



***We Are Charlotteans: Extending Local Charlotte Experiences to Grade 2 Students***

By Barbara Broom-Devine, 2013 CTI Fellow  
Whitewater Academy

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

**Keywords:** Grade 2 Social Studies

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

**Synopsis:** Teaching a short extended local component to each of the basic units currently in use for Social Studies curriculum allows Grade 2 students to gain a greater and deeper understanding of not only the Core Curriculum Standards, but also to appreciate their city and county which they are a part of. When students think and learn of citizenship, they should realize that good citizens are all around them and that good citizens have laid a ground work to shape the future they will live in and shape themselves. The students need to learn and master the terrain, flora, and fauna of the natural resources of the Charlotte area, so that they have a greater understanding of not only maintaining their homes but possibly shaping an impact in the future. In preparing for the future students should be aware of how people made their livings, what types of businesses they had, and how these businesses served the greater community development. Someday the students will participate in the community and need to understand how the local government serves the needs of the community. Lastly, second grade students need to appreciate those who came before them, how they met their needs and wants, and how their lives touch and impact their own lives and the lives of those in the future.

*I personally plan to teach the unit during the coming year to 22 students in Social Studies/Grade 2*

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*We Are Charlotteans: Extending Local Charlotte Experience to Grade 2 Social Studies*

*Barbara Broom-Devine*

**Rationale**

For a few decades now, researchers and educators have been encouraging the hands-on approach to learning the Social Sciences. The National Council for Social Studies position states that key concepts and themes should be developed in depth with thoughtful reasoning to build social understanding and civic efficacy. The teaching of Social Studies should be authentic to prepare students to be effective citizens. While it is important for young students to eventually see themselves in the world community, they first need to see themselves in their own families and communities.

Throughout recent years, many social studies programs offer colorful textbooks and materials in the form of maps and workbooks. Some textbook publishing companies also offer specific state additions to their textbook series. Additionally, there are now videos, software programs that interface with interactive Smartboard and anthologies of literature to address specific concepts. The Nystrom Exploring: Where and Why series, currently in use in Charlotte has a read aloud anthology of stories to give deeper meaning to Social Studies standards.

However, there is very little available to children to focus on the connection between what is being taught and their own backyards. It is my hope to take most of the Common Core standards and make the ideas presented as something primary grade level students can discover in their own communities.

**Background**

I teach second grade at Whitewater Academy in the Central Learning Zone of Charlotte Mecklenburg Schools. The school itself sits on the heavily wooded West side of the metro area and backs up to the Whitewater Center, very close to the Catawba River system. Whitewater Academy has just fewer than 800 students. The area encompasses many new apartment and town home developments as well as older existing homes. The lower income level of most of the families puts Whitewater Academy into the category of a Title I school, which means the school qualifies for several Federal Aid programs for at-risk children. I teach with a team of five other second grade teachers. Each week we plan our units around a Nystrom series that utilizes globes, maps, a USB program, as well as a small handbook. The units and activities I hope to teach are meant to extend what is learned from the regular Social Studies curriculum, and make learning about the standards a real life experience for my students.

The first unit usually taught in second grade is about being a responsible citizen in their community. An additional activity program for students could be added to the materials already in place in which they can draw conclusions and infer connections to their own communities. Students should be able to explain examples of what the rights and responsibilities of the citizens in our community are and what benefit/consequences there are for following/not following rules and laws in their community.

The second unit of Social Science study during 2<sup>nd</sup> grade is the role of economics in a community. Students will explore concepts that are specific to the Charlotte community, such as how businesses meet the needs and wants of a consumer within that community. Also, students will explore how supply and demand impacts business decisions and how world trade is helpful to our community.

The third unit of Social Science study for 2<sup>nd</sup> graders is about using maps and identifying natural landforms. Once the basic concepts of location and landforms are taught, the children can explore the concept of what their own environments are and how the landforms affect what businesses and trades are there and how families live. Students should be able to navigate a local map and identify major features of the Charlotte area.

A fourth unit of Social Studies for 2<sup>nd</sup> grade is about government and community. Students, once they have been taught the basic concepts and vocabulary can apply what they have learned by recognizing and reflecting on what governmental services the government provides specifically to citizens in the Charlotte Community, how the government provides security to citizens and what value these services are to the community.

The fifth and sixth units of Social Studies, learning from History and Culture and can be combined to make specific timelines of specific leaders in Charlotte's history. Students will know what artifacts there were left behind for us to see and how these have impacted and left lasting change. Students will reflect on the many cultures present in Charlotte, from the past and present and compare their food, language, arts and impact on Charlotte.

Lastly, the students will have an end of year project in which they will draw from all these concepts and explain how they, as citizens of Charlotte, live, learn, and have fun in Charlotte.

By taking each of these units and adding to them a local component, students can gain a lot of insight into building social understanding and becoming good citizens. They will make connections to the Common Core standards, their community in which they live and to themselves. I hope to pull together a collection of mini-units and lessons that corroborates the Common Core Standards in Social Studies and adds the local components through specific artifacts, video presentations, interviews, and activities.

## Strategies

Social Studies encompasses many Reading in the Content Area skills. Among them are inferring cause and effect, critical thinking, map skills, comparing information tables. The activities presented in response to the Unit 1 Citizenship topic would include a pictorial power point that tells the story about Dr. Reginald Hawkins and the 1963 Charlotte Eat-In, and how violence was averted during the Civil Rights movement, in regards to doing away with Jim Crow Laws for separate facilities in restaurants and diners. The students would then complete a retelling and comparison of how the leaders of that time demonstrated good citizenship. This would be a 2-day project in which the information could be presented and discussed on the first day, and then the retelling and comparison work done on the second day. The Culmination would be for the second graders to tell how good citizenship helps them live, work, learn and play in a community.

[NC Essential Standard: 2.C and G.2:](#) Understand the roles and responsibilities of citizens. Clarifying Objectives: C and G.2.1; exemplify characteristics of good citizenship through historical figures and everyday citizens. Clarifying Objectives 2.C and G.2.2; Explain why it is important for citizens to participate in their community.

The background on this unit is from the Civil Rights era. For years after the Civil War between the 1890's until the 1960's African Americans and Whites led separate lives in public. The laws presumed to be "Separate, but Equal" became known as Jim Crow Laws in which public facilities such as education, water fountains, theaters, restaurants, public transportation among others had separate facilities to separate the use by African Americans and Whites. The Civil Rights movement began to organize in North Carolina after the Supreme Court said that school had to desegregate in 1954. Prior to that there had been students who used sit-ins as a non-violent means to protest the segregation laws at mostly places to eat or on buses. Most of this occurred in Greensboro and Raleigh; places where there were university students. The Congress of Racial Equality (CORE) formed in Raleigh in 1961 and sponsored Freedom Rides on Greyhound and Trailway buses. The Student Nonviolent (SNCC) Coordinating Committee also organized and sponsored protests but also went into rural areas to get African Americans registered to vote. The National Association for the Advancement of Colored People (NAACP) and the Southern Christian Leadership Conference (SCLC) also sponsored protests. Reginald Hawkins of Charlotte was involved with the NAACP in which the legality of laws was checked for indiscriminate. While some of the Student organizations such as the SNCC and CORE eventually had some confrontational protests with sit-ins, the NAACP and the SCLC always remained nonviolent. Within the early 1960's southern cities such as Birmingham and Montgomery Alabama had experienced violent turn to desegregation protests, however, Protests within North Carolina never did. It became obvious to city leaders that change was necessary and even good for business. Violent turns on to places of business were not good for the city or its citizens. So the city leader got together with

members of the NAACP, including Reginald Hawkins and sponsored a very public ‘eat-in’. It was a publicity stunt to be the antithesis of the sit-in. City leaders, African-American and White got together and had a luncheon together, showing the world that Charlotte officially supports desegregation in public places. By doing so these leaders avoided violence that had plagued other cities and laid a secure foundation for business and its citizens. Dr. Reginald Hawkins, a Korean War veteran, a dentist and Presbyterian minister had led many protest marches, including escorting African American, Dorothy Counts, to Harding academy, the first African American to go to school there. He told city leaders that the protests would wind up being violent like what happened in other cities unless change would come. The city leaders listened and actually went to several places to publicly have a meal together.

*Materials:* Power point pictorial with captions of Dr. Reginald Hawkins/1963 Charlotte Eat-In story, retelling, comparison, chart paper and markers for guided lesson notes, and analysis graphic organizer of good citizenship demonstration of today and in Civil Rights time period, story page for self-connection to good citizenship.

*Link:* 1) Ask children how this story connects to what attributes of good citizenship they have learned. 2) List the ways good citizenship was displayed on chart paper with markers for anchor chart.

*Teaching:* 1) Discuss list with children about the characteristics of good citizenship displayed in the story. 2) Discuss with the children how their lives are impacted by this historical event and what their connections are.

*Guided Practice:* On the Smartboard, the teacher will display a graphic organizer for comparison and analysis of good citizenship graphic organizer, explain directions, and partially fill in for display.

*Independent Practice:* Complete graphic organizer project and comparison sheet of good citizenship now and in the past.

*Assessment:* Appropriate participation and completion of graphic organizers.

For the Unit 2 local enrichment mini-unit, a field trip to the local Food Lion grocery store will exemplify local and world trade, along with jobs and money being spent in the community. The students would spend 1 day on the field trip, and on the next day take the information they have learned to make an illustrated booklet that describes and illustrates the comparison of needs and wants, supply and demand, beyond local trade, and jobs and money in the community.

[NC Essential Standard: 2.E.1](#); Understand basic economic concepts, Clarifying Objectives: 2.E.1.1 Give Examples of ways in which businesses in the community meet the needs and wants of the consumers.; 2.E.1.2 Explain the roles and impact that producers and consumers have on the economy, 2.E.1.3; Summarize the concept of

supply and demand, 2.E.1.4 Explain why people and countries around the world trade for goods and services.

The background for studying economics for Charlotte is Charlotte went through several phases of economic development. The first, when it was just a trading post for Native Americans, involved. Trails that led from Charleston, South Carolina to the mountains. As Europeans moved in the place where Trade and Tryon streets met became major trading posts. Later, when gold was discovered nearby, Charlotte experienced a boom in population. This made development further necessary and resulted in more roads being built, and more trade of every sort. While cotton was grown in the region, it was not until after the Civil War that industrial cotton mills began to bring economic “boom” to the area. With there being major industry and capital in the area, other manufacturing came including Charlotte Pipe and foundry, Cole Manufacturing of agricultural machinery, and the Lance cracker factory. With all the industry, wholesale, retail, and services there also grew up major banks in the charlotte area. Local Charlotte Bank, established in 1897 merged into Wachovia and Trust. The Southern States Trust grew into the NNCB which later became the Bank of America. The Union National Bank also was a major banking center. James B. Duke, the wealthy owner of the American Tobacco Company, bought up site along the Catawba River to develop electricity. He teamed with Drs. Will and Gill Wylie to form the South Power Company. Duke also later built Railroads in the area. Manufacturing continued to come to Charlotte. Notably a Ford Assembly plant was here, and later in the mid 1900’s major interstates roads were completed to link charlotte to the Raleigh area through to Atlanta. By the time Interstates 85 and 77 were completed, Charlotte was second only to Chicago in trucking.

The background of Food Lion is very local. The Ketner Family of Rowan County were farmers. The senior Ketner moved to Salisbury to open a butcher shop. He supported a family of six children and impressed upon them that it was not necessary to cheat people to make a good living. Bob Ketner delivered meats to grocery stores and later opened his own grocery store called Food Town. It later expanded and evolved into the current Food Lion. Food Lion is built on the premise of lower prices overall. While the large supermarkets seem to have taken center stage with what people eat, large food markets were needed by the time the Food Town concept was created. In the 1920’s Charlotte had already become the largest city in North Carolina, and a center for the cotton mill industry and banking. Large amounts of food were needed to supply he population.

Materials: Food Lion store, manager, Department managers, graphic organizer booklets with topics of: needs/wants, producers/consumers, supply /demand, world trade (food from faraway places), Smartboard, graphic organizers.

Link: We have learned that goods and services come from many places. We have also learned that some goods and services are things we need, and some goods and services are things we just want. Today we will visit the place where a lot of us get our food (a

need) from, and from where we get stuff we want. We will see that some things are plentiful, cheap, and on sale. We will also see that some things come from faraway places.

*Teaching:* (Day 1) The manager and the department managers have guide sheets that help them show the children what they need to observe from the Essential Standards. The children will take notes from Food Lion managers' discussions. The teacher will discuss and connect observations to essential standards and vocabulary of needs/wants, supply/demand, goods/services, and world trade.

*Guided Practice:* The students will write modeled responses in their booklets with topics of needs, wants, supply, demand, and world trade.

*Independent Practice:* Students write and illustrate booklets with topics (vocabulary) to completion.

*Assessment:* Completed booklets with correct responses to vocabulary and illustrations.

For the third unit which studies maps and landforms, The nearby Whitewater Center can be utilized. The students would end their unit by making a basic local map of the area, illustrating and describing the landforms with matching dioramas, and going on a guided nature walk with the personnel from the Whitewater Center. A member of the Lake Norman Conservation Club would come on the following day and give a power point of the animals and their habitats of the area.

[NC Essential Standard: 2.G.1](#). Clarifying Objectives: 2.G.1.1 Interpret maps of the school and community that contain symbols, legends, and cardinal number. 2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.)

The Whitewater Center was built to train Olympic slalom racing whitewater rafters. In addition to rafting, kayaking, canoeing, rock climbing, mountain biking, and hiking the Center also offers educational programs for elementary school-age students. It has approximately 400 acres of natural land that is next to the Catawba River. Programs for students have been developed to help them understand animal adaptations to the land, components of survival, and their life cycles. Another program is to help students understand the products that come from local trees, and how they are used in everyday life. Also trees are examined as to how they help wildlife survive. In the Habitats and Ecosystems program students learn about the habitat components that are essential to all animals and humans (food, water, shelter and space). Students can play a game of becoming deer as they search for the habitat components they need to survive. Students will also find out that an ecosystem can be as big as an entire forest or as small as a rotting log on the forest floor. Food webs that are in a forest or aquatic ecosystem are studied to learn that all flora and fauna are connected.

The Lake Norman Wildlife Conservationists host many events and programs.. Volunteers from this group would come and show the children what they do in terms of actively trying to help and protect the wildlife in the area, as well as invite the students to join in membership and activities. The Lake Norman conservationists are a part of the North Carolina Wildlife Federation, which in turn, is a part of the National Wildlife Federation.

Materials: Smartboard, Google Maps, The Whitewater Center, constructions paper, shoe (or other types of) boxes, Nystrom Atlas USB, Smartboard, Power Point, paper, pencil, crayons.

Link: We have learned a lot about the different landforms on Earth, now we need to know about what kind of landforms do we live on here in Charlotte, and how does that affect us?

Teaching: (Day 1) 1) Review landforms on the Nystrom USB on Smartboard. 2) Now that we have gone on our Nature Walk with the Whitewater Center, what can you tell about the landforms you have experienced on your walk? 3) What did you learn from your trail map? Can you locate what is on the trail map to what is on Google Maps? (Day 2) View Power Point presentation from Lake Norman Conservation Group, and make graphic organizer about animals living in the Lake Norman area. Categories of Eating, homes, reproduction, migration would be discussed.

Guided Practice: Using vocabulary such as temperate forest and hills to describe what was experienced on the Whitewater trail, make sentences about what was experienced on anchor charts. 2) Fill in graphic organizer for class to model writing about animals habits of Lake Norman.

Independent Practice: 1) Students make maps of area on construction paper using Google maps from Smartboard, utilizing map key symbols. 2) Student make dioramas illustrating the landform and attributes of local geo habitats. Students fill-in graphic organizer of local animal feeding, homes, reproduction, and travel.

Assessments: Rubric rating of maps, dioramas, and animal graphic organizers that include vocabulary labeling, and accurate representation of land, map, and animal attributes.

The fourth unit focuses on what place local government has in our everyday lives. The students will choose from a list of local government services and work in pairs to do research from the classroom library, the school library, and the internet. The students will present their research on the Smartboard, and also display their research on bulletin boards in the hallway. A paramedic team from Mecklenburg County would come and give a presentation describing how the community services work together in times of emergency.



NC Essential Standard: 2.C and G.1: Understand the Purpose of Government, Clarifying Objectives 2.C and G1.1: Explain government services and their value to the community (Libraries, schools, parks, etc.), 2.C and G 1.2 Explain how governments establish order, provide security, and create laws to manage conflict.

The background of the Charlotte- Mecklenburg County government shows how the city evolved from a trading post to a vibrant Southern city. From the years of the early 1700's until 1767 there was only county government. However, in 1767 a courthouse was built where the Catawba and pioneer trading paths intersected, and then the state assembly created a charter drawn up to establish a town in Mecklenburg County. At that time the charter basically provided for a prison. Eventually, as the city grew, the types and number of city services grew. As the need for city services grew, the city built town halls and courts that became outdated, torn down, and rebuilt; each time a bigger facility. By the 1800's there were a volunteer Fire Department, a city clerk, a tax commissioner, and a police department as part of the city government. The city was basically run by a few commissioners until after the Civil War and Reconstruction. After the Reconstruction-era Federal troops withdrew it became apparent that an elected aldermanic city government was needed due to Charlotte's growth. By 1907 there were 21 elected aldermanic districts, which came together to make decisions for the city. A few years later the city government changed to commissioners. Eventually, by the 1920's a council form of government was adopted with a city manager (mayor), and 7 councilmen. Charlotte is now governed by a council-manager system. The council, or legislative body, is composed of a mayor and seven residents, elected for two-year terms by voters of the city in odd-numbered years. The council member receiving the largest number of votes becomes by custom the mayor *pro tem*. Officials must work under a legal and constitutional system which requires the state legislature to authorize most acts of consequence involving municipal affairs. Today's city departments and services include: police, fire, building inspection, health, engineering and motor transport, taxes and licenses, and water. Garbage collection and street cleaning are a part of the engineering and motor transport department. Although there are also many other boards and commission currently active, the children in second grade will do research and learn about the basic city departments.

Materials: Internet websites, library resources, Charlotte-Mecklenburg Paramedic volunteers, paper, pencil, photos from internet or other sources.

Link: We know that there is a president of our country, that we live in the State of North Carolina, and that the state has a governor and government. Today we will focus on our own local government. Our government has a Board of Trustees, and a mayor. They control what services the local government provides. One service our local government provides is paramedics. A paramedic will come when there is an emergency and be your doctor until you get to the hospital.

Teaching: 1) Paramedic gives talk and demonstration. 2) Teacher creates anchor chart which concisely tells major points about what paramedics do, their role in the community, and how they work with other parts of local government. 2) Teacher gives directions for completing research and reports on other services in Mecklenburg County

Guided Practice: Teacher models a research and report on Smartboard, using internet sources.

Independent Practice: Students complete research and reports, and share with class their findings, suitable for display on bulletin boards.

Assessments: Complete information about various services provided by Mecklenburg County.

The fifth unit would entail the history of the Charlotte area. This would have to be broken up into six Thursday through Friday lessons, dividing up the various segments of Charlotte's history. Each segment of history would be a page in a self-made Charlotte history book. Each week a student's good work would be placed on a history time line. The first week would present information about how the Native Americans lived in the area. The students would be able to make a clay bowl from red clay found in the area, similar to what Native Americans would have made. The students would also be able to analyze how the Native Americans vitally used the landforms and bio-habitats to support their living based on what they know from previous units of study. The following week's unit would focus on the European settlers and farmers, slavery, and finally Mecklenburg County being the first locality to declare Independence from Britain. The third segment would be the slavery, the Civil War and post-Civil war. This mini unit would focus the reasons for slavery, the Civil War, and on how newly freed slaves began to rise to places of responsibility in the community, but the effort became cut short with Jim Crow laws. During the fourth week, the rise of industry and the cotton mills would be presented. Artifacts of spools, advertisements, and cloth would be made available. The living conditions of cotton mill workers would be discussed. Finally, starting with the Civil Rights movement, modern multi-cultural businesses would be presented. Lastly, a celebration of modern Charlotte attractions including sports teams, skyscrapers, Nascar, and multicultural ethnic businesses. The students would create a starburst semantic map with a concise report and illustration for each star. This would be a last page legal size copy of shared work. The final page of the students' history books would be to report and illustrate on themselves and what they enjoy about their life in Charlotte.

NC Essential Standard: 2.H.1 Understand how various sources provide information about the past: Clarifying objectives: 2.H.1.1 Use timelines to show sequencing of events, 2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

Materials: Time lines for bulletin board display and for student personal use. Clay, Starburst graphic organizer, various books about South East Indians, books from the Catawba reservation, books about the Colonial area, North Carolina history, the Revolutionary War, the Civil War, the Industrial Revolution, and Cotton mills. Internet resources for sports teams, restaurants, and other ethnic businesses.

I: Pre-Historic – 1600: Native Americans Live off of the Land: The Catawba Indians were native to the area that is now Charlotte. It is thought that they emigrated from the plains up to a thousand years previous to being seen by Europeans, because their language is similar to Plains Siouan language. Two to three hundred years ago there was a smaller breed of buffalo that the Catawba hunted and used, much like Plain Indians as well. The Catawba were not liked and at war with the other Indian tribes of the area. When the Europeans came, the Catawba were friendly and helpful, seeking allies. They farmed most of their food, and lived off of the land. Their clay pots and baskets which they used for various purposes are treasured artifacts of art, as well as their clothing and jewelry. During the 1700's and 1800's their land was taken by European-descent settlers, and the tribes suffered heavy losses from smallpox outbreaks. When the English first settled South Carolina in 1682, they estimated the Catawba population to be at about 1,500 warriors, or about 4,600 people in total. By the time of the Revolutionary War, however, there were only about 400 people. During the 1800's the population continued to decline to as low as 110 people in 1826. As of 2006, their population had increased to about 2,600. Their tribe had been reorganized and the United States government had granted them a homeland reservation in the Rock Hill, South Carolina area.

Link: We have learned that there are many different peoples around the Earth who have adapted well to the land. We want to see how our area began and grew. What was here 1000 years ago? 100 years ago? We will read and learn over the next several weeks, and use this timeline to show what happened and when it happened.

Teaching: 1) Read stories to the children about the Catawba Indians. Make anchor chart citing main ideas of how they lived, how they ate, how they used the land. 2) View pictures of Catawba artwork and let children try to re-create clay artwork similar to clay found in the ground here. 3) Connect what was learned previously about landforms and bio-habitat to analyze how the Catawba used the land.

Guided Practice: 1) Make Anchor chart together, 2) Directions and modeling for clay pots.

Independent Practice: Write page in "History Book" of main ideas learned about the Catawba, and participate with making the clay pots. Best student work is placed on class Charlotte timeline

Assessments: Written page covers main ideas adequately, clay pots made with directions followed.

II: Colonial Times and the Revolution:The children will discover how the first European settlers were refugees from harsh living and political conditions in Europe. They came seeking freedom of religion and to make a peaceful, yet hopefully prosperous life on the banks of creeks and streams in the area. However, they intended to clear the land of the Native Americans and tame the forests. These people were mostly Protestant Christians from Scotland, Ireland, and Germany. They built simple homes from logs that were cut from the surrounding forests, cleared land to grow food and farm. As their farm businesses grew, so did other types of businesses. This led to small trading communities, as well as trading in Charlotte itself. A distrust of European kings and government that these White settler had helped lead the way to the Revolutionary War.

The children will visit Latta Plantation, which was built on land acquired by James Latta in the 1700's. Although the Plantation is preserved to its 1800's cotton producing peak, there are many outbuildings that show what early farm life in the Charlotte area was like. This will be the perfect lead-in to the next unit on the Civil War.

Materials: Chart paper, markers, various books about colonial times, discovery education video about colonial times. Latta Plantation, paper, crayons, pencils.

Link: We have now learned about what it was like a very long time ago before the Europeans came. Now we need to find out what was their life like? How did they live? How did they get food? What kind of homes did they have?

Teaching: Teacher allows students to view various videos from Discovery Education and research books. As guided practice, class fills out graphic organizer with main idea themes of how they lived, how they got food, what kind of homes, and family life. A special section of the organizer is reserved for facts about the Revolutionary War. A trip to Latta Plantation and reflection on all that is learned finalizes the graphic organizer.

Guided Practice: Student complete graphic organizer with teacher, and keep their own copies.

Independent Practice:Students complete their own "History Book" page with illustrations; the best student work is placed on the class Charlotte timeline.

Assessments: Completed work with all main ideas and at least 4 details about all areas of colonial life.

III. Slavery, the Civil War, and Afterward:

**Materials:** More than Anything Else, a book about the struggle of Booker T. Washington to learn to read, pictures on Smartboard of Charlotte from Civil War era, Social Studies Book on the Civil War.

**Link:** We are moving on in our march of history. Now we will look at 150 years ago or so. African Americans were slaves, and a war was fought that ended slavery. However, African Americans were still struggling to live well.

**Teaching:**(Day 1) Read Civil War, by John Stanchak book and make shared semantic map with main ideas about the Civil War. (Day 2): Use More Than Anything Else, by Marie Bradby as a shared Read Aloud to generate questions. List the questions on chart paper. The questions should center on the hard work, why the African American were not able to read, and the poor living conditions of the African Americans.

**Guided Practice:** Using the semantic map and generated questionings, students make generalized statements about the Civil War. Students reflect on the effects of discrimination and prejudice as well as how costly it was to initiate change with a war.

**Independent Practice:** Students complete history page for their books using reflective statements from reading books of the time period. Students make illustrations for page. The best page is chosen for class time line posted on bulletin board.

**Assessments:** Completed history page that includes meaningful understandings of presented information and illustrations.

#### **IV. Cotton Mills:**

**Materials:** Smartboard, Discover Education video, Textiles, by, Stella Robinson, and Power Point presentation of pictures from the internet showing pictures of cotton mill culture in the Charlotte area; Pictures showing advertisements of cotton cloth products. Chart paper, markers, graphic organizer pencils and crayons. Cotton balls, thread on spools, and cloth.

**Link:** Last week we learned that cotton was grown in our nearby areas and that slaves supplied cheap labor to make the cotton available for use. Now we will see what happened for poor people who did not farm anymore.

**Teaching:** (Day1): Read Textiles and make class flow chart of steps in making cotton cloth. Connect to cotton balls, spools of thread, and cloth brought in. (Day 2): Watch Discovery Education video and shared reading Power Point presentation. Students generate main ideas about cotton mills, cotton mill products, cotton mill workers, cotton mill workers' lives.

**Guided Practice:** (Day 1): Shared reading flow chart of steps to making cotton cloth.

(Day 2): Using poster size graphic organizer with categories of cotton mills, cotton mill products, cotton mills workers, cotton mill workers' lives, students generate main ideas about categories.

*Independent Practice:* Students use graphic organizer to make and illustrate history page for their history books. One well-done page is placed on class time line on bulletin board.

*Assessments:* Completed history page that includes meaningful understandings of presented information and illustrations.

#### V. Modern Banking and Businesses(Post World War II/1945 – to present):

*Materials:*The Charlotte Trolley and the Full Moon Adventure, by Donna York-Gilbert, Wells Fargo presentation of banking. Student view Power Point presentation of major skyscrapers and building with short descriptions of use. Poster of semantic map of multi-cultural businesses in Charlotte area, cards from Power Point with sights in Charlotte, markers, paper, pencil, crayons.

*Link:* Now we will see what happened just in the past 40 or 50 years. Discrimination of African Americans became against the law. Charlotte became a very big and international city, with business contacts all over the world.

*Teaching:* (Day 1) `Wells Fargo presentation, with “Things We Learned from Wells Fargo chart generated by students after Wells Fargo leaves. (Day 2): Read the Charlotte Trolley and show the power point with the major buildings and sights of the city. (Day 3) (A Monday) Discovery Education video about the Civil Rights Movement.

*Guided Practice:* (1) Students choose a card, and in partners, make ‘mini-reports’ on major sights in the Charlotte area. These are placed on a star-burst themed bulletin-board mapping graphic organizer. (2) Review of good citizenship story presented in the Citizenship unit.

*Independent practice:*Students write and illustrate about modern businesses in the Charlotte area for their history page. One page is chosen for Charlotte timeline.

*Assessments:* Completed history page that includes meaningful understandings of presented information and illustrations.

*FINAL ASSESSMENT:* Small version of the Charlotte timeline is five with cut and paste captions, years, and pictures. Students complete their own timelines correctly.

## V. CELEBRATIONS:

Students make posters and bring in something that relates to their lives in Charlotte and give an oral presentation of it. Posters are displayed, Timeline is displayed, and other classes are invited in for presentations.

These mini-units of study to corroborate with the current Social Studies program do not cover all the Common Core Standards. However, these units give practical insight and application into the reality of the concepts presented in the Social Studies program.

### Notes

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1) Studies for Early childhood and elementary School Children, a Report from the NCSS Task force on Early Childhood/Elementary Social Studies (June, 1988).

From: [URL:http://www.socialstudies.org/positions/elementary](http://www.socialstudies.org/positions/elementary)

2) A Vision of Powerful Teaching and Learning in the social Studies: building Social understanding and Civic Efficacy, A Position State of the National council for the social Studies (December, 2007). From: URL: <http://www.socialstudies.org/positions/powerful>

3) David W. Moore, Sharon Arthur Moore, Patricia M. Cunningham, James W. Cunningham, Developing readers and Writers in the Content Area; 5<sup>th</sup> Edition, Pearson, 2005.

4) North Carolina Department of Public Instruction (December, 2010). Essential standards for second grade Social Studies. From

URL: <http://www.ncpublicschools.org/curriculum/socialstudies/2003-04/027/secondgrade>

5) Common Core State Standards Initiative/English Language Arts Standards/Reading: Literacy (2013) From: URL <http://www.corestandards.org/ELA-Literacy/RL/2>;

<http://www.corestandards.org/ELA-Literacy/RI/2>;

<http://www.corestandards.org/ELA-Literacy/SL/2>;

<http://www.corestandards.org/ELA-Literacy/W/2>;

<http://www.corestandards.org/ELA-Literacy/L/2>;

<http://www.corestandards.org/ELA-literacy RF/2>





## Appendix Implementing District Standards 1:

### North Carolina Essential Standards:

- NC Essential Standard: 2.C and G.2: Understand the roles and responsibilities of citizens. Clarifying Objectives C and G 2.1; 2.C, and G.2.2: The students will learn that bringing about change in a peaceful non-violent way that corrects unfair laws is effective and valuable. The students will learn about the good citizenship characteristics of Civil-Rights-Era citizens and compare them to people in their own neighborhoods or who are in the news. The students will be able to explain why it is important to participate in their own community and to be involved.
- NC Essential Standard: 2.E.1; Understand basic economic concepts, Clarifying Objectives: 2.E.1, 2.E.1.2, 2.E.1.3, 2.E.1.4: The students will be able to tell how a grocery store meets the needs and wants of people in their own community. They will understand that the food and other items sold at the grocery store comes from producers locally and other parts of the world based on the ability to supply it and the demand of people who want to buy it.
- NC Essential Standard: 2.G.1. Clarifying Objectives: 2.G.1.1, 2.G.1.2: The students will be able to use the Whitewater trail maps using the symbols and key on the map to locate where they are and have been. They will be able to identify and represent the physical and human features as well as the landforms present, and the wildlife.
- NC Essential Standard: 2.C and G.1: Understand the Purpose of Government, Clarifying Objectives 2.C and G1.1: The students will be able through writing and illustrations explain how government services and their value to the community (Libraries, schools, parks, etc.), The students who report on the City Council and Police will share and help classmates understand how governments establish order, provide security, and create laws to manage conflict through their writings and illustrations..
- NC Essential Standard: 2.H.1 Understand how various sources provide information about the past: Clarifying objectives: 2.H.1.1, 2.H.1.2 The students will learn about the Catawba Indians, Colonial Charlotte, The Civil War Era, the Cotton Mill era, and Modern times through various genres. Through writing and illustrations the students will identify contributions of local historical figures and groups. The students will place their representations on a timeline of Charlotte history.

### Common Core Standards:

- CCSS.ELA-Literacy RL 2.3, 2.7: The students will use Literature strategies to understand character, setting and plot. In the Citizenship unit Dr. Reginald

Hawkins and other Charlotte leaders responded to unfair laws with action and non-violence to make change. The students will understand from the book More Than Anything Else, the main character understands that learning to read is important to gaining success.

- CCSS.ELA-Literacy.RI.2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8: throughout all units students will use Reading for Information strategies including answering questions, understanding key details, describing connections between events or concepts, determining the meaning of words. The students will effectively use information text features, and be able to explain how images contribute to and clarify a text. The students will identify and explain the main ideas of informational text, and be able to tell reasons that support major points in the texts.
- CCSS.ELA-Literacy.SL 2.2, 2.3, 2.4, 2.5, 2.6: Throughout all the units the students will use Speaking and Listening strategies in Literacy through sharing their written illustrated projects with partners and in class in partners. They will ask and answer questions from speakers, classmates, and media in class. The students through their written and illustrated work recount learning experiences, use relevant details, and use coherent and complete sentences.
- CCSS.ELA-Literacy.W.2.3, 2.6, 2.7, 2.8: The students throughout the units will use Writing strategies in which the write narratives with details and event order, and recall information from experiences or gathered information to answer questions. For the research projects on Government Services and Modern Businesses in Charlotte, the students will use digital tools and shared research with partners.
- CCSS.ELA –Literacy.L.2.6 Throughout the units the students will use Language strategies with new words and phrases acquired from texts and responding to tests, including using descriptive words to describe newly acquired words and phrases.
- CCSS.ELA-Literacy.RF.2.4, 2.4a: The students will use Reading Fluency skills to accurately read grade level texts with purpose and understanding.

## **Resources for Teachers:**

Dr. Reginald Hawkins Obituary, Charlotte Observer.com/Legacy (September 11, 2007). This article remembers Dr. Hawkins as a neighbor and family man who cared about Civil Rights.

Charlotte Celebrates 1963 ‘eat-in’ that Desegregated Restaurants, Set Example for the South, FoxNews.com ((May 19, 2013). A newsworthy article that recounts what the ‘eat-in’ entailed.

Dr. Reginald Hawkins and the 1963 Charlotte ‘eat-in’, Levine Museum of the New South, The display at the Levine Museum of the New South with photographs and short summaries.

Racial Segregation in the South [http://en.wikipedia.org/wiki/Racial\\_segregation\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Racial_segregation_in_the_United_States). This is an encompassing and fairly thorough account of the various aspects of the Civil Rights Movement.

Civil Rights Movement, [www.northcarolinahistoryproject.org/civilrightsmovement](http://www.northcarolinahistoryproject.org/civilrightsmovement). This article is particular as to what happened in North Carolina during the Civil Rights Movement.

Charlotte Remembers 1963 Desegregation ‘Eat-In’. <http://www.Usatoday.com/storynewsnation2013/05/19/charlotte-1963/desegregation>., Associated Press, 2013 This article has many pictures and writing on the Civil Rights Movement.

Sorting out the New South City; Race, Class and Urban Development 1875-1975, Thomas W. Hanchett, (1998); The University of North Carolina Press. This resource has very detailed information about people and places in the last century; it is particularly detailed about business and neighborhood development.

Food Lion’s History, [www.foodlion.com/Corporate/History](http://www.foodlion.com/Corporate/History). This resource tells the family history and story of how the Food Lion Corporation was established and developed.

Ralph W. Ketner, <http://www.northcarolinahistory.org/commentary/118/entry>. This article tells about the family and business leader of Food Lion in relation to various types of businesses and industries in the North Carolina and Charlotte area.

U.S. National Whitewater Center; <http://usnwc.org>; this site describes the many educational programs available for school trips for students of all ages.

The United State National Whitewater Center, [http://en.wikipedia.org/wiki/U.S. National Whitewater Center](http://en.wikipedia.org/wiki/U.S._National_Whitewater_Center). This website gives the history and background of the Whitewater National Olympic training Center in charlotte, North Carolina.

Lake Norman Wildlife Conservationists, <http://www.lakenormanwildlife.org>. An affiliate of the North Carolina Wildlife Federation, the Lake Norman Wildlife Conservationists have a variety of events, projects, and programs for students and adults.

City of Charlotte & Mecklenburg County, Government Services and Information, <http://www.charmeck.org>, (2013). This website offers what is current in city government and services.

History of Charlotte-Mecklenburg Government, <http://www.cmsstory.org/history/hornets/city/htm>. This website offers the history of the development of organized government in Charlotte-Mecklenburg.

David G. Moore, A Brief History of the Catawba Indians; <http://www.ncpedia/catawba-indians>. This article gives much information about the Catawba tribe.

Cawtawba, <http://dickshovel.com/Catawba.html>. This article tells much about the origins of the Catawba tribes, and their traditional enemies of other Native American tribes.

Catawba Indian Fact Sheet, [www.bigorrin.org/catawba\\_kids.htm](http://www.bigorrin.org/catawba_kids.htm). This website offers lots of links for various Catawba cultural items.

The Catawba Nation, Charles Haddock (Spring, 1995). First immigrants: Native American Settlements of North Carolina, Stephen R. Claggett. Reprint from Tar Heel Junior Historian, <http://www.learnnc.org>. This website is student-friendly.

North Carolina Digital History, Colonial North Carolina, <http://learnnc.org/lp/edition/nchist-colonial>. This website offers the historic reasons why settler came down a traveled wagon train to the Charlotte Piedmont area.

Historic Latta Plantation, <http://www.lattaplantation.org>. The Latta Plantation has many exhibits and is a live historical representation of the era.

The Civil War in Charlotte, <http://www.cmsstory.org/history/history/timeline/default.asp?=9&ev=0>. This website tells how Charlotte was spared of violence during the Civil War, but was a major supplier for the Confederate effort.

Textile Mills, Mill Villages, and Mill Life in North Carolina, [UNC University Libraries, http://www.2.lib.unc.edu/ncc/ref/study/textile](http://www.2.lib.unc.edu/ncc/ref/study/textile). This website gives information about the development of the business of cotton and cotton mills, as well as the lives of the workers.

Cotton Mills, <http://www.ncpedia.org/cottonmills>. This website gives information about the development of the business of cotton and cotton mills, as well as the lives of the workers.

Cotton Mills, <http://www.learnnc.org/search/?phrase=cotton>. This LearnNC website provides many links to related topics and further reading about the aspects of cotton mill culture.

Charlotte History, Discover the Fascinating History of Charlotte, North Carolina, <http://www.charlotegotalot.com/charlotte-history>. This website gives a short summary of how banking in the area grew.

Charlotte Chamber, <http://www.charlottechamber.com>. This website has many links for students to choose topics and use their own research.

### **Resources for Students:**

Barbara Broom-Devine, The 1963 Charlotte 'Eat-In' Power Point Pictorial with Captions, 2013.

Barbara Broom-Devine, What is a Good Citizen? (Comparing Analysis Graphic Organizer/Self-Connection Story Response), 2013.

Economics in Our Age-Supply and Demand, Clearvue&SVU, 1999, <http://www.discoveryeducation.com>.

Barbara Broom-Devine, Graphic Organizer Booklets Needs/Wants, Supply/Demand, Goods/Services, World Trade, Made –in- Charlotte, 2013.

Nystrom Social Studies, Herff Jones, (USB), 2010.

U.S. National Whitewater Center, Trail Maps, 2012.

Barbara broom-Devine, Graphic Organizer with categories about local animal life.

Barbara Broom-Devine, Graphic Organizer for Government Services Report, 2013.

Barbara Broom-Devine, My History Book (graphic organizer pages), 2013.

The Catawba Indians, PowerPoint Pictorial with Captions, 2013.

Peter F. Copeland, South East Indians Coloring Book, Dover Publications, Inc.

Yannick Oney, First American Colonies, Scholastic, 2004.

Jean Fritz/Margot Tomes, And Then What happened Paul Revere?, Putnam and Sons, 1973.

John Stanchak, Civil War, Dorling Kindersley Publishing, Inc., 2000.

Marie Bradley, MoreThan Anything Else, Orchard Books, Inc., a subsidiary of Scholastic, Inc. (1995).

Barbara Broom-Devine, Charlotte in the Civil War, (Power Point Pictorial of Charlotte during the Civil War), 2013.

[www.discoveryeducation.com](http://www.discoveryeducation.com); Textile picture images.

[www.discoveryeducation.com](http://www.discoveryeducation.com); mills.

Stella Robinson, Textiles, Wayland Publishers, 1983.

Barbara Broom-Devine, Steps to Making Cloth, (Flow Chart Graphic Organizer), 2013.

Donna York-Gilbert, The Charlotte Trolley and the Full Moon Adventure, Charlotte Trolley, Inc., 2001.

Power Point Pictorial with Modern Businesses and Diversity in Charlotte

Time line

