

The Past and the Present Meet

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Introduction

I was looking around my new classroom on the first day of school, and I noticed many things. These students were different than other students I had seen in my daughters' classes and the students I had taught in the past. These students were unique. They didn't seem to have a connection to anything. They appeared lost. They had bright smiles but anger underneath the smile, and they didn't seem to understand why rules were in place, their part in the community they live in or what it meant to be a good citizen. The community and citizenship involving their ancestors are unknown to them. They also lack a sense of pride in their neighborhoods. These students I looked at are all neighborhood children with an extraordinary history at their fingertips, but lacking an understanding of where they have come from. To give them this pride and understanding would allow them to respect their own heritage and respect rules. They would then also have an understanding of community—what it takes to build a community and to keep a community going. To understand history would help in the growth and development of their community as well as them as individuals.

The purpose of this unit is to introduce students to the history of their neighborhoods and the city they call home. For the student to grow, he or she needs an understanding of the history of where they are residing. Understanding the past allows children to make decisions about the future. Understanding the history of their part of Charlotte will give them a sense of pride. That pride will go a long way in the children, having a stronger sense of who they are now and where their families have been. History gives a starting point for all to start from.

Background Information

The school I work at is a strategic planning school and a neighborhood school. Academically, the children are struggling, and a plan has been put in place to create an atmosphere where learning and growth occur. The students are 98 % African American. They come from a mix of single homes, two parent homes, and living with a relative. Their home lives are not always conducive to learning. 100% of our students qualify for free or reduced lunch, and for some children, these are the only meals they have. We are also a uniform school. The children at times come to school with holes in their clothes

and shoes that don't fit. They also come out of uniform, and thanks to donations are sent home in new clothes.

My classroom is very unique. I teach at John M. Morehead Elementary School and I have seventeen students on the roster currently. Of these students, fourteen are African American, one is Asian and African American, 1 is white and African American, and the other is Hispanic. There are ten boys and seven girls. Six of the students are documented behavior problems with active behavior plans. Two of the students were retained in Kindergarten and two were retained in first grade. Three of the children are considered intensive learners and three are considered strategic learners. The rest of the class has made benchmark status.

Rationale

The behaviors in my class are a large part of the reasoning and direction behind this unit. The children come to school with hostility and confusion. They have not been educated about their family history or the area in which they live. The school I teach in is in the historically African American West Charlotte area. It is in actuality one of the first sections to become segregated post Civil War. This area also continues to be African American since post Civil War as opposed the South Charlotte section of town.¹ The South Charlotte area of town has been built as growth of the city moved south as opposed to being a planned area. South Charlotte is generally a new growth area with change occurring on a regular basis. West Charlotte tends to have residents stay with little to no growth occurring.² As a result of the structural make up of West Charlotte there appears to be a higher crime rate as well as more single-family homes and as a result of such trying conditions, they lack a general respect for authority. I believe this comes from not understanding that communities have always had rules as part of citizenship and that they are essential for a community to be productive and grow. They also lack a sense of pride in their home, their neighborhood. It is important for the students to understand where their community has been to know where their community can go. Going back into history and understanding society and the impact within the community of different societies will help the students better understand society and the sense of community. They will be given a sense of respect for their home by learning the particular history of their community.

Objectives

North Carolina Standard Course of Study

Goal 2 – Qualities of good citizenship in the class, school and other social environments.
2.01: Develop and Exhibit citizenship traits in the class, school and social environment.
2.02: Identify roles of leaders in the home, school and community such as parents, mayor, police officers, principal and teacher. 2.03: Participate in democratic decision-making.
2.04: Recognize the need for rules in different settings. 2.05: Identify the need for

fairness in rules by individuals and by people in authority. 2.06: Predict the consequences that may result from responsible and irresponsible actions. Goal 3 – Recognizing and understanding the concept of change in various settings. 3.01: Describe personal and family changes from the past and present. 3.02: Describe past and present changes within local community. 3.03: Compare and contrast past and present changes within local community and communities around the world. 3.04: Recognize members of community are affected by changes that occur over time.

By learning more about the qualities that make a good citizen, my students will be better able to be an active part of their community. These traits of citizenship will follow them throughout life. It is with the knowledge of citizenship, community and history that these children will be able to make a difference in their community. It is also important for students to understand what a leader is and who our leaders are in Charlotte and outside of Charlotte. These leaders will serve as role models and show students that leaders are everywhere, not just the public ones we see.

Once the students understand what a good citizen is they can they acquire respect for rules and why rules are what has guided society to this point in history. It is with this understanding that students will understand and respect their community's history. At this point students will begin to identify with their ancestors and be able to compare and contrast the past and the present and the changes that have occurred over time.

End Product

Students will have a sense of where their ancestors have been and how they got to where they are. I hope for my students to develop a sense of pride in their heritage. With this pride, a sense and a desire to achieve for their ancestors will become evident. Students will see what their ancestors did so that they might have a better life. Students will understand why the different roles within society are important and have been relevant since the beginning of time. They will understand that rules may change to meet current values, but rules are basically the same over time.

To achieve this, students will go into their own family history and compare and contrast their history to that of their classmates. They will see how over time their neighborhood and community have evolved. This will be completed through use of maps, historical information brought to the students, and resources such as the website Discovery Education. The materials will be brought to the students to learn as research on their parts is not generally possible. These students are generally not fluent or comprehensive readers as of yet and learn through videos, books read with them, and maps. They will use their own family history to better understand what the impact of this evolution been on them and their family. How has their community been a part of the development and growth of Charlotte and the world?

At the conclusion of the unit, students will have a positive connection to their family over time and a connection to their community they and their ancestors have called home. They will have researched their family trees through talking with family members and will have explored Charlotte through the years. A majority of the students are native to Charlotte; however, it will be important for students new to the area to look into how and why their families came to the West Charlotte community. This will give them their own connection to the community.

Strategies:

Week One

The unit will begin with the student first researching his or her own family history, looking at ancestors and determining how they ended up living in West Charlotte. The students need to understand where West Charlotte started. Understanding that the area of West Charlotte was developed as part of the planned city layout is essential for the students to begin to understand their own position within Charlotte.³ Questions to ask family members will be created in class and will include but not be limited to: Who were the first family members to live in Charlotte? Have we always lived in West Charlotte? What brought our ancestors to Charlotte? The teacher will model this by creating a personal family history poster or timeline demonstrating a personal connection to Charlotte and who her/his ancestors were. Beginning this unit, the class will start with delving into their history to help them gain a much-needed sense of pride. I would like to see the students create a poster of themselves with pictures and artifacts of their families. We would then share the information with one another. Once we have shared the information we would then look for common elements.

Week Two

It is important for the students to begin their look into history by beginning with a personality well-known and respected. The person to begin our journey will be African American and a continued leader in the community. The class will take a look at the life of Harvey Gantt, the society and rules he grew up in, what part he has in the community, and how he was a part in the growth of the city.⁴ This man has played a large part in the history of Charlotte. He is an African American who found a way to use the rules in society to make a difference through citizenship and community.⁵ Gantt is a leader the students everywhere can use as an example of looking at citizenship and leadership, studying the community and then taking the rules of society to the next step. What rules did he follow? How has he impacted society today? This will give the students a person to use as an example of someone who became a leader in a non-aggressive manner.

Once we have discussed Gantt, the students would create an interview sheet as a class to compare and contrast their own family rules and what has changed over time. The sheet would then be taken to individual homes for homework, and the children would

interview their family concerning rules. What rules did they have growing up? Who enforced the rules? What were their consequences for not following the rules? Where did the family rules come from? What about society rules? What do they remember about growing up and the community rules? The information would then be brought back into the classroom, and the children would create a comparison between the rules they have as a community and at home now and what their families had when they were children. How can we relate this to Gantt and the changes he contributed in Charlotte? To begin this, it is recommended that modeling be used. I will begin with the rules of the community I grew up with and what my rules were as a child, and then I will provide the same information from my parents as the students brought in. I will demonstrate a compare and contrast, and then take it to the next step and add my family rules based on our community now. What has changed over time? What has stayed the same over time?

Week Three

As an introduction, students will look at the start of the school year and the end of the school year. What is the environment like as students begin school? Are things stricter, more structured, not as familiar? What is the environment like at the end of the year? Are things more of a celebration? Is there a sense of excitement in the school as the year finishes? This will enable the students to better understand the definition of climate in relationship to the atmosphere of a city.

The unit will then turn to the climate in Charlotte before the Civil War. African Americans at this point, if not slaves, were treated as if they were. Slave ownership was low, in fact some African Americans owned slaves. It is after the Civil War, that African Americans are treated differently with different rules.⁶ We will look at maps of Charlotte at this time.⁷ What differences are there? What similarities are there? Using video clips from Discovery Education, students will observe cities over time.⁸ What is a common thread between all of the cities?

The starting point now will be the end of the Civil War and the emergence of Charlotte as a city. Students will examine the grid that was the basis for the development of Charlotte and the desire to create communities of segregation.⁹ “The city's first boom came after the Civil War, as a cotton processing center and a railroad hub. Population leapt again during World War I, when the U.S. government established Camp Greene north of present-day Wilkinson Boulevard. Many soldiers and suppliers stayed after the war, launching an ascent that eventually overtook older and more established rivals.”¹⁰ As needs for the growth of Charlotte developed, who decided the way to go? How was West Charlotte impacted by this? How were African Americans impacted? What connections can be made between the “Brooklyn to Biddleville project” and the powerful leaders interjecting into their neighborhood in the name of progress? This is a look at an event that took out African American neighborhoods to make way for white progress.¹¹ Do the leaders of Charlotte have a connection to West Charlotte today? It is at this point

in history that the strong differences between North and South emerge. Southerners generally like their smaller towns and slower pace of life. The North is seen as a way of life not desired in the South.¹²

Cities such as Wilmington, Charleston, Columbia and Charlotte were small in comparison to cities such as New York, Boston and Chicago. The largest of these cities at the time was Charleston with close to 40,000 people. The South had growth in industries such as railroad and shipping but these industries did not promote the same growth that had been seen in the North.¹³

“The Civil War changed the region's anti-urban bias. The war exposed the region as a land of ‘poverty in plenty,’ with abundant natural resources but no manufacturing capacity to utilize them. The South had to recreate itself in an urban, industrial mold if it was to prosper. This movement for a ‘New South,’ as proponents proclaimed it, had its beginnings even before the last shot was fired in 1865, and gained momentum in the Reconstruction era of the late 1860s and early 1870s. After the 1870s depression ended, the movement blossomed.”¹⁴

Week Four

As a connection for the students we will begin looking at Charlotte present day, and the industries that have contributed to Charlotte's growth. The banking industry, for example has been a large part of the growth and now recession of Charlotte. What do industries bring to communities? We will at this point, look to goods and services, and the jobs, money and security brought by such industries.

We will look at the Charlotte 20 years later, starting in the 1880s. Charlotte at this point in history is already a leader in cotton distribution. To continue the success with cotton, gin mills are developed in the Charlotte area. This was an area where most employees were women. In fact, one of the first gin mills is still partially in existence today on West Fifth Street.¹⁵ The mill towns in the Charlotte area and the North Davidson area of Charlotte continue to reflect this initial area of growth in Charlotte. The city and surrounding areas were designed under the influence of the mills. Maps of the Charlotte area and neighborhood growth demonstrate the development.¹⁶

In the late 1800s to early 1900s another crash of the stock market and industries was felt throughout the United States. Luckily Charlotte pulled out of this rather quickly and more textile industries came to be.¹⁷ As the other industries joined in, a noticeable boom was present until the First World War. In fact, the mills brought with them the companies that supplied machinery to keep the mills operational.¹⁸

It was at this time that the department store Belk was first started and banking became an industry in Charlotte. Lance peanuts also emerged at this time. The economic growth brought with it the need for expansion in numerous ways, including physical expansion. The city of Charlotte grew in size more than tripling its original size. As the growth downtown with high-rises was occurring, the outlining area or suburbs of Charlotte began to grow as well. It was at this time that the city's first steel frame skyscraper was completed.¹⁹

Week Five

Students will begin the lesson segregated into boy and girl groups at the beginning of the week. This will help the students grasp the meaning and feeling behind segregation. As the week progresses, the boys will be given more in way of rewards and the girls will be ignored. The class will then discuss the feelings the segregation of the class made them feel. This will be the lead in for the students to better understand segregation as the unit moves into the segregation growth in Charlotte.

Neighborhoods are beginning to segregate more and expansion of Charlotte is occurring. Segregation is a part of the south and other areas of the country. Segregation lasts for many years and is still occurring today. West Charlotte is an example of segregated neighborhoods that began in history and are still a part of Charlotte today.

It is at this point in the history and development of Charlotte that the suburbs are developing as well as the segregated neighborhoods. Some of the neighborhoods were in fact developed for the worker to be close to work, yet contained in their neighborhood. One of the first neighborhoods developed was the Elizabeth neighborhood. This neighborhood is still in existence today. Also developed were Piedmont Park and Oakhurst. The Oakhurst neighborhood was originally located along Central Avenue.²⁰

The next areas of town to be developed that are still around today are Western Heights and Washington Heights. These areas were developed for African Americans. Another neighborhood in the Beatties Ford Road area is known today as McCrorey Heights, then as Douglassville. The areas were named for black leaders such as Booker T. Washington and Fredrick Douglass. It was also during this time period that the first streetcar for blacks was developed.

Week Six

To begin this week, students will start with a mock market of sorts to gain a feel for the transformation taking place. Students will be given new identifications. Some will be farmers, some bankers, some industry workers, and some will be old leaders while others are young leaders. Students will be told to sit as their time in the development and expansion of Charlotte changes. It will be a slow process using beans as money to signify

how the changes affect the average person's pocketbook. Discussion will then occur as the students relate their own experiences as part of the experiment.

We are now entering Charlotte in the 1930s. It is during this time period that the course of Charlotte begins. Younger generations begin to take over the development and expansion of Charlotte. At this point, agriculture starts to slow down and the transformation to the New South begins.²¹

During the 1940s, building materials depleted by the war are replaced. There is a sense of a boom with military coming home after World War II. Homes are being bought with new mortgage opportunities available and suburb dreams are being created. Not only the upper middle class and rich are able to afford homes now.²² New suburbs for the middle class are now springing up. Areas such as Maryland and Sterling Streets are on the up and rise. There are also blue-collar neighborhoods on West Trade Street developing.²³ These areas are in existence today.

No longer are streetcars the main means of transportation. At this point, a network of expressways and roads are developed throughout the city. These new roadways enable the suburbs to continue to grow and develop. Also, the United States highway program is developed granting Charlotte as the center of the new roadway connection. This reinforces Charlotte as a distribution center. This home base for distribution continues today.²⁴

Week Seven

Present day Charlotte. What has transpired? How have we gotten where we are today? What old rules still exists? Narrowing the field, what rules were created? How are these rules in effect today? What directions did the city founders take?²⁵

Charlotte statistics based on Charlotte Chamber²⁶

- Cost of living below the national average
- City, County and State AAA bond ratings
- Average of 659 airline flights daily
- 15,542 new jobs for 2009
- \$13.6 billion in annual retail sales
- Most educated workforce
- First: America's most livable communities
- First: top large counties for business recruitment
- First: top state business climate
- Second: economic strength ranking
- Second: largest banking center (controls over \$2.3 trillion in assets)
- Second: best city for entrepreneurs

- Fourth best city for relocating singles
- Fifth best city for business
- Seventh in number of *Fortune* 500 headquarters
- Sixth largest in migration of people
- Eight: most active airport in the U.S.
- 18th largest city²⁷

Week Eight

The class will look up websites and pictures of schools around the country and then in Charlotte. Students will be able to compare and contrast what they know a classroom to look like to what other classrooms look like.

We will then look at the development of schools in Charlotte. Some are predominantly African American. Neighborhood schools are segregated by the area of town they are in. What schools have started as African American and are now Caucasian and what schools followed the reverse? Finally what were schools like at this point? What was happening in the schools? What are the rules within the schools? What connections can be made between the first schools in Charlotte and now? What was the next thing to happen in schools? We'll follow this line into present day schools. Students will compare and contrast the schools of the past with the ones here today.²⁸

Classroom Activities

Week One

Students will create a poster of their families. I will begin this by modeling a poster of my family. This will be an individual project looking at our own personal heritage. These posters will then be shown and shared as a class.

The posters will be displayed with timelines to mark and demonstrate their own family growth through the years. The timelines will then be combined as a group beginning at the first event to transpire within all of the timelines. Over the course of the unit, outside elements will be added to the timeline as to give students a way of charting their changes, community changes, Charlotte changes and world changes as we progress from Civil War times to present day Charlotte.

Week Two

The students will create an interview sheet, with questions such as who was the first ancestor to make a home in Charlotte, where did they live, what did they do, what rules do you remember growing up, and other questions they want answered about their parents and their rules growing up. What, if any African American or other historical figures have impacted their family? How can we compare this with that of Harvey Gantt and his impact in Charlotte? These questions will be generated as a class, allowing

students to determine what they want to know. They will have the guidance of the Family Tree Poster the teacher has created. The questions will then be brought back to class and shared. A compare and contrast chart will be put together of their parents' rules and rules today. At this point a video clip will be shown on rules and consequences from Discover Education.²⁹ The video is called "Buddy Learns Life Lessons" and is a cartoon demonstration on rules and what happens if they are not followed. This will be done so the students see rules from another perspective.

We will look at maps of Charlotte from the Civil War time to now.³⁰ These will be posted as we travel over time. Students will be asked to create compare and contrast sheets of the various maps.

Week Three

Students will look at the time before and leading up to the Civil War to better understand the occurrences before and after the war. This will tie in with the history of the North and South pre- and post-Civil War. Once the history of the time is discussed, we will then continue the lesson with the book "Freedom Ship."³¹ This story is about a slave and his cunning to find freedom for him and his family. He used the Confederate flag to get past other Confederate ships during the Civil War, changing the flag to white sheets to surrender to the Union soldiers. Students will create a main idea map and sequence list as part of literacy during the week. Why would an African American risk it all to be free? What differences have we seen between pre- and post-Civil War? How do we relate this to the slaves in Charlotte pre- and post-Civil War?

Students will look at another story of courage during slavery. "The Runaway Quilt" is a wonderful story of a slave and her love for her son. She creates a quilt of memories for her son to take with him as she finds a way to get him to freedom without her. The quilt serves as a sense of strength on the journey to freedom. How can we relate to the mother and child from the story? We will each use the information we gathered on our families in the first week of the unit and create our own quilts. What elements do we all need to put in our quilts? What elements will we put in our quilts that will make them unique to us? Why was this quilt so important? How is it a timepiece of the history and events of the time? What would a quilt of West Charlotte and the development of Charlotte look like at this time? At this point guests will be invited to come and view our quilts.

Students will then move to a series of video clips from Discover Education on the Civil War, looking at films of the North and South. In groups, students then complete a compare and contrast of the two areas. Finally, using Charlotte Historical Society we will take a picture walk through Charlotte during this time, using the Smart board to show pictures of Charlotte during and after the Civil War.

Week Four

“The Little House on the Prairie” by Laura Ingalls Wilder will be read to the class. This is a true story of a little girl and her life growing up in a different part of the United States during the 1880s. This story will allow the students to look at life in Charlotte and compare it to the life of a girl close in age in another area of the United States. If we sat down and wrote a story from a family member’s point of view during this time in history, what would we say? Students will create a letter to the family member, interviewing them and asking questions about their life. We will then have students write a letter from that family member answering questions posed in the letter.

What is going on in the world today? How does the Great Depression impact the world, Charlotte, and West Charlotte? We will look at the power struggles of the time and how the city as a whole was impacted. The class will read “The Garden,” a story about a little girl who is sent to visit relatives during a financially difficult time with her family. She shares her struggles, experiences and lessons learned through letters home to her parents. Students will interview family members about this time period in their own family histories. They will create a newspaper story as though interviewing a person and presenting it to the public. Newspaper articles about “People and Places” will be shared so as to guide students into what they are looking for in their interviews. This will help students further understand their family history and what has transpired.

Both the stories will allow students the opportunity to take the information they have learned about Charlotte’s growth, the life of an ancestor and two different children growing up in the same time period but in vastly different parts of the United States. It will allow students to better grasp the widely different sections of the United States and then compare it to their own life in the West Charlotte area.

Week Five

What is going on in the world during this time? What is occurring with segregation? Segregation is coming into play at this point. We will discuss segregation and what it means. During Charlotte at this point segregated neighborhoods became very prevalent. Students will need to understand how this felt to the people of the time. The class will read the story of “Ruby Bridges” to understand what segregation means. She is someone that is more identifiable to children. How was she segregated? How did she learn in this environment? What can we learn from her? We will create a diary of the life of Ruby Bridges based on the story. Students will sequence the events of the story and understand the impact she had on schools today.

At this point we will watch a video clip from Discovery Education, “TLC Elementary School: American Values in Conflict,”³² This video will allow students to see the different forms of segregation and racism that have existed. They will create a bubble map separating the different groups of minorities from the video and how they have been mistreated. As part of writing, the students will write a song of their impressions of the time. The song must conform to writing regulations of starting with capitals and ending

with periods. The use of descriptive words will be a very large portion of the assignment. Illustrations to advertise the song will be created. Presentations will be given.

Week Six

It is during this time in history that Charlotte experiences major growth in suburbs that are not only upper middle class and rich. Roadways are being created and the United States interstate system is developed. For the students to understand the dream of owning a house and how roadways connect the downtown and mills to suburbs, students will create their own town. Homes will be built out of popsicle sticks and then a large floor plan will be created. Downtown Charlotte will be created as well as mills. Students will work with partners to create their own industry mill. This mill will sequence the events that take place in creating a product.

What growth of transportation and roadways can the students illustrate based on the timelines and maps up to now? The whole class will create a timeline of the growth of transportation in Charlotte. Students will then take the information learned and create a timeline of the growth of Charlotte including the transportation timeline created in class. With their timelines, maps of their community today will be completed. We will read "You Are Special" to illustrate how we are all a part of the community and have gifts we give to our communities. In writing, students will then write about their special gift they give to the community. Writing standards do apply. The finished copy will have illustrations to go with the writing sample. As part of the assessment, a sequencing of events will be created using the materials in the classroom as part of the timeline and maps.

Week Seven

We will look at Charlotte today and compare Charlotte to another city. We will look such cities as Houston and Atlanta. The research will be completed as a class looking at the Chambers of Commerce for other cities using the Smart board for all to participate.

Week Eight

The Charlotte classroom of today will be discussed. "School Now and Then,"³³ will be read and discussed. This is a story that looks at schools in the past and schools of the present. Pictures are shown in black and white of the past schools and in color of the current schools. What is the main idea of the story? Why did the author write the story? What is the genre of the story? How do schools today differ from schools in the past? If you had to create the perfect school, what would it entail? Write about your favorite school. Writing standards apply. Illustrate your perfect school as well.

We'll look at Harding High School and the roots of the school. Who is Dorothy Counts?³⁴ The school is a historical school. How did this occur? What other schools in Charlotte are historical and why? What impact does that have on schools today? Students

will complete the unit with a research project on various historical schools in Charlotte. The option of how to present will be up to them. They will have the choice of creating a puppet, diorama, or play about their school. A rubric will be used to assess the students.

	1 point	2 points	3 points	4 points
Content	1 fact	2 facts given	3 facts given and artifacts to represent	More than 3 facts, artifacts and an understanding of how the artifacts relate
Grammar	No use of Capitals, periods, or sentences.	Not consistent use of capitals, periods and sentences.	Consistently uses capitals, periods, sentences and has a minimum of 3 sentences.	Consistently uses capitals, periods, sentences and has more than 3 sentences.
Creative/Neat	Sloppy work	Project is complete but lacks attention to detail.	Consistently unique to the child and put together neatly.	Consistently unique to the child and put together neatly. Contains extras.

Implementing District Standards

North Carolina Standard Course of Study

Goal 2 – Qualities of good citizenship in the class, school and other social environments.

2.01: Develop and exhibit citizenship traits in the class, school and social environment.

2.02: Identify roles of leaders in the home, school and community such as parents, mayor,

police officers, principal and teacher. 2.04: Recognize the need for rules in different settings. 2.05: Identify the need for fairness in rules by individuals and by people in authority. 2.06: Predict the consequences that may result from responsible and irresponsible actions.

Goal 2 would be implemented in the classroom in a way that would allow the children to not only understand a community and what is involved in the general community but what it is that makes their community special and unique. The unit goes back to the beginning of Charlotte during and after the Civil War. Students will look at the rules from different time periods and be able to compare and contrast those rules to our rules today. This will give them a sense of respect and understanding for what rules are and where they come from. They will discover the great leaders of Charlotte throughout the years and how their unique community came about and the impact the leaders had on planning their community. They will also see what can happen if rules aren't followed or are created to satisfy only one group of people. Students will develop a deep understanding and respect for diversity and the importance of respecting diversity. The future of schools and education depends on the 21st century learner understanding and respecting diversity.

Goal 3 – Recognizing and understanding the concept of change in various settings. 3.01: Describe personal and family changes from the past and present. 3.02: Describe past and present changes within local community. 3.03: Compare and contrast past and present changes within local community and communities around the world. 3.04: Recognize members of community are affected by changes that occur over time.

Goal 3 goes into the community the student lives in. They will interview a family member and learn about their own personal history, past and present. They will then be able to demonstrate and explain how their own community has grown over time. This look at their community will allow them the opportunity to analyze Charlotte and other communities. How did Charlotte change in comparison to other communities? What changes took place as part of positive growth, and what parts of history can we learn from so as not to repeat them? How have various members of the community been impacted by the changes over time? They will then be able to discuss how the changes over time have impacted them today.

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<http://www.charlottnaacp.com/About-Us.html>. Information on African Americans in the Charlotte community. (accessed 11/2010)

Reading List for Students

Smithsonian Oral History Interviewing Guide:

http://www.folklife.si.edu/education_exhibits/resources/guide/introduction.aspx

Step by step guide to oral history:

http://dohistory.org/on_yourowntoolkit/oralHistory.html.

OH Interview Guide: <http://www.hsp.org/files/oralhistoryguide.pdf>

Materials for Classroom Use

Discovery Education video clips, "TLC Elementary School: American Values in Conflict", 2006.

Chilaverini, Jennifer "The Runaway Quilt."(Random Books, NY.NY, 2007).

Foreman, Michael, "A Child's Garden." (Candlewick Press (MA) May. 31st, 2009)

Ingalls-Wilder, L., "Little House on the Prairie", (Ransom House, 2002.)

Rappaport, Doreen "Freedom Ship." (Hyperion Books for Children, NY, 2006).

Websites:

Smithsonian Oral History Interviewing Guide:

http://www.folklife.si.edu/education_exhibits/resources/guide/introduction.aspx

Step by step guide to oral history:

http://dohistory.org/on_yourowntoolkit/oralHistory.html.

OH Interview Guide: <http://www.hsp.org/files/oralhistoryguide.pdf>

Maps of Charlotte starting during the Civil War moving to present day (NC Historical Society) www.history.ncdcr.gov/

Pictures of Charlotte, www.history.ncdcr.gov/

Construction paper

Crayons

Markers

Writing paper

T charts

Main idea bubbles

Rope and clothes hangers

Popsicle sticks

Endnotes

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³ Hanchett, Thomas, "The Growth of Charlotte.", (assessed Nov. 2010).

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Charlotte NC 28202, Phone: 704-374-1565, <http://www.ganttcenter.org/web/> , (assessed Nov. 2010).

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¹³ Hanchett, Thomas, "The Growth of Charlotte.", (assessed Nov. 2010).

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¹⁵ Hanchett, Thomas, "The Growth of Charlotte." (assessed Nov. 2010).

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- ¹⁷ Hanchett, Thomas, "The Growth of Charlotte." (assessed Nov. 2010).
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- ²³ Hanchett, Thomas, "The Growth of Charlotte." (assessed Nov. 2010).
- ²⁴ Hanchett, Thomas, "The Growth of Charlotte." (assessed Nov. 2010).
- ²⁵ McKinley, "Progressive Era.", (assessed Nov. 2010).
- ²⁶ <http://charlottechamber.com/eco-dev/demographics-economic-profile/>, (assessed Nov. 2010).
- ²⁷ <http://charlottechamber.com/eco-dev/demographics-economic-profile/>, (assessed Nov. 2010).
- ²⁹ Discovery Education, 2004 Boulden Publishing, Inc. ,(assessed Nov.2010)
- ³⁰ Discovery Education2004 Boulden Publishing, Inc.,(assessed Nov. 2010)
- ³¹ Rappaport, Doreen "Freedom Ship." (Hyperion Books for Children, NY, 2006), (assessed Nov. 2010).
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- ³³ Imagine It" textbook, (assessed Nov.2010)