

HOW-TO GUIDE

Educator's Companion to the Assignment

This supplemental resource outlines how educators can integrate the **Legal and Social History of Reparations** assignment into their classrooms. The suggestions below synthesize and quote the feedback FSE received from four high school teachers and a college professor who advised on the assignment.

WHERE can you use the assignment?	
- This assignment could work well in both high school and college classrooms - This assignment could work well for history courses, as well as civics, political science, government, American studies, and ethnic studies courses - This assignment can be integrated into in-class work time or assigned as an out-of-class project	
HOW can you use the assignment?	Teachers in their own words
- Educators might consider using this assignment as a semester-long project. They could break it into parts with different due dates, allowing students to present or share their progress as they complete each part. Similarly, it could be offered as a unit of study as opposed to a lesson. - Educators might introduce the assignment all at once at the beginning of a unit, lesson, or term so that students have an idea of where it's heading. Alternatively, educators might introduce each part of the assignment gradually, part by part, to situate and scaffold the assignment amid existing	<i>"I would break the assignment up to allow students to conduct research and share drafts/ideas with each other along the way. I really like the idea of presenting mini exhibits or pulling together artifacts/pieces of art (very broadly defined) to present their learning. Because I teach college-age students, I would share the entire assignment from the beginning, so students can know and understand where it's heading. That way, I could also get a sense of other kinds of outputs (maybe some students would prefer to write a traditional research paper or more of a "report" or an exposé or another kind of creative response)."</i> —Assistant Professor of Comparative American Studies (Oberlin, OH) <i>"The Central Inquiry section could be three separate assignments. I would separate People, Systems, and Power into individual units of study. Perhaps this could build out to a Final at the end of the semester. An interesting idea to tie reparations to the community is the opportunity to add an interview of someone directly affected or working toward reparations."</i> — Public High School Social Science Teacher (Buffalo Grove, IL)

curriculum. Each part can also be further broken down. Educators are also encouraged to only do part of the assignment if the entirety of it is untenable for their curriculum or classroom timeline. • Educators might consider having students work in pairs or small groups to complete the different parts of the assignment and collaborate on the final presentation of it • Educators might divide this assignment into different class times or across multiple blocks to accommodate block schedules • Educators could consider naming the complexity of the historical context based on their own teaching and learning contexts, being mindful of their locale and student needs. They could also create sentence starters or review the list of key terms with students to further contextualize the topic.	• <i>"I would narrow down the questions so each part clearly asks one question and there's an overarching essential question to answer for this project. I would likely create a slideshow briefly summarizing each reparations movements to help students see the commonalities and specifics of each. It would also help me see who is interested in what and help me support those who may have trouble finding credible sources for certain movements."</i> – Public Charter Middle School English Teacher (Oahu, HI) • <i>"In order to get to the research project with my students... I would need to build in a bunch of historical contextualization and scaffolding leading up to the assignment and then the video. Honestly, I think I would have the class complete the assignment on Japanese [American] Redress first, and then have them do their project on another movement with a part to draw connections."</i> – Public High School Social Studies Teacher (Wolfeboro, NH) • <i>"I would introduce my students to the concept of reparations prior to distributing the assignment. Viewing Enough could serve as an effective introduction, but in addition to this (or if, for example, we had watched Enough the previous day) I might also devise some type of introductory class discussion / Think-Pair-Share to gain some sense for what students know and what they don't know about this topic."</i> – Public High School Social Studies Teacher (Hazard, KY) • <i>"There is potential for students to develop strong emotional connections to the reparations movements they study; should this happen, I would want to be on hand to help my students work through their questions and feelings."</i> – Public High School Social Studies Teacher (Hazard, KY)
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These are just some suggestions related to how this assignment could be implemented in classrooms. **Educators are invited to adapt, remix, or change the assignment as needed to fit the needs of their own students and contexts.**