



How Communities Change...
A Look Into Our Local Community and the City in Which We Live

by Nikki Guevara
Bain Elementary School

This curriculum unit is recommended for:
Social Studies and Literacy/first grade

Keywords: The New South, community, change, Charlotte, Mint Hill, North Carolina

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

Synopsis: Change is constant in the world in which we live. This curriculum unit addresses change in communities while focusing on the smaller, suburban town in which our school is located, Mint Hill. It then explores the changes in the larger city in which we reside, Charlotte, North Carolina. Charlotte is a growing city full of history and dramatic change over the years. This unit takes a look at the concept of community while defining and understanding that topic. The unit later moves to helping students identify what communities they are a part of following visual representation and comparing and contrasting changes in our communities. We focus on the smaller community where we live and work with each other and then branching out to the larger concept of our city where one million people reside. Students will use visuals provided by the Levine Museum of the New South to help understand these concepts of change. Teacher interaction and scaffolding will focus on learning about as well as creating a sense of community in the classroom through relationships and cooperative work with peers.

I plan to teach this unit during the coming year to 20 or more students in social studies and literacy/first grade.

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Nikki Guevara

Overview/Content Objectives

As a student in my educational journey through elementary, middle and high school, I remember being particularly interested in social studies topics. I loved learning about the past and how those events shaped the future. I enjoyed learning about people in communities and how change affects people and places.

As a first grade teacher, the concept of a community is fairly new to my students. They understand being part of a group, such as a class for example, but the bigger picture of this concept has to be taught. To teach this concept, an idea of *what is a community* is initially taught. This scaffolds to outside communities and the bigger picture of how communities and people change over time. In addition to this social studies topic, first grade is all about becoming a reader. Kindergarten sets the foundation for phonemic awareness and phonics where as first grade teaches them to read fluently, with expression and comprehension.

While attending the seminar “Charlotte as a New South City: Using the Collections of the Levine Museum of the New South” led by Dr. Shepherd W. McKinley, I began to realize how I could use social studies information from the past to teach the concept of change over time as well as incorporating literacy skills to shape better readers and students that have a sense of community awareness.

Throughout Dr. McKinley’s seminar, I have learned the history behind our city of Charlotte, North Carolina. I have further investigated the town of our school, Mint Hill, to create a unit that teaches change in communities over time as well as incorporates literacy skills to help enrich and challenge students in areas of social studies and literacy. I will use literacy elements in a social studies setting to create a unit promoting the topics of *communities and change* to help master reading skills such as:

- decoding
- word recognition
- vocabulary
- fluency
- comprehension

The plan is to make this curriculum unit available for other teachers to utilize this literacy unit for not only promoting literacy skills such as decoding, word recognition, vocabulary, fluency and comprehension, but also giving students the ability to understand the community in which they live as well as changes that have occurred that shape their present day community.

My goal is to use the information presented and taught from the seminar to teach and scaffold information for students to author the story of their city. Since first graders are learning to read and write, it would be a great way for me to incorporate social studies and literacy. The end result would include students taking a role as an author, illustrator and historian of a community. After information was presented, students would use that information with the help of technology and visual to better understand this social studies concept. This would allow students to become the expert on the history of how their town and city has changed over time. This curriculum unit will assist me in the classroom by helping relay important historical information to students at a young age so they can learn to appreciate and understand history and realize the changes that have occurred over time.

Demographics

Bain Elementary School is an elementary school serving close to 1000 students in kindergarten through fifth grade. Our population is: 75% White, 14% Black, 6% Hispanic and 5% Asian/Other. The school is located in Mint Hill, North Carolina in the Charlotte-Mecklenburg School District. This school system is the second largest in North Carolina and the nineteenth largest in the nation.

I am currently a first grade teacher at our school. This is my tenth year in the Charlotte-Mecklenburg school district. I am one of seven first grade teachers and teach using the North Carolina Common Core standards (NCCC). I incorporate various literacy-based teaching methods including: Daily Five, Pat Cunningham's Four Blocks, Guided Reading, differentiated teaching methods, flexible grouping, 21st century skills, technology and current research-based strategies to teach and promote reading skills to reach all students. I have taught first, second and third grade over the past ten years. I have experienced the vertical planning aspect by teaching in a variety of grades. I have seen the developmental process of students *learning to read* in grades K-1 and also *reading to learn* in grades 2-3.

Teachers at my school use flexible grouping to differentiate student instruction based on individual needs. Balanced literacy programs that include: word work, independent reading, supported reading with the teacher and writing daily help reinforce academic concepts learned in the classroom. Our school motto is *to challenge and prepare students for future success* and we take great pride in that.

Technology is consistently used to enhance learning opportunities on a daily basis. Teachers in grades K-5 have access to the following pieces of technology: document cameras, mounted overhead projectors, 11 iPads per classroom (10 for students and 1 for personal teacher usage), as well as a cordless mouse and keyboard. Teachers also have subscriptions to online magazines such as *Scholastic News* and teaching resources such as Discovery Education to help further promote technology and nonfiction text.

In regard to the literacy curriculum, the newly adopted “Daily Five/CAFE” is currently used as part of the balanced literacy approach. The “Imagine It” curriculum is used as well for phonics instruction. Novel studies, guided reading, small group instruction, flexible grouping, book clubs, and vocabulary studies also take place here at Bain Elementary. These are just a few of the techniques and teaching strategies used on a daily and weekly basis.

Rationale

This social studies literacy unit is intended for first graders to help master literacy skills, increase vocabulary and ultimately promote fluency and comprehension. This unit will be based on understanding the concepts of communities as well as change over time.

- Students will be exposed to various activities and classroom strategies and experiments in order to fully understand concepts of communities and change.
- A strong focus will also take place on community awareness. This will start on a smaller scale such as within school and lead into larger communities such as our city.
- Further attention to events from the past and present events involving schools and transportation will also be taught.

My unit will begin with an introduction to the concept of a community. We will focus on topics based on the following questions:

1. What is a community?
2. What communities are we a part of? (focusing on our school community)
3. How has our local community changed over time? (focusing on the town of Mint Hill)
4. How has our city changed over time? (focusing on Charlotte, NC, our city)

This historically-integrated curriculum unit is based on the history of Charlotte and story-telling as an art intended for first graders to help improve their reading and writing skills. This unit will be based on learning about and acknowledging changes that have occurred over time which have shaped and molded present-day North Carolina with a focus on the town of Mint Hill and the city of Charlotte.

Charlotte, North Carolina began as a small settlement of colonists in 1748. Gold was discovered near Charlotte in 1799, and almost overnight it became one of the most popular mining capitals in the country. Textiles were later introduced, and in 1903, more than half of the nation's textile production was located within a 100 mile radius of Charlotte. This has created much growth and change for the once small settlement of Charlotte. Today, it is a busy, active city of banking and finance with a population of more than 750,000 residents. According to the 2010 United States Census, the racial composition of Charlotte was: 45.1% White, 35% Black, 13.1% Hispanic or Latina American, 5% Asian American, 0.5% Native American, 0.1% Native Hawaiian/ Pacific Islander, 6.8% other race and 2.7% two or more races. As compared to the 1970 Census Bureau report, the population was 30.2% Black and 68.9% non-Hispanic White. There has been definite change in the composition of Charlotte, North Carolina over the years.

According to the Mint Hill Historical Society from *minthill.com*, the community was first settled in 1750. From the early 1970s with a population of 2,284 people, the town has kept a steady growth to its current population of over 23,000 people. According to the Census Bureau, in the year 2000, the racial makeup of the town was 78.42% White, 12.34% African American, 0.61% Native American, 2.53% Asian, 0.03% Pacific Islander, 4.08% from other races, and 1.99% from two or more races. Hispanic or Latino of any race was 8.29% of the population. Over time, Mint Hill has changed from a rural area to a major suburb of Charlotte, North Carolina.

Students will be exposed to historical topics and images that relate but are not limited to family life, clothing, child labor, building structures, and transportation; and they will participate in daily activities in order to learn more about the history of Charlotte and to bring the stories they create to life at the end of the unit.

We will begin by setting the foundation with exposure to background information of Charlotte as a city and events that happened long ago. We will explore life as a child from long ago as compared to present day by using pictures from the past. The Charlotte Mecklenburg library website, <http://www.cmstory.org>, has a great collection of old photographs that we can use to compare and contrast life from long ago and present day. Students will have opportunities to investigate and learn more about changes that have occurred through the use of these photographs and more as well as literacy activities. The end result will include students becoming better readers in regard to fluency by rereading their authored/illustrated pieces as well as becoming better writers by creating their own stories showcasing information they have learned about the history of Mint Hill and how it relates to nearby city of Charlotte, North Carolina.

The main focus of the 4 parts of the unit is as follows:

1. What is a community? *Students will create a class definition of what a community focus on people living, working, sharing and helping each other. We will also take a look at different types of homes and living communities.
2. What communities are we a part of? (focusing on our school community) *Students will learn how our first grade classroom and our elementary school is a type of community.
3. How has our local community changed over time? (focusing on our local town of Mint Hill) *Students will compare and contrast pictures and information from our small town of Mint Hill to learn about change and how change affects people in a community. Information on how our town has changed from rural to suburb in the last 100 years will be discussed as well. We will make a class book and act as authors of our town discussing how Mint Hill has changed over the years.
4. How has our city changed over time? (focusing on Charlotte, NC, our city) *Students will learn how changes can affect a city as far as population, transportation and overall physical appearance of a city using images, maps and other visuals. Information learned will be showcased on a class quilt depicting changes in our local community.

At the end of this unit, students will have had exposure to social studies concepts of *change over time* as well as multiple opportunities for fluency practice, comprehension and writing instruction that leads itself to overall elements of improved literacy and reading skills through exposure to new vocabulary, new information as well as collaboration with peers.

Background Information on Literacy Instruction

According to G. E. Tompkins in the 2006 edition of *Excerpt from Language Arts Essentials*¹, there are five factors for reading instruction that promote reading skills. Those factors include: phonemic awareness, phonics, vocabulary, fluency and comprehension. Equally important are skills of word identification as well as motivation. Students need to be well versed in each of these topics in order to succeed as a reader.

By directly teaching reading skills and strategies in these areas, along with modeled reading skills and thinking aloud with read alouds in the classroom dealing with communities, students will increase his or her reading abilities in and out of the classroom setting.

Decoding/Word Recognition

According to LaBerge& Samuels², "capable readers have a large bank of words that they recognize instantly and automatically because they can't stop and analyze every word as

they read. Through a combination of instruction and reading practice, students' knowledge of words continues to grow."

In this unit, I will incorporate word identification and fluency of teacher created comprehension passages in order to increase word knowledge to help promote quick recognition of words and increased vocabulary.

Vocabulary

J. Pikulski and S. Templeton describe the power of vocabulary in their 2004 article, *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*.³ They quote that the "greatest tools we can give our students for succeeding, not only in their education but in life, is a large, rich vocabulary."

In this literacy-based social studies unit based changes in communities, I plan to use read aloud books and various forms of literature to expose and broaden the vocabulary of my students. By increasing their vocabulary, I am ultimately increasing their reading skills because I am presenting new information that will increase their background knowledge and schema for future reading experiences. They will use their strategy of journaling to record new vocabulary and information learned.

Fluency

The National Reading Panel report⁴ defines reading fluency as "...the ability to read text quickly, accurately and with proper expression." Capable readers have learned to read fluently—quickly and with expression. According to fluency expert, Tim Rasinski, the three components of fluency are reading speed, word recognition, and prosody.

According to the National Reading Panel, a recent study sponsored by the U.S. Department of Education found that "fourth grade students' oral reading fluency is a strong predictor of silent reading comprehension". Moreover, the same study found that nearly half of the fourth graders studied had not achieved even a minimally acceptable level of reading fluency. Fortunately, a solid body of evidence suggests that fluency can be taught and that effective instruction in fluency leads to overall improvements in reading."

In this unit, students will be exposed to teacher-made fluency and comprehension passages based on the topics of communities. By practicing fluency, students will have capabilities of reading "quickly and with expression." This reading strategy will promote the next level of learning, comprehension.

Comprehension

Comprehension is the main goal of reading instruction. It is the top of the "reading mountain" so to speak. Comprehension is not only important in the present when a student is reading and responding to text, but it is important for future instances of recalling information.

By incorporating visuals and teachers-made fluency passages in the classroom, students will have practice reading fluently with peers and working towards becoming more proficient with new vocabulary and word recognition while learning about communities and changes around them.

Teaching Strategies

Some strategies I plan to use include read alouds and journaling.

Read alouds

Read alouds will be used throughout the unit in order to model proper reading and writing skills, increase vocabulary and promote class discussion. I plan to use books and information appropriate to first grade students in order to promote conversation and collaboration amongst peers regarding changes in communities. Read alouds are a great way to share information and create small teaching moments about our topics. Books that relate to communities and change include:

Window by Jeannie Baker

The Backyard by John Collier

The House on Maple Street by Bonnie Pryor

When I Was Built by Jennifer Thermes

The Little House by Virginia Lee

A House is a House for Me by Mary Ann Hoberman

Journaling

Journaling in the form of a composition or spiral notebook will be used on a daily basis to integrate writing across the curriculum and point of view. Students will have opportunities to write, ask questions, illustrate, etc. in individual journals regarding information they are learning. The journals will be a place of reflection for future use with their questions, observations and thoughts about communities and change. Throughout the unit, students will keep a vocabulary section in their journals as well to gain reading exposure by learning new vocabulary words.

Turn and Talk

We will often use a prereading strategy, Turn and Talk, to discuss prior knowledge of a topic and any pre-study questions I use in addition to their thoughts and ideas about communities. This allows students to orally discuss thoughts and social studies information in a non-threatening way and also learn to work collaboratively with others.

Educational Websites

As the unit progresses, information about the history of Mint Hill and Charlotte will be gathered from educational websites and possible museum visits such as the Charlotte Museum of History that will help promote background knowledge by exposing them to visual aids and information. Students will learn about life in Mint Hill and Charlotte prior to 2013. We will also take into consideration the changes in transportation from the past to the present. One major attraction in Charlotte is the Charlotte-Douglas International Airport. We will use this topic to further discuss changes in communities from the *charmeck.org* website visuals.

Mini-books

Mini-books will be used throughout the unit as familiar rereads that will help build vocabulary and fluency to promote reading ability. Mini books will be created individually by students based on topics taught in class and their responses to that information. These mini-books will be the product of the “history expert” research the students will conduct in print and online. Students will work together in order to promote collaboration and fluency practice as they share their knowledge and points of views on various topics from their individually created mini-books. Interesting facts and vocabulary will be used and incorporated as well. Students will also have the opportunity to use their mini-book information to create a class book about changes in our community that will be shared with other peers and parents.

Class Book and Class Quilt

Two goals I have that I plan to implement is the class book that will be published based on our changing community of Mint Hill with text and illustrations. We will also create a class quilt showcasing what we have learned about the topic of communities and how change can affect quality of life, people in an area and building structures in a town. Due to our growing student population, we recently moved into a new building and some the old building is being torn down. This is an excellent reflection on how changes in communities happen and I want to make sure children understand these topics and are able to express their knowledge of the topic.

Throughout the unit, students will be reading books, creating and rereading mini books, sharing journal entries, improving their vocabulary, practicing fluency, improving

their writing skills and conventions as well as collaborating with each other and incorporating artistic elements in the form of illustrating for a class book and a class quilt.

This unit will be a beneficial way to promote cooperative learning, engaging students in historical topics as well as integrating across the curriculum for an ultimate goal of *increasing reading abilities, promoting reading and writing development* and *setting a foundation* for historical knowledge and objectives of understanding what a community is and how changes occur over time.

Classroom Activities

Below are the classroom activities I will be incorporating to go along with the 4 parts, or goals, of my curriculum unit.

The four goals are:

1. What is a community?
2. What communities are we a part of?
3. How has our local community changed over time?
4. How has our city changed over time?

Activity #1- What Is A Community?

Objective: In this activity, students will create a class definition of what the word community is. We will focus on different elements of community: people, types of homes, things that belong in a community, workers found in a community as well as various modes of transportation.

Materials: KWL chart, internet access for popplet.com or download as an app, writing paper and materials, materials to make and assemble a class book of writing pieces

Background Information: The definition of community, as defined by the Merriam Webster dictionary is, *a group of people who live in the same area* (such as a city, town or neighborhood). It is important for students to understand how communities, even though they are united as one, are diverse.

Introduction: Students will be introduced to the topic of communities by completing a KWL chart. Students, as a group, will discuss what they KNOW about communities, what they WANT to know about communities and we will revisit this with what they have LEARNED about communities.

Activity: The first activity will be where students and the teacher complete a popplet from *Popplet.com* to graphically organize information about communities. Students will share things found in a community (people, places, modes of transportation, etc.) and use

the popplet to better organize their thinking. Next, the students will transfer this knowledge into a writing piece where they will work individually to tell their own definition of a community. This will be done with an illustration and writing sentences (see Figure 1).

Closure: Student responses will be shared whole group to further explain diversity and unity in communities. Students will have the opportunity to showcase their own understanding of the definition of a community in their writing pieces. They will also have practice decoding words as they write and reread their own and the writing pieces of other students.

Extension: Student responses can be put together in a **class book**. Class books are a great way to promote fluency. When students reread familiar text, this can help foster comprehension and reading confidence.

Activity #2-What Communities Are We A Part Of?

Objective: In this activity, students will focus on what types of communities they are a part of. In class, we will focus on how our classroom is a type of community, our learning community. We will also include how our school and town are both a type of community. We will use this opportunity to compare and contrast schools of long ago and schools of today while referencing artifacts/pictures from the Levine Museum of the New South (LMNS). See Figure 2.

Materials: pictures-see Figure 2 and Figure 3, materials for activity from Figure 4 (paper plates, string, hole puncher, writing and coloring materials, scissors), Venn diagram, writing journals

Background Information: In part one of this activity, students will be introduced to how they are a part of different communities. We will first start with our school community, Bain Elementary School and then move to our town community, Mint Hill. According to the Mint Hill Historical Society from *minthillhistory.com*, Bain Elementary School dates to 1889 when it was known as Bain Academy. It was the first graded school and college preparatory school in Mecklenburg County. The historical significance of Bain Elementary and its structural change is evident from the past to the present. We now have a new school building which was built near the older still standing structures so children are able to see the past and the present on a daily basis. Part two of this activity will discuss the roles of school age children from the past and the present. Lewis Hine is an excellent resource for images from long ago focusing on children of the mills. In this website, www.historyplace.com/unitestates/childlabor/, there are images depicting child labor from the past. For first graders, it is important for children to understand how their role as a student is much different than their role today.

Introduction: Students will be introduced to the topic that they are a part of a learning community, their first grade class and their school and then expand that information by comparing and contrasting the role of a student from a school in the past and the role of a student in a present day school. Images from the LMNS (see Figure 3) will be a great example for students to visually see how children their age actually had to go to work, not just attend school when they were their age.

Activity: Students will complete two activities for identifying communities they are a part of. They will first focus on the fact that they are a part of a learning community, their classroom and school, by completing a Paper Plate Circular Activity (see Figure 4). Students will complete the activity by labeling various sized circles labeled with: me (their name), first grade, Bain Elementary, Mint Hill, Charlotte, North Carolina, United States, Earth. Part two of this activity will be using a Venn Diagram to compare and contrast students in the classroom community from long ago and present day.

Closure: Students will respond to a question of whether they would have liked to worked in the mills.

Extension: Students can respond (**in journals**) to: How do you think our community of Mint Hill changed over time? This will help set the foundation for the next activity.

Activity #3-How Has Our Local Community Changed Over Time?

Objective: In this activity, students will focus on our town (Mint Hill) to learn about how our town, a community, has changed over time using artifacts/pictures from the LMNS. We will also take a look back into the workers found in a community by identifying and creating riddles to describe community workers.

Materials: pictures from Figure 2, a compare and contrast graphic organizer, writing materials and paper for creating worker riddles

Background Information: According to *minthill.com*, the population alone of this suburb of Charlotte, NC has grown tremendously (see Figure 5). In 1970, there were around 2,500 people living in the town of Mint Hill. Presently, there are over 20,000 people living in Mint Hill. Due to this population growth, the town has changed. Pictures of the town of Mint Hill will be great visuals for students to see how our community has changed over time. We will also focus on the present day community workers of Mint Hill and make riddles describing them as we learn more about the community and roles that need to be met.

Introduction: Students will reflect on their Paper Plate Circular Activity model from Activity #2 with a focus on the outer circles of Mint Hill and Charlotte, NC. Students will be comparing and contrasting pictures of Bain from the past and the present as well

as the town of Mint Hill. The roles of community workers will also be discussed as the concept of changes in a community over time are taught.

Activity: We will begin by comparing and contrasting two pictures of our school, Bain Elementary. We will use these pictures as talking points and an example of comparing and contrasting. In the next activity, two pictures of Mint Hill (see Figure 6) will be compared and students will work in small groups to compare and contrast them. This will help set the foundation for how Mint Hill, our community, has changed over time. Topics will include: physical features, growth of the town, buildings, jobs and transportation. After a firm concept of how Mint Hill has changed over time, we will begin brainstorming all the roles of a community worker and how workers work together to help a community stay successful. Some jobs of the past include: farmers, sharecroppers, town merchants and factory workers. Some present day workers include: business owners, bankers, store clerks, etc. After discussing community roles and workers, students will have the opportunity to create riddles with a community worker as the answer to the riddle to help review the occupations and needs of workers in a community.

Closure: Students will present this information in a Venn Diagram to compare and contrast Mint Hill and or a specific picture from the past and present day Mint Hill and compile this information in a class book.

Extension: Community partners and workers could come in as guest speakers to explain their occupation and role in the local Mint Hill community.

Activity #4-How Has Our City Changed Over Time?

Objective: In this activity, we will take a physical look at how our community of Mint Hill and the city in which we live, Charlotte, have changed over time. We will use pictures and aerial photos to compare and contrast physical features and referencing back to modes of transportation and how they have changed as provided by the LMNS (see Figure 7). This activity will be similar to Activity #3 but will focus more on physical features and transportation changes in Charlotte, North Carolina.

Materials: Aerial photos from Figure 7 and skyline photos from Figure 8, teacher made comprehension questions based on topics, class quilt materials from Figure 9, writing materials, large construction paper for making a foldable book to showcase information

Background Information: The current population of Charlotte, North Carolina is right at one million people. Thomas Hanchett is an excellent historian if you need to reference his books for further background information. Aerial photos found from the LMNS from the 1970s versus the 2000s show how the growth of Charlotte actually overflowed into our community, the town of Mint Hill. It will be important to compare and contrast the

aerial photos, but also how modes of transportation have changed. Presently, we use planes, cars, light rail and bicycles of transportation as opposed to horse and buggy and actually having to walk everywhere.

Introduction: Photos will be shown to help aid the discussion of comparing and contrasting Charlotte from the 1970s to the current 2000s (see Figures 7 and 8). It will be important for students to understand the dramatic growth of our city and how it has physically changed in the past 30 years.

Activity: Students will use aerial photos to compare and contrast Charlotte from the past up to present day. Students will use this information to create a foldable, flip book or a writing piece depicting what they have learned from comparing and contrasting the two aerial photos (see Figure 8). We will also be focusing on transportation in our discussions. The extension question will relate transportation to what they have learned about communities.

Assessment: As a closing activity, students will read and answer comprehension questions about how the communities they belong to have changed over time (teacher created based on classroom achievement and ability levels).

Closure: Students will compare and contrast findings and products discussing how Charlotte, North Carolina has changed over time.

Extension: Initial community pictures and personal definitions and or the responses of how has their community changed over time can be assembled into a class community quilt for to review information and act as closure with this unit (see Figure 9). Class trips to local museums portraying the history of Charlotte could also take place.

Appendix

Implementing Common Core/District Standards

My unit would implement various Common Core Reading Standards for Informational Text in a significant way. The social studies-infused unit would incorporate Reading standards as well as the North Carolina Essential Standards for science to produce an overall educational and informative unit to improve fluency and comprehension for first grade students while teaching how communities change over time. Students would have the opportunity to increase their reading skills in order to develop and apply strategies and skills to read and write. Students would also develop and apply strategies to comprehend text that is read, heard and viewed in various forms of literature and informational text. Students will be exposed to the Essential Standard, Changes in Communities, to prepare them for upcoming social studies concepts in their school years.

Reading Standards for Informational Text first grade: With prompting and support, read informational texts appropriately complex for grade 1.

North Carolina Essential Standards-History: Understand that history tells a story of how people and events changed society over time.

Resources

Annotated Bibliography for Teachers

Armbruster, Bonnie. "Put Reading First: the Research Building Blocks for Teaching Children to Read : Kindergarten Through Grade 3" (*Jessup, MD: National Institute For Literacy, National Institute Of Child Health And Human Development, U.S. Dept. Of Education, 2001*). This is a great resource for learning how to teach children to read. There is a great amount of research based information as well as strategies and how to help in and out of the classroom.

Graves, William. *Charlotte, NC the Global Evolution of a New South City*. Athens: University of Georgia Press, 2010. This is a great resource for learning about how the New South has come to be.

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. This is a wonderful resource for historical information on Charlotte, North Carolina and the changes that have taken place.

Kerr, Russell Martin. *The Presbyterian gathering on Clear Creek: the History of Philadelphia Presbyterian Church, Mint Hill, North Carolina*. Charlotte [i.e. Mint Hill] NC: The Church, 2001. This is a good resource for learning more about an important historical landmark in Mint Hill, North Carolina.

Kratt, Mary Norton. *Charlotte, North Carolina: a brief history*. Charleston, SC: History Press, 2009. This resource gave a descriptive and accurate historical account of Charlotte, North Carolina.

LaBerge, David, and S. Jay Samuels. *Basic processes in reading: perception and comprehension*. Hillsdale, N.J.: Erlbaum Associates; 1977. Print. This is an informative resource for learning about comprehension and how to help struggling readers.

Reading List for Students

Baker, Jeannie, and David Cummings. *Window*. New York: Greenwillow Books, 1991.

Burton, Virginia Lee. *The Little House*. Boston: Houghton Mifflin, 1942.

Collier, John. *The Backyard*. New York: Viking, 1993.

Pryor, Bonnie, and Beth Peck. *The House on Maple Street*. New York: W. Morrow, 1987.

Thermes, Jennifer. *When I Was Built*. New York: Henry Holt & Co., 2001.

List of Materials for Classroom Use

- class quilt materials
- compare and contrast graphic organizer
- foldable materials (art supplies and paper)
- internet access
- KWL chart
- materials to make and assemble a class book
- paper plates and string for Paper Plate Community Activity
- pictures referenced and shown in unit
- popplet.com
- read alouds on changes in neighborhoods
- student writing materials and journals
- teacher made comprehension passage and questions
- Venn Diagrams
- writing supplies (crayons, pencils, colored pencils, paints, markers, etc.)

Figure 1-Popplet for Communities



Created from popplet.com-a free graphic organizer for teachers and students online.
There is also an app available for iPad usage in the classroom

Figure 2-Bain Elementary School Then and Now

Then...



Now....



The current population is close to 1000 students.

Figure 3-Child Working in the Mills Picture



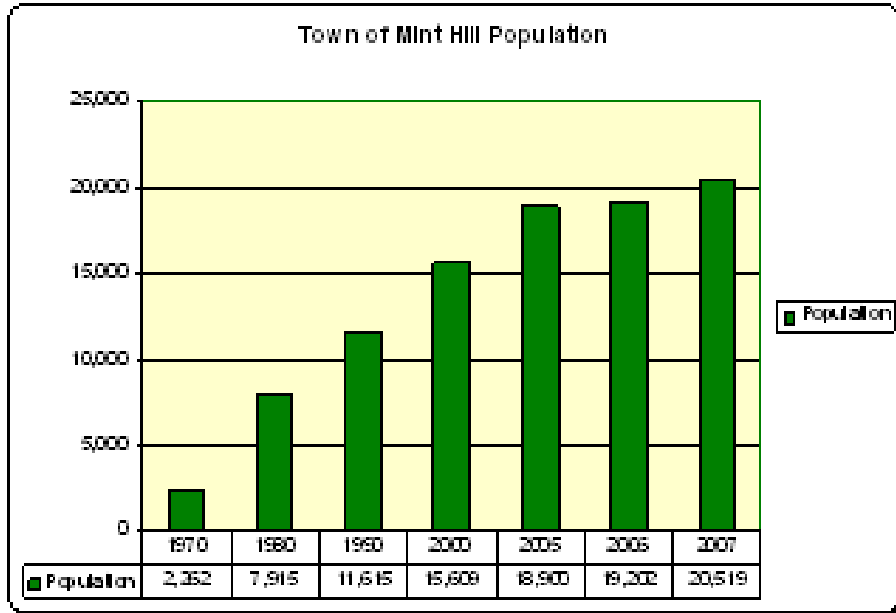
Image from the “Cotton Fields to Skyscrapers” permanent exhibit,
Levine Museum of the New South, Charlotte, NC.

Figure 4-Paper Place Circular Activity sample



<http://kidworldcitizen.org/wp-content/uploads/2011/11/112611myworld6.jpg>

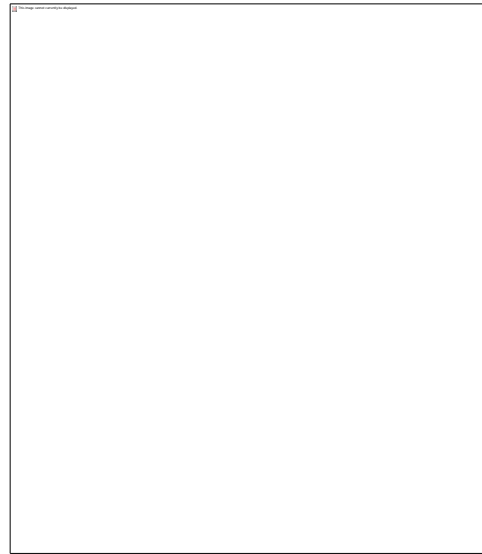
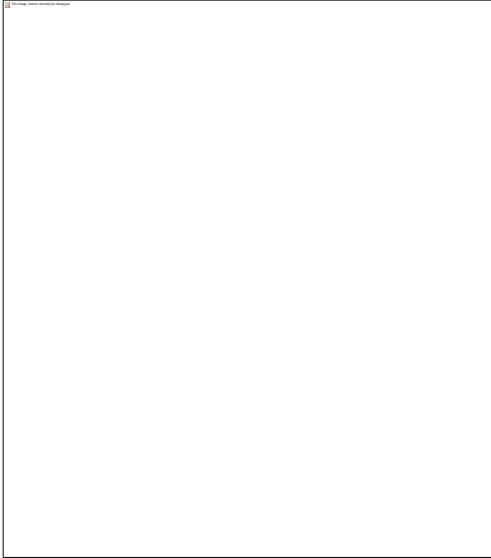
Figure 5-Mint Hill Population Graph



Graph from: <http://www.minthill.com/index.aspx?NID=305>

Figure 6-Mint Hill Pictures Then and Now

Then...



Now...



Image examples from The Mint Historical Society

Figure 7-Charlotte Aerial Photos

Then...



Now...



Image from the “Cotton Fields to Skyscrapers” permanent exhibit,
Levine Museum of the New South, Charlotte, NC.

Figure 8-Skylines Then and Now

Then...



Now...



Image from the “Cotton Fields to Skyscrapers” permanent exhibit,
Levine Museum of the New South, Charlotte, NC.

Figure 9-Class Quilt



Example from:

http://torontopubliclibrary.typepad.com/new_to_canada/2012/05/creating-community-through-quilt-making.html

Notes

¹ Tompkins, Gail E. *Language arts essentials*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall, 2006.

² LaBerge, David, and S. Jay Samuels. *Basic processes in reading: perception and comprehension*. Hillsdale, N.J.: Erlbaum Associates; 1977.

³ Pikulski, John and Shane Templeton. "Teaching and Developing Vocabulary: Key to Long-Term Reading Success", *Current Research in Reading/Language Arts* (2004).

⁴ Bonnie B. Armbruster, "Put Reading First: the Research Building Blocks for Teaching Children to Read : Kindergarten Through Grade 3" (*Jessup, MD: National Institute For Literacy, National Institute Of Child Health And Human Development, U.S. Dept.Of Education, 2001*).