

Overview

Compelling Question: What should happen if someone steals from you?

Essential Questions:

- What are ways that the United States could make right the impact of enslavement, Jim Crow, and other forms of wealth theft from Black Americans?
- How does white rage fuel the racial wealth gap?

In this unit we will explore the wealth theft from Black Americans that has occurred repeatedly beginning in 1619. We will look at ways Black Americans have resisted this and consider what you think solutions might be.

Culminating Performance Task(s) - Solutions Guide

Throughout this unit, you have had the opportunity to explore the lasting economic impacts of enslavement and wealth theft from Black Americans throughout American history. American society still profits from violence against the Black body. As a culmination of your learning, you will develop a plan to propose a solution for one of the outcomes of enslavement and wealth theft that you have learned about throughout this unit.

Key Unit Vocabulary

- | | |
|-------------------|---------------|
| • Wealth gap | • Massacre |
| • Opportunity gap | • Mutual Aid |
| • Reparations | • Wealth |
| • Socialism | • Policy |
| • Capitalism | • Income |
| • Trade | • Legacy |
| • Economy | • Mortgage |
| • Assets | • Debt |
| • Capital | • Trade Union |

Guiding Questions

- Why are Black Americans often living in a lower socioeconomic class?
- What patterns do we notice about violence and terrorism by White Americans against the Black middle class?
- What are reparations and are they actually possible in the USA?
- Why does the Tulsa Massacre stand out as a jarring event in history?
- How is American Capitalism more brutal than other forms?
- What are possible solutions to the wealth gap for Black Americans?

Competencies

- CCSS.ELA-LITERACY.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- CCSS.ELA-LITERACY.RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.RH.9-10.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CCSS.ELA-LITERACY.W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Resources

- Exploration of Economic systems
- Explore Reparations
- American Capitalism Is Brutal Pg 30
- The Wealth Gap 68
- Information about the Tulsa Massacre
 - First-hand account - [HERE](#)
 - Eyewitness testimony - [HERE](#)
- [Understanding the Elaine Massacre](#)
- [Draft Slide Deck](#)

Student Activities

1.01 [What is white rage?](#)

1.02 [Understanding Economic Systems Activity](#)

1.03 [American Capitalism is Brutal - 1619 Text Reading and Activity](#)

[1.04 Thinking About White Rage, Economic Disempowerment, and America's Economic System](#)

Understanding the Racial Wealth Gap

Unit by The Racial Justice Organizing Committee,
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1.05 Patterns of Violence and Harm
1.06 Setting the stage - Terrorism & Economic Injustice After Enslavement
1.07 Begin Solutions Guide Summative Assessment
1.08 Presentation

1.01 What is White Rage

Big Ideas:

In this task think about how does “white rage” fuel the racial wealth gap?

Directions:

1. Begin by watching the Lovecraft Country clip and begin considering a definition for white rage.
2. Read an excerpt from the prologue to *White Rage* by Carol Anderson.
3. Work collaboratively to develop a working definition of the term white rage. We will come back to this idea as we proceed through this unit.

Part 1: What could it look like?

After viewing [the clip from Lovecraft Country](#), what definition would you provide for the term “white rage”?

Part 2 Building Background:

1. Read [the excerpt from the book *White Rage*](#) by Carol Anderson.
2. As you are reading, choose a tool to monitor your reading and organize your thoughts.
3. Be prepared to discuss your definition of white rage.

1. What is your definition of white rage after reading?
2. What collective definition could we agree on?
3. Is there anything from the group definition you think is missing?

Part 3 Analysis:

1. After viewing, reading, and discussion, answer this prompt.

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What are some factors that fuel white rage and how do you think the tools of white rage have changed over time?

1.02 Understanding Economic Systems

Big Ideas:

As we begin this unit, it will be important to have a basic understanding of the economy. This activity will give you some foundational context.

Directions:

1. [Part 1 Vocabulary](#) - Review important vocabulary. Which words do you need to investigate?
2. [Part 2 Background Info](#) - Gather information about types of economies; you have two options: you can either read [read the text about Capitalism and Socialism](#) or [watch the two videos](#).
3. [Part 3 Synthesis](#): Once you have completed part 1 and 2, think about the ways these economic systems could be beneficial.

Part 1: Vocabulary

Directions: What terms might you need to review?

In your notebook or on this doc, add definitions for terms you are unclear about.

- | | |
|-----------|-----------------|
| 1. Wealth | 6. Mortgage |
| 2. Policy | 7. Debt |
| 3. Gap | 8. Assets |
| 4. Income | 9. Capital |
| 5. Legacy | 10. Trade Union |

Part 2: Building Background

Option 1

[Reading Capitalism and Socialism](#)

Summarize Capitalism

Summarize Socialism
3 Thought-Provoking (Thick) Questions about the information you read
<ul style="list-style-type: none"> • • •

Option 2

<u>Video 1 - Socialism</u>	
List 3 interesting facts from the video	List 1 question
Summarize socialism.	

<u>Video 2 - Capitalism</u>	
List 3 interesting facts from the video	List 1 question
Summarize capitalism.	

Part 3: Synthesis

1. In what ways might capitalism be a better economic system than socialism?
2. In what ways might socialism be a better economic system than capitalism?
3. Based on your observations, which system might be better for you?

1.03 American Capitalism is Brutal

Big ideas:

As you interact with this task, think about these questions.

1. How is American capitalism rooted in enslavement?
2. What makes America's brand of capitalism more brutal?
3. What connections do we see between current American capitalism and the height of enslavement?
4. What are the residing effects of American capitalism?

Directions:

1. Read the text [“In order to understand the brutality of American capitalism, you have to start on the plantation”](#)
2. As you read the text, annotate your reading. You should have a total of ten annotations in part one and ten in part two.
 - a. Highlight/Underline and annotate
 - i. Passages that correspond with one or more of the guiding questions..
 - ii. Unfamiliar words
 - iii. Questions
 - iv. Epiphanies
 - v. Comments/opinions
3. In class, we will look at several passages collaboratively, as chosen by the teacher, and discuss our ideas using the **TQE** method. As passages are brought up students will share if they have any **thoughts, questions, or epiphanies**.
4. Finally, you will respond using [Flipgrid](#) to the following question:
 - a. Do the authors prove that American capitalism is inextricably linked to enslavement? If so, how? If not, what information do you think was missing?
 - b. Your response should be at least 60 seconds.

Class Discussion Scoring

Learner is clearly prepared for the discussion.	0 / 1
Learner makes at least one constructive comment (you can score more than one point here)	0 / 1
Learner does not dominate the conversation.	0 / 1
Learner is attentive to others ideas.	0 / 1
Total	/ 4

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4.04 Thinking About White Rage, Economic Disempowerment, and America's Economic System

Information:

You have looked at several economic systems and seen elements of their after effects in the material we have looked at so far. In this activity, you will determine some of the problems you have seen thus far in retaliation to white rage and economic disempowerment, America's economic system and consider possible solutions.

Directions:

1. Determine at least four problems you have noticed so far in our readings related to white rage, economic disempowerment and America's economic system.
2. Provide at least one citation from a source to support your idea.
 - a. Feel free to include: quotations, comments, images, or videos
3. Brainstorm some solutions
4. This **can be done in a variety of ways**, you could create a thinking map, sketch notes, or a listicle.
5. Be prepared to share your noticings with a small group.

4.05 Patterns of Violence and Harm

Big Ideas:

As we look at this task, consider what patterns we notice about violence and terrorism by White Americans against the Black middle class, and how has this contributed to the wealth gap over time.

Directions:

1. Part 1 [Guiding Question](#) - Review questions. How will these Q(s) provide a key lens to focus your inquiry?
2. Part 2 [Vocabulary](#) - Review important vocabulary and define new concepts. Create semantic maps for two of the listed words.
3. Part 3 [Building Background](#) - Gather information about patterns of violence that occurred beginning in the late 19th century through the 20th century, why they happened and how they directly contributed to the wealth gap. **All materials will be used to draw upon for Fishbowl discussion. Be sure your 1 cited quote for each text is substantial & relevant to guiding questions.**
4. Part 4 Fishbowl Discussion - Using notes, summaries, evidence, & responses derived from the texts below, student groups will discuss Guiding Questions 2-5 using evidence to substantiate their claims.

Part 1: Guiding Questions

Guiding Questions:

1. What do we mean when we say violence?
2. How was harm/violence by White Americans against Black Americans used deliberately & strategically against the Black middle class?
3. How did harm/violence/terrorism by White Americans against Black Americans influence and affect policies that negatively impacted the Black Middle class?
4. In what ways did violence by White Americans against Black Americans act as wealth theft from Black people in America?
5. What can we do with our research & commentary on white harm / violence as wealth theft from Black people in America to reflect on the past & build a better future?

Part 2: Vocabulary

1. Look up definitions and examples for the words that you do not know and add them to your notes.
2. Create a semantic map for two of the below words. Remember, your semantic map should link your chosen concept to words or phrases that you already know that relate to your chosen word. Your connected words or phrases should be categorized by topic. You may also use images.
3. Use [MindMap](#) or Slides to create your semantic map or draw it by hand.

1. Massacre
2. Riot
3. Middle Class
4. Coup

5. Whitewash
6. Eminent Domain
7. Sharecropping
8. Red summer

Part 3: Building Background

<u>Political Cartoon</u> - Document	
List 3 observations from the P.C document.	List 1 question
<ul style="list-style-type: none"> Summarize how the political cartoons demonstrate white fear of the Black Middle class. Suggest how this fear acted as the basis that influenced patterns of violence by White Americans. 	

<u>Seneca Village & Central Park</u> / <u>Modified Document</u> - Article	
List 3 observations from	Cite 1 impactful quote from the text.
<ul style="list-style-type: none"> Summarize the Seneca Village & Central Park article. 	
<ul style="list-style-type: none"> Explain how eminent domain was used to destabilize the Black Middle class of Seneca Village. 	

<u>Wilmington Coup & Massacre</u> - Video	
List 3 observations from the W.C.M video.	Cite 1 impactful quote from the text.

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<ul style="list-style-type: none">• Summarize what happened in Wilmington, North Carolina.• Suggest how white fear contributed to violence against the Black Middle class?• How did this fear & violence affect policy?	
<ul style="list-style-type: none">• Why might the Wilmington Coup & Massacre be white-washed in school text-books?• What is the effect of this? What are the solutions?	

Elaine Massacre / Modified Document - Video + Article	
List 3 observations from the Video / Article.	Cite 1 impactful quote from the text.
<ul style="list-style-type: none">• Summarize the Elaine Video.	
<ul style="list-style-type: none">• Summarize 1 oral story from the Elaine descendants included in the Guardian article.	
<ul style="list-style-type: none">• Explain how the oral story you selected demonstrates the current affects of the Elaine Massacre on Black folks today? How does this relate to the wealth gap?	

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<u>The massacre of Tulsa's "Black Wall Street" / Dramatization of Tulsa in W.M- Video</u> Extension: <u>CBS - "Tulsa 1921: An American Tragedy"</u>	
List 3 observations from	Cite 1 impactful quote from the text.
<ul style="list-style-type: none"> Summarize the massacre of Tulsa's "Black Wall Street" video. 	
<ul style="list-style-type: none"> Explain how the massacre that took place in Greenwood was a deliberate act of terrorism on the Black Middle Class. How does using the word "riot" whitewash the truth of what happened in Tulsa? 	

Part 4: Culminating Fishbowl Discussion

Socratic Seminar / Fishbowl Rubric
Question #1: How was harm/violence by White Americans against Black Americans used deliberately & strategically against the Black middle class?
Question #2: How did harm/violence/terrorism by White Americans against Black Americans influence and affect policies that negatively impacted the Black Middle class?
Question #3: In what ways did violence by White Americans against Black Americans act as wealth theft from Black people in America?

Question #4: What can we do with our research & commentary on white harm / violence as wealth theft from Black people in America to reflect on the past & build a better future?				
Inside Fishbowl: Speaking				
Number of comments: How often did you speak / respond / ask a question? Focus on your classmates. This is not a performance, it's a conversation. I promise! See rubric below for scoring.				
No Comments 0 points	1 comment 2 points	2 comment 4 points	3 comments 6 points	4+comments 8 points
Use of Textual Evidence: Cite evidence from “Background” notes & cited evidence to support claims.				
Does not reference text 0 points	References text 2 points	Cites text x1 4 points	Cites text x2 6 points	
Outside Fishbowl: Active listening + commenting on conversation				
Number of comments: How often did you either comment on the conversation in the chat-box (if virtual) or take notes on the conversation (if in-person) in order to interact with the conversation? Appropriate interactions / respond: Ask questions, politely agree or disagree + explanation, provide positive feedback.				
No Comments 0 points	1 comment 2 points	2 comment 4 points	3 comments 6 points	4+comments 8 points
Inside & Outside Fischbowl: Courtesy, Empathy, & Respect				
Students will receive full credit for inviting students into conversation, apologizing for missteps, if another student says something offensive, ask a clarifying question: What did you mean when you said... (4pts).				
25 pts.				

1.06 Terrorism And Economic Injustice After Enslavement

Big Ideas:

As you approach this task, consider the role of reparations in the United States, ways we see terrorism and economic injustice interact, the ways in which this terrorism was widespread.

Directions:

1. Read the text [Terrorism and Economic Injustice After Enslavement](#)
 - a. As you read, highlight two sentences that stand out to you
 - b. Write each sentence on the front of an index card.
 - c. On the back, write a few sentences explaining why you chose that quote—what it means to you, reminds you of, etc. Take this chance to make connections.
 - d. On the back of one card, write a thought provoking or [thick question](#).
2. Using the [Save the Last Word for Me](#) method, you will discuss the text in small groups
 - a. You will have three people in your group.
 - b. Person 1 reads a quote, the other two people will have an opportunity to respond with ideas or questions it brings up for them.
 - c. Then you will share your reasoning for why you chose it.
 - d. Repeat this process with each of person 1's card
 - e. Move on to the next person until everyone has had an opportunity.

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1.07 Final Project

Information:

Throughout this unit, you have had the opportunity to explore the lasting economic impacts of enslavement and wealth theft from Black Americans throughout American history. American society still profits from violence against the Black body. As a culmination of your learning, you will develop a plan to propose a solution for one of the outcomes of enslavement and wealth theft that you have learned about throughout this unit.

Directions:

- You may work individually or in a group of no more than three people
- Each project will require you to provide at least three reasons or examples to support your proposed solution.

Photo-Essay:

- Includes a minimum of 10 original photographs
- One paragraph written per photo that explains the choice of the photo and connection to your proposed solution
- Photographs are relevant to the content of the unit and act as an argument from the photographer's perspective

Podcast:

- Options: News Story, Interview with a Community Member, Personal Essay, or Speech
- Includes an introduction
- Information is shared in a creative way
- Information comes from a variety of appropriate, well-researched sources including facts, statistics, data, evidence, etc.
- Speak in a well rehearsed, conversational style
- Ask appropriate questions of guests
- Use music enhancements when appropriate

Zine:

- Includes a front cover, back cover, and table of contents
- Includes a "letter to readers" that explains why readers should find this content important
- Must include at least 10 pages of content
- Incorporates visuals and written text (ie: comics, illustrations, poems, short stories, data and graphs, jokes or quotes, book or article reviews, interview column, etc)

Expert Presenter:

- Prepare a presentation for teachers explaining the impact of enslavement and wealth theft and your proposed solution
- Demonstrate an understanding of the economic and personal impacts
- Presentation includes all significant information (facts, statistics, data, evidence)
- Each slide includes written presenter notes
- Presentation includes ways to involve the audience (participation, collaboration)

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1619 Solution-Proposal Project

	Exceeds Expectations	Meets Expectations	Below Expectations	Not Sufficient
Content Focus Includes relevant content & responds to the prompt. 4 points	All information was accurate and was delivered effectively. Subject knowledge was thorough. Work responds to the solution proposal prompt.	Subject knowledge was evident. Information included details and strong examples that provided a clear answer to the solution proposal prompt.	Information was relevant, but details and examples did not address the prompt. Subject knowledge was evident, but was not used to support the solution proposal.	Information was confusing or irrelevant. Had few supporting details or examples. Did not answer the essential question. Subject knowledge was not sufficient to sufficiently respond to the solution proposal.
Organization Sequence Information logically organized 4 points	Information shows sophisticated sequencing. Information was organized so that the viewer was ready to accept, or expect, the next idea.	Information was sequenced in a logical manner. Information was organized so that the viewer was ready to accept, or expect, the next idea.	Information did not always flow logically between segments of work.	Information was not clear and did not flow in a logical order.
Research Quantity Primary and secondary sources 4 points	Included information from at least 3 reputable secondary sources. Uses at least 3 primary source materials. Work includes in-text citation: (a) APA or (b) MLA.	Included information from at least 3 secondary sources. Used at least 3 relevant primary source materials. Work includes in-text citation: (a) APA or (b) MLA.	Included factual information from at least 2 secondary sources. Used information format least 2 primary source. Work attempts in-text citation: (a) APA or (b) MLA.	Work did not have sufficient information from any sources. Included only 1 secondary primary source. Work does not attempt in-text citation.
Design Creativity and Originality Creative design and original artwork 4 points	Design was unique, interesting, and clear. Content demonstrates at least 2-3 hours of work. Appears as a polished final copy ready to share publicly for the class or school community.	Design was creative, organized and clear. Content demonstrates at least 2-3 hours of work. Appears as a polished final copy ready to share publicly for the class or school community.	Design was somewhat creative but was not executed clearly or with the attention to detail required. Content demonstrates at least 1-2 hours of work. Appears more as a rough draft assignment than a representation of student's full capabilities. Is not sufficient to share with peers.	Design was poorly executed with little effort or clarity. Content demonstrates at least under 1 hour of work. Appears more as a home-work assignment than a representation of student's full capabilities. Is not sufficient to share with peers.