
Reparations Math Final Project and Presentation.

Overview: Students in Reparations Math and Reparations History have spent many weeks studying models of reparations for the damage suffered by Black people who were enslaved in the United States.

Students have carefully studied linear, exponential, and quadratic equations as mathematical models.

Students preparing a project will educate their peers on either an actual, or suggested, model of reparations, and determine whether the model is linear, exponential, or quadratic by equation, table, and graph.

In the week that students prepare the project, they will also practice their presentations with their peers.

What happens for partial work:

Students should be warned that good academic work takes time, that he/she/they are more capable of preparing and presenting a project that is at college level.

Students who do not attend class need heed the warning that their best work will be done while **IN class**. Students who do prepare a presentation but do not present should heed the warning that he/she/they will NOT receive the competency unless they present. They will however, receive the benchmarks they earn by completing the project.

Project Outline

- Identify a reparation proposal from the list below, and then follow the instructions beneath the model you selected to research and prepare your presentation.
- Turn in your project research TWO class days before your presentation for teacher approval.
- Put your project solutions into a copy of the pre-prepared [slideshow \(.pptx\)](#)
- Create graphs for your presentation using [DESMOS](#) and copy them into your Google Slides (optional)
- Practice your presentation with one math teacher, one history teacher, and/or one student using the questions on slide 10 of the example pre-prepared slideshow.

- Get a presentation time and date to present from your teacher. Students failing to present during their time and date will result in moving their presentation to an afterschool time.

Lists of Reparations Models for presentations:

1. Baby Bond Program proposed by U.S. Senator Cory Booker:

- Research: “[Cory Booker economic plan: How close are "baby bonds" to reparations?](#)” by **Jordan Weissman for Slate**
- APPROVAL: Your presentation must be approved by your teachers
- HOOK: What did you find most striking about the reparations math-history project? You must show a picture, diagram, or video to show it.
- TEACH MATH TO YOUR AUDIENCE: Distinguish between linear, exponential, AND quadratic functions in standard form, table, and graph formats.
- EXPLAIN A REAL REPARATIONS MODEL: You have to know this reparation model well. Explain Cory Booker’s reparation model in terms of an **exponential** graph. You have to fully understand this model.
- Emancipatory Competency #5 **Can you participate in social actions which promote peace, police accountability, immigration rights, workers rights, and/or educational equity?** What does this EM mean in terms of learning about reparations math?
- REFLECTION: Warm and Cool Feedback. How well do you think you did in this unit? How do you think your teachers and classmates did in this unit? How would you improve this unit?

2. Professor Thomas Cramer model:

- Research: “[The New Reparations Math interview with Thomas Craemer](#)” by [Maya A. Moore for UConn Magazine](#)
- APPROVAL: Your presentation must be approved by your teachers
- HOOK: What did you find most striking about the reparations math project? You must show a picture, diagram, or video to show it.
- TEACH MATH TO YOUR AUDIENCE: Distinguish between linear, exponential, AND quadratic functions in standard form, table, and graph formats.
- EXPLAIN A REAL REPARATIONS MODEL: You have to know this reparation model well. Find out what **linear interpolation** means. (You studied it in class.) Explain Cramer’s linear interpolation reparation model in terms of linear graphs. You have to fully understand this model.
- Emancipatory Competency #5 **Can you participate in social actions which promote peace, police accountability, immigration rights, workers rights, and/or educational equity?** What does this EM mean in terms of learning about reparations math?

- REFLECTION: Warm and Cool Feedback. How well do you think you did in this unit? How do you think your teachers and classmates did in this unit? How would you improve this unit?

3. “Do the Math: Why Reparations are the Talk of 2020” by Nick Douglas from *Afropunk*

- RESEARCH: “[Do the math: why reparations are the talk of 2020](#)” by Nick Douglas for [AFROPUNK](#)
- APPROVAL: Your presentation must be approved by your teachers
- HOOK: What did you find most striking about the reparations math-history project? You must show a picture, diagram, or video to show it.
- TEACH MATH TO YOUR AUDIENCE: Distinguish between linear, exponential, AND quadratic functions in standard form, table, and graph formats.
- EXPLAIN A REAL REPARATIONS MODEL: You have to know this reparation model well. **Explain AfroPunks model in terms of a linear graph.** You have to fully understand this model by reading the article and explaining each step
- Emancipatory Competency #5 **Can you participate in social actions which promote peace, police accountability, immigration rights, workers rights, and/or educational equity?** What does this EM mean in terms of learning about reparations math?
- REFLECTION: Warm and Cool Feedback. How well do you think you did in this unit? How do you think your teachers and classmates did in this unit? How would you improve this unit?

4. **Reparations paid by the U.S. government to Japanese Americans**

- RESEARCH: “[The History of Reparations](#)” by Danielle Bainbridge for *PBS Origins*
- APPROVAL: Your presentation must be approved by your teachers
- HOOK: Explain the history of the reason the United States paid reparations to Japanese Americans.
- TEACH MATH TO YOUR AUDIENCE: Distinguish between linear, exponential, AND quadratic functions in standard form, table, and graph formats.
- EXPLAIN A REAL REPARATIONS MODEL: You have to know this reparation model well. **Explain reparations paid by the US to Japanese Americans in terms of a linear graph.**
- Emancipatory Competency #5 **Can you participate in social actions which promote peace, police accountability, immigration rights, workers rights, and/or educational equity?** What does this EM mean in terms of learning about reparations math?

- REFLECTION: Warm and Cool Feedback. How well do you think you did in this unit? How do you think your teachers and classmates did in this unit? How would you improve this unit?

8. Reparations paid by the U.S. government to American Indians

- RESEARCH: [“The History of Reparations”](#) by Danielle Bainbridge for *PBS Origins*
- APPROVAL: Your presentation must be approved by your teachers
- HOOK: What did you find most striking about the reparations math-history project? You must show a picture, diagram, or video to show it.
- TEACH MATH TO YOUR AUDIENCE: Distinguish between linear, exponential, AND quadratic functions in standard form, table, and graph formats.
- EXPLAIN A REAL REPARATIONS MODEL: You have to know this reparation model well. **Explain reparations paid by the US to American Indians in terms of an exponential graph.**
- Emancipatory Competency #5 **Can you participate in social actions which promote peace, police accountability, immigration rights, workers rights, and/or educational equity?** What does this EM mean in terms of learning about reparations math?
- REFLECTION: Warm and Cool Feedback. How well do you think you did in this unit? How do you think your teachers and classmates did in this unit? How would you improve this unit?

9. Reparations paid by the U.S. to former U.S. slave owners.

- RESEARCH: [“There Was a Time Reparations Were Actually Paid Out - Just Not to Formerly Enslaved People”](#) by Thomas Craemer for *UConn Today*
- APPROVAL: Your presentation must be approved by your teachers
- HOOK: What did you find most striking about the reparations math-history project? You must show a picture, diagram, or video to show it.
- TEACH MATH TO YOUR AUDIENCE: Distinguish between linear, exponential, AND quadratic functions in standard form, table, and graph formats.
- EXPLAIN A REAL REPARATIONS MODEL: You have to know this reparation model well. **Explain reparations paid by the US to US slave owners in terms of a linear graph.**
- Emancipatory Competency #5 **Can you participate in social actions which promote peace, police accountability, immigration rights, workers rights, and/or educational equity?** What does this EM mean in terms of learning about reparations math?
- REFLECTION: Warm and Cool Feedback. How well do you think you did in this unit?

How do you think your teachers and classmates did in this unit? How would you improve this unit?

10. Reparations—student choice. Must be approved by your teacher. Students will have to do research but can request some help from your teacher.

- RESEARCH: Students must identify at least one resource approved by their teacher to support their research about a reparations model.
- APPROVAL: Your presentation must be approved by your teachers
- HOOK: What did you find most striking about the reparations math-history project? You must show a picture, diagram, or video to show it.
- TEACH MATH TO YOUR AUDIENCE: Distinguish between linear, exponential, AND quadratic functions in standard form, table, and graph formats.
- EXPLAIN A REAL REPARATIONS MODEL: You have to know this reparation model well. **Explain reparations paid by the US to US slave owners in terms of a linear graph.**
- Emancipatory Competency #5 **Can you participate in social actions which promote peace, police accountability, immigration rights, workers rights, and/or educational equity?** What does this EM mean in terms of learning about reparations math?
- REFLECTION: Warm and Cool Feedback. How well do you think you did in this unit? How do you think your teachers and classmates did in this unit? How would you improve this unit?