

# **Charlotte as a Window to the World: Finding Global Phenomenon at Work in Your Own Backyard**

*Tommy Phillips*

## **Introduction**

When students first enter my classroom for AP Human Geography many of them have no idea what they have signed up for. They hear geography and instantly infer that they will be learning the names and locations of continents, oceans, major capitals, and rivers. There are two reasons for concern at this moment; one, that the awareness for the most fundamental and central field in the social sciences has been relegated to the background in favor of its more specialized disciples, sociology, history, and two, that high school students should by this point be very familiar with the names of continents, oceans, major capitals, and rivers.

Young people's sense of place in the world and understanding of the rather unique position our society finds itself in is sorely lacking. One reason for this could be that foreign cultures, religions, and languages are just so, well, foreign. Now, more than any other time, young people feel a sense of immediacy with everything in their environment. E-mail is now considered too slow, and phone calls had better be urgent, if not, just text it. Taken in this context you might forgive them if they fail to see the utility in reading about Japan's aging society or the diffusion of vaccinations in Central America. Of course, as educators we realize the importance of these events, and how in this increasingly global society, nothing happens in a vacuum. Every place is different, but really every place is the same. Human behavior is pretty formulaic and predictable, so everything local is simultaneously global at its foundation.

The goal of my unit to have a running case study of the city of Charlotte that will incorporate all of the overarching themes presented in AP Human Geography. I want my students to see first-hand the immediacy of these concepts so they can get a better understanding not only of Charlotte and the surrounding communities, but of Charlotte's place in the world, and how we are constantly being influenced by it. While this unit is specifically tailored to Charlotte, the underlying methods could be applied to any other metropolitan area with just a little tinkering and research. I plan on teaching the unit sporadically throughout the year as new themes are introduced to the class, but it would also be possible to incorporate them into one large unit at the end of year.

## **Background**

I teach at a performing and visual arts magnet school that pulls kids from the entire county. Admission is primarily based on an audition organized by the arts departments, but there is some academic consideration as well. The school itself is located in a low-income, urban setting, and children from the surrounding neighborhoods are given higher priority for admission than their

more well-heeled classmates from the suburbs. The result is that the student body is a pretty accurate reflection of the county as a whole. Admittedly, this puts me in an advantageous situation as practically every section of the city and county are represented in class, and so we are able to piece together a general layout of the city fairly quickly and easily. The racial and ethnic diversity found at my school is embraced by the entire student body, and this also helps smooth the introduction of these concepts.

My personal background was also influential in deciding to create this unit. I was born and raised in Philadelphia and the surrounding metropolitan area and the farthest south that I had ever been prior to moving to Charlotte, was Washington D.C. (except of course, Disney World, but as we'll see that doesn't always count). When I agreed to move to Charlotte, all I knew about it was that it had professional sports teams, which indicated to me it was a city of some size at least in terms of population. As such, I assumed it must be like every other large city that I had ever been to; Philadelphia, New York City, Boston, Chicago, Baltimore, and Washington, D.C. To anyone who has been to any of these other locations, Charlotte has next to nothing in common with them. I remember my wife and her friend taking me downtown on my first night and I kept asking "Where are all the row homes?"

We lived in a home that couldn't have been more than two miles from the city's epicenter at Trade and Tryon streets and I had a lawn and a driveway. At first I was snobbishly disgusted at the way Charlotte had developed. How could they not adopt the same systems used in the great cities in the northeast? Over time, the snobbishness of my tone has gone (somewhat), but not the central theme of my question. This has stayed with me for almost a decade. Why has the city of Charlotte developed in a way so foreign to that of other eastern cities, and how significant a role has Charlotte's southernness played? I think my curiosity about the South and my perspective as an outsider has helped me create this unit.

## **Objectives**

In my Charlotte Teachers Institute seminar defining and examining the "New South," and what exactly that means; the primary text used was Thomas Hanchett's *Sorting Out the New South City: Race, Class, and Urban Development in Charlotte, 1875-1975*. As a Human Geography teacher, my ears perked as soon as I saw "sorting" in the title. The central theme of the field is to examine how people organize themselves and their property in the environment. Charlotte underwent two periods of extraordinary growth, the first was from the post-Civil War era to 1920s when the city began the shift from isolated hamlet to regional powerhouse spurred on by the growing textile industry. The second period of growth began with Great Depression and continues today as Charlotte drifts away from textiles and focuses more and more attention on the banking industry.

More specifically, Hanchett examines the intermingling between the city's racial and socio-economic groups and the way that Charlotte neighborhoods went "from salt-and-pepper to patchwork to sectors." This is how he describes the transition that Charlotte has made from being a community where there were no geographic distinctions that separated whites from blacks and the rich from the poor; to one with clearly defined black, working class, and white-collar neighborhoods distributed throughout the city, to the modern day division of the city into

larger sections based on race and class. The ways in which this transformation took place and the impetus behind it tie in really well with the AP Human Geography curriculum and will be the primary source of material for many of my later units in particular.

This unit will be broken into seven distinct sub-units. This first will be an introduction to distinguish physical geography from human geography and to help students understand the importance of the human definition of place. Next we'll look at demographic makeup of Charlotte in terms of composition, transitions, as well as movement in, out of and within the city. The third unit will explore the cultural makeup of Charlotte including language, religion, and ethnicity. Unit four covers the political development of the region as part of the British Empire, then the United States, but also local issues like voting rights and gerrymandering. Unit five will look at earlier Charlotte and the contemporary outlying areas for agricultural and rural settlement. Unit six covers the rise of the textile industry and the subsequent banking industry. Unit seven will look at the urban character of modern day Charlotte

The central question for each of these units will be, "How has Charlotte incorporated global phenomenon while maintaining a distinct local flavor?" Using both deductive and inductive activities, students will become familiar with global issues at play in their own communities and more sensitive to how those same issues are influencing other parts of the planet. The goal is to go beyond the mastery of major themes in the curriculum but to give students a sense of interconnectedness with the rest of humanity. This should help combat the all too familiar adolescent apathy found in young adults who are about to enter the wider world.

## UNIT 1

For many teachers, the first unit is an introduction to basic mapping skills and how geographers think about space. We'll start with creating mental maps of Charlotte, which will include as many details about the city as students want. Mental maps are projections of what that person identifies as important in identifying a particular location. For example, if they draw an oversized depiction of *Bank of America Stadium*, but neglect to include the *Blumenthal Performing Arts Center* (this would never happen by the way), I've got a pretty good idea of that person's interests. Patterns may appear; people from a particular part of town may all include one mall while students from another part of town ignore that mall, but include another. You can ask the question "What neighborhoods go to this mall and what neighborhoods go to that mall?" They will all have definite answers. Congratulate them on being human geographers.

Once they have been introduced to the concept that some regions are defined by an individual's or group's perceptions, an area called a vernacular region, you can get a little bit tricky and ask them to draw a border around "the South" on a map of the U.S. What criteria did they use to determine the border? Is Maryland included? Florida? Arizona? Is the region defined by climate? Is it where you hear people say "y'all"? Find NASCAR fans? Eat liver mush or barbeque? Is it based on religious or political affiliation? What about history? All former slave states or just Confederate states? What about Jim Crow? By the way, if you teach in the South and just want to come up with something to occupy an entire day, just ask that question about what areas constitute the South. It can get heated.

To help students get a better understanding of Charlotte's relative influence on the state, region, nation, and world, we will examine the functional regions of Charlotte area entities like the Carolina Panthers, Charlotte Bobcats, local radio and T.V. stations, Lance Crackers, Cheerwine, Family Dollar, Bank of America, and others. Functional regions describe a phenomenon's level of influence as you move outward from the originating point (node). For example, the delivery area covered by a Chinese restaurant. Students will be confronted with questions like: Why does the Carolina Panthers' functional region extend so much further south and east than it does north and west? Does Family Dollar have a single functional region? Do Lance Crackers or Cheerwine steadily lose their influence as you move away from their node or does it fluctuate? Why? What about Bank of America? Is there a single node that represents the entire corporation or do you break it down to divisions within the corporation, or to individual branch banks?

We'll look at examples of diffusion in Charlotte. Relocation diffusion requires the physical movement of people from one place to another while hierarchical diffusion is the spread of an idea from a central area where the people are held in high esteem or given greater credibility. Like fashion trends from Paris are more likely to diffuse than those from Milwaukee with the reverse being true for recipes on grilling brats.

How has the relocation diffusion, with the influx of "Yankees" altered the culture of Charlotte? Also, have Charlotteans or southerners in general relocated? There was the Great Migration of blacks in the early 20<sup>th</sup> century, but for the most part southerners have stayed put. Why is that? In fact, a large number of the descendants of members of the Great Migration are returning to this "New South." What about the diffusion of Charlotte/southern culture? Has there been much hierarchical diffusion? What are the areas that the South is considered to excel in? Cuisine? Billy Graham and evangelism? NASCAR? What about music, art, or literature?

## **UNIT 2**

Unit two will examine Charlotte population and migration trends. Students will find population data such as the crude birth and death rates, natural increase rate, total fertility rate, infant mortality rate, and life expectancy. An examination of them will follow to determine whether there are any differences between groups? The answer is that there are glaring differences between blacks and whites when looking at this data. In the birth and mortality categories, blacks double the rates of whites practically every time.

Are these differences consistent throughout the US? How does this area stack-up compared to other places in the world or to the world as a whole? Students will document the demographic transitions that Charlotte has passed. At stage one; the population has low growth, usually because of unstable food production and low birth rates. Stage two of the demographic transition model is usually identified by the introduction of industrialization to an area. This rise in industry allows for more productive agricultural output and efficient delivery to population centers. Under these conditions, more children are born and few people die. Today, every region has transitioned out of stage one, but not all regions have industrialized. This is due to the diffusion of medical advances from the industrialized world across the globe. When did Charlotte enter stage two? Was it as a result of the industrial revolution as it was in the northeastern United

States and Western Europe or the medical revolution that diffused from those areas decades later?

Regions enter stage three when the population is still rising, but the crude birth rate begins to slow rather dramatically. Stage four of the model is marked by little to no difference between the crude birth rate and crude death rates. These stage transitions are correlated to social and economic shifts as well including the empowerment of women, greater access to healthcare and knowledge of birth-control. Is Charlotte still in stage three or has it moved into stage four as much of the US has done in that last decade? What's the evidence? For this to be answered, you again need to determine whether you are looking at the population of Mecklenburg County as a whole or broken down into racial categories. African-Americans still have markedly higher birth rates than whites do and have higher death rates in every age category except the 65 and older range.

Students will create population pyramids showing Charlotte's changing demographics. Are we similar to other major metropolitan areas, or do we have an abnormally young population? What are the consequences of that, and what are the projections for the future?

The most recent census data is not yet available, but high school students in Charlotte might be interested to know that they are the smallest demographic group under the age of 50 for males and 55 for females. The data also shows that men begin dying off noticeably earlier than women after the age of 40 and there are around three times as many women over 85 than men. The population pyramid for this region refutes the data relating to crude birth and death rates. Those numbers put Charlotte squarely in stage three and possibly into stage four. If you look at the population pyramid however, you see a different picture. Charlotte has a very young population, which hints at a population explosion in the near future. It still begs the question, if people in the region are not having all that many children, where are all the people coming from?

The unit wraps up with the answer to that question, migration. We'll investigate historical and current push-pull factors to and from Charlotte, including cultural, economic, and environmental. Did people move here because of southern charm, jobs in banking, a cheaper cost of living, or short winters? Did people leave here to escape southern racial and social friction, a third world economy, or swelteringly hot summers? What obstacles were there for either group?

In terms of immigration, Charlotte has groups whose ancestors came voluntarily and those who were forced. Why did the massive wave of immigration at the turn of last century largely bypass Charlotte, but the modern wave of immigration did not? Are all the transplants to Charlotte really from Buffalo, Pittsburgh, and Ohio, or are any Southerners moving here? What about the rise of Hispanic immigration to the region? How many illegal immigrants are moving to Charlotte? What is the draw for these people, and how is Charlotte responding?

Lastly for unit two, students will explore the migration patterns within Charlotte. What evidence can you find to detail migration? Look for housing construction, acres of mobile classrooms, and highway widening. Are people from the outlying rural areas moving into town or vice versa? Is Charlotte even really urban or just a wide expanse of residential suburban

communities?

Immigration to this region has increased four fold from 1990 to 2000 and the population growth in the past couple years ranks fourth in the nations top 50 most populous cities. Migration to Charlotte also appears to be interregional with 17 of the top 25 leading counties for migration from outside of North Carolina coming from outside the south (that number goes up to 22 if you don't consider Florida or the D.C. suburbs part of the south). Charlotte is following the national trend of counterurbanization which is marked by intraregional migration from a central urban location to the outlying rural areas. There has been a consistent overall net out-migration from Charlotte to every nearby county.

### UNIT 3

I'm planning on making the unit on culture, language, and religion more light hearted, and allowing my students to draw upon southern stereotypes. The activity on culture will focus on the southern obsession with the Civil War and an examination about how that, along with the history of slavery, has dominated so much of the region's culture. Specifically, how has the South managed to maintain so much folk culture while the rest of the nation has embraced a larger pop culture?

The question of the development of southern culture was central in my Charlotte Teachers Institute seminar. What about this idea of a "New South"? There are as many as four distinct "New Souths," each with its own central theme of transition and cultural markers. The first took place immediately after the end of Reconstruction and lasted until the 1920s. The second period went from the 1920s through the Great Depression with yet another popping up in the wake of World War II. The most recent and current New South is a byproduct of the Civil Rights Movements of the 1960s and 70s.

Throughout these transitions southerners have struggled to maintain and in many ways create a southern tradition. The South is great mix of various sub-cultures, but this seems to be overlooked by southerners and non-southerners alike in favor of the stereotypical tobacco chewing, xenophobic, easy going, short tempered, uncultured, and gregarious southern figure portrayed in pop culture.

Then we'll examine what aspects of the larger pop culture have been adopted by southerners and by what means it has happened. Students will look to see if and how this encroachment has been combated and what types of conflicts have resulted. Students will investigate things like the increased empowerment of African-Americans and unionization.

When I cover language, I will quickly go over differences of Southern dialects. For this section of unit three, I have found a short video clip of *The Office* where one of the actors differentiates between Floridian and Georgian accents. I'd love to gather other audio clips and see if the students could determine what area of the south it's from or perhaps different accents from around the country.

The isogloss, a boundary for distinct word usages for different words like soda, wreck,

cement, and of course y'all will be entertaining ways to use mapping skills. Charlotte does not have a truly distinct regional dialect, but the outlying area does. How much of this phenomenon is due to the influx of people from different regions mingling in Charlotte and how much of it is due to the larger number of professional occupations found in any urban area? Do New York attorneys really sound like Joe Pesci's character in *My Cousin Vinny*?

I'll also take a look at the role of religion in determining social stratification. I remember reading Truman Capote's *In Cold Blood* and he mentioned the breakdown like this: Episcopalian, Presbyterian, and Baptist. I'd like to do some overlapping map analysis that breaks Charlotte down by real estate values or some other economic indicator along with religious denomination to see if there are any trends. Also, the increasing influence of the Catholic Church as northern migration and Hispanic immigration has begun to skyrocket.

## UNIT 4

The unit on ethnicity and politics will focus on the legacy of slavery and how/why race or ethnicity has played such an integral role in the course of Southern culture. There is no shortage of material here and this will be the last unit that I will really spend an exorbitant amount of instructional time focusing on the South until we revisit many of these issues with urbanization.

I hope to incorporate slave codes and Jim Crow laws as a way to illuminate this racial distinction. I intend to use Hanchett's investigation of race baiting (to maintain political control by local elites in Charlotte) to transition to the next part of the unit focused on politics. I have seen from experience (including in our groups meetings) that this part of my curriculum has the opportunity to become a highly-charged issue among the students, so it is very important that this is handled sensitively. I want to do my best to present this info in such a way as to maximize thoughtful engagement and not reflexive, emotional responses.

To cover political geography, I was thinking about starting with the first New South era (1865-1920). Students will analyze the basic political structure and understand how that system was bastardized by Jim Crow. Then they will examine how political affiliation has flipped in the post-Jim Crow era (1960s-present), and how support has been polarized along racial lines.

This ethnic polarization was a byproduct of political strategies for wealthy whites to maintain power. Race baiting became a way to keep poor whites and blacks from presenting a united front. Stories of black crime, particularly rape were carried in local papers no matter how distant the crime had allegedly been perpetrated. This strategy worked and poor whites shifted their allegiance back to the traditional Democratic Party. They used this opportunity to solidify their power by disfranchising blacks and ultimately many of the poor whites who had restored them to power.

Jim Crow laws further solidified this power grab and the Dunning School of southern historians validated the notion that this was the traditional configuration of southern society and that is was the "white man's burden" to govern and take care of the black population. This was further popularized in popular culture with novels like *The Clansmen* and the subsequent megahit based on the book, *Birth of a Nation* which many readers and viewers took to be

accurate reflections of the historical record.

These portrayals served to reassure white southerners of their allegedly heroic behavior in the face of such tyranny during the period of Reconstruction and how through their fortitude and natural superiority they managed to wrestle control from the black, Republican savages who had corrupted the local governments, strangled economic growth, and generally encouraged deviant behavior from the black constituency.

This only deepened the white southern conviction that Jim Crow was both necessary and natural. Segregation of the races in Charlotte sped up during this period as new communities established restrictive covenants to restrict the types of people who could move there. This perception became ingrained in the minds of many southern whites and made the Civil Rights Movement's efforts at integration so volatile.

## **UNIT 5**

The final units will mesh together with an analysis of how the South developed from a third-world region within a first-world nation in the 1930s to its modern day form. Unit five will specifically look at Charlotte's development around cotton and other forms of agriculture. First though, we'll have to establish the criteria (such as overall literacy rates and female rates in particular, school enrollment percentages, the percentage of workers in the primary, secondary, and tertiary sector) to use to determine to what level a society has developed. This will link up to the plantation system and other local farming methods. How was labor viewed? What were the unique struggles faced by farmers? Where does the food supply come from? How big of an economic role does agriculture play today and what do farmers produce?

We'll then examine the need to get these crops to market and the development of secondary industries like railroads and banking. These industries start to assist in growth of the cotton industry but eventually come to dominate the local economy. This will transition us to next unit.

## **UNIT 6**

Of course, the unit on industrialization will focus on the textile industry, but I'd like the students to examine the unique way that Charlotte industrializes compared to the rest of the nation, i.e. northeastern cities and the Great Lakes area. What are the limits to industrial growth in terms of population and access to markets? Are there any culture clashes caused by this change, what are they and how are they resolved? Here we can look at the rise of the Populist Party and their defeat by race baiting and the subsequent segregating of the poor white and black populations.

This will lead us to the banking industry and a look at contemporary issues. What happened to all the textile mills? Are there many manufacturing jobs left in Charlotte, and what are they? I'd like to do something with Kannapolis here and connect it to outsourcing with the banking industry and the issues of globalization and the direct impact on Charlotte and the influence it has on the choices these students will make regarding their own futures. Maybe I could have them track an item from a company that is headquartered here (Meineke?) and map out all of the different locations that are involved in its production. What tasks related to that item are



performed in Charlotte or in the US for that matter? Does this influence educational/training choices for young people?

## **UNIT 7**

This final unit will cover the development of Charlotte into a city. Again, what criteria do we use to establish Charlotte as a city? Students could conduct a sort of scavenger hunt to see how Charlotte stacks up compared to other cities in the region: Greensboro, Raleigh, Columbia, Charleston, Atlanta and the country: San Francisco, Dallas, Kansas City, New York etc. How is the downtown region different from most cities (lack of many retail stores) and why not many people live there?

What are the residential distribution patterns? Does Charlotte fit the sector model or multiple nuclei model of urbanization? What are the unique problems that Charlotte faces that smaller, nearby communities don't? What about annexation? The city of Charlotte has annexed 131 square miles of land between 1979 and 2007 to accommodate the rapid expansion in suburban areas.

Finally, we'll look at the suburbanization of cities and the drain on resources created by this. Particularly issues involving local access to energy and modern solutions and hurdles.

### **Classroom Activities**

#### **Unit 1: Fundamental elements for the Human Geographer**

##### *Lesson 1*

Each student will create a mental map of Mecklenburg County on a large piece of butcher paper. Upon completion, the mental maps will be displayed on the wall, and using clipboards, the students will do a gallery crawl examining each one. Students will be asked to specifically look for evidence of the following:

- What part of town do you think this person is from?
- What route does this person probably take to get to school?
- What are this person's interests?
- In your opinion, are there any glaring omissions? What are they?
- Give a brief interpretation of this person based on their mental map.

The second part of the lesson will be to give students a formal map of the US, that is, one that has state borders, and ask them to draw a border delineating the area they consider southern. On the back side of the map, they are to give a brief justification of their border selection.

Using a projected map and colored markers students will create one map that displays every different perspective and the teacher will lead a discussion about how there are different definitions for perceptual regions.

## *Lesson 2*

To examine the differing degrees of functional influence of various businesses, the class will complete choropleth maps at the city, county, state, national, and international levels. Students will be placed in mixed-ability pairs and assigned a business. These businesses will range from local shopping centers to multinational corporations. Students will have to do research to determine their business's functional region and then display the decreasing level of influence of that business on their choropleth map. Students will examine maps of supermarkets in the Charlotte region along with socio-economic breakdowns of the city and will have to examine them with the following questions:

What is the arithmetic density of each supermarket chain? How would you describe its concentration? Can you think of any explanation for this? Can you identify a pattern for their respective distributions? If so, what do you believe is the basis behind it?

## Unit 2: Population

### *Lesson 1*

Students will examine the most recent available census data and vital statistics taken by the state to make a case for which stages in both the demographic and epidemiologic transitional stage Mecklenburg County is currently in. Students will also be asked to look at the differences among minority groups and to identify any minority groups that may be in different demographic and epidemiologic stages than the population as a whole. Lastly, students will be asked to compare Mecklenburg County to other select metropolitan areas in other regions such as New York, Minneapolis, Dallas, Denver, Los Angeles, and Seattle as well as those in the state of North Carolina and the nation.

### *Lesson 2:*

Students will begin this lesson by asking their parents or grandparents when their families first came to Charlotte and what brought them here as well as any stories about what it was like adapting to life here. The responses will be tabulated in class, and students will be asked to organize the data into the following different categories:

Push factors-subdivided into economic, cultural, and environmental categories.

Pull factors-subdivided into economic, cultural, and environmental categories.

Intervening obstacles-subdivided into physical and cultural categories.

Internal migration-subdivided into interregional and intraregional categories.

International migration-subdivided into voluntary and forced categories.

### *Lesson 3*

Using data from the Charlotte Chamber of Commerce, students will create a map detailing migration to and from Charlotte and other parts of the nation. They will also be asked to create a local map showing Charlotte's counter-urbanization trend with the number of people moving to outlying areas around and within the immediate Charlotte region. After putting the data on the

maps, students will be asked to hypothesize about potential push/pull factors and intervening obstacles as well as the diminishment of any of those obstacles.

### Unit 3: Culture

#### *Lesson 1*

The introduction to this lesson will begin with selections from historians William Dunning and Claude Bowers outlining the creation of southern attitudes, culture, and identity during and after Reconstruction in the face of federal intervention. The class will then transition to an exploration about how these ideas can diffuse throughout region to support the maintenance of the folk culture and students will read a selection from *The Clansman*. This will help illustrate the idea that aspects of material folk culture serve to propagate the larger culture. The class will then be shown select clips from the film *Birth of a Nation* to illustrate to the class the process of popularization of folk culture and the importance of electronic media on that process. After viewing the clips, we will discuss how much influence the Dunning interpretation of southern culture and its allegedly heroic resistance to outside (northern) pressures to change still has today.

This will be followed by an examination of the larger American culture's influence on the South and the national impression of southern culture. This will start with readings from D.A. Tompkins and Henry Grady, two early proponents of embracing northern industrial methods in the South. To understand how the South was viewed by many Americans in the 1920s, we'll look at readings from H.L. Mencken and Clarence Darrow during the Scopes trial. The class will then discuss contemporary efforts to "Americanize" the South, and identify some southern stereotypes held by people outside of the region.

Students will then be paired off to research cultural aspects of food, housing, clothing, sports, music, and literature and then they will be asked to complete the following items. When possible, identify the hearth for the chosen artifact in each category.

- How does your artifact reflect a value of southern folk culture?
- Has it diffused throughout the South or is it indicative of an even smaller sub-culture?
- Has the artifact been co-opted by the larger popular culture? If so, how has it changed, both in substance and in meaning?

### Unit 4: Ethnicity and Government

#### *Lesson 1*

Students will examine the ethnic distribution in the US and Charlotte. Of course, slavery had an obvious impact on the national scale, but what about the location of ethnic groups in Charlotte, particularly blacks? This lesson will begin with selected readings from Hanchett, chapters 5, 6, and 9 to inform students how the partitioning of populations due to race was accomplished.

Students will examine the impact of Jim Crow laws on the segregation of ethnic groups and how difficult it is to overcome by looking at neighborhoods that were segregated using restrictive

covenants and federal mortgage designations.

How did community fathers ensure that the city's neighborhoods would remain homogenous? How were these new suburban communities laid out to appeal to their target demographic? Are the original racial segregation plans for the city still around today? What evidence can you find to support your claim? Why is it so difficult to undo the racial segregation that was done in the early 20<sup>th</sup> century? How was the Swann case an attempt to undo segregation? How did the Charlotte method of integration simply slow down white flight?

The answers to these questions will be reinforced during walking tours of Washington Heights, Biddleville, Dilworth, and Myers Park neighborhoods.

## *Lesson 2*

Students will read about the political takeover of Charlotte politics in Hanchett chapters 3, 8, and 9. Students will trace the political party support throughout the city and region during the last 100 years, focusing on key elections like Franklin Roosevelt, Lyndon Johnson, Ronald Reagan, Jesse Helms, and Harvey Gantt. Using the ethnic maps created during the last lesson, students will examine political boundaries to explore the use of gerrymandering.

## Unit 5: Development

### *Lesson 1*

This lesson will trace Charlotte from its early beginnings to its rise as a financial powerhouse. Students will read from a passage in Hanchett chapter 1 to get an understanding of what features people looked at in Mecklenburg County to establish modern day Charlotte. Using Hanchett chapter 2, we'll examine the region's transition from rural outpost to industrial hub.

After being introduced to Charlotte's development around the cotton industry, students will compare the city to other regions to see if Charlotte or the South in general had gone through Dutch disease (a reliance on a single resource that causes deindustrialization) with the cotton boom. We'll also look at the dominance of the banking industry in Charlotte to see if a different version of Dutch disease has set in.

Students will identify Charlotte's HDI and find evidence via economic, social, and demographic indicators using a scavenger hunt. After compiling a list of evidence, groups of students will make presentations putting Charlotte in the correct phase of Rostow's development model.

### *Lesson 2*

We'll examine the changing role of agriculture in the region. Students will work in groups to trace the development of different products. From tobacco and cotton, to pigs and chickens, students will look at the varying methods used to produce each item and their impact on social life and the environment.

## Unit 6: Industry

### *Lesson 1*

Beginning with selections from chapter 2 in Hanchett, we'll trace the rise of the textile industry in the South and the Charlotte region in particular. Students will explain why the transition from New England to the Piedmont region happened in two ways:

Situation factor-proximity to markets.

Site factor-labor, land, and capitol.

### *Lesson 2*

Students will do a case study on Kannapolis and the collapse of Pillowtex.

What caused Pillowtex's rise and fall?

How has the town changed along with Pillowtex, and what is it trying to do now that Pillowtex is gone?

Students will be given a local business to examine how they were indirectly affected by the collapse of the textile industry.

### *Lesson 3*

This lesson will help transition from the period of industrialization to the latest New South's focus on the service industry. In this lesson, students will explore the development of a mill village with a tour of NoDa. Using selections from chapter 4 in Hanchett, students will look for and collect visual evidence using cameras to create a collection of images illustrating the change that this neighborhood is going through.

## Unit 7: Services and Urbanization

### *Lesson 1*

This unit will begin with selected readings from chapter 7 in Hanchett so students have a better sense of how the downtown area of Charlotte came to be. Using data, students will compile a breakdown of the types of services found in Charlotte as follows:

Consumer services-retail, education, health, and leisure.

Business services-financial, professional, and transportation.

Public services-excluding educators.

After illustrating this data in a pie-chart, students will map the central business district of downtown Charlotte and identify the clustering of these services in specific areas.

### *Lesson 2*

Students will create a Russian doll poster based on the frequency of occupations found in Charlotte. This lesson will help illustrate the sometimes dramatic differences in availability of

certain occupations.

### *Lesson 3*

Students will apply the sector model of urbanization to Charlotte to see how well it fits. They will examine urban renewal and stage a debate arguing the merits of public housing against gentrification, paying particular attention to the following issues:

Homelessness, poverty, and crime

Annexation

Sprawl

Segregation

Transportation-mass transit and a highway system

### *Lesson 4*

Students will explore the amount of resources that Charlotte uses and compare it to other cities in the US and abroad. Students will map out Charlotte's use of nearby nuclear, hydro-electric, and coal supplies, and write up a list of potential and actual environmental threats posed by each. Then they will create a brochure encouraging citizens to participate in programs involving renewable resources.

### **Resources**

Bowers, Claude Gernade. *The tragic era; the revolution after Lincoln*, Cambridge: Houghton Mifflin Co., 1929. In this popular "history," Bowers displays 1920s era thinking about Reconstruction. He points the blame on this "tragic era" after the Civil War on northern meddlers who stirred up southern blacks for their own political and economic gain.

"CensusScope: Census 2000 Data, Charts, Maps, and Rankings." CensusScope: Census 2000 Data, Charts, Maps, and Rankings. <http://censusscope.org/>. This website has a wealth of census data and interpretations of the data that will prove particularly useful for students. (accessed 12/3/10)

"Charlotte Chamber." Charlotte Chamber. <http://www.charlottechamber.com/>. Wonderful collection of data for a wide variety of categories including population, migration, ethnic settlement patterns, housing prices, and employment. (accessed 12/3/10)

Darrow, Clarence. "Scopes Trial - Day 7 - UMKC School of Law." UMKC School of Law. <http://www.law.umkc.edu/faculty/projects/ftrials/scopes/day7.htm>. Along with Mencken's articles, these two men illustrate the northern 'civilized' perspective of southern culture.

Dixon, Thomas. *Clansman*. S.I.: General Books, 2010. Dixon romanticized the period of Reconstruction as the southern white man's heroic struggle against the attempted

overthrow of society by newly freed savage blacks.

Dunning, William Archibald. *Reconstruction, political & economic, 1865-1877*. New York: Harper, 1907. This book helped launch the Dunning School of historical interpretation which assumes that blacks were inferior and unable to vote or govern the South, and which viewed the period of Reconstruction as a period of northern oppression of southern whites. Dunning's work would influence scores of other historians who viewed Jim Crow as the necessary response to fix the errors of Reconstruction. This interpretation persisted in textbooks into the 1960s.

Grady, Henry. "Henry Grady Sells the "New South"." Speech, To the New England Club, New York, 1886. The Grady speeches and Tompkins' foreword illustrate the late-nineteenth-century southern attempt to rebrand the South and embrace northern capital while still maintaining traditional southern deference to the better classes.

Grady, Henry. "Henry Grady Sells the "New South"." Speech, Henry Grady to the Bay State Club, Boston, 1889. Refer to the earlier comments above.

Hanchett, Thomas W. *Sorting out the New South city: Charlotte and its neighborhoods*. Chapel Hill: University of North Carolina Press, 1993. Excellent study of the development of Charlotte that pays particular attention to the reasons and methods by which Charlotte became an increasingly segregated city as time passed from the Civil War era.

Mencken, H.L. "The Scopes Trial." Positive Atheism (since 1995) <http://www.positiveatheism.org/hist/menck04.htm#SCOPESB>. Refer to my comments on Darrow.

Mencken, H.L. "Scopes Trial - Mencken's Reports - UMKC School of Law." UMKC School of Law. <http://www.law.umkc.edu/faculty/projects/ftrials/scopes/menk.htm>. Again, refer to the comments on Darrow.

"NC State Center for Health Statistics: Vital Statistics Data." North Carolina's Site for Health. <http://www.schs.state.nc.us/SCHS/data/vitalstats.cfm>. The site for health statistics at the county and state level. Breaks data down by sub-groups; white, black, Hispanic, male, female and shows recent trends. Great resource for students to apply key concepts learned in the unit on population. (accessed 12/3/10)

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 9<sup>th</sup> Ed. Oxford: Miami University, 2007. This textbook is specifically geared toward teaching the Advanced Placement Human Geography course. It has a section that correlates the material covered in each chapter to the AP course outline.

*The Birth of a Nation*. Film. Directed by D.W. Griffith. Hollywood: Image Entertainment, 1915. First real blockbuster hit based on the novel *The Clansmen*. Refer the details under Dixon for more on the content. Be sure to preview the film before showing clips in class

as the racism is so offensive at times it may be an issue for some students. Excellent way to show how the attitudes begun by historians of the Dunning school eventually trickle down into popular culture.

Tompkins, Daniel Augustus, and George Tayloe Winston. *A builder of the new South; being the story of the life work of Daniel Augustus Tompkins*, Garden City, New York: Doubleday, Page & Co., 1920. Tompkins represented the ideal “New southerner”. Trained in the north, but raised properly on a plantation Winston clearly believes that he possesses the best traits both regions have to offer.



## Endnotes

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Hanchett, *Sorting*, 4.

McKinley, Shepherd W. "Progressive Era & Culture Wars." Seminar lecture, The Rise of the New South. Charlotte Teachers Institute, University of North Carolina at Charlotte, Charlotte, October 14, 2010

"North Carolina Vital Statistics, Volume 1-2008,"

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"Charlotte-Gastonia-Rock Hill, NC-SC, Migration and Immigration Statistics,"

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Kolchin, Peter, *A Sphinx on the American Land*. (Baton Rouge: Louisiana State University Press), 11

Hanchett, *Sorting*. 84-87

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Dixon, Thomas, *The Birth of A Nation*. Directed by D.W. Griffith. Epoch Productions 1915

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"Population Estimates," <http://www.charlottechamber.com/demo-ecoprofile/population-estimates-2009/> (accessed October, 10 2010)

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