



# Reparations Won

## Team Members

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Instructor:

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Grade Level:

8th

## 1. Title of Lesson

Reparations Won: Case Study in Police Torture, Racism, and the Movement for Justice in Chicago Torture

## 2. Research Theme

The long-term goals for our students and how we will get there (theory of action)

Scholars will develop a positive self-identity as informed, engaged, and critical citizens. Scholars will engage in argument-centered learning experiences through claim, evidence, and reasoning.

## 3. Background and Research on the Content

- ❖ Why we chose to focus on this topic - for example, what is difficult for our students, what we noticed about student learning
- ❖ What resources we studied, and what we learned about the content and about student thinking

As stakeholders in the future of the City of Chicago, with a drive to facilitate the success of scholar future outcomes, the *Reparations Won: Case Study in Police Torture, Racism, and the movement for justice in Chicago* curriculum facilitated a powerful approach to addressing societal issues our scholars will encounter as they navigate the city. Reparations Won is a mandatory course of study established by a City of Chicago ordinance that all eighth grade Chicago Public School students will receive this curriculum. Lessons focus on systems of society that allowed for the abuse and torture performed by



the infamous “Midnight Crew” who served under Chief of Police Jon Burge. The unit challenges students through a problem solving approach to identify systems in society that allow such abuse to operate and think about long lasting change through action. This unit was developed as a result of reparations paid to survivors of the Jon Burge Midnight Crew. Through the collaborative efforts of American Bar Foundation, Black People Against Police Torture, Chicago Public Schools Department of Social and Emotional Learning, Chicago Public Schools Office of Safety and Security, Chicago Teachers Union, Chicago Teachers Union Foundation, Chicago Torture Justice Center, Chicago Torture Justice Memorials, and Constitutional Rights Foundation Chicago students across the city of Chicago will tackle extremely challenging content.

This unit of study is vital because Jon Burge was never legally held accountable for the torture he perpetuated. Reparations to survivors came in 2015, decades after their endured abuse. As scholars encounter the caveat that multiple systems failed the victims of Jon Burge, the matter of justice for future generations is correlated to the social change that occurs within these systems through non passive activism by citizens like them. We believe that when systems fail accountability and change should coincide with said failure, for our scholars the challenge will lie in understanding the hierarchy of systems and how their activism is meaningful in exponential change across generations. As systems worked against victims, society itself failed its citizens who suffered under John Burge’s Midnight Crew.

Scholars will also address the specific role of police as a system in society and what the implication is for civilians with an activity early in the unit centered on scholar groups designing their own police department in a new city. In the Burge era police discretion served as judge, jury, and torturer with targeted victims left with no recourse. In “Disorder and the Court” the author details the problematic nature of police discretion. “Indeed, the issue at heart of both policy and legal disputes about the maintenance of order is police discretion: how much police actually have, how much they should have, and how to control it. ‘Police discretion’ is broader than just the individual officer’s discretion to arrest a person or not. It also includes the allocation of officers to neighborhoods; the establishment of police priorities; the setting of policies for the handling of civil disturbances and use of force, especially lethal force” (Kelling, 1994, p. 64). For our scholars they will approach the Burge torture cases through the lens of analyzing the systems that failed and those that allowed for the discretion of a few to terrorize over 100 victims. Scholar discretion is a central focus of the unit as we hope to instill self advocacy through non-passive activism, the understanding that systems exist to serve citizens, and that long lasting change is a realistic community effort.



Chicago's title as one of the most segregated cities in the world is exacerbated through accounts of the marginalization of black people through systemic home lending limitations that date back to the 1960s. "North Lawndale is an extreme portrait of the trends that ail black Chicago. Such is the magnitude of these ailments that it can be said that blacks and whites do not inhabit the same city. The average per capita income of Chicago's white neighborhoods is almost three times that of its black neighborhoods." (Atlantic, 2018). As late as 2014 the Chicago Police Contract allowed for the abuse of suspects. The contract was rewritten after the murder of Laquan McDonald by a white police officer (Jason Van Dyke) who shot 17 year old Laquan McDonald 16 times. Recent studies conducted by Rahm Emanuel's Task Force found abuse to still be a part of business as usual for the Chicago Police Department, "the DOJ said Chicago police use force against citizens inappropriately and are rarely held accountable because of inadequate training, a dysfunctional oversight system and a culture in which cops close ranks to cover for each other" (Chicago Tribune, 2017).

Even after Burge's Midnight Crew was disbanded, the Supreme Court of the United States found in the case of *City of Chicago v. Morales et al.* that the City of Chicago unlawfully arrested citizens they identified as gang members for loitering in groups in the public way (ordinance 92) and infringed on the 14th Amendment to the United States Constitution. "We recognize the serious and difficult problems testified to by the citizens of Chicago that led to the enactment of this ordinance. However, in this instance the city has enacted an ordinance that affords too much discretion to police and too little notice to citizens who wish to use the public streets." (Chicago v. Morales, 1999). In April this year a database that hosts the names of over 100,000 citizens of Chicago that may or may not be affiliated came under scrutiny, "The Chicago Police Department's "gang database" isn't so much an effective crime-fighting tool as it is a disorganized hodgepodge of outdated and often unverified information, according to a blistering report released Thursday by the Office of the Inspector General" (Charles, 2019). Present Chicago has not learned from the past indiscretions of individuals and the systems that cultivated a culture of oppression. With knowledge of the past our scholars can forge ahead holding current systems accountable and improving future systems through equitable change. The greatest challenge of the curriculum and our roles as facilitators will be convincing scholars that their dreams of a different world through action can impact long lasting change, even in a culture deeply rooted in the oppression of "the other".



#### 4. Rationale for the Design of Instruction

- What we learned from studying our own curriculum and other resources
- Why the unit and lesson are designed as they are - for example, why we chose this particular task, representations, contexts, lesson sequence, etc.
- How the unit and lesson design address the research theme

Our classroom is not typical in that it is a combined section of English Language Arts and Humanities that shares 52 scholars. Ms. Gonzalez and Mr. Gray have co-taught in this learning environment for two years and have fostered a collaborative relationship where scholars are partners, and small group members, in their acquisition of knowledge. The co-teaching relationship they have shared exists in this space to bridge the strategies learned in language arts instruction with the content in social studies which they label humanities. Most importantly the collaboration between educators ensures that as they share leadership in lessons scholars who are identified as diverse learners or those that may struggle within the general education classroom will be supported by one or both educators. Through the small group learning communities scholars are able to receive scaffolded instruction. This means that scholars are working to solve problems through the unique contribution each scholar brings. The learning that occurs in the small group is part of a learning community that has multiple talents articulated through individual group members whether they are scholars with bilingual skills, social emotional skills, and specific comprehension skills with complex text. Therefore, each learning community within the greater class community is a student centered approach to rigorous content that promotes greater understanding and mastery of the skills presented. This approach is important for us to highlight as a truly inclusive classroom provides all scholars access and the support needed to successfully attain the general education curriculum, our answer to this is the fostering of learning communities that enable every scholar to be successful in their individual way of attaining curriculum.

Some of the handouts and layout of the curriculum were not “middle school learner friendly”. We did have conversations about adjusting, at least the format, of the curriculum to better serve students. Because this was the first time we are/have implemented the *Reparations Won* curriculum, deference was given to the materials as we received them. We recognize that very little evidence of modifications and/or accommodations were present in the curriculum as it is constructed. This gap in the constructed curriculum did not adequately allow for diverse learners to immediately engage in the documents presented as is. Text features such as the font selection and size in documents was often too small and a potential obstacle for student comprehension. Navigation of the curriculum was confounded by the fact that they were condensed and constructed for an older set of scholars.

The scope and sequence for our Humanities class building up to our Reparations Won unit focused on the following topics in sequential order: Identity, the Bronx Masquerade, Frederick Douglas, Slavery, and the Harlem Renaissance. Components of Media Literacy have been taught throughout the year as scholars have explored local, national, and global media representations of content. Scholars have developed the ability to deconstruct existing media and construct media correlated to challenges surrounding society through various media literacy activities which we felt was imperative for our scholars to be successful evaluating media throughout their careers as students and citizens of our city. As the national conversation surrounding “fake news” escalated this year our scholars were cognizant of this outcry, and the notion that news can be created by anyone was new to them. As scholars examined their identities in the beginning of the year by comparing



themselves to archetypes from the Boston Masquerade, we end the year with scholars creating poetry, art and other media representations correlated to challenges they experience in society. The hope is that scholars are able to carry with them the strategy that resistance arises from oppression and perhaps prior to being able to actualize or verbalize their struggles they may be able to produce art as a response.

The lesson design addressed the research theme through the content idea “Policing is not meeting community expectations”, perhaps more honestly/forcefully- “Policing is systematically racist and abuses its community granted power.” Therefore, interest or student “buy-in” was immediate. Addressing this topic enabled students to draw upon both presented information and prior experiences to deepen their commitments to the process of collecting evidence, making claims, and sharing their reasons and analysis. For the lesson presented, scholars will be evaluating different proposals of how to move forward as a city and will propose a specific policy that they believe will produce the biggest difference in Chicago so that abuses of power like those we’ve studied never happen again. The process (CER) will, at this point, be very familiar to all learners and authentically give learners an opportunity to show mastery of the skill, [CCSS.ELA-LITERACY.SL.8.1](#), [CCSS.ELA-LITERACY.RI.8.1](#) SS.IS.8.6-8.MdC.

## 5. Goals of the Unit

- Scholars will be Informed, engaged, and equipped citizens
- Scholars are critical navigators/media processing.
- Scholars are supported through their understanding of the roles of police, community, individuals in greater societal systemic change.
- Scholars will be cognizant of their role as agents of change and equipped to lead community through non passive activism.

## 6. Unit Plan

The lesson sequence of the unit, with the task and learning goal of each lesson. The asterisk (\*) shows the research lesson

Lesson	Learning goal(s) and tasks
1	<p><b>Lesson Goal: Official Reactions to the Chicago Police Torture Scandal</b></p> <p><b>Task:</b> Students will be rotating through stations where they will examine primary source documents related to the city’s official response to the police torture.</p>
2	<p><b>Lesson Goal: Chicago Police scandals beyond Police Torture under Burge</b></p>





**Task:** Students will work in small groups to examine primary source documents of police misconduct that extends beyond the scope of the Burge Torture scandal.

**3**

**Research Lesson: Looking to the Future: Some Proposals**

**Task:** Students will be designing proposals for changes to the Chicago Police Department or the city of Chicago at large that would impact the relationships between Chicago Police and community members. Students will use the graphic organizer below to make a claim followed by evidence and reasoning.

Name: \_\_\_\_\_ Per. \_\_\_\_\_ Date: \_\_\_\_\_

1. Provide text evidence from the materials previously discussed in class. Find two pieces of text support for each of the proposals.

Forming Evidence - Based Claims

<b>Proposal Name:</b> _____			
Given what we know about the history of the Chicago Police Department, which policy will make the biggest difference for reforming the the department?			
<b>Policy:</b>			
<b>1st Fact from our learning during this unit.</b>		<b>2nd Fact from our learning during this unit.</b>	
This fact/evidence from the curriculum indicates that reforming the police department in this way is the strongest move forward.		Fact: Source:	
<b>Evidence #1</b>	<b>Evidence #2</b>	<b>Evidence #1</b>	<b>Evidence #2</b>

**4**

**Lesson Goal: Presenting Proposals**

**Task:** Students will be evaluating proposals of how different groups want to move forward. Student groups will then have to develop a policy proposal that they believe will prevent abuses of power like that of Jon Burge and the police torture that he perpetuated.





## 7. Relationship of the Unit to the Standards

<b>Prior learning standards that unit builds on</b>	<b>Learning standards for this unit</b>	<b>Later standards for which this unit is a foundation</b>
<p>CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>SS.IS.8.6-8.LC. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p> <p>SS.IS.6.6-8.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p>	<p>SS.H.2.6-8.MC. Analyze how people's perspectives influenced what information is available in the historical sources they created.</p> <p>SS.H.3.6-8.MC. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.</p>



## 8. Goals of the Research Lesson

Prompt: Students will understand/know that/appreciate...  
As an outcome of the Jon Burge trials, students will be informed of the historic injustices exposed in Burge’s reparation proceedings. The lessons leading up to the research lesson will empower the scholars to construct/plan a Town Hall meeting.

## 9. Research Lesson Plan

Learning task and activities, anticipated student responses, key questions or comparisons that will build insights	Teacher Support	Assessment (Points to Notice)
<p><b>Introduction</b> Reparations Curriculum, Part 6: Moving Forward</p> <p>Guiding Question: Given what we’ve learned in the Reparations Won unit, what proposals can prevent future abuses of power in their communities?</p> <p>Review Unit agreements:</p> <ol style="list-style-type: none"> <li>1. Reconciliation begins with truth and it requires healing and grace to move forward.</li> <li>2. To create long lasting change, each level of systems must be examined.</li> <li>3. We will be hard on systems and ideas, not on people.</li> <li>4. We will function under the belief that some systems are not our fault, but they are our responsibility.</li> </ol> <p>Scholars will be seated with their “city council” groups that they’ve been working with this unit.</p>	<p>Teacher will begin the lesson with Unit agreements and focus on number 4 to anchor our learning in this lesson:</p> <ul style="list-style-type: none"> <li>- We will function under the belief that some systems are not our fault, but they are our responsibility.</li> </ul> <p>Teacher will activate prior knowledge about proposals and pathways forward by having students engage with their “Dream Root Cause analysis”: roots will represent the potential policies that will result in the conditions and descriptors of our communities which will be represented in the leaves. (visual in assessment)</p>	<p>Scholars are referencing their graphic organizers with their “Dream Root Cause Analysis” and referencing facts from the Reparations Unit for what they would like to see in their communities.</p>







### Posing the Task

Students will be working in the City Council groups of 4-6 students to evaluate 4 proposed ways forward. Each proposal has various points of action that would be inclusive in this approach.

- 1) Giving Civilians Control of the Police Department
- 2) Multi-point plan to improve police-community relations
- 3) Engaging the community
- 4) Focusing resources on the youth.

Questions for discussion: What are the advantages and disadvantages of this proposal? Explain your rationale.

- 1) What aspects of the proposal are crucial for the success of this proposal? Explain your rationale.

After the groups have read and discussed the proposed solutions each of the student groups will

Teacher will facilitate student group work by having students choose their group role for the day.

Teacher will provide the following questions for consideration during the discussion of the proposals.

Teacher will present the prompt: Given what we know about the history of the Chicago Police

Scholars are working in groups of 4-6 people, and will have assigned roles within their group.

Scholars are reading the proposals and thinking critically about how this policy would impact the community.

You might hear scholars use phrases like “what if”... or “the result might be”. We have been using the Root Causes tree as an extended metaphor; in this case the policy would be the root and the leaves or the fruit would be the result. Student might say this will/will not give us the “fruit” that we want.

Scholars will make a claim (this policy will have the biggest impact) and support it with evidence and rationale.



<p>have to propose one action step that the group believes will prevent abuses of power like that in the cases of torture.</p>	<p>Department, <b><u>propose a policy that will make the biggest difference in Chicago so that abuses of power like those we've studied never happen again.</u></b></p>	<p>Scholars will work in city council groups and will airplay onto projector so that observers can see their work throughout the lesson.</p>
<p><b>Anticipated Student Responses</b> Scholar proposals will include proposals that</p> <ul style="list-style-type: none"><li>-divert funds away from policing and to community resources</li><li>- give community members control of the community</li><li>- create independent oversight of the police department</li></ul>	<p>Teacher will support student thinking by asking questions to highlight potential gaps in thinking.</p>	<p>Are scholars using evidence to create claims or are they creating claims and then finding evidence that supports the claim?</p> <p>What specific evidence is being utilized?</p> <p>Are scholars using personal experiences or evidence to provide reasoning for their claim?</p> <p>Are scholars using different forms of evidence to formulate/support their claim?</p>



<p><b>Comparing and Discussing, including Teacher Key Questions</b></p> <p>Students will have the opportunity to send a student representative to another city council group to evaluate their proposal and ask questions.</p> <ul style="list-style-type: none"> <li>-Are the suggested policies (claims) realistic in supporting actionable change?</li> <li>- Are scholars supporting their policy choice with a root cause analysis?</li> </ul>	<p>Teacher will facilitate the transition so that each student group can get feedback from one of their peers.</p>	<p>Are the suggested policies (claims) realistic in supporting actionable change?</p> <p>Does evidence strongly support the policy?</p> <p>Are scholars supporting their policy choice with a root cause analysis?</p>
<p><b>Summing Up</b></p> <p>We will have student groups share out a summary of their policy proposals.</p> <p>The full townhall will take place the following day. Student will be able to vote for the policy proposal that they think will create the biggest impact and for the group that built the strongest argument for their policy proposal.</p>		

### 10. Points of Evaluation (Assessment)

Prompts to focus observation and data collection.

Students will be working collaboratively to propose a policy proposal that they believe will have the biggest impact preventing abuses of power. While the “City Councils” are crafting their policy suggestions, please listen for the scholars to verbalize the intended outcomes of the policies they are suggesting. In past activities we have used a root cause analysis; a visual representation of causes and the outcomes. The roots, under the ground and unseen, produce leaves or fruit that can either be positive or negative. In his example, the policy being suggested are the roots and the intended outcomes are the intended changes.





**Dream of a Different World: Police and Community Relations**

When you think of your dream community, what things do you want to be true?



How will we arrive at the dream world that we want to live in? What policies would have to be present so that we see those changes?

11. Board Plan

*Refer to*



Name: \_\_\_\_\_ Date: \_\_\_\_\_ SS #. \_\_\_\_\_

Given what we know about the history of the Chicago Police Department, **propose a policy that will make the biggest difference in Chicago so that abuses of power like those we've studied never happen again.**

Provide text evidence from the materials previously discussed in class.

<b>Proposal Name:</b>			
Claim - Policy Proposal			
Intended Outcome -			
<b>Evidence #1</b> 1st fact from our learning that the policy proposal will address		<b>Evidence #2</b> 2nd fact from our learning that the policy proposal will address	
Source:		Source:	
Fact:		Fact:	
Reasoning:			

## 12. End of Cycle Reflection

What Did We Learn? (to be filled out after the post-lesson discussion)

*Refer to*

