



Title: BLK History Month

60 minutes

Credit: Tomas J. Stanton

Objective / Mastery Skill: Students will explore the historical contributions of African American's and the Black Arts Movement as it connects to the quest for racial justice and common humanity for Black Americans.

Literary Devices/ Key Terms	<ul style="list-style-type: none">• Concrete Imagery• Metaphor• Legacy• Voice
Themes:	Racial Justice for all.
Material, Room, and Technology Requirements	Writing utensil, paper, model poem
Social / Emotional Learning	<ul style="list-style-type: none">• Self - Awareness• Social Awareness• Self- Management• Relationship Building

Academic Standards:

- (9-10.W.3) / (11-12.W.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- (9-10.W.10) / (11-12.W.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- (9-10.SL.1) / (11-12.SL.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades (9-10) / (11-12) topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



Lesson Plan

Gratitude Journal	5 min	Start class by asking students one thing they are grateful for.
Warm Up	10 min	<p>Read Quote: “I am for truth, no matter who tells it. I am for justice, no matter who is for or against it. I am a human being, first and foremost, and as such I’m for whoever and whatever benefits humanity as a whole” - Malcolm X</p> <p>Ask students to free write for one 3 minutes on the ideas that they generate from reading this quote.</p>
Model Poem/ Discussion <ul style="list-style-type: none"> ● Think ● Pair ● Share 	15 min	<p>Read the poem “BLK History Month” by Nikki Giovanni. Ask students for initial thoughts of the poem using the guide of (I liked, I noticed, I wonder)</p> <p>Think - <i>Reflect on the first Line of the poem: “If Black History Month is not viable.... What does it mean to not be viable and how does this set the stage for the importance of the poem?</i></p> <p>Pair - <i>Ask students to get into groups of 2 or 3 and discuss their thoughts and feels after reading this poem.</i></p> <p><i>Additional questions:</i></p> <ol style="list-style-type: none"> 1. <i>Have you ever felt like you weren’t valued as a human being? How did that make you feel?</i> 2. <i>How does the author make such a power statement in such a short poem? Think about the economy of language and the power of being concise.</i> <p>Share - <i>Open up conversation up to entire group</i></p>



Writing	20 min	Have students write their version of a poem that celebrates the importance of Black History Month.. Remind students that creativity is infinite and they can take their version of the poem in a direction they want. Remind them of their conversations and use their discoveries and creative content.
Sharing/Feedback	10 min	Each student will be encouraged to share their poems with the group. Be sure to provide positive feedback and make connections to areas where the student exhibited a connection with the learning objectives for the lesson.
Put Ups	5 min	Students state acknowledgements to classmates.

Model Poem



BLK History Month

BY Nikki Giovanni

If Black History Month is not
viable then wind does not
carry the seeds and drop them
on fertile ground
rain does not
dampen the land
and encourage the seeds
to root
sun does not
warm the earth
and kiss the seedlings
and tell them plain:
You're As Good As Anybody Else
You've Got A Place Here, Too