

The Wealth Gap

Title of Lesson: Introduction to Wealth Gap		
Age & Level: B2 High School		
Length of Lesson: 90 minutes		
Materials Needed: <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=caBDPFx2et4 Video for listening activity. • A computer to show the youtube video and pictures. • Printed pictures to place around the room for the pre listening activity. • Gallery walk pictures and text printed to hang around the room (Appendix B) • Copies of Appendix B & C for Ss • Blank paper and pencils for students 		
Learning Objectives (3-5)	1. SWBAT identify one of the wealth gap factors.	
	2. SWBAT discuss wealth gap factors with a partner.	
	3. SWBAT actively listen and read for familiar vocabulary.	
	4. SWBAT explain aspects of lower, middle, and upper class.	
PROCEDURES:		
Warm Up <u>Time:</u> 10-15 min	Activity: Drawing Wealth Steps & Teacher Directions: <ol style="list-style-type: none"> 1. On the board write: Upper Class, Middle Class and Lower Class. <ol style="list-style-type: none"> a. Ask Ss to think about what these words mean? b. Do not have Ss answer, just have them ponder and then draw what they think the words mean. c. Give Ss about 5 min to draw <ol style="list-style-type: none"> i. After that, put Ss into groups of 3-4 to have them share what they drew. ii. Give Ss about 5-7 min to share d. Bring class back together e. Have Ss share as a class what they think Upper Class, Middle Class, and Lower Class mean. <ol style="list-style-type: none"> i. Write ideas on the board 	LO #s targeted 4

	<p>ii. After about half the Ss share their ideas, give them the definitions and draw visuals on the board. See Appendix A for ideas on visuals.</p> <ol style="list-style-type: none"> 1. Upper Class: the economic group with the greatest wealth and power in society. 2. Middle Class: group between the upper and lower classes, who have a little wealth and a little power in society. 3. Lower Class: group with the least wealth and power in society. 	
<p>Pre-Listening Time: 30 min</p>	<p>Activity: Gallery Stroll</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Before delivering instructions to the Ss, make sure you have displayed all of the visual aids and short written descriptions (Appendix B) around the room. 2. Explain the gallery walk activity to the students: <ol style="list-style-type: none"> a. There are six pictures around the room. Each picture also has a few sentences underneath it that explain what the picture is. b. Ss will get to walk around and look at the pictures two times. This first time, all they have to do is look at the pictures and read the descriptions. They can chat with other Ss about what they see or any of the information they're reading. c. This first walk should take around 5-7 minutes. Once Ss have visited each picture and read each description they should return to their seats. 3. CCQs: <ol style="list-style-type: none"> a. How many pictures do you need to visit? b. How much time do you have? c. What should you do once you're done? 4. After the time has passed and most or all of the Ss are back in their seats, explain the second round of this activity. 	<p>LO #s targeted</p> <p>3,1</p>

	<ol style="list-style-type: none"> a. Ss will once again be walking around the room and visiting each picture. This time, they will have a worksheet to complete. b. Hand out the worksheets to the Ss. c. Tell Ss that the worksheet they now have has the same descriptions on it that the pictures around the room have. The only difference is that their worksheet is missing some key words that students need to find and fill in. They should visit each picture and read its description again, this time writing down the words they are missing on the sheets. d. This time, they have ~ 10 minutes. Once Ss have completed their worksheets they should return to their seats. <p>5. CCQs:</p> <ol style="list-style-type: none"> a. Where do you find the answers to your worksheet? b. How much time do you have? c. What should you do once you're done? <p>6. Once the Ss have all returned to their seats, check the answers to their sheets as a class, either by asking Ss to volunteer or by saying the answers aloud and asking Ss to fill in any they may have missed or gotten wrong.</p> <p>7. Invite students to share anything interesting they learned from these images or to ask any questions they may have about the subject.</p>	
<p>While-Listening <u>Time:</u> 30 min</p>	<p>Activity: “The Insane Scale of Global Wealth Inequality Visualized” Video</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Ss will be watching a video and working on a worksheet (Appendix C) <ol style="list-style-type: none"> a. The normal rate of the video is slow, only slow it more down if after the first 2 minutes Ss are struggling to keep up. 2. Tell Ss they will be watching a movie on the global wealth inequality while taking notes on a worksheet. 	<p>LO #s targeted 3, 2, 4</p>

	<ol style="list-style-type: none"> 3. Since the video is about 9 minutes, tell Ss that you will be pausing the video every two minutes to give time to answer questions on the worksheet. <ol style="list-style-type: none"> a. Have the video paused for no more than 3 minutes. b. If Ss seem to be answering the worksheet quickly, ask one Ss for a brief summary of what has happened so far in the video. c. CCQ's <ol style="list-style-type: none"> i. What will you be doing while watching the video? ii. What is the reason for pauses? 4. Once video is over put Ss in pairs, to go over their answers on the worksheet <ol style="list-style-type: none"> a. About 5 minutes. 5. Bring class back together and go over the worksheet together. <ol style="list-style-type: none"> a. Read the questions and have Ss answer. <ol style="list-style-type: none"> i. If no one volunteers to answer, call on individual Ss to answer. ii. Once the review of the worksheet is over, ask Ss what they thought was interesting about the video or what questions they have from the video. 	
<p>Wrap Up and Application (Connections)</p> <p>Time: 10 min</p>	<p>Activity: Video Project</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Ss will each be making a short video on Adobe Spark Video on the different wealth gap factors. 2. Instructions for project <ol style="list-style-type: none"> a. Ss will choose partners b. Ss will pick a wealth gap contributor factor and a country of their choice. <ol style="list-style-type: none"> i. Gender ii. Housing iii. Education iv. Wealth v. Racial vi. Country of choice c. Create a 1-2 minute video about: 	<p>LO #s targeted</p> <p>1,3</p>

- i. What county did you choose?
 - ii. Define the wealth gap contributing factor?
 - iii. How does it affect the country you choose?
 - iv. What are the differences with this factor for Upper Class, Middle Class and Lower Class?
 - v. Contributors to this gap?
 - d. Best to have these instructions on the board or slide so Ss can see them while brainstorming.
- 3. Show the Ss the example video that is linked in Appendix E.
- 4. Have Ss pick their partners and let them begin brainstorming about their project.
- 5. Exit Ticket for Ss
 - a. Tell Ss that each pair needs to hand in 1 piece of paper with
 - i. Name of people in the group
 - ii. Which country?
 - iii. Which wealth gap contributing factor?
 - b. CCQ's
 - i. How many pieces of paper are handed in?
 - ii. What goes on the paper?
- 6. For the next class after the adobe spark video lesson, give the Ss the Education Gap Vocabulary homework (Appendix F).
 - a. Ss needs to match the word with the definition
 - b. Ss will be going over the vocabulary for the warm up of the lesson on Education Gap

References:

Definitions of Upper Class, Middle Class, Lower Class- from Google Definitions

Definitions for Appendix F from Merriam-Webster Diction: <https://www.merriam-webster.com/>

Images for gallery walk:

Center City Concerned Citizens Review, 2019. The Travesty of Unequal Funding of Public Education Nationally and in Pennsylvania. [image] Available at:

<<https://josephbatory.com/2019/05/14/the-travesty-of-unequal-funding-of-public-education-across-america/>>
[Accessed 27 September 2021].

Earnest, 2021. *Women Lag Men in Investment Savings and Net Worth*. [image] Available at:
<<https://www.earnest.com/blog/women-and-net-worth/>> [Accessed 27 October 2021].

Guardian Sao Paulo Week, 2004. *Paraisopolis, a favela in Sao Paulo, next to its wealthy neighbor Morumbi*.
[image] Available at:
<<https://www.theguardian.com/cities/2017/nov/29/sao-paulo-injustice-tuca-vieira-inequality-photograph-paraisopolis>> [Accessed 27 September 2021].

Salud America!, 2018. *Latinos, Blacks Suffer From Wealth Divide*. [image] Available at:
<<https://salud-america.org/latinos-black-suffer-from-wealth-divide/>> [Accessed 27 September 2021].

Vox, 2016. *This Cartoon Explains how the Rich got rich and the Poor got poor*. [image] Available at:
<<https://www.vox.com/2016/5/23/11704246/wealth-inequality-cartoon>> [Accessed 26 September 2021].

Wikipedia, 2021. *List of countries by wealth inequality*. [image] Available at:
<https://en.wikipedia.org/wiki/List_of_countries_by_wealth_inequality> [Accessed 27 September 2021].

Caveats:

- Ss may finish the gallery walk quickly whether that be filling in the blanks or reading.
- The video for the listening activity may be too slow for learners.

Options:

- If the Ss are moving too quickly through the gallery walk, have Ss get into small groups (3-4) at each station and have them practice reading the text out loud.
- If the Ss are at a higher level and the class works well with multitasking, then have Ss watch the video and take notes at the same time rather than pausing the video.
- At teacher discretion (or if Ss find the pace of the video too slow) the video speed can be sped up to 1.25 by clicking the settings of the YouTube video (the gear icon on the bottom right of the video) and selecting “playback speed”.
- If needed for scaffolding, subtitles can be turned on for the video by clicking the “CC” button on the bottom right of the video.

APPENDICES:

Appendix A: Visual for Upper, Middle & Lower Class

<https://www.shutterstock.com/image-vector/social-class-pyramid-vector-illustration-667206802>

Appendix B: Gallery Images & Descriptions; Student Worksheet

Gallery Images & Descriptions; Student Worksheet

Appendix C: Video Worksheet Questions

Based on the graph at the beginning of the video (0:77-3:35) answer the following questions.

1) How many people are in the **Global Lower Class** (earning less than \$10,000 yearly), out of the sample of 100 people that represent the average salaries of people globally?

- A) 55 C) 70
B) 60 D) 90

2) How many people are in the **Global Middle Class** (earning between \$10,000 and \$100,000 yearly), out of the sample of 100 people that represent the average salaries of people globally?

- A) 32 C) 25
B) 30 D) 21

Fill out the blank.

3) The **Global Upper Middle-Class** controls ___% of the global wealth.

4) The **Top 1%** control ___% of the global wealth.

5) If the **wealth of Billionaires** was measured as a GDP they would be the ___ largest economy in the world.

Short Answer Response

6) Where are some of the cities or countries where the **Ultra-High-Net-Worth Individuals** tend to live?

7) In the video it is stated that the **bottom half of us families** live with an average net worth (value of the things a person owns without debt) of **\$11,000** while the **top 1%** have an average net worth of **\$10,374,000**. Does this disparity also exist in the region or country you are from?

8) Which country was labeled the worst in terms of economic inequality and why?

9) Was the information given about the Global Wealth Gap surprising to you to learn about or not? Why?

Appendix D: Adobe Spark Video Instructions

<https://drive.google.com/file/d/1hJkLrtmZpvjlnpfhNJc2yY8zK3m8LorK/view?usp=sharing>

Appendix E: Adobe Spark Video Example

<https://spark.adobe.com/sp/design/video/urn:aaid:sc:US:3fac2332-9703-48ab-b22d-657828612659>

Appendix F: Vocabulary Homework

https://docs.google.com/document/d/1_BTPhZfKY1_xKYWWVz41AURVOILMmng-bTn2GeHO0ek/edit?usp=sharing

Title of Lesson: US Education Gap		
Age & Level: B2 High School		
Length of Lesson: 90 minutes		
Materials Needed: 3 or 4 flyswatters Whiteboard, dry-erase markers, and eraser Vocabulary cards Bingo cards		
Learning Objectives (3-5)	1. SWBAT actively listen for familiar vocabulary.	
	2. SWBAT recognize the sounds of familiar vocabulary and connect them to their written form.	
	3. SWBAT speak about the education gap using learned vocabulary.	
	4. SWBAT paraphrase what they have learned about the education gap.	
	5. SWBAT use adverb clauses when writing and speaking.	
PROCEDURES:		
Warm-Up Time: 10 minutes	Activity: Flyswatter Steps & Teacher Directions: 1. Before class (time permitting), write each of the vocabulary words in a 4x4 grid on the classroom board. a. If unable to do this before class, give Ss an introduction activity such as a pair discussion of “rose, thorn, and bud” that they can self-direct while you set up the board. i. Rose: something good that happened recently for Ss ii. Thorn: something difficult/bad that happened to Ss iii. Bud: something Ss is looking forward to. 2. Once the board is set up, begin with instructions for the activity..	LO #s targeted 1, 2

	<ol style="list-style-type: none"> a. Ss will be divided into 3 or 4 teams (depending on # of Ss for even teams) b. Ss will form a single-file line within their group c. The first Ss in each line will be given a flyswatter. Teacher will read a definition of one word on the board and Ss will listen and try to match it. d. Once the definition is read, Ss should run up to the board and use the flyswatter to hit which word they think was just defined. <ol style="list-style-type: none"> i. Each Ss get two guesses for the word. ii. If no correct answer after two guesses, move on to the next Ss and use the definition later for a different round of Ss <ol style="list-style-type: none"> 1. Write down the words Ss have difficulty with and review after the game. e. First Ss to get the correct word gets a point. f. The first group to win (Ex: 10 points) can be given a small prize if possible. <p>3. CQC's:</p> <ol style="list-style-type: none"> a. What do you do with the flyswatter? b. How many points to win? c. How many guesses do you get for each definition? <p>4. After the game, bring Ss back together as a class to go over words that were most difficult.</p>	
<p>Grammar/Pre-Listing Time: 20-25 minutes</p>	<p>Activity: Adverbial Clauses Presentation and Activity</p> <ol style="list-style-type: none"> 1. The teacher will display a slideshow on the adverb clauses (Appendix G) on the board. 2. The teacher will ask students if Ss know what an adverb clause is. 3. The teacher will explain adverb clauses and ask SS if they know concepts from the lesson. 4. The teacher will have SS read out examples. 5. The Teacher will give instructions on the activity. <ol style="list-style-type: none"> a. Create groups of 3-4 people b. Using a list of conjunctions that will be shown on the slideshow and vocabulary on the education gap students will come up with 4 sentences. 	<p>LO #s targeted 1,2,3,5</p>

<p>Speaking/Pre-Listening</p> <p>Time: 25-30 minutes</p>	<ul style="list-style-type: none"> c. SS will write down the sentences on a piece of paper. d. SS will turn in the piece of paper at the end of activity e. SS will write down one of the sentences on the board f. The teacher and SS will correct the sentences on the board. <p>Activity: Dialogue Circle</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. In a previous class, Ss will have been assigned homework related to some new vocabulary words and their definitions. <ul style="list-style-type: none"> a. Ss can take out their notes from this assignment to help with the discussion. 2. Print off and cut vocabulary cards before class. (Appendix A) <ul style="list-style-type: none"> a. Each partnership should be given 4 vocab squares 3. Pull up a timer to display it on the board (Appendix B). <ul style="list-style-type: none"> a. Set it for 2 minutes 4. Number Ss off as “1” or “2” <ul style="list-style-type: none"> a. Have Ss clear out classroom space to make enough room for large circles of Ss b. Have the “1”s create a circle facing outwards and the “2”s create a circle around the “1”s but facing inwards. c. Ss should be aligned so that they are in pairs with one person on the outside circle and one person on the inside circle. 5. Give each Ss on the inside circle 1 set of vocabulary notecards 6. Instructions <ul style="list-style-type: none"> a. Ss will be discussing the new vocabulary with 4 different partners. <ul style="list-style-type: none"> i. Using previous background knowledge and the definitions they did for homework. b. The inside circle will read the words off to the outside circle so vocabulary is known by both Ss c. Ss will have 2 minutes with their partner to discuss the 4 vocabulary words on the notecard and go over the guiding questions related to the vocabulary 	
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	<ul style="list-style-type: none"> i. Display Guiding Questions for discussion (Appendix C) <ul style="list-style-type: none"> 1. How do these words relate to each other? 2. How could they be related to the education gap? 3. How are these vocabulary words different? 4. Do you have any experiences related to the vocabulary, or are you passionate about one of them? d. Ask one S to volunteer so a demonstration can be given. <ul style="list-style-type: none"> i. Have S be the one to read the words and then start answering the guiding questions. e. After 2 minutes the outer circle of Ss will rotate clockwise so that they are facing the next person. f. The inner-circle Ss will then go to the next notecard. g. Inner-circle Ss will then share the new vocab words with their new partner and have a discussion. h. Once Ss has done 4 rotations, Ss will return to their seats. <p>7. CCQ's</p> <ul style="list-style-type: none"> a. Who moves? b. What direction do you move? c. How long do you have to speak? <p>d. When does the inner circle change notecards?</p>	
<p>While-Listening <u>Time:</u> 15- 20 min</p>	<p>Activity: Bingo</p> <p>Steps & Teacher Directions:</p> <ul style="list-style-type: none"> 1. Before handing out any materials, explain the format of the upcoming activity to Ss. 2. Ss will be listening to a video multiple times (Appendix D). The first time is only so they can listen for gist; there is no assignment to do. The next time they listen, Ss will be trying to recognize certain vocabulary words and marking them off on their bingo card. 3. If necessary, explain the rules of bingo to Ss. <ul style="list-style-type: none"> a. When Ss hear a word that is on their bingo card in the video, they can mark it off with a symbol (a star, an X, whatever they want). 	<p>LO #s targeted 1, 2</p>

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| | <ul style="list-style-type: none">b. To win bingo, Ss have to mark off four words in a row either up and down, side to side, or diagonally (“corner to corner”). Once they get four in a row, Ss can raise their hand and yell “bingo!”. <ol style="list-style-type: none">4. Hand out a bingo card to each S. Give Ss a few minutes to look over all of the vocabulary words and their places on the square. Encourage them to ask about any words they don’t remember or are unsure about how to pronounce/what they sound like.5. Remind students that they are trying to get 4 in a row and should shout “bingo!” when they do. The video will be played all the way through no matter how quickly the first S gets a bingo; after Ss get a bingo they should try to mark off all of the vocabulary words (a “blackout”).6. Ask CCQs about instructions:<ul style="list-style-type: none">a. “What do you do when you hear a word that is on your bingo card?”b. “How many words in a row do you need to win?”c. “What do you shout when you get 4 in a row?”d. “After you get a bingo, what should you do for the rest of the video?”7. Begin playing the video for Ss. Walk around the room or otherwise watch Ss to ensure they are actively listening and are marking off the vocabulary words.8. When the first student shouts “bingo!”, pause the video.9. Ask the student(s) who shouted “bingo!” to read out their words to you, checking against the ordered list you have (Appendix E) to ensure the words have already been said in the video.10. If correct, congratulate the Ss for getting a bingo and then unpauses the video to continue the activity.11. Repeat the pause, speak, and check process for each student who shouts “bingo!” until the video is over and every student has achieved a bingo. | |
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<p>Wrap Up and Application (Connections)</p> <p>Time: 20-25 minutes</p>	<p>Activity: Wrap up Discussion</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Have the Ss get into groups of two or three. 2. Ask the students to discuss the education gap and how they have seen aspects of the education wealth gap in their own experience or in ways they have seen around the world. 3. Give the students time to discuss the first question then ask the students what could be done to address any issues they just discussed in the first question. 	<p>LO #s targeted</p> <p>3,4</p>
<p>References:</p> <p>Bingo card reference</p>		

Caveats:

- The students might come across the same word twice when going around the circle. If you would like them to experience different words, you could ask the students to replace words they have already seen with others they might know that relate to the topic of education and the education gap.
- There might not be enough different cards with different words, so you could make the inside circle pass one card counterclockwise (or the opposite way of the outside circle), and the students will have a new set of words to use with that next partner.
- If there are an odd number of students then have 3 students (two from the outer circle and one from the inner circle) collaborate with each other. Have the two students on the outer circle stay together for all rotations.
- If students need more practice/familiarity with the vocabulary before this activity begins, they can instead use a blank bingo card and fill in each word in whichever position they choose before the game starts. If you don't have access to a printer or would prefer to save paper, have Ss draw out their own blank 4x4 bingo cards on scratch paper before filling in the vocabulary.
- To help Ss focus on the context of the listening text you may want to pause after the first listen and ask them basic questions about the video. Ex: "What is the topic of this video?", "What types of people (Adults? Teens? Students? Teachers?) are talking in this video?", etc.

Options:

- If needed you can go over the homework before the fly swatter activity so Ss feel confident when playing the game.
- If you have a large class, there could be two circles instead of one large circle.
- If you are short on time, you could have the students pick just one or two words from each list on their card to make a dialogue with.
- If students are finishing early have them go over the next notecard

- At teacher discretion (or if Ss find the pace of the video too fast) the video speed can be slowed down to 0.75 by clicking the settings of the YouTube video (the gear icon on the bottom right of the video) and selecting “playback speed”.
- If needed for scaffolding, subtitles can be turned on for the video by clicking the “CC” button on the bottom right of the video.
- Ss can also play in pairs with one bingo card between them if the class size is larger or if consulting with a partner would benefit them.

APPENDICES

Appendix A:  Speaking Activity Vocab Cards

Appendix B: <https://www.online-stopwatch.com/countdown-timer/>

Appendix C:

https://docs.google.com/document/d/1LVqC_i_fDGS8rv-UpekEmCwYnNrNd6dV-EGqZlZ3Vto/edit?usp=sharing

Appendix D: Video “What is Education Equality”

<https://www.youtube.com/watch?v=FQvRGceA6N0>

Appendix E: Bingo card

<https://myfreebingocards.com/bingo-card-generator/30-free-cards/epnkrd3>

Appendix F: Vocabulary (in order of appearance in the video)

1. Information
2. Equity
3. Resource / Resources
4. Activism
5. Included
6. Segregated
7. Privileged
8. System
9. Power
10. Perspective
11. Opportunities
12. Leaders
13. Equal
14. Succeed
15. Community

Appendix G: [Adverb Clauses Presentation](#)

Title of Lesson: US Housing Gap		
Age & Level: B2 High School		
Length of Lesson: 90 minutes		
Materials Needed: 2-3 Jenga sets Small sticky notes to write numbers on Jenga or write with a sharpie Computer and Projector to share videos Copies of Appendix B and C		
Learning Objectives (3-5)	1. SWBAT use vocabulary to explain aspects of the housing gap.	
	2. SWBAT pronounce vocabulary related to housing inequality.	
	3. SWBAT paraphrase speech about what they have listened to.	
	4. SWBAT process and remember information that they have read	
PROCEDURES:		
Warm Up Time: 15-20 min	Activity: Vocabulary Jenga Steps & Teacher Directions: 1. Ss will be playing Jenga and work on pronunciation from the vocab list in Appendix B. 2. Display the vocabulary list on the board so all Ss can see it. 3. Say each word and have Ss repeat it after. This will give a good refresher on how to say the word incase Ss is not quite sure. a. Ask Ss individually to say some of the words. b. Try to have each Ss say at least one of the words out loud in front of the class. 4. With 2 Jenga sets you can divide the set in half which will allow for 4 different groups of Ss. 5. Divide Ss into 4 different groups (no more than 8 in a group) a. Have Ss arrange their desks into a square so there is a flat surface for the game	LO #s targeted 1, 2

	<ol style="list-style-type: none"> 6. Give each group a set of Jenga and have Ss set up the game <ol style="list-style-type: none"> a. The stack should be 3 horizontal and then 3 on top face the other direction. 7. Give each group a vocabulary list (Appendix B) <ol style="list-style-type: none"> a. Or you can leave it displayed on the board. 8. Ss will pull out a piece on their turn and see a number <ol style="list-style-type: none"> a. Ss will then look at the vocab list and say the word that matches the number from the piece <ol style="list-style-type: none"> i. If said correctly the Ss can place the piece on the top of the stack ii. Ss has 2 tries to say it correctly, if not another Ss will say it correctly for them. iii. The Ss who said it incorrectly then has to repeat the correct way as well as using the word in a sentence. iv. Once done, the Ss can then place the piece on the top. v. Ss continue the game until the stack falls over. vi. Ss can then restack the game and start over if time allows. 9. CCQ's <ol style="list-style-type: none"> a. What does the number on the piece mean? b. What do you do if you say the word incorrectly? 	
<p>Pre-Listening Time: 20-30 mins</p>	<p>Activity: Introduction to pronunciation</p> <ol style="list-style-type: none"> 1. Review the presentation in the Appendix # section 2. Ask students the questions asked in the first slides to gage their understanding of English Pronunciation. 3. Explain the topics of phonetics, stress, and intonation in the slides and ask students if they have any questions once a topic has been explained. 4. Have students practice pronunciation with the examples that will be given within the presentation. <p>Activity: Running Dictation</p> <p>Steps & Teacher Directions:</p>	<p>LO #s targeted 2, 4</p>

1. Begin by preparing the classroom for this activity. Desks should be moved to the side so Ss have space to run. The excerpt (Appendix C) should be printed (one for each group) and cut into different pieces for each sentence. Depending on the number of students you anticipate in each group, affix one or two of the sentences per student to the wall on one side of the room in random order.
2. Introduce Ss to the format of the activity with the instructions (following) and tell them that the sentences they will be reading come from the script of a video they will watch later.
3. Split Ss evenly into 3-4 groups (or more for larger classes), ensuring that each group has at least 3 Ss. Assign one S from each group to be the writer and have them sit at a desk with a writing utensil and paper; all other Ss in the group are runners for this round.
4. Have the runners of each group line up single file next to their writers, across the room from their assigned sentences.
5. When you give them the signal to start, the runner of each group should (safely!) run to the other side of the room where their sentences are, read one, try to remember as much as possible of the sentence, and then run back to their writer. The runner then must dictate to the writer what they remember in a normal voice, and cannot start speaking until they have reached the writer's desk. If they don't remember the whole sentence, the runner may run back to look again. Once they have dictated the whole sentence, it is another runner's turn.
6. All the runners should take turns until they believe their writer has all of the sentences written down. Once they are done, the Ss should sit on the floor.
 - a. As an added activity, you can mix up the sentences when you place them on the wall. When the Ss are done, have them try to rearrange their own versions of the sentences in an order that makes sense to them.
7. Once all groups are done, ask the writer of one group to dictate their sentences to you out loud. After this, allow Ss

	<p>from other groups to volunteer anything they wrote down differently.</p> <ol style="list-style-type: none"> 8. To ensure each S has a chance to play both roles, switch out the sentences with others from a different portion of the script, switch Ss roles, and start again. 9. Once all of the sentences have been used and/or all of the Ss have had a turn in both roles, have the Ss help rearrange the desks/space into your normal classroom configuration and segway into the video, reminding them that they will be hearing the sentences they just practiced with. 10. CCQs: <ol style="list-style-type: none"> a. What should the runners do? b. What should the writer do? c. When do runners switch turns? d. How loudly should you talk to the writer? e. What should you do when you have all the sentences written down? 	
<p>While-Listening Time: 15-20</p>	<p>Activity: Stop-Paraphrase-Go</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Start the video linked in appendix A. 2. Pause the video at these times: 1:25, 2:27, 3:17, 4:20, 5:20, 6:10. 3. At each pause ask the students to turn to a partner and paraphrase what they just heard, and then further discuss feelings, opinions, or extra knowledge on the video. 4. Have the students discuss for about two minutes, or until the conversation seems to have died down or changed subject. 5. Once the video is done, ask the students to raise their hand and say one or two sentences that paraphrase the video in order, until the entire video is paraphrased. 6. Have a few Ss share their additional feelings, experiences, or knowledge they may have shared with their partners. <p>CCQ's:</p> <ol style="list-style-type: none"> a. How many people do you talk to when the video is paused? b. What do you talk to your partner about? 	<p>LO #s targeted</p> <p>3</p>

<p>Wrap Up and Application (Connections)</p> <p>Time: 15-25 min</p>	<p>Activity: Ss Adobe Spark Videos</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Ss will have completed their video assignment about the different wealth gaps. 2. Ss will have worked in pairs <ol style="list-style-type: none"> a. Each pair will come up and present their video b. After each video, share a screen with guiding questions to ask the class. (Appendix D) <ol style="list-style-type: none"> i. What county did you choose? ii. What was the gap they presented? iii. How does it affect the chosen country? iv. What are the differences with this factor for Upper Class, Middle Class and Lower Class? v. Any questions for the presenters? c. Repeat this for each group video. 	<p>LO #s targeted</p> <p>3, 4</p>
<p>References:</p> <p>About Jenga. (2021). Retrieved 3 December 2021, from https://www.jenga.com/about.php</p> <p>Daniels, Eugene et al. "Confronting Inequality In America: The Housing Gap". 2020.</p>		

Caveats:

- Not being able to get a Jenga set or to get enough for the classroom.
- If Ss have never played Jenga before.
 - Instructions: The tower stands with three blocks facing horizontally and then three on top going the opposite direction. Once the tower is stacked the first Ss will take one block from any level of the tower and place it on the topmost level. The game ends when Ss knocks the tower over.
- If Ss for some reason have not completed the video or were unable to make one, can have them share their notes on what they learned.

Options:

- If there is no way to get an actual Jenga set any kind of building blocks will also work just need to be the same in size.
- There only needs to be enough pieces to cover all the vocabulary list but that list can be shortened to accommodate for the class size.
- The vocabulary list can either be printed out and given to each group or it can just be displayed on the board for everyone to see.

APPENDICES:

Appendix A:

<https://www.politico.com/live-stream/confronting-inequality-in-america-the-housing-gap>

Only show 0:00-6:10.

Appendix B: Vocabulary List

1. Equity
2. Segregated
3. Discrimination
4. Privileged
5. System
6. Racial
7. Inequality
8. Community
9. Eviction
10. Homeownership
11. Redlining
12. Mortgage
13. Neighborhood
14. Prohibit
15. Ownership

Appendix C:

 **Confronting Inequality in America Town Hall (script for running dictation)**

Appendix D: Questions

<https://docs.google.com/document/d/1WSzZOLsr84b3Ka19ucery09XDXqtfMVhxsHONP3h0M/edit?usp=sharing>

Appendix E:

[Pronunciation Presentation](#)