

OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES



Grade: 7/8

Infusion Information:

Grades 7 and 8: Module 3, Unit 1

BPS INSTRUCTIONAL PRIORITIES

As you execute these lessons please remember:

Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking · All Students Engage in Grade-Level Content · Differentiation

LESSON TITLE: A Vast Wealth Gap

Students will gain a broader understanding of the historical roots of the Wealth Gap in our country by viewing an engaging video, participating in a gallery walk, and providing a written response of their reactions to the images, in addition to reading and discussing an article from the *1619 Project*.

LESSON OBJECTIVES

Students will be able to:

- cite textual evidence from “A Vast Wealth Gap” to analyze the ways in which economic decisions affect the well-being of individuals, businesses, and society.
- evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.

ESSENTIAL QUESTIONS

- How has exclusion from government wealth-building programs limited the opportunities for Black Americans to accumulate wealth?

NYS STANDARDS

English Language Arts

- 7R1 / 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
- 7R2 / 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)
- 7W1 and 8W1: Write arguments to support claims with clear reasons and relevant evidence.

Social Studies

- 7.E.1 . Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
- 7.E.4 Examine the roles of institutions, such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War

BLACK LIVES MATTER GUIDING PRINCIPLES (5 min)

Discuss one or two of these principles and have students talk about how they connect to them.

Recommended principles for discussion in bold.

- Collective Value means that all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location, matter.
- **Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.**
- Diversity is the celebration and acknowledgement of differences and commonalities across cultures.
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- **Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.**
- Black Men: We are committed to building a Black men affirming space. We reject the over sexualization, criminalization and mass incarceration of our Black boys and men. Furthermore, we are committed to dismantling the school to prison pipeline, adultification of Black and brown boys, and the senseless killing of unarmed Black and brown men.

VOCABULARY (3 min)

Review vocabulary prior to starting Launch.

- **wealth**: an abundance of valuable possessions or money
- **creditors**: a person or company to whom money is owed
- **civil war**: a war between citizens of the same country; the way fought in the USA between Union and Confederates 1861 - 1865
- **dispossession**: the action of depriving someone of land, property, or other possessions
- **Jim Crow**: the former practice of segregation black people in the US
- **compensation**: typically money, awarded to someone as a recompense for loss, injury, or suffering
- **redlining**: refusing a loan or insurance to someone because they live in an area deemed to be poor financial risk

LAUNCH (10 min)

1. Do Now: Review how to use the *I notice, I wonder* document during the gallery walk
2. Watch Video: [A Look At Income Inequality In The United States](#) (Playposit)
3. Students will respond to the following:
 - When did the shift start between the low income and higher income people?
 - What is the government doing to close the gap?
 - If President Regan didn't intervene how might society be different now?
 - How did the video impact you? In what ways might you contribute to closing the gap for yourself?

TEXT

Title: "[A vast wealth gap, driven by segregation, redlining, evictions and exclusion, separates white and black America](#)"

By: Trymaine Lee

Summary: This article highlights events and decisions in history that created and solidified the racial wealth gap in the United States. A timeline of historical events that shows the decline of Black wealth is rooted in law and public policy and shows that today's gap is perhaps the most glaring legacy of American slavery.

PROCEDURAL STEPS (24 min)

Instruction/Activity:

4. After completing the Launch, show students the Gallery Walk slideshow. While watching the slideshow, students will complete the *I notice, I wonder* chart. Students will work independently to complete this chart.
5. After students watch the slideshow, begin the whole group debrief on visuals. Facilitate a powerful conversation as students summarize the gallery walk.
6. Direct students to open text documents in Schoology. Explain that they will use these breakout rooms/groups to work with their section of the text. In breakout rooms/groups, students will read specific chunks of the text "[A vast wealth gap, driven by segregation, redlining, evictions and exclusion, separates white and black America.](#)"
 - Students will annotate the text as they read.
 - Continue to facilitate discussion as students work on the article in groups. Probe students to think critically.
7. Call students back to the main room. Have student groups share out their findings from the reading.

CLOSURE (5 min)

8. Have students independently complete a written reflection on the essential question.
 - **Exit Ticket:** Students will complete a written reflection demonstrating what they have learned about the wealth gap and how it affects people of color. They will think and reflect on the ways that they can contribute to society in ways that will help break the cycle.

DIFFERENTIATION

- Essay chunked for students
- Text read to the students
- Questions asked throughout the text to check for understanding.
- Use of graphic organizers
- Use of sentence starters
- [Word document of the article](#)

SPECIALLY DESIGNED INSTRUCTION

How will you incorporate specially designed instruction strategies?

- Directions read
- Text Read
- Vocabulary gone over as difficulties arise (teacher can pre-choose terms)
- Audio video questions read aloud
- Extended time
- Separate location for minimal distractions
- Graphic organizer
- Scribe (if on IEP)
- Copy of class notes

TECHNOLOGY AND VIRTUAL INSTRUCTION

Video: [How Housing Redlining Contributed to the Racial Wealth Gap and Segregation | NowThis](#)

TEACHER REFLECTION

Teacher Thoughts Prior to the Lesson

- How might students be emotionally affected by the contents of the text?
- How can I help empower my students?
- How might it impact them mentally?
- In what ways can I deliver the overall message to my students, while remaining culturally relevant and age appropriate?

Teacher Reflection Following the Lesson

- Lesson spans more than original allotted time frame
- Focus on vocabulary in order to support students through the reading
- Spend time on decomposing the gallery walk so students are able to make connections

Name: _____

Date: _____

Photo Gallery

Directions: In a moment you will examine several photographs. For each photograph, *write* specific details that you *notice*. The first photo is provided and completed for you as an example. This activity is 15 minutes. You may not get to all of the photographs.



I notice ... (what you SEE)	I wonder ...
<p>A sign for White man and Colored men</p> <p>A sign for White woman and Colored woman</p> <p>A labeled "Colored" water cooler</p> <p>An African American man drinking from the fountain</p>	<p>What does the "White" fountain look like?</p> <p>Was this photo taken in the 1940s or 1950s?</p> <p>Civil Rights Movement?</p> <p>Jim Crow Laws?</p>

Pictures for Gallery Walk

Ruby Bridges and Kamala Harris

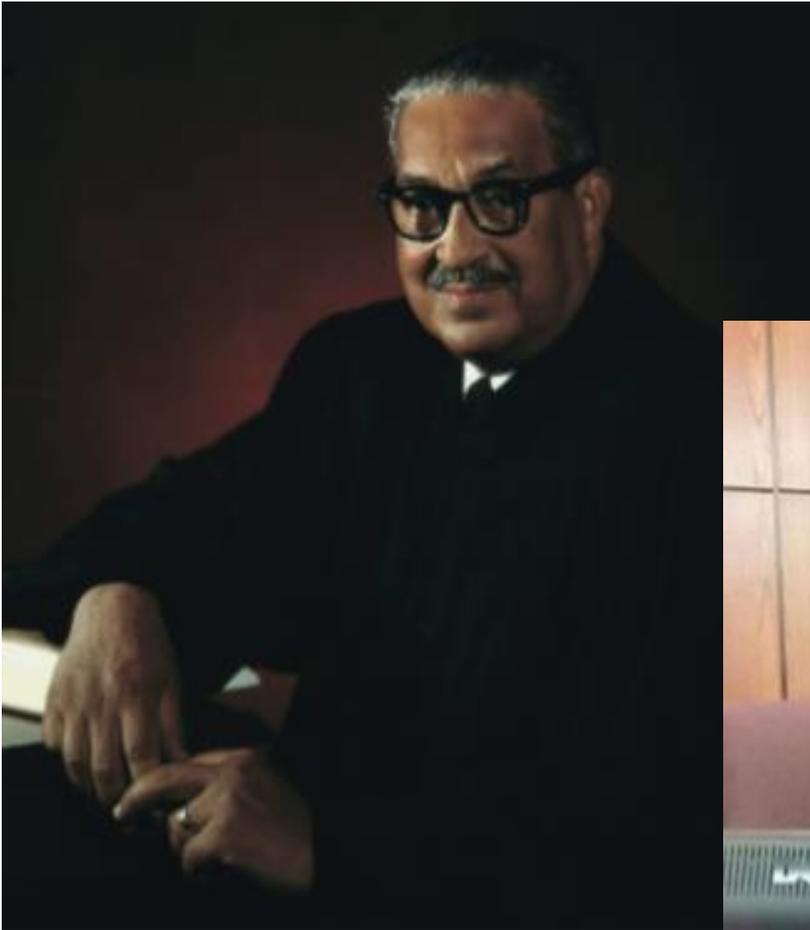
First child of color attending an all-White school (1960) and the first woman and woman of color to become Vice President of the United States of America (photo from 2020).



I notice ... (What you see)	I wonder ...
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Thurgood Marshall and Jasmine Twitty

The first man of color to sit on the Supreme Court (1967) and the youngest judge at the age of 25 (2015).



I notice ... (What you see)	I wonder ...
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Elmore Bolling and his wife, Bertha Mae Nowden Bolling, in Alabama (1945)



I notice ... (What you see)	I wonder ...
<hr/>	<hr/>

The viral image of Joseph Pryor yelling at Shiya Nwanguma during a Donald Trump rally resembles similar photos of African-Americans being harassed during the civil rights movement.

(Source: WILL COUNTS/Arkansas Democrat/AP/AP)



I notice ... (What you see)	I wonder ...
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