

# Sprague's BLM Flag Plan

## Timeline

1. May 5th: staff receives Sprague's BLM Flag [Statement](#) to preview
2. May 5th afternoon: EF Office Hours for anyone who wants to discuss the plan, the lessons below, or anything else to do with this; 2-3pm in Jayne's classroom or join the [Zoom meeting](#)
3. Leigh sends statement to parents on Saturday May 8th
4. between May 10th-24th:
  - a. classroom teachers introduce BLM using the [introduction lesson](#) and/or [Google Slideshow](#)
  - b. classroom teachers choose other lessons/books to teach such as ["Milo's Museum"](#) or books from the Google Slideshow or from our DEI [book list](#)
  - c. *you're not expected to teach a lesson every day from May 10th-24th*
5. May 26th whole school assembly/video
6. May 26th Leigh will share video with parents
7. *future*: continue our work with BLM and begin to recognize/affirm other groups such as AAPI, LGBTQ+, people with disabilities,

The BLM Flag Committee is available to:

- meet with you to discuss your lesson before you teach it
- have you observe us teach our classroom lesson
- be an extra adult in the classroom when you teach your lesson
- provide any other assistance you need, please just ask

**Please contact a committee member directly or fill out this [form](#) and we'll get back to you.**

The BLM Flag Committee:

Leigh Petrowsky, Karen Lindquist, Bevin Hale, Alee Rogers, Jayne Byrne, Taryn Drake, Moe Henzel, Jordan Armstrong, Tara Mahoney, Kati Okoshi

Jayne Byrne is inviting you to a scheduled Zoom meeting.

Topic: Jayne Byrne's Personal Meeting Room

Join Zoom Meeting

<https://wellesleys.zoom.us/j/8055727743?pwd=RlZ5cDZUdHZnRTBpSjN3a0N6aUd4Zz09>

Meeting ID: 805 572 7743

Password: 449157

**WPS Terms and Conditions:**

By allowing your child's participation in live synchronous sessions, you acknowledge and accept the terms and conditions stated in our Confidentiality/Privacy Notice and Disclaimer for Virtual Meetings/Services with Students:

<https://docs.google.com/document/d/e/2PACX-1vTEwWxDp06fScIb4mwsW8tpKMWcbyFYYGLdFPIDfVAMa2BPrAdfs41m7OvtCiMckf91Of0LstCAzcGQ/pub#h.xzhfjq6oo0ac>.

Recording of web conferencing/synchronous video sessions is prohibited by participating students/parents/guardians. Massachusetts Wiretapping Law (M.G.L. Chapter 272, Section 99) has very strict rules on the recording of meetings and prohibits the recording of video sessions without express permission of all participants.

In addition to the Massachusetts Wiretapping Law, Wellesley Public Schools forbids students/parents/guardians from taking photos, screenshots, recording any video or audio during all (live and pre-recorded) remote learning sessions.

Student violations will result, at a minimum, in school disciplinary action; parent/guardian violations will result in a referral to the Wellesley Police Department.

## books to introduce/discuss BLM

title (author)	description	location
<a href="#">Something Happened in our Town</a> (Celano, Collins, Hazard)	follows a White family and a Black family as they discuss a police shooting of a Black man (includes note parents/caregivers in the back)	Jayne Byrne
<a href="#">a kids book about racism</a> (Jelani Memory)	a clear description of what racism is, how it makes people feel when they experience it, and how to spot it when it happens.	Jayne Byrne
<a href="#">Peaceful Fights for Equal Rights</a> (Rob Sanders)	Protesting. Standing up for what's right. Uniting around the common good—kids have questions about all of these things they see and hear about each day. introduces abstract concepts like “fighting for what you believe in” and turns them into something actionable.	Alee Rogers
<a href="#">Black is a Rainbow Color</a> (Angela Joy)	A child reflects on the meaning of being Black in this moving and powerful anthem about a people, a culture, a history, and a legacy that lives on.	Alee Rogers
<a href="#">Milo's Museum</a> (Zetta Elliott)	a young girl (Milo) is excited to go on a school field trip to a museum. Her grandfather explains, “Museums hold all the things that people feel are valuable or important.” Imagine how Milo feels when she finds the museum offers little to no representation of African American history. She is inspired her to take matters into her own hands, becoming the curator and docent of her own museum.	Jayne Byrne and Alee Rogers

## younger grades DEI books

[illegible]

## older grades DEI books

[illegible]

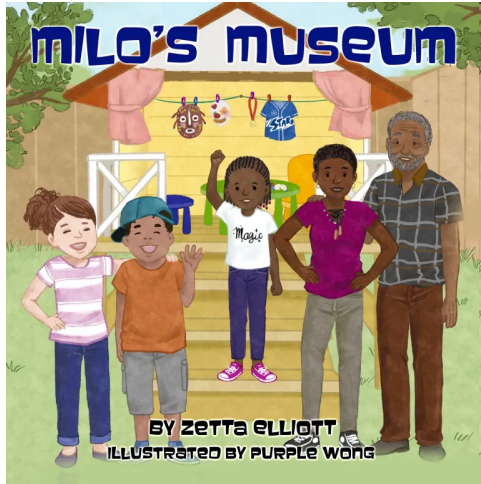


# Introducing/Discussing Black Lives Matter

(adapted from [National Geographic Blog](#) post)

- 1) link to [Google Slideshow](#) to use with students; it's "view only" so you'll need to make a copy if you want to personalize
  - a) the first 4 slides are the core lesson for the students; the rest of the slides are teacher resources; they are 'hidden' so they won't show up in Present mode.
- 2) Ask students: What do you know about Black Lives Matter?
- 3) Show them an image of children holding "Black Lives Matter" signs and then have them reflect using an I think/I wonder chart on large notecards. (What do you notice? What questions do you have? What do you think you know?)
- 4) If it doesn't come up...help them understand that "Black Lives Matter" needs to be explicitly said because we still don't have equality.
  - *"The Civil Rights Movement, with people we know about, like Martin Luther King, Jr. and Rosa Parks, worked to change laws that were unfair. The Black Lives Matter Movement is made up of people who want to make sure that everyone is treated fairly, because, even though many of those laws were changed many years ago, some people are still not being treated fairly." By Laleña Garcia*
- 5) Continue sharing images throughout the week. When showing a new image, ask: What do you notice? What questions do you have? What do you think you know?
- 6) Extensions:
  - a) read the [NewsELA article](#) on implicit bias mentioned in this [blog](#).

- b) students write their own statements of what Black Lives Matter means to them; combine together or represent their ideas either in the classroom or around BLM flag



[book review](#) and ideas from *Social Justice Books*

Options for sharing the book with your class:

- Option 1: Jayne and Alea have a copy of the book for you to borrow. (We're looking into buying more copies.)
- Option 2: [read aloud](#) on youtube
- Option 3: [read aloud](#) on youtube

Prereading:

1. Activate prior knowledge about visiting museums. What do you expect to find in a museum?

During reading:

1. How is Milo feeling as she walks through the museum? What is she noticing/wondering?

Questions to ask after reading:

1. Why do some people/communities have more things in museums than others?
2. What should people whose communities/histories that are not valued as much as other communities do to honor their communities, people and experiences?
3. What should people whose communities/histories that are valued more than other communities do to honor the communities, people and experiences that are not valued as much?

Activity after reading:

1. Possibly create a museum in classroom or school that represents everyone in the classroom.

Resources

- <https://socialjusticebooks.org/milos-museum-review/>
- [responsivereads.com/responsive-reads-blog-posts/milos-museum](https://responsivereads.com/responsive-reads-blog-posts/milos-museum)
- <https://www.dcareeducators4socialjustice.org/news/milos-museum-read-aloud>

- The yellow & grey slides provide teacher information/resources.
- The pink slides are for students. The student slides are basic and can be used to begin discussions.
- Please know, for older graders, further discussions should happen.
- There are added links to support ideas. Many slides have "speaker notes" (below) to guide your discussion. Make a copy of this slide show -use any slides you like - move the order, change the wording, or keep it as is. .

**Response to "All Lives Matter"** - *It's a common conversation these days: One person says, "Black lives matter." Then another responds, "No, all lives matter." It's also a complete misunderstanding of what the phrase "black lives matter" means. The person on the receiving end interprets the phrase as "black lives matter more than any other lives." But the point of Black Lives Matter isn't to suggest that black lives should be or are more important than all other lives. Instead, it's simply pointing out that black people's lives are relatively undervalued in the US – and more likely to be ended by police – and the country needs to recognize that inequity to bring an end to it. To this end, a better way to understand Black Lives Matter is by looking at its driving phrase as "black lives matter, too." By German Lopez*

[#BlackLivesMatter: A Look into the Movement's History~ Long Story Short~NBC News \(3:27\)](#)

Reflection on Black Lives Matter [National Geographic Blog](#) post

[D.C. Area BLM \(Teaching for Change\) resources](#) books, vidoes, lessons

**BLACK**

**LIVES**

**MATTER**

What do you know about  
Black Lives Matter?







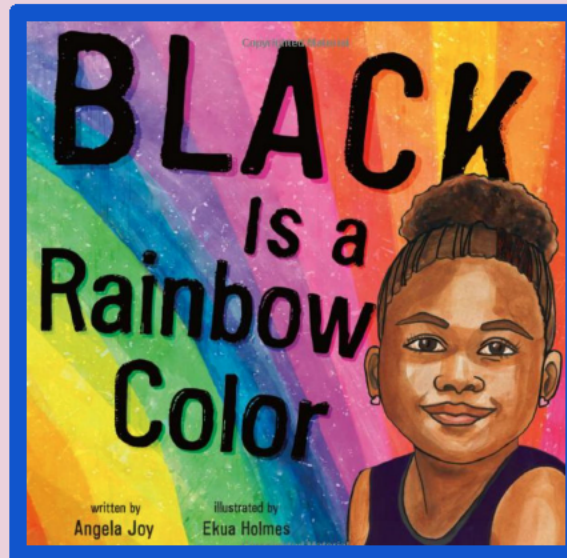


# Black Lives Matter Explained to Students

“The Civil Rights Movement, with people we know about, like Martin Luther King, Jr. and Rosa Parks, worked to change laws that were unfair. The Black Lives Matter Movement is made up of people who want to **make sure that everyone is treated fairly**, because, even though many of those laws were changed many years ago, **some people are still not being treated fairly.**”

~ Laleña Garcia

There are many more books that explain why it's important to hang our Sprague BLM flag.  
(Hover over the book for the video link.)





# Sprague's Black Lives Matter Flag

**BLACK  
LIVES  
MATTER**

## *Sprague Heart Values*

Help

Effort for **E**xcellence

**A**ccept and **A**ppreciate

**R**espect and **R**esponsibility

**T**eamwork



- How does our BLM Flag reflect Sprague's core values and HEART?
- What does it mean to you to have a BLM flag hanging at Sprague?

# TEACHER RESOURCES

# Teacher Resources for use with students

[BrainPop Helping Kids Understand the BLM Movement](#)

[BrainPOP Free Resources for Supporting Antiracist Education](#)

[Bookmarks: Celebrating Black Voices](#) (Netflix)

[BLM Instructional Library](#) (many book choices from 2020)

[Black Lives Matter Protests](#) (BrainPop gr 4+)

[Milo's Museum](#) (book for grades K-3 or K-5)

# Teacher Resources for background information

[Black Lives Matter: From Hashtag to Movement by Anti-Defamation League](#)

[Black Lives Matter at School - NEA Resources](#)

[Learning for Justice \(\*formerly Teaching Tolerance\*\) Resources](#)

[Talking About Race](#) from The Smithsonian National Museum of African American History and Culture

[WMS BLM](#) slidedeck - *TONS* of resources here

[BrainPop Helping Kids Understand the BLM Movement](#)

[BrainPOP Free Resources for Supporting Antiracist Education](#)

[Black Lives Matter at School](#) (2:18)

[Teaching for Black Lives](#) from [Rethinking Schools](#) (1:13:59)

continued on next slide...

# more Teacher Resources for background information

- [Black Lives Matter at School](#)
- [\*Teaching for Black Lives\* from Rethinking Schools](#)
- [Black Lives Matter: From Hashtag to Movement by Anti-Defamation League](#)
- [Black Lives Matter at School – NEA Resources](#)
- [Learning for Justice \(\*formerly Teaching Tolerance\*\) Resources](#)
- [Talking About Race from The Smithsonian National Museum of African American History and Culture](#)
-



What vocabulary do we need to understand as teachers in order to have effective conversations about race?

# Vocabulary Definitions & Examples

## Stereotype

a widely held but oversimplified image or idea of a particular person, group, or thing

*For example:*

Thinking all kids who go to WPS are rich and snobby

Leads to

## Prejudice

a preconceived, usually unfavorable, evaluation of another person, group, or thing rooted in misperceptions

*For example:*

Believing it's better to be straight than gay; it's better to speak English than Spanish; it's better to be white than black

Leads to

## Discrimination

the unjust treatment of different categories of people or things, as a result of prejudicial views

*For example:*

"You're Middle Eastern? You can't sit here."  
"You're Latinx? We don't want you living here."  
"You're black? You can't work here."

Leads to

## Racism

the systemic oppression of a racial group to the social, economic, and political advantage of another due to the belief of one race being superior over another

*For example:*

implementing policies that favor one race over another; physical attacks; hate speech; can be overt/covert; etc

# Vocabulary Definitions & Examples

## Implicit Bias

They are unconscious thoughts about a race/group/etc... things we have learned from our society that we have to actively look for and fight against.

*For example:*  
Assuming a doctor will be a man. Assuming a child has heterosexual parents/guardians - *without* consciously being aware of these assumptions!

## Microaggression

Brief and commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups.

*For example:*  
"Wow, you speak English without an accent!"  
  
"You're so smart - for an athletic boy,"  
  
"Where are you REALLY from?"

## White Privilege

inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice.

*For example:*

Can easily find celebrities, politicians, leaders, dolls, toys, representing people of your race; the term 'skin-colored' is used to represent a tone close to your skin tone, can usually live your life without thinking or being confronted about your race (Does not mean easy life)

## Institutional/ Systemic Racism

a form of racism that is embedded as normal practice within society or an organization. It can lead to such issues as discrimination in criminal justice, employment, housing, health care, political power, and education, among other issues.

*For example:*

Schools suspend black children more than white children for the same offense; companies ask white people to come in for interviews more than black people with the same resumes; police pull over black people more than white people

# Black Lives Matter: The Movement

# Black Lives Matter Movement



# #BlackLivesMatter

Black Lives Matter is an activist movement which began as a hashtag (#BlackLivesMatter) after George Zimmerman was acquitted in the shooting death of Trayvon Martin, an unarmed African-American teenager killed in Florida in July **2013**.

The movement became more widely known and popularized after two high-profile deaths in **2014** of unarmed African-American men (Eric Garner in Staten Island, NY and Michael Brown in Ferguson, MO). Neither of the police officers involved in their deaths were indicted (i.e., formally charged with a crime).

“BlackLivesMatter is a **call to action** and a response to the ... anti-Black racism that permeates our society.”

Read [quotes from BlackLives Matter in their own words](#) for more and consider:

- What did you learn about Black Lives Matter that you didn't know before or what was clarified or reinforced for you?

# Black Lives Matter in 2020

BLM regained worldwide momentum after the 2020 killings of Breonna Taylor and George Floyd. Last year saw an incredible rise in the number of Black Lives Matter protests and anti-racist activism across the world.

Why “All Lives Matter” isn’t what it sounds like...



# Response to “All Lives Matter”

*It's a common conversation these days: One person says, “Black lives matter.” Then another responds, “No, all lives matter.” It's also a complete misunderstanding of what the phrase “black lives matter” means. The person on the receiving end interprets the phrase as “black lives matter more than any other lives.” But the point of Black Lives Matter isn't to suggest that black lives should be or are more important than all other lives. Instead, it's simply pointing out that black people's lives are relatively undervalued in the US — and more likely to be ended by police — and the country needs to recognize that inequity to bring an end to it. To this end, a better way to understand Black Lives Matter is by looking at its driving phrase as “**black lives matter, too.**” By German Lopez*

**“Black Lives Matter” does not mean “Black lives matter more.” It means, “Black lives matter, as well.”**

"No one's saying that your life doesn't matter," Lage continued. "What we're saying... **is all lives can't matter until black lives matter.**"

well i think that  
all lives matter

we should care  
exactly equally at  
all times about  
everything

all houses matter



Lets Be Clear, We Said:  
**BLACKLIVESMATTER**

We NEVER Said  
**ONLYBLACKLIVESMATTER**  
That Was The Media, Not Us

In Truth, We Know That  
**ALLLIVESMATTER**  
We've Supported Your Lives  
Throughout History

Now We Need Your Help w/  
**BLACKLIVESMATTER**  
For Blacks Lives Are In Danger

Gene Testimony Hall



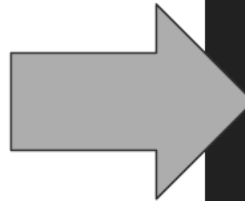
**Premise:** There is an invisible “only” in front of the words “Black Lives Matter.”

**Critique:** There is a difference between focus and exclusion. If something matters, this does not imply that nothing else does. If I say “Law Students Matter” it does not imply that my colleagues, friends, and family do not. Here is something else that matters: context. The Black Lives Matter movement arose in a context of evidence that they don’t. When people are receiving messages from the culture in which they live that their lives are less important than other lives, it is a cruel distortion of reality to scold them for not being inclusive enough.

As applied specifically to the context in which I wore my Black Lives Matter shirt, I did this on a day in Criminal Procedure when we were explicitly discussing violence against the black community by police.

There *are* some implicit words that precede “Black Lives Matter,” and they go something like this:

Because of the brutalizing and killing of black people at the hands of the police and the indifference of society in general and the criminal justice system in particular, it is important that we say that....



This is, of course, far too long to fit on a shirt.

Black Lives Matter is about focus, not exclusion. As a general matter, seeing the world and the people in it in mutually exclusive, either/or terms impedes your own thought processes. If you wish to bear that intellectual consequence of a constricting ideology, that’s your decision. But this does not entitle you to project your either/or ideology onto people who do not share it.

**Premise:** Saying “Black Lives Matter” is an expression of racist hatred of white people.

**Critique:** “Black Lives Matter” is not a statement about white people. It does not exclude white people. It does not accuse white people, unless you are a specific white person who perpetrates, endorses, or ignores violence against black people. If you are one of those people, then somebody had better be saying something to you. (I am using “you” here in the general sense as a substitute for “one,” and not as in “you memo writers.”)

There are some implicit words that precede “Black Lives Matter,” and they go something like this:

*Because of the brutalizing and killing of black people at the hands of the police and the indifference of society in general and the criminal justice system in particular, it is important that we say that...*

This is, of course, far too long to fit on a shirt...

[Law Professor Leary response to students](#)

More Resources

# Local Links & Resources

- [Handout from WMS club STARS \(Students Talking About Race Skillfully\)](#)
- [WPS Racial Climate Survey Report](#)
- [Wellesley School Committee](#) “Anti Racism Resolution”
- [Political Speech FAQs](#) from Needham Public Schools

*“Matters of social justice and human dignity, which are consistent with the district’s Portrait of a Needham Graduate competencies and approved curriculum, should not be construed as political speech. Making a statement that Black Lives Matter is not political speech: It is a statement of equity, respect, and justice. However, encouraging students and their families, for example, to vote for the Black Lives Matter Gubernatorial Candidate is political speech and must be avoided in the schoolhouse. In another example, it is permissible to wear a “Stop Sexual Violence” button, but it is not acceptable to put up a poster that states: “Vote for Candidate X because this candidate supports the end of human trafficking.” These are nuanced but important differences. One can support human dignity and social justice without telling students/families how to vote.”*

May 2021

Dear Sprague Community,

We are proud that we are putting up a Black Lives Matter flag at Sprague School. It will hang as a statement of welcome and an affirmation of our HEART values: helping, efforts towards excellence, acceptance and appreciation, respect, and teamwork.

Hanging the flag is not to say that *only* Black Lives Matter; it says that Black Lives Matter also, in addition to all other lives in our community. Black lives have been targeted recently and throughout U.S. history and have *not* mattered in the court of law or the court of public opinion. We recognize all lives matter when Black Lives Matter.

Author Laleña Garcia said, “The Civil Rights Movement, with people we know about, like Martin Luther King, Jr. and Rosa Parks, worked to change laws that were unfair. The Black Lives Matter Movement is made up of people who want to make sure that everyone is treated fairly, because, even though many of those laws were changed many years ago, some people are still not being treated fairly.”

The hanging of the flag is not a symbol that encourages students or families to vote for a certain candidate nor does the hanging of the flag endorse any particular organization. Rather, this flag is a statement in support of human dignity, respect, and justice.

Sprague is committed to making school a more equitable and inclusive place for all. However, we know that Black students and staff have not always felt like they matter here. Black staff and students have shared that the curriculum, discipline policies, and at times, peers, teachers, and colleagues have made them feel unwelcome, and they have not always felt valued. Here at Sprague, we’re working to change that.

Systemic racism against Black Americans has been present for too long. It is important to affirm that Black Lives Matter. We want our Black students, staff, and

community members to thrive and to know that their learning, growing, and belonging matter at Sprague.

At Sprague, we expect students and adults to challenge inequities. The first step in doing so is to recognize inequities where and when they exist. This flag is a symbol of that commitment and an acknowledgement of progress to be made.

This statement is overdue. It is not an end in itself, but another beginning in the work towards a more equitable school and community.

Adapted by Sprague's BLM Flag Committee *from WMS statement:*

WMS Leadership Team / WMS Faculty Senate / WMS PTO / WMS School Council / WPS METCO / WMS Diversity, Equity, Action Committee / WMS Students Talking About Race Skillfully (STARS)



# Teacher Resources for BLM Flag Lessons

(check the [Google Slideshow](#) for even more resources)

Videos of Books: check out [DEI book list](#) for more ideas

[Milo's Museum](#) (book for grades K-3 or K-5)

[Bookmarks: Celebrating Black Voices](#) (Netflix)

[You Matter](#) youtube read aloud

[BLM Instructional Library](#) (slideshow with an amazing selection of read alouds)

[Something Happened in our Town](#)

[a kids book about racism](#)

[Peaceful Fights for Equal Rights](#)

[Black is a Rainbow Color](#)

Videos:

[BrainPop Helping Kids Understand the BLM Movement](#)

[BrainPOP Free Resources for Supporting Antiracist Education](#)

[Black Lives Matter Protests](#) (BrainPop gr 4+)

[PBS: Kids Talk About Race and Racism](#) video

## Background:

[Language and Terminology for Young Children](#) (some good definitions and explanations)

[Black Lives Matter: From Hashtag to Movement by Anti-Defamation League](#)

[Black Lives Matter at School - NEA Resources](#)

[Learning for Justice \(\*formerly Teaching Tolerance\*\) Resources](#)

[Talking About Race](#) from The Smithsonian National Museum of African American History and Culture

[Black Lives Matter at School](#) (2:18)

[Teaching for Black Lives from Rethinking Schools](#) (1:13:59)

[Black Lives Matter booklist](#) from The Newark Public Library