



Segregation, Desegregation, and Resegregation of Charlotte Schools

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This curriculum unit is designed for 3rd grade Social Studies

Keywords: Segregation, integration, desegregation, gentrification, Jim Crow laws, mistreatment, equality, equity, academics

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

Synopsis: This unit is aimed to engage students in the reality of racial segregation in Charlotte schools. I am going to allow my students to investigate, understand and consider the factors that have allowed Charlotte to become a city divided, particular with schooling. Students will be introduced briefly to the Jim Crow Laws that were promoted and followed that have always caused Blacks to be at a disadvantage in the 1900s. We will explore the word “segregation” and give students time to reflect on this concept. Students will later look into the changes implemented that start to evolve change. Students will begin by looking into Harding High School. Students will be introduced to Dorothy Counts and begin watching and seeing the day in 1957 when she became the first black girl to attend Harding High School. This was the first step into integration. Students will then recount many stories similar such as the well-known Ruby Bridges and use strategies to compare and contrast the stories. After this exposure to integration, students will be given the details of Brown Vs. Board of Education, visual representations of our city, gentrification, and other aspects that have allowed Charlotte to be one of the most segregated school systems in all of the United States. Students will be purposefully viewing pieces of the Breaking the Link report and come up with possible solutions to how we can make Charlotte the ideal place for school integration that it was in the past.

I plan to teach this unit during our Social Studies unit on changes over time in December of 2019. This unit will be taught to third grade students.

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Introduction

Rationale

The background of my life was what really prompted me to want to investigate more in-depth the disparity between what I was seeing in my hometown versus what I was seeing occurring in Charlotte, North Carolina. My entire life I have been misinformed about why there was such a racial divide in our state, and after travelling on a Civil Rights Equity Trip that I will speak more about below, I yearned to learn more about my background that I was never introduced to or had knowledge about. The rationale behind this unit was to allow students at a young age to see the relationships between white privilege, school zoning, and school demographics. Students will be exposed to the reality of what it looks like in Charlotte schools to be at a predominantly white school vs. predominantly black schools and what ways these schools are viewed. Students will be engaged in learning about how this all happened. I believe that the reason I wanted to dive into this research is that I, myself, was intrigued by the idea that this is not how it always was. How can Charlotte go from being the country's example of what effective integration looks like, to be the most divided and segregated city in the United States?

The idea of this unit is for students to want to evoke change in our city. The goal for the unit is to allow students to learn and hear about the changes in Charlotte, North Carolina, and how that has affected our school systems in particular. Students will follow a timeline of events and hear of many scenarios that have been the molding block for segregation of schools. Students will be able to look at the racial composition of our own district and be able to make connections and compare and contrast how schools were then and now.

Class demographics

I teach third-grade students ranging from age seven to nine years old. I teach at a school that is considered a partial magnet that attracts many different backgrounds of students. I have ten females and seven males within my classroom. I teach all subjects from reading, math, science, social studies, and computer science. I have four Hispanic students, eleven African American students, one white student, and one multi-racial student. Two of my students are females that have previously been retained. One labeled exceptional needs student and five English Language Learners. Not only is there a mixture of student demographics but I also have varying levels of abilities across the classroom as well. I have six students that are above grade level, four students on grade level and six students who are below or far below grade level.

Unit Goals

The ultimate goal of this unit is for students to recognize and facilitate their own conversation and possible solutions to how Charlotte Schools became resegregated after the attempt made to desegregate. Why did Charlotte Mecklenburg become so divided in racial composition? Were there aspects of history that could have shaped that? What are we learning in schools that could possibly be falsified? How does privilege play a role in the composition of our city and schools? What can we learn from and act on with the information we are provided with during this unit? These questions are the focus of my unit. I want to mainly utilize history and literacy standards to illustrate how Charlotte Schools have changed over time by allowing students to read multiple informational texts about Charlotte, North Carolina and to learn about the history of laws and court hearings that have contributed to the shaping of the city we call Charlotte today.

Content Research

Brown vs. Board of Education

Brown vs. Board of Education was the first step into school integration. In 1954, the courts ruled school segregation as unconstitutional. How did this court case effect Charlotte itself? Dorothy Counts was the first African American student to integrate schools in 1957. Harding High School was an All-White school from its opening in September of 1935 until the attempt to integrate in 1957. As noted in a Harding High School history excerpt, it was described as students' unwillingness to allow this integration to occur. "On that September 4, 1957, students were expecting an attempt to integrate Harding, and they were ready to prevent it. A picture taken of the scene that day that appeared on the front page of newspapers across the country showed the crowd, mostly young boys, hurling racial slurs, abusive taunts, and some small objects at Dorothy Count as she approached the school. "The same menacing treatment continued throughout the succeeding days until her parents withdrew her from the school." ¹This shows that the attempt to integration in 1954 was much of a failure in Charlotte from the beginning of the Brown vs. Board of Education case in 1954.

Charlotte's Demographics of Schooling

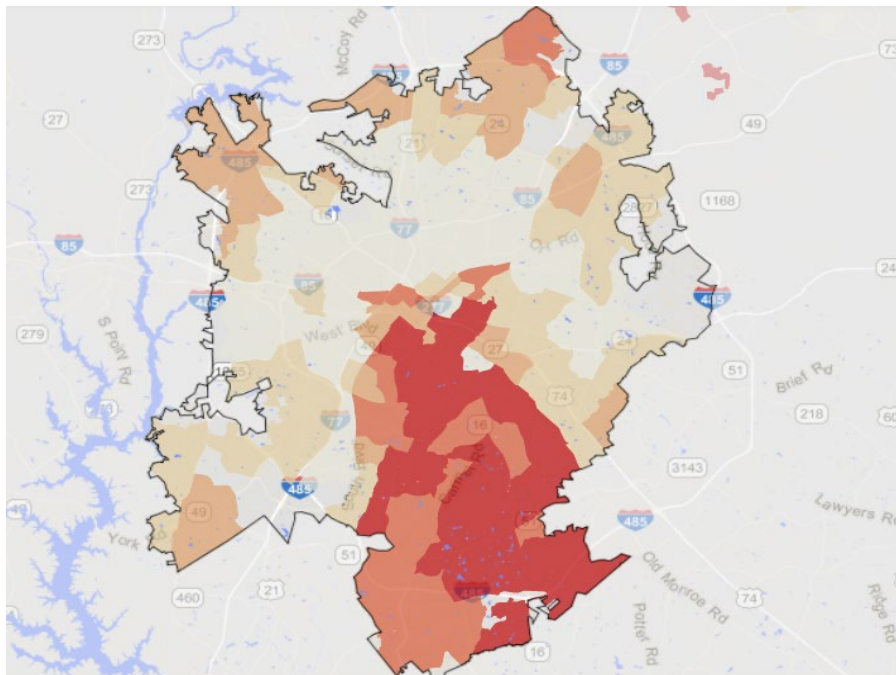
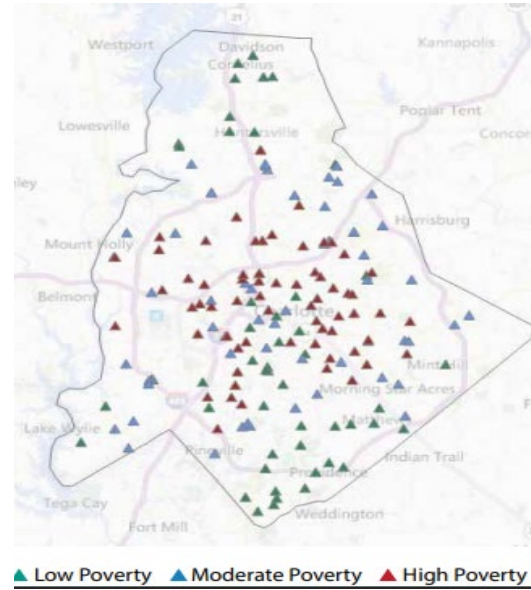
According to the most recent *Breaking the Link*² For all grade spans, low-poverty schools were composed of mostly white students, whereas in high-poverty schools, the majority of students were black and Hispanic. Moderate-poverty schools' composition was somewhat more balanced between black, Hispanic, and white students. To visually represent ³how the schools are located based on low poverty and high poverty, below is a representation of the division of the city: To visually represent how the schools are located based on low poverty and high poverty below is a representation of the division of the city.

¹ Harding High History. (n.d.). Retrieved from <http://www.harding1957.com/History-of-Harding-High-School.htm>.

² "Breaking the Link." Breaking the Link, n.d. <https://4.files.edl.io/612a/06/04/19/194431-a5a8d5ab-3ac2-40a1-902c-f295b0d36a8d.pdf>.

³ Race and Ethnicity in Charlotte, North Carolina (City). (n.d.). Retrieved from <https://statisticalatlas.com/place/North-Carolina/Charlotte/Race-and-Ethnicity>.

Visual representations of our city show the discrepancy between neighborhoods in the following visual this is the percentage of whites living in Charlotte, based on area and neighborhoods:



White Race and Ethnicity by Neighborhood

#7

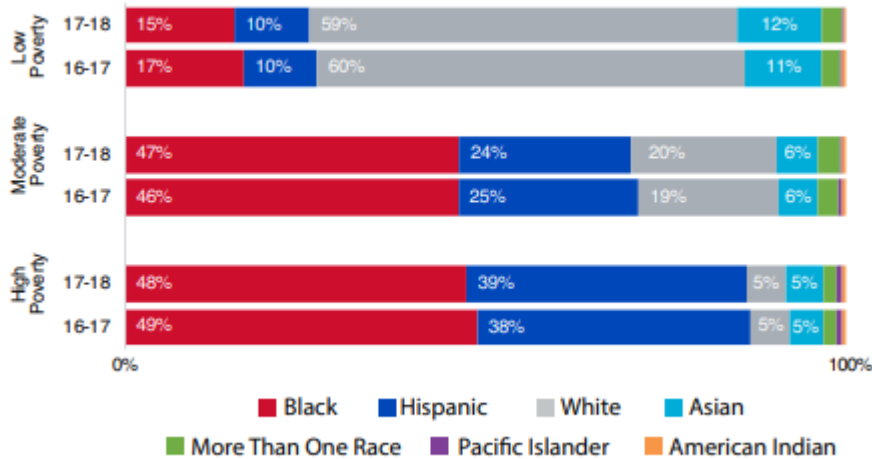
Whites (non-Hispanic) as a percentage of the population (%):



As we start to look ⁴and evaluate the overall composition of race within the city, we can see that

there is a correlation between the low poverty schools and the placement of race around the city.

Enrollment By Race and School Poverty Level - Grades K-5



White Privilege

“For me white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.”

-- Peggy McIntosh

“One question for me and others like me is whether ... we will get truly distressed, even outraged, about unearned race advantage and conferred dominance and, if so, what we will do to lessen them.”

-- Peggy McIntosh

Peggy McIntosh explains in “White Privilege: Unpacking the Invisible Knapsack” how that there is a clear unknown privilege that is evident through the lack of acknowledgment of privilege. “I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege.” (McIntosh,2000). As we think about how Charlotte Mecklenburg is divided by neighborhoods and by “sides” North, South, East, West, we sometimes forget that there are advantages in each area that we explore. McIntosh extends her thinking in relations to school when she speaks about the possibility that white students in the U.S. think that racism doesn’t affect them because they are not people of color, they do not see “whiteness” as their

⁴ Race and Ethnicity in Charlotte, North Carolina

own racial identity. How does the separation of schools in our city continuously effect this line of thinking within students?

White Fragility

“White fragility is a state in which even a minimal amount of racial stress becomes intolerable, triggering a range of defensive moves.” (DiAngelo, 2017) Being uncomfortable is stressful and the evidence provided in this book allows for the uprising of the questions of how we have become such a divided school district. Robin DiAngelo explains that whites live in racial segregation daily because of the intentional choice to live in “good neighborhoods” or “good schools”. DiAngelo also notes that we have developed a society where we are emphasizing our racial ideas and interest which then results in the being the main decision maker. Allowing for one race to be considered normal, universal, neutral and good. ⁵As we dive into the Breaking the Link report for Charlotte Mecklenburg schools, there is a truth behind the statement that we are hiding behind the facet of separating neighborhoods and schools as something that is “just happening”. Children are aware and learning of these divisions as early as pre-school.

The Lies My Teacher Told Me

As educators, we provide a lot of the knowledge that may not be given at home or may be misinterpreted from social media. Social media in today’s classrooms play a large role in how we promote, continue and provide access to privilege. In this book, it explores the many ways where white dominancy has been taught and portrayed in classrooms even until today. Helen Keller, Woodrow Wilson, Christopher Columbus, The First Thanksgiving, etc. All of the subjects that I have always been told so much about in history were only a tactic of “herofication” and glorifications for the wrong reasons. The continuous teaching of white dominance only contributes to the progression of “Whiteness” and the ability to be ahead of the rest. As I begin to read more into this book, I will be able to provide more details and examples that show that curriculum is shaping the divisions of race not only in Charlotte Mecklenburg but also across the United States.

The Racial Contract

The recognition of normality and what is considered suitable for what is normal is the breeding ground for segregation. The book *Racial Contract* written by Charles Mills describes the differences between being full person versus being subperson. A subperson is what was the labeled reference to nonwhite people, as full person was the description of the white race. This description can represent the visual make up of our city as it pertains to quality of education and quality of living. There is a consideration of what “Good space” is and “bad space”. As much as there is blindness to this occurrence in our own backyard, there is indication that we are very aware of what these terms mean in relations to location, schooling and jobs.

⁵ DiAngelo, Robin. *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston, MA: Beacon Press, 2018

Playfulness, “World”-Traveling, and Loving Perception

Maria Lugones illustrates beautifully how world travelling has nothing to do with even leaving your own state, or your own city. It pertains more to the experience that you allow yourself to divulge in that is not your own culture or identity. “One may disown a “World” because one has first person memories of a person who is so thoroughly dominated that she has no sense of exercising her own will or has a sense of having serious difficulties in performing actions that are willed by herself and no difficulty in performing actions willed by others.” People who perceive the world as “my world” have the feeling of ease within the world. What perpetrates that? How can we cause students and people to become at ease in the world that they may feel dominated within. How can we combine schools without parents or children feeling like their world is being taken over? The goal of World Travelling is to broaden the perspective of what the world looks like in the eyes of Lugones.

Guilt and Shame Regarding White Privilege

Being an educator of young minds, I feel that guilt and shame of white people should not be the ultimate goal of evaluating and bringing to light what white privilege is. I believe that Dr. Shannon Sullivan’s explanation is a solid ground for preparation to an ongoing change that can occur if we acknowledge what is happening, “I think that guilt and shame don’t provide the emotional fuel to sustain the ongoing, difficult work of fighting racism and white privilege.” Allowing students to hear and unravel the privilege that surrounds the white race is not intended to make white students or families feel guilty it should be a roadway to possible change into the social disadvantages that arise in non-whites.

Becoming White (White Children and the Erasure of Black Suffering)

This writing was pertinent to my research because it was an encounter that students (of the age that I teach) had when they visited the Latta Plantation here in Charlotte, NC. Students were unknowingly being exposed to how to be white and exclaimed the “beautiful” nature of the plantation, which was just a false picture of the realization of the historical plantation scene. “It also impacted the habits of the nonwhite children on the trip, teaching them to perceive from the point of view of whiteness and erasure of Black Suffering.” The field trip allowed students to explore aspects of the plantation such as schools, homes, and the fields in the view of a white man that did not include the reality and the conditions that were endured by the enslaved people. I thought it was interesting to note that it was stated as a wedding venue for some as well. Students did not see this field trip as a historical landmark of suffering and racial acts; it was viewed as entertainment for the children, which again increases the dominance of one race over another.

Civil Rights Equity Trip

My personal experience with white privilege is that I never recognized much difference in my advantages over others because I was of white and black race. My mother was white and my

stepfather was as well. I did notice more of a shift in my advantages when I was on my own in college and attended a school that was over 90% white. This summer I had the opportunity to explore the history I was never told or never exposed to in school nor in my household. I was able to visit historical landmarks and sites in Birmingham, Montgomery, and Selma Alabama. I was able to visit Oxford, Money, and Glendora Mississippi where I heard horrific stories of racial injustices such as Emmett Till, a young boy murdered by two white men after a wife of one of the men said Emmett Till whistled and touched her. (Which later she rebuked) I heard of the two men being let free from their charges and later paid to confess. I was able to sit in the courtroom where all of these trials unfolded. After this trip, I started to understand that as a teacher, student, parent and person that white privilege is the result of many years of racial injustices and the deep history of our country. Along with, the upheaval caused to whites by the abolishment of Jim Crow Laws, and the continuous pattern of oppression on African-Americans. My aim for this unit is to find activities that will be suitable to teach students of young ages. I want the activities to be appropriate but real, informative, and allow students to critically think about their own world. As stated previously in *White Privilege*, this is not intended to form guilt or a shame mentality but more of the framework for possible upcoming and ongoing change in our city and schools that can benefit all.

Brown vs. Board of Education combined with Swann vs. Charlotte Mecklenburg Schools

Before we can begin to process the segregations of Charlotte Mecklenburg and how it affects a large number of people in an inequitable way, we need to discuss the decisions that have placed us in this position. The Brown vs. Board of Education case set the precedence for how schools are to attempt to integrate schools. The *Separate but Equal* saying for education was considered far from equal for most of the students in Charlotte Mecklenburg. The court justices decided that racial segregation of schooling was unconstitutional. The Swann vs. Charlotte Mecklenburg schools case is about the court justices deciding to uphold busing programs to help accelerate school integration. In Charlotte, North Carolina, for example, in the mid-1960s less than 5 percent of African American children attended integrated schools. Busing was the way for whites to facilitate segregation. Vera and Darius Swann, Parents of a six- year- old, sued Charlotte Mecklenburg Schools because they were being bussed further from their home. The school the parents wanted their child to attend was one of the few integrated schools in Charlotte at the time. Here is where you are also provided with an example of how racial categories were established. Busing was a contributor to segregation and also the attempt to integrate.

Jim Crow Laws in Charlotte

Jim Crow laws were a collection of state and local statutes that legalized racial segregation. (History.com Editors, 2018) North Carolina was a part of the segregation and expansion of causing African Americans to be controlled my rules and laws. In North Carolina in particular Jim Crows Laws were a way to oppress African American families so that they were limited to opportunities. Buildings were segregated and whites and blacks were divided in many ways. Restaurants, schools, banks, buildings and neighborhoods were segregated and a lot of violence during the Jim Crow Laws resulted in the death of many African American people.

The History of Charlotte North Carolina Integration

Harding High School was the first Integration attempt in Charlotte, North Carolina. Harding High School was first integrated with a young woman named Dorothy Counts. Counts walked the steps of the school while being taunted by white males in 1957. Harding High School was once an all-white high school in 1957. Now the demographics represent majority black and Hispanic students. Sixty years later, tens of thousands of African-American students attend schools that, like those of Counts' childhood, are isolated by race. In Charlotte-Mecklenburg Schools, about half of black and Hispanic students go to schools that are less than 10 percent white. Harding High is one of them. (Doss, 2017) The overturning of the bus integration resulted in many students not being able to transport to schools that were integrated. This shockingly, only happened twenty years ago. "Since then, changed in the school system's vision statement reflect the subsequent racial resegregation of schools." In *Beyond Black and White: Visualizing Charlotte's Busing*⁶ story, the authors create visual representation to show the effects of busing and the effects of removal of busing.



What is Charlotte Saying about Suspension Rates?

Amy Doss Helms dove into the statistical data of CMS schools and evaluated the suspension rates of school by racial composition. The data is saddening and what the article points out is the lack of implicit bias training and the structure of our racial composition, which does mean in more blunt vocabulary, segregation of the district. In the report, it stated, "Combined with enrollment tallies for 2015-16, indicate that black students in CMS logged a rate of 32.1 suspensions per 100 students, compared with 8.4 for Hispanics, 3.6 for whites and 2.3 for Asians." (Doss Helms, 2017) The justification behind the suspension rate numbers was "Some contend the numbers merely reflect reality: Black students' and boys in particular, cause most of the trouble. But many of the infractions that lead to black students being removed from school are based on "judgment call" issues, such as insubordination or disrupting class, rather than clear-cut offenses such as being caught with a weapon or drugs." Many people that are advocating for the dismantling of hypersegregated schools (hypersegregated refers to school that are less than 10% white and high poverty). In the report it was also noted that "But the fear that reassignment could redistribute students with behavior problems can boost resistance from families in low-poverty, high-performing schools" (Doss Helms, 2017) When evaluating that sentence, it made me wonder, who would be resistant? Why wouldn't we want to allow for success from others? Referring back to the charts and pictorial representation of Charlotte, who benefits from the low poverty and high-performing schools?

⁶ Coscolluela, Collins, Norris, & Shaffer. (n.d.). *Beyond Black and White: Visualizing Charlotte's Busing Story*

Schools Demographic and School Grade Correlation

While researching and exploring through the Charlotte Mecklenburg Performance Dashboards⁷, I investigated 2 B schools and 2 D schools and looked into the racial composite and geographic location of each school. Elizabeth Lane Elementary School is located in the small town of Matthews, NC. Their school report card was a B. The total number of students was 1,076 with 750 students being white 70%, 18% Asian, .05% Black and .09% Hispanic. The label of this school is also in a Low Poverty Area. On the other side of town at Hidden Valley Elementary we see an almost 50-50 split between black and hispanic representation. 54% Hispanic and 42% Black. Their performance grade is a D. The poverty classification is high poverty according to the Charlotte Mecklenburg School Performance dashboard. Let's look into two more schools. We will look at a South Charlotte Elementary school with Low Poverty and another Charlotte School with High Poverty and evaluate the numbers shown for each school. Elon Park Elementary school is located in the town of Ballantyne. The school demographic is 44% White and 38% Asian. .09% is hispanic and .08% is black. This number is rated as a B school. Druid Hills Academy is composed of 85% black and 11% Hispanic. The number of white students is not even enough to make the amount of that subgroup a percentage. They make up less than 10 students in the entire school. This school is ranked as an F school. Using just elementary data and only 4 schools in the district, there are clear statistics shown that point to the racial divide within our district. Why are the non-white schools not performing? Are they receiving the same resources? Same instructional levels as the schools that do perform?

Instructional Implementation

This unit will take course over a two- week Social Studies unit. Students will be focusing heavily on the Third Grade Social Studies standards that address change over time. Students will be involved in multiple simulations, a privilege walk, exposure to vocabulary, recounts of events from teachers in the CMS district. Students will be expected to “Break Out” of a Google Form after they have found and answered the questions on the form. There is a list of five questions the students will participate in as they go along in the unit. The formal assessment for this unit will be for students to complete a Project Based Learning assignment that allows them to use the information they have learned during the course and apply it to their own ideal of what an integrated school looks like. They will discuss what plan they could possibly look at to help our district become the model city for school integration across the entire city.

Lesson One: What is advantage? What is privilege?

Students will participate in a simulation where I have them complete a task. Students will be split into three groups. One group will be allowed one shot each, second group will be allowed 3 shots

⁷ Performance Dashboard. (n.d.). Retrieved from <http://www2.cms.k12.nc.us/cmsdepartments/accountability/Pages/PerformanceDashboardNew.aspx>. This Dashboard is where you can find any information about demographic make up, school performance and school grade

each and the third group will be allowed 5 shots each. The team that scores the most points in this simulation will win.

After this demonstration, students will come back into the classroom. Students are to write two sentences but I will not give pencils to at least seven of my students. The students are to figure out a different mean of writing sentences without the proper materials to do so. Students will be given time to write what they believe was fair or unfair about the basketball demonstration.

Students will be able to ask questions based on what they are seeing as unfair. How are students able to complete the assignment without the necessary resources? How are some students given more opportunities to be successful than others based on the advantage they have of more shots to make a basket.

Advantage will be defined to students as *a condition or circumstance that puts one in a favorable or superior position.*

Discussion questions: Advantage

How does advantage play a role in the basketball demonstration?

How do some students benefit over other students?

Privilege will be defined to students as *a special right, advantage, or immunity granted or available only to a particular person or group.*

Discussion questions: Privilege

How does privilege play a role in the basketball demonstration?

How do some students benefit from having privilege?

Students will input the definitions into their notebooks for reference later in the unit. Students will then begin to write situations where they feel that an advantage or privilege has affected them. (Ideas could be as small as being able to use a calculator on a test)

Lesson Two: The Privilege Walk Exercise for Elementary Students

The purpose of this exercise is to allow students to visually see privilege in action and where students may fall in this exercise will spark quality conversations and discussions that may be uncomfortable but very necessary.

Setting up the lesson:

- a. Make sure you have enough space to accommodate your classroom size. Whether this demonstration is outside or inside make sure you can line your students up shoulder to shoulder comfortably.
- b. The teacher should determine what the middle of the room is so that there is equal distance from the front to the back of the room from the middle. Students are to start behind this line and once sentences are read aloud, the students will walk forward, backwards or stay still depending on the answer to the question.

c. Make sure you have enough time to complete the Walk and the discussions post demonstration (Estimated time 45 minutes to an hour)

The Demonstration:

- a. Prior to beginning the demonstration remind the students that this is to help them understand more about themselves, their classmates and their peers in the classroom. Please disclaim to the students that they may feel uncomfortable but the discomfort in this lesson will allow students to really analyze what the lesson is meant to teach.
- b. Instruct students to line up shoulder to shoulder along the line in the middle of the room
- c. Give students the direction to listen very closely to each sentence and to take the step stated if that question applies to them.
- d. Remind students that this is NOT a competition. This is meant to learn from each other and ourselves.
- e. Before the demonstration begins, make sure you have developed a safe and calming environment for all. There should be no talking or discussion of what is being asked until the very end.

Demonstration Questions:

Make sure you read aloud each question and clarify any questions or modify any of the questions to suit your classroom and students. Now, start this workshop by asking one question at a time pausing until students have made their movements:

1. Please move one step forward, if you are right handed.
2. Please move one step forward, if you ever took a family summer vacation out of town as a child.
3. Please move one step forward, if you are a male with athletic talent.
4. Please take one-step back: If your ancestors were forced to come to the USA not by choice.
5. Please take one-step forward: If your parents took you to art galleries, museums, or plays as a child.
6. Please take one-step back: If you have ever been called names because of your race, class, ethnicity, gender, or sexual orientation.
7. Please take one-step forward: If your family ever had a maid, gardener, or nanny growing up.
8. Please take one-step back: If you were ever ashamed or embarrassed of your clothes or your home growing up.
9. Please take one-step back, if you had to get a job before graduating high school to help contribute to family finances.
10. Please take one-step forward: If at least one of your parents has a college degree.
11. Please take one-step back: If you were raised in a neighborhood, where there is frequent crime, gang, or drug activity, etc.
12. Please take one-step back: If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed.
13. Please take one-step forward: If you studied the culture of your ancestors (prior to the United States) in school.
14. Please take one-step back: If you went to school speaking a language other than English.
15. Please take one-step forward: If there are more than 50 books in your house growing up.
16. Please take one-step back: If you ever had to skip a meal or were hungry as a child because there was not enough money to buy food in your home.

17. Please take one-step back: If one of your parents was unemployed or laid off, not by choice.
18. Please take one-step forward: If you attended private school or sleep-away summer camp.
19. Please take one-step back: If your family ever had to move because they could not afford the rent.
20. Please take one-step forward: If you were expected to attend college by your parents.
21. Please take one-step back: If you were raised in a single parent household or by a family member/guardian who is not your parent.
22. Please take one-step forward: If your family owned the house where you lived growing up.
23. Please take one-step forward: If you were ever offered a good job because of your association with a friend or family member.
24. Please take one-step forward: If you ever inherited money or property.
25. Please take one-step back: If you had to rely primarily on public transportation at any point in your life.
26. Please take one-step forward: If you can be stopped/questioned by police without worry that you are being singled out because of your race.
27. Please take one-step back: If you were ever afraid of violence because of your race, ethnicity, gender, or sexual orientation.
28. Please take one-step back: If your parents did not grow up in the United States.

III. Discussion and discovery

- a. Ask participants to remain in their positions and to look at their position in relation to the line and the positions of the other participants.
- b. Ask students to think quietly about the following questions:
 - i. What happened?
 - ii. How did this exercise make you feel?
 - iii. What were your thoughts as you did this exercise?

In the Appendix, there is an attached resource with extensions to the demonstration

Lesson Three

Students will start their “Breakout” Session where they have to figure out the answers to all of the questions on a Google Form. Students will start at this bit.ly to begin their break out. Start here: <http://bit.ly/2qn9oVn>

1. What year was schools in Charlotte integrated? _____

Once students find the answer to this question they will move onto the next part of the breakout which is the definition of important vocabulary words. The following words students will explore are low poverty area, high poverty area, segregation, resegregation, Harding High School (University), Swann v. Charlotte-Mecklenburg Board of Education, Brown Vs. Board of Education, Busing Integration, Redlining, inequality, equality, disadvantages and advantages. Students will use this time to complete a word study and use the Learning and Flashcard application on Quizlet to study the words and get ready to use the words in lessons later in the unit. [Quizlet](#)

Lesson Four

Students will investigate the Charlotte Busing that has paved the way for segregation, integration and resegregation. Students will read an article titled *In the Rearview Mirror: Busing in*

Charlotte, Written by: Virginia Brown and Lisa Rab. This article starts with a picture of students leaving South Mecklenburg High school after a “racial disturbance” in 1971, during the times of integration. This lesson will be important for students to learn about the Swann vs. Charlotte Mecklenburg School system will parent’s of a six -year- old wanted their child to attend a school near theirre home. This school was integrated but it was still at the early years of integration. This set into action more desegregations of schools and this was the time where Charlotte was one of the nation’s examples of what real and effective school integration looked like. Until September 1999, when this court ruling was overturned.

Students will evaluate the cause and effects of these scenarios by doing a role play simulation. Students will be given tasks on a card that shows them their daily lives in the life of a student during the 1970s when bus integration was just evolving. They will discuss their feelings of comfortability or lack thereof. Students will engage in small group conversation about all of the different scenarios given. Here are the scenarios:

1. You are in elementary school and you have to ride a bus to a school one hour away to make sure you are with students of your same race.
2. You are in an elementary school where everyone looks like you
3. Your first time at a new school and people stare and make fun of you
4. Your next- door neighbor who is of a different race goes to the school nearest to your house but you go across town to another
5. You make friends of different races at school
6. You are the only child who wears a red shirt everyday while everyone else wears green.

All of these scenarios will be discussed in a small group to see how students would react if that were the situation they were involved in.

Lesson Five

Students will go back into their notes and discussions with their group and read a real account of teachers of West Charlotte High School. A previously very well integrated school now completely segregated. Students will dive into data and numbers indicated in the article and look at premade maps of Charlotte to look at the low-high poverty areas. According to the article, “In 1989, less than 2 percent of black students in the Charlotte-Gastonia-Concord area attended a school that was 90 to 100 percent minority. By 1999, 6 percent of black students were in that situation; by 2010, it was 36 percent. This year, an analysis by The Charlotte Observer found that 60 schools in CMS have student populations that are less than 10 percent white, and most of those schools have “very high poverty levels.” Students will then analyze statistics and demographics of Charlotte by using the pictures in the research section. Students will use their social studies mapping standards to depict the pictures that label high-low poverty school and then take Google Map tours of those areas. Lesson five is meant to be more of an independent study time where students are choosing where to explore in Charlotte. After their exploration the discussion questions will be:

1. What did you discover?
2. Do you think Charlotte has always been this way?

3. Do you think any side of town has an advantage over others?
4. Are all areas of Charlotte the same?

Lesson Six

Project Based Learning Project

Students will be given a task to help develop a more racially integrated district. Students may use their own imagination but also keep in mind the court cases that empower the integration but also led to the resegregation. Students will also use their own simulations to form appropriate ways to make schools more integrated. Students will be provided a rubric for this project and are expected to build a plan, a district law involving increase of school scores. Students are to also give reasoning and a well-written platform to explain the importance of having more schools that represent all races.

Students will then build a school in a 3-D format that will demonstrate their ideas of what an integrated school would look like to them. What type of resources will those schools have? What type of students will this school consist of?

Students will then be expected to explain in an opinion written pieces their explanation for the importance of integration of schools. They may account events from their article readings or discussions that happened in the classroom setting to inform their decisions.

Appendix 1 – Teaching Standards

Social Studies

3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.

Students will explore the influences and decisions made in Charlotte’s history that has impacted the overall composition of schools and the effects it has had on the community.

3.H.1.1 Explain key historical events that occurred in the local community and regions over time.

Students will be exploring the Court Cases, Historically significant people and laws that have occurred in Charlotte Mecklenburg that have affected the community.

3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

Students will be able to research and explore Dorothy Counts, who was the first student to integrate into the Charlotte Mecklenburg school system. Students will also evaluate court cases in the district that molded the sections of the city.

3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.

Students will learn about the Urban Renewal time in Charlotte and how the development of the community caused mass removal of racial groups. (Red Lining)

3.H.2 Use historical thinking skills to understand the context of events, people and places.

Students will be using dates, simulations and discussions to use thinking skills to understand the context of school integration.

3.H.2.1 Explain change over time through historical narratives. (events, people and places)

Students will be exploring how Charlotte has evolved demographically through schools overtime. They will be able to identify key historical events that have led to the resegregation of Charlotte schools.

3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

During a simulation students will be given different scenarios to reenact as though they are part of history. Students will gain empathetic thinking to form multiple perspectives through their own eyes.

R.I.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

In the student’s Project Based Learning project they will use the information taught in the lessons to support what types of schools they would imagine being if there was a perfect school to them with all racial categories represented

R.I.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, Sequence, and cause/effect.

R.I.3.6 Distinguish their own point of view from that of the authors of a text.
Students will be given the opportunity to share their own perspectives of Charlotte's change over time.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Students will be tackling these objectives during their Project Based Learning project, they will write a thorough paper about their reasoning's behind the importance of equal opportunity and how we can give more opportunity to the disadvantaged areas of Charlotte.

Teacher Resources

[The Privilege Walk](#)- This is the entire file of The Privilege Walk activity. This manual was created to help guide teachers through the process of the Privilege Walk. In detail this file includes the set up, the exercise, processing, questioning, summary, reflections and a list of resources. The resources include reading materials that teachers can utilize to better understand and guide their own teachings on equitable access and privilege. This file also has practices to utilize to promote cultural competency and ability to educate in an equitable manner

[CMS Segregation Highest in State, Studies Find](#) this article details the possible reasons why Charlotte has become segregated overtime. It points out West Charlotte and the shift in demographics overtime.

[Breaking the Link Report](#) this report is the demographically breakdown of Charlotte Mecklenburg Schools. It goes into details the racial inequity of Charlotte Mecklenburg and possible solutions to the report are given.

Hagerman, M. A. (2018). *White kids: growing up with privilege in a racially divided America*. New York: New York University Press. This book focuses on the thoughts of children that are affluent and white. You will journey through a two year study that focuses on the views of affluent white children and how their racial socialization is determined by choices and conversations with their parents.

Charlotte Mecklenburg Performance Dashboard

<http://www2.cms.k12.nc.us/cmsdepartments/accountability/Pages/PerformanceDashboardNew.aspx> This dashboard allows for the community to explore all of the schools in CMS. This dashboard will indicate the school letter grade and racial compositions of schools.

Student Resources

[Quizlet](#) this quizlet will be used to complete the “Break Out” Session with students. They will be able to view definitions and find the link that will take them to their next exploration and reading.

Students will use this [guide](#) to begin their breakout session and allow them to explore new concepts within the unit. They will be filling this paper out while they are working. The students will then follow a bit.ly address to access the Google Form.

Students will be using this [Google Form](#) to input their answers to questions regarding Charlotte’s history of schooling. This google form has the following questions for students to answer:

1. What year was schools in Charlotte integrated?
2. What is the definition of resegregation according to the flash card?
3. On the first day of school in 1970, six Charlotte-Mecklenburg schools didn’t open due to?
4. In 1959, how many black students were in a White Charlotte school _____?

<http://bit.ly/2qn9oVn> This [bit.ly](#) will be how students access the beginning of their breakout sessions. They will get to explore the different articles, readings, and simulations that will occur during their unit through here.

Coscolluela, Collins, Norris, & Shaffer. (n.d.). Beyond Black and White: Visualizing Charlotte's Busing Story. Retrieved from <https://beyondblackandwhite.github.io/>. Students will get to listen to videos, audio and look at transformations of schools from when busing started to when busing ended in Charlotte Mecklenburg

Google Classroom will be a great way to incorporate student reflections. This could be a way to integrate technology and allow students to express their own understanding in a discussion post. This could also work well if students are given the opportunity to respond back to each other and ask questions they may have.

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