

Name: Marlene Peery		School: NAF	
Course: Biology Life Science		Room Number: 200	
Unit Title: Black Lives Matter		Date: 12-16-20	
Lesson Title: Teaching in the era of Black Lives Matter in Science		Class Length: 60 minutes -72 minutes	
Day 1: Redlining Lesson (Mr. Johnson)			
Common Core State Standards: Cite specific textual evidence to support analysis of primary and secondary sources. Common Core State Standards 6-8 English Language Arts -History/Social Studies.			
Objective: SWBAT deepen their understanding of Black history Month by exploring the relevance of Black Lives Matter in their school's week of action.			
Success Criteria: I am successful if I can.....I understand what Redlining is and how it affected Baltimore City.			
ESSENTIAL QUESTIONS Are people of color more likely to be turned down for a mortgage in Baltimore city than their white counterparts, even when they make the same amount of money and live in Baltimore City too?			
CONCEPTUAL UNDERSTANDING			
<ul style="list-style-type: none"> • What is meant by Redlining? • The impact Redlining has on a community • Why we must celebrate Black history Month by discussing Black Lives Matter and the importance of being culturally responsive. 			
Materials: N/A		Assessment Strategies: N/A	
Agenda: <i>Times are approximate and in place to keep the lesson moving along. Times may be changed to adjust with student pacing based on teacher checks for understanding.</i>			
<ul style="list-style-type: none"> • Engage: Drill • Explore: Examine what is Redlining. • Explain: Youtube video and Notes • Extend: Identify what Redlining looks like. • Evaluate: Who is affected by Redlining. <p>* <i>Explore and Explain should be the biggest sections</i></p>			
General Modifications: repeated instructions, videos, extended time, graphic organizer			

5 E Format	Details of Lesson Sequence	Accommodations
ENGAGE		
10mins.	DRILL: What is the purpose of black History month? Teacher will redirect any misconceptions that students may have	<u>Modifications/Accommodations:</u> Ability Highlight will be available Verbatim reading of directions (all), verbatim reading offered frequent breaks (water breaks,
5mins. Will be used to		

go over drill	<p><u>Mini Lesson: You tube video</u></p> <p>Video: Dre's Black History Lesson - black-ish https://www.youtube.com/watch?v=yEtMvCIJ9io</p>	going to the bathroom, redirection (all), extended time. Power point to enlarge font for vision impaired. Audio for hearing concerns. Work will be posted for future reference.
EXPLORE		
15mins.	<p>We Do Power point on Redlining https://www.youtube.com/watch?v=YrHIQIO_bdQ</p> <p>Activity 1: Using the following photo, can you identify examples of Redlining that may be occur in Baltimore City. Explain what the examples are and how did you know it is Redlining??</p> <p>Activity 2: What is affected by Redlining?</p>	Examples provided for better understanding Verbatim reading of directions (all), verbatim reading offered frequent breaks (water breaks, going to the bathroom) redirection (all), extended time
EXPLAIN		
10 mins.	The students will examine what is Redlining and who is affected by Redlining. In addition to receive notes on Redlining.	<u>Modifications/Accommodations</u> Example will be given to help guide students Notes will be provided to assist students with the process Verbatim reading of directions (all), verbatim reading offered water breaks, going to the bathroom) redirection (all), extended time Extra time will be provided for
EXTEND		
15mins 15mins	The students will receive notes on Redlining.	<u>Modifications/Accommodations</u> Verbatim reading of directions (all), verbatim reading offered ,(water breaks, going to the bathroom) redirection (all), extended time
EVALUATE		
5 mins.	Exit Ticket: Scholars will explain this statement in 1 paragraph. "We have to have a broader way of looking at things".	<u>Modifications/Accommodations:</u> Verbatim reading of directions (all), verbatim reading offered frequent breaks ,(water breaks, going to the bathroom) redirection.

References:

<https://revealnews.org/blog/you-had-questions-about-modern-day-redlining-we-have-answers/>

<https://www.tolerance.org/classroom-resources/tolerance-lessons/the-color-of-law-creating-racially-segregated-communities>

<https://teachersinthemovement.com/2020-institute/>

Ideas for my class:

Research Engineers/Scientist/Inventors/Doctors who were born or work in Maryland

Essential Questions: Why are so many American communities segregated?

Video: Dre's Black History Lesson - black-ish

<https://www.youtube.com/watch?v=yEtMvCIJ9io>

<https://www.youtube.com/watch?v=ymOaiWla3DU>

Redlining and Racial Covenants: Jim Crow of the North

<https://source.wustl.edu/2013/11/effects-of-segregation-negatively-impact-health/>

<https://www.gpb.org/blogs/education-matters/2020/06/04/classroom-resources-for-addressing-race-and>

Baltimore City Public Schools Fine Arts Lesson Plan Template

Instructor's Name: Nicole Vandersloot Date:	Grade(s): 9-12	Unit Title: Black Lives Matter – Red Lining
Discipline: Music	Survey of Music 2 – 3 classes	Lesson Title: Baltimore Musicians and the Venues in Redlined areas of Baltimore

Foundation

Objective(s): SWBAT

- Students will research the redlined areas of Baltimore, MD, and identify venues that were/are used for music. (EX Performance Halls, Theaters, Dance Halls, etc.)
- Students will research and identify an African American musician/group that is from Baltimore that performed in these venues in a redline area. (Past or Present)
 - What kind of music did they perform
 - How long did they work as a musician/group
 - Did they have other jobs
- Students will identify this musician's/group's history. (Ex. Where did they go to school, where did they live, did they go to college, and where. Were these places in redlined areas?)
- Students will research and identify this musician's/group's rise to fame.
 - Was living/performing in a redlined area a predominate force for this musician
 - How did this musician/group overcome the inequities of their living situation
 - What is special about this musician/group.

Standards Addressed: Anchor Standard: 1 – Generate and conceptualize artistic ideas and work

Check for Perspective

Culturally diverse lessons:ⁱ Include 2-3 artists from different historical and ethnic background	Culturally relevant lessons: Include at least one artist or artistic style where students in your classes can relate to, either by experience or individual importance.	Resiliency Identify skills students might find challenging and give strategies to encourage students to persist to achieve the objective. What is the difficult skill? How can you lead students through the process to complete the task WITHOUT doing it for them?	Agency Identify student choices to craft their own learning experience. How much of what they learn can they dictate? What choices can students make regarding learning or project outcomes?
Students will research	Students will research	Students will have issues researching the venues in just the redlined areas because they will want to use clubs and venues that they currently know, and some may not be in	The students will have the choice of the venue they pick and the musician/group that they pick if that musician played in a venue that was or is in a redlined area. They can pick a

		a redlined area. Also, students may have issues looking for musicians that are from Baltimore and of African American decent. Students will have to research the artist, the venue, and the music that was created, and students may have issues doing more than one thing.	musician/group that plays music they like or that they identify with. Students can pick a musician/group that is past or present. This is also true for the venue. The only caveat is that the venue must be in a redline area, and the musician/group must be an African American from Baltimore.
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

=Details Materials:

<p>Activity 1:</p> <p>Student will have had the redlining lesson the day prior.</p> <p>Student will be asked to research a music venue in a redline area. This venue can be past or present venue. Students should have the following information for the venue:</p> <ol style="list-style-type: none"> 1. Name of the venue 2. Address of the venue 3. What kin of venue is it (club, dance hall, theater, etc.)? 4. What kind of music was played there? 5. Dates the venue was open (if it is still in operation put till present) 6. Owners of the venue (if available) 7. Musicians that played at this venue. 	<p>Activity 2:</p> <p>Students will pick a musician/group that played at this music venue. (past or present)</p> <ul style="list-style-type: none"> - Must be an African American - Must be from Baltimore, MD <p>Students will research this musician/group. Students should look for the following information:</p> <ol style="list-style-type: none"> 1. Name of the musician/group 2. Date of Birth/Date of Death (if applicable) 3. What kind of music did this musician/group play? 4. Where did this musician/group live in Baltimore, and was this a redlined area? 5. Where did this musician/group members go to school in Baltimore? Was it in a redlined area? Was it a segregated school? 6. What interests did this musician/group members have? 7. What venues did this musician/group play in. 8. How did this musician/group rise to fame? 9. What is special about this musician/ group 10. How did living and performing in a redlined area affect this musician/group. 	<p>Activity 3:</p> <p>Students will create a presentation about the venue and musician that they picked. Students will use the following tools to create their presentation:</p> <p>Power Point</p> <p>Google Slides</p> <p>Students should include pictures of the musician/group and the venue as performance video(s) of the musician/group.</p> <p>Presentations should be a maximum of 30 min in length but should be at least 45 minutes.</p>
<p>Teacher Materials: Computer</p>	<p>Teacher Materials: Computer</p>	<p>Teacher Materials: Computer</p>

Google Slides Smartphone Redlining map Power Point You Tube	Google Slides Smartphone Redlining map Power Point Smartphone You Tube	Google Slides Smartphone Redlining map Power Point You Tube
Student Materials: Computer Google Slides Smartphone Redlining map Power Point You Tube	Student Materials: Computer Google Slides Smartphone Redlining map Power Point You Tube	Student Materials: Computer Google Slides Smartphone Redlining map Power Point You Tube
Differentiation: <p>Students may work in groups up to 3 members. This way if a student is not as comfortable making a slide show, they can receive help from the other members of the group. Also, the research can be split up among the group members. Research may be done on a computer, smart phone or tablet.</p>	Accommodations/Modifications <p>Students will be working in groups, so this will help if a student is having issues with the creation of a slide show. Students may also use books from the library if they are uncomfortable doing research online. If students are uncomfortable doing this work on a computer, they may make a posterboard presentation complete with pictures of the venue and the musician/group.</p>	Resources: <p>Power Point Google Slides YouTube Google</p>

Wrap Up/Reflection

Supportive Models What changes will you make to this lesson to ensure student/teacher success in the follow up lesson(s)? If the lesson requires a reteach, indicate what needs to change.	Reflective Practice Share student/teacher successes. Ask students what went well, what should change, what they would do differently...	Growth Mindset Praise student successes-share/shout out three students that did something great in the lesson. Use mistakes as opportunities to learn and grow-identify a student that made a mistake BUT used that as an opportunity to self-correct	Assessment Summative: A formal review of completed work. This should be the end of the unit and can include a completed gallery work, concert, or performance.
Closeout the lesson: What are students supposed to have completed? Students will have completed a presentation with references that they can			At the end of this lesson, students should have a 30-45-minute presentation on venue in the redlined area of Baltimore (past or present), and an African American

<p>present to the class about a venue in the redlined area of Baltimore (past or present) and an African American musician/group that played at this venue that is from Baltimore.</p> <p>What will/can they expect to do next class?</p> <p>Students will present to the class. Students will also vote on which presentation will be used in the galley walk to represent their music class.</p>			<p>musician that played in this venue that is from Baltimore.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------

Baltimore City Public Schools Fine Arts Lesson Plan Template

Instructor's Name: Nicole Vandersloot Date:	Grade(s): 9-12	Unit Title: Black Lives Matter – Red Lining
Discipline: Music	Survey of Music 2 classes	Lesson Title: Baltimore Musicians and the Venues in Redlined areas of Baltimore - Presentations

Foundation

Objective(s): SWBAT

- Students will present the information they researched and compiled in a google slide or power point presentation a venue in a redlined area of Baltimore and an African American musician/group that performed there that is also from the class.

- Students will critique each presentation and vote on which presentation will be used to represent their music o gallery walk.

Standards Addressed: Anchor Standard: 1 – Generate and conceptualize artistic ideas and work

Check for Perspective

Culturally diverse lessons: ⁱⁱ Include 2-3 artists from different historical and ethnic background	Culturally relevant lessons: Include at least one artist or artistic style where students in your classes can relate to, either by experience or individual importance.	Resiliency Identify skills students might find challenging and give strategies to encourage students to persist to achieve the objective. What is the difficult skill? How can you lead students through the process to complete the task WITHOUT doing it for them?	Agency Identify student choices to craft their own learning experience. How much of what they learn can they dictate? What choices can students make regarding learning or project outcomes?
Students will research	Students will research	Students will have issues critiquing their classmates because they do not like to tell them what they are doing wrong. Some students may also have issues presenting to their peers.	The students will have the choice of the venue they pick and the musician/group that they pick if that musician played in a venue that was or is in a redlined area. They can pick a musician/group that plays music they like or that they identify with. Students can pick a musician/group that is past or present. This is also true for the venue.

			The only caveat is that the venue must be in a redline area, and the musician/group must be an African American from Baltimore. The students can pick a presenter from their group if some of the students are very uncomfortable presenting or they may share the presenting.
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

=Details Materials:

<p>Activity 1:</p> <p>Student will have done their research and created their presentations in groups in the classes prior to presenting.</p> <p>Students will present their research to the class about the venue and musician/group they picked. Their presentations should include video of the musician/group performing.</p> <p>Presentations should be 30-45 min in length.</p>	<p>Activity 2:</p> <p>Students not presenting will critique each presentation and vote as a class as to which presentation will represent their class during the gallery walk</p>	<p>Activity 3:</p>
<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point Smartphone You Tube Projector</p>	<p>Teacher Materials:</p>
<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Student Materials:</p>

Differentiation:	Accommodations/Modifications	Resources:
<p>Students may work in groups up to 3 members. Students may choose to share the presenting duties, or if a student is very uncomfortable presenting in front of the class, this student could be the person who is in charge of the computer while the other students present for the group. The group can also elect a one person to present.</p>	<p>Students will be working in groups, so this will help if a student is having issues with the creation of a slide show. Students may also use books from the library if they are uncomfortable doing research online. If students are uncomfortable doing this work on a computer, they may make a posterboard presentation complete with pictures of the venue and the musician/group.</p>	<p>Power Point Google Slides YouTube Google</p>

Wrap Up/Reflection

Supportive Models	Reflective Practice	Growth Mindset	Assessment
<p>What changes will you make to this lesson to ensure student/teacher success in the follow up lesson(s)? If the lesson requires a reteach, indicate what needs to change.</p>	<p>Share student/teacher successes. Ask students what went well, what should change, what they would do differently...</p>	<p>Praise student successes-share/shout out three students that did something great in the lesson. Use mistakes as opportunities to learn and grow-identify a student that made a mistake BUT used that as an opportunity to self-correct</p>	<p>Summative: A formal review of completed work. This should be the end of the unit and can include a completed gallery work, concert, or performance.</p>
<p>Closeout the lesson: What are students supposed to have completed? Students will have completed a presentation with references that they can present to the class about a venue in the redlined area of Baltimore (past or present) and an African American musician/group that played at this venue that is from Baltimore.</p> <p>What will/can they expect to do next class?</p> <p>Students will participate in a gallery walk that includes the</p>			<p>At the end of this lesson, students should have a 30-45-minute presentation on venue in the redlined area of Baltimore (past or present), and an African American musician that played in this venue that is from Baltimore.</p> <p>A presentation that the class votes on to represent their class in the gallery walk.</p>

presentation they voted on in it.			
-----------------------------------	--	--	--

Baltimore City Public Schools Fine Arts Lesson Plan Template

Instructor's Name: Nicole Vandersloot Date:	Grade(s): 9-12	Unit Title: Black Lives Matter - Red Lining
Discipline: Music	Survey of Music 1 class	Lesson Title: Gallery Walk

Foundation

Objective(s): SWBAT

- Students will complete a gallery walk that is comprised of presentations from each discipline. Students will view presentation and write down questions to ask during the panel discussion.

-Students presenting in the gallery walk will present the information they researched in their discipline to groups of they complete the gallery walk.

Standards Addressed: Anchor Standard: 1 – Generate and conceptualize artistic ideas and work

Check for Perspective

Culturally diverse lessons: ⁱⁱ Include 2-3 artists from different historical and ethnic background	Culturally relevant lessons: Include at least one artist or artistic style where students in your classes can relate to, either by experience or individual importance.	Resiliency Identify skills students might find challenging and give strategies to encourage students to persist to achieve the objective. What is the difficult skill? How can you lead students through the process to complete the task WITHOUT doing it for them?	Agency Identify student choices to craft their own learning experience. How much of what they learn can they dictate? What choices can students make regarding learning or project outcomes?
Students will research	Students will research	Students will have issues coming up with questions about the presentations.	The students will go through the galley walk, and will view each presentation in each discipline. They will be asked to write down questions about each presentation to be discussed at the panel discussion. Students had choice during the research and presentation process.

=Details Materials:

<p>Activity 1:</p> <p>Students will view each presentation from each discipline and write down questions.</p>	<p>Activity 2:</p> <p>Students presenting will present their research to the students participating in the gallery walk. They will not answer questions until the discussion panel</p>	<p>Activity 3:</p>
<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point Smartphone You Tube Projector</p>	<p>Teacher Materials:</p>
<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Student Materials:</p>
<p>Differentiation:</p> <p>Students may work in groups up to 3 members. Students may choose to share the presenting duties, or if a student is very uncomfortable presenting in front of the class, this student could be the person who is in charge of the computer while the other students present for the group. The group can also elect a one person to present.</p>	<p>Accommodations/Modifications</p> <p>Students will be working in groups, so this will help if a student is having issues with the creation of a slide show. Students may also use books from the library if they are uncomfortable doing research online. If students are uncomfortable doing this work on a computer, they may make a posterboard presentation complete with pictures of the venue and the musician/group.</p>	<p>Resources:</p> <p>Power Point Google Slides YouTube Google</p>

Wrap Up/Reflection

<p>Supportive Models</p> <p>What changes will you make to this lesson to ensure student/teacher success in the follow up lesson(s)?</p>	<p>Reflective Practice</p> <p>Share student/teacher successes. Ask students what went well, what should</p>	<p>Growth Mindset</p> <p>Praise student successes-share/shout out three students that did something great in the lesson.</p>	<p>Assessment</p> <p>Summative: A formal review of completed work. This should be the end of the unit and can include a</p>
------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

<p>If the lesson requires a reteach, indicate what needs to change.</p>	<p>change, what they would do differently...</p>	<p>Use mistakes as opportunities to learn and grow-identify a student that made a mistake BUT used that as an opportunity to self-correct</p>	<p>completed gallery work, concert, or performance.</p>
<p>Closeout the lesson: What are students supposed to have completed? Students will have completed a walk through all the presentation about redlining in Baltimore from each discipline. Students will have written down questions to ask during the discussion panel.</p> <p>What will/can they expect to do next class?</p> <p>Students will participate in a discussion panel where the students that viewed the presentations will ask questions to the presenters from each discipline.</p>			<p>At the end of this lesson, students will have questions about the different presentations from each discipline about redlining in Baltimore.</p> <p>The presenters will have presented their research to all the students in the school that were not presenting for a discipline.</p>

Baltimore City Public Schools Fine Arts Lesson Plan Template

Instructor's Name: Nicole Vandersloot Date:	Grade(s): 9-12	Unit Title: Black Lives Matter - Red Lining
Discipline: Music	Survey of Music 1 class	Lesson Title: Discussion Panel

Foundation

Objective(s): SWBAT

- Students will ask the questions that they have to the presenters.

- The discussion panel will be comprised of the students that presented the information to the students the previous may have their smartphones on they to look up information they may not know or have researched.

Standards Addressed: Anchor Standard: 1 – Generate and conceptualize artistic ideas and work

Check for Perspective

Culturally diverse lessons: ⁱⁱ Include 2-3 artists from different historical and ethnic background	Culturally relevant lessons: Include at least one artist or artistic style where students in your classes can relate to, either by experience or individual importance.	Resiliency Identify skills students might find challenging and give strategies to encourage students to persist to achieve the objective. What is the difficult skill? How can you lead students through the process to complete the task WITHOUT doing it for them?	Agency Identify student choices to craft their own learning experience. How much of what they learn can they dictate? What choices can students make regarding learning or project outcomes?
Students will research	Students will research	Students will have issues coming up with questions about the presentations. Presenters may not know the answers to some of the questions because they may not have done research on that information.	The students will ask their questions to the presenters and record their answers. Students will be asked to write down their favorite question and answer at the end of the panel discussion as the exit ticket.

=Details Materials:

--	--	--

Activity 1: Students will ask the presenters from each discipline questions regarding their presentations.	Activity 2: The presenters may have their smartphones on them to look for answers they may have not done research on.	Activity 3:
Teacher Materials: Computer Google Slides Smartphone Redlining map Power Point You Tube Projector	Teacher Materials: Computer Google Slides Smartphone Redlining map Power Point Smartphone You Tube Projector	Teacher Materials:
Student Materials: Computer Google Slides Smartphone Redlining map Power Point You Tube Projector	Student Materials: Computer Google Slides Smartphone Redlining map Power Point You Tube Projector	Student Materials:
Differentiation: Students will ask different questions to different disciplines. Students should write down their favorite question and answer as an exit ticket.	Accommodations/Modifications The presenters may have their smart phones on they to help aid them in answering questions they may not have done research on.	Resources: Power Point Google Slides YouTube Google

Wrap Up/Reflection

Supportive Models What changes will you make to this lesson to ensure student/teacher success in the follow up lesson(s)? If the lesson requires a reteach, indicate what needs to change.	Reflective Practice Share student/teacher successes. Ask students what went well, what should change, what they would do differently...	Growth Mindset Praise student successes-share/shout out three students that did something great in the lesson. Use mistakes as opportunities to learn and grow-identify a student that made a mistake BUT used that as an opportunity to self-correct	Assessment Summative: A formal review of completed work. This should be the end of the unit and can include a completed gallery work, concert, or performance.
Closeout the lesson: What are students supposed to have completed?			At the end of this lesson, students will have the answers to the questions about the

<p>Students will have completed asking questions to all the disciplines and getting their answers. Students will have a better understanding of where they live.</p> <p>What will/can they expect to do next class?</p> <p>Students will be asked to write a song based on the musician/group they chose for their presentation using soundtrap. This song should have elements of the musician/group they chose, but also their own twist.</p>			<p>different presentations from each discipline about redlining in Baltimore.</p> <p>Students will also have a better understanding about where they currently live.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

National Academy Foundation High School Academy of Finance Lesson Plan

Instructor's Name: ReCharde Johnson Date:	Grade(s): 10-12	Unit Title: Black Lives Matter – Red Lining
Discipline: Finance	Academy of Finance 2 – Principles of Finance 2 - Entrepreneurship	Lesson Title: How Redlining affected the Financial Sector of minority areas of Baltimore

Foundation

Objective(s): SWBAT

- Students will research the redlined areas of Baltimore, MD, and identify areas affected within in Business / Finance stores vs. Sole Ownership, Franchise vs Corporate and Financial Services vs Alternate Financial Services, etc...)
- Students will select and research a business type and compare / contrast the business in the redline area (Past or Present)
 - What kind of business
 - How effective was the business compare to the same business outside the redline area
 - what type of marketing was used in the redline area compared to outside the redline area
- Students will research and identify the business's effect on the local economy
- Students will research and identify Marketing Strategy.

Standards Addressed: STANDARD 2: RELATE CAREERS, EDUCATION, AND INCOME

Check for Perspective

Culturally diverse lessons: ⁱⁱ Include local businesses that have longevity and sustained growth in redline areas	Culturally relevant lessons: Correlate businesses that are aligned to students future goals and aspirations	Resiliency Identify skills students might find challenging and give strategies to encourage students to persist to achieve the objective. What is the difficult skill? How can you lead students through the process to complete the task WITHOUT doing it for them?	Agency Identify student choices to craft their own learning experience. How much of what they learn can they dictate? What choices can students make regarding learning or project outcomes?
Students will research	Students will research	Students may have issues researching larger scales businesses in the redline areas because they will want to use local establishments that they currently know and	The students will have the choice of the business they choose. They can pick a business that is aligned with their future goals and aspirations.

		/ or some that may not be in a redline area.	Students can choose a current or past business. The only caveat is that the business must have been in a redline area, and there must have been a similar business outside the redline area.
--	--	----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

=Details Materials:

<p>Activity 1:</p> <p>Student will have had the redline assignment day prior.</p> <p>Student will be asked to research a business in a redline area and compare it to a similar business outside the redline area.</p> <p>Students should have the following information for the business in the redline area:</p> <ol style="list-style-type: none"> 1. Name of the business 2. Location (s) of the business 3. What type of business 4. What type of business ownership 5. Dates the business was open 6. Owners of the business 7. Financing information (if applicable / available) 	<p>Activity 2:</p> <p>Student will be asked to research a business similar to the one selected in the redline areas to complete the compare and contrast.</p> <p>Students should have the following information for the business outside the redline area:</p> <ol style="list-style-type: none"> 1. Name of the business 2. Location (s) of the business 3. What type of business 4. What type of business ownership 5. Dates the business was open 6. Owners of the business 7. Financing information (if applicable / available) 	<p>Activity 3:</p> <p>Students will create a Power presentation displaying the contrast of both businesses. Students may use the following to create the presentation:</p> <p>Power Point</p> <p>Google Slides</p> <p>Students should include pictures of the business and any pertinent information that shows differences and similarities.</p> <p>Presentations should be a maximum of 15 min in length but should not be less than 20 minutes.</p>
<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point Smartphone You Tube</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube</p>
<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>

Power Point You Tube	Power Point You Tube	Power Point You Tube
Differentiation:	Accommodations/Modifications	Resources:
Students may work in groups up to 5 members. This way if a student is not as comfortable making a slide show, they can receive help from the other members of the group. Also, the research can be split up among the group members. Research may be done on a computer, smart phone or tablet.	Students will be working in groups, so this will help if a student is having issues with the creation of a slide show. Students may also use books from the library if they are uncomfortable doing research online.	Power Point Google Slides YouTube Google

Wrap Up/Reflection

<p>Supportive Models What changes will you make to this lesson to ensure student/teacher success in the follow up lesson(s)? If the lesson requires a reteach, indicate what needs to change.</p>	<p>Reflective Practice Share student/teacher successes. Ask students what went well, what should change, what they would do differently...</p>	<p>Growth Mindset Praise student successes-share/shout out three students that did something great in the lesson. Use mistakes as opportunities to learn and grow-identify a student that made a mistake BUT used that as an opportunity to self-correct</p>	<p>Assessment Summative: A formal review of completed work. This should be the end of the unit and can include a completed gallery work, concert, or performance.</p>
<p>Closeout the lesson: What are students supposed to have completed? Students will have completed a presentation with references that they can present to the class that compared / contrasted a business in the redlined area with one similar outside the redline area (past or present). What will/can they expect to do next class? Students will present to the class. Students will also vote on which presentation will be used in the final presentation</p>			<p>At the end of this lesson, students should have a 15-20-minute presentation on the comparison of a business in the redline area to one outside the redline area (past or present)</p>

to represent the Academy of
Finance.

National Academy Foundation High School Academy of Finance Lesson Plan

Instructor's Name: ReCharde Johnson Date:	Grade(s): 10-12	Unit Title: Black Lives Matter – Red Lining
Discipline: Finance	Academy of Finance 2 – Principles of Finance 2 - Entrepreneurship	Lesson Title: How Redlining affected the Financial Sector of minority areas of Baltimore

Foundation

Objective(s): SWBAT

- Students will research the redlined areas of Baltimore, MD, and identify areas affected within in Business / Finance stores vs. Sole Ownership, Franchise vs Corporate and Financial Services vs Alternate Financial Services, etc...)
- Students will select and research a business type and compare / contrast the business in the redline area (Past or Present)
 - What kind of business
 - How effective was the business compare to the same business outside the redline area
 - what type of marketing was used in the redline area compared to outside the redline area
- Students will research and identify the business's effect on the local economy
- Students will research and identify Marketing Strategy.

Standards Addressed: STANDARD 2: RELATE CAREERS, EDUCATION, AND INCOME

Check for Perspective

Culturally diverse lessons: ⁱⁱ Include local businesses that have longevity and sustained growth in redline areas	Culturally relevant lessons: Correlate businesses that are aligned to students future goals and aspirations	Resiliency Identify skills students might find challenging and give strategies to encourage students to persist to achieve the objective. What is the difficult skill? How can you lead students through the process to complete the task WITHOUT doing it for them?	Agency Identify student choices to craft their own learning experience. How much of what they learn can they dictate? What choices can students make regarding learning or project outcomes?
Students will research	Students will research	Students may have issues researching larger scales businesses in the redline areas because they will want to use local establishments that they currently know and	The students will have the choice of the business they choose. They can pick a business that is aligned with their future goals and aspirations.

		/ or some that may not be in a redline area.	Students can choose a current or past business. The only caveat is that the business must have been in a redline area, and there must have been a similar business outside the redline area.
--	--	----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

=Details Materials:

<p>Activity 1:</p> <p>Student will have had the redline assignment day prior.</p> <p>Student will be asked to research a business in a redline area and compare it to a similar business outside the redline area.</p> <p>Students should have the following information for the business in the redline area:</p> <ol style="list-style-type: none"> 1. Name of the business 2. Location (s) of the business 3. What type of business 4. What type of business ownership 5. Dates the business was open 6. Owners of the business 7. Financing information (if applicable / available) 	<p>Activity 2:</p> <p>Student will be asked to research a business similar to the one selected in the redline areas to complete the compare and contrast.</p> <p>Students should have the following information for the business outside the redline area:</p> <ol style="list-style-type: none"> 1. Name of the business 2. Location (s) of the business 3. What type of business 4. What type of business ownership 5. Dates the business was open 6. Owners of the business 7. Financing information (if applicable / available) 	<p>Activity 3:</p> <p>Students will create a Power presentation displaying the contrast of both businesses. Students may use the following to create the presentation:</p> <p>Power Point</p> <p>Google Slides</p> <p>Students should include pictures of the business and any pertinent information that shows differences and similarities.</p> <p>Presentations should be a maximum of 15 min in length but should be at least 20 minutes.</p>
<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point Smartphone You Tube</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube</p>
<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>

Power Point You Tube	Power Point You Tube	Power Point You Tube
Differentiation:	Accommodations/Modifications	Resources:
Students may work in groups up to 5 members. This way if a student is not as comfortable making a slide show, they can receive help from the other members of the group. Also, the research can be split up among the group members. Research may be done on a computer, smart phone or tablet.	Students will be working in groups, so this will help if a student is having issues with the creation of a slide show. Students may also use books from the library if they are uncomfortable doing research online.	Power Point Google Slides YouTube Google

Wrap Up/Reflection

<p>Supportive Models What changes will you make to this lesson to ensure student/teacher success in the follow up lesson(s)? If the lesson requires a reteach, indicate what needs to change.</p>	<p>Reflective Practice Share student/teacher successes. Ask students what went well, what should change, what they would do differently...</p>	<p>Growth Mindset Praise student successes-share/shout out three students that did something great in the lesson. Use mistakes as opportunities to learn and grow-identify a student that made a mistake BUT used that as an opportunity to self-correct</p>	<p>Assessment Summative: A formal review of completed work. This should be the end of the unit and can include a completed gallery work, concert, or performance.</p>
<p>Closeout the lesson: What are students supposed to have completed? Students will have completed a presentation with references that they can present to the class that compared / contrasted a business in the redlined area with one similar outside the redline area (past or present). What will/can they expect to do next class? Students will present to the class. Students will also vote on which presentation will be used in the final presentation</p>			<p>At the end of this lesson, students should have a 15-20-minute presentation on the comparison of a business in the redline area to one outside the redline area (past or present)</p>

to represent the Academy of Finance.			
--------------------------------------	--	--	--

National Academy Foundation High School Academy of Finance Lesson Plan

Instructor's Name: ReCharde Johnson Date:	Grade(s): 10-12	Unit Title: Black Lives Matter – Red Lining
Discipline: Finance	Academy of Finance 2 – Principles of Finance 2 - Entrepreneurship	Lesson Title: How Redlining affected the Financial Sector of minority areas of Baltimore

Foundation

Objective(s): SWBAT

- Students will research the redlined areas of Baltimore, MD, and identify areas affected within in Business / Finance stores vs. Sole Ownership, Franchise vs Corporate and Financial Services vs Alternate Financial Services, etc...)
- Students will select and research a business type and compare / contrast the business in the redline area (Past or Present)
 - What kind of business
 - How effective was the business compare to the same business outside the redline area
 - what type of marketing was used in the redline area compared to outside the redline area
- Students will research and identify the business's effect on the local economy
- Students will research and identify Marketing Strategy.

Standards Addressed: STANDARD 2: RELATE CAREERS, EDUCATION, AND INCOME

Check for Perspective

Culturally diverse lessons: ⁱⁱ Include local businesses that have longevity and sustained growth in redline areas	Culturally relevant lessons: Correlate businesses that are aligned to students future goals and aspirations	Resiliency Identify skills students might find challenging and give strategies to encourage students to persist to achieve the objective. What is the difficult skill? How can you lead students through the process to complete the task WITHOUT doing it for them?	Agency Identify student choices to craft their own learning experience. How much of what they learn can they dictate? What choices can students make regarding learning or project outcomes?
Students will research	Students will research	Students may have issues researching larger scales businesses in the redline areas because they will want to use local establishments that they currently know and	The students will have the choice of the business they choose. They can pick a business that is aligned with their future goals and aspirations.

		/ or some that may not be in a redline area.	Students can choose a current or past business. The only caveat is that the business must have been in a redline area, and there must have been a similar business outside the redline area.
--	--	----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

=Details Materials:

<p>Activity 1:</p> <p>Student will have had the redline assignment day prior.</p> <p>Student will be asked to research a business in a redline area and compare it to a similar business outside the redline area.</p> <p>Students should have the following information for the business in the redline area:</p> <ol style="list-style-type: none"> 1. Name of the business 2. Location (s) of the business 3. What type of business 4. What type of business ownership 5. Dates the business was open 6. Owners of the business 7. Financing information (if applicable / available) 	<p>Activity 2:</p> <p>Student will be asked to research a business similar to the one selected in the redline areas to complete the compare and contrast.</p> <p>Students should have the following information for the business outside the redline area:</p> <ol style="list-style-type: none"> 1. Name of the business 2. Location (s) of the business 3. What type of business 4. What type of business ownership 5. Dates the business was open 6. Owners of the business 7. Financing information (if applicable / available) 	<p>Activity 3:</p> <p>Students will create a Power presentation displaying the contrast of both businesses. Students may use the following to create the presentation:</p> <p>Power Point</p> <p>Google Slides</p> <p>Students should include pictures of the business and any pertinent information that shows differences and similarities.</p> <p>Presentations should be a maximum of 15 min in length but should be at least 20 minutes.</p>
<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point Smartphone You Tube</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube</p>
<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map</p>

Power Point You Tube	Power Point You Tube	Power Point You Tube
Differentiation: Students may work in groups up to 5 members. This way if a student is not as comfortable making a slide show, they can receive help from the other members of the group. Also, the research can be split up among the group members. Research may be done on a computer, smart phone or tablet.	Accommodations/Modifications Students will be working in groups, so this will help if a student is having issues with the creation of a slide show. Students may also use books from the library if they are uncomfortable doing research online.	Resources: Power Point Google Slides YouTube Google

Wrap Up/Reflection

Supportive Models What changes will you make to this lesson to ensure student/teacher success in the follow up lesson(s)? If the lesson requires a reteach, indicate what needs to change.	Reflective Practice Share student/teacher successes. Ask students what went well, what should change, what they would do differently...	Growth Mindset Praise student successes-share/shout out three students that did something great in the lesson. Use mistakes as opportunities to learn and grow-identify a student that made a mistake BUT used that as an opportunity to self-correct	Assessment Summative: A formal review of completed work. This should be the end of the unit and can include a completed gallery work, concert, or performance.
Closeout the lesson: What are students supposed to have completed? Students will have completed a presentation with references that they can present to the class that compared / contrasted a business in the redlined area with one similar outside the redline area (past or present). What will/can they expect to do next class? Students will present to the class. Students will also vote on which presentation will be used in the final presentation			At the end of this lesson, students should have a 15-20-minute presentation on the comparison of a business in the redline area to one outside the redline area (past or present)

to represent the Academy of Finance.			
--------------------------------------	--	--	--

National Academy Foundation High School Academy of Finance Lesson Plan

Instructor's Name: ReCharde Johnson Date:	Grade(s): 9-12	Unit Title: Black Lives Matter - Red Lining
Discipline: Academy of Finance	Academy of Finance 1 - Principles of Finance 1 - Entrepreneurship	Lesson Title: Discussion Panel

Foundation

Objective(s): SWBAT

- Students will receive presentation from the Academy of Finance, Music, and Science pertaining to redlining in Baltimore.
- The discussion panel will be comprised of selected students from each area (Academy of Finance, Music, and Science) to present their respected areas research. Students need presenting will have the opportunity to ask questions and may use their smartphones to look up information.

Standards Addressed: STANDARD 2: RELATE CAREERS, EDUCATION, AND INCOME

Check for Perspective

Culturally diverse lessons: ⁱⁱ Identifying the effects of redlining in Baltimore within the Finance, Music and Science fields	Culturally relevant lessons: Correlate how redlining affected Finance, Music, and Science and provide perspective to students future goals and aspirations	Resiliency Identify skills students might find challenging and give strategies to encourage students to persist to achieve the objective. What is the difficult skill? How can you lead students through the process to complete the task WITHOUT doing it for them?	Agency Identify student choices to craft their own learning experience. How much of what they learn can they dictate? What choices can students make regarding learning or project outcomes?
Students will research	Students will research	Students will have issues coming up with questions about the presentations. Presenters may not know the answers to	The students will ask their questions to the presenters and record their answers. Students will be asked to write down their favorite question and

		some of the questions because they may not have done research on that information.	answer at the end of the panel discussion as the exit ticket.
--	--	------------------------------------------------------------------------------------	---------------------------------------------------------------

=Details Materials:

<p>Activity 1:</p> <p>Students will ask the presenters from each discipline questions regarding their presentations.</p>	<p>Activity 2:</p> <p>The presenters may have their smartphones on them to look for answers they may have not done research on.</p>	<p>Activity 3:</p>
<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Teacher Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point Smartphone You Tube Projector</p>	<p>Teacher Materials:</p>
<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Student Materials:</p> <p>Computer Google Slides Smartphone Redlining map Power Point You Tube Projector</p>	<p>Student Materials:</p>
<p>Differentiation:</p> <p>Students will ask different questions to different disciplines. Students should write down their favorite question and answer as an exit ticket.</p>	<p>Accommodations/Modifications</p> <p>The presenters may have their smart phones on they to help aid them in answering questions they may not have done research on.</p>	<p>Resources:</p> <p>Power Point Google Slides YouTube Google</p>

Wrap Up/Reflection

Supportive Models	Reflective Practice	Growth Mindset	Assessment
--------------------------	----------------------------	-----------------------	-------------------

<p>What changes will you make to this lesson to ensure student/teacher success in the follow up lesson(s)? If the lesson requires a reteach, indicate what needs to change.</p>	<p>Share student/teacher successes. Ask students what went well, what should change, what they would do differently...</p>	<p>Praise student successes-share/shout out three students that did something great in the lesson. Use mistakes as opportunities to learn and grow-identify a student that made a mistake BUT used that as an opportunity to self-correct</p>	<p>Summative: A formal review of completed work. This will be completed at the end of the lesson and will include student presentations and questions</p>
<p>Closeout the lesson: What are students supposed to have completed? Students will have completed asking questions to all the disciplines and getting their answers. Students will have a better understanding of where they live.</p> <p>What will/can they expect to do next class?</p> <p>Students will have a better understanding of the effects of redlining on Baltimore and will use this knowledge to complete Semester final Presentations on developing business opportunities as future entrepreneurs and financial analysts</p>			<p>At the end of this lesson, students will have the answers to the questions about the different presentations from each discipline about redlining in Baltimore.</p> <p>Students will also have a better understanding about where they currently live.</p>