

UNIT OVERVIEW

<p>Unit Length</p>	<p>The unit consists of four 75-minute lessons.</p> <p>This unit is the first in a semester-long college course on urban diversity. Students read selected articles from The 1619 Project before class and re-examine the materials in class working in pairs or small groups. After the four lessons are over, students will complete assignments outside of class to produce a community narrative podcast as a culminating project for the unit. The podcasts will be shared and discussed with classmates and made available on a course website.</p>
<p>Grade Level(s)/Course(s)</p>	<p>Introductory College-level Urban Studies (adaptable for grades 9-12)</p>
<p>Subject(s)/Area(s) of Focus</p>	<p>Urban Geography, Political History, Sociology, Cultural Studies, Migration and Diaspora Studies</p>
<p>Unit Overview</p>	<p>Grounded in the themes of exclusionary social practice in the urban context and struggles for inclusive citizenship, this four-lesson unit launches with an examination of Nikole Hannah-Jones’ essay “The Idea of America.” This will incubate student reflections on what defines being American, and what rights enshrine our ability to claim an American identity. Next, we will listen to the podcast episode “The Economy That Slavery Built.” and assign the article “Capitalism” by Matthew Desmond to scaffold an interrogation of the term “land of opportunity. Students will critically examine today’s culture of aspiration, work, and wealth accumulation. Listening to the podcast together will also discover the components of a compelling podcast episode. In our third lesson, we will leverage themes and ideas from Kevin Kruse’s essay “Traffic” and Trymaine Lee’s “The Wealth Gap” to lay a conceptual map for students to socially interpret their geographic location in New York City neighborhoods and their near suburbs, defined (as every American city is) by the legacies of redlining, highway construction, and the development of ethnic enclaves. The fourth lesson uses resources from StoryCorps to teach students how to interview ethically and produce a community narrative podcast.</p> <p>Essential questions for this unit include:</p> <ul style="list-style-type: none"> ● What is your idea of America and being American? What civil rights can you exercise as an individual that frame your idea? ● What relevance does the historical trade of enslaved people have to understanding present-day policies and approaches to immigration?

	<ul style="list-style-type: none"> • How does an enslavement-informed labor history recast the meaning of the phrase “land of opportunity?” • What kind of power do we draw from our sense of community and belonging in particular spaces, regardless of our material wealth? <p>Students will practice close listening skills, critical textual analysis, and map study accompanied by demographic data to enable them to document their community history.</p>
<p>Objectives & Outcomes</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Explore the history of Reconstruction Era rights and amendments as well as 20th century Civil Rights laws that shaped the possibilities for livelihood in America • Trace the characteristics of contemporary capitalism to practices developed in the era of plantation slavery • Discover the social objectives that inform urban design, past and present • Review government policies and acts of violence throughout history that were racially discriminatory in their impact on generational wealth
<p>Standards</p>	<p>CUNY General Education Pathways Learning Objectives: U.S. Experience in Its Diversity</p> <ul style="list-style-type: none"> • Acquire basic knowledge of racial, ethnic, national, gender, and other forms of diversity in urban areas using the fundamental concepts and methods of urban studies, and to place urban communities and neighborhoods in their historical, political and economic context • Evaluate how indigeneity, slavery and immigration have shaped the development of the U.S. and its cities • Analyze and discuss common institutions in contemporary U.S. society and how they influence or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation • Practice gathering and assessing information from a variety of sources and points of view and demonstrating analytical, oral, and written skills in applying the methods of urban studies to the study of social change
<p>Facilitation Resources</p>	<p>“The Idea of America” by Nikole Hannah-Jones</p> <p>“The Fight for a True Democracy,” from “1619,” a podcast from <i>The New York Times</i></p> <p>Selected cards from <i>The Antiracist Deck</i> by Ibram X. Kendi</p>

	<p>“Capitalism” by Matthew Desmond</p> <p>“The Economy That Built Slavery,” 1619 Podcast from <i>The New York Times</i></p> <p>U.S. Department of State Directory of Immigrant Visa Categories</p> <p>“Traffic” by Kevin Kruse</p> <p>“The Wealth Gap” by Trymaine Lee</p> <p>“The Cross-Bronx Expressway,” time-lapse video and text online at SEGREGATION BY DESIGN</p> <p>Various maps highlighting demographics from Best Neighborhood</p> <p>Redlining maps by borough from Mapping Inequality</p> <p>“Black Dispossession and the Making of Downtown Flushing,” by Tarry Hum for <i>Progressive City</i></p> <p>Uncover the hidden secrets of Black Wall Street in 1921 (Tulsa) from <i>Urban Ministries, Inc.</i></p> <p>Bell Hooks, “The Chitlin’ Circuit: On Black Community,” in <i>Yearning: Race, Gender and Cultural Politics</i> South End Press, 1990.</p> <p>StoryCorps “The Great Thanksgiving Listen” Educator Toolkit</p> <p>The Great Thanksgiving Listen: A Starter's Manual for Students by StoryCorps (30:50)</p> <p>Various teacher-created appendixes and performance task handouts linked throughout the unit</p>
<p>Performance Task</p>	<p><u>Community Narrative:</u> Each student will produce a StoryCorps interview podcast episode (approximately 5 minutes) or textual narrative (approximately 1200 words) that reflects a story from a community with whom they identify or</p>

	<p>would like to investigate. Guidance will be provided in class on ethical interviewing practices, authoring scripted components of the community narrative, and editing for a polished finished product.</p> <p>Finished podcasts or textual narratives are to be submitted on Blackboard and will be featured on a course website. Creating a narrative, whether podcast or text, will employ the skills of close listening, note-taking, and scripting context for an audience. The community narratives will engage the themes of truth-telling, community resilience, and American identity.</p>
<p>Assessment/Evaluation</p>	<p>For the formative tasks described in the lesson plans, assessments will focus on the attention paid to facts conveyed in the 1619 Project materials, as well as engagement with the classroom discourse of peers. Evaluation for the summative performance task of creating a community narrative will encompass: scripted historical and contemporary background information specific to the student’s topic</p> <ul style="list-style-type: none"> ● Interview questions for community member(s) that are respectful and empathetic, and are inspired by themes explored in our 1619 Project unit ● Clarity and cohesion of final edited podcast episode ● Commentary on one of the community narratives created by classmates taking note of themes raised in class <p><u>Performance Task Descriptions and Rubrics</u> Community Narrative Preparation and grading rubric [.pdf][docx] Community Narrative Final Submission Guidelines and grading rubric [.pdf][docx]</p>

Day 1: The Idea of America

Lesson Materials and Resources	Lesson Objectives and Essential Questions	Lesson / Activities
<p>“The Idea of America” by Nikole Hannah-Jones.</p> <p>“The Fight for a True Democracy,” from “1619,” a podcast from The New York Times</p> <p>Appendix 1: The Idea of America Excerpts excerpts [.pdf][.dox]</p> <p>Selected cards from The Antiracist Deck by Ibram X. Kendi</p>	<p>Students will...</p> <ul style="list-style-type: none"> Discover the history of Reconstruction Era rights and amendments as well as 20th-century Civil Rights laws that shaped the possibilities for livelihood in America Develop close listening skills <p><u>Essential questions:</u> What is <i>your</i> idea of America?</p> <p>Which of the constitutional rights and laws governing equality that Hannah-Jones writes about influence your vision most directly?</p>	<p><u>Preparation</u> Students should read “The Idea of America” by Nikole Hannah-Jones.</p> <p><u>Opening Dialogue (25 minutes)</u> Share Ibram Kendi’s antiracist discussion card, “Who or what constitutes an American to you?” Ask students to pair up and begin a peer interview with this question.</p> <ol style="list-style-type: none"> Follow-up questions should include: <ul style="list-style-type: none"> Are you an American? Do you want to be? Why or why not?” Pairs switch interviewer roles after 3 minutes. Re-convene as a group. Each pair reports to the class what they learned from one another. <p><u>Analyze “The Fight for a True Democracy” (15 minutes)</u> Play a clip from the podcast (4:55-10:37) and provide students with a transcript of this excerpt.</p> <ol style="list-style-type: none"> Ask students: <ul style="list-style-type: none"> What do you notice most about Hannah-Jones’ narrative on feeling American? How does she portray her father’s approach? How are our views on America shaped by our experiences with our families (in the U.S. and abroad)? <p><u>Analyze and discuss “The Idea of America” by Nikole Hannah-Jones (35 minutes)</u></p> <ol style="list-style-type: none"> Distribute Appendix 1: The Idea of America Excerpts excerpts. In small groups,

		<p>students should use the discussion questions to explore how Hannah-Jones' historic or personal accounts are present and relevant in their own lives.</p> <p><i>Educator note: themes for this discussion include guarantees of citizenship, the right to education, protections against employment discrimination, cultural alienation and criminalization of communities.</i></p> <ol style="list-style-type: none">2. Reconvene as a class and highlight these personal stories in the context of the selected excerpt through discussion.
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Day 2: Capitalism and the Economy that Slavery Built

Lesson Materials and Resources	Lesson Objectives and Essential Questions	Lesson / Activities
<p>“Capitalism” by Matthew Desmond</p> <p>“The Economy That Built Slavery.” 1619 Podcast from The New York Times</p> <p>**Print out the transcript</p> <p>U.S. Department of State Directory of Immigrant Visa Categories</p>	<p>Objectives:</p> <ul style="list-style-type: none"> Discover the centrality of slavery in the establishment and rapid growth of the U.S. colonial economy, and the role of slave trading in creating global wealth. Trace the characteristics of contemporary capitalism to practices developed in the era of plantation slavery. Develop critical listening and note-taking skills. <p>Essential questions:</p> <p>How does learning about the definitive role of slavery in the history of American capitalism shape your interpretation of your experience and your family’s experience of work and labor?</p> <p>How does learning about the historical trade for enslaved people inform your understanding of contemporary immigration policies and approaches?</p> <p>How does that history recast the meaning of the phrase “land of opportunity”?</p>	<p>Preparation</p> <p>Students read “Capitalism” by Matthew Desmond.</p> <p>Analyze <i>The Economy That Slavery Built</i> (58 minutes)</p> <ol style="list-style-type: none"> Play the first six minutes of the podcast episode, <i>The Economy That Slavery Built</i>, and then pause to ask students: <ol style="list-style-type: none"> Epistemology (7 mins) <ul style="list-style-type: none"> Who is the authority on history at the beginning of this podcast? How much of our knowledge about ourselves relies on family oral histories? Can we trust the stories we are told? The Power of Place (7 mins) <ul style="list-style-type: none"> How does Nikole Hannah Jones invoke a sense of place for the listener? How is geography made crucial in this episode about the economy? Play the podcast from 7:00 to 15:08 and then ask students to write a response to one of the following questions on Blackboard to share with the class. Allot 15 minutes for writing time and then 15 minutes for discussion. <ul style="list-style-type: none"> Global Production: What stands out to you in Desmond’s historical account of slavery? Do you think it’s accurate to compare today’s corporations and modern management with plantation slavery as Hannah-Jones does? Global Consumption: Matthew Desmond describes how global market fluctuations affected the brutality of labor

		<p>practices on U.S. plantations. How do each of us today participate as consumers in a global economy? As potential producers?</p> <p><u>Review the U.S. Department’s Immigrant Visa Categories (10 mins)</u> Look at the U.S. Department of State Immigrant Visa Categories together as a class. While reviewing, take time to explore the following:</p> <ul style="list-style-type: none">a. Which categories have been relevant in our lives?b. Note in particular the list of nations currently barred from applying for immigration through the United States Diversity Visa Program. How do we interpret these regulations on the global flow of people into the U.S. after reading Desmond’s <i>Capitalism</i>? <p><u>Closing:</u> Play 15:00-19:55 of the podcast which highlights the historic equivalence of people held as property to global wealth extraction.</p>
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Day 3: Traffic

Lesson Materials and Resources	Lesson Objectives and Essential Questions	Lesson / Activities
<p>“Traffic” by Kevin Kruse</p> <p>Appendix 2: Excerpt for Discussion from Kevin Cruse’s Traffic [.pdf][.docx]</p> <p>“The Cross-Bronx Expressway.” time-lapse video and text online at SEGREGATION BY DESIGN</p> <p>Various maps highlighting demographics from Best Neighborhood</p> <p>Redlining maps by borough from Mapping Inequality</p> <p>“Black Dispossession and the Making of Downtown Flushing.” by Tarry Hum for <i>Progressive City</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Explore the social objectives that inform urban design • Explore local histories of highway and parking lot construction in the New York City metropolitan area and their impacts on various communities • Analyze local demographic maps that illustrate the role of highways and other traffic arteries as borders and boundaries within New York City and its suburbs <p>Essential questions:</p> <p>What and where are the boundaries we perceive in our daily lives?</p> <p>How are those boundaries experienced and enforced?</p> <p>When can a border be transcended and a place of connection?</p>	<p>Preparation Students read “Traffic” by Kevin Kruse.</p> <p>Pair Interviews with <i>Traffic</i> (10 mins): Distribute selected quotes from the article <i>Traffic</i> in Appendix 2 which students have read in its entirety before class.</p> <ol style="list-style-type: none"> 1. In pairs, have students interview a classmate with questions drawn from the quotes. 2. Students should take interview notes so that they can report on what they learned from their classmates in the second half of class. <p>Deconstructing Demographics (10 mins) Present “The Cross Bronx Expressway” time-lapse video and explore the attendant narrative about its construction.</p> <ol style="list-style-type: none"> 1. Use this resource to contextualize an exploration of demographics in the Bronx today: New York City’s only majority Latino borough. 2. Compare redlining maps of Manhattan, Brooklyn, Staten Island and Queens with current demographic maps. What do these maps indicate about the legacy of redlining in our city? <p>Exploring Black Dispossession: Review the main points of Tarry Hum’s article “Black Dispossession and the Making of Downtown Flushing”</p> <ol style="list-style-type: none"> 1. Establish that Queens College is located in the neighborhood of Flushing in Queens, NY, which is considered a larger

<p><u>Uncover the hidden secrets of Black Wall Street in 1921 (Tulsa)</u> from <i>Urban Ministries, Inc.</i></p>		<p>“Chinatown” than New York’s original Chinatown in Manhattan.</p> <p>2. The article recounts how a free Black neighborhood, church and burial ground were redlined and razed to create a municipal parking lot while former black residents were placed in NYCHA housing projects. That area is now the center of the largest ethnic Chinese enclave outside Asia.</p> <p><u>Analyze a documentary on Black Wall Street: (20 min)</u> Screen the short documentary <u>Uncover the Hidden Secrets of Black Wall Street in 1921 (Tulsa) from Urban Ministries, Inc.</u> Ask students:</p> <ul style="list-style-type: none"> ● What was the role of society in the massacre? ● The role of government?
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Day 4: The Wealth Gap

Lesson Materials and Resources	Lesson Objectives and Essential Questions	Lesson / Activities
<p>“The Wealth Gap” by Trymaine Lee</p> <p>Appendix 3: Excerpts for discussion about racial wealth gaps and community resilience [.pdf][.docx]</p> <p>Uncover the hidden secrets of Black Wall Street in 1921 (Tulsa) from <i>Urban Ministries, Inc.</i></p> <p>Bell Hooks, “The Chitlin’ Circuit: On Black Community,” in <i>Yearning: Race, Gender and Cultural Politics</i> South End Press, 1990.</p>	<p>Objectives: Review government policies and acts of violence throughout history that were racially discriminatory in their impact on generational wealth</p> <p>Essential questions: What can account for the persistence of poverty in our land of opportunity? What kind of power do we draw from our sense of community, regardless of material wealth?</p>	<p>Preparation Students read “The Wealth Gap” by Trymaine Lee.</p> <p>Review “The Wealth Gap” Ask a student to read aloud an excerpt from Lee’s essay from the appendix handout that articulates how generational poverty resulted from deliberate government policies and acts of injustice. Facilitate a conversation around the chosen quote.</p> <p>Using the Appendix 3 handout, analyze “The Chitlin’ Circuit” (35 minutes)</p> <ol style="list-style-type: none"> 1. Recognizing that community is foremost a space of resilience, discuss the following questions: How are ethnically homogeneous communities “safe spaces”? How are they spaces of power? Of resistance? Of celebration? 2. Students should share what they learned from interviews with classmates at the beginning of the session, making connections between the themes from the essay.

Day 4: COMMUNITY NARRATIVE
Student Guidance, Tasks and Rubrics

Lesson Materials and Resources	Lesson Objectives and Essential Questions	Lesson / Activities
<p>StoryCorps “The Great Thanksgiving Listen” Educator Toolkit’</p> <p>The Great Thanksgiving Listen: A Starter’s Manual for Students by StoryCorps (30:50)</p> <p>Community Narrative Preparation and grading rubric [.pdf][docx]</p> <p>Community Narrative Final Submission Guidelines and grading rubric [.pdf][docx]</p> <p>****<i>Evaluation rubrics are adapted from the Global Learning Competency used at LaGuardia Community College, CUNY</i></p>	<p>Objectives: Review government policies and acts of violence throughout history that were racially discriminatory in their impact on generational wealth</p> <p>Essential questions: What can account for the persistence of poverty in our land of opportunity? What kind of power do we draw from our sense of community, regardless of material wealth?</p>	<p>***Educator notes: Guidance for creating a community narrative is provided by making use of the StoryCorps “The Great Thanksgiving Listen” Educator Toolkit. There are many links and student worksheets within the toolkit that will assist students in their work. These will be reviewed in class.</p> <ul style="list-style-type: none"> • Although StoryCorps emphasizes interviewing a family elder, students may interview anyone they consider significant in the community they would like to highlight. • StoryCorps helps students prepare an interview soundtrack. In this class, students are encouraged to use that interview soundtrack and develop it into a podcast using any freely available podcast editing software, such as Spotify for Podcasters or Podcastle. Alternatively, students may use their interviews to produce a written narrative. <p>Community Narrative Task:</p> <ol style="list-style-type: none"> 1. Introduce the community narrative task. Each student will produce a StoryCorps interview podcast episode (approximately 5 minutes) or textual narrative (approximately 1200 words) that reflects a story from a community with whom they identify or would like to investigate. 2. Creating a narrative, whether podcast or text, will employ the skills of close listening, note-taking, and scripting context for an audience. The community narratives will engage the themes of truth-telling, community resilience, and American identity.

		<p>Screen all or a portion of which provides more instruction for interviewing.</p> <ol style="list-style-type: none">3. Use the Community Narrative Preparation and grading rubric to introduce the first task. Students will complete this task of the community narrative two weeks after we finish our unit on the 1619 Project.4. Use the Community Narrative Final Submission Guidelines and grading rubric to introduce the second, summative task. Students will complete this portion of the community narrative two weeks before the end of the semester so that we have time to present our work to each other in class.5. Finished podcasts or textual narratives are to be submitted on Blackboard and will be featured on a course website.
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