

CPS Stimulus Budget Lesson Plan

A big thank you and shout out to the Chicago Teachers Union Human Rights Committee for supporting this curriculum, to Hannah Nolan-Spohn, at Pulaski International School, for inspiring us to include a budget activity based on the one she teaches to her middle school students about the city budget, Jackson Potter, Cecilia Soto and Nicolas Lucas (Back of The Yards College Prep), Rebecca Coven (Sullivan High), Pavlyn Jankov (CTU), Rebecca Martinez (CTU), Eric Ruder (CTU), Nina Hike (Westinghouse), Lauren Bianchi (Washington High) and others.

Purpose: Empower CPS students and families to influence and shape how the schools and city prioritize the more than \$2 billion in federal stimulus funds the Chicago Board of Education has received to address Covid-related impacts.

CCSS Standards: **Reading Standards for Informational Text 6-12** **CCSS English and Social Studies #7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem **Writing Standards 6-12: #2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. #6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **Research #7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Context: CPS typically is operating with a \$7.7 billion annual budget and has over \$2.3 billion in federal stimulus funding to address inequities, Covid-related impacts and gaping needs. That is a 30% increase beyond a typical CPS budget that normally has very little room to address historic inequities.

Key background materials are bulleted below and linked in to the plans when they are used.

- CPS federal stimulus money explained: [Chalkbeat](#)
- Make a copy of this [Beginning Survey](#) to get student impressions about the budget and their initial priorities
- Make a copy of this [Google Slide](#) deck to conduct your lessons
- Make a copy of this [Google Sheet](#) that students will use to produce their pandemic budget
- Make a copy of this [Campaign Planning Worksheet](#) for the final lesson
- Make a copy of this resolution if students want your Local School Council to consider supporting the [TLC proposal](#)

- Make a copy of [this graphic organizer](#) to help your students identify their budget priorities via the American Rescue Act.
- Make a copy of this [Think Tac Toe assessment tool](#) to help your students take action after they have identified their budget priorities.

Lesson 0: Background -- Have students choose news stories about the pandemic and racial inequities in CPS that they are most interested in exploring to surface how racial and economic inequities have worsened during the crisis. This will give classes a baseline of issues to address in their advocacy. Here is a [graphic organizer](#) you can use to help students capture their takeaways and solutions for their chosen area.

Objective: SWBAT surface their 2-3 main concerns about racial and economic inequities exacerbated by Covid through exploring their interests using articles exploring these themes. They will also identify potential solutions.

Resources to jigsaw with students about exacerbated racial inequities during the Covid crisis

1. [Evictions in Richmond](#)
2. [Remote learning inequities](#)
3. [Housing insecurity in CPS and throughout Chicago](#)
4. [‘I’m Not Comfortable’: Vaccine Hesitancy May Be Driving Gap in Who Is Getting Shots](#)
5. [Loss of Black Teachers in CPS](#)
6. [Racial Disparities in Vaccine Distribution in Chicago](#)
7. [Challenging Vaccine Conspiracies across Chicago](#)
8. [Deforestation and Covid](#)
9. [Teens Mental Health and Covid](#)
10. [Expansion of Child Tax Credit for Undocumented families](#)
11. [Advocates push for Rent Control in Illinois](#)
12. [Illinois legislators consider elimination of mandatory gun sentences](#)
13. [Police free schools in CPS?](#)
14. [Solar for schools, carbon free Illinois?](#)
15. [Washington High teens take action against environmental racism](#)

Which voices are centered in your article/s? Which ones are missing? How could we address that?

Grade levels: Middle School through High School

Potential Background Connections for going deeper and broader if it fits into your planning or adding to your own background knowledge:

- [IRRPP report on the racial wealth gap](#) in Chicago
- [Affinity Mapping](#)

- [Inside Chicago's Chilling History Of Racism, From Firebombings To KKK Rallies To Nazi Marches -Great Migration, Segregation](#)
- [Chicago Riots And The Red Summer of 1919](#) (38 people died and over 500 sustained injuries — with Black Chicagoans making up a majority of the victims. 1,000 Black Chicagoans homeless after rioters torched their residences.)
- The 1920s Ku Klux Klan terrorized Black residents. CHA riots, Cicero riots, [Chicago Freedom movement-Dr. King declared Chicago as bad as the south.](#)
- Movie Discussion on the repression of the Chicago Black Panther Party-[Judas & Black Messiah](#)-
- Explore Chicago's [Home Mortgage Crisis-Redlining](#),
- [How White Housing Riots Shaped Chicago](#)
- [Learn about students fighting for counselors not more police](#)
- [Closing 50 schools](#) in Chicago,
- Racial capitalism and STEM education in Chicago Public Schools: Daniel Morales-Doyle & Eric "Rico" Gutstein (2019) Racial capitalism and STEM education in Chicago Public Schools, Race Ethnicity and Education, 22:4, 525-544, DOI:10.1080/13613324.2019.1592840

Lesson Day 1 : What would you do with \$2 billion? (assuming 50-minute periods per day per lesson)

What If you had \$2 billion?

Help students visualize it [here](#).

Bellringer:

Recently, the organization Public Citizen has found that 1/3rd of all US Covid deaths, which currently total over 543,000 people, were a result of a lack of medical insurance. We know that students and families are dealing with depression, lack of internet access, threats of eviction, and loss of income. If you suddenly learned that you had \$2 billion to help students and families in the Chicago Public Schools, what would you do with it? How would you spend it?

Follow up by breaking students into pairs or trios to review the [BLM Week of action demands](#). After 5 minutes bring them back and ask, "Which demands resonated with you the most? Why? And is this a demand you would want to win for our schools? All schools?"

Provide students with some context on the CPS [budget here](#).

You can break them out in groups or have them complete [this google form](#) on the CPS Budget Basics -- 10 minutes

Afterwards go over the responses together and discuss the following questions as a whole class:

1. What trends and patterns did you notice?
2. What is your prediction on what you and your classmates think are the main priorities we should address with this new money?
3. How do your priorities compare and contrast with the Mayor's, the School Board, the Teachers Union, community organizations?

Day 2/3 : Spreading the Love -- Building your CPS budget

Objective: SWBAT assess CPS budget priorities and develop their own through a google sheet budgeting activity and finally graph their preferences for the purpose of conducting advocacy and outreach on their demands.

Bellringer: Looking at your class's top 3 priorities from yesterday (Teachers, use a graph from the google form summary tool) what patterns and discrepancies do you notice from your own preferences? What do you think it would take to win these investments?

[Now build your budget](#) (make a copy for each student)

Review each of the 3 tabs for completion

- 1) Go through the first tab and show students how to rank their preferred budget items.
- 2) Then demo the 2nd tab and walk students through how to find out their school's enrollment and then put it through the computation to determine how to spend your allocation from the American Rescue Act.
- 3) Lastly, quickly demo how students can use tab 3 to graph their pandemic school budget.

Exit Ticket --Share out your budget and pie charts; what did you learn? What are you willing / interested in fighting for?

Day 4/5 : Advocacy and Implementation

Objective: SWBAT assess CPS budget priorities and develop their own through a google sheet budgeting activity and graph their preferences for the purpose of conducting advocacy and outreach on their demands.

Bellringer: After reviewing [Alderman Jeanette Taylor's critique of Mayor Lightfoot's budget](#), what resonated with you? How can you make your own voice heard in this process for the

CPS stimulus money? Select your preferred form of advocacy (you can pick more than one or add your own)

- Social Media posts
- Office Hours with a member of the Board of Education
- Speak out at a Board of Education Meeting or City Council Meeting
- Action or Protest
- Opinion Editorial to a local newspaper

Once students have identified their preferred advocacy, place them or have them pick teams where they will pool together their collective talents and interests to influence the CPS budget process on their vital concerns.

While in Groups, students should fill out their [campaign document](#) and then begin creating their action materials.

As a concluding activity; ask them to share their action plans and allow other groups to provide support and suggestions. The following day can be for teams to enact their initial steps and produce their posts / op-eds and other advocacy items. After they have taken action, conduct a circle reflection where students can describe what they did, how they feel about it and the next steps they will take. This [Think Tac Toe matrix](#) can help focus students on selecting a set of discrete action steps, [here is a graphic organizer](#) they can use to capture their different content.

Reflection questions at the end of the mini-unit:

- 1) How did you feel about the issue before you took action and after you took action? To what do you attribute the change?
- 2) Do you feel good about what you did? Do you wish you did more? Something differently?
- 3) If future students had an opportunity to engage in a similar project, what would you change? What would you keep? Why?
- 4) Are you likely to continue your advocacy and organizing on this issue? Others? Why or why not?
- 5) Think about your own advocacy, writing and actions. How did you bear witness to injustice, how did you hold those with decision making power accountable? And How did you amplify marginalized voices through his project?

Students can develop their advocacy in the following potential dimensions:

Create and publicize your own online petition on how to spend the \$2 billion	<ul style="list-style-type: none"> ● Moveon.org ● Change.org
Create your own meme or GIF and message to post on social media	<ul style="list-style-type: none"> ● Meme Generator ● GIF Generator
Create social media posts for various platforms with a catchy hashtag, video testimonial and/or story. Plan a twitter storm.	<ul style="list-style-type: none"> ● Instagram ● Snapchat ● Redditt ● Facebook ● Twitter
Create your own infographic or social media graphic	<ul style="list-style-type: none"> ● Piktochart ● Canva
Write an op-ed on the subject to local news media	<ul style="list-style-type: none"> ● Op-Ed list of publications and contacts
Sign up to speak out	<ul style="list-style-type: none"> ● Board of Education ● City of Chicago : Chicago City Council Public Comment Process for Meeting Conducted by Videoconference <ol style="list-style-type: none"> 1. Persons wishing to comment at the City Council meeting conducted by videoconference shall call (312) 744-6800 and leave a voice message with their name and telephone number. Requests to comment will be accepted from 12:01 AM the Monday before the scheduled meeting until 8:00 AM on the day before the scheduled meeting. ● City Council Scheduled meetings
Sign up to speak directly to a member of the Chicago Board of Education	<ul style="list-style-type: none"> ● Board of Education Office Hours
Ask your Local School Council to sign onto the LSC demands	<ul style="list-style-type: none"> ● See the LSC resolution for TLC here and adapt it for your school community

[Assessment and Reflection Rubrics](#)