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| Global Feminisms Project Educational Toolkit**Black Feminisms**A close up of a sign  Description automatically generated |
| **Driving Question** * What are the unique features of Black feminist thought?

**Supporting Questions** * What are the relationships between race, class and gender in Black feminisms?
* How are personal and political identities articulated in Black feminisms?
* What are the shared elements with dominant or mainstream feminisms?
* How can Black feminisms be analyzed using primary and secondary sources?
 | **Enduring Understandings** * Intersections of race, class and gender in Black feminisms.
* Articulations of personal and political identities.
* Connections and differences between Black feminisms and mainstream or dominant feminisms.
* Connections and differences in the analysis of primary and secondary sources.

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| **Overview**In this lesson, students will draw from the analysis of primary and secondary sources to discuss the unique features of Black feminisms. Students will analyze and discuss interviews with Black feminist women from four different countries in connection with secondary sources. Students will be able to identify common understandings among them, the relation between personal and political identities in Black feminisms, and shared elements with mainstream or dominant feminisms.  | **Learning Objectives*** Use prior knowledge to conceptualize the topic of Black feminisms
* Analyze primary and secondary sources to identify common understandings and differences among Black feminists
* Summarize findings to identify the unique features of Black feminisms.
* Identify shared elements with mainstream or dominant feminisms.
* Develop reasoning abilities and recognize causal relationships by reflecting on how one’s own thinking has changed through the study of the topic.
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|  **Key Concepts*** Race
* Class
* Gender
* Identity
* African diaspora
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| **Teacher Preparation and Instructional Resources** In preparation for the lesson plan, the instructor can introduce the topic of Black feminisms, by drawing from some external resources on the subject. For instance, the instructor can use the resource “[The revolutionary practice of Black feminisms](https://nmaahc.si.edu/explore/stories/collection/revolutionary-practice-black-feminisms)” created by the National Museum of American History and Culture, and/or ask the students to watch the short 5 minutes video “[#APeoplesJourney: African American Women and the Struggle for Equality](https://www.youtube.com/watch?v=X5H80Nhmn20)” also by the National Museum of American History and Culture, or the video podcast “[Black Feminism](https://blackhistoryintwominutes.com/black-feminism/)” from Black History in Two Minutes. The instructor can also recommend additional readings drawing from the list included at the end of this overview. Additionally, and in preparation for the analysis of the interviews, the instructor can ask the students to review the timelines for each of the countries included in the lesson plan. The countries’ timelines are available on the Global Feminisms Project website and are linked below (additional readings and resources). Further, the students can also read the written introductions to the different countries (also on the website and linked below) and/or listen to the podcasts discussing the interviews (see links below and [on the Global Feminisms website](https://sites.lsa.umich.edu/globalfeminisms/contextualizing-feminist-voices/)). [Activity 1](https://www.dropbox.com/s/e3mn3nhtvpizkda/Activity%201_Black%20Feminisms%20.docx?dl=0) aims to introduce students to the topic of Black feminisms based on their previous knowledge and the information provided in the interviews. The students begin by creating a concept map of what the idea of Black feminisms means to them, then move to analyze -via guiding questions- the topic as it is discussed in the primary sources. [Activity 2](https://www.dropbox.com/s/p0t7uemr5h6lrw9/Activity%202_Black%20Feminisms%20.docx?dl=0) builds on the work done in activity 1 with the interviews. This activity requires assigning excerpts of the essay “Age, Race, Class and Sex: Women Redefining Difference” by Audre Lorde (1980) in preparation for the class. In class, the students begin by discussing the essay, then consider the connections between the essay and the interviews they worked with. The activity ends by reflecting on the unique features of Black feminist thought, along with the elements that it shares with mainstream or dominant feminisms. Finally, the instructor can choose to individually or collectively assess the students on the topic by using the [assignment](https://www.dropbox.com/s/tyoz9j5hsspwm2y/Assessment_Black%20Feminisms%20.docx?dl=0) outlined in this plan. The assignment aims to help students to reflect on their thinking about the topic of Black feminisms and explore how and why that thinking has changed with the analysis of primary and secondary sources. Optionally, there can be a whole class follow up on the assignment once completed. * [Activity 1](https://www.dropbox.com/s/e3mn3nhtvpizkda/Activity%201_Black%20Feminisms%20.docx?dl=0): Print or electronically distribute copies of [Handout 1](https://www.dropbox.com/s/6l66la47fcu5l21/Handout%201_Interview%20excerpts_Black%20feminisms%20.docx?dl=0) and [Reading Guide 1](https://www.dropbox.com/s/l0sua61crxwmpgn/Reading%20guide%201_Black%20Feminisms.docx?dl=0) among students. They will be working in four groups; however, it is recommended that each student have access to both materials. If working in person, the activity can be done using sticky notes and organized on the whiteboard or a wall. If the class is held virtually, the activity can be done using Jamboard (Reading Guide 1 includes quick instructions for students in case they have not used Jamboard before). For additional instructions on how to use Jamboard, you can see [Jamboard – Digital Whiteboard Application](https://caen.engin.umich.edu/classrooms/tools/jamboard/) and [Google Jamboard,](https://its.umich.edu/communication/collaboration/google/jamboard) including a 20 minutes video that introduces the tool.
* [Activity 2](https://www.dropbox.com/s/p0t7uemr5h6lrw9/Activity%202_Black%20Feminisms%20.docx?dl=0): Print or electronically distribute copies of [Handout 2](https://www.dropbox.com/s/397lzzqwoa4t3x7/Handout%202_Age%2C%20Race%2C%20Class%20and%20Sex_Audre%20Lorde_Excerpts.docx?dl=0) and [Reading Guide 2](https://www.dropbox.com/s/c8ss1uao380ab81/Reading%20guide%202_Black%20Feminisms.docx?dl=0). As in activity 1, students will be working in four groups (these groups are the same as those in Activity 1). However, it is recommended that each student have access to both materials. If in person, the activity can be completed using sticky notes and organized on the whiteboard or a wall. If the class is held virtually;, the activity can be completed using Jamboard.
* [Assessment:](https://www.dropbox.com/s/tyoz9j5hsspwm2y/Assessment_Black%20Feminisms%20.docx?dl=0) Print or electronically distribute copies of [Handout 3](https://www.dropbox.com/s/9szb04qz87sgx84/Handout%203_Black%20Feminisms.docx?dl=0) among students. This activity can be either done in class or out of class. Furthermore, the instructor can choose to ask the students to work individually or in groups (keeping groups from activity 1 and 2)

**Duration*** Estimated as 2 class periods (Activity One + Activity Two ~ 100 minutes)

**Lesson Handouts/Materials**

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| [Activity 1](https://www.dropbox.com/s/e3mn3nhtvpizkda/Activity%201_Black%20Feminisms%20.docx?dl=0) | [Activity 2](https://www.dropbox.com/s/p0t7uemr5h6lrw9/Activity%202_Black%20Feminisms%20.docx?dl=0) | [Assessment](https://www.dropbox.com/s/tyoz9j5hsspwm2y/Assessment_Black%20Feminisms%20.docx?dl=0) |
| * [Handout 1](https://www.dropbox.com/s/6l66la47fcu5l21/Handout%201_Interview%20excerpts_Black%20feminisms%20.docx?dl=0)
 | * [Handout 2](https://www.dropbox.com/s/397lzzqwoa4t3x7/Handout%202_Age%2C%20Race%2C%20Class%20and%20Sex_Audre%20Lorde_Excerpts.docx?dl=0)
 | * [Handout 3](https://www.dropbox.com/s/9szb04qz87sgx84/Handout%203_Black%20Feminisms.docx?dl=0)
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| * [Reading guide 1](https://www.dropbox.com/s/l0sua61crxwmpgn/Reading%20guide%201_Black%20Feminisms.docx?dl=0)
 | * [Reading guide 2](https://www.dropbox.com/s/c8ss1uao380ab81/Reading%20guide%202_Black%20Feminisms.docx?dl=0)
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| **Proposed Lesson Sequence**1. Opening

You can begin the lesson by introducing the topic, drawing from some of the additional readings and resources provided below, and/or including any others you consider appropriate. Furthermore, you can tell the students that the first activity starts by asking them about their previous knowledge, opinion and understanding on the topic to later work with primary and secondary sources. You can also briefly introduce the primary sources (interviews), drawing from the materials that help to contextualize them available on the Global Feminisms website (see the list below). 1. Guided Inquiry

Once you introduce the topic of the lesson and provide a brief overview of the sequence, you can start with the first segment of activity 1, which asks the students to generate a list of ideas and initial thoughts that come to their minds when they think about the topic of Black feminisms. Once that part is completed, you may choose to approach the interviews first as a whole group, and ask them if they have any initial questions when looking at the excerpts. You can briefly discuss the process of reading the excerpts and identifying key parts in the text to answer the questions. For instance, you can read out loud the first question and ask them to quickly consider it with their initial skimming of the excerpts. If the work with the interviews is clear, you can ask them to continue working on them in their groups. 1. Independent Practice

Both activities are aimed for students to work with the sources independently in four different groups. At the end of each segment, there are whole class follow ups in which the students will synthesize their findings and share them with the rest of the groups. Whole class follow ups are important since at the end of the lesson plan, the students will be asked to discuss the unique features of Black feminist thought, as they saw them in the interviews and the essay. Further, they will be asked to reflect on those features in light of mainstream or dominant understandings of feminisms and to discuss shared elements. If the class is held virtually, it is recommended to pop up in the breakout rooms to provide the chance for students to ask questions if they have them (this is especially important in activity 2, since they may be working in breakout rooms for almost 35 minutes). 1. Assessment

Students will be able to explore how and why their thinking on a topic has changed with the analysis of primary and secondary sources, connect the analysis of these sources to elaborate a new understanding of the topic, and consolidate new learning on the topic by identifying new understandings, opinions and beliefs. The assignment can be done outside of class or in a third class. Likewise, it can be done individually or in groups. 1. Sharing and Reflection

It is recommended to conduct a whole class follow up once the assignment is completed by the students. After writing the essay, each student can briefly share and explain their shifts in thinking. Collectively, the instructor can ask the students to discuss the two following questions: How were the ideas and information presented connected to what you already knew? What new ideas did you get that extended or pushed your thinking in new directions? This sharing and reflection aims to foster students’ reasoning abilities and help them to recognize causal relationships.1. Additional resources available on the Global Feminisms Project website

 [Brazil Site of the Global Feminisms Project](https://sites.lsa.umich.edu/globalfeminisms/interviews/brazil/)  [Nicaragua Site of the Global Feminisms Project](https://sites.lsa.umich.edu/globalfeminisms/interviews/nicaragua/) [Germany Site of the Global Feminisms Project](https://sites.lsa.umich.edu/globalfeminisms/interviews/germany/) [US Site of the Global Feminisms Project](https://sites.lsa.umich.edu/globalfeminisms/the-united-states/)1. Additional readings and resources

National Museum of American History and Culture, “[The revolutionary practice of Black feminisms](https://nmaahc.si.edu/explore/stories/collection/revolutionary-practice-black-feminisms),” 2019National Museum of American History and Culture,[#APeoplesJourney: African American Women and the Struggle for Equality](https://www.youtube.com/watch?v=X5H80Nhmn20), 2018Black History in Two Minutes, [Black Feminism](https://blackhistoryintwominutes.com/black-feminism/),” podcastLorde, Audre. Sister Outsider: Essays and Speeches. Freedom, CA: Crossing Press, 1984The Combahee River Collective, “[The Combahee River Collective Statement](https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Readings.pdf)”, 1977Nash, Jennifer C. *Black Feminism Reimagined After Intersectionality*. Duke University Press, 2018 Mohanty, Chandra Talpade. *Feminism without Borders : Decolonizing Theory, Practicing Solidarity*. Duke University Press, 2003Keisha-Khan Y. Perry, “[The Groundings with my Sisters: Toward a Black Diasporic Feminist Agenda in the Americas](http://sfonline.barnard.edu/africana/perry_01.htm)”, Rewriting Dispersal: Africana Gender Studies, The Scholar and Feminist Online, Barnard Center for Research on Women, Issue 7:2: Spring 2009Hartman, Saidiya V. Wayward Lives, Beautiful Experiments : Intimate Histories of Social Upheaval. First edition., W.W. Norton & Company, 2019.Guy-Sheftall, Beverley, ed. Words of Fire: An Anthology of African American Feminist Thought. New York, NY: The New Press, 1995 |