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Lesson Overview

Lesson Photo (accepted file types are JPG or PNG. Minimum dimensions are 750px by 368px.)



Title: Say Their Names: Black Lives Matter

Short Description Lesson in Good Trouble: The Black Lives Matter Movement

Introduction- Join the activists on Black Lives Matter Plaza as they stand together as catalysts for Good Trouble, seeking racial justice for the Black Community.

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Student Ages

8-10, 11-13, 14-18

Subjects

Politics & Civics, Service Learning & Social Good, Leadership

Skills

Character, Citizenship, Critical Thinking

Lesson Plan

This is the second lesson in the series about “Good Trouble,” based on the life and teachings of Civil Rights activist and U.S. Congressman John Lewis. In this lesson, students will learn about the Black Lives Matter Movement and its impact on the fight for social justice in the United States.

Learning Objectives

SIGNIFICANT CONTEXT: Students will develop an analytical understanding of the Black Lives Matter Movement.

HEROIC CONTEXT: Students will identify important people/events of the BLM movement and their role within this movement.

HISTORICAL/POLITICAL AWARENESS: Students will develop a better understanding of racial injustices and their impact on the black community.

SOCIAL JUSTICE MOVEMENT: Students will develop a better understanding of how to make meaningful choices to influence positive changes for others.

Essential Question

How has the Black Lives Matter movement’s fight for racial justice influenced positive change in society or in a community?

Guiding Ideas and Questions (up to 3,000 Characters)

- Why did the Black Lives Matter movement develop?
- What was/is the context in which the BLM Movement occurred?
- What conditions were present that served as a catalyst for the BLM movement?

- Who are the leaders of the BLM movement?
 - Co-founders
 - Decentralized Leadership
- Whose stories are at the center of the Black Lives Matter movement?
- Why has the BLM movement gained more attention and support between 2012 and 2020?

Teacher Preparation for Lesson:

- Select the video that is appropriate for the grade level that you teach
- Consider local, regional, or nationally relevant Black Lives Matter events to include in a discussion as it relates to topics explored in this lesson.
- Pre-teach - racial injustice, police brutality, racial profiling, white privilege, ally, and empathy.
- Provide T-Chart
- Create an editable copy of the PowerPoint Template for the BLM Guided Search for students to collaborate on the PPT
- Street Art as a form of both artistic expression and protest has become commonplace in the BLM. Discuss Article and watch video prior to beginning the Minecraft Street Art activity.

Differentiation:

- Use the Immersive Reader to support students
- Allow students to work with partners or in groups as they interact with the NPCs and work through the student activities.
- Allow students to use the extension activities to go deeper with the content.

Teacher Resources

A short list, of external resources to begin research will include:

- [Black Lives Matter Home](#)
- [Black Lives Matter explained - early](#) (video)
- [Black Lives Matter \(BrainPop Video\)](#) (younger students)
- [D.C. Street Becomes Black Lives Matter Plaza](#) (video)
- [ABC News Turning Point: Protests in America](#) (video)
- [#SayTheirNames](#)
- [Early Childhood and Elementary Resources](#)
- [Middle and High School Resources](#)
- [Street Art and Black Lives Matter](#)
- [Street Art and Social Justice Protest](#)

Note: Encourage students to curate their own *reliable* sources of information as well.

Applications to consider for content curation include Wakelet, OneNote, or Microsoft Word.

Lesson Details: Suggested lesson times are included. This lesson is designed to take place over the course of one or two class periods. Portions of the lesson could be assigned to be completed at home (i.e., watch video, complete research, student reflection, extension activities)

Student Activities: (~90-120 minutes)

1. Introductory Questions (Class Discussion)

- **What do you think** when you hear the words racial injustice?
- **What do you think** when you hear the words “BLACK LIVES MATTER”?
- **What do you know** about the Black Lives Matter movement?

Note: Have students use a [T-Chart](#) to capture their responses in regard to BLM.

- I Think
- I Know

The teacher will begin the lesson by sharing this short video of [“Black Lives Matter Protests Around the World”](#) that shares the story of George Floyd and the eight minutes that reignited a movement!

- After watching the video set a timer for a short period (2–4 minutes, max) and have students write any thoughts that come to mind about what they’ve seen or how they feel (recalling their thinking or emotions about the video).
- Create a [Word Cloud](#) based on student responses.
- Project the word cloud and have students discuss what they notice. (e.g., larger words mentioned more often by students)

2. Working in small groups have students conduct a quick guided search: (use the prompts below to conduct the search). Use this [PowerPoint Template for the BLM Guided Search](#). Students will collaborate on the PPT.

- a. What are the Goals of the BLM Movement? (Guiding Principles)
- b. Black Lives Matter Movement (information, images, videos)
- c. Identify people/events affiliated with the BLM Movement (Patrisse Cullors. Alicia Garza, Opal Tometi, Mother Emanuel AME Church, George Floyd, Trayvon Martin, Breonna Taylor, etc.)

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- d. What was/is the context in which the BLM Movement occurred?
- e. What conditions were present that served as a catalyst for the BLM movement?

3. Minecraft EE: Black Lives Matter World (45 minutes)

- a. Have students enter the Good Trouble Minecraft world. From the lobby, click on the John Lewis NPC to join the BLM Activists on Black Lives Matter Plaza as they stand together against racial injustice while acting as catalysts for Good Trouble, positive change, and racial justice for the Black Community.
- b. Students will explore the BLM world, using the camera and the Book and Quill to take pics of various protest signs and take notes from NPC links as they learn more about the BLM Movement and the context in which it occurred, identifying people involved, and recording how the #BlackLivesMatter started. Be sure to pay close attention to the people present at BLM Plaza, analyze the scene, what do you notice, pay attention to details and record this information as well.
- c. Students will create art that would show what the world/our community/city would look like when this movement has achieved its goals.

4. Reflection

After learning about the Black Lives Matter Movement and creating their street art, students will use the Minecraft camera to take a selfie in front of their creation and write a reflection using the Minecraft book and quill. Students should explain the meaning of their street art and its connection to the BLM Movement. Students may also include an example of how they have participated in standing up for someone else in their community and why that is important.

Extension Activities:

- **Discussion continued:**
 - Why has the BLM Movement expanded into a global movement?
 - Why has the BLM Movement gained more attention and support between 2012 and 2020?
 - Who are some opponents of the BLM Movement and why?
 - What impact has racial injustice had on Black families including necessary conversations such as “The Talk”
 - [The Talk: Surviving Police Encounters While Black](#)

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- [Black Americans Turn to their Children to Give “The Talk” ABC News Video](#)
- [Dear Child: When Black Parents Have to Give “The Talk” - Video](#)
- What does it mean to Exist or Live while black?
 - [Living While Black – Routine Activities](#)
 - [ABC News Driving While Black](#)
- **Sharing: News Report** – Students create a Black Lives Matter News Report – (2-5 minutes). Record your News report using Flipgrid (news filter/shorts cam), Buncee, or another video tool of your choice. Include content you found in your research, the selfie of your street art, and a few images from Black Lives Matter Plaza. Use this video as an example: [ABC News Turning Point: Protests in America](#)

Performance Expectations:

At the end of this lesson:

- Students will understand how and why the Black Lives Matter movement was started.
 - Students will understand how racial injustices and the killings of Black lives sparked a global movement.
 - Students will understand how to display a sense of empathy and understanding for others as they explore the reasons and causes of the BLM movement.
 - Students will understand the terminology associated with racial injustice and discrimination.
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External References

External Reference (recommend no more than five, for each external reference you need a URL and a description under 50 characters)

1. [Black Lives Matter Home](#)
 2. [D.C. Street Becomes Black Lives Matter Plaza](#)
 3. [Black Lives Matter Protests Around the World](#)
 4. [Say Their Names](#)
 5. [ABC News Turning Point: Protests in America](#)
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Supporting Files

Supporting File (recommend no more than five, file formats supported are DOC/DOCX, GIF, JPG, MP3, PDF, PNG, PPT, PPTX, TXT, WMA, XLS/XLSX, XPS, and ZIP)