative privilege?

JIGSAW ACTIVITY:

Break students into four groups. You may choose to have more than four groups, assigning activists to more than one group. Assign each group one of the following civil rights activists:

-  **James Baldwin** (<https://hcpss.instructure.com/courses/155808/files/41642372/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/41642372/download?download_frd=1)
-  **Lorraine Hansberry** (<https://hcpss.instructure.com/courses/155808/files/41642368/download?wrap=1>)
 (https://hcpss.instructure.com/courses/155808/files/41642368/download?download_frd=1)
-  **Pauli Murray** (<https://hcpss.instructure.com/courses/155808/files/41642371/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/41642371/download?download_frd=1)
-  **Bayard Rustin** (<https://hcpss.instructure.com/courses/155808/files/35011247/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/35011247/download?download_frd=1)

Have students read the designated reading and answer the following questions:

- Have you ever heard of this person?
- What are the major achievements of this activist?
- How were they involved in the struggle?

- How did the community respond to the sexuality of this person?
- Why do you think it matters that we acknowledge the sexuality of each of these people?

DISCUSSION:

Have students share the information they learned about each person.

Ask students:

- What similarities and differences do you see in how each person handled their sexuality?
- What similarities and differences do you see in how other people in the movement reacted to their sexuality?
- What is the role of LGBT African Americans in the movement moving forward?
- Why do you think it is so important that these principles have been adopted by the Black Lives Matter movement?



LESSON CLOSURE

Display the following quote for students:

“Nor was our aim in the civil rights movement to get prejudiced white people to love us. Our aim was to try and create the kind of America... such that even though some whites continued to hate us, they could not openly manifest that hate. That’s our job today; to control the extent to which people can publicly manifest antigay sentiment.” - Bayard Rustin, 1986

Project this quote or distribute it to students and allow them time to process it silently. Then ask students to independently allow students to write a brief response that describes how much they agree or disagree with the idea of Rustin. Finally, once students have had adequate time to process the quote, ask them to construct a value line that shows how much they agree or disagree with the quote. Then ask students to share their thinking. (*Note: Allow students to move across the line as they listen to the arguments of other students.*)



Finally, ask students to think about what they see as next steps to support LGBTQ people of color in the United States, in Howard County, and in their school. What can you do to support LGBTQ students of color in your school?



RESOURCES

Readings on Civil Rights Activists

-  **James Baldwin** (<https://hcpss.instructure.com/courses/155808/files/41642372/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/41642372/download?download_frd=1)
-  **Lorraine Hansberry** (<https://hcpss.instructure.com/courses/155808/files/41642368/download?wrap=1>)
 (https://hcpss.instructure.com/courses/155808/files/41642368/download?download_frd=1)
-  **Pauli Murray** (<https://hcpss.instructure.com/courses/155808/files/41642371/download?wrap=1>) 
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-  **Bayard Rustin** (<https://hcpss.instructure.com/courses/155808/files/35011247/download?wrap=1>) 
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BLACK LIVES MATTER



BACKGROUND FOR TEACHERS

Planning is essential to the success of this lesson. It incorporates three different themes with the goal of ultimately elevating the principles surrounding black families in the Black Lives Matter movement. Teachers will need to lead students through the injustice of mass incarceration and its impact on families, the representation of black people in the media and how that impacts mass incarceration and the black family, and a celebration of black family and how that can impact policy and save lives.




ANTICIPATED MISCONCEPTIONS

This lesson is a minefield for reinforcing negative stereotypes for black people in America. It is imperative that teachers have developed strong background knowledge to address mass incarceration from a position of sensitivity and respect. Please conduct appropriate research before teaching this lesson. If you feel like you could benefit from professional resources, (not to be used in the classroom), please consult some of the following options:

- 📺 13th - documentary from Ava DuVernay
- 📖 *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by, Michelle Alexander
- 📺 Michelle Alexander, "The Future of Race in America" TEDTalk



- ["The Black Family in the Age of Incarceration"](https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/) 
(<https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>) *The Atlantic*, Ta-Nehisi Coates



ESSENTIAL QUESTION

Why are these principles surrounding black families integral to the Black Lives Matter movement?

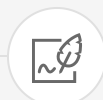
- Black Families
- Intergenerational
- Black Villages



LEARNING OBJECTIVES

Learning Objectives(s):

- I can describe the impact of mass incarceration on the black family and village.
- I can analyze the impact of media representation on both black families and the criminalization of black people.
- I can identify positive and negative images of black families in the media.
- I understand and can advocate for the principles of BLM in reality and media representation.



LESSON DEVELOPMENT

MASS INCARCERATION AND THE IMPACT ON THE BLACK FAMILY:

Students should review the infographic, “Is This ‘Justice’?”, the excerpt from *The Atlantic* article, “The Black Family in the Age of Mass Incarceration” by Ta-Nehisi Coates.

Ask students to think about and discuss the following questions:

- Describe what it means to be in an “Age of Mass Incarceration?”
- Is this new information?
- Who is being incarcerated in greater numbers?
- How might incarceration impact a family? And the black community?

📺 Show the video of Ta-Nehisi Coates and ask students what he means by the idea that the system isn’t broken - it is working exactly how it was designed.



(Optionally, have students review the 📄 [Causes of Mass Incarceration](https://hcpss.instructure.com/courses/155808/files/41642366/download?wrap=1)

(<https://hcpss.instructure.com/courses/155808/files/41642366/download?wrap=1>). ↓

(https://hcpss.instructure.com/courses/155808/files/41642366/download?download_frd=1) handout).

Then give students the handout of 📄 [BLM tweets](https://hcpss.instructure.com/courses/155808/files/41642367/download?wrap=1)

(<https://hcpss.instructure.com/courses/155808/files/41642367/download?wrap=1>). ↓

(https://hcpss.instructure.com/courses/155808/files/41642367/download?download_frd=1) . Ask students how these tweets focus on the ideas of mass incarceration.

Focus on the last tweet and use it as the position to pivot your lesson to the representations of black people in the media.

REPRESENTATIONS IN THE MEDIA:

Ask students:

- How are black people most often portrayed in news? Television? Movies?
- Why does that matter?

Either read the [📄 excerpts from the Washington Post](#)

(<https://hcpss.instructure.com/courses/155808/files/41642364/download?wrap=1>) [📄](#)

(https://hcpss.instructure.com/courses/155808/files/41642364/download?download_frd=1) article as a class, recap the article for students, or assign students to read the article independently.

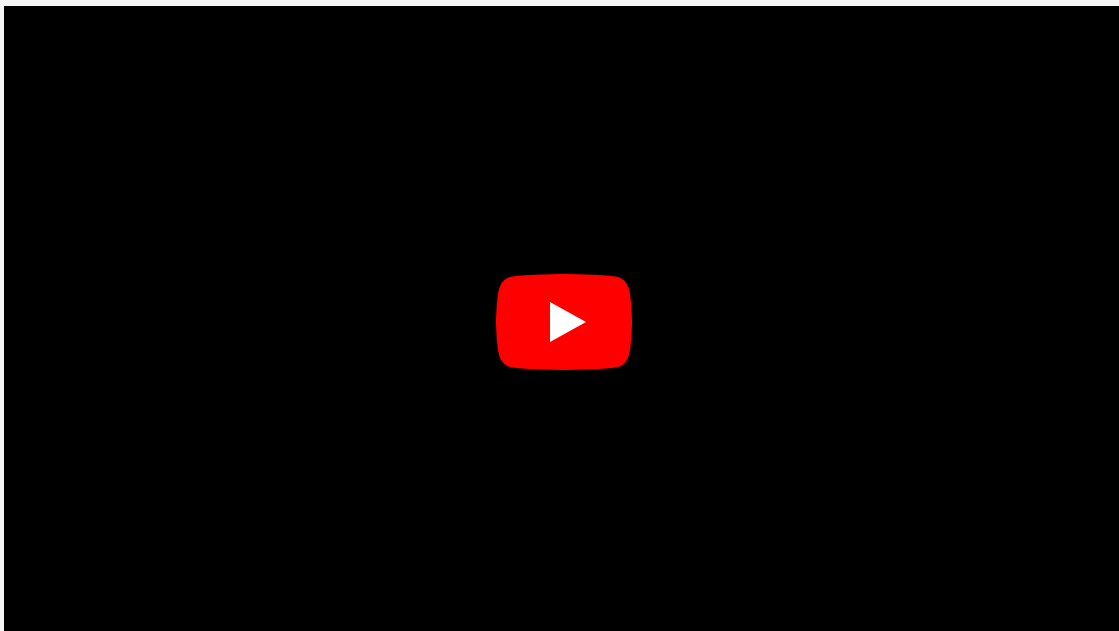
Ask students to reflect on the connection between the depictions of black people in the media and the criminalization and incarceration of black people in the United States.

Ask students:

- Why does media depiction matter? *Students should be able to articulate that depictions in media socialize everyone from black people to white cops. Therefore, depicting black people disproportionately as poor, uneducated, and criminal reinforces systemic racism.*
- What is the impact of incarceration on the black family? If necessary, prompt students to answer with the following quote:

“The consequences for black men have radiated out to their families. By 2000, more than 1 million black children had a father in jail or prison - and roughly half of those fathers were living in the same household as their kids when they were locked up. Paternal incarceration is associated with behavior problems and delinquency, especially among boys.” - Ta-Nehisi Coates, “The Black Family in the Age of Mass Incarceration, The Atlantic, October 2017.

📺 Show students the following clip from the first episode of *Blackish*.



Ask students:

- How does this television show depict an African American family?

- What do you think the response to this show has been in American culture?

Ask students to read the following clip from The Guardian:

"It's a question that has divided US presidents: is the sitcom Black-ish the best thing on television or, well, racist? For Barack Obama, the show is like watching his own family on screen, while Donald Trump tweeted that the title alone is "racism at highest level". If it is hard to imagine, say, Mrs Brown's Boys sparking the same passion, that's because Black-ish is not your average network comedy.

The programme follows Andre "Dre" Johnson, a wealthy executive, and his family through the usual sitcom misunderstandings, squabbles and moral dilemmas. So far, so Cosby Show. But Black-ish's creator, Kenya Barris, has made a small tweak that sets the programme on to an altogether more groundbreaking track. Race is not treated as an incidental background detail but part of the show's identity. The Johnsons are not a family who "happen to be black" but a family who are black. If that doesn't sound revolutionary, it's enough to ensure this broad, warm-hearted comedy confronts issues of race, class and culture every week."

Ask students:

- How do the presidential responses to this show reflect the ideas behind BLM that we have looked at so far?
- How does this show reflect the principles of BLM we are studying today?
- How might this show and its popularity, and shows like it, impact mass incarceration?













LESSON CLOSURE






Ask students to reflect on the BLM principles surrounding the idea of family. Why do you think these principles are together the way they are? Why do BLM connect these three principles? How are all of these connected to mass incarceration? How is mass incarceration connected to media portrayals and racial socialization? How do we work to combat these portrayals and the criminalization of black people?



RESOURCES

-  [BLM Tweets \(https://hcpss.instructure.com/courses/155808/files/41642367/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642367/download?wrap=1) 
(https://hcpss.instructure.com/courses/155808/files/41642367/download?download_frd=1)
-  [Causes of Mass Incarceration \(https://hcpss.instructure.com/courses/155808/files/41642366/download?wrap=1\)](https://hcpss.instructure.com/courses/155808/files/41642366/download?wrap=1) 
(https://hcpss.instructure.com/courses/155808/files/41642366/download?download_frd=1)

-  [Excerpts from "The Black Family in the Age of Mass Incarceration"](https://hcpss.instructure.com/courses/155808/files/41642365/download?wrap=1)
(<https://hcpss.instructure.com/courses/155808/files/41642365/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/41642365/download?download_frd=1)
-  [Is This Justice](https://hcpss.instructure.com/courses/155808/files/41642363/download?wrap=1) (<https://hcpss.instructure.com/courses/155808/files/41642363/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/41642363/download?download_frd=1)
-  [News Media Black Families](https://hcpss.instructure.com/courses/155808/files/41642364/download?wrap=1) (<https://hcpss.instructure.com/courses/155808/files/41642364/download?wrap=1>) 
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BLACK LIVES MATTER



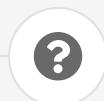
BACKGROUND FOR TEACHERS

"when black people are talked about, sexism militates against the acknowledgement of the interests of black women; when women are talked about racism militates against a recognition of black female interests.' Existing at the junction of racial and gender stereotyping, black women are not prototypical of "women" and black women are not prototypical of "blacks"; the unique place that black women occupy in society exists as a node largely overlooked by many due to dual subordinate-category membership." (bell hooks). This lesson will highlight the hypervisibility and invisibility of Black women in our society and the need for Black feminism.



ANTICIPATED MISCONCEPTIONS

This lesson deals with the hypervisibility and invisibility of the Black woman that is uncomfortable for a lot of students. If Black Lives Matter is based in the idea that all lives matter, but because of systemic racism and attack, it is imperative to say that Black Lives Matter, then it is important to identify that within that movement female and femme lives matter.



ESSENTIAL QUESTION

Why are these principles surrounding black families integral to the Black Lives Matter movement?

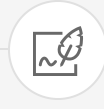
- Black Women



LEARNING OBJECTIVES

I can understand the history of the invisible voice of Black women.



I understand and can advocate for the principles of Black Lives Matter.



LESSON DEVELOPMENT

LAUNCH:

Invite students to take out a sheet of paper and number it #1-6.

- Project this  **power point** (<https://hcpss.instructure.com/courses/155808/files/41642362/download?wrap=1>)  (https://hcpss.instructure.com/courses/155808/files/41642362/download?download_frd=1) and give students 30 seconds to identify the women on the slide.
- Repeat until students have tried to identify the women on each slide.

Have students partner up and discuss the questions on the slide.

Identify the the names of the women on the slides for the students (slide #11).

Lead a whole group discussion addressing the questions on the last slide (slide #12).

ACTIVITY:



Define terms **hypervisibility** and **Invisibility** for the students.



Hypervisibility- Extremely visible. When discussing the Black women narrative, it is the over sexualization of Black women in the media and in the dominant social structure.

Invisibility- Unseen and unheard. When discussing the Black women narrative, it is the underrepresentation of Black women in powerful roles and the lack of the Black women perspective and experience.

Present this  video to the class.



Display the Black Lives Matter Action Week:  [Black Women Principle poster](https://hcpss.instructure.com/courses/155808/files/41642385/download?wrap=1)
(<https://hcpss.instructure.com/courses/155808/files/41642385/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/41642385/download?download_frd=1) .

Have students read this  [excerpt from bell hook's Shaping Feminist Theory](https://hcpss.instructure.com/courses/155808/files/41642361/download?wrap=1)
(<https://hcpss.instructure.com/courses/155808/files/41642361/download?wrap=1>) 
(https://hcpss.instructure.com/courses/155808/files/41642361/download?download_frd=1)

DISCUSSION:

Lead a discussion with students answering this question: Why is there a need for Black feminism?




LESSON CLOSURE


"Teacher brings the conversation to a close, thanking students for being honest and vulnerable, summarizing the strengths within the conversation, and referencing the principles from today as well as other principles as appropriate."








RESOURCES

 [Power Point Presentation \(https://hcpss.instructure.com/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null,%22anonymous_instructor_annotations%22:null,%22submission_id%22:null,%22user_id%22:31230000000155829,%22attachment_id%22:14825439,%22type%22:%22canvadoc%22%7D&hmac=82e18cbc2cc84c5fa36d41282c0688202e169649\)](https://hcpss.instructure.com/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null,%22anonymous_instructor_annotations%22:null,%22submission_id%22:null,%22user_id%22:31230000000155829,%22attachment_id%22:14825439,%22type%22:%22canvadoc%22%7D&hmac=82e18cbc2cc84c5fa36d41282c0688202e169649)

 [Kimberlé Crenshaw Video](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en) 
(https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en)

 [Excerpt from "Shaping Feminist Theory" by bell hooks](https://hcpss.instructure.com/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null,%22anonymous_instructor_annotations%22:null,%22submission_id%22:null,%22user_id%22:31230000000155829,%22attachment_id%22:14825369,%22type%22:%22canvadoc%22%7D&hmac=4b9f2619b023c39cd39e2610fac3e327765bae93)
(https://hcpss.instructure.com/api/v1/canvadoc_session?blob=%7B%22moderated_grading_whitelist%22:null,%22enable_annotations%22:null,%22enrollment_type%22:null,%22anonymous_instructor_annotations%22:null,%22submission_id%22:null,%22user_id%22:31230000000155829,%22attachment_id%22:14825369,%22type%22:%22canvadoc%22%7D&hmac=4b9f2619b023c39cd39e2610fac3e327765bae93)

 [Black Women Principle Poster](https://hcpss.instructure.com/courses/155808/files/41642385/download?wrap=1) (<https://hcpss.instructure.com/courses/155808/files/41642385/download?wrap=1>)  (https://hcpss.instructure.com/courses/155808/files/41642385/download?download_frd=1)

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