



***Exploring The Concept Of Power Through Charlotte's History***

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Independence High School

This curriculum unit is recommended for:  
(Honors or Advanced Placement United States History/History/11<sup>th</sup> or 12<sup>th</sup>)

**Keywords:** (Charlotte, socio-economic power, Tompkins, Loray, Ella May Wiggins)

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** In this curriculum unit, students will utilize knowledge their knowledge of United States History to analyze the sources of political, social and economic power in Charlotte through various case studies. Students will demonstrate acquired skills learned through this unit in a researched argumentative essay.

*I plan to teach this unit during the coming year in to **125** students in **AP US History/Honors US History**.*

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

## Exploring The Concept Of Power Through Charlotte's History

*Katie Willett*

### Introduction

I was fortunate to be selected as a Fellow for the 2013 Charlotte Teacher's Institute's *Charlotte as a New South City* Seminar. This seminar explored the recent history and events which created modern Charlotte. Participants in this seminar met at the Levine Museum of the New South and utilized the permanent exhibit, "Cotton Fields to Skyscrapers," to deepen the understanding of the history of the region.

I was originally interested in this seminar because I am a transplant to the Charlotte region, and prior to the seminar, knew very little about the specific history of the region. I am a United States History teacher and believe that students should not only learn about the nation's history, but should also learn the history of the region in which they live. It is through the understanding of the area's history that students can grow to appreciate history and its impact upon their own lives. It was through analyzing the history of the Charlotte region, that I became interested in the basis of power and its impact upon the social life of the region, as there were instances in the area's history when power shifted from one group to another. There were social ramifications of the decisions made to "control" the source of power. I decided that I wanted my students to be able to analyze the reasons for establishing a power base and the implications behind such decisions. I also wanted my students to be able to evaluate the events that occurred when those sources of power were challenged.

### Synopsis of the history of Charlotte

By the beginning of the 20<sup>th</sup> century, Charlotte had grown to become one of the top 20 cities by population in the USA and a hub of national banking and finance (not to mention NASCAR!) However, it is doubtful, when the first settlement began to grow near what would become "Trade" and "Tryon" in the middle of the 18<sup>th</sup> century whether any of those early settlers would have predicted such a bright future.

Yet the history of Charlotte, like that of any other great metropolitan area, is not linear, following some pre-determined course, but rather is the story of the hopes, dreams, and sheer will of our forbearers. But what formed, shaped—and constrained—those hopes and dreams; what allowed "will" to prevail? The answer is power, whether economic political or social. For they who controlled the power could determine the dreams, could set the direction.

The origin of power determines the success of those affected by it, but power itself is multifaceted, combining social, economic and political elements, each of which is dependent upon and influenced by the other. The history of Charlotte over the last four hundred years is an excellent case study of how power is derived, applied, and manipulated. In addition, the history of the city illustrates how power may not only be applied “top-down” but also exercised “bottom up.”

To further understand this topic, I will focus on five periods of Charlotte history and examine in each of those areas who wielded power, how it was exerted, and how it was manipulated. Each period has been chosen for the influence that it still exerts over modern-day Charlotte, for each still leaves its indelible mark on the Queen City. The periods chosen are, almost by definition, artificial, yet provide a convenient pathway by which what may be termed the “power nexus” of Charlotte can be examined:

- The foundation of Charlotte
- Charlotte during the Civil War
- Charlotte as an industrial city
- Charlotte as a hotbed of union activity
- Charlotte “Jim Crow” and “Civil Rights”

In each of the aforementioned periods the power nexus will be examined through a pertinent case study. At the conclusion of the curriculum unit, it is hoped that the case studies will reveal that power is always contingent on the will of the populous and must ultimately answer to it.

### *The Foundation of Charlotte*

Twenty-three years prior to the signing of the Declaration of Independence, the first settlers in what would become the Charlotte region arrived.<sup>1</sup> Navigation and transportation was difficult to the backcountry where Charlotte was located, making it difficult to conduct trade and lure prospective farmers to the area.<sup>2</sup> The founders of Charlotte, recognizing they wanted to attract more commerce and regional importance to the area, took several strategic steps to make Charlotte an attractive city to the Governor William Tryon, and the King and Queen of England. To appeal to those in positions of power, not only did they name the settlement after the Queen, but they also decided to name the surrounding country after the Queen’s place of birth. In addition, the main thoroughfare in Charlotte was named after the governor of North Carolina.<sup>3</sup> Should it be no wonder then, that the village of Charlotte was named a courthouse town in 1768?

The residents of Charlotte were quite astute in their intentional naming of the region, as they curried favor to the elite and those persons in charge from whom the desired political designation originated. And what was the reason behind this focused regional identification? As a designated county seat, Mecklenburg Country would demand prestige and attract a growing amount of commercial and agricultural business, thus

promoting a good economy for its residents. Corn and wheat production dominated the agricultural economy, but there was also the addition of cotton farming and discovery of gold to help spur on the local economy.<sup>4</sup>

The importance of Charlotte's gaining the county seat cannot be overlooked, as Charlotte's location in the Piedmont region hindered its ability to become a major economic force through the production of a single cash crop. The lowcountry coastal counties of eastern North Carolina were able to produce and export single cash crops such as tobacco and cotton at a rate that made it highly profitable so that the farmers in the land-locked Charlotte region could not compete in producing a justifiable crop due to the constraints and trial of travel to make a profit. To ensure its economic survival, the farmers of the Charlotte region diversified their crop production as they would not exclusively rely on a single cash crop, and the area's residents also invested in the technology of the time, such as cotton gins, gist mills, and alcohol stills.<sup>5</sup> This action ultimately showed the ingenuity of the residents of the area, as they coped with the difficulty of transportation but also established a structure that would allow them to be economically competitive. In fact, the Charlotte region had become so economically prosperous that in the southern campaign of the American Revolution, General Charles Cornwallis had marked the region as a military objective.<sup>6</sup> The resistance and general malcontent towards the British rule were to earn the city the sobriquet the "Hornet's Nest."<sup>7</sup>

This economic and political basis provided for the development of the social structure in Mecklenburg County that differed greatly from the coastal regions. There, the production of a single cash crop led to the requirement for cheap and easy labor resulting in the huge slave plantations of more than 200 slaves. Due again to the aforementioned transportation difficulties which meant that it was difficult to get goods to market in a timely manner, slavery in the Charlotte region developed differently than slavery the coastal areas. Most Charlotte area slave holders owned small clusters of slaves, usually around 20 slaves each. While this development was good for the local economy, forcing the smaller slave holders to broker with the town officials rather than going all the way to the coast, it did not result in a society of equals.<sup>8</sup>

In the colonial and antebellum South, the equality embedded in the Declaration seemed even farther from reality than it was in the North. In North Carolina, and specifically the town of Charlotte, the social structure reflected that of a pyramid prior to the Civil War. At the top, comprising 1% of the population, were the wealthy planters and townsmen. Directly below this group were the middling farmers and townsmen, making up 24% of the residents. Below these middling farmers were the yeoman farmers and landless whites making up 35% of the population, and at the bottom of this social structure were African Americans consisting of 40% of the inhabitants of Mecklenburg County.<sup>9</sup>

The wealthiest of people in Charlotte at the time led the city in political and social matters. Few political rights were granted to women, African Americans, or landless white men.<sup>10</sup> Those who were civic-minded and wished to run for a governmental position needed to own substantial amounts of land, and there was a stiff property requirement for men who wished to serve on juries.<sup>11</sup> These examples continue to illustrate the limited rights of those at the bottom of the social structure and the concentration of political and economic power.

### *Charlotte during the Civil War*

Charlotte on the eve of the Civil War was a society in which power was vested very much in the hands of a small minority, in this case white slave owners. In 1850 nearly all of North Carolina's major cities were located on the ocean or river ports or had developed as political centers along the coast such as Wilmington and Raleigh. While the soil was fertile in Charlotte and the farmers experimented with new farming methods, the area's geography still prohibited easy and cheap transportation.<sup>12</sup> Charlotte's leading and wealthiest citizens spear-headed the campaign to attract the new form of easier transportation, the railroad, and on October 21, 1852, the first passenger train of the Charlotte & South Carolina Railroad rolled in to Charlotte.<sup>13</sup> By 1861 four major railway lines connected Charlotte to distant markets. The improved transportation provided a great stimulus for the local economy as now farmers could not only ship their goods out of Charlotte, but farmers as far as fifty or sixty miles away used Charlotte as the means to get their goods to market.<sup>14</sup> This was a boom for the cotton industry as at the hub of the main rail lines, the prevalence of cotton served the cotton trader well with the seemingly unlimited supply. This economic boom attracted many more people to the area and resulted in the growth of businesses such as grocery stores. There is evidence to suggest that these store owners took cotton or cash as payment for the goods.<sup>15</sup> The opening in 1853 of the Bank of Charlotte, the first locally owned financial institution, is a testament to the wealth generated at the time.

Antebellum Charlotte was on the cusp of burgeoning economic success, and while many other southern cities were completely devastated by the Civil War, Charlotte was able to emerge as a prosperous city with good economic prospects. Charlotte's position as a transport hub made it attractive both during the Civil War and during Reconstruction. When fighting started in 1861, Charlotte's manufacturers changed production to support the southern war effort with gunpowder, chemicals, woolen goods, and cannons.<sup>16</sup> In addition, and most bizarrely, this city located several hundred miles from the coast became the location of the Confederate navy yard.

### *Charlotte as an industrial city*

With the end of the Civil War, the old order was swept away, at least in the sense that an economy based on slavery was destroyed. Yet, in terms of the "power nexus," power remained in the hands of a small, white, elite. While it was true that those who wielded

political power could no longer rely upon the number of those they enslaved to gain their status, it was equally true that the prerequisite for power was still restricted to those who exercised control over a commodity; but rather than human beings, the ‘commodity’ was trade. Thus many merely swapped one form of economic power, for another.

Such a demonstration of power would be true of all southern cities. Yet what set Charlotte apart from many of its sister cities was that during the Reconstruction period and later, the city experienced one of its greatest increases in population and subsequent growth in regional and even national status. As the “political elites” in other cities sought to adopt the new order for the old, replacing slavery with sharecropping as the basis of their economies, the city of Charlotte, through the foresight of one or two individuals, was set to propel itself beyond the confines of its local market. R.M. Oates and Daniel Augustus Tompkins were two of those people who pushed Charlotte to shift from a primary to secondary producer. Charlotte was to become a cotton mill town.

Beginning in the 1880s, the cotton mills not only changed the skyline of the city, but they changed the social and economic landscape. The mills created millions for those who owned them and secured regular employment for those who worked within them. The “owning class” had exclusive economic, and, by extension, political power, but nevertheless, within the new mill town, new “demarcations” of power—those associated with color and class—were also being established.

Across the New South, tensions arose between poor white farmers and their newly freed African-American neighbors, establishing “battle-lines” that would take generations to eradicate. Rural poverty drove many to the cities and, in the case of Charlotte, to the mills. Yet the mills would only employ whites, thus further consolidating the battle lines and setting the delineation of later power struggles as communities turned in upon themselves. And as the communities turned in on themselves, they discovered a power that the agrarian worker was never aware of, the power of collective action.

#### *Charlotte as a hotbed of union activity*

The power of the workers took many years to evolve. Innate deference and a fear of unemployment prevented any kind of organized opposition to the brutal working conditions. These conditions, combined with the control exerted by the mill owners – such as the control of the mill village through the issuing of scrip – served to subjugate and disenfranchise. Yet, as described above, the workers now found themselves in a very different environment to their forefathers. No longer did geography prevent the transmission of ideas and ferment. Now workers who toiled within the mills beside each other or lived in crowded and unsanitary tenements could talk and could agitate. Furthermore, the advent of faster communications in the late nineteenth and early twentieth centuries meant that dangerous ideas could be transmitted and gathered across the county. Socialist and even Communist teachings would find a ready audience in the

unsanitary hovels across the region, from North Charlotte to Gastonia. This was an audience who would be further inflamed by the return of doughboys from the First World War, bringing stories of a world away from Charlotte, in which egalitarianism was propounded and in which the workers had a voice. As they discovered these ideas, the workers began to appreciate the power that they had. No longer was power exerted from above and conditions imposed; now workers recognized that within their collective response, they too could wield power. There were even those who were prepared to go one stage further and consider the unthinkable, that those who were oppressed had a common cause, whatever their skin color.

Ella May Wiggins was one of “those” people who believed in the causes the unions from the North promoted. As a single working mother, she was at such an economic disadvantage that she could not even afford to live in the white mill town, but rather lived in the African-American community of Stumptown. She joined the National Textile Workers Union and became its bookkeeper. In addition to protests, she went to Washington D.C. to testify about the working conditions in textile factories in the South. Her songs and poems became battle-cries for those who were fighting for social justice. She also encouraged her branch of the union to admit African-American workers, which they did through a vote. However, Wiggins’ ideas and philosophies were very dangerous to the established status quo; her ideas would disrupt not only the social order of the separation of whites and African Americans, but also the economic order where the mill owners and factory workers may become equal.

### *Charlotte “Jim Crow” and Civil Rights*

The problem with egalitarianism is that it is so egalitarian! Once it is agreed that “all are equal, that all have a voice,” then it means “all,” even “them.” However, the power of prejudice still outweighed the power of common cause, and this led to new alliances being formed. In the older order, a minority of rich white land or mill owners wielded power. Now in order to pacify the workers and ensure their further support, a system was developed that would ensure that there was always someone who was kept down. Discrimination wasn’t invented in this period, but it was systematized in what was to be euphemistically dubbed “Jim Crow.”

The 1950s and 1960s brought further change in the power nexus of Charlotte. Segregation could never be sustained; to oppress such a number of people in such a way was proving to not only be difficult but incongruous in a rapidly modernizing world. Throughout “The South” the winds of change were blowing with “sit ins” and “freedom riders” and a promise to overcome. And Charlotte could not remain immune. As the turbulent decade of the 60s passed, voices too long subdued called for change. They recognized the truth in the axiom of Francis Bacon who, writing in the seventeenth century described how knowledge is power. They recognized that if knowledge was restricted because some young people could not access the best schools, because of where they lived, then steps must be taken to ensure this invisible barrier was dismantled.

One such individual who was courageous to challenge the invisible barrier was Dorothy Counts. In 1957, she was one of the first African-American students to integrate Charlotte Mecklenburg Schools. Of the four days that she attended Harding High School, she was intimidated by boys trying to forcibly keep her out of the school, while girls spat on her on her way to class. The pictures taken of Dorothy as she was spat upon and surrounded by an angry white group of people, made international news.<sup>17</sup> Counts became a symbol of the movement to gain equality for African Americans in education as well as the rest of American society.<sup>18</sup> Another to challenge the status quo was Julius Chambers when he argued the *Swann v. Charlotte Mecklenburg School Board* case before the U.S. Supreme Court. The case, which ruled in favor of Swann, was to further desegregation in the Charlotte schools through bussing students to different areas. This ruling would impact not only the Charlotte area, but throughout the country as well.

### **Rationale**

While I find history fascinating, I often learn that students have a very different approach and philosophy to what the study of history entails. Many indicate that they find it boring, or dull, or worse, irrelevant. As I reflected on this feedback from my students, I questioned why students have such a hard time connecting with the study of history, particularly that of the nation's history. It is through the study of the history of the United States that one is exposed to a variety of events and experiences that led the nation to where it is today. But, the history of the United States is one that can occasionally be a painful journey depending on one's race, economic status, or gender because there have been instances when whole groups of peoples have been discriminated against and disenfranchised.

But, understanding one's history and the history of others is an essential tool as students learn to develop tolerance and empathy for those who are different than themselves. Through the study of history, students are exposed to such differences and analyze the roots causes of conditions such as discrimination or disenfranchisement. For example, it is sometimes difficult for students to understand the significance of the implementation of the recall, initiative, and referendum in American politics. And yet, northern Progressives in the early 20<sup>th</sup> century waged many political battles to ensure that these protections were established to provide more democracy. The Progressives believed that if a greater portion of the populace had a voice in government, the social, political and economic inequalities in existence would solve themselves.

Through this unit I have sought to develop a unit of study that will enable to students to explore the concept of power and how it affects events and people through the lens of southern Progressives in Charlotte who mixed white supremacy with other "reforms" to "sort out" their New South City. This unit will specifically focus on economic and political power and its effects on society. The unit will begin by analyzing some of the foundational documents in United States History and identifying the sources of power. It will contrast the origins and beginnings of the country with that of Charlotte. For



example, did the discovery of gold in Charlotte put it on the map? Or was it the arrival of the railroads that put Charlotte on the road to prosperity? It will require students to delve into the analysis of primary sources documents as they try to decide why decisions were made.

It should be noted that while preparing for this curriculum unit, I had the opportunity to study the material at the Levine Museum of the New South. It is a museum that is located in Uptown Charlotte and provides a wonderful overview for students to learn about the ongoing creation of the New South city. Many of the photos referenced in the curriculum unit came from the Levine Museum.

## **Background**

Independence High school is a secondary high school serving students from 9<sup>th</sup> to 12<sup>th</sup> grades. It is located in suburban Charlotte, North Carolina and is a part of the Charlotte Mecklenburg School system. The school system is the second largest in the nation and the nineteenth largest in the United States.<sup>19</sup>

Independence has undergone some significant changes in the last few years. When I first started teaching at the school, it was a high poverty, high minority, low socio-economic school that was at one point and time in its history considered a “failing” school, where gang activity was noted, though not always a threat. There was a wide variety of demographics of students who, despite the troubles of the school, interacted with eagerness and there was little racial hostility. Through concentrated efforts and hard work of its principals and faculty, the school saw great successes in raising test scores and watching children succeed. Students’ pass rate on EOC’s went from 40% to 86% in just four years.

Through the recent rezoning of school boundaries in part due to the opening of new schools, my school has changed in its socio-economic status. It still boasts a wide variety of demographics of students who engage enthusiastically to understand one another’s background. There are still a large amount of students who have little experience outside of their own community.

The teachers at my school are divided by departments based upon subjects, and are then subdivided in to Professional Learning Communities by specific content area where teachers plan and review data to drive instruction. Classes are differentiated by offering standard level, honors and Advanced Placement courses.

Technology is used throughout the school. The majority of teachers have Promethean Boards that are used to enhance teaching and learning opportunities. There are a three computer labs available for student use during the instructional day.

I am one of fifteen Social Studies teachers in the Social Studies department and one of four United States History teachers in my Professional Learning Community. I am the

only teacher who has an Advanced Placement United States History course. I align my courses the North Carolina Standard Course of Study (NCSCOS) and incorporate the literacy strategies of the Common Core standards.

However, within the next year, the standards and curriculum for the standard and honors level US History course is changing. The current US History course is structured as a survey of the United States' political, military, social and economic history. It starts with the inauguration of George Washington in 1789 and ends with the terrorist attacks on September 11, 2001. The New Essential Standards will divide the content from the previous course in to two separate classes, American History I and American History II. American History I will start with European exploration of the "New World" and conclude with the end of Reconstruction in 1877. American History II will start with the end of Reconstruction and end with the early twenty-first century.<sup>20</sup>

The Advanced Placement United States History course derives its curriculum from the College Board. The students who participate in the AP course are eligible to take an exam in May that will determine their eligibility to waive the introductory United States History course at some colleges. This is a rigorous three hour test consisting of a multiple choice section, a document-based essay and two free response essays.

### **Content Objectives**

This unit of study will align with the current North Carolina Standard Course of Study Objectives (NCSCOS) for the United States History course and the Essential Standards of the American History I and American History II courses as well as that of Advanced Placement United States History course.

This unit will take place over a series of months and will span a variety of standards. It is designed to help students learn a deeper history of the United States by exploring the concept of power by examining specific case studies that involve the history of Charlotte through an examination of the power held within society from the economic and political level and the results of that power. Not only will it enable students to analyze the power structures that have existed within Charlotte society, but will analyze how power can shift from a "top-down" structure to one of that as "bottom-up."

The curriculum unit is aligned with both the North Carolina Standard Course of Study (NCSCOS) objectives in connection with the US History course and the new Essential Standards that guide the new US History courses of American History I and American History II. The reason for this is that the state of North Carolina has recently adopted a different framework for the US History courses. The new course, American History I and American History II, will not be implemented until the 2014-2015 school year. The curriculum unit is also aligned with the Common Core Standards adopted by North Carolina in June 2010.<sup>21</sup>

The objectives that this curriculum unit will cover from the North Carolina Standard of Course of Study are<sup>22</sup>:

- 1.02—Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups
- 3.01---Trace the economic, social and political events from the Mexican War to the outbreak of the Civil War
- 3.04---Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end
- 5.01---Evaluate the influence of immigration and rapid industrialization on urban life
- 5.03---Assess the impact of labor unions on industry and the lives of workers
- 7.01---Explain the conditions that led to the rise of Progressivism
- 7.03---Evaluate the effects of racial segregation on different regions and segments of the United States' society.
- 11.03---Identify major social movements including, but not limited to, those involving women, young people and the environment, and evaluate the impact of these movements on the United States' society.
- 12.04---Identify and assess the impact of social political and cultural changes in the United States

The objectives that this curriculum unit will address from the American History I and American History II courses include but are not limited to:

- AH1.H.1—Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time
- AH1.H.2.1---Analyze key political, economic and social turning points from colonization through Reconstruction in terms of causes and effects (conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions etc.)
- AH1.H.3.2---Explain how environmental, cultural, and economic factors influenced the patterns of migration and settlement with the US before the Civil War (e.g., economic diversity of regions etc.)
- AH1.H.3.3---Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g. Germans, Scots-Irish, Africans, Native Americans, Irish, Chinese, etc.).

- AH1.H5.2---Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction
- AH2.H.3.3---Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups. (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.)
- AH2.H.4.1---Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate etc.).

With the adoption of the Common Core Standards (CCS), North Carolina has joined nearly every state in the United States in developing a "...consistent, clear understanding of what students are expected to know what they need to do to help them."<sup>23</sup> Please see Appendix 1 for the list of Common Core Standards addressed in this unit.

To meet these aforementioned standards and objectives, students will use a variety of strategies to analyze primary and secondary sources culminating in an argumentative paper. The lessons within this curriculum unit will take place over a series of months, not in a sequential amount of days. Each of the proposed days should take place when the teacher has covered enough historical content that students would be aware of the historical implications

Through this unit students will explore the difficult concepts of power connected to race and socio-economic status. Students will learn how to propose their own research question(s) and write a well-researched argumentative essay.

## **Teaching Strategies**

### **APPARTS**

Students will be required to analyze some primary sources as a part of this unit. Students will use the APPARTS model when given primary documents. This acronym stands for the documents' author(s), place(s) and time, prior knowledge, audience, reason(s), the main idea(s) and significance. By using this particular strategy, students will be able better understand the inherent meanings behind the documents and further their skills towards analysis. For example, students could begin by analyzing selected parts of *The Constitution* and *The Declaration of Independence*. In using these two documents, students will have to read to discover who authored each piece. As the students read both pieces, students will analyze the meaning behind having multiple authors and their opinions reflected in one document. Students will continue this method for the documents by analyzing the place and time that the documents were written. For

example, is it important the *Declaration* was written when it was? The students will have to consider and grapple in determining the audience each document was intended to reach. For example, students will evaluate if the intended audience of the *Declaration* was indeed the King of England.<sup>24</sup> This strategy will help the students delve more deeply in to the text and to understand the inherent meanings behind each of the pieces, as well as evaluate what the document indicates about today's society.

### Socratic Seminar

Another strategy that students will utilize is the Socratic seminar. This strategy is where students should value discussion over debate in using a series of questions to explore a topic. All students should participate in this discussion. This strategy requires that students and the teacher all be sitting in a circle. Every participant should be able to see each other. The teacher's role in this is to act only as a facilitator and only ask questions, rather than tell students information. Prior to this activity, students are required to have done background reading and bring with them points that they wish to discuss. Teachers can help students prepare for this activity by helping students to draft their own questions and thoughts regarding the topics. The hope of the outcome of this strategy is that it is a student-driven discussion and students get a better sense of the material presented before them. This activity can be difficult for teachers, as it really requires a hands-off role. This activity is usually used in the middle or end of a unit plan.

### Collaborative Groups

An additional strategy that students will be required to utilize is for students to work in collaborative groups. This strategy reflects the 21<sup>st</sup> century skills, encouraging the students to collaborate to solve or discuss a relevant solution to problems presented. This is where teachers purposefully pair students with the intent to match their skills and abilities. This can happen in multiple ways with the students choosing their own partners or at the teacher's discretion. Most generally, I like the strategy where the teacher assigns the groups. This ensures that all skills and abilities are match appropriately. As students work together, it will force them to use 21<sup>st</sup> century global competency skills that require collaboration, effective speaking and writing skills to enhance communication through the entire group.

### Research

Students will also need to use their research skills in order to complete this unit. This will require students to use the internet to evaluate sources for accuracy and change this information in to workable data to be used for their presentations. This is a strategy that will require teachers to ensure that students are able to evaluate web-based sources for their accuracy and authenticity. This strategy will encourage the development of 21<sup>st</sup> century global skills for students. Students will propose their own research question

around the center of power and Charlotte history in preparation for their argumentative paper.

### Debate

Students will also be required to use the debate strategy. This requires students to take a position and use evidence and rational to defend their points. In this particular unit of study, I would make the students argue from a partisan perspective. Students will be assign a particular view point, regardless if it is one they personally identify with. This will help the students to view the other side and practice defending beliefs with facts and rationalization. Students will use this strategy in the curriculum unit to help them to prepare for the argumentative paper, though this will be through the use of verbal skills.

### Position Paper

Students will also be required to produce a one page position paper. This strategy will allow students to express their own opinions, but practice putting their opinions in writing with facts. Students will need to provide evidence for their opinions from documents and background information read. This strategy will help to support the Common Core goals and help students to continue toward 21<sup>st</sup> century global skills mastery. This will prepare students for the debate which will prepare them for the argumentative paper.

### Think-Pair-Share

A strategy that allows students to create an individual thought and then turns and discusses their individual thoughts with a partner. The idea that the two partners come to an understanding of the concept directed to discuss by the instructor. Students will then be called upon by the instructor to share out their responses. This strategy allows students to talk and share even when the response is not directed specifically at the teacher.

### Argumentative Essay

To demonstrate their acquired knowledge, students will need to produce an argumentative essay on the topic of power with a social structure, economy and political arena. The essay will require students to utilize their knowledge learned from each of the case studies from Charlotte's history as well as their work with the fictional novel. In argumentative writing, students are required to investigate a topic, generate and evaluate evidence and to establish a position on the topic in a concise style of writing.<sup>25</sup> Students will need to ensure they have a concise and clear thesis statement to hold together the essay and to prove the points they are trying to make within the paper. It is essential that students provide factual evidence to support the analysis derived from their research.

## Flow Charts

Flow charts provide a pictorial representation of the steps of thought processes of the structure or sequence. These elements are represented by simple icons with lines to demonstrate the relationship each element has to the other. These are useful for students to help them sort and decode relationships between seemingly unrelated things.

## Experiential Learning

Experiential learning provides opportunities for students to have a simulation of the experience. This can include activities within the classroom to simulate the experience, or it can provide student a learning opportunity outside of the classroom, such as a visit to a local historical monument or museum.

## **Classroom Activities**

### Day One

#### *Purpose*

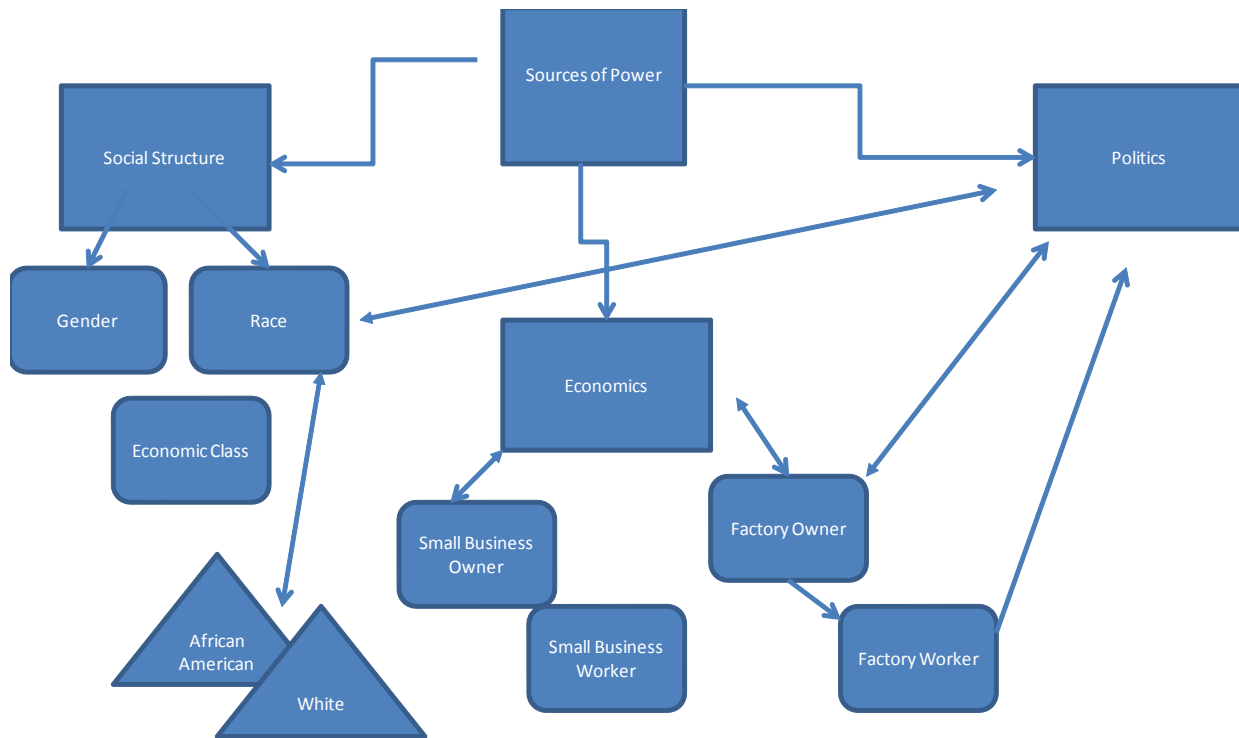
Students will analyze the origins and source of power.

#### *Activities*

Students will begin the curriculum unit by analyzing the relationships between the social, political, and economic structures through the use of a flow chart. A proposed flow chart can be viewed in Figure 1. Students will be guided through this by direct teacher instruction, along with classroom dialogue. The discussion will center on the source of power using the following questions as a guide to further discussion:

- What is power?
- Who holds power? How does one know he/she holds power?
- How does one gain power through a political structure?
- How does one gain power through an economic structure?
- How does one gain power through a social structure?
- What happens when the power source shifts?

Figure 1



## Day Two

### Purpose

Students will analyze the origins of power relationships and explore the political and economic foundation of Charlotte

### Activities

Students will have an opportunity to view the social pyramid structure of early Charlotte from Thomas W. Hanchett's *Sorting Out the New South City*. The teacher will lead a discussion surrounding the different social classes that existed in antebellum Charlotte. The teacher will also show pictures taken from the Levine Museum of the New South's, "Cotton Fields to Skyscrapers" permanent exhibit of a cotton gin and other mechanical devices used for agriculture at the time to delineate the distinction between the coastal and Piedmont region and their economic base.



Students should also be provided the opportunity to visit the Levine Museum of the New South and walk the exhibit. Students should wander from the beginning of the exhibits where Charlotte was a site of sharecropping to the end where Charlotte is a banking hub. This will provide students with background to specific events in the Charlotte history that will enable students to analyze for sources of power.

As students tour the museum, they will be asked to identify the three sources that they identify as the most important to Charlotte's history and for them to define who was in power. Students will analyze the Charlotte power relationships in master and slave, white and black, rich and poor, business owner and business worker, landowner and sharecropper, mill manager and mill worker. Students will be required to provide justification for their responses and will be required to report out their justifications during a Socratic Seminar during class time upon return. The culmination of this activity will require students to propose a research question on Charlotte's history and sources of power.

### Day Three

#### *Purpose*

Students will investigate the geographical location of Charlotte and analyze the implications of that location.

#### *Activities*

The third day of the lesson will consist of analyzing the geography of the area. Students will view maps of the Charlotte region and be guided through a discussion regarding the lack of navigable rivers and the implications of this as an agricultural region. This visual discovery will be done through a modern map of North Carolina. Students will be assigned a partner to analyze the map and answer open-ended questions. The teacher will utilize the think-pair-share strategy to ensure that students are achieving maximum comprehension.

Students will then view Figure 7 and Figure 20 found in Thomas W. Hanchett's *Sorting Out The New South City*. In each of these figures, students will analyze the impact of the railroads to the Charlotte region and the commerce and wealth that will occur behind this new mode of transportation. Students will use the APPARTS method to decipher these sources.

Students will be led through a classroom discussion about the ramifications of this technological development on the power structures in place in Charlotte. Students will be assigned a role between each of the following perspectives:

- Master versus Slave
- White versus African-American

- Rich versus poor
- Business owner versus business worker
- Landowner versus sharecropper
- Mill manager versus mill operative

In assuming one of these roles, students will be required to produce a position paper examining how the development of the railroads impacted the status of power. Students will prepare for a debate, where they will be required to give speeches and provide feedback to other participants.

#### Day Four

##### *Purpose*

Students will debate an assigned perspective in Charlotte power relationship.

##### *Activities*

Students will conduct the guided debate on the different perspectives provided in the previous class. The teacher will review the guidelines to Parliamentary Procedure, a format of debate that the students are acquainted with. In Parliamentary Procedure, students will give speeches in formal debate and question other delegates through informal debate. Both formal and informal debate happens within the one classroom setting and is controlled through the use of Robert's Rules of Order during the debate.

The teacher will unpack the debate within the last ten minutes of class, and guide students through a classroom discussion to ensure students are able to connect the perspectives in the debate to the content of understanding of the power relationships in the Charlotte region.

#### Day Five

##### *Purpose*

Students will analyze Charlotte's emergence as an industrial city through the analysis of D.A. Tompkins

##### *Activities*

In this lesson, students will analyze the origins and reality of Charlotte as an industrial city. Students will read sources on D.A. Tompkins and the rise of the textile industry in Charlotte as a case study.

The teacher will secure access to the internet in the computer lab and direct students to the online source provides by *Documenting the American South: Child Labor in the*

*Cotton Mills.*<sup>26</sup> Students will complete an online web quest, and use the APPARTS analysis method to interpret primary sources.

#### Day Six

##### *Purpose*

Students will be able to explain how the “traditional” power structure was threatened by exploring the rise of unions through the 1929 Loray strike and Ella May Wiggins.

##### *Activities*

Students will explore the effects of the post-World War I recession and the tension between profit and workers’ quality of life. Students will analyze the 1929 Loray strike through an online article and photos of mill. Students will draw upon

Students will also analyze the songs of protest by Ella May Wiggins as well as the circumstances regarding her death.

The teacher will tell students to have their research ready in class for Day 8 of the curriculum unit.

#### Day Seven

##### *Purpose*

Students will analyze the Dorothy Counts story as a case study for the shifting of power from the lasting effects of Jim Crow and the beginnings of Civil Rights.

##### *Activities*

Students will view the picture of Dorothy Counts on her first day of integrating Harding High. The teacher will guide students through a discussion of the image.

Students will read primary sources about Dorothy Counts and the *Swann vs. Charlotte Mecklenburg Board of Education* to analyze the shift of “power” from Jim Crow to the push for civil rights.

#### Day Eight

##### *Purpose*

Students will demonstrate acquired knowledge and skills gained through their United States History course through writing a researched argumentative essay analyzing the shifts of power in Charlotte’s history.

### *Activities*

Students will bring their research on a specific aspect of power relationships in Charlotte to work on an argumentative essay. The teacher will provide specific feedback and students will be placed in collaborative groups to work on the writing process. The teacher will provide a final due date for the paper.

## Appendix 1

### Common Core State Standards

- CCSS.ELA-Literacy.RH.11-12.1 ---Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-Literacy.RH.11-12.3--- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.6--- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.10--- By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
- CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Annotated Resources

#### For Teachers and Students

Brenda Marks Eagles. "Daniel Augustus Tompkins, 1851-1914." Daniel Augustus Tompkins, 1851-1914. <http://docsouth.unc.edu/nc/tompkins/bio.html> (accessed November 24, 2013).

This particular website provides a good overview of Tompkins and his role in developing the textile industry in the Charlotte region.

"COMMON CORE." Common Core.

<http://www.ncpublicschools.org/acre/standards/common-core/> (accessed November 23, 2013).

This website provides the standards for Common Core. It can be beneficial for both teachers and students to analyze and have access to the standards upon which they will be assessed.

"Child Labor in the Cotton Mills." UNC Chapel Hill Libraries.  
<http://www2.lib.unc.edu/stories/cotton/about/index.html> (accessed November 24, 2013).

This website is interactive that provides primary sources on different aspects of textile workers' lives.

"Declaration of Independence," *The History Channel website*,  
<http://www.history.com/topics/declaration-of-independence> (accessed Nov 23, 2013).

The Declaration of Independence was written by the nation's founders and provides historical reasons for the creation of the United States. It claims to have been created to help provide the people with a more appropriate form of government, and still stands as a legal document today in the United States.

David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant A History of the Republic Thirteenth Edition*, (Boston, New York: Houghton Mifflin Company, 2006)

This text is a good overview of American history. It provides detailed descriptions on the issues in the foundations of the United States. Considered largely as an overview text, it is a good source to reference or use as a beginning text.

Fact Check, Accessed November 15, 2013. [www.factcheck.org](http://www.factcheck.org).

A great resource for students and teachers alike as it provides an avenue to check the facts of statements. This may be helpful when proposing research questions.

"Charlotte-Mecklenburg Historic Landmarks Commission." Charlotte-Mecklenburg Historic Landmarks Commission. <http://cmhpf.org/index.html> (accessed November 24, 2013).

There are a variety of articles within this website that discuss the history of Charlotte's textile mills.

"Instructional Strategies Online - Think, Pair, Share." Instructional Strategies Online - Think, Pair, Share. <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/> (accessed November 24, 2013).

Instruction Strategies Online provides a good overview of various classroom activities to help increase rigor and maintain student engagement.

[James Allen. "Without Sanctuary." Without Sanctuary.](http://withoutsanctuary.org/intro_body_main.html)  
[http://withoutsanctuary.org/intro\\_body\\_main.html](http://withoutsanctuary.org/intro_body_main.html) (accessed November 24, 2013).

This source should be assigned and viewed with caution. Mr. Allen has a collection of photographs of lynching in the United States.

"Project MUSE - Mill Mother's Lament: Ella May Wiggins and the Gastonia Textile Strike of 1929." Project MUSE - Mill Mother's Lament: Ella May Wiggins and the Gastonia Textile Strike of 1929.  
<http://muse.jhu.edu/journals/scu/summary/v015/15.3.huber.html> (accessed November 24, 2013).

This is a good resource for Ella May Wiggins' songs of protest.

Tomlinson, Tommy. "Tommy Tomlinson's "A Picture Speaks"." Tommy Tomlinson's "A Picture Speaks". <http://www.tommytomlinson.com/dcounts.html> (accessed November 24, 2013).

This is a link to the article reflecting on the integration of Harding High by Dorothy Counts. It provides a good background on the information as well as historical perspective on the event.

#### U.S. Constitution

This is the founding legal document for the United States. It is still referenced today and is the legal code which Americans follow. It was drafted after the failure of the Articles of Confederation, and can be amended to follow the changing time period.

"Welcome to the Purdue OWL." Purdue OWL: Essay Writing.  
<https://owl.english.purdue.edu/owl/resource/685/05/> (accessed November 23, 2013).

This website provides a wonderful overview of the different types of writing samples that students must produce. Teachers can find this useful to assign to students to reference during their writing portion.

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Notes

<sup>1</sup> Hanchett, Thomas W. *Sorting out the New South city race, class, and urban development in Charlotte, 1875-1975*. Chapel Hill: University of North Carolina Press, 1998.

<sup>2</sup> Ibid, 14

<sup>3</sup> Ibid, 14

<sup>4</sup> Ibid, 15

<sup>5</sup> Ibid, 15-16

<sup>6</sup> Ibid, 14

<sup>7</sup> Ibid 15

<sup>8</sup> Ibid 17

<sup>9</sup> Ibid 18

<sup>10</sup> Ibid 18

<sup>11</sup> Ibid, 18

<sup>12</sup> Ibid, 19

<sup>13</sup> Ibid, 21

<sup>14</sup> Ibid, 22

<sup>15</sup> Ibid, 23

<sup>16</sup> Ibid, 23

<sup>17</sup> Tomlinson, Tommy. "Tommy Tomlinson's "A Picture Speaks"." Tommy Tomlinson's "A Picture Speaks". <http://www.tommytomlinson.com/dcounts.html> (accessed November 24, 2013).

<sup>18</sup> Ibid

<sup>19</sup> National Center for Education Statistics, Last modified 2010-2011. Accessed November 23, 2013.

[http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&DistrictID=3702970&SchoolPageNum=5&ID=370297001229](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&DistrictID=3702970&SchoolPageNum=5&ID=370297001229).

<sup>20</sup> "K-12 CURRICULUM AND INSTRUCTION/NC STANDARD COURSE OF STUDY." K-12 Curriculum and Instruction/NC Standard Course.

<http://www.dpi.state.nc.us/curriculum/> (accessed November 24, 2013).

<sup>21</sup> "COMMON CORE." Common Core.

<http://www.ncpublicschools.org/acre/standards/common-core/> (accessed November 23, 2013).

<sup>22</sup>"STANDARD COURSE OF STUDY." Eleventh Grade.

<http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/067eleventhgrade> (accessed November 24, 2013).

<sup>23</sup> "Mission Statement." Common Core State Standards Initiative.

<http://www.corestandards.org/> (accessed November 24, 2013).



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<sup>24</sup> David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, *The American Pageant A History of the Republic Thirteenth Edition*, (Boston, New York: Houghton Mifflin Company, 2006), A29-A31.

<sup>25</sup> "Welcome to the Purdue OWL." Purdue OWL: Essay Writing.  
<https://owl.english.purdue.edu/owl/resource/685/05/> (accessed November 23, 2013).

<sup>26</sup> "Child Labor in the Cotton Mills." UNC Chapel Hill Libraries.  
<http://www2.lib.unc.edu/stories/cotton/about/index.html> (accessed November 24, 2013).