Nuestro vecindario: an oral geography of Latino Eastside Charlotte

Matthew Kelly

Introduction

Students will interview Spanish speaking peers and community members about their experience as Charlotteans. Going beyond push and pull factors and migration narratives, students will probe for insight into the coalescence of Spanish speaking communities. What are the important institutions or practices that bind an immigrant community together? What are the places people gather where a sense of community is created and reinforced? Students will compare the anecdotal evidence drawn from interviews with the information given in the background lessons. Students will use census data to map out the concentration of their own ethnicity or ethnicities in their own neighborhood. They will then identify important community institutions in their own lives and will map these as well. Students will then interview Spanish speaking student volunteers to compose a brief oral history of their volunteers and then map out their volunteers' neighborhoods, showing where they live, shop, recreate, worship and work. Students will also use census data to map out their volunteers' neighborhoods by language use and national origin. In the end, students will form a clearer and more personal view of Latino life in their own community while meeting Essential Standards goals for cultural competency and using target vocabulary for Intermediate Spanish in authentic situations.

Students will begin to create a portrait of Latino Eastside Charlotte. They will ask their interviewees about the community institutions and landmarks that create community. They will map out community organizations, such as service organizations, houses of worship, and sports leagues. They will map retail outlets, such as grocery and clothing stores. They will map out destinations for work and for recreation. Students will do this for each individual interviewee and will combine their data to build a class map showing the places important to all the interviewees. If the pool of interviewees is large enough, patterns will emerge from the collected data suggesting patterns of neighborhood interaction.

The language competencies students will require in the course of the self analysis, interview process and production of the final project are closely aligned with the American Council on the Teaching of Foreign Languages proficiency guidelines for the Intermediate Mid level, associated with 540-600 total instructional hours. This corresponds to Level IV in the Charlotte Mecklenburg Schools World Languages curriculum guidelines.

Rationale: From "Problems" to "Assets" to Neighbors

There is a bulletin board in my room featuring an outline of the United States with the caption superimposed, "*El país invisible: 50.5 millones de hispanos; 35 milliones de*

hispanohablantes." ("The invisible country: 50.5 million Hispanics; 35 million Spanish speakers.)[1] I was explaining to my Spanish III class that the United States has more Hispanics than Spain, and more Spanish speakers than Peru. A young man spoke up. "But Mr. Kelly," he said, "that's exactly why we need to send them home. There's too many of them. Even if we cut off immigration they're just going to make more."

"Home?" I said. "They are home. More than sixteen million don't even speak Spanish at home. There's no other home to send them to, not that many people. Besides, people born here are U.S. citizens. Puerto Ricans are U.S. citizens already, and there are more of them here than there are in Puerto Rico." (In fact, a majority of Latinos in Charlotte are U.S. citizens.[2])

"But Puerto Ricans can't vote," he said. "They're a territory, not a state."

"They're still U.S. citizens," I said.

"No, you don't get it," he said. "They can't vote, meaning we could take away their citizenship and they couldn't say anything about it. Every Hispanic needs to go home. Legal, illegal, wherever they were born. We can't afford one. We're overpopulated and they reproduce too much." The student speaking came from a cosmopolitan and cultured household. He had extensive travel experience, domestically and abroad. He had been to Spanish speaking countries. Yet, he'd never formed any personal connection to his Latino classmates, team mates or neighbors; he still felt certain people didn't belong. He was advocating for the deportation of U.S. citizens of Spanish speaking descent—precisely the program of forced repatriation Mexican Americans endured in the 1930s, when tens of thousands of Americans of Mexican ancestry were removed to Mexico.[3]

The following block, as an exercise for the Days of the Dead, Spanish II students were writing obituaries in Spanish for servicemen and women killed in Iraq and Afghanistan. A student stood up and yelled when she realized the soldier she was writing an obituary for was a Mexican citizen who had been in the process of applying for U.S. citizenship when he was killed by a roadside bomb. "Y'all, he was a Mexican! He wasn't even American! Mexicans are getting blown up for us while y'all sit home playing Call of Duty on the Xbox!" She paused for a moment. "We need to do something different," she said. "We're not treating them right."

Some students are making a connection to their Spanish speaking and Latino neighbors and some students aren't. There's no easy predictor of what kinds of life experience and interactions will foster a sense of empathy and common identity. We have a unique challenge in the world languages, particularly as teachers of Spanish. Math teachers have to work against their students' ignorance of math, and history teachers have to work against their students' low historical and geographical awareness. They don't have to contend with politicized polemic against historians or a widespread bias against mathematicians. In an area where the affective domain is so important, Spanish teachers have to work against sometimes deep seated resentment towards the people whose very presence is the reason our jobs as Spanish teachers exist.[4] That sense of empathy is not

just a good feeling we want to cultivate. For many students, empathy for Latinos and a positive regard for Latinos as members of the community will be a major factor in their success as learners of Spanish.

There is a tendency in public discourse for Latino immigrants to Charlotte to be treated as either economic “assets” or social “problems”.[5] My expectation is that a series of interactions with native speakers from their own communities will not only build students' language skills--which it should--but will also help students meet the cultural competency objectives laid out in the Essential Standards. It is my further hope that the specific goal of this unit, mapping out the lives of immigrants as neighbors and members of the community, will help build the sense of empathy that makes language acquisition possible. In the end, the goal is to help my students experience their Latino schoolmates not as “problems” or “assets”, but as neighbors.

Background: Student Body, Neighborhood Characteristics, and the Latino Eastside

I teach in the Academy for International Studies, a magnet program housed at Independence High school in Charlotte, North Carolina. The magnet program was started with a grant from the Asia Society and operated for many years with the Asia Society’s International Studies Schools Network, but our membership in the International Studies Schools Network ended at the close of the 2011-2012 school year. There are 393 students enrolled in the program. The ethnic makeup within the magnet program is approximately 70% white, 13% black, 7% Hispanic, and 4% Asian, with the remainder of mixed background or not reporting.

Independence is and has been a large urban high school. Our high school serves roughly 2,000 pupils, as opposed to the average high school enrollment for our district, 1,251; we are more than twice the size of the average high school statewide, at 829 students. Class sizes are larger than the district and state averages as well. Nonetheless, our percentage of students scoring at or above grade level in English I, Algebra I and Biology I significantly leads the district and state averages.[6]

For the better part of a decade the school was upwards of eighty percent African American. Recent redistricting has meant a shift in school demographics and culture. In the 2010-2011 school year, out of 2,036 students, 810 (39.7%) were black, 695 white non-Hispanic (34%), 375 Hispanic (18%), 97 Asian or Pacific Islander (4.8%), 58 two or more races (2.8%), and 11 American Indian or Alaskan native (.5%).[7] A much larger segment of the school population is now drawn from majority white, but not exclusively white neighborhoods immediately surrounding the campus.

Of 2,036 students, 1120 qualified for free or reduced lunch in 2010-2011. Median sale price of homes in the approximate vicinity dropped 30% of their value from 2008 to 2011. Distressed home sales for the area for 2011 represented 35% of total sales.[8]
In much of the area my school serves, median household income decreased by as much as 20% from 2000 to 2010.[9] A significant portion of my school’s zone consistently votes Republican at rates higher than the rest of the county by a margin of ten points or more.[10]

The neighborhoods my volunteers will be drawn from are interesting from the point of view of the subject matter. There are three major areas of Latino settlement in Charlotte: North Side, Southwest, and Eastside. The school assignment area for Independence High School sits squarely in the Eastside.[11] [12] Relative to the other two settlement areas, the Latino Eastside of Charlotte has the highest rate of United States citizenship, 45.7%, versus 42.3% for the North Side and 34.4% for the Southwest. It also has the lowest rate of foreign birth, 59.6% as opposed to 61.7% for the North Side and 70.1% for the Southwest. Eastside Charlotte also has the highest Latino concentration of the three areas, at 24.1% of the total population. [13] Eastside Charlotte is, in some ways, less established as a residential settlement area than the Southwest; it emerged later and long had a higher proportion of recent arrivals and a lower proportion of women and families.[14] However, availability of affordable retail and commercial space, especially along Central Avenue, led to the growth of a significant economic and cultural presence on the Eastside. Heather Smith and Owen Furuseth call this "ethnic infrastructure": ethnic restaurants and groceries, Latino-oriented retail outlets and service providers, and community organizations.[15] The concentration of Latino-oriented commercial and community activity along with residential settlement makes the Eastside an especially promising setting for mapping patterns of Latino community life.

Content Objectives: Charlotte as a New Immigrant Gateway

During the early twentieth century, certain cities emerged as points of entry and settlement for large immigrant communities. Some cities, like St. Louis, were major settlement centers for immigrants in decades past but no longer are today.[16] Others, like New York and Chicago, emerged as major centers for immigrant settlement and continue to be so today.[17] Settlement during the early 1900s in these cities followed a distinctive pattern. Immigrants tended to take root in center cities, near places of employment, and tended to settle in well defined ethnic enclaves. Following the Second World War, cities such as Miami and Los Angeles also emerged as settlement centers for immigrants. In any case, a spatial move away from the city towards the suburbs represented a social, linguistic, an economic move as well—towards assimilation, economic success, and greater use of English.[18]

While New York, Chicago and Los Angeles are still major destinations for immigrants settling in the United States, new patterns have emerged since the 1990s. By the year 2000 one third of all newcomers to the U.S. were settling outside of traditional immigrant destinations. New immigrant gateways have experienced precipitous growth of both native and immigrant populations.[19] Unlike past waves of immigrants, new immigrants are less likely to settle in densely populated center city areas. Of immigrants living within metropolitan areas, more foreign born individuals now live in suburbs than in cities.[20]

A number of new immigrant gateways are in the South, including Atlanta, Greensboro, Winston-Salem, Raleigh-Durham, and of course Charlotte, North Carolina.[21]

Fifty years ago, I doubt that anyone would have predicted the South would become an attractive destination for large numbers of immigrants. As Andrew S. Moore describes the Protestant South prior to World War II, even native-born white Catholics from elsewhere in the U.S. were considered aliens and foreigners and were subject to ostracism.[22] Yet, the decades following 1945 brought great demographic changes to the South largely through domestic migration. The Catholic population of North Carolina, South Carolina and Georgia doubled and in some cases even tripled, both a whole number and as a percentage of the population.[23] I suspect this wave of "immigrants" to the South—largely the children and grandchildren of immigrants who settled in traditional gateway cities in the North—played a major role in the opening of Southern society. Nativist sentiment still exists in the South, and indeed may be resurgent.[24] Nonetheless, the South is less of a closed society than it was in the 1940s, and I think it important to view the influx of Latinos to the South as part of a wider trend in demographic change.

The period of Catholic migration to North Carolina saw the growth of what would become Charlotte's Latino establishment. These early arrivals in the 1970s were largely an elite group hailing from Cuba, Puerto Rico, and South America.[25] This initial wave did not grow quickly; according to U.S. Census data, from 1980 to 1990, the Latino population in Mecklenburg County went from 3,091 to just 5,571.[26] 1990 marks a watershed. In Mecklenburg County, the Latino population grew 1,500% in twenty years, from 1990 to 2010.[27] However, this new wave was a very different group from the nucleus of Latino elites that comprised the initial settlement group.

Jess George is the executive director of a leading North Carolina Latino advocacy organization, the Latin American Coalition based here in Charlotte. She points out that the Charlotte skyline visible today was created by the labor of brown hands. During uptown Charlotte's construction boom at the end of the 1990s and the start of the 2000s, thirteen skyscrapers went up in the space of five years.[28] The skyscrapers were built to attract businesses and a new influx of upper class and middle class residents. The growth of the commercial sector and the influx of professionals and skilled workers—the people the city was trying to attract—led to additional demand for laborers in the construction and service sectors as new shopping centers were built and new housing developments erected, each with a lawn to be manicured. As the city attracted a flood of young professionals, it also attracted the people who would shelter them, feed them, clean up after them and raise their children—mostly, immigrant workers.[29]

Unfortunately, as community organizer Jess George notes, inhospitable economic times create a hospitable climate for prejudice.[30] Our challenge as a community in Charlotte is to help people realize that if we wish to build vast expanses of high-end brick and stucco houses, we need an army of people who can lay brick and mix stucco. Manicured lawns do not manicure themselves. Moreover, we need to accept that today's immigrants do not—or need not—comprise a caste of manual laborers. My own immigrant great-grandfather worked the coal fields of Pennsylvania; his son worked in a garage from his teens until he died in his fifties and never learned to read. My father, in turn, is a university professor. Today's Latin American immigrants arrive more, not less,

acculturated and readily integrated than the European immigrants of years past. Spanish has a greater lexical similarity with English than does Polish. In many parts of rural El Salvador, children grow up celebrating Thanksgiving on the fourth Thursday in November, thanks to a generation of economic and cultural ties to the United States. There is no reason to relegate today's immigrant families to trajectories different from that of my own.

Teaching Strategies: Narrative Structure in the Question Writing Process

Narrative structure can be a powerful tool for educators to give structure and coherence to a variety of learning activities.[31] Not only does a narrative structure in the interview process translate well into a more cohesive final narrative, but some second language acquisition research suggests that more highly structured tasks promote greater learner fluency.[32] The dramatic arc narrative structure (introduction, rising action, climax, falling action, resolution) offers a good outline for the structure of an oral history interview.[33] In the Introduction, students will introduce themselves to the volunteer drawn from our school's English as a Second Language program. The Biographical Profile (Rising Action) portion of the interview will consist of simple questions collecting basic personal data. The Migration Narrative (Climax) section will explore elements of the volunteers' personal stories of how they arrived in Charlotte as they wish to share them. The Geographical Profile (Falling Action section of the interview will collect details of the places in Charlotte significant to the volunteer. Finally, in the Conclusion (Resolution), students will thank their volunteers for their participation and ask if there are any questions the interviewers should have asked but did not.

Effort put into question writing is a worthwhile investment. Good question writing can turn a reticent interviewee into an eager informant and turn a willing but laconic source into a fountain of information. Half a class period—even a full class period—would be well spent in preparing interview questions. Divide the students into the groups that will conduct the interviews and have them prepare an organized set of questions ahead of time. Give clear guidelines as to the types of questions that will go in each section.

Present students with the structure of the interview and have them script an outline of what they will say. I recommend using the Interview Information Form on page 50 of *The Smithsonian Folklife and Oral History Interviewing Guide*, translated into Spanish, as a starting point for students' question writing process.[34] Such a document would provide a useful starting framework. During the question writing session, allow members of the different interview groups to circulate and "steal" best questions or ideas from other groups.

Prepare students for the necessity of asking improvised questions as new information comes up. This is not only crucial for eliciting a good story from the interviewee, but is also important for language development. While some research suggests that highly structured tasks such as the question writing process here build fluency in language learners, the same research suggests that more improvisational tasks promote growth in language complexity.[35]

Classroom Activities

The Autobiographical Profile and Geographical Self Portrait

Classroom activities are closely tailored to fit the North Carolina proficiency standards for Spanish IV, which in turn are oriented towards the American Council for the Teaching of Foreign Languages proficiency standards for the Intermediate Mid level. Tasks such as conversations related to everyday activities, use of digital media to present information in the target language, and using detailed questions to exchange information are all part of the skill set students should master at this juncture in their linguistic development.

Students will write a brief biographical profile in Spanish. In the first paragraph they will provide name, age, place of origin, length of time living in Charlotte, and living situation (alone, with parents, with family other than parents, and so on). They will briefly describe their hobbies, interests, extracurricular activities and any employment. In the second paragraph, they will describe the places important to them: where they go to school, work, shop, eat, recreate, socialize, worship and so on. In the third paragraph, they will talk about one place in Charlotte important to them. Students may also use the Census Bureau's Fact Finder service to discover an array of neighborhood characteristics such as language use, average income and education level.

The Interview

This unit flows from the intersection of three disciplines: world languages instruction, geography and population studies, and oral history. Oral history occupies a particular space as a mode of inquiry in its own right as a genre of literature and as a primary source for other types of historians and researchers. It is a mode of inquiry that has its own norms, conventions, traditions, and political outlook. However, as a teacher using this mode of inquiry in a world languages classroom, my experience has taught that time spent focused on teaching the norms and conventions of oral history is time taken from engaged language use. A good guiding question is, "Can I explain this in the target language?" I am an oral history buff, having followed the oral history projects of my father's university students with great interest as a child. As world languages teachers, though, we are primarily responsible for teaching the world languages objectives. Rather than giving lengthy explanations of the discipline or exacting technical specifications, I would focus on giving the student just enough exposure to oral history conventions to successfully complete the communicative and interpretive tasks.

In some schools, finding Spanish speaking student volunteers may be a problem owing simply to the demographic makeup of the student body. Given that nearly one in five students at my school is Latino, I have no such difficulty at Independence High School. Generally speaking, Spanish-dominant students are enthusiastic about being treated as content experts (and treated to a break from one of their regular classes) are not

difficult to find. The English as a Second Language department may be a good place to start. The lower the volunteer's overall proficiency in English, the greater the fidelity in the interview process in terms of use of the target language.

Preparing for the Interview

Before the interview begins, I will need to have my volunteers sign a release form allowing their information to be collected and possibly published as part of your oral history project. Collecting volunteer release forms is a standard practice in the field of oral history. Release forms in the public domain for use or adaptation are readily available online. Page 49 of *The Smithsonian Folklife and Oral History Interviewing Guide* provides a sample release form readily translated into Spanish. This reference is available online in its entirety.[36] While outside academic researchers performing student interviews have to obtain approval from the district's research office, internal student interviews of students by other students have always been treated as student work. It is worth checking the policy for such research projects in one's own district.

In terms of audio recording for transcription purposes, the preferred format in the field of oral history is still the audio cassette tape. Audio cassettes are a durable, stable, and portable medium. Your school very likely has a set of audio cassette recorders used for testing purposes that you may be able to check out. The low desirability of this medium to contemporary students and the relatively rugged construction of most portable audiocassette recorders lower the risk of stolen or damaged equipment as well.

Most students will prefer to use a digital recording. My department has a set of laptops with audio and video recording capability. Many students are quite adept with these media. A video format offers the advantage of preserving visual cues that may aid in the transcription process. Where access to equipment is tight, do not underestimate the power of cell phones for audio and video recording. In a pinch, many students already carry in their pockets all the equipment they need to make a perfectly good audio or video document.

It is important to counsel students to pay attention to etiquette. This does not require an extensive review of cross cultural etiquette or interview protocol. In the past, I used to expend significant time and energy reviewing points of cross cultural etiquette that would turn out to be inapplicable to the specific backgrounds of the students who ended up coming in to interview. A few cultural conventions common to Spanish speaking cultures, such as standing whenever one is introduced to someone new, may not be habitually observed by teenagers transplanted from those cultures to an American high school environment. Nonetheless, volunteers will generally be aware of such conventions and will appreciate them.

It may be worthwhile to include a score for purposeful demeanor during the interview process on your rubric for guiding the students. This will not only help volunteers feel valued and appreciated, but will help keep the proceedings on task and oriented towards the final goal. In the end, they will get much better material from their

volunteer with much less effort.

The Day of the Interview

Have small groups of students matched with selected volunteers. Often, it may be best to pair the volunteers with the most advanced English skills with the students with the least advanced Spanish skills to encourage fidelity in using the target language to conduct interviews. In advance, volunteers will have received a waiver for the oral history project, standard procedure for any oral history work. Many such waivers are available in the public domain and may be readily downloaded and adapted. Many if not most student volunteers may be minors and will require the signature of a parent. I recommend collecting release forms ahead of beginning the project.

Students will follow the arc of the oral history interview process, beginning with the most basic information. They will review the initially provided information such as names, origin, and length of time in the United States. They will proceed to collecting data on the volunteer's current situation. Next, students will gather an outline of the volunteer's migration path to the U.S., and follow up with detailed questions about where the volunteer lives, shops, socializes, works, and worships, using a map or mapping tool on hand as a visual and communicative aid. Finally, they will thank the student volunteers and allow the volunteers to return to class.

In the Introduction, the interviewers will introduce themselves to their informant and will thank their volunteer for participating. As volunteers may arrive without a clear sense of the purpose of the exercise, students should briefly explain the goal of the interview. (We're going to ask you some questions in order to create a biographical profile of you and then we're going to make a map of the places important to you here in Charlotte. We'll ask you questions about the different places you go.")

In the Biographical Profile portion of the interview, students will ask simple factual questions to gather their interviewee's basic biographical information. Students will take turns asking questions and will gather their interviewee's name, age, place of origin, length of time in the United States, length of time in Charlotte, and living situation (alone, with immediate family, with family members other than immediate family, with nonfamily.) Questions will be straightforward, requiring little elaboration, gradually progressing to questions requiring more elaboration.

In the Migration Narrative portion of the interview, students will ask about the volunteer's place of origin and will work up to inviting their interviewees to share what they wish of their migration stories. While students should take care not to press an interviewee with questions about potentially upsetting experiences if the interviewee seems reluctant to continue, most interviewees will be eager to share details of their experiences. Students should be prepared for some of the types of events they may hear about. The book *Enrique's Journey* may serve as a useful point of reference for teachers unfamiliar with the harrowing experiences some youth endure in transit. However, I would not dwell on such narratives at length with the students before the interview

process, as a majority of immigrants arrive through authorized channels. As of 2008, the inflow of authorized immigrants exceeded that of unauthorized; as of 2008, seven out of ten foreign born individuals living in the United States were authorized immigrants. Students should ask their informants why they or their families chose Charlotte as a place to settle.

The main part of the interview will actually come in the Geographical Portrait portion of the interview process. These are simple questions asking for specific details. In this case, students will compile data about the interviewee's landmarks and points of interest in Charlotte. Interviewers will seek detailed information about where the volunteer socializes, shops, plays sports, recreates, eats, works, worships, and participates in community organizations. As this information will be mapped later, it will prove useful to have handy a computer or cell phone with a mapping function, or at the very least a city map in order to pinpoint actual locations. Students will follow up with questions about the social significance of each location within the community—do you meet other people who speak your language there, or people from your country of origin? Why do you choose this place to shop, eat, or recreate? Does the presence of other Latinos there influence your choice of this particular place?

Finally, students will ask the interviewees if there is any other information or any observations they wish to share that the interviewers did not ask for. If there are none, or when they have concluded, they will thank the volunteers once again for their time and participation.

The Biographical Sketch and Transcript

My students will compose a biographical sketch of their volunteer and a transcript. The first paragraph of the biographical sketch will outline in Spanish the interviewee's name, age, place of origin, time in the United States, and time in Charlotte. The first paragraph will also detail the interviewee's current housing and family situation, employment, and educational setting.

The next paragraph will provide the information the volunteer's migration narrative. Students will be coached to ask questions that will pick out at least one salient memory from each volunteer's migration story, as not every volunteer will have a migration story as dramatic as that of Enrique in *Enrique's Journey.*

Students will also produce an interview transcript as part of this document. Students need not transcribe the whole interview, only a few salient questions and answers, or about three quarters of a page. At least one of the questions and answers transcribed should have to do with the volunteer's experience living in Charlotte and the places in Charlotte the volunteer finds significant. Students closer to low to middle novice level Spanish proficiency may want to get direct feedback from their volunteers on the accuracy of the transcription. These will accompany the final project, a map of the space inhabited by one Latino life in their community.

The Geographical Portrait

Students will print a map showing distribution of Latin American foreign born population in Mecklenburg County using American Fact Finder, a service of the U.S. Census Bureau. They will then plot out their interviewee's important places and place of residence on that map. Each group will then be responsible for transferring their data points—the network of places important to each interviewee—to a shared online map. Alternately, data points may be mapped out on a large wall map if technology access is limited. Points on the map will be annotated with the descriptions or anecdotes provided by interviewees.

Appendix: Teacher Resources, Student Reading List, and Materials for Classroom Use

Teacher Resources

Hunt, Marjorie. *The Smithsonian Folklife and Oral History Interviewing Guide*. Washington, D.C.: Smithsonian Center for Folklife and Cultural Heritage, 2003.

This resource provides an excellent guide to conducting oral history interviews. The book is available in its entirety online at http://www.folklife.si.edu/resources/pdf/interviewingguide.pdf.

Student Reading List

Nazario, Sonia. *Enrique's Journey*. New York: Random House, 2006.

Nazario, Sonia. *La travesía de Enrique*. New York: Random House, 2006. (Spanish edition.)

Santiago, Esmeralda. *When I was Puerto Rican*. New York: Vintage Books, 1994.

Santiago, Esmeralda. *Cuando* . 1. ed. New York: Vintage Books, 1994. (Spanish edition.)

Excerpts from these books may prove useful as preparatory reading for students. Both books offer vivid portrayals of young people's real life migrations.

Materials for Classroom Use

U. S. Census Bureau. "American FactFinder Create a Map Tutorial." American FactFinder. http://factfinder2.census.gov/legacy/create_map.html (accessed November 20, 2012).

This video tutorial shows users how to create thematic maps from census data queries at American Fact Finder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml).

Hunt, Marjorie. *The Smithsonian Folklife and Oral History Interviewing Guide*. Washington, D.C.: Smithsonian Center for Folklife and Cultural Heritage, 2003.

Page 49 of this book contains a sample interview release form readily adaptable into Spanish. The Interview Information Form on page 50, translated into Spanish and expanded, provides students a useful worksheet for gathering information during the interview process. The book is available in its entirety online at http://www.folklife.si.edu/resources/pdf/interviewingguide.pdf.

Appendix: Common Core, State and District Standards

North Carolina Essential Standards

IM.CLL.1 Use the language to engage in interpersonal communication.
IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.
IM.CLL.2 Understand words and concepts presented in the language.
IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
IM.CLL.3 Use the language to present information to an audience.
IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.
IM.CLL.3 Use the language to present information to an audience.
IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.
IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.
IM.CMT.1 Use the language to engage in interpersonal communication.
IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.
IM.CMT.4 Compare the students' culture and the target culture.
IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

District Standards for Level IV of Classical and Modern World Languages

Interpersonal Communication

I can ask and answer a variety of questions about routine personal information in uncomplicated situations.
I can start, maintain, and end a conversation on a variety of familiar topics.

Presentational Writing
I can write a description or explanation of a familiar topic using connected sentences with many details.

Common Core State Standards: English Language Arts

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

Annotated Bibliography

A-Z, Subject Index. "Search for Public Schools - School Detail for Independence High." *National Center for Education Statistics (NCES) Home Page*. U.S. Department of Education, n.d. Web. 15 Nov. 2012. <http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&State=37&Zip=28227&ID=370297001229>. This site gives detailed demographic information for schools nationwide.

"ACTFL Proficiency Guidelines 2102." *www.actfl.org*. American Council on the Teaching of Foreign Languages, 24 May 2012. Web. 6 Nov. 2012. <www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf>. The proficiency standards laid out by the American Council on the Teaching of Foreign Languages set the target exit proficiency goals for world languages instruction nationwide.

"Alignment of the National Standards for Learning Languages with the Common Core State Standards." *www.actfl.org*. American Council on the Teaching of Foreign Languages, 25 Apr. 2012. Web. 6 Nov. 2012. <www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf>. The American Council on the Teaching of Foreign Languages provides this guide to help educators articulate connections between the Common Core State Standards and the ACTFL language proficiency standards.

"American FactFinder Create a Map Tutorial." *American FactFinder*. U. S. Census Bureau, n.d. Web. 20 Nov. 2012. <http://factfinder2.census.gov/legacy/create_map.html>. This video tutorial

provided by the U.S. Census Bureau provides instructions for creating thematic maps using queries on American Fact Finder.

Beckwith, Barbara. "The Church in the South: Growing Pains." *St. Anthony Messenger*. AmericanCatholic.org, n.d. Web. 20 Nov. 2012. <www.americancatholic.org/Messenger/May2007/Feature3.asp>. The article discusses the explosive growth of the Roman Catholic population in the South, 1966-2006.

Cobe, Mara. *Level IV Roadmap for Classical Languages and Modern Languages (non-IB and IB)*. Charlotte, North Carolina: Charlotte Mecklenburg Schools, 2012. Print. An outline of the exit proficiency expectations for Level IV of Charlotte Mecklenburg Schools World Languages courses.

"Facts for Features Hispanic Heritage Month 2011: Sept. 15 - Oct. 15 - Facts for Features & Special Editions - Newsroom - U.S. Census Bureau." *Census Bureau Homepage*. U. S. Census Bureau, n.d. Web. 19 Nov. 2012. <http://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb11-ff18.html>. The U.S. Census Bureau is the best source for demographic information on Hispanics in the U.S.

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[36] Hunt, 50.