

English Lesson

Session Title: Black History Month

Date:

Time:

Facilitator(s):

Materials/Equipment: WiFi to watch videos, BHM Printout ([Arabic](#) / [English](#)) I suggest printing these double-sided to save paper

Session Learning Objectives:

1. Students will understand what is Black History Month and why it is important to acknowledge and celebrate it
2. Students will learn about some important change-makers in American history

Instructional Sequence

Motivation:

- In the United States, we celebrate and bring awareness to America's diversity through different holidays, events, and month-long celebrations.
- For example, February is Black History Month. The 3rd Monday of January celebrates the birthday of Martin Luther King Jr., a prominent activist during the Civil Rights Movement. March is women's history month, April is Arab American Heritage month, May is Asian-Pacific American Heritage Month, Sept 15-Oct 15 is Hispanic Heritage Month.

Time: 15 minutes

Information:

- Vocabulary:
 - **Civil rights:** the rights of people to have social and political freedom and equality
 - **Equality:** the rights of different groups of people to have a similar social position and receive the same treatment
 - **Activist:** a person who works to make changes happen in society

➤ **Segregation:** when people are separated from one another; in the U.S. people were once separated based on skin color (neighborhoods, bathrooms, water fountains, the list goes on and on)

➤ **Boycott:** people stop using a service to create change

- [Harriet Tubman](#) (5 min)

- [Louis Armstrong - What a Wonderful World \(1967\)](#) (2 min 30 sec)

➤ While he was not the first jazz musician, he changed the direction of jazz. He grew up in tough conditions and at the age of 10 he was sent to live in an orphanage; however, music was his salvation. Jazz began with little singing; however, he put the feeling of blues music into his songs and that changed how people viewed jazz music across the world. Jazz was widely developed by African American communities and because of its popularity and energy, it has influenced much of the music we have today, such as pop, rock and hip-hop music.

- [Rosa Parks and Martin Luther King Jr.](#) (5 min)

- I want to remind you that [not all black people in the United States are African American](#). Some people from the Caribbean (Jamaica, Virgin Islands, Dominican Republic, Puerto Rico, Haiti, etc.), dark-skinned Creoles and many other groups identify as Black Americans.

- Today in the United States while direct segregation is over, many black Americans still face discrimination (unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex) on a day to day basis. This ranges from the poor quality of schools, teachers, health care, impoverished neighborhoods, a disproportionate number of arrests and then sent to jail for longer amounts of time, in addition to many other areas of life compared to caucasian (white) people in America. It is important to talk about these types of topics to create awareness and allyships between

races, ethnicities, cultures, religions, socio-economic statuses' across America and the rest of the world.

- Does anyone have any questions?

Time: 60 minutes

Application:

- What were the English vocab words we learned earlier and what do they mean?
 - **Civil rights:** the rights of people to have social and political freedom and equality
 - **Equality:** the rights of different groups of people to have a similar social position and receive the same treatment
 - **Activist:** a person who works to make changes happen in society
 - **Segregation:** when people are separated from one another; in the U.S. people were once separated based on skin color (neighborhoods, bathrooms, water fountains, the list goes on and on)
 - **Boycott:** people stop using a service to create change
- Earlier we talked about a few of the many Black Americans who have been change-makers in America's history. Who remembers their names?
 - Harriet Tubman
 - Louis Armstrong
 - Rosa Parks
 - Martin Luther King Jr.
- Give the students the printout ([Arabic](#) / [English](#) [I suggest printing these double-sided to save paper]) and have 4 volunteers read each of the sections about the Harriet Tubman, Louis Armstrong, Rosa Parks, Martin Luther King Jr. Give the students the rest of the class to fill in the coloring sheets.

Time: 45 minutes

Coloring examples:





