Angela Zoller Barker

Lesson Plan:

9.4.10.10 Read widely to understand multiple perspectives and academic tasks.

9.5.7.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Procedure:

This lesson will be at the beginning of the race unit in 9th grade. It will be placed in the pacing calendar after the Ted Talk by Dr. Jones on racism. It will focus on explaining and exploring what institutional racism is and how it has worked in America for African Americans, European Americans, and American Indians. (Althought the lesson can be adjusted to include any race.)

5 min | Revisit the themes and vocabulary from yesterday’s video: <https://www.youtube.com/watch?v=GNhcY6fTyBM>

5 min | Write “institutions” on the whiteboard. Think aloud as a class to activate prior knowledge about the topic.

3 min | Watch “Racism is Real” video: <https://www.youtube.com/watch?v=fTcSVQJ2h8g>

5 min | Discuss as a class how David and Dante’s day differs.

30 min | Play Monopoly of America. This is a Monopoly board with specific rules.

1. Group students into 4. Assign player 1 as the “institution, player 2 as African American, player 3 as American Indian, and player 4 as European American.
2. Players will take 10 turns, after 10 rounds play will end.
3. Player 1 doesn’t play the game but acts as banker, “wealth” secretary, and secret keeper. They will be given a worksheet to keep track of each player’s land and money at the end of each round. They will be given an envelope to read at the end of each round which explains the current state of America they are in.
4. European players will play the game without interruption.
5. American Indian players will play the first 5 rounds without interruption. After the 5th round the “institution” will read the 5th round envelope which will state that the American Indian player must give all their land cards and all but $200 of their money to the European player. In exchange the European player will give the American Indian player one piece of land of their choosing. They must continue to give half their wealth to the European player for the remainder of the game.
6. African American players can not collect wealth the first 3 rounds. They must give all of their money to the European player. Then after the third round the “institution” player announces they are emancipated and can buy land. But they can only purchase the land between Go and Just Visiting Jail. Also, the Just Visiting space is another Go Directly to Jail space since African Americans are pulled over twice and serve longer prison terms. They must give the European player a quarter of their wealth for the remainder of the game.

Assessment:

Game play may take more than 30 minutes and continue into the next day. On Day 2 students will receive copies of their wealth worksheets (I will collect them at the end of day 1 and make copies.) Then I will group them by like so all the institutions will group, all the African American players, all the American Indian players, and all the European players. They will discuss their experiences and then they will draw conclusions about institutional racism. Each group will write a reflective statement that ties Dr Jones’ allegories of the gardner and the Monopoly of America game together and answers the question “How did institutions affect the success of your group?”

Class will regroup as a whole and discuss each group’s conclusions.

10 points per student for the reflective paragraph

10 points per group for the worksheet and collaboration of game play

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20 total points can be earned for each student.