

8th Grade Social Studies: *Black Like Me* by Renee Watson

Standards	<p><u>Social Studies</u> (racial equity & social justice) 6.1.5 6.1.12 CivicsPI.14.c 6.1.12.GeoHE.14.a 6.1.5. HistoryUP.6 6.1.5.HistoryCA.1</p> <p><u>English Language Arts</u> (analyzing nonfiction & poetry) RI.8.1, RI.8.2, RI.8.3, RI.8.6 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6</p>
Objectives	<p>Students will...</p> <ul style="list-style-type: none">● Review the meaning of conscious and unconscious bias.● Identify examples of racial inequity.● Identify the origins of the Black Lives Matter movement (from murder of George Floyd and beyond)● Analyze the perspectives of the black community through poetry, autobiographies, and music.
Essential Questions/ Materials	<p><u>Essential Questions</u></p> <ul style="list-style-type: none">● How does bias impact the way individuals live their lives?● How can an individual become aware of their unconscious bias?● How does racial inequity hinder our society?● How can our society learn more about the perspectives of the black community? <p><u>Materials</u></p> <ul style="list-style-type: none">● “Black Like Me” by Mickey Guyton lyric video● “Black Like Me” by Renee Watson article and poem● Defining Racism PDF● Junior Scholastic article, “Uniting for Black Lives”

Introductory Message	<p>Good morning/afternoon, friends!</p> <p>For the next few days we will be going over terms and information that will encourage you to develop opinions and contribute to group and class discussions. Remember, this is a judgment free zone; you are encouraged to be a part of the discussion but be sure you are not doing so at the expense of others. All of our opinions are valid, and I encourage you to keep an open mind. Feel free to ask questions and for clarification throughout. Any questions before we begin?</p>
Day 1 Activities	<p>Students will view the following lyric music video: <u>Black Like Me--Mickey Guyton</u></p> <p>After viewing the video, students will answer the following questions:</p> <ul style="list-style-type: none"> • What are some examples of inequity that Mickey mentions in the song? • What can you infer about Mickey's perception of the America she lives in? • What message do you think Mickey is trying to send to her audience? • How would you respond to Mickey's song? <p>Students will learn about and review the following terms:</p> <p>racial inequity: when individuals are treated differently based on their race (use the link to the file below for more specific definitions and examples to discuss with students)</p> <p><u>Defining Racism</u></p> <p>Bias: an unfair prejudice in favor of or against one thing, person, or group compared with another.</p> <p>conscious bias (explicit bias): deliberate and intended bias towards others</p> <p>unconscious bias (implicit bias): biases that an individual does not even realize they have (i.e. stereotypes)</p> <p>systemic racism: "systems and structures that have procedures or processes that disadvantages African Americans."--NAACP President Derrick Johnson (from Washington Post article)</p> <p>Teacher will show students video entitled, "Systemic Racism Explained" which is attached to the article students will be reading (see below)</p> <p>Students will read and discuss a Junior Scholastic article entitled, "Uniting for Black Lives." This can be read as a class, in groups, or both (at teacher discretion). This is done online; we have a subscription with Scholastic (ask ELA teachers for info about that). If hard copies are needed, you can access them online and print from there.</p> <p>Along with the reading, students should be filling out the document entitled, "What Do You Think?" which will help guide the discussions that students have as a group and as a whole class. This document is online</p>

	<p>under the article.</p> <p>Additionally, there are many resources that can be used to support their reading, such as multiple choice questions and close reading questions, to be used at teacher discretion, all of which are online below the article.</p>
Day 2 Activities	<p>Students will answer the following question individually. They may share their answers with their group or class if they wish to.</p> <p>What do you think it means to feel “truly seen?” Do YOU feel “truly seen?”</p> <p><i>Optional follow up question:</i> How do you think not being “seen” can negatively impact someone’s life?</p> <p>Students will read the short article/introduction as a group. They will jot down answers and discuss the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of Watson’s article? How do you know? • Describe how Watson felt when peers and adults in her life made assumptions about her (i.e., on the way to the symphony, her science grade) • Why is it important for her to feel truly seen? How can we help those who do not feel that way? <p>Students will then begin reading and analyzing the poem (linked above). They will read it twice.</p> <p><u>The first read:</u> Students discuss initial observations about writing style, any poetic devices they know at this point, anything that particularly stands out to them</p> <p><u>The second read:</u> identify the theme (message Watson is trying to convey) and underline or highlight the words, phrases, and/or lines in the poem that support this claim.</p>
Assessment	<p>Day 1: Students will answer the following wrap up assessment question individually:</p> <p>How does systemic racism affect the U.S.? How can we help fight it? Include details from the article and other things you’ve read and seen to support your answers. (question from the Scholastic article with revisions by Ms. Schaechter)</p> <p>Day 2: How would you respond to Watson’s poem? Based on what you have learned and discussed over the last couple of days, how would you help Watson feel “seen” if she were a student in your class?</p>