



The Discrepant Treatment of Black Men in Society and The Legal System

by LaShonda Alexander, 2020 CTI Fellow
Wilson Stem Academy

This curriculum unit is recommended for:
8th grade AVID Students

Keywords: Social Injustice, Racial Disparities, Racial Bias

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: The racial bias in our police system, judicial system, and in our society is overwhelming. African American boys/men continue to be targets of social injustices, seen as invisible, and the progress made by those before us is slowing retreating backwards. This Unit will examine the unethical and racial bias treatment of African American Boys/Men (past and present) as it relates to the judicial system, treatment by society, and the inequality present within our own race. These issues in our judicial system range from high suspension rates among our school aged African American boys (school to prison pipeline), policing and profiling, higher arrest rate, harsher sentencing, striker drug laws, and the Death Penalty. When we examine the “Black Man” in the Eyes of White America, our African American Boys and Men have been categorized as “THUGS” and deemed as a “Threat to Society”. African American Men continue to receive lower pay compared to their white counterparts and continue to experience more significant challenges to them as well.

I plan to teach this unit during the coming year to 35 students in AVID, 8th grade Curriculum. The unit will be taught within a 3-week span.

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Introduction

Rationale

It is no surprise that when it comes to education that we are still separate, and we are still unequal. As a teacher I see the realization of that statement being that I've spent a majority of my teaching career in low-income schools, known as Title1 schools. Our students continue to not receive equity in education and other resources that could be useful to the success of these students. Because of these unethical barriers and educational inequality, African American students are subject to disciplinary actions at a much higher rate than their peers. These actions that leads to higher suspension rated and potentially higher drop-out rates. Because of this, they are deemed at a higher risk for negative outcomes, racism, unfair treatment, and social injustice.

We spend so much time focusing on tested areas for content and testing, that we often forget about teaching our black and brown students about these disparities and discrepancies that they will most likely endure sometime in their lifetime. It is important to have crucial conversations about this topic and to have students discuss their feelings and emotions as well. If there are no conversations about the reality that our children face, or lessons of self-advocacy, there will be no changes in the outcome. As an educator and mother of a young African American male, I have to ensure that these students as well as my son, are equipped and prepared for barriers that are set out to hinder their success. We must work together to empower, educate, and motivate these young men.

When I started this fellowship I was a Language Arts Teacher and poetry was a part of my curriculum. I now teach AVID which is an elective class based off of college and career readiness, and standards are based on WICOR strategies. Scholars will express their feelings, emotions, and ideas in various activities implemented through WICOR (writing, inquiry, collaboration, organization and reading) which is an AVID strategy used school-wide. WICOR strategies are not content based and looks different from content area standards.

Scholars will examine the perspectives of other individuals through poetry, spoken word, and other text. Scholars will also analyze these different perspectives and viewpoints.

Students will make real world connections based off of various videos, poems, artwork, and articles, that will be introduced in this unit.

Demographics

This 2019-20 academic year, Wilson STEM Academy enters its second year as one of Charlotte Mecklenburg Schools' newest technology schools. We reside on the west side of Charlotte and our affiliation is with the Northwest Learning Community. We continue as a fully inclusive computer science/engineering "partial magnet" immersion middle school. Computer Sciences/ Project Lead the Way (PLTW) courses offered include Computer Science for Innovators and Makers (required for 6th grade and offered to 7th)), Flight and Space - 6th, 7th, and 8th grades,

Science of Technology - 6th grade, App Creator and Automation and Robotics - 7th, 8th grades, and Design and Modeling - 8th only. Currently, we have 57 students identified as part of our Computer Science magnet. In 6th grade, we have 25, 7th grade has 28, and 8th grade has 4 seats.

Overall, enrollment sits at 509 scholars with 173 6th graders (34%), 163 7th graders (32%), and 173 8th graders (34%). Gender representation comprises 262 boys (51%) and 247 girls (49%). Our population is 74% African American, 17% Hispanics, 4% Asian, 2% Caucasian and less than 1% Native American. We have 2% Academically Intellectually Gifted (AIG), 9% English as Second Learners (ESL) and 11% Students with Disabilities (SWD)/Exceptional Children (EC). Last of all, 3% of our scholars are McKinney-Vento and 100% receive free breakfast and lunch.

I teach AVID (Advancement Via Individual Determination), which is a College and Career Readiness Course. I teach 6th, 7th, and 8th grade. This is our first year actually offering AVID as an Elective Class at Wilson Stem Academy. Students were placed in AVID based on teacher recommendations. Students are expected to maintain an overall 2.0 GPA and encouraged to take rigorous courses as they progress in the AVID Program. I have a total of (29) 6th graders, (29) 7th graders, and (31) 8th graders.

Objectives

The main goal of this unit is to have scholars examine the discrepancies against African American Men so that they are more globally aware of these issues. Scholars will acquire knowledge pertaining to the social bias and injustices that African American boys and men encounter. They will discuss appropriate course of actions using Socratic Seminars and/or Philosophical Chairs.

I want scholars to strengthen their ability to self-advocate and recognize and overcome obstacles that can hinder future success for them (Student Empowerment). Scholars will build background knowledge related to text and connect vocabulary within text to broader concepts in the text (reading). Lastly, scholars will utilize inquiry and writing skills to express themselves as they make connections as they interpret and recognize their own beliefs and values when it comes to discrepancies of African American boys and men.

Content Research

Overview of Unit Specific Term

Black males on average earn less money, are less likely to graduate from college, are more likely to be arrested and sent to prison, and die at younger ages than other men in our society (Allen, Kenneth 2020). Black males are more likely than any other group to be placed in special education classes, with 80 percent of all special education students being Black or Hispanic males. The K-12 teaching profession is dominated by white women, many who are very qualified and very interested in helping all their students succeed but

lack the first-hand experience needed to connect with their Black male students (Lynch, Matthew 2015).

African American Males and students of other similar ethical background have experienced high suspension rates disproportionately meted out to them. More often receiving longer suspensions than their white peers. Although there has been an overall decline in short-term and long-term suspensions in North Carolina, there are still some inequalities. Out of 110,927 individual students who received short term suspensions in 2018-19, 70.24% were males. 32.73% were black males and 22.71% were white males (Moore,2018). When there are reoccurring suspensions it often leads to “School to Prison Pipe Line” System. In the United States, the school-to-prison pipeline, also known as the school-to-prison link or the schoolhouse-to-jailhouse track, is the disproportionate tendency of minors and young adults from disadvantaged backgrounds to become incarcerated, because of increasingly harsh school and municipal policies. Many of these students are students who come from low income housing, some have learning disabilities, some may have even experienced some type of abuse and or neglect. The truth is, these students never are granted a fair opportunity because of their high suspensions rates and some even drop out. The educational system has failed them in some instances, because some of these students just needed additional educational, counseling, and or mental health support. These are the discrepancies our African American boys face at a young age. (Lee-Anne,2019) These discrepancies create barriers that carry on in to manhood making it almost impossible for these young men to turn into productive adult men. These barriers create a lifetime of economic hardship.

Discrimination and injustice against African American Males dates back as early as Slavery and the Jim Crow Era. This Jim Crow Era, was considered as a legal form of discrimination that allowed unfair practices against African Americans restricting various rights and economic growth. In 2020, African American males continue to face discrimination and unfair treatment. The legal system was against African Americans and made it highly impossible for African Americans to have rights and win court cases because former Confederate soldiers were working as police officers and judges. Now we are in the New Jim Crow area where the discrimination still lies in the judicial system and law making polices that denies the right to vote to ex-prisoners, who are probably the ones affected by the “School to Prison Pipeline” System.

African Americans are more likely to be victimized by crime than are other groups. Black men who commit the same crimes as white men receive federal prison sentences that are, on average, nearly 20 percent longer, according to a new report on sentencing disparities from the United States Sentencing Commission. Living in poverty exposes people to risk factors for both arrest and offending. A history of structural racism and inequality of opportunity means that black people are more likely to be living in such conditions of concentrated poverty. The 6th Amendment guarantees the rights of criminal defendants, including the right to a public trial without unnecessary delay, the right to a lawyer, the right to an impartial jury, and the right to know who your accusers are and the nature of the charges and evidence against you. We know that for some African American males this Amendment is non and void. (Ingraham, Christopher 2017).

Examining the United States Vs. Booker case, Under the Federal Sentencing Guidelines, the sentence authorized by the jury verdict in respondent Booker's drug case was 210-to-262 months in prison. At the sentencing hearing, the judge found additional facts by a preponderance of the evidence. Because these findings mandated a sentence between 360 months and life, the judge gave Booker a 30-year sentence instead of the 21-year, 10-month, sentence he could have imposed based on the facts proved to the jury beyond a reasonable doubt. In a 5-4 opinion delivered by Justice John Paul Stevens, the Court held that the Sentencing Guidelines, where they allow judges to enhance sentences using facts not reviewed by juries, violated the Sixth Amendment right to trial by jury.

Not only are prisoners and ex-cons affected by a faulty judicial system, but innocent African American males are being affected by discrepancies in society as well. African American men are being racially profiled by police officers and members of the community. Black males have become the unarmed victims of police brutality and hate crimes. (Smiley, Calvin John, and David Fakunle, 2017) On February 26, 2012, Trayvon Martin, an African American teen walking home from a trip to a convenience store, is fatally shot by George Zimmerman, a neighborhood watch volunteer patrolling the townhouse community of the Retreat at Twin Lakes in Sanford, Florida. Racially profiled and deemed a threat, his life was taken at the blink of an eye. Zimmerman would never pay for his death because he was acquitted of all charges. (Pearson and Botelho 2013)

On February 23, 2020, Ahmaud Marquez Arbery, an unarmed 25-year-old African-American man, was pursued and fatally shot while jogging near Brunswick in Glynn County, Georgia. Suspects were arrested but another innocent life lost.

On November 22, 2014, Tamir Rice, a 12-year old African-American boy, was killed in Cleveland, Ohio, by Timothy Loehmann, a 26-year-old white police officer. Rice was carrying a replica toy gun. Officer Loehmann shot him almost immediately exactly 12 seconds after arriving on the scene. A grand jury decided not to indict officers Loehmann and Carmback on criminal charges.

On July 17, 2014, Eric Garner died in the New York City borough of Staten Island after Daniel Pantaleo, a New York City Police Department (NYPD) officer, put him in a prohibited chokehold while arresting him. Officers involved did not face federal charges.

On July 6, 2016, Philando Castile, a 32-year-old African American man was fatally shot during a traffic stop by police officer Jeronimo Yanez, a 28-year-old Hispanic member of the St. Anthony, Minnesota police department. Officers were acquitted of Manslaughter charges.

On May 25, Minneapolis police officers arrested George Floyd, a 46-year-old black man, after a convenience store employee called 911 and told the police that Mr. Floyd had bought cigarettes with a counterfeit twenty-dollar bill. Seventeen minutes after the first squad car arrived at the scene, Mr. Floyd was unconscious and pinned beneath three police officers, showing no signs of life. Although officers were charged in this case, a life was lost from an African American man posing no threat to officers or others.

On April 4, 2015, Walter Scott, an unarmed black man, was fatally shot in North Charleston, South Carolina, by Michael Slager, a white North Charleston police officer. Slager had stopped Scott for a non-functioning brake light. Scott attempted to flee the scene and was shot several times in the back, not posing a threat to the officer. The officer was charged but a life was taken and no threat was posed.

African American males in the criminal justice system and the mistreatment of African American Males extend far back in the nation's history. Although we've made tremendous progress in reducing racial bias in many areas of society during the past several decades, the discrepancies, racism, mistreatment, and injustice continues to be very prevalent.

African Americans are no longer just standing back enduring these injustices. These cases have sparked protest (Black Lives Matter), riots, more news coverage, and crucial conversations all around the world. In light of all the initiatives to fight back, ignite our voices to be heard, we still have so much work to do in this country.

Instructional Implementation

Teaching Strategies

Introduction

Words to know

The purpose of this activity is for scholars to be familiar with words that will be used during the duration of this unit. Scholars will use the Frayer Model to become more familiarized with the following vocabulary terms: social injustice, racial bias, racism, racial discrepancies.

Being a Black Male in America

In the beginning of this unit, we will complete a Do Now: Quick Write Activity. The Do Now will consist of scholars responding to this question: What does it mean to be A Black Man in America? Female scholars will participate as well giving their opinions about how they believe African American men feel to be a black male in America. Scholars will use 4-5 complete sentences on a discussion board in Canvas to convey their ideas, thoughts, and feelings. Scholars will have to respond to 1 classmate post, giving feedback or adding to their response. Scholars will have an opportunity to discuss their thoughts, ideas, and feelings during a class discussion.

Scholars will then watch a spoken word video on YouTube titled, "Being Black in America" by Dylan T. Scholars will use a T-chart to jot down one negative aspect of being Black in America from the speaker's perspective and one positive aspect of being Black in America from the speaker's perspective. There will be a (whole group) discussion about these two perspectives that will allow scholars to express their feelings about both

perspectives using real life connections/experiences as evidence to support why these perspectives are valid.

4 Generations of African Americans on being Black in the USA/Philosophical Chairs

The purpose of this activity is to expose scholars to the viewpoints of 4 different African Americans individuals. Scholars will discuss the may key points of the video. Scholars will give their viewpoints to the following questions using the Philosophical Chairs strategy

- Do you believe that the color of your skin and where you are from determines how other people treat you?
- Do you agree that African Americans main goal is to just stay alive or should they be vocal when they feel that they have been treated unfairly?
- Should parents of African American boys make it their obligation to teach “Blackness” to their sons. Should we teach them how to conduct themselves for White America?
- Should parents of African American boys’ dictate what they wear to ensure safety?
- Do you feel that situations would be worst without cell phones?
- Do you believe that is our obligation to protest for justice and equality even if we’re not directly affected by it?

Students will complete a one paragraph reflection as closing activity.

Defacement Assignment

The purpose of this assignment is to allow scholars to analyze a painting by Jean-Michel Basquait titled “Defacemento” and compare it to the poem titled “Defacement” by Kevin Young. Scholars will receive background information on both the artist and author and their purpose of their work. Scholars will analyze the painting making real life connections during reading. Scholars will complete the following questions to answer as they analyze the painting:

- Describe what you see in the painting?
- Why do you believe the Artist chose the word “Defacemento” to title this particular piece? Think about the connection between the title and the image displayed)
- What emotion(s) does this painting evoke in you?
- What message is the artist conveying through this particular piece?
- How is this painting relevant to events occurring right now in our country? Provide evidence to support your answers.

Scholars will share out their answers in a whole class discussion. Scholars will be placed in 4 groups where they will each take turns reading the poem “Defacement.” Using a Poetry analysis organizer, each group will look for the following items in the poem as they analyze it:

- Key Words/unfamiliar vocabulary (will context clues to determine word meaning)
- Symbolism
- Real Life Connections from various lines and/or verses.
- Summary of the poem

Scholars will use chart paper to highlight the components of their graphic organizer. Each group will share out what they came up with and the class will compare ideas and viewpoints from activity. Closing activity will involve scholars independently completing these two questions:

- In the police perspective, what did the term Defacement Symbolize?
- In Jean-Michel Basquait's perspective what did the term Defacement Symbolize?

Socratic Seminar

The purpose of this activity is to allow scholars to interact in a formal discussion, based on a text “I know Why the Caged Bird Sings” Maya Angelou, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

- Describes the opposing experiences between two **birds**
- How do each bird cope with their current circumstances?
- What/who does the Caged Bird symbolize?
- What does the Caged Bird’s singing reveal about him?
- What is the message being conveyed through the poem and what is the relevancy to African Americans?
- Do you consider yourself to be a caged bird?

Scholars will write a one paragraph reflections as a closing activity.

Caught on tape

The purpose of this activity is for scholars to examine four videos that displays some type of police brutality or racial discrimination and to internalize and analyze each situation while expressing their viewpoints. For each video scholars will answer the following questions using Google Slides, one slide per person:

- Name if the victim
- Describe the setting of the video?
- Explain the events that took place in the video? (be specific in terms of gender and race)
- Were there any bystanders in the video? What role did they play in the video?
- Was there anything the victim could have done differently to prevent what occurred in video?
- Was there anything different the suspect(s) could have done differently to prevent what occurred in the video?
- In your honest opinion, who was in the wrong and provide evidence to support your answer.
- What emotions did you feel as you watched the video?

Video footage will be of the following individuals: Ahmaud Arbery, Tamir Rice, Walter Scott, and George Floyd.

Poetry Connection

The purpose of this assignment is to analyze Langston Hughes's poem, "I Too" In this poem scholars will analyze each verse. Scholars will examine the first line of the poem, "I too, sing America" and explain the significance of that line. Students will then listen to a spoken word piece titled, "Royalty, letter to your flag". Students will use a flip grid video to discuss the different viewpoints of each speaker. Each video should be at least 7-10 minutes long.

I Am Not Your Negro

The purpose of this activity is to allow scholars to express themselves through a short essay writing assignment. Scholars will watch a snippet of an interview with James Baldwin on the topic, "I am not your Negro". Students will respond to the following prompts: What are some obstacles that African American men face? Do you believe that White American can be oblivious to these obstacles that African American men face and their own contributions to these obstacles? How is Baldwin's argument relevant to things African American men are currently facing today? Use examples and evidence to support your answers.

Civil Rights Movement vs. BLM

The purpose of this assignment is for students to compare and contrast the "Movement" behind the "Movements". Students will read an article that gives insight on both the Civil Rights Movement and the Black Lives Matter Movement. Students will identify the differences and similarities between the two using a Venn Diagram.

Breaking the Barriers

The purpose of this activity is for students to do a short research project on how to break the Barriers that hinder African American boys/men. Students will be paired up with a partner and their presentation should include the following information:

- What are barriers? (school and/or society)
- What are some barriers that African American boys/men sometimes face?
- What are ways that these barriers can be broken?
- How can society and non-African Americans help contribute to breaking these barriers?
- What can you do to ensure that barriers are not a hindrance in your life?

Equality-Maya Angelou

The purpose of this assignment to analyze this poem through a one-pager activity. Scholars will use a one pager to break down the poem and share their take-away from the poem using images, words, and color. This activity will have scholars thinking deeply about the text and representing their analysis creatively.

Poetry Slam

The purpose of this assignment will allow scholars to express themselves through poetry or spoken word. Scholars can choose from the following topics to base their assignment around:

- Being Black in American

- Who am I?
- Letter to my son
- Citizenship

Classroom Lessons/Activities and Assessments

Lesson 1/Unit Standard:8- WRI, 8-INQ

The purpose of this activity is for scholars to be familiar with words that will be used during the duration of this unit. Scholars will use the Frayer Model to become more familiarized with the following vocabulary terms: social injustice, racial bias, racism, racial discrepancies.

Being A Black Male in America

- The main goal of this assignment is to view scholar's perspective of what's it's like to be black in America. Scholars will engage in dialogue where they are able to share their thoughts, ideas, and feelings.

Spoken Word-Being Black in American

- Scholars are able to analyze this piece and compare and contrast the two perspectives of the speaker

Lesson 2/Unit Standard: 8-INQ 8-WRI 8-COLL

4 Generations of African Americans on being Black in the USA/Philosophical Chairs

- Actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, focusing on strategies for continuous improvement
- Questions for Activity
- Do you believe that the color of your skin and where you are from determines how other people treat you?
 - Do you agree that African Americans main goal is to just stay alive or should they be vocal when they feel that they have been treated unfairly?
 - Should parents of African American boys make it their obligation to teach "Blackness" to their sons. Should we teach them how to conduct themselves for White America?
 - Should parents of African American boys' dictate what they wear to ensure safety?
 - Do you feel that situations would be worst without cell phones?
 - Do you believe that is our obligation to protest for justice and equality even if we're not directly affected by it?

Students will complete a one paragraph reflection as closing activity.

Lesson 3/Unit Standard- 8-COLL 8-REA 8WRI

The purpose of this assignment is to allow scholars to analyze a painting by Jean-Michel Basquait titled "Defacemento" and compare it to the poem titled "Defacement" by Kevin Young. Scholars will receive background information on both the artist and author and their purpose of their work. Scholars will analyze the painting making real life connections

during reading. Scholars will complete the following questions to answer as they analyze the painting:

- Describe what you see in the painting?
- Why do you believe the Artist chose the word “Defacemento” to title this particular piece? Think about the connection between the title and the image displayed)
- What emotion(s) does this painting evoke in you?
- What message is the artist conveying through this particular piece?
- How is this painting relevant to events occurring right now in our country? Provide evidence to support your answers.

Scholars will share out their answers in a whole class discussion. Scholars will be placed in 4 groups where they will each take turns reading the poem “Defacement.” Using a Poetry analysis organizer, to analyze the poem.

Lesson4/Unit Standard: 8-WRI 8-INQ 8-COLL

Socratic Seminar

The purpose of this activity is to allow scholars to interact in a formal discussion, based on a text “I know Why the Caged Bird Sings” Maya Angelou, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

- Describes the opposing experiences between two **birds**
- How do each bird cope with their current circumstances?
- What/who does the Caged Bird symbolize?
- What does the Caged Bird’s singing reveal about him?
- What is the message being conveyed through the poem and what is the relevancy to African Americans?
- Do you consider yourself to be a caged bird?

Scholars will write a one paragraph reflection as a closing activity.

Lesson 5/Unit Standard: 8-WRI

Caught on tape

The purpose of this activity is for scholars to examine four videos that displays some type of police brutality or racial discrimination and to internalize and analyze each situation while expressing their viewpoints.

Scholars will watch video footage from incidents involving the following people: (parent permission needed as content may not be appropriate)

- Hamad Arbury
- Tamer Rice

- Walter Scott
- George Floyd

Scholars will use google slide to analyze each incident by completing a series of questions.

- Name if the victim
- Describe the setting of the video?
- Explain the events that took place in the video? (be specific in terms of gender and race)
- Were there any bystanders in the video? What role did they play in the video?
- Was there anything the victim could have done differently to prevent what occurred in video?
- Was there anything different the suspect(s) could have done differently to prevent what occurred in the video?
- In your honest opinion, who was in the wrong and provide evidence to support your answer.
- What emotions did you feel as you watched the video?

Scholars will have an opportunity to present at least on slide.

Lesson 6/ Unit Standard: 8-REA 8-COLL 8-INQ

Poetry Connection

The purpose of this assignment is to analyze Langston Hughes’s poem, “I Too” In this poem scholars will analyze each verse. Scholars will examine the first line of the poem, “I too, sing America” and explain the significance of that line. Students will then listen to a spoken word piece titled, “Royalty, letter to your flag”. Students will use a flip grid video to discuss the different viewpoints of each speaker. Each video should be at least 7-10 minutes’ long

- Scholars will read the poem, “I ‘Too”.
- Scholars will work in groups to analyze the poem. There will be a full class discussion about poem analysis.
- Scholars will then watch a spoken word video on YouTube titled, “Royalty, letter to your flag”. Scholars will create a fliggrid video to discuss the different viewpoints of each speaker as a closing activity.

Lesson 7/Unit Standard: 8-WRI

I am not your Negro

The purpose of this activity is to allow scholars to express themselves through a short essay writing assignment. Scholars will watch a snippet of an interview with James Baldwin on the topic, “I am not your Negro”. Students will respond to the following prompts:

- What are some obstacles that African American men face?
- Do you believe that White American can be oblivious to these obstacles that African American men face and their own contributions to these obstacles?
- How is Baldwin’s argument relevant to things African American men are currently facing today? Use examples and evidence to support your answers.

Lesson 8/Unit Standards 8-REA 8-WRI

Civil Rights Movement vs. BLM

The purpose of this assignment is for scholars to compare and contrast the “Movement” behind the “Movements”. Students will read an article that gives insight on both the Civil Rights Movement and the Black Lives Matter Movement. Students will identify the differences and similarities between the two movements using a Venn Diagram.

- Scholars will read the article “Civil Rights Movement vs. The Black Live Matter Movement
- Scholars will compare the similarities and differences between the two movements.
- Scholars will identify the incidents that ignited both movements.

Lesson 9/Unit Standard: 8-WRI 8-INQ 8-COLL 8-REA

Breaking the Barriers

The purpose of this activity is for students to do a short research project on how to break the Barriers that hinder African American boys/men. Students will be paired up with a partner and their presentation should include the following information:

- What are barriers? (school and/or society)
- What are some barriers that African American boys/men sometimes face?
- What are ways that these barriers can be broken?
- How can society and non-African Americans help contribute to breaking these barriers?
- What can you do to ensure that barriers are not a hindrance in your life?

Each group will present their project using a google slide presentation

Lesson10/Unit Standard: 8-REA 8INQ- 8WRI

Equality-Maya Angelou

The purpose of this assignment to analyze this poem through a one-pager activity. Scholars will use a one pager to break down the poem and share their take-away from the poem using images, words, and color. This activity will have scholars thinking deeply about the text and representing their analysis creatively.

- The poem will be read aloud as a class
- Scholars will discuss the poem and determine the them
- Scholars will independently work on their poetry one-pager assignment
- Scholars will present activity when completed

Lesson11/Unit Standards:

Poetry Slam

The purpose of this assignment will allow scholars to express themselves through poetry or spoken word. Scholars can choose from the following topics to base their assignment around:

- Being Black in American
- Who am I?
- Letter to my son

- Citizenship

Scholars will be able to choose between spoken word or written poetry. Scholars can choose between one of topics listed above. Scholars will express their thoughts, feeling, and emotion using spoken word or written platform. Scholars will be expected to present their piece via zoom.

Appendix 1: Implementing Teaching Standards

AVID WRITING 8-WRI

The Writing Process

- Use varied strategies to prepare for and plan writing assignments

Writing Applications

- Write to a prompt under timed circumstances

Writing to Learn

- Compose well-written summaries adhering to the five criteria of good summaries
- Refine usage of weekly learning logs, which include thoughts, reactions and responses to class content, and focus on applying concepts learned to one's life and future
- Write detailed self-reflections on experiences, presentations, speeches and field trips

AVID INQUIRY 8-INQ

Socratic Seminar and Philosophical Chairs

- Actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, focusing on strategies for continuous improvement
- Reference text, citing location to support claims and questions
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation in a Socratic Seminar or Philosophical Chairs discussion
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea in a Socratic Seminar or Philosophical Chairs discussion

AVID COLLABORATION 8-COLL

- Scholars will refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
- Scholars will continue to foster trust building skills by working with classmates
- scholars will interact in a formal discussion, based on a text in which the leader asks open-ended questions. Within the context of the discussion, scholars will listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.
- Scholars will Enhance understanding of collaboration and develop leadership skills by working in groups during team building and motivational activities or problem solving
- Scholars Identify roles within a team/study group to complete a task

AVID ORGANIZATION 8-ORG

Research Technology

- Use technology in assignments and presentations, particularly in response to a writing assignments
- Use the Internet to conduct research in preparation for speeches and essays

Note-taking

- Mark, highlight and underline key concepts in notes to show key information

AVID READING 8-REA

Vocabulary

- Understand how to use context clues in interpreting new vocabulary

Textual Analysis

- Compare and contrast the structure of two or more texts and analyze how the structure of each text contributes to its meaning and style
- Read and discuss various examples of text, including, but not limited to, articles from fiction and non-fiction
- Use multiple reading strategies, including, but not limited to, Marking the Text and annotating text
- Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- Utilize strategies to identify an author's purpose and reading for a specific

purpose

- Practice rereading to deepen understanding of a text
- Identify and discuss traits of voice found in literature
- Build understanding of drawing inferences from texts
- Determine the main idea of grade-appropriate text

List of Materials for Classroom Use

Materials for Students and Teachers

Laptop/IPad

Due to being Virtual during the implementation of this unit, students and teacher will need technology to access information and to complete all activities.

Google Drive/Microsoft Word/OneNote Ebinder

These platforms will allow scholars to have a place to complete assignments and to organize them in a digital platform as the teacher distributes information pertaining to the unit.

Zoom Communication Platform

Zoom communication platform will be the platform used throughout the curriculum due to virtual learning. Zoom has features such as breakout rooms, where students are able to work with a partner or group. It also has screen share that enables both the teacher and students to share text and presentations. There is also a chat box feature that can be used to ask and answer questions.

PDF Poetry copies

Teacher can distribute text in a PDF file since tangible copies are not an option with virtual learning. This will allow students easy access to the required text.

Resources for Students

Assignments, projects, and reading material

Words to know

The purpose of this activity is for scholars to be familiar with words that will be used during the duration of this unit. Scholars will use the Frayer Model to become more familiarized with the following vocabulary terms: social injustice, racial bias, racism, racial discrepancies.

<https://www.education.com/download/worksheet/172583/frayer-model-synonyms-and-antonyms.pdf>

Being Black in America

Scholars will then watch a spoken word video on YouTube titled, “Being Black in America” by Dylan T. Scholars will use a T-chart to jot down one negative aspect of being Black in America from the speaker’s perspective and one positive aspect of being Black in America from the speaker’s perspective. There will be a (whole group) discussion about these two perspectives that will allow scholars to express their feelings about both perspectives using real life connections/experiences as evidence to support why these perspectives are valid.

<http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf>

<https://youtu.be/uaXsVkW-fW8>

4 Generations of African Americans on being Black in the USA/Philosophical Chairs

<https://youtu.be/6wANKF0VQMo>

Defacement Assignment

<https://www.youtube.com/watch?v=NqOBplt0tk>

<https://youtu.be/3YJP0lwPMNs>

<https://muse.jhu.edu/article/5673>

Socratic Seminar

I know why the Caged Birds Sing-Maya Angelou

<https://www.poetryfoundation.org/poems/48989/caged-bird>

Caught on tape

<https://youtu.be/tNwVuRJnvgc>

<https://youtu.be/UVZM8w9JCXI>

<https://youtu.be/XKQqgVlk0NQ>

<https://youtu.be/ESGXmWh0z7c>

Poetry Connection

I' Too- Langston Hughes

<https://www.poetryfoundation.org/poems/47558/i-too>

<https://auth.flipgrid.com/educator>

I am not your Negro

<https://youtu.be/3y6xwH88kpg>

Civil Rights Movement vs. BLM

<https://medium.com/@kbreenconsulting/comparing-civil-rights-movement-to-black-lives-matter-c8b4f30bc03>

http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf

Breaking the Barriers

Chromebooks/IPAD

Google Slides

Equality-Maya Angelou

<https://www.poemhunter.com/poem/equality-28/>

google docs

Poetry Slam

Chromebooks/IPAD

Resources for Teachers

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Equality-Maya Angelou

<https://www.poemhunter.com/poem/equality-28/>

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