



***My City- From Then to Now:
Sequencing the History of Charlotte and its People from the 1550s to the Present***

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This curriculum unit is recommended for:
Social Studies/ 2nd Grade

Keywords: Charlotte, timeline, sequence, industry, town, city, state, history, industry

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

Synopsis: Sequencing the history of Charlotte gives students a chance to research the history of the town in which they reside. This curriculum has five different components that give students the chance to explore identifying the city, state, county, and county in which they live; view through pictures and research how Charlotte has changed over the last few centuries; understand how and why surrounding townships developed as well as develop their own township; identify past and present educational opportunities in the area; create their own timeline from research; and explore industry and buildings that helped build Charlotte into the thriving city it is today. Exploring present higher education opportunities in the area allow students to make early decisions about careers and the education they need to obtain that career. This unit also has opportunities for students to use technology in research and to present their findings. There are many teaching strategies identified throughout the unit that teachers may use while teaching this unit as well as teaching other curriculums. Students are able to research work on their level and make connections with what they are learning and present their findings in multiple ways.

I plan to teach this unit during the coming school year to 23 students in a second grade Social Studies class.

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.

**My City- From Then to Now:
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Sheena S. Burrus

Introduction

The Levine Museum of the New South has a host of exhibits that cater to Charlotte's change over time. The exhibit "Cotton Fields to Skyscrapers" is the basis of the seminar I participated in and aided in the creation of this unit. I want my students to learn the history I learned while participating in this seminar as well as gain an interest in learning more about the city they live in.

Background of School and Demographics

To many of our elementary students, Charlotte has been their only home. They are not quite sure if it is a state, country, city or a town- let alone they have no knowledge about the history of Charlotte or even ideas of where the city is going.

As of the 2010-11 school year, Clear Creek Elementary student population consisted of African-American (33.8%), White (45.2%), Hispanic (15.7%), Asian (1.4%), other (3.9%), and of our population 54.9% were economically disadvantaged.¹ We do have a small Native American population of students and staff. To date, this is still the representation of the school and reflective of my students in my classroom. We are located off of Interstate 485 and Albemarle Road, on the far east side of Charlotte. Usually when the school name is mentioned, the first question a person asks is "Where is that?" We are not very well known in the city but to our suburban community we're a great place for students to matriculate.

Clear Creek Elementary school is over 100 years old and started as a subscription school, meaning students had to pay tuition to attend, in 1902. "The school term consisted of three months of attendance in the winter and six weeks in the summer. This was done so that the 'expense for clothing would not be too high and not to conflict with the harvest.'" In other words, the area in which the school resides was a farming community and the school catered to those families, especially with the schedule. In 1924 the school was settled in its current location, a new building has since emerged but we're still in our original spot.²

I want my students, and all students exposed to this unit, to know that Charlotte has not looked the same way forever; it has evolved over a period of time. What was once a rural area with a one room schoolhouse surrounded by cotton fields is now an area with new homes subdivisions, shopping centers, and a suburb of a major city. We need the

students to know how this area has changed over time and how some areas of major change relate to them.

Objective(s) of Curriculum Unit

The unit is intended for elementary students in the second grade and will grant students the opportunity to (a) learn the city, county, state, and country in which they currently reside and (b) learn and sequence some history of Charlotte and the region from the 1550s to the present. The unit will correlate with objectives from North Carolina's Department of Public Instruction's Essential Standards for Second Grade Social Studies and English Language Arts Common Core State Standards.

Charlotte has definitely evolved over its history and the students need to see and be aware that it hasn't always looked the way it does now- those skyscrapers have not always been there, our school was not always here in this spot, your home has not always been there.

Starting from today's version of Charlotte and moving backwards in a timeline is the vision for this unit simply because students still do not quite have a perspective of yesteryears. Looking at modern day Charlotte and slowly "taking things away"- what if there were no Bobcats? Who were the Hornets? Would this stadium be here? Was there a time when someone with a darker skin color could not enter this building this way? Look at your classroom friends- was there a time when you may not have been friends with these people or even able to go to school with them? Was this road always here and built with concrete? The timeline would get us back to the 1550s.

Lessons and Activities

Students will learn a range of history about Charlotte. The areas this timeline will be focused on are education, buildings, civil rights, and beginnings (of settlements, cities, and towns). These areas were chosen not just because I think my students should know this particular information, but because my students can connect with them in more than one way and I anticipate much interest from the students due to these connections.

The complete unit can last anywhere from 5 to 8 weeks. The pacing is simply a suggestion, and for other classrooms some activities may take longer than in other classrooms. Pace the activities to your students work style. It does not have to be in one sequential order; it can be broken up throughout the school year.

The information and pictures are mostly from the Levine Museum of the New South where the Charlotte Teachers' Institute seminar, "Charlotte as a New South City, Using the Collections of the Levine Museum of the New South," was held. The museum's "Cotton Fields to Skyscrapers" exhibit is an activity that can and should be included in this unit of study so students can have a chance to see the artifacts in person rather than just pictures.

Prior to teaching these components, students should have the math concept of place value and sequencing numbers. There are many activities where students will be ordering years (four digit numbers) from earliest to latest (or, in math terms, smallest to largest). For those students that need help in this area, the opportunity to work with others can aid in their learning.

Component 1 Student Introduction to Geography and Charlotte's History

Each activity in Component 1 should have a single day to complete and should last no longer than one hour. Component 1 will last a total of 2 days.

Activity 1 Activity- City, State, Country

Session Length for this activity will be 45minutes to 1 hour.

The materials needed for this activity include individual pre-cut out current pictures of a map of Charlotte, Mecklenburg County, North Carolina and the United States as well as labels that say "city," "county," "state," "country," "Charlotte," "Mecklenburg," "North Carolina," and "United States of America" (see appendix B). Construction paper or butcher paper will also be needed. There need to be enough materials for however many groups participating in the activity.

Students will work together in groups to complete this activity and the teacher will be a facilitator. From this activity, students will gain an understanding of a city, county, state, and country.

The opening of this entire unit will begin with an activity to see whether students know their city, county, state, and country. Students are to match the labels of city, county, state, and country with the correct picture and names and discuss with the teacher and classmates why they matched the items the way they did. Teachers can challenge the student's knowledge and ask to order- from smallest to biggest- the maps. Using Google Earth, the teacher can guide students into showing them the correct answer. The teacher will start with the school's address to start and move to the city of Charlotte, Mecklenburg County, North Carolina, and the United States, asking questions to move along and have students rearrange their pictures and labels that were a part of the activity. The teacher can also start from the Earth and move smaller to the country, state, and city. The cut outs can then be used to present a poster with the corrected labels and order.

Activity 2 Gallery Walk of Charlotte's Changes

Session length for this activity is 45 minutes to 1 hour.

The materials needed for this activity are exhibit pictures from Levine Museum of the New South, pictures of current notable places or things from Charlotte (i.e. the skyline, Panther's Stadium, I-277 sign, Tryon Street sign, Billy Graham Library, etc.), historic

places in Charlotte (i.e. Rock House ruins, Alexander Plantation, Davis General Store, Johnson C. Smith University, etc.), pictures of Native American tribes specific to the Carolinas, pictures of the first settlers in North Carolina, and other pictures that students may find interesting. The pictures will become a collage of teacher-made posters for the gallery walk. These pictures and the collage will be used throughout the unit of study. Examples of the pictures can be found in appendix C and appendix D. Each student will also need a 5-10 sheets of sticky notes and a pencil.

Students will work in a group for part of this activity and also work independently. The teacher will be a facilitator for this activity.

Students will get an overview of the city of Charlotte and the changes it has endured. The first part of instruction will begin by doing a gallery walk of posters created by the teacher with questions for students to answer and photos for students to comment about. Students can use the strategy of “Turn and Talk” to discuss the questions. They can also write their comments on sticky notes and place it near the picture of interest. Some of the questions may include: What year was Charlotte settled? Who were some of the first settlers in Charlotte? When did Charlotte become a city? How many people live in Charlotte now? What does this picture remind you of? How does this picture make you feel? In addition to the questions, there will be photos for students to take guesses at the year the photo was taken and where in Charlotte it was taken. Photos may include the Independence Building (Charlotte’s first steel-frame skyscraper), children working in cotton mills, the Bank of America tower, plantation workers (slavery), segregation and the civil rights movement, and a current picture of the city’s skyline. Some questions to align with the posters may include: When was this picture taken, Who is in the picture, What is going on in this photo, Where was this picture taken, and How does this picture make you feel? After students discuss and write their answers, they will then get a chance to go back through the gallery walk and see what their classmates have written. Discussions amongst groups and the teacher are carried out through this time to see where the children’s interest lie, find out what they’re thinking, and what they already know.

Component 2 Thematic Activities- Beginnings

Each activity in Component 2 should have 2-4 days to complete and should last no longer than one hour. Component 2 will last a total of 6-10 days.

This component of activities will give students a chance to research and sequence some historic first dates for towns for the United States, Charlotte, and surrounding areas. The founding and incorporation of surrounding towns and suburbs are an important connection for the students. Many of the students have family in the areas and I would like for them to discover when, how and why the suburbs were started. Were these cities started before or after Charlotte? How and why do you think they were founded?

Vocabulary words to discuss prior to the activities include colony, founded, and incorporated. Those years and events include:

- 1492 Christopher Columbus- the United States celebrates Columbus Day, his achievements and landing in North America.³
- 1584 Roanoke Island- English explorers first settled colony in America, on the coast of present day North Carolina.⁴
- 1550s Native Americans-“before the arrival of the European settlers, there were more than one hundred thousand Native Americans living in present day North Carolina.” There are students in my class that are members of the Lumbee tribe. While the Lumbee are not prominent in the Charlotte area, they are the largest tribe in North Carolina.⁵
- 1607 Jamestown- the first thriving English Colony⁶
- 1620 Pilgrims arrival in Plymouth⁷
- 1655 First Carolina Resident- Nathaniel Batts who was a trader with the Native Americans⁸
- 1755 Charlotte Founded⁹
- 1796 Concord Founded¹⁰
- 1872 Pineville Incorporated¹¹
- 1877 Huntersville Incorporated¹²
- 1879 Matthews Incorporated¹³
- 1971 Mint Hill Incorporated¹⁴

Activity 1 Research on Beginnings

Session length for this activity is 45 minutes to 1 hour for a span of 2-4 days each session.

The materials needed for this activity include laptop or tablet with internet access, books listed in student materials, student daybook or journal, pencil, QRC code generator (such as qrstuff.com or goqr.me), QRC Code reader, timeline worksheet (found in appendix E).

For this activity, students will be cooperative learning in pairs to research the dates listed above. The books listed in student materials can have the pages with important information bookmarked with a sticky note, with copyright permission the pages can be copied for students to read, or alternative websites can be used. The websites listed in the student materials list can be made into QRC Codes so students can simply scan using their tablet to get to the needed page. This will take some advanced teacher preparation time. Students will use the timeline worksheet (found in appendix E) to note their answers. Once the research is complete, students will check their answers with the answer sheet.

Activity 2 Creating a Timeline

Session length for this activity is 45 minutes to 1 hour for a span of 1-2 days each session.

The materials needed for this activity include laptop or tablet with internet access, books listed in student materials, student daybook or journal, pencil, Quick Response Code (QRC) generator (such as qrstuff.com or goqr.me), Quick Response Code (QRC) reader, timeline worksheet (found in appendix E), printer and/or copier, printer paper, butcher paper, samples of timelines (teacher made or bought), colored pencils.

For this activity, students will use their timeline worksheet and dates from the previous activity to make a timeline of the beginnings dates. Students will have access to the materials they used to research so they may request copies of pictures for their timeline. Students will sequence the dates and events from earliest to latest and create their own timeline using their chosen materials. Student created timelines will be displayed for others in the school to view.

Activity 3 Create a Town

Session length for this activity is 45 minutes to 1 hour for a span of 2-3 days each session.

The materials needed for this activity include laptop or tablet with internet access, books listed in student materials, student daybook or journal, pencil, timeline worksheet (found in appendix E), Create a Town worksheet (found in appendix E), printer and/or copier, printer paper, butcher paper, colored pencils, writing paper.

For this activity, students will create a town of their own using the Create a Town worksheet (found in appendix E) to guide them. They will answer the questions “Who founded the town?” “What is the name of the town?” “What’s significant about the name?” “Why was this town founded?” “What year was this town founded?” and any other information they would want people to know about their town. Other information can include historical buildings in the town; is it a city, suburb, or small town; surrounding towns, major roads and where they lead to. The worksheet is a guide that will lead them into writing their own paper about their town. They can use colored pencils or other art materials to draw a picture of the town, too. Students can have time to present their town to the class with their information they created.

Component 3 Thematic Activities- Education

Each activity in Component 3 should have a single day to complete and should last no longer than one hour. Component 3 will last a total of 6-12 days.

This component of activities will give students a chance to learn and sequence events associated with education and Charlotte. The students of today do not have an understanding that schools of today have not always had several hallways, multiple classrooms, a gym, a cafeteria, and all of the places they do today. The schools also did not have the students that it is comprised of today. Some vocabulary words to discuss prior to the activities include segregation, desegregation, racism, education, grade school, higher education. This component has students researching the following educational ties of Charlotte:

- 1771 First College- Queens College
- 1876 First University- Biddle University (Johnson C Smith University)
- 1873 First Grade School for children to be educated
- 1924 Clear Creek Elementary Established
- 1957 Dorothy Counts
- 1971 Swann vs. CMS

Activity 1 Research on Education Events

Session length for this activity is 45 minutes to 1 hour for a span of 1-2 days each session.

The materials needed for this activity include laptop or tablet with internet access, books listed in student materials, student daybook or journal, pencil, QR code generator (such as qrstuff.com or goqr.me), QR Code reader, education events to read for listed for the whole class to visibly view.

For this activity, students will be cooperative learning in pairs to research the dates listed above. The books listed in student materials can have the pages with important information bookmarked with a sticky note, with copyright permission the pages can be copied for students to read, or alternative websites can be used. The websites listed in the student materials list can be made into QRC Codes so students can simply scan using their tablet to get to the needed page. This will take some advanced teacher preparation time. Students can take note in their daybooks or journals the answers they find to the events. The pairs can even have distinguished maker colors and write their guesses on the poster once answers are found (graffiti writing). Once the research is complete, students will check their answers by teacher and/or students verifying by reading where they found answers to each event.

Activity 2 Creating a Timeline

Session length for this activity is 45 minutes to 1 hour for a span of 1-2 days each session.

The materials needed for this activity include laptop or tablet with internet access, books and items listed in student materials, student daybook or journal, pencil, QRC code

generator (such as qrstuff.com or goqr.me), QRC Code reader, education events notes and poster, printer and/or copier, printer paper, butcher paper, samples of timelines (teacher made or bought), colored pencils.

For this activity, students will use their education worksheet and dates from the previous activity to make a timeline of the education dates. Students will have access to the materials they used to research so they may request copies of pictures for their timeline. Students will sequence the dates and events from earliest to latest and create their own timeline using their chosen materials. Student created timelines will be displayed for others in the school to view.

Activity 3 Comparing Schools from Then to Now

Session length for this activity is 45 minutes to 1 hour for a span of 1 day each session.

The materials needed for this activity include the story *School Then and Now* by Robin Nelson, a Venn diagram worksheet for each student or group (appendix E), a giant Venn diagram for students to follow as example, markers to write on the diagram, pencils for students to write with.

For this activity, students will listen to the story *School Then and Now* by Robin Nelson. The teacher will model think aloud questions while reading the story to the class, asking such questions as “Is this the same as we have in our schools now? How so? How is it different? Have I seen things like this before?” After the reading, students will discuss with their groups two things they found that are the same and something that is different about the schools back then and schools now. After the group discussion, the discussion will become a whole group discussion with the teacher modeling how to fill out the Venn diagram, giving at least two examples for each section of the diagram. Students can copy the same examples from the teacher’s Venn diagram and then move back into cooperative learning groups and add at least 2 more facts to each section. The facts can come from the book read today or from any of the facts learned in previous day’s activities.

Activity 4 How Would It Be Different?

Session length for this activity is 45 minutes to 1 hour for a span of 1 day each session.

The materials needed for this activity include education events notes, student daybook or journal, pencil, the story *School Then and Now* by Robin Nelson, completed Venn diagram worksheet, books and items listed in student materials

For this activity, students will reflect on what they have learned about education in Charlotte prior to today. They will then write a piece on ways school might be different if Dorothy Counts did not take the action she did, if Clear Creek did not exist, if Queens

College or Biddle University were not created, and other reflective thoughts. The writing can take place in the student daybook or journal.

Activity 5 College Bound

Session length for this activity is 45 minutes to 1 hour for a span of 2-3 days each session.

The materials needed for this activity include laptop or tablet with internet access, websites for Johnson C. Smith University, Queens University, Central Piedmont Community College, University of North Carolina- Charlotte, Johnson & Wales University, Gardner Webb University, and other universities that may be of interest to students. Students will also have a guided questions college to help them in the activity (the questions can be poster size or typed on a handout: what do you want to be when you grow up? What subject do you think you will need to be good at? Which college interest you and why? What major will you need for your future job?) that will help guide them in this activity.

For this activity, students will make a decision on what career they would like to have when they grow up. Remind them, that their future career may not exist right now and will be created later (they may even create the career!). The students in this class will be graduating from high school in 2024, so prior to their career they may have to go to a college or university to learn more about their job. Students will need to research the schools to see what they would need to study for their career, decide on which school to attend, what their major would be, and why they chose that school. While students are becoming familiar with school in the Charlotte area, it is open for them to research other schools they have heard about or are interested in. They will keep notes on their in their student daybook or journal.

For the second half of this activity, students will find a creative way to present their future college plans. They can create a poster or a slideshow presentation, or make a book or brochure that includes the notes from their daybook journal. If class time is not an option to get the assignment complete, this can be assigned as a homework project to be done at home and returned by a certain date.

Component 4 Thematic Activities- Industry and Buildings

Each activity in Component 4 should have 1-3 days to complete and should last no longer than one hour. Component 4 will last a total of 3 days.

This component of activities will have students learning about the industry that built Charlotte and the buildings that were once in the area associated with industry and some buildings that are still in the area today. Some vocabulary words to learn prior to this

component include industry, mills, energy, skyscraper, and mint (in reference to money). The years and industry or buildings associate with the year included are:

- 1779 Gold Rush¹⁵
- 1890s Mill buildings
- 1900s Catawba Power Company (now called Duke Energy)¹⁶
- 1834 North Carolina State Bank- Charlotte's first bank¹⁷
- 1908 Independence Building on Trade and Tryon streets was the tallest steel skyscraper on the state¹⁸
- 1837 Mint building¹⁹
- Bank of America Building²⁰

Activity 1 Research and Timeline

The session length for this activity is 45 minutes to 1 hour for a span of 2 to 3 days.

The materials needed for this activity include laptop or tablet with internet access, books listed in student materials, student daybook or journal, pencil, QRC code generator (such as qrstuff.com or goqr.me), QRC Code reader.

For this activity, students will research the dates associated with buildings and industry in Charlotte. Since students, by now, have created and researched quite a few timelines, they should be able to complete this as an independent learning activity. This also gives them the creativity and freedom to research the way they enjoy and display their work the way they want as well.

Component 5 Other Subjects to Research and Closing Activities

Each activity in Component 5 should have 1-3 days to complete and should last no longer than one hour. Component 5 will last a total of 3 days.

This component of activities will have students creating a timeline about their lives as well as three to four points of interest they learned about Charlotte from the unit.

Charlotte has so much history within its boundaries; our children simply need to be introduced to the history. Here are some other dates and topics students can research and compare to their lives:

- 1863 Emancipation Proclamation- End of slavery in United States of America
- Late 1890s Charlotte segregation & Jim Crow laws
- 1957 Dorothy Counts enrolling in Harding High School
- 1971 Swann Decision bussing to integrate
- 1983 First Black Mayor
- 1988 Charlotte Hornets

- 2010 Charlotte Bobcats
- 1993 Carolina Panthers
- 1887 First Streetcar
- 1900 First Car in Charlotte
- 2007 Light Rail's first run

Activity 1 Post Unit Assessment

Session length for this activity is 45 minutes to 1 hour for a span of 2-3 days each session.

The materials for this activity include all previous materials from past components of the unit.

For this activity, students will end the unit with a photo and caption timeline with history of Charlotte. They will have the option for it to be electronic (PowerPoint), poster form, or a scrapbook form. They can create the timeline using three to four items of their interest and pick at least one more for the component 5 list. There must be a caption, picture, and year with each event as well as events sequences from past to present.

Activity 2 Post Unit Assessment

Session length for this activity is 45 minutes to 1 hour for a span of 2-3 days each session.

The materials for this activity include poster paper, butcher paper, slideshow presentation, computer with internet, pictures of student and significant events of students

For this activity students will make their own timeline of their important events. There is a freedom of choice as to how they will represent their timeline- poster paper or slideshow presentation. They need to have at least 1 event per age (something as simple as just a birthday and turning one year older).

Activity 2 Homework

This last activity is a homework assignment for students and parents to go on an “Urban Explorers Scavenger Hunt” where they can locate important buildings, streets, and places where certain events took place. Some places to look for include:

- Bank of America Building
- Trade and Tryon Intersection
- Levine Museum of the New South
- First Ward Elementary School
- Reed's Gold Mine
- Reedy Creek Park

Strategies

Cooperative learning (turn and talk)

This is when students work in pairs and talk to their partner to complete the activity at hand.

SIOP Sheltered Instruction Observational Protocol

There are many English Language Learners in Clear Creek Elementary school and in the second grade class that will receive this unit. The SIOP Model is a research based sheltered instruction model of activities and plans teachers can use to help increase knowledge and communication skills primarily for English Language Learners, but can benefit all students. This includes writing word (vocabulary and stories) and having students follow along, cloze reading activities, pictures and diagrams, translation of words and other strategies.

Independent learning

Students complete the work or research independently.

Integration of lessons using the multidisciplinary integration method

Teachers who use this approach organize standards from the disciplines around a theme. This will be a themed based unit that primarily integrates Social Studies and English Language Arts but will also include math, science, research skills, thinking skills.

Guided reading level

Students can read the information on their independent reading level. Teacher can take information and rewrite it to a kids reading level. The text used and noted in the end notes can be a great resource to create reading on a student's reading level.

Read Aloud

A text that the teacher or speaker reads aloud to students. Students may or may not have a book to follow along.

Journals/ Student Daybooks

Students keep notes in this notebook on a daily basis. The notes can include reflections on activities, opinions on things, or facts

Pictures and Diagrams

Learning is enhanced when pictures, diagrams and examples are used in learning activities. With examples, students have a chance to see what great work looks like and

decide if they will try to accomplish the task. Pictures and diagrams help students visualize situations and events more clearly.

Technology

Technology includes tablets and/or computers with internet access, Microsoft suites, even pencil and paper. Twenty First Century learners are expected to learn how to use technology successfully; therefore, this unit will have technology activities embedded for these learners.

Classroom Materials

Projector connected to a computer with internet
Computers, laptops connected to internet with Microsoft PowerPoint
Art Supplies (Crayons, colored pencils, pencils, glue sticks, scissors)
Poster Paper or Butcher Paper
White Board and markers
Sticky Notes

Annotated Student References and Materials

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A history of the Native American culture in the Southeast.
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The eyes of segregated South Carolina in the 1950s through an eight year old African American boy.
- Booth, Margaret Barker. *Treasure in the city*. S.l.: Lulu Press, 2011.
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- Gilbert, Donna, Kim Allman, and Inc Trolley. *The Charlotte Trolley and the full moon adventure*. Charlotte, NC: Charlotte Trolley, Inc., 2001.
Charlotte's first Trolley journey taken by a little boy and little girl.
- Hershey, Kathleen, and Jeanette Winter. *Cotton mill town*. New York: Dutton Children's Books, 1993.
A young girl speaks of visiting family in a Cotton Mill town.
- Hopkinson, Deborah. *Up before daybreak: cotton and people in America*. New York: Scholastic Nonfiction, 2006.
A story about men, women, and children that worked in the cotton mill industry.
- Nichols, John. *The story of the Charlotte Bobcats*. North Mankato, MN: Creative Education, 2006.
History about the Charlotte Bobcats, how they arrived to Charlotte and their first season.

Stauffacher, Sue, and John Holyfield. *Bessie Smith and the night riders*. New York: G.P. Putnam's Sons, 2006.

Taking place in Concord, legendary jazz singer Bessie Smith's encounter with the Ku Klux Klan in 1927

Trumbauer, Lisa, and Gail Smith. *Living in a city*. Mankato, Minn.: Capstone Press, 2005.

The perks and adventures of living in a city.

Trumbauer, Lisa, and Gail Smith. *Living in a suburb*. Mankato, Minn.: Capstone Press, 2005.

The difference of living in a suburb and city.

Winthrop, Elizabeth. *Counting on Grace*. New York: Wendy Lamb Books, 2006.

Twelve year old Grace and working in a textile mill in Vermont.

Teacher References

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Appendix A

Implementing North Carolina Essential Standards and Common Core Standards

North Carolina Essential Standards for Second Grade Social Studies

2.H.1 Understand how various sources provide information about the past.
Students will use internet text, teacher created text, newspapers, and pictures to research the past and present about Charlotte.

2.H.1.1 Use timelines to show sequencing of events.
Once students have completed research, they will sequence their events and create their own timeline. The timeline can be paper based or computer generated.

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.
While researching history of Charlotte, students will also learn of important people that contributed to make Charlotte what it is today. They will identify these people through their many modes of research.

2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.
Many photographs will be used from the Levine Museum of the New South. Students will have a chance to discuss what they think and feel from seeing the pictures and research will reveal when the photographs and interviews were conducted.

Common Core State Standards for Second Grade Literacy

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Students will become acquainted with text features during their research. Text features will help them easily find/scan for information they need.

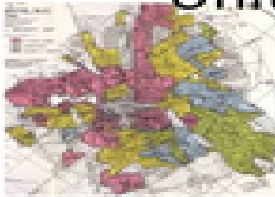
CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Students will create projects individually and as a group on the research they conducted.

CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
When asked about a Charlotte event, students will be able to use their resources to find the answer or recall the answer from memory with confidence.

Appendix B

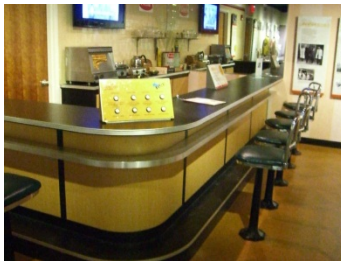
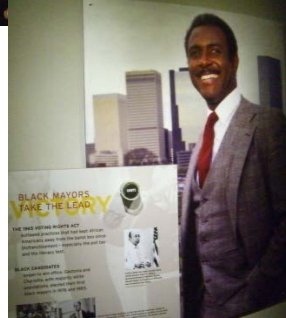
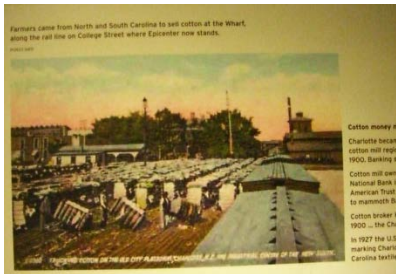
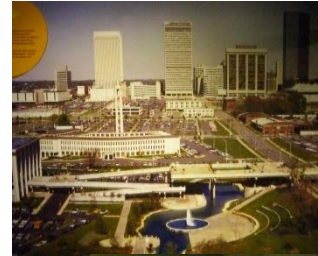
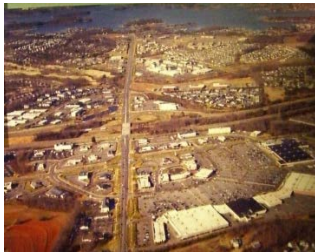


city county state country
Charlotte Mecklenburg
North Carolina
United States of America



Appendix C

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



Appendix D



Appendix E

Name _____ Date _____

Beginning Timelines Worksheet

Find the year that each event happened. Use the resources provided in the classroom.

_____ Native Americans

_____ Christopher Columbus landed in North America.

_____ First colony settled in Roanoak Island

_____ Jamestown as the first thriving English Colony

_____ Pilgrims arrival in Plymouth

_____ First Carolina Resident- Nathaniel Batts, a trader with the Native Americans

_____ Charlotte Founded _____ Concord Founded

_____ Pineville Incorporated _____ Huntersville Incorporated

_____ Matthews Incorporated _____ Hill Incorporated

Name _____ Date _____

Create Your Own Town

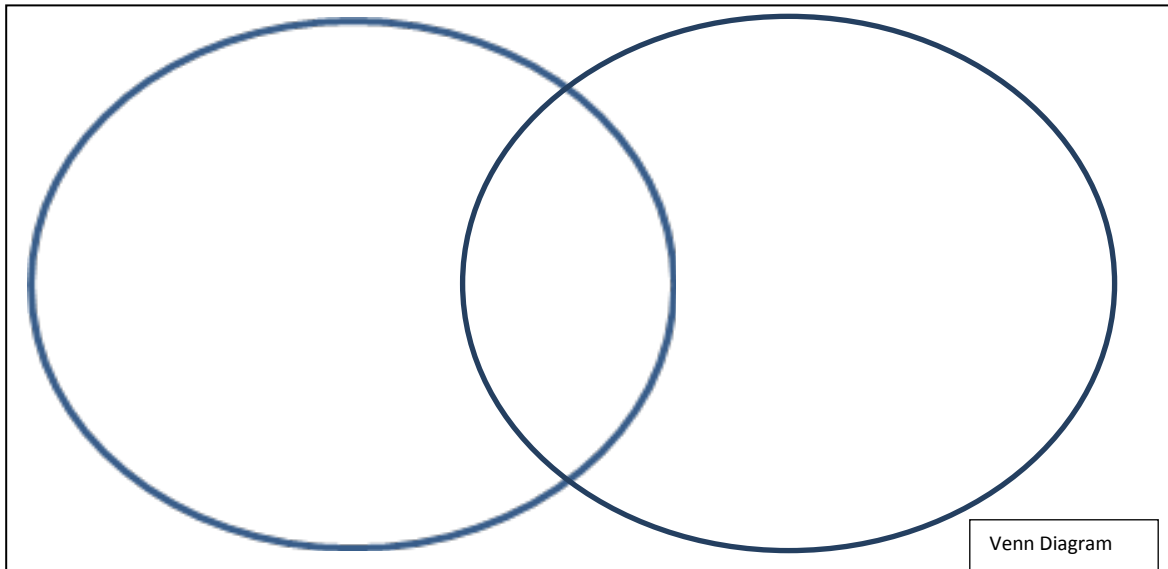
Who founded the town? Year? _____

What is the name of the town? _____

What's significant about the name? _____

Why was this town founded? _____

Write any other information you want people to know about your town on the back of this sheet. Use the "About 'Town'" pages we read this week to guide you.



Endnotes

¹ Charlotte Mecklenburg Schools. "Clear Creek Elementary School." School Progress Report 2010-11. <http://www.cms.k12.nc.us/cmsdepartments/accountability/spr/Progress%20Reports/2010-2011/Clear%20Creek%20Elementary%20School.pdf> (accessed October 14, 2013).

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³ A&E Television Networks. "Columbus Day." History.com. <http://www.history.com/topics/columbus-day> (accessed November 24, 2013).

⁴ Jerry Cashion, "First Immigrants: Native American settlement of North Carolina," *Tar Heel Junior Historian* (Spring 1995).

⁵ "History and Culture of the LumbeeTribe." LumbeeTribe. http://www.lumbeeTribe.com/~lumbeetr/index.php?option=com_content&view=article&id=172&Itemid=27 (accessed October 26, 2013).

⁶ "Jamestown: First English Colony in America." Jamestown: First English Colony in America. <http://www.socialstudiesforkids.com/articles/ushistory/jamestown.htm> (accessed October 24, 2013).

⁷ "Who Were the Pilgrims?." Plimoth Plantation |. <http://www.plimoth.org/learn/just-kids/homework-help/who-were-pilgrims> (accessed October 24, 2013).

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¹⁰ "Historic Facts." Concord North Carolina High Performance Living. <https://www.concordnc.gov/Visitor/Historic-Facts> (accessed October 26, 2013).

¹¹ "The Charlotte - Mecklenburg Story - History Timeline." The Charlotte - Mecklenburg Story - History Timeline. <http://www.cmstory.org/history/timeline/default.asp?tp=10&ev=200> (accessed October 24, 2013).

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¹³ "History/About." Town of Matthews North Carolina. <http://matthewsnc.gov/AboutMatthews/HistoryAbout.aspx> (accessed October 26, 2013).

¹⁴ "Town History and Information." Town of Mint Hill, NC. <http://www.minthill.com/index.aspx?nid=137> (accessed October 26, 2013).

¹⁵ "Reed Mine." Reed Mine. <http://www.reedmine.com/> (accessed November 25, 2013).

¹⁶ "Our History." -Duke Energy. <http://www.duke-energy.com/about-us/history.asp> (accessed October 25, 2013).

¹⁷ Thomas W. Hanchett, *Sorting out the New South City: Race, Class, and Urban Development in Charlotte, 1875-1975* (Chapel Hill: University of North Carolina Press, 1998).

¹⁸ Wikimedia Foundation. "Independence Building (Charlotte)." Wikipedia. [http://en.wikipedia.org/wiki/Independence_Building_\(Charlotte\)](http://en.wikipedia.org/wiki/Independence_Building_(Charlotte)) (accessed October 25, 2013).

¹⁹ Hanchett, *Sorting*.

²⁰ Wikimedia Foundation. "Bank of America Corporate Center." Wikipedia. http://en.wikipedia.org/wiki/Bank_of_America_Corporate_Center (accessed October 25, 2013).