

## Lesson 4 - Media and Public Opinion on Reparations

### Lesson Summary

Students will analyze, distinguish and evaluate how reparations are depicted in popular media.

### Objective

Students will complete a graphic organizer on how reparations are represented in current U.S. media.

### Standards

8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.12.D. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

### Vocabulary

**Reparations:** 1- a repairing or keeping in repair. 2- the act of making amends, offering expiation, or giving satisfaction for a wrong or injury or something done or given as amends or satisfaction 3- the payment of damages, specifically: compensation in money or materials payable by a defeated nation for damages to or expenditures sustained by another nation as a result of hostilities with the defeated nation—usually used in plural

**Justice:** the maintenance or administration of what is just especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments

**Juneteenth:** June 19 observed as a legal holiday in the United States in commemoration of the end of slavery in the U.S.

**Critical Race Theory:** a group of concepts (such as the idea that race is a sociological rather than biological designation, and that racism pervades society and is fostered and perpetuated by the legal system) used for examining the relationship between race and the laws and legal institutions of a country and especially the United States

Definitions sourced from Merriam Webster

### Episode Information

The Cost of Inheritance: Video Extras <https://www.wqed.org/the-cost-of-inheritance/>

- a. Working to Pass HR 40: Rep. Sheila Jackson Lee

### Materials

Reading Material for 4 corner scavenger hunt activity:

1. Proud Family video: [www.youtube.com/watch?v=FCmTQbkGNGw](http://www.youtube.com/watch?v=FCmTQbkGNGw)

TV Show or American Public

- a. [Proud family backlash](#)
  - b. [“Critics slam Disney for ‘anti-white’ episode of ‘The Proud Family’ reboot”](#)
2. Music: KQED: [‘I Ain’t Leaving Without My 40 Acres’: How Musicians Have Called for Reparations](#)
  3. American Public: [Black and White Americans are far apart in their views of reparations for slavery](#)
  4. Young people/Students: [What Students Are Saying About Reparations, What They Want to Learn in School, and Individuality”](#)
- Rap song lyrics in lieu of playing the music, if necessary. (Beyoncé Black Parade, Nas Owe Me Back, Tupac Shakur White Man’z World, and Kendrick Lamar Alright) (attached to this lesson plan)
  - Philadelphia Inquirer, “Reparations? For what?” - Political Cartoon (attached to this lesson plan)
  - Four Corners Graphic Organizer Worksheet

## Lesson Activity

### Teacher Prep

- Preview The Cost of Inheritance video excerpts.
- View and read listed sources.
- Decide on how to distribute provided information on examples
  - Option: Create QR codes of each grouping of information and hang QR codes up around the room, this adds a little tech which students might enjoy and an element of surprise
- Review information provided to students
- Write on pieces paper and tape to 4 corners of the room the following categories: TV shows (Disney), Music, American Public, and Students

### Lesson Tips

- Option: you may give student the sources you want them to use for the teach out, or expect them to research on their own
  - If expecting students to find their own sources, consider reminding them of their school library resources, giving a tour of the library or having the school librarian visit, and reviewing as a class what makes a good trustworthy source
- The Disney channel backlash can be included in either the TV show corner, or the American public corner

## Background Information

### Juneteenth history and celebrations

‘The Historical Legacy of Juneteenth’ from the National Museum of African American History and Culture  
<https://nmaahc.si.edu/explore/stories/historical-legacy-juneteenth>

Assign students to read the above article if students are unfamiliar with Juneteenth as it is referenced in the Disney corner material.

### 40 acres and a mule doctrine

PBS: ‘The Truth Behind ‘40 Acres and a Mule’ [www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/the-truth-behind-40-acres-and-a-mule/](http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/the-truth-behind-40-acres-and-a-mule/)

Introduce the commonly used phrase used when talking about reparations. Assign students to read this document if the doctrine is unfamiliar to students. This is referenced in rap songs.

### Introduction

1. Share that today we are going to review how reparations are represented in the media and what public opinion is on this topic.
2. Review the definition of “**Reparations**”
  - a. Ask for student input on what they know about this vocabulary word

### Instructions

1. Set or review norms and expectations for the class while talking about this
  - a. Share that we will be reviewing many different strong opinions. It is up to them to take in all the information and form their own. They also do not have to form their own opinion today, but rather this can be a jumping off point of gathering many different perspectives.
2. Project political cartoon for class to see (or publish to class website/page)
  - a. Allow students 1-2 minutes of silence, noticing all parts of the cartoon and forming their opinion
  - b. Open it up to discussion, begin with observations
  - c. Encourage students to build on each other, creating connections
  - d. Encourage students to connect this political cartoon to current events or other areas of life they know about and can connect it to
  - e. Ask: What does this say about how people feel about reparations?
3. Introduce activity: Four corners scavenger hunt
  - a. This activity can be done in teams or partners depending on the size of the class
  - b. Students will go to each corner of the room, filling in their graphic organizer with the information in each resource
  - c. The four corners are: TV shows (Disney), Music, American Public, and Students.
    - i. The resources in the TV show corner are materials 1, 2 and 3.
    - ii. The resources in the music corner are material 2 and rap lyrics below (Beyoncé Black Parade, Nas Owe Me Back, Tupac Shakur White Man’z World, and Kendrick Lamar Alright).
    - iii. The resource in the American public is material 3.
    - iv. Resources in the student corner is material 4.

*Option: if grouping allows and timing is a concern, add a timer element where groups have a predetermined amount of time at each corner/station and when the timer goes off, the groups rotate (clockwise/counterclockwise)*

- d. Once students have visited all four corners, project graphic organizer on the screen, assign notetaker, and create a master note
      - i. Going group by group, they will each offer up one note at a time (not repeating previously mentioned points by other groups) until all groups have shared everything they had. Do this for each section.
4. Closing: sticky note exit ticket, leave a sticky note on the door (or assigned area/poster) on your way out that says what you learned that most surprised you today

## Guiding Student Inquiry

### **Before Activity**

1. What are reparations?
2. Political cartoon thoughts and opinions

### **During Activity**

1. Group notes

### **After Activity**

1. Exit ticket

## Check for Understanding

Exit ticket, what most surprised you from today's lesson?

## Extension Activity Ideas

NPR podcast: Memory Wars, Exploring How Society Confronts Sin

[www.npr.org/podcasts/1101476293/memory-wars-a-podcast-exploring-how-society-confronts-sin](http://www.npr.org/podcasts/1101476293/memory-wars-a-podcast-exploring-how-society-confronts-sin)

This would be appropriate recommended listening for those who are interested in exploring the topic further following the lesson. It explores how across the world and in the United States people deal with the dark histories they experience the aftermath of including Jim Crow laws and WWII.

## Suggested Reading

<https://slaveryandjusticereport.brown.edu/sections/confronting-slaverys-legacy-the-reparations-question/>

From Brown University's Slavery and Justice Report: Confronting Slavery's Legacy: The Reparations Question

This section of the report focuses on the facts and critical perspectives on reparations.

*Lesson plan created by Erin Breault and Jules Jacques*

## Reparations in Rap Music to be used in the Music corner

(in lieu of playing the music, if necessary)

Rap music represents our popular culture and is a significant aspect of Black culture in America. Historically, rap has served as a platform for Black Americans to express their experiences of oppression, discrimination, and systemic injustice. It provides a medium for artists to voice their struggles and advocate for social change to the public. One example of this is the systemic and historical racism in the United States. Rappers have spoken on reparations to spread the message that historical wrongs must be addressed in our country.

What you want you, a house? You, a car?/ 40 acres and a mule? A piano, a guitar?

- Kendrick Lamar, 2015 "Alright"

Help me raise my Black nation, reparations are due.

- Tupac Shakur, 1996 "White Man'z World"

Yeah, owe me back like you owe your tax / Owe me back like 40 acres to Blacks.

- Nas, 1999 "Owe Me Back"

Curtis Mayfield on the speaker / Lil' Malcolm, Martin, mixed with momma Tina / Need another march, lemme call Tamika / Need peace and reparation for my people.

- Beyoncé, 2019 "Black Parade"



Philadelphia Inquirer, "Reparations? For what?"

# Four Corners Graphic Organizer Worksheet

Group	What do they say about reparations?
TV shows (Disney)	
Music	
American Public	
Students	