



Instructor's Manual Lesson 1

Reparations 1

This instructors' manual has been made with the following in mind;

- **To provide the instructor with maximum flexibility to edit and adopt the material based on his/her classroom requirements and audience.**
- **The audience is between the ages of 14 -18.**
- **The lesson would be between 45 to 60 minutes long.**

Slide 2:

Provide students with an opportunity to think about how this scenario would make them feel and have a 2-3 minute open discussion. The question is meant to be obvious so that students can be guided into the egregiousness of the injustice of the Trans-Atlantic slave trade and colonialism.

Slide 3:

Now begin to introduce students to the idea of reparations without providing a word for it. In another 2-3 minute discussion, ask students how they would feel if they only received an apology and continued to live in destitution while those who stole from them lived in luxury.

Slide 4:

Connect the ideas around reparations to the Trans-Atlantic slave trade. Ensure students understand that once slavery was abolished the repercussions of the violence of enslavement did not simply end. Slavery was based on racist institutions that remain very much intact to this day, and slave owners as well as colonial states (and their descendants) benefitted significantly from slave labour and this led to the enrichment of colonial states as well as prominent (white) families and communities. As a result, the racism of slavery does not only continue through overt acts of racism such as hate crimes, segregation, and Jim Crow Laws in the U.S., but also through racist standards of beauty, the underfunding of black communities and schools, and through racist institutions like banks that denied black people loans, and the creation of laws that criminalized black people. All of these factors (and many more) resulted in economic destitution and the break down of black families and communities. White people, colonial states and institutions, therefore, benefitted financially from the free labour of black people, and continue to benefit from their disenfranchisement to this day.

Slide 5:

Ensure that students understand that just because the institution of slavery no longer exists legally, does not mean the repercussions of the violence of slavery does not continue into

the present. Therefore, apologies are necessary but there also has to be other steps taken to ensure that disenfranchised communities are provided with apologies as well as reparations and shifts in laws (so that communities of color are not disproportionately criminalized, for example).

Slide 6:

Although the word “apologize” is common, allow students 1-2 minutes to think about what the word means to them. Let them write down their ideas and then ask the class to share their ideas of what it means to “apologize.”

Slide 7:

Walk students through the various ways that apologies can function. Explore how apologies can be hollow unless they are followed up with concrete action, such as reparations.

Slide 8:

Introduce students to “reparations.” Keep in mind that some students might not have heard of the idea of reparations before. Reparations for enslavement become particularly important because colonial states, institutions and families benefitted from enslavement (most obviously through accumulating capital from free black labor), and because the psychological, social, and economic effects of enslavement continue until the present day. This is why it is important for there to be both **material** and **immaterial reparations**.

Slide 9

Provide students with examples of how material reparations can be enacted, and provide some concrete examples of states or institutions that have provided material reparations.

Slide 10

Provide students with examples of immaterial reparations. These reparations can come through institutional practices and be combined with material reparations. Furthermore, they need not be mutually exclusive (such as providing material reparations that can then fund immaterial reparations such as educational projects). Such acts would not only redistribute financial resources for the descendants of enslaved peoples but it would also provide means for educating and imagining different ways of structuring society that are not based on colonial, Eurocentric, or white institutions.

Slide 11

Allow students 2-3 minutes to reflect on why both material and immaterial reparations are necessary to reconcile the history of enslavement and the Trans-Atlantic slave trade.

Culminating Activity for Lesson 1.

The instructor may provide reading materials of reparations and apologies such as [20 Questions and Answers on Reparations for Colonialism](#) (Chapters 13, 16, and 17) and how they connect to the history of the trans-Atlantic slave trade and enslavement.

Case 1 Research Project:

Students should research how apologies have not resulted in significant changes for Indigenous communities in Canada, the case of Africville in Canada, and/or Black

communities in the United States. Allow students to research how, even the changing of laws, does not necessarily result in disenfranchised communities experiencing significant change (for example, Canada frequently violates treaty agreements with Indigenous communities and continues to build pipelines and mines near or on Indigenous lands).

Case 2 Creative Project:

Students can find one way that immaterial reparations are necessary in order to decolonize. For example, students can look at how educational institutions are still based on Eurocentric history and educational practices. Students must then imagine how they would/could intervene with immaterial reparations. For example, in the case of education, students could reimagine education facilities and institutions that are not based in eurocentrism.

Discussion Activities Suggestions (Can be applied to any discussion questions in the lesson):

1. **Think-pair-share:** Students think about the question themselves and develop a response, they pair with a partner, and finally share their ideas with their partner.
2. **Small Groups:** Students get into groups of four and discuss the issue the groups are then switched and two students from one group are moved to another group to discuss the new questions or expand on the previous questions.
3. ***Snowball:** Two student discuss the question and join with another two students to discuss their ideas in a group of four. Then the group of four joins another group of four to form a group of eight and this continues until a whole class discussion is formed.
4. **Teach-ok:** Students pair up and reteach main concepts to the class after the teacher has given a brief introduction to the topic.