

UNIT OVERVIEW

Unit Length	Two - three weeks Eight lessons, 45-minute class periods
Grade Level(s)/ Subject(s)	10th Grade - African American History
Unit Overview	<p>In this unit, students will explore the wealth theft from Black Americans that has repeatedly occurred from 1619 to the present. They will look at ways Black Americans have resisted this and consider what solutions they might be able to envision for the ongoing racial wealth gap in the United States. At the end of the unit, students will consider a problem they have explored in the unit and create a proposal for a comprehensive solution. Innovative solutions are the goal. Students should not be limited by what is “practical.” The forms offered for the final project are photo essay, expert presenter presentation, podcast, and zine.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are ways that the United States could begin to repair the harm of enslavement, Jim Crow, and other forms of wealth theft from Black Americans? 2. How does white rage fuel the racial wealth gap? <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● Why are Black Americans often living in a lower socioeconomic class in the U.S.? ● 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 U.S.? ● 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?
Objectives & Outcomes	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● deconstruct and evaluate primary and secondary source documents in order to have a clear understanding of different media sources. ● delineate and evaluate an argument in order to be able to participate in civil discourse. ● conduct research to produce clear and coherent writing in order to express their learning, understanding, and opinion. ● compare the point of view of two or more authors for how they treat the same or similar topics in order to create their own opinion.
Standards	<p>Common Core Standards:</p> <p>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.</p> <p>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</p>

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	<p>sufficient; identify false statements and fallacious reasoning.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p>
Unit Resources	<p>“Capitalism” by Matthew Desmond Understanding the Racial Wealth Gap Graphic Organizer (resources and activities for all lessons) [.pdf] [.docx]</p>
Performance Task(s)	<p>Assessment 1: After reading and interacting with numerous materials, students will participate in a conversation about the history of wealth inequality in the United States. Students will have the opportunity to prepare for this and students not actively speaking will utilize a backchannel on Padlet to share thoughts and questions, as well as capture quotes from speakers.</p> <p>Assessment 2: Students will apply what they have learned to propose a solution to the lasting impacts of enslavement and wealth theft. They will be able to choose the format in which they would like to share their learning and proposed solution. Students can choose to present their information as either a photo essay, zine, podcast, or presentation. Each method will require students to research and develop an argument to defend their solution.</p>
Assessment/ Evaluation	<p>Formative Assessments: Interactive note sheets for each lesson include opportunities for analysis and synthesis of unit texts.</p> <p>Summative Assessment:</p> <ol style="list-style-type: none"> 1. Students will engage in a socratic seminar to evaluate the causes and impacts of the racial wealth gap. This rubric [.pdf] [.docx] will be used to evaluate the students’ discussion. 2. Students will present research and potential solutions to address the financial impact of enslavement and wealth theft. They will identify a project from a Choice Board to share their research and proposal. Choices include a photo essay, podcast, zine, presentation. Final projects will be evaluated using this rubric [.pdf] [.docx]

DAILY LESSONS AND RESOURCES

Day 1: What is “white rage”?

Lesson Objective(s) or Essential Question(s)
Essential Question: How does “white rage” fuel the racial wealth gap?
Lesson Materials & Resources
Video clip from Lovecraft County Excerpt from White Rage by Carol Anderson [.pdf] [.docx] Understanding the Racial Wealth Gap Graphic Organizer (pages 4-5)
Lesson Activities
<p>For each of the activities below, students will track their responses using pages 4-5 of the Understanding the Racial Wealth Gap Graphic Organizer. All interactive note sheets in the graphic organizer can be shared through Google Classroom and are interactive.</p> <ol style="list-style-type: none">1. Students will watch the clip from the tv show “Lovecraft Country” and begin considering a definition for white rage. They will2. Students will then read an excerpt from the prologue to <i>White Rage</i> by Carol Anderson.3. Students will work collaboratively to develop a working definition of the term white rage. This term will be revisited throughout the unit.4. Finally, students will respond to the following reflection question: What are some factors that fuel white rage and how do you think the tools of white rage have changed over time?

Day 2: Understanding Economic Systems

Lesson Objective(s) or Essential Question(s)
Objective: Students will be able to develop a basic understanding of the economy.
Lesson Materials & Resources
Reading: “Types of Economic Systems” from Sociology , published by the University of Minnesota Video Clip: “ What is Socialism? ” from <i>NowThisWorld</i> Video Clip: “ What is Capitalism? ” from <i>NowThisWorld</i>
Lesson Activities
<p>For each of the activities below, students will track their responses using pages 6-8 of the Understanding the Racial Wealth Gap Graphic Organizer. All interactive note sheets in the graphic organizer can be shared through Google Classroom and are interactive.</p> <ol style="list-style-type: none">1. Students will review the following vocabulary words and determine which words they need to further investigate: Wealth, Policy, Gap, Income, Legacy Mortgage, Debt, Assets, Capital, Trade Union2. Students will either read or watch video clips to build background knowledge of capitalism and socialism.3. Students will synthesize what they have learned in order to determine the benefits of each economic system. They will then determine which system they believe to be better for their own benefit.

Day 3: American Capitalism is Brutal

Lesson Objective(s) or Essential Question(s)
<p>Guiding Questions:</p> <ul style="list-style-type: none">• How is American capitalism rooted in enslavement?• What makes America’s brand of capitalism more brutal than other brands of capitalism?• What connections do we see between current American capitalism and economic systems at the height of enslavement?• What are the residing effects of American capitalism?
Lesson Materials & Resources
<p>“Capitalism” by Matthew Desmond (document segmenting the essay into two parts) [.pdf] [.docx]</p>
Lesson Activities
<p>For each of the activities below, students will track their responses using pages 9-10 of the Understanding the Racial Wealth Gap Graphic Organizer. All interactive note sheets in the graphic organizer can be shared through Google Classroom and are interactive.</p> <ol style="list-style-type: none">1. Students will read the text and annotate both parts one and two. Students should highlight/underline and annotate the following:<ol style="list-style-type: none">i. Passages that correspond with one or more of the guiding questions..ii. Unfamiliar wordsiii. Questionsiv. Epiphaniesv. Comments/opinions• Students should have a total of ten annotations in part one and ten in part two.2. Students will engage in a class discussion regarding the text and their learning. A rubric that can be used to evaluate the discussion is on page 9 of the graphic organizer.3. Students will complete a Flipgrid that answers the following question: <i>Do the authors prove that American capitalism is inextricably linked to enslavement? If so, how? If not, what information do you think was missing?</i>

Day 4: Thinking about Economic Systems

Lesson Objective(s) or Essential Question(s)
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<p>Objective: Students will be able to review different economic systems, identify economic problems presented in the text “Capitalism,” and determine possible solutions for the problems presented.</p>
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Lesson Materials & Resources

<p>Reading: “Types of Economic Systems” from Sociology by University of Minnesota Video Clip: “What is Socialism?” from <i>NowThisWorld</i> Video Clip: “What is Capitalism?” from <i>NowThisWorld</i> Reading: “Capitalism” by Matthew Desmond (document segmenting the essay into two parts) [.pdf] [.docx]</p>

Lesson Activities

<p>For each of the activities below, students will track their responses using page 11 of the Understanding the Racial Wealth Gap Graphic Organizer. All interactive note sheets in the graphic organizer can be shared through Google Classroom and are interactive.</p>

1. Students will identify at least four economic problems that they have noticed thus far in their readings.
2. Students will brainstorm possible solutions.
3. Students will utilize resources from class as well as outside influences to present their proposed solutions. Students can share their analysis and proposed solutions using a thinking map, sketch pad, listicle, essay, or presentation.

Day 5: Patterns of Violence and Harm

Lesson Objective(s) or Essential Question(s)

Essential Question: What patterns do we notice about violence and terrorism by White Americans against the Black middle class throughout history & how has these patterns contributed to the wealth gap over time?

Guiding Questions:

- What do we mean when we say violence?
- How was violence by White Americans used deliberately & strategically against the Black middle class?
- How did violence and terrorism by White Americans influence and affect policies that negatively impacted the Black middle class?
- In what ways did violence by White Americans act as wealth theft from Black people in America?

Lesson Materials & Resources

Political Cartoons from the 19th and 20th centuries: [HERE](#) [.pdf] [.docx]
Reading: [Seneca Village & Central Park](#) by Brent Staples ([Modified Article](#)) [.pdf] [.docx]
Video: [Wilmington Coup & Massacre](#) from the North Carolina Department of Natural and Cultural Resources (including a video from Vox)
Video and Article: [Elaine Massacre](#) by Noa Yachot for *The Guardian* ([Modified Article](#)) [.pdf] [.docx]
Video: “[The massacre of Tulsa’s “Black Wall Street”](#)” from Vox
Video: [Dramatization of the Tulsa massacre in](#) the HBO series “Watchmen”
Extension Video: [Tulsa 1921: An American Tragedy](#) from *CBS News*
Fishbowl Rubric: [HERE](#) [.pdf] [.docx]

Lesson Activities

Students will review resources, and track their responses to analysis questions for the activities below, using pages 12-16 of the [Understanding the Racial Wealth Gap Graphic Organizer](#). All interactive note sheets in the graphic organizer can be shared through Google Classroom and are interactive.

1. Students will review the lesson’s guiding questions and determine how they will focus their inquiry.
2. Students will review important vocabulary and determine which vocabulary words they need to further investigate.
3. Students will gather information about patterns of violence that occurred beginning in the late 19th century through the 20th century through analysis of several articles and videos. (see lesson materials)
4. Students will use their research (notes, summaries, evidence, & responses derived from the texts) to prepare for a Fishbowl discussion that explores the following questions:
 - How was harm/violence by White Americans used deliberately & strategically against the Black middle class?
 - How did harm/violence by White American influence and affect policy against the Black Middle class?
 - In what ways did violence by White Americans act as wealth theft from Black people in America?
 - What can we do with our research & commentary on white harm / violence as wealth theft from Black

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people in America to reflect on the past & build a better future?

Day 6: Terrorism and Economic Injustice After Enslavement

Lesson Objective(s) or Essential Question(s)

Essential Question: What are reparations and why do people believe that they are necessary?

Lesson Materials & Resources

Reading: "[Terrorism and Economic Injustice After Enslavement](#)" by Julianne Malveaux for *ACLU*
Discussion Protocol: [Save the Last Word](#) from Facing History
[A Guide to Questioning | Learning Strategy](#) [pdf] [.pptx]

Lesson Activities

Students will review resources, and track their responses to analysis questions for the activities below, using pages 16-18 of the [Understanding the Racial Wealth Gap Graphic Organizer](#). All interactive note sheets in the graphic organizer can be shared through Google Classroom and are interactive.

1. Read the text "[Terrorism and Economic Injustice After Enslavement](#)" by Julianne Malveaux for *ACLU*
 - a. As they read, students highlight two sentences that stand out to them.
 - b. Next, they write each sentence on the front of an index card.
 - c. On the back of the notecard, students write a few sentences explaining why they chose that quote—what it means to them, reminds them of, etc. Take this chance to make connections.
 - d. On the back of one card, write a thought provoking or thick question. [Here is a guide for educators on how to compose "thick questions."](#)
2. Using the [Save the Last Word for Me](#) method, students will discuss the text in small groups using the following protocol:
 - a. You will have three people in your group.
 - b. One person reads a quote, and then the other two people will have an opportunity to respond with ideas or questions that the quote brings up for them.
 - c. Then, the person who initially shared the quote will share their reasoning for why they chose it.
 - d. Repeat this process with each person's card until everyone has had an opportunity to present.

Day 7: Final Project

Lesson Objective(s) or Essential Question(s)

Objective: Students will be able to synthesize information gleaned from reading and research to propose a potential solution to the long-lasting impacts of enslavement and wealth theft.

Lesson Materials & Resources

[Understanding the Racial Wealth Gap Graphic Organizer](#) [.pdf] [.docx]

Lesson Activities

Students will review the instructions for their final project on page 19 of the [Understanding the Racial Wealth Gap Graphic Organizer](#). All interactive note sheets in the graphic organizer can be shared through Google Classroom and are interactive.

1. Guide students in reviewing the description, requirements, and grading rubric for the final unit task. For this final task, students will consider a problem they have discussed in the unit and create a plan for a comprehensive solution. Innovative solutions are the goal. Students should not be limited by what is “practical.”
2. Students may work in a group of up to three students to develop a plan to propose a solution for one of the outcomes of enslavement and wealth theft.
3. Students will choose one of the final projects from the choice board. Projects include a photo essay, podcast, zine, and presentation.
 - a. All options require students to provide at least three reasons or examples to support their proposed solutions.