

UNIT OVERVIEW

Unit Title	Commodities, Contributions, and Compensation
Unit Length	3 weeks (13 - 17 days)
Grade Level(s)/Subject(s)	11th Grade AP Language and 12th Grade Contemporary Literature
Unit Overview	<p>This unit seeks to explore how the forced labor of enslaved Black Americans was a commodity in establishing America's wealth and success, how they were contributors to the formation of American democracy (and other critical areas), and are deserving of compensation as a result of these oft overlooked and ignored historical facts.</p> <p>This unit asks students to analyze and examine the legacy of slavery in contemporary U.S. systems and society and the contributions that Black Americans have made to the country over the past 400+ years by exploring several resources from <i>The 1619 Project</i> and a wealth of supplemental documents and media.</p> <p>Students will write an essay that synthesizes the arguments proposed by <i>1619 Project</i> contributors, as well as counterarguments, in order to develop a position on compensation, reparations, and on what, if anything, is owed to the descendants of enslaved Black Americans. As an optional extension, students may collaborate with their peers to create and record a podcast that builds upon one of the 3Cs (Commodities, Contributions, or Compensation).</p> <p>Important Note on Cultivating Joy: Due to the sensitive nature of the readings and materials in the unit, we will intentionally cultivate moments of joy to show students the many ways that Black Americans have contributed to art, to music, to fashion, to the sciences, etc. as forms of resistance and how those contributions continue to impact us in positive ways today. These will largely appear as Fun Facts of the Day that will be posted around the room.</p> <p>The essential questions of the unit are:</p> <ul style="list-style-type: none"> → What role should journalism play in telling the truth and in education at large? → How and why were enslaved Black Americans commodified and/or treated as commodities?

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	<ul style="list-style-type: none">→ How have Black Americans (and their enslaved ancestors) contributed to the formation of American democracy?→ How have Black Americans (and their enslaved ancestors) been essential to the development of the American economy and wealth?→ What factors contributed to the existing racial wealth gap in America?→ What, if anything, is owed to the descendants of enslaved Black Americans?→ What might compensation look like?
Objectives & Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none">→ Identify and analyze the rhetoric within the selected essays from <i>The 1619 Project</i> and other supplemental writings.→ Develop an argumentative essay that synthesizes information from at least four sources to support their argument.→ Create a podcast episode that utilizes research, primary sources, journalism, and rhetoric to inform their audience.→ Contextualize & connect historical events to modern day.→ Analyze arguments in primary and secondary sources.→ Understand the cause and effect of the historical events discussed in selected essays from <i>The 1619 Project</i>.
Standards	<p>CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.W.11-12.1</p>

	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>
Facilitation Resources	<ul style="list-style-type: none"> → “The Idea of America” by Nikole Hannah-Jones from <i>The 1619 Project</i> in <i>The New York Times Magazine</i> (supplemented with excerpts from “Democracy” by Nikole Hannah-Jones in <i>The 1619 Project: A New Origin Story</i>) <ul style="list-style-type: none"> ◆ This reading has been scaffolded and prepared for student annotations in this unit. → “The Wealth Gap” by Trymaine Lee from <i>The 1619 Project</i> in <i>The New York Times Magazine</i> <ul style="list-style-type: none"> ◆ This reading has been scaffolded and prepared for student annotations in this unit. → “The Economy that Slavery Built” podcast with Matthew Desmond and Nikole Hannah-Jones → <i>Color of Law</i> excerpts by Richard Rothstein → “What Is Owed” by Nikole Hannah-Jones from <i>The New York Times</i> → “Ta-Nehisi Coates Revisits The Case for Reparations” in <i>The New Yorker</i> → Video: Trevor Noah interviews Nikole Hannah-Jones on <i>The Daily Show</i>

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	<p>→ “Pros and Cons of Reparations” from <i>ProCon.org</i></p> <p>→ “The Impossibility of Reparations” by David Frum from <i>The Atlantic</i></p> <p>Supplemental readings and videos are included in the daily lesson plans below.</p>
Performance Task	<p>The culminating project will be an argumentative essay that synthesizes details from <i>The 1619 Project</i> in order to develop a position on compensation, reparations, and on what, if anything, is owed to the descendants of enslaved Black Americans. Students are asked to incorporate evidence from multiple sources explored throughout this unit to make their claim, and to address counterarguments.</p>
Assessment/Evaluation	<p>Formative Assessments:</p> <ul style="list-style-type: none">• Close reading & annotations• Vocabulary• Quote analysis• Analysis Questions• Daily Exit Tickets• Practice DBQs• Photo Analysis• Class Discussion <p>Summative Assessments:</p> <p>Synthesis Essay</p> <ul style="list-style-type: none">• Synthesis Essay Prompt [.pdf]• Synthesis Essay Prompt [.docx]• Synthesis Essay Rubric [.pdf]• Synthesis Essay Rubric [.docx] <p>Extension – Record a Podcast Episode</p>

UNIT PACING/DAILY LESSONS

Pacing	Focus texts / resources for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Week 1				
Day 1	Reparations & Compensation Anticipation Guide [.pdf] Reparations & Compensation Anticipation Guide [.docx] Angela Davis Quote on Reparations [.pdf] Angela Davis Quote on Reparations [.docx] Synthesis Essay Prompt [.pdf] Synthesis Essay Prompt [.docx]	Objectives: Establish the big idea of reparations. Define reparations and develop an initial position on reparations as a form of compensation for past wrongdoings. Essential Questions: 1. What, if anything, is owed to the descendants of enslaved Black Americans? 2. What might compensation look like?	Starter/Do-Now: Students respond to the statements and questions on the Reparations & Compensation Anticipation Guide . (Introduce vocabulary that may be new for students.) Mini-Lesson: Teacher asks students to choose a few of the statements from the anticipation guide to discuss as a whole. *Teacher has students create space in class binders of the readings in this unit. All materials and readings for this unit should be kept here. Lesson: Present the essential questions of the unit and the summative essay prompt , which students will be working toward:	Post-it notes Chart paper

			<ul style="list-style-type: none"> → What, if anything, is owed to the descendants of enslaved Black Americans? → What might compensation look like? <p><i>Defend-Challenge-Qualify</i> Continue introducing the BIG idea of reparations/compensation and then have students identify their initial position on reparations/compensation.</p> <p>Parking Lot Protocol – Find a space on the white board or use chart paper for students to “park” their initial thoughts on reparations.</p> <p>Pose the following questions to students:</p> <ul style="list-style-type: none"> → What is your opinion on reparations? → Are they owed and if so to whom? What should reparations look like? → Whose responsibility are they? → To <i>defend</i> the reparations means they are in support, to <i>challenge</i> means they do not support the idea, and to <i>qualify</i> means they support it with conditions. <p>Ask for volunteers to share their initial thoughts & beliefs.</p>	
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			Closing: Students respond to Angela Davis's quote/passage on reparations using the quote analysis worksheet .	
Day 2	Image Analysis Worksheet: "We've Got to Tell the Unvarnished Truth" from <i>The 1619 Project</i> [.pdf] Image Analysis Worksheet: "We've Got to Tell the Unvarnished Truth" from <i>The 1619 Project</i> [.docx] Educational Malpractice Quote from "Why Can't We Teach This?" by Nikita Stewart in <i>The 1619 Project</i> 1619 podcast trailer "Why You Should Know About the Year 1619" from <i>The 1619 Project</i>	Objectives: Identify the central argument and the rhetorical devices in "The Idea of America" Essential Questions: 1. How can truth be varnished? 2. How have schools and curricula committed malpractice? 3. What is the significance of the year 1619?	Starter/Do-Now: Look carefully at the " unvarnished truth " image . Examine the words in the background. Teacher can pose these challenge questions to the class at large or have students discuss in groups: → What unvarnished truth was historian John Hope Franklin referring to? → What does it mean for truth to be unvarnished? Mini-Lesson: Students read and analyze this quote from <i>The 1619 Project</i> : "We are committing educational malpractice." Teacher can project the quote from a slideshow or on a SmartBoard. Give students 5-7 minutes to analyze the quote. Students will share in their groups and then two groups will share out to the class in response to the following questions: → What does malpractice mean? → In what ways do schools currently	Provide each group/table with chart paper to make their own graffiti board.

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			<p>commit malpractice?</p> <p>Lesson: As a class, listen to the trailer for the 1619 podcast.</p> <p>Provide groups with chart paper with the “Why You Should Know About the Year 1619” handout (which should be taped to the chart paper ahead of time).</p> <p>Students will use chart paper to create a graffiti board (a space in which they record their thoughts, feelings, and questions) about the information on the handout.</p> <p>Closing: Groups post their graffiti boards around the room. Teacher asks each group to share one to two things that stood out to them.</p>	
Day 3	<p>Isaac Woodard Starter [pdf]</p> <p>Isaac Woodard Starter [docx]</p> <p>Image for See-Feel-Think-Wonder</p> <p>Part 1 of “The Idea of America” + “Democracy” and Exit Ticket [pdf]</p>	<p>Objectives: Establish and set norms for discussion and use of language</p> <ul style="list-style-type: none"> → enslaved vs. slaves → forced labor camps vs. plantations <p>Identify a central argument and the rhetorical devices in Part 1 of “The Idea of America”</p>	<p>Starter/Do-Now: The Story of Isaac Woodard</p>  <p>Mini-Lesson: Students will complete a See-Feel-Think-Wonder for the opening image to Nikole Hannah-Jones’s essay, “The Idea of America.” Teacher will facilitate a brief discussion with the class using these questions:</p>	Highlighters and Post-it notes for annotations

	Part 1 of “The Idea of America” + “Democracy” and Exit Ticket [.docx]	<p>Essential Question:</p> <p>How have Black Americans (and their enslaved ancestors) been essential to the development of the American economy and wealth?</p>	<ul style="list-style-type: none"> → Who or what do you notice from this image? → What argument might the artist be making in this image? → What does the American flag represent for you? → Do you wear it or represent it proudly? → Why might someone be averse to representing the American flag? <p>Establish and set norms as necessary.</p> <p>Student Work Period: Begin reading Part 1 of Nikole Hannah-Jones’s essay “The Idea of America” as a class. (A few sections from “Democracy,” the author’s revised and expanded essay in <i>The 1619 Project: A New Origin Story</i>, have been added to our excerpt to give further context).</p> <p>Stop for time to answer analysis questions and discuss rhetorical devices/strategies.</p> <p>Closing/Exit Ticket: Students defend, challenge, or qualify Nikole Hannah-Jones’s claim that Black Americans fought to make [the ideals of America] true, and that without this struggle, America would have no democracy at all. (Exit ticket here)</p>	
Day 4	"Exposing the Thread-Bare Lie": How	<p>Objective:</p>	<p>Starter/Do-Now: Students read "Exposing the Thread-Bare Lie" about</p>	Highlighters and Post-it notes

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	<p>Ida B. Wells Used Investigative Journalism to Uncover the Truth About Lynching</p> <p>Starter / Do-Now: Ida B. Wells [.pdf]</p> <p>Starter / Do-Now: Ida B. Wells [.docx]</p> <p>Part 2 of “The Idea of America” + “Democracy” and Exit Ticket [.pdf]</p> <p>Part 2 of “The Idea of America” + “Democracy” and Exit Ticket [.docx]</p>	<p>Identify a central argument and the rhetorical devices in Part 2 of “The Idea of America”</p> <p>Essential Questions:</p> <p>How and why were enslaved Black Americans commodified and/or treated as commodities?</p> <p>What role should journalism play in telling the truth and in education at-large?</p>	<p>the work of journalist Ida B. Wells.</p> <p>Teacher has the option to ask students to share out their responses to the questions on the starter chart / sheet:</p> <ul style="list-style-type: none"> → What “unvarnished truth” did Wells begin to uncover in her journalism career in 1892? → What specific event prompted Wells to uncover this truth? → What backlash did Wells face for uncovering these truths? → What role should journalism play in telling the truth and in education at-large? Explain why. <p>Mini-Lesson: Review analysis questions from reading Part 1 of Nikole Hannah-Jones’ essay, answered in the previous day.</p> <p>Lesson: In groups, students closely read and annotate Part 2 of Nikole Hannah-Jones’ essay “The Idea of America” and work together to answer analysis questions in the margins of the handout.</p> <p>Closing/Exit Tickets: At the end of Part 2’s reading, students answer: <i>What, if any, “unvarnished truths” were revealed to you in today’s reading? Anticipate the backlash or counter-arguments that Nikole</i></p>	<p>for annotations</p>
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			<i>Hannah-Jones will receive for these truths.</i>	
Day 5	<p>Excerpt of the Preface from <i>The 1619 Project: A New Origin Story</i> by Nikole Hannah-Jones [.pdf]</p> <p>Excerpt of the Preface from <i>The 1619 Project: A New Origin Story</i> by Nikole Hannah-Jones [.docx]</p> <p>Starter / Do-Now: Nikole Hannah-Jones [.pdf]</p> <p>Starter / Do-Now: Nikole Hannah-Jones [.docx]</p> <p>Part 3 of “The Idea of America” by Nikole Hannah-Jones & Exit Ticket [.pdf]</p> <p>Part 3 of “The Idea of America” by Nikole Hannah-Jones & Exit Ticket [.docx]</p>	<p>Objective:</p> <p>Identify a central argument and the rhetorical devices in Part 3 of “The Idea of America”</p> <p>Essential Question:</p> <p>What role should journalism play in telling the truth and in education at-large?</p>	<p>Starter/Do-Now:</p> <p>Students read through the excerpted preface from <i>The 1619 Project: A New Origin Story</i> by Nikole Hannah-Jones as they continue to consider the role of Investigative journalism</p> <p>Then students complete the second half of the graphic organizer/do-now from Day 4.</p> <p>Mini-Lesson:</p> <p>Students briefly discuss, compare, and contrast the motivation and intended purpose behind the journalism careers of Ida B. Wells and Nikole Hannah-Jones.</p> <p>Discuss as a class: <i>What role should journalism play in telling the truth and in education at large?</i></p> <p>Lesson:</p> <p>Class read aloud of the final section/ Part 3 of Nikole Hannah-Jones’ essay “The Idea of America.”</p> <p>Remind students to annotate for evidence that can be used as evidence to support their initial claim on the topic of what is owed or evidence that can be used as a counter-argument to their claim.</p> <p>Closing/Exit Ticket:</p>	Highlighters and Post-it notes for annotations

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			<p><i>Powerful Persuasion & Rhetoric in Journalism</i></p> <p>Teacher provides students with sentence frames to begin to examine the powerful rhetoric in the essay.</p> <p>(e.g. Hannah-Jones uses _____ in order to____.)</p> <p>*Remind students to keep the readings and materials for the week in binders.*</p>	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Week 2				
Day 6	<p>Image Analysis from "Capitalism" by Matthew Desmond in <i>The 1619 Project</i> [pdf]</p> <p>Image Analysis from "Capitalism" by Matthew Desmond in <i>The 1619 Project</i> [docx]</p> <p>"The Economy that Slavery Built" - Episode 2 of the 1619 podcast (link includes a transcript)</p> <p>Guiding Questions for "The Economy That Slavery Built" [pdf]*</p> <p>Guiding Questions for "The Economy That Slavery Built" [docx]*</p> <p>*Note: These guiding questions were adapted from the Pulitzer Center's 1619 podcast listening guide.</p>	<p>Objectives:</p> <p>Students will identify and analyze slavery's effects on America's economy.</p> <p>Students will analyze how the forced labor of enslaved Black Americans contributed to the economy.</p> <p>Essential Question:</p> <p>How have Black Americans (and their enslaved ancestors) been essential to the development of the American economy and wealth?</p>	<p>Starter/Do-Now: <i>Opening Argument:</i> Teacher asks students to return to the previous day's reading and select a few sentences (3 to 4) where the rhetoric was particularly effective or where they may disagree. Students will stand and read aloud.</p> <p>Mini-Lesson: Wall Street Image Analysis - Teacher projects the image on the SmartBoard and students will answer the questions.</p> <p>Discuss student's thoughts before listening to the podcast.</p> <p>Lesson: Students read along while listening to the podcast (a transcript is included at this link). Students can take Cornell Style Notes or create their own annotation key.</p> <p>Teacher will provide students with a copy of the guiding questions and transcript of the podcast (with</p>	Highlighters and Post-it notes for annotations

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	Teachers can select among the questions provided to adapt these worksheets.		<p>annotation guide/key).</p> <p>Teachers can choose among guiding questions as time permits. (This podcast listening activity will continue in the next class period.)</p> <p>Guide discussion with the following questions:</p> <ul style="list-style-type: none"> → How did the invention of the cotton gin influence both the economy and the treatment of enslaved people? → What connections do Matthew Desmond and Nikole Hannah-Jones draw between the techniques for managing labor and productivity in forced labor camps and in modern corporations? Do you find their argument compelling? <p>Closing/Exit Ticket: Do you agree or disagree with Desmond's argument about American capitalism? Explain why.</p>	
Day 7	<p>PBS Video: "The Cotton Economy and Slavery"</p> <p>"The Economy that Slavery Built" - Episode 2 of the 1619 podcast (link includes a transcript)</p>	<p>Objectives:</p> <p>Students will identify and analyze cotton's value and contribution to the economy.</p>	<p>Starter/Do-Now: Students watch the PBS Video "The Cotton Economy and Slavery" (0:00 - 3:03) and consider: What made cotton so desirable?</p> <p>Mini-Lesson:</p>	Highlighters and Post-it notes for annotations

	<p>Guiding Questions for “The Economy That Slavery Built” [pdf]*</p> <p>Guiding Questions for “The Economy That Slavery Built” [docx]*</p> <p>*Note: These guiding questions were adapted from the Pulitzer Center’s 1619 podcast listening guide. Teachers can select among the questions provided to adapt these worksheets.</p>	<p>Essential Question:</p> <p>How did cotton become king?</p>	<p>Teacher leads students in a discussion of the video by asking these guided questions:</p> <ul style="list-style-type: none"> → What created the enormous demand for cotton? → What was the perfect storm that led to this demand? → How did the “policy of Indian removal” contribute to cotton’s expansion? → According to the narrator, how did enslaved people become “more valuable as commodities”? <p>Lesson:</p> <p>Students continue to read along while listening to the Episode 2 – “The Economy that Slavery Built”</p> <p>Guide discussion with the following questions from the <i>1619</i> podcast listening guide:</p> <ul style="list-style-type: none"> → Did you know the history of banks allowing plantation owners to take out mortgages on enslaved people? What questions and emotions does it bring up for you? → Why was it hypocritical for global investors to buy slave-backed mortgage bonds in the United States while saying they oppose slavery? → What is the conclusion Desmond 	
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			<p>ultimately comes to about American capitalism?</p> <p>Closing/Exit Ticket: Lead students in class discussion on these questions. Students should support their responses with textual evidence.</p> <ul style="list-style-type: none"> → What additional argument does Desmond make in the second half of the podcast? → How could Desmond's argument about American capitalism support an argument that reparations are owed? → Can you anticipate any counter arguments to Desmond's claims? 	
Day 8	<p>Printed Infographics:</p> <ul style="list-style-type: none"> → Wealth Matters Infographic → Financial Emergency Infographic → Women of Color Infographic → The Racial Wealth Gap <p>Scaffolded version of "The Wealth Gap" by Trymaine Lee from <i>The 1619 Project</i> [pdf]</p> <p>Scaffolded version of "The</p>	<p>Objectives:</p> <p>Students will gain insight into the racial wealth gap in the U.S.</p> <p>Students will be able to connect specific events from slavery, Reconstruction, and Jim Crow to today's current wealth gap.</p> <p>Essential Question:</p> <p>What factors</p>	<p>Starter/Do-Now: Students participate in a gallery walk to explore information on the racial wealth gap in the U.S.</p> <p>Teacher directs students to walk around and study two of the four infographics. Students will write and post their thoughts using a Post-it to respond to any of the following questions:</p> <ul style="list-style-type: none"> → What, if any, trends or patterns do you see from the infographics you studied? → What are your initial thoughts on why these disparities exist? 	<p>Highlighters and Post-It notes for annotations and the Gallery walk</p> <p>Printed copies of the infographics (see column at left) and chart paper to display them</p>

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	Wealth Gap” by Trymaine Lee from <i>The 1619 Project</i> [docx] Reading Guide for 1619 Essays	<p>contributed to the existing racial wealth gap in America?</p>	<p>→ What wonderings do you have after looking at the infographics?</p> <p>Mini-Lesson: Student-led discussion on the above-mentioned questions.</p> <p>Lesson: In groups, students will read and discuss “The Wealth Gap” by Trymaine Lee.</p> <p>Guiding questions are provided in the margins. Remind students to look for evidence to help them craft an argument about reparations.</p> <p>Closing/Exit Tickets: <i>Discuss the reading and respond to one of the following questions:</i></p> <ul style="list-style-type: none"> → How is the Bolling family still impacted today by the theft and dispossession of their land and wealth? → How does a person accumulate and keep wealth in the U.S.? → How have policy and exclusion from government wealth-building programs limited Black Americans’ opportunities to accumulate wealth? 	
Day 9	Redlining Interactive Map	Objectives:	<p>Starter/Do-Now: Students grab a laptop to explore the</p>	Laptop cart or laptops for students to share

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	<p><i>The Color of Law</i> excerpts: Excerpt 1 - Racially Segregated Communities</p> <p>→ Scaffolded Excerpt 1 [.pdf] → Scaffolded Excerpt 1 [.docx]</p> <p>Excerpt 2 - The Job Market</p> <p>→ Scaffolded Excerpt 2 [.pdf] → Scaffolded Excerpt 2 [.docx]</p> <p>Excerpt 3 - Developing the White Suburban Middle Class</p> <p>→ Scaffolded Excerpt 3 [.pdf] → Scaffolded Excerpt 3 [.docx]</p>	<p>Students will develop an understanding of how segregated neighborhoods were created and why they persist.</p> <p>Students will examine the barriers to achieving higher economic status.</p> <p>Students will examine the formation of the suburbs and the middle class.</p> <p>Essential Question:</p> <p>How have Black Americans been impacted by segregation and the class system?</p> <p>What might compensation look like?</p>	<p>Redlining Interactive Map. They can explore the redlining map of their borough and other major cities (Detroit, Chicago, Miami, etc).</p> <p>Complete a See-Think-Wonder as a class discussion. Teachers can write student responses on the board.</p> <p>Mini-Lesson: Students should return to their initial argument about reparations / compensation (from Day 1). Have them determine whether their opinions have changed and explore what compensation could look like.</p> <p>Teacher could consider explaining the reparations paid to Japanese Americans by President Reagan and those paid to some Native American tribes.</p> <p>Lesson: Background on <i>The Color of Law</i> by Richard Rothstein.</p> <p>Students work in collaborative groups to read their assigned excerpt from <i>The Color of Law</i>. (Each group should be assigned one of the three excerpts.)</p> <p>Students will examine inequalities that have impacted Black Americans. Look for evidence to support or refute the need for compensation of some sort. As</p>	
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			<p>they read, ask students to consider what compensation might look like?</p> <p>Closing/Exit Tickets: Groups share information from their assigned excerpt with the whole class.</p> <p>Ask students to share whether their original positions have changed and their opinions on what compensation might look like.</p>	
Day 10	<p>“What Is Owed” by Nikole Hannah-Jones for <i>The New York Times</i> (teacher selects quotes or passages from the text)</p> <p>“Ta-Nehisi Coates Revisits The Case for Reparations” in <i>The New Yorker</i></p> <p>Video: Trevor Noah interviews Nikole Hannah-Jones on <i>The Daily Show</i></p> <p>Viewing Guide for <i>The Daily Show</i> Interview [.pdf]</p> <p>Viewing Guide for <i>The Daily Show</i> Interview [.docx]</p>	<p>Objective:</p> <p>Students will identify and analyze the arguments in favor of reparations or compensation.</p> <p>Essential Questions:</p> <p>What, if anything, is owed to the descendants of enslaved Black Americans?</p> <p>What might compensation look like?</p>	<p>Starter/Do-Now: Teacher selects five or six quotes from “What Is Owed” and/or “Ta-Nehisi Coates Revisits The Case for Reparations” for students to analyze.</p> <p>(Students will receive a quote at random as they walk in.)</p> <p>Students analyze the quote’s meaning and discuss it with a table mate or peer (who has a different quote). Students indicate whether they agree or disagree with the quote and why.</p> <p>Lesson: Students watch the interview between Trevor Noah and Nikole Hannah-Jones twice. (0:00 - 7:05) After the second viewing, they will complete the questions on the graphic organizer.</p> <p>Closing/Exit Ticket:</p>	Prepared quote print-outs from the two readings

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			<p>Discuss the guiding questions on the viewing guide.</p> <p>*Remind students to keep the readings and materials for the week in binders.*</p>	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Week 3				
Day 11	<p>CBS Video: "Returning Bruce's Beach in California to the Black family who originally owned it"</p> <p>CNN - "Los Angeles County votes to return beach property taken from Black owners in Jim Crow era"</p> <p>Fox News - "Black reparations panel could decide who gets compensation"</p> <p>The Atlantic - "The Impossibility of Reparations" by David Frum</p> <p>The Pros/Cons of Reparations</p>	<p>Objective:</p> <p>Students identify opposing arguments to the big idea of compensation and reparations</p> <p>Essential Question:</p> <p>What might compensation look like?</p>	<p>Starter/Do-Now:</p> <p>Watch the CBS video and read the brief CNN article on Bruce's Beach.</p> <p>Mini-Lesson:</p> <p>Discuss as a class:</p> <p>Is what happened with Bruce's Beach an appropriate and realistic form of compensation/reparations? Why or why not?</p> <p>Lesson:</p> <p>Students read an article that presents a counter argument to the idea of reparations for Black Americans. They will look for the most compelling evidence against reparations in their selected article.</p> <p>Students choose between reading...</p> <ol style="list-style-type: none"> 1. Fox News - "Black reparations panel could decide who gets compensation" 2. The Atlantic - "The Impossibility of Reparations" by David Frum 3. "The Pros/Cons of Reparations" 	

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			Closing/Exit Tickets: Teacher poses these questions to the class: <ul style="list-style-type: none">→ Are there any biases or misunderstandings in the article you read?→ What could compensation might look like despite these arguments?→ We discussed the racial wealth gap. In what other areas are there gaps / racial inequalities?→ What could reparations be beyond cash payments? Consider the readings from the unit.	
Day 12	Synthesis Essay Prompt [.pdf] Synthesis Essay Prompt [.docx] Synthesis Essay Rubric [.pdf] Synthesis Essay Rubric [.docx] Evidence Gathering Chart [.pdf] Evidence Gathering Chart [.docx]	Objective: Gather the most salient, compelling evidence to support their position on the topic Essential Questions: What, if anything, is owed to the descendants of enslaved Black Americans? What might compensation look like?	Starter/Do-Now: Return to the Parking Lot Post-its from Day 1. At random, read a few of the original posts and ask those students whether their position has changed. Why or why not? Encourage them to refer to evidence from the readings and other resources explored in this unit. Ask students to grab their binders so they can access all unit materials and readings to plan their synthesis essay. Mini-Lesson: Distribute a copy of the Synthesis Essay Prompt & Synthesis Essay Rubric . Ask students if they have any clarifying	

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	Student binders with all resources reviewed and annotated in this unit		<p>questions or concerns about how to complete the task.</p> <p>Lesson: Students take a position on the prompt and use the Evidence Gathering Guide to help them organize their thoughts and prepare to write an in-class essay over the course of two to three days.</p> <p>Closing/Exit Tickets: Students write their working, defensible thesis. *Teacher provides models of other synthesis essay thesis statements*</p>	
Day 13	<p>Peer Review Checklist [.pdf]</p> <p>Peer Review Checklist [.docx]</p> <p>Model Intro and Body Paragraph [.pdf]</p> <p>Model Intro and Body Paragraph [.docx]</p> <p>Student binders with all resources reviewed and annotated in this unit</p>	<p>Objective:</p> <p>Gather the most salient, compelling evidence to support their position on the topic</p> <p>Essential Questions:</p> <p>What, if anything, is owed to the descendants of enslaved Black Americans?</p> <p>What might compensation look like?</p>	<p>Starter/Do-Now: Teacher provides students with a model intro and body paragraph, which students can evaluate and discuss.</p> <p>Lesson: Writing workshop where students write their intro paragraphs.</p> <p>As students write, the teacher has one-on-one conferences to discuss progress and provide guidance.</p> <p>Peer Review: Any students who finish the intro should work with a partner to complete a peer review using the peer review checklist.</p> <p>Homework:</p>	

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			Students continue writing the essay at home, adding at least one body paragraph to their argument.	
Day 14	Podcast Prompt and Requirements [.pdf] Podcast Prompt and Requirements [.docx] Podcast Rubric [.pdf] Podcast Rubric [.docx]	<p>Objectives: Brainstorm with peers to determine group focus for the podcast episode</p> <p>Conduct short research to support response to the focus question</p> <p>Essential Question: How have the contributions of black Americans helped create and perfect American democracy?</p>	<p>The podcast project is an optional extension on the unit.</p> <p>Starter/Do-Now: Teacher and students read through the podcast prompt & requirements and rubric.</p> <p>Mini-Lesson: Students brainstorm with peers on their selected topic (one explored in “The Idea of America” reading):</p> <ul style="list-style-type: none"> → The Equal Rights League → Hiram Revels and the Black men who served in Congress → The establishment of public education → Human & Civil Rights expansion → Black Resistance & <i>The Immigration and Nationality Act of 1965</i>. <p>To guide brainstorming, students use the Podcast Script Planner (worksheet from the <i>Times</i> Learning Network).</p> <p>Lesson: Select roles within groups:</p> <ul style="list-style-type: none"> → Writer/Editor 	<p>Podcast Script Planner from the <i>Times</i> Learning Network</p>

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			<ul style="list-style-type: none"> → Show Hosts (no more than two people) → Audio Engineer <p>Groups conduct short research on selected topic and identify at least five key details / need-to-know details.</p> <p>Students use the Podcast Planner handout to assist them.</p> <p>Students use the Podcast Lab in the school's library to record a 15 to 20 minute podcast.</p> <p>Closing: Groups collaborate to complete the podcast planner for homework.</p>	
Days 15 - 17		<p>Objective(s):</p> <p>Write a script for the podcast</p> <p>Record the podcast</p> <p>Essential Question:</p> <p>How have the contributions of Black Americans helped create and perfect American democracy?</p>	<p>Starter/Do-Now: View a sample outline of how to introduce/begin a podcast episode.</p> <ul style="list-style-type: none"> → <i>Narrator introduces a situation:</i> → <i>Clips interspersed with narration</i> → <i>Music fades in ...</i> → <i>Narrator introduces the larger topic and answers the focus question</i> → <i>Music fades in ...</i> <p>Mini-Lesson: Brief discussion on elements of storytelling. Teacher could pose questions such as:</p>	<p>Podcast Studio in school or library</p> <p>(Those without a podcast studio could GarageBand for Macbooks and Audacity for Windows)</p>

			<ul style="list-style-type: none">→ What makes great storytelling?→ What's the best way to begin a story to engage a reader?→ If you were listening to a podcast, what would keep you engaged? <p>Lesson: Students use the script from the 1619 Podcast Episode Two as a loose guide for how to structure their script.</p> <p>Students write the script within their groups and begin recording.</p> <p>*Since groups will be working at different paces, some may be able to begin recording before others.</p> <p>Teacher conducts check-in meetings with groups to monitor progress and give feedback/next steps.</p> <p>When finished, students will upload to Google Classroom where their peers will listen and share feedback.</p>	
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