

**UNIT OVERVIEW**

Unit Length	Eight 50-minute class periods
Grade Level(s)/Subject(s)	11th Grade U.S. History, Economics and Government
Unit Overview	<p style="text-align: center;">What is the cost of inequality?</p> <p>This unit explores the financial impact of policies such as Jim Crow legislation, redlining, and our health care system on communities of color. By connecting past policies to current practices, students will evaluate how inequality carries financial and health consequences that affect a range of communities, including their own.</p>
Objectives & Outcomes	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Describe and analyze policies and laws that affected financial growth of black families and generational wealth Objective</li> <li>● Analyze how inequitable and racist practices lead to lasting outcomes</li> <li>● Create an argumentative essay and participate in a civic discussion</li> </ul>
Standards	<p><u>Common Core ELA Standards:</u></p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u> Determine the meaning of words and phrases as they are used in a text,</p>

	<p>including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><u>Michigan K-12 Standards for Social Studies:</u></p> <p>P1.5 Construct and present an argument supported with evidence P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.</p> <p>P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims</p>
<p>Unit Resources</p>	<ul style="list-style-type: none"> <li>● “How Rich are the Superrich? <i>Learning for Justice</i> [<a href="#">.pdf</a>]</li> <li>● “Average Household Incomes,” <i>Learning for Justice</i> [<a href="#">.pdf</a>]</li> <li>● <a href="#">“The Wealth Gap” by Trymaine Lee</a> from <i>The 1619 Project</i></li> <li>● <a href="#">“The Land of Our Fathers, Part 1,” 1619 Podcast</a></li> <li>● <a href="#">“The Land of Our Fathers, Part 2,” 1619 Podcast</a></li> <li>● <a href="#">“The Cost of Inequality: Money = quality health care = better life.”</a> by Alvin Powell, <i>Harvard Gazette</i></li> <li>● Teacher-created worksheets and rubric</li> </ul>
<p>Performance Task</p>	<p>This unit has two main performance tasks:</p> <p>First, students explore/ discover a range of unique media Including the 1619 Podcast, which deepens students’ understanding of the historical context of contemporary policies and helps them connect how policies driven by racism affect us on a personal level. At the end of the unit, students craft an analytical composition and engage in a civil discussion in response to the essential question: what is the cost of inequality? Students will recognize that laws have long-lasting and unexpected consequences.</p>

Assessment/Evaluation	<p>This unit culminates in a two-part evaluation:</p> <ol style="list-style-type: none"> <li>1. Argumentative Essay (can be as short or long as suitable for each classroom)</li> <li>2. Civic Discussion: Students discuss the history and discuss possible solutions and actions to start taking now to address the inequality</li> </ol>
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**UNIT PACING/DAILY LESSONS**

Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1</i> Examining Inequality in America				
Day 1	<p><a href="#">“How Rich are the Superrich? Learning for Justice</a></p> <p><a href="#">“Average Household Incomes,” Learning for Justice</a></p>	<p><u>Essential Question:</u> What effect does economic injustice have on people and communities?</p> <p><u>Lesson Objective:</u> Students will be able to analyze graphs to examine the economic gap in the US</p>	<ol style="list-style-type: none"> <li>1. Warm-up: Ask students, “What do you know, or think you know, about the economic wealth gap in America?”</li> <li>2. Graph Analysis: Give students printed copies of each graph and ask them to share responses to the following questions:               <ul style="list-style-type: none"> <li>→ What do you observe?</li> <li>→ How do you think this affects communities across America?</li> <li>→ What impact might this have of racial inequality?</li> </ul> </li> </ol>	<p>Printed student copies of “How Rich are the Superrich?” Graph <a href="#">[.pdf]</a></p> <p>“Average Household Incomes” Graph <a href="#">[.pdf]</a></p>

<p>Day 2</p>	<p><a href="#">“The Wealth Gap”</a> by Trymaine Lee from <i>The 1619 Project</i></p>	<p><u>Essential Question:</u> What is the connection of the wealth gap and segregation in the U.S.?</p> <p><u>Lesson Objective:</u> Students will be able to analyze the wealth gap in the U.S. using an anticipation guide and class discussion.</p>	<ol style="list-style-type: none"> <li>1. Warm-up: Ask students, “How do you think racism and the wealth gap are connected?”</li> <li>2. Anticipation Guide: Divide one paper in half. Label one side “Give One” and the other side “Get One.”             <ol style="list-style-type: none"> <li>a. Set a timer for 2 minutes and direct students to list everything they know about the wealth gap in the United States, past or present, in the “Give One” side of their anticipation guide.</li> <li>b. Instruct students to move around the classroom. Students should share what they wrote and add what they learned from classmates under “Get One.”</li> </ol> </li> <li>3. Reading: Introduce <a href="#">“The Wealth Gap”</a> by Trymaine Lee from <i>The 1619 Project</i> to students and pass out copies of the essay. Students should read the essay independently or in small groups.             <ol style="list-style-type: none"> <li>a. While students are reading, they will make a list of new terms and define or translate them while reading</li> <li>b. After reading <a href="#">“The Wealth Gap,”</a> students should add new information they learned to the “Get One” side of their Anticipation Guide.</li> </ol> </li> <li>5. Discussion: In a round table or whole class discussion, encourage students to</li> </ol>	<p>Copies of <a href="#">“The Wealth Gap”</a> Notebook paper</p>
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**The Cost of Inequality**

Unit by Motor City Educators, part of the 2021 cohort of *The 1619 Project* Education Network

			<p>share one key idea or sentence from the reading and why it resonated with them</p>	
<p>Day 3-4</p>	<p><a href="#">“The Land of Our Fathers, Part 1,” 1619 Podcast</a></p> <p><a href="#">“The Land of Our Fathers, Part 2,” 1619 Podcast</a></p>	<p><b>Essential Question:</b> What effect does economic injustice have on people and groups?</p> <p><b>Lesson Objective:</b> Students will be able to identify ways that economic systems and processes are impacted by discrimination</p>	<ol style="list-style-type: none"> <li>1. Warm up: Ask students, “What is generational wealth?”</li> <li>2. Podcast Day 1: Listen to <a href="#">“The Land of Our Fathers, Part 1.”</a> <ol style="list-style-type: none"> <li>a. Share transcripts with students so they can follow along and make annotations.</li> <li>b. While listening, the teachers should create a flow map of the events that unfold over the course of the story, paying particular attention to June’s story.</li> </ol> </li> <li>3. Podcast Day 2: Listen to <a href="#">“The Land of Our Fathers, Part 2.”</a> <ol style="list-style-type: none"> <li>a. Share transcripts with students so they can follow along and make annotations.</li> <li>b. While listening, continue developing the flow map.</li> </ol> </li> <li>4. Class discussion: In what ways did June and his family experience the wealth gap Lee explained in their article?</li> </ol>	<p>Transcripts for <a href="#">“The Land of Our Fathers Part 1”</a> and <a href="#">“The Land of Our Fathers, Part 2”</a></p> <p>Notebook paper</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i>  <b>Confronting The Cost of Inequality</b></p>				
<p>Day 5-6</p>	<p><a href="#">“The Cost of Inequality: Money = quality health care = better life.”</a> by Alvin Powell, <i>Harvard Gazette</i></p>	<p><u>Essential Question:</u>                      How can health and health services add to the cost of Inequality?</p> <p><u>Learning Objective:</u>                      Students will be able to evaluate the effects of healthcare in communities of color across America.</p>	<ol style="list-style-type: none"> <li>1. Warm-up: Why does health insurance exist? Do you think healthcare is a right or a privilege? Explain.   <i>Educator Note: You may need to explain what the definition of healthcare is to students.</i></li> <li>2. L.I.N.K: Take a piece of paper and divide it into four boxes. Label each box “List,” “Inquiry,” “Notes,” and Knowledge”                         <ol style="list-style-type: none"> <li>a. List: list everything you and your table partners know about health insurance and/or how people, specifically Black people, are treated in the medical field</li> <li>b. Inquiry: create a list of questions you think the reading may answer or what you want to know about inequality in the medical field</li> <li>c. Notes: read <a href="#">“The Cost of Inequality: Money = quality</a></li> </ol> </li> </ol>	<p>Printed copies of <a href="#">“The Cost of Inequality: Money = quality health care = better life.”</a> by Alvin Powell, <i>Harvard Gazette</i></p> <p>Notebook paper</p>

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			<p><a href="#">healthcare = better life</a>” and list new information.</p> <p>d. Knowledge - answer the essential question in short answer form: How can health and health services add to the cost of Inequality?</p> <p><i>Educator Note: Save Notes and Knowledge section for day 6.</i></p>	
Day 7	All resource materials	<p><u>Essential Question:</u> What is the cost of inequality?</p> <p><u>Learning Objective:</u> Students will be able to evaluate the cost, economic and human, of inequality</p>	<ol style="list-style-type: none"> <li>1. Warm-up/review: What have we learned about inequality, racism, and discrimination in America?</li> <li>2. Claim, evidence, reasoning (CER) notepage: Post the essential question - What is the cost of inequality? Students should:             <ol style="list-style-type: none"> <li>a. Write a claim statement using evidence from any of the resources prior in the unit</li> <li>b. Explain the reasoning for their claim</li> </ol> </li> </ol> <p><i>Educator Note: Some type of note guide will help students process their thoughts such as a flow map or tree chart.</i></p> <ol style="list-style-type: none"> <li>3. Tell students that they will be using their CER note pages to engage in a civil discussion around the essential question.</li> </ol>	All resource materials  Notebook paper

<p>Day 8</p>	<p>All resource materials</p>	<p><u>Essential Question:</u> What is the cost of inequality?</p> <p><u>Learning Objective:</u> Students will be able to evaluate the cost, economic and human, of inequality</p>	<ol style="list-style-type: none"> <li>1. Civil Discourse / Roundtable Discussion: Arrange the classroom so all seats are in a circle with two or three seats in the middle. Have students refer to their Claim, Evidence, Reasoning note page with them throughout the activity. Ask students the essential question and invite them into the circle to share             <ol style="list-style-type: none"> <li>a. First, have students share their claims with their evidence.                 <ol style="list-style-type: none"> <li>i. If desired, have a volunteer to keep notes of what is said on the board so it is visible to students during the conversation</li> </ol> </li> <li>b. Encourage students to share the reasoning for their claim statements.</li> </ol> </li> <li>2. After students have shared their claim and reasoning, pose a follow-up question such as “what can we do now?”             <ol style="list-style-type: none"> <li>a. Give students a few minutes to think and discuss the question.</li> <li>b. Invite students back into the circle to share thoughts.</li> </ol> </li> <li>3. Make a closing statement the summarizes what was shared and what can be done moving forward</li> </ol>	<p>The Cost of Inequality Discussion Rubric <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <ul style="list-style-type: none"> <li>• It is recommended to have a copy made for each student or have a class roster printed to keep notes of what is said during the discussion, especially if not recording.</li> <li>• It is also recommended that students receive a copy of the rubric to help guide themselves through the process</li> </ul> <p>The Cost of Inequality Facilitator Discussion Questions <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <ul style="list-style-type: none"> <li>• It is recommended that these questions are with the facilitator to help guide students, especially to maintain focus or if there is a lull in the conversation</li> <li>• Teachers may also post the questions to students prior to the discussion - this can be an accommodation for ESL and Special Education students</li> </ul> <p>Student CER notepages</p>
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