THE REPARATIONS HISTORY PROJECT

EDUCATOR CLASSROOM CURRICULUM | FIVE-SESSION UNIT

Audience: Grades 10–12 and adult learners. Five 50-minute sessions.
Materials: Learning Center courses, printed or digital source excerpts, the Primary Source Analysis Worksheets, and a calculator for Session 5.

Unit outcomes
Students will explain how policy shaped economic opportunity, distinguish primary evidence from interpretation, and evaluate a proposed remedy using evidence and a way to check who received it.

Use the same 50-minute rhythm each day
5 minutes: opening question. 10 minutes: historical context.
15 minutes: source reading. 15 minutes: group application.
5 minutes: individual exit ticket.

Session 1 | Slavery and the Founding of America
Read an excerpt from the District of Columbia Compensated Emancipation Act. Have students identify what ended and who had a claim to compensation.
Exit ticket: Explain one way government shaped who could benefit from labor.

Session 2 | Reconstruction and Its Reversal
Read the Fourteenth Amendment alongside the course material on citizenship and Black officeholding. Have students trace one right from its text to a barrier to enforcement. Exit ticket: Explain why recognition and enforcement can require different actions.

Session 3 | Jim Crow, Redlining and Civil Rights
Compare a historical housing map or FHA underwriting excerpt with the course explanation of mortgage access. Pairs trace policy, lender decision, and potential consequences for a household.
Exit ticket: Name a record that would help establish an actual loan denial.

Session 4 | The Modern Reparations Movement
Using a proposal discussed in the course, groups identify documented harm, affected people, responsible institution, remedy, and a way to verify delivery. Exit ticket: Identify one design tradeoff and explain it.

Session 5 | Counting the Cost of American Racism
Compare an earnings shortfall with a wealth gap. Recalculate the lesson's example using 10 million workers, a $3,000 annual gap, and 15 years.
Answer: $450 billion before interest.
Exit ticket: Explain why adding historical losses and a modern wealth gap can count some of the same losses twice.

Assessment | Score each criterion 0–2, for a total of 8 points
Historical accuracy, use of evidence, explanation of the mechanism, and evaluation of limits. Give 2 for specific and accurate work, 1 for partial work, and 0 when the criterion is missing or incorrect.

Course materials: https://kpjustb.wixsite.com/reparations-history/learning-center