

Ten Lives, Ten Demands Life -and-Death Stories and a Black Activist's Blueprint For Racial Justice By Solomon Jones



Vocabulary	
Oppression	• Economic Disparity
Inequality	• Mass incarceration
Advocacy	• Generational poverty
Systemic Access	• Fassroots movement
Reform	• Structural inequality
Policy	
Marginalized	
Activism	
Accountability	

Teacher Content Notice & Classroom Considerations

This text address real-life cases involving police violence, wrongful imprisonment, and racial injustice. They include discussions of individuals who were killed or harmed by systems meant to protect them, including Sandra Bland, George Floyd, Breonna Taylor, Tamir Rice, Trayvon Martin, and others. The content may be emotionally challenging for students, particularly those from communities directly impacted by these events.

Due to the nature of these topics, educators should intentionally prepare their classrooms to be emotionally safe, inclusive, and affirming learning spaces. You can use the following to get started:

- Establish Clear Norms Before Reading
- Frame the Text Around Systems, Not Individuals
- Provide Emotional Choice and Flexibility
- Avoid Trauma-Based Questioning

Possible Discussion Questions

- Why do you think the author pairs each life with a “demand”?
- What patterns do you notice across the different stories?
- How do laws, policies, or systems affect the outcomes of the people discussed in the book?
- In what ways do access to education, housing, or legal support matter in these stories?
- How does occupation or economic status impact safety or opportunity in the text?

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Identifying Cultural Behaviors

Cultural Behavior	Examples from the Text
Cooperative/Collaborative (shared work/dependence on the group) The value and practice of working together and sharing responsibility. Doing so can contribute to a richer overall experience as a group - "We work better together."	Each of these victims helped bring people together to try and bring change to the issues. There is the start of the Black Lives Matter Movement after the murder of George Floyd.
Subjectivity The essential understanding of a topic or concept lies in the relativity, perspective, granularity and not just right and wrong; Multiple perspectives are allowed and valued.	This idea is examined throughout the text. Although some individuals may have engaged in illegal actions, the loss of life should never be considered an appropriate consequence. Therefore, it is necessary to examine the broader context and systemic factors that contributed to these outcomes, including the role of laws, educational inequities, and poverty.

Possible Writing Prompts

Informative / Explanatory Essay

Prompt: Explain how the author shows that systems and policies can shape people's life outcomes. Use evidence from the text to support your explanation.

Argumentative Essay

Prompt: The author argues that change is necessary to address racial injustice. Do you agree or disagree with this claim? Write an argument that supports your position using evidence from the text.

Cause and Effect Essay

Prompt: Explain how laws or policies discussed in the text affect individuals and communities. Include examples from the text in your response.

Comparing Ideas Within a Text

Prompt: Compare two life stories from the text. Explain how both stories support the author's overall message about justice and accountability.

Extension Project Policy Impact Research Project

Students research one policy or law discussed or implied in the book (e.g., Stand Your Ground laws, cash bail, sentencing laws).

They explain:

- Why the policy was created
- Who it impacts
- How it affects different communities
- Arguments for and against the policy

Final Product:

- Policy infographic
- Research brief (student-friendly)

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Activity	CLR Protocol
Responding Protocol	<p>Somebody Who</p> <p>In CLR we aim for the use of 80% involuntary response protocols.</p> <p>Somebody Who is involuntary. After students have had time for discussion/collaboration, use Somebody Who to select who shares out. Have a few prompts ready, such as, "Somebody who has more than ten pets". Anyone that fits that description stands and the teacher uses Whip Around or Train Pass it On to move around the room, allowing standing students to share.</p> <p>Validate and Affirm (VA) Spontaneity, Dynamic Attention Span, Relational, Verbal Expressiveness</p> <p>Build and Bridge (BB) Accountability, Turn Taking</p>
During Reading	<p>Fishbowl Discussion</p> <p>A group of students circle a table and the rest of the class observes around the "fishbowl". The inner circle, or fishbowl discusses a prompt, question, new learning, or problem while the outer circle observes and takes notes. After that, the outer circle moves to the inner circle and continues the conversation. Students then have 3-5 minutes for the two circles to interact. Increase discussion and access to language by using language frames such as, "This chapter challenges the idea that..."</p> <p>"One injustice highlighted here is..."</p> <p>Validate and affirm (VA) Collaboration, Sociocentrism, Verbal Expressiveness, Relational, Dynamic Attention Span, Sense of Immediacy</p>
Vocabulary	<p>Diamantes - Word Poems</p> <p>As students create their Diamantes, many will choose to use a thesaurus. To come up with related adjectives, verbs, and nouns, students will need to get creative and explore synonyms. Students write vocabulary word on line 1 and a synonym (or antonym for a challenge) on line 7. They complete lines 2-6 with context clues such as adjectives, verbs, examples, and associations, using a thesaurus as needed to explore synonyms and deepen vocabulary understanding.</p> <p>Validate and affirm (VA) Sociocentrism, collaboration, Spontaneity, Subjectivity</p> <p>Build and Bridge (BB) Responsive Vocabulary</p>