



Picturing Education in the Lenses of an Anti-Racist Teacher

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Oakhurst STEAM Academy

This curriculum unit is recommended for:

Social Studies/Literacy and Engineering Integregation

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

Keywords: equity, access, knowledge, modification, supplementation, anti-racist pedagogy, Expeditionary Learning (EL), Urban Renewal

Synopsis: Students in Charlotte Mecklenburg Schools receive instruction based on a curriculum that many teachers may not have the tools or knowledge to execute with fidelity and historical truth. This unit is set to tackle the literacy standards focused in Module One of the Expeditionary Learning (EL) curriculum briefly and then dive into the historical changes of Charlotte overtime, in particular the effects of Urban Renewal. This unit also will reflect the basis of anti-racist teaching and how every student yearns to see themselves represented in all text, not just text that signify struggle, but text that signify strength. Students will dive into their own personal views of our own city while immersing themselves into a mandated curriculum. Students will engage in art, conversations, pre-post test analysis, and historical information about the background of Charlotte, NC. This unit will focus on anti-racist pedagogical approach in hopes to allowing students to learn, explore and embrace the curriculum in a meaningful way.

I plan to teach this unit during the 2020-2021 school year to third grade students

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Introduction: Students Hear What they are Told

Every year my classroom is filled with diversity, laughter, questions, and kids. I initially began to think, how could I become a better teacher if I myself am I only teaching what I am given and not exploring more options? I started to explore more avenues to make sure that I am reaching out to students that may not be depicted in the stories we read, or the information we are given. Vikram Jaswal of University of University state that children have developed a specific bias to believe what they are told. This then allows them to form a short cut to keep them from having to analyze and question what people say. Jaswal then continues to say that most of the parents and caregivers (teachers) tell children things that they believe to be true.¹ It is important for us to allow to remember this approach when we are teaching students curriculum that may have a broadened view and an intention to show students that do not look the same, but we also need to be careful with how we provide this information to our students as well. This unit focuses on how we can incorporate the views that students will grasp and hold onto and challenge others and educators to evaluate what they are also learning. This is the road to anti-racist pedagogy.

Rationale:

Last year I was took part in a seminar called Frankly Speaking: White Privilege, under the provision of Dr. Sullivan I gained so much knowledge that was not available to me in all thirty years of my being. I was able to openly investigate my own biases, relearn history that was taught, and be able to understand that this district is not structured to benefit or educate all students. Eventually, I was struck by so much desire to want to engulf myself into more research to focus my teaching and learning on how to dismantle many inequitable practices, help students to feel pride and build a more knowledgeable background of what great teaching practices looked like. My unit last year focused on the segregation of Charlotte Mecklenburg Schools. This year, I wanted to not focus on what was wrong with our structures built around inequitable access to education, but to what we can do in our teaching practices to enhance learning for all students.

Students arrive at school to receive not only education but also lifelong lessons that will be unforgotten. I believe that teachers that have made an impact in your life are the names you will never forget. The information we give to our students is vital in the development of our district, city, country and world. How to be an Anti-Racist teacher was something I felt I knew about before entering into the seminar program, but once immersed, I started to see that I was only a novice at the work. Students' relationships is only skimming the surface when we think about what anti-racist teaching may look like within the classroom. There is more work to it than simply a relationship. Not to undermine student relationships as that is one of the most pertinent, but to deeply evaluate your own teachings, how you are teaching and what you are teaching and adapting it to fit an anti-racist approach is what I needed to learn and research more about.

According to Charlotte Mecklenburg's 2020-2021 Diversity Reportⁱⁱ our district is comprised of 27.2% Hispanic students, 36.7% Black students, 25.8% White students and the remaining 10.3% are Asian, Pacific Islander and American Indian. With this data, it should be our commitment to desire to focus our lenses on how we teach. Knowing that no matter the school we are placed, we will see a representation of different races, cultures and religions and we have to do our part to acknowledge, recognize and enhance our curriculum to focus on this. I had the pleasure of hearing a wonderful author of poetry, plays, essays, novels and stories for children named Zetta Elliot.ⁱⁱⁱ As Dr. Elliot spoke, she made a statement that still resonates in my mind, "Anti-racist- you have to get to the root of things." The root of things is what inspired my unit, anti-racist pedagogy focuses on not just changing a curriculum or presenting people of color more, it's about a mindset, it's about change, it's about focusing your mind on what you can do to form a more equitable teaching environment for all.

Educational Setting and Background

I currently teach at a Title 1 school located in Central Charlotte. Oakhurst STEAM Academy consist of 625 students enrolled. According to the school's Navigator Portal, the population is diverse and includes 40.5 percent African American, 29.9 percent Hispanic, 19.4 percent White, 5.6 percent Asian students and 3.2 percent are identified as two or more races. More than 27 percent of students at Oakhurst STEAM Academy are classified as English Language Learners (ELL), 12.8 percent are classified as Students with Disabilities (SWD) and 4.3 percent are classified as gifted. At the school, 48.1 percent of students are classified as Economically Disadvantaged. For this unit, I will be teaching third grade students. The ages of these third graders are seven to eight years old. My classroom demographic is almost a replication of the school demographics, I have twenty students that fill my classroom computer screen, of those 20, six are White, five are Hispanic, seven are Black, One is one or more races and one is Asian. My classroom represents what all classrooms should look like in CMS, but unfortunately we may have a longer process to where we can make alterations to the realization that CMS has transformed from the ideal city for school integration to now. According to the report Stymied By Segregation "Charlotte-Mecklenburg's dissimilarity index of 0.55 makes it by far the most racially segregated district in the state." (Nordstrom, 2018). This means we have to work through the perceptions that all students think, learn, feel valued when the data has initiated questions of why are teacher turnovers so high in some areas? Why are students failing are a greater amount in some areas? We cannot continue to focus our hypothesis of why things are failing on students, we as people and educators need to focus on how we are teaching.

Putting all of this background into perspective is important. Imagine you are in a ballet dance studio, and all of instructors talk about is baseball. You start to wonder, why am I in this dance room? This has nothing to do with me. Also think about how you would feel if the dance instructor spoke about ballet dancers, but all she said about them were how much they struggled and how they lived a life of nothing but non-triumphant times. How would you begin to feel as

that ballet student? All, that student wanted to do was to dance...Let's think about this as we dive into research and my unit and start to imagine how would your student feel if all they wanted to do was learn, but could make no connections and was constantly being reminded of their struggles.

Content Research

Anti-Racism: An Introduction

The first chapter of this book identifies the origin of American Anti-Racism, "The modern idea of racism was born out of the eighteenth-century wish to scientifically categorize humanity's essential hereditary traits- known as racial identity" (Zamalin, pg. 3) This was the origin of human race which was undenounced to me. This chapter then continues to build on the origin of anti-racism. It all became more notable when there were anti-racist views of the antislavery abolitionists, end of the Reconstruction Period and then again, through the actions of the civil rights movement of the 1950s and 1960s when people became more vocal and more vigilant to the oppression of the dehumanizing of black people. As you can see this first chapter was where the ideas of anti-racism came to life. This chapter highlights some of the components of anti-racism views such as structural changes, rather than personal transformations. Eliminating educational gap, addressing racial disparities, ending mass incarcerations and police brutality is more needed than racial reconciliation. (Zamalin, 2018) This chapter highlights that anti-racist work is more of an action rather than personal change.

Collective institutions have been the forefront of racial inequality and this book highlights that these structures have a stronger hold on power than those of the antiracists. Instead of eliminating racism, there is a desire to dismantle or deteriorate the power of racism. Narratives of the life lived was the route that antiracists took in the attempt to remake the culture. "Instead, they supplemented narratives of the lived experience of racism with asking white people to consider whether it would be acceptable to them." (Zamalin, pg. 51). I believe when we also ask ourselves this question we will begin to examine the structures that are in place that would benefit one race over another, or give unfair advantages. Antiracists fight for racial equality has changed over very little over time because the fight was not of the humiliation of the black race, but more heavily was primarily, not be murdered (Zamalin, 2018). White privilege is unraveled in this book as well and explained in a way similarly, to what I learned last year. White privilege is not that White people are able to go to the best schools and live in the best house, but rather they do not have to worry about being the target of violence due to their skin color.

This book moves from historical context into the present. Zamalin explains the background and purposes of the Black Lives Matter Movement (BLM) saying that it is meant to vocalize and allow people to see the unequal levels of victimization black people are subjected to in the criminal system. Crime and punishment are not equal when it is evaluated based on race. Antiracist perspectives would be able to evaluate and see the unequal opportunities in wealth, jobs and education, not shift to saying the history of racism is behind black citizens, and that it

should be no excuse for poverty or unemployment. The book notes that antiracist would make a claim that would having redistributive programs that bring black citizens to an equal level to white citizens in regards to wealth, income, employment opportunities, house, health outcomes, employment opportunities, housing, health outcomes, and education achievements. (Zamalin, 2018)

Riots are destructive, dangerous, and scary — but can lead to serious social reforms

The question many people ask are why are people causing destruction? Why is this happening? In this article, German Lopez explains why these moments that are publicized are what can lead to a social movement that will ultimately lead in the direction of social justice. In this article, Charlotte was a primary focus on the racial inequalities of our own city. The unjustified brutality and killings of black citizens has been an ongoing issue in what is called one of the wealthiest cities in the country, but also this abundance of race has not been extended to the black West and Northeast Charlotte sides, which is noted to be one of the most heavily policed. This has resulted in outrage. Charlotte has been the breeding ground of racial inequality and segregation through the past few decades and “But riots can and have led to substantial reforms in the past, indicating that they can be part of a coherent political movement. By drawing attention to some of the real despair in destitute communities, riots can push the public and leaders to initiate real reforms to fix whatever led to the violent rage.” (Lopez, 2015) By no means doing reading this article do I believe we should destroy our cities, but the reason I feel this is important for us to evaluate and think about is because there should be more of the question of why people are doing this. Why are people still marching in 2020? That is to build change.

How to Be an Antiracist

In this book, we focus on several key lessons on antiracism. How antiracists have reacted, evaluating lessons we can focus on to becoming antiracist. Remember antiracist is different from being not racist. Antiracist take action and begin to develop systems that can improve the living of black citizens. Some important lessons in this book focus on race assimilation and the effects, the realization that there are not significant differences in our race and that racism is all over the place and being an antiracist can help contain it but may not be able to stop it. “The good news is that racist and antiracist are not fixed identities. We can be a racist one-minute and an antiracist the next. What we say about race, what we do about race, in each moment, determines what-not who-we are.”

Racial behaviors and equality is reflected in this book when Kendi speaks about how there are different thoughts of blacks versus whites based on behavior. He brings up a great point that focuses on assimilation. “Assimilationist ideas are racist ideas. Assimilationists can position any racial group as the superior standard that another group should be measuring themselves against...Assimilationist typically position White people as the superior standard.” (Kendi, 2019) This effects us as educators because assumingly the mindset is that Blacks can not reach that standard of white, incapable of technically just being white. As Kendi says, being fully human. I think this is something that needs to be deeply considered when we focus in on the different

behaviors of students in our classroom. The expectations that we have shouldn't focus on one set standard.

Kendi continues on his next larger lesson and begins to speak biologically and explains the racist ideas that many people hold when it comes to biological racial differences. "To be antiracist is to recognize the reality of biological equality, that skin color is as meaningless to our underlying humanity as the clothes we wear on our skin." (Kendi, pg. 110) Kendi continues to explain ways we can recognize that we should evaluate our racial mirages and to focus on stopping the racism that is shaping those mirages and not to ignore them. According to *Race The Power of Illusion* "Not one characteristic, trait, or gene distinguishes all members of one so-called race from all members of another so-called race." (PBS, *Race - the power of an illusion . what is race*) Here proves that race was built more on a social structure rather than a true biological factor. Scientists are now revitalizing the word race when speaking biological and using the word ancestry. Biological Antiracist would be one who expresses the idea that biologically we are almost the same and that there are no genetic racial differences. Instead of building a hierarchy of value based on race.

How to be an Antiracist Teacher

Dena Simmons explains very well how you can take steps into being an anti racist teacher. There are few key components in your development of this trait. She breaks them down into six different tactical ways. Start with self, Learn with your crew, Hold each other accountable, affirm your students, think about the larger context, and finally, ask your students what they need. I feel as though there is importance in knowing these six steps as I dive into my unit as I begin to evaluate the curriculum and begin to look at the curriculum in a different lense, in an anti-racist lense.

Starting with self is evaluating your own stance, evaluating biases, evaluating what you are teaching. Asking questions in order to determine if you are being culturally competent or anti-racist. Are you taking the time to self reflect and determine your own perspectives on the material that you teach. Learn with your crew, was a step that I feel so strongly about when we are discussing the purpose of this unit. Allowing teachers to see that we can alter the curriculum to make it more antiracist. Extending our research, doing the research and having people join in with you as you continue to seek ways to form a more antiracist curriculum. This can be in the form of seminars, zoom meetings, book clubs, conversations listening etc. There are many ways where collectively we can learn together.

Now that we know, we need to hold each other accountable. Dr. Simmons puts an emphasis on making a plan for how we can be better. Evaluating the previous taught lessons and transforming them. Affirming students means asking about self and practice as Dr. Simmons states. This is important when we look at whether we are including students into what we are teaching. Are we only teaching about struggles, rather than triumphs. Are we making sure that when we speak to our students we are affirming them in conversations. This is practice that relies heavily on self and what we teach.

As teachers we want to know the larger context, that means taking the time to get to know students backgrounds, to know student stories so that we can find a connection in the way we teach them. Education doesn't just rely on content it relies on relationships and connection to students life. Lastly, asking your students what they need is vital in antiracist teaching. Dr. Simmons states that a lot of times we approach teaching thinking we know what students need but in fact we should ask the community and students what they need to feel successful. Knowing what students need gives them a sense of belonging and also allows teachers to foster a community of care as well.

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.

Instructional Implementations

The following lessons will take place over a two week period. It will be divided into lessons that are specific to literacy content and social studies content. Students will have access to materials and information that aligns to the EL Curriculum that Charlotte Mecklenburg Schools adopted as their literacy program. Students will briefly review the EL curriculum at the beginning of the Social Studies unit to draw conclusions from previously taught material to build prior knowledge. Students will also be using social studies time frame to develop an understanding of the history of Charlotte and how history has shaped our own city.

Teaching Strategies

Whole group instruction

Students will be given many opportunities to discuss and learn about supplemental information in a whole group format. Teacher will lead conversations that will surround the curriculum.

Small group discussions

Students will use small group time to explore and dive deeper into content

Pre-Post Assessment

Students will be asked questions about what their perceptions are of Charlotte. Students will then use their prior ideas or knowledge of places in Africa. Students will be asked what they know of the Rain School and places in Africa.

Visual Arts representations

Students will show their perceptions of Charlotte, NC. They will illustrate what they think of when they think of their own city. Using the guidelines that focus on how Charlotte was developed, what Charlotte looks like in their own eyes.

Student Debate

Students will engage in a two-day debate that will focus on the benefits and disadvantages of Urban Renewal. Students will understand that Urban Renewal had effects on the community and infrastructures of neighborhoods. Students will develop their own opinions and then engage in a partnership debate that will develop more understanding of Urban Renewal. Students will be able to evaluate Urban Renewal in Charlotte through the process of evaluating Brooklyn, NC.

DISCLAIMER: A Google Slide Presentation has all of the days lessons in [Appendix 8](#)

Lesson One/Social Studies combination to Literacy

Altering the Images in Students Minds

In the first literacy lesson, students will have already read the story Rain School written by James Rumford. This story illustrates the first days of school in Chad, Africa. Thomas is an eager young boy who would follow his older siblings to school on the first day to come to realize that their school had no chairs, no building, and no desks. The realization Thomas made was that he would be responsible for building all of these things for his first “Lesson”. Thomas learns to make mud bricks; build mud walls, desks and things necessary for a school. The students are responsible for building the entire school. For nine months, the students learn in the classroom building but after that timeframe, it becomes rainy season, which results in the school building being washed away. After rainy season, students come back into the building rebuild and learn just as they had in the previous school year.

After students read this story, they will discuss what they see in the book. Teacher will guide thinking by saying things such as children, dirt, mud, dust, a building made of straw roof etc. Students will then be asked how they would feel if they had to build their own school in order to learn. These reflections can also help students see that they are fortunate that they do not have to build and design their own schools.

Altering the curriculum does not mean eliminating the story or not following the instructional implementations from the guide. It means giving students more information than what is provided. At the end of the book, it shows a geographical map of Chad, which is located in Africa. This story depicts a Rain School in Chad over 50 years ago. Students that are not told this information will automatically assume that every school in Chad is made with mud. They may not be able to see the small advancements this country has made. Students will get to view pictures of students learning in Chad and what similarities and differences are between 50 years ago and today. Students will then watch this video

<https://www.youtube.com/watch?v=6x8LDTC1NZo> this video is called Chad, Africa: The Miracle of Water. While the students are watching this video, they will be using the video

questions ([See Appendix 2](#)) they will answer the questions that will then lead to a small group discussion on Chad, Africa.

The purpose of this lesson is to always find information before assuming things are the way they are painted and displayed as. The connection will come later when students evaluate their drawings of Charlotte. They will realize that Charlotte did not always look the way that they perceived it. It has been changed overtime.

Lesson Two/Social Studies

Visually Represent Charlotte, North Carolina

The first lesson will be introduced in Social Studies. Students will be given no background about Charlotte. They will be asked to draw a picture of what Charlotte represents to them visually. Students will be given guided questions in order to produce these drawings.

1. What does Charlotte look like to you?
2. How did Charlotte develop
3. Who was responsible for its development
4. What is Charlotte well known for?
5. What represents Charlotte visually?

After their drawings are made, students will be informed that they cannot make any edits to their drawings. At the end of the two weeks, they will reproduce their drawings after learning information about the development of the city. They will then make comparison statements to establish their understandings.

As you are thinking of what Charlotte looks like to you, think about what renewal means to you as well? What does renewal mean?

Teacher example available in Google slides in [Appendix 8](#)

Lesson Three/Social Studies

Students will be asked if they know where Brooklyn is located. Students will most likely answer New York. Students will then be shown a picture of Charlotte, NC. The specific area will be the uptown area, Second Ward. ([See Appendix 3](#)) This area was called Brooklyn. Many Black professionals lived in Charlotte's Second Ward, also known as Brooklyn, which was placed from South Tryon eastward to South McDowell Street. This was home to the city's largest African American community. It was known as Logtown in the 1860s, but by the early 1900s, it was called Brooklyn. It was the home to successful businesses, schools, theaters, nightclubs, bars, restaurants and churches.

Students will then begin to explore, what happened to this town called Brooklyn? Why does this town no longer exist? What caused the disappearance of a thriving area? Students will watch a

video that talks about Brooklyn. <https://www.wbtv.com/2019/11/23/brooklyn-once-city-inside-city-exhibit-tells-story-historic-charlotte-neighborhood/> “Pay attention to history, do not repeat it.”

Students will then begin to do their own exploring of the Brooklyn Village using this website <https://brooklynvillage-clt.com/history/> . They will review the timeline to see what is beginning to happen in Charlotte to regenerate Brooklyn. As they look at the timeline, I want them to put themselves in the mind of the people in charge of construction. What ways can we regenerate a dismantled community.

Lesson Four/Social Studies

Students will now know that there was a city within a city named Brooklyn. They will be able to explain that this area was practically washed away by the term Urban Renewal. Students will continue their study on Brooklyn for one more day to gather more understanding. Students will begin the lesson using this video about the dismantling of Brooklyn.

<https://www.pbs.org/video/brooklyn-o9dtto/>

During this video the teacher will follow a google presentation that has them stopping at parts of the video that will ask students questions. 1:58- How would you feel? Where would you go? 3:50, what do you think Urban Renewal means?

After the video discussion, students will learn about some of the places that were in Brooklyn, (Now called Second Ward). Brooklyn was a thriving black business center; “an African American city-within-the-city, complete with its own downtown.” Built in 1886, the Myers Street School was Charlotte’s first black public school, operating until 1907 when the original building closed. This school was the first black grade school in the county. Families wanted their children to attend to receive education, as segregation was still rampant during this time. Second Ward High School was the city’s first black high school operating from 1923 to 1969. The Brevard Street Library was the first free library for black people in the state of North Carolina. After students view the places that were nestled in the heart of Brooklyn, they will review before and after pictures of Brooklyn vs. current Uptown Charlotte. [See Appendix 4](#)

Lesson Five/Social Studies

Students will learn about Urban Renewal and its effect on Charlotte, NC and the community. Students will look at the definition of Urban Renewal “the redevelopment of areas within a large city, typically involving the clearance of slums.” Students will then read a phrase written at blog to look at whether Urban Renewal is a good or bad thing. “The purpose of urban renewal is to rejuvenate what is considered a rundown area. Unfortunately, in the process of trying to expand and update a rundown area, urban renewal can also destroy buildings that have cultural heritage, relocate businesses and people, and tear apart communities.”(Urban Renewal...Good or Bad?) Students will then take part in a debate that will help to circulate ideas for both the good of Urban Renewal and the bad. The students will be provided with two separate readings that they will conduct in a small group setting.

[Article One](#)

and

[Article Two](#)

Students will complete a pros and cons list of why Urban Renewal can be good and bad. See [Appendix 5](#). After students have completed this list of pros and cons, they will construct their arguments. Students will be reminded and review the expectations for a debate as respect and appropriate talks will be monitored and rules will be adhered. *The teacher will manage this.*

Lesson Six/Social Studies with literacy Integration

Students will be provided with a Getting Ready for Debate template. This template will prepare students to explain the facts that support their opinions but also allow them to be prepared for people with opposing opinions. [See Appendix 6](#). Students will review debate protocol and the expectations below (For Teacher Reference)

1. Partner A will have one minute to support their claim if Urban Renewal is Good or Bad Using examples and their own personal opinion using their prior knowledge and information
2. Partner B will have one minute to support their claim if Urban Renewal is good or bad.
3. Both Partners will be writing down notes as each student is presenting their claims
4. Students will be reminded that they are not to talk while their partner is presenting their idea
5. The second portion of the debate the students will ask questions and “debate” their partner’s stance on Urban Renewal by using facts and information learned. They will have another minute to do so. Partner A will start and Partner B will follow with one minute after
6. To finalize their debate students will then be prompted to take 10 minutes to construct a well written informational/opinion piece on whether they believe Urban Renewal is good or bad based on the debate information that they have devised and their partner has counteracted their opinion with.

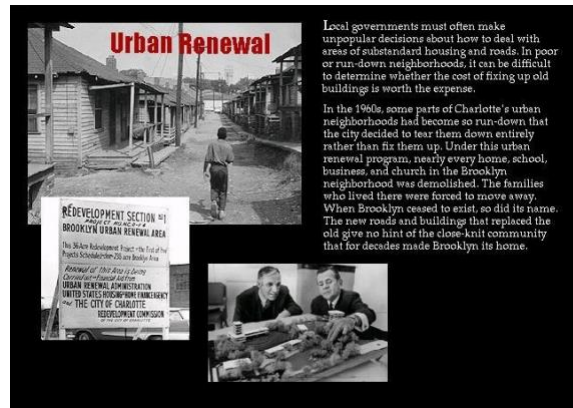
Students will then use [FlipGrid](#) to express their opinions over a service announcement to the community about Urban Renewal in their own City. Student will use their written response as their guide to this announcement.

Lesson Seven/Social Studies

Students will now have generated their own ideas of Urban Renewal and now be able to look at their specific area of Charlotte NC.

This image will begin the lesson and show the effects the Urban Renewal had on Charlotte and most importantly Brooklyn, as students have already gained the background knowledge on this topic.

I suggest teachers use their own school community. I wanted to focus on my own school community of Oakhurst, as majority of the students have been part of the school for 3-4 years. Students will [review this article](#) with me as I pull out important information for students to discuss. Oakhurst opened their doors in 2016 as Oakhurst STEAM Academy. When students were at recess, they would look across the street to a view of trees. There was no development. There were apartments and affordable rentals in the area for the community. The following points will be displayed on a google presentation:



1.



Looking at these photos, do you know where this is? If you are new to the school, I want you to look at the first picture, what do you notice about the second picture? Is this a good or bad thing? Students will begin to question their prior knowledge of how urban renewal of the area will positively and negatively affect the community.

2. “Even amid Charlotte’s apartment boom, there’s still a significant lack of rentals along this road. Affordable housing has in several places been torn down near here.” (Andrew Dunn || August 15)

Students will develop the idea that many communities may have been affected by this as real estate is continuously growing in this area and neighborhoods with affordable living are being demolished. This will then refocus their thinking back to the original opening of the lesson. Students will hopefully then understand that there are major benefits and disadvantages to the renewal process.

Students will then look at [Mapping Inequalities](#) interactive to find your area or community to watch overtime how this has effected the demographics of your area. This part of the unit is specific to my school and is usable but it can be altered for your own area.

Lesson Eight/Social Studies/Engineering

Students will now be given a task to complete; they will build and engineer a community that may go through Urban Renewal. The task will be difficult, as students will need to make sure that they are not displacing families and that they are still providing opportunities for growth of businesses and housing. Students will be given time to reflect on what they have learned about the effects of Urban Renewal in their own city. The main goal objective of this lesson is for students to understand the background of Urban Renewal and the effects of the process to people and the community.

Rubric for Renewal Project is located in [appendix 7](#)

Lesson Nine/Social Studies

Students will reflect back on their drawing of Charlotte and make educated statements about what they drew. Was Charlotte originally just skyscrapers, sports, parks and schools? Students will dive into a group discussion with the class about their findings and how their picture represents current Charlotte. It will allow students to see that things have evolved over time through Urban Renewal and that Charlotte was not always, as their eyes have painted it to be.

Students can extend their learning here by preparing questions for citizens who may have been involved with the Urban Renewal of Brooklyn.

Involve the community and reach out to the Levine Museum of the New South for possible guest speakers or a virtual field trip to explore Brooklyn or to speak about the changes caused by the demolition of this city. Here is their website for further information:

<https://www.museumofthenewsouth.org/exhibits>

Teacher Resources:

[Teaching Tolerance](#): According to the Teaching Tolerance website “Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use our materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants.” Teaching Tolerance has an Anti-bias approach which encourages students to challenge situations and be their own advocate.

Appendix 1:

RI.3.1 Students will be able to ask and answer text, while explicitly referring to the text given that focuses on representations of themselves within the text.

RI.3.2 Students will be able to recount the stories they read and provide the main idea behind that story that will allow them to see a broader picture of the information received through the curriculum

RI.3.3 Students are going to describe the relationship between a series of historical events, scientific ideas or concepts they will watch Charlotte transform from historical accounts to present accounts and be able to recognize the series of events that have shaped our own city.

RI.3.6 Distinguish his or her own point of view from that of the author of a text. Students will be able to determine their own point of views from a portrait they will create that represents the way they view Charlotte and how it has developed today. This involves deep analysis and invention of new ideas

RI.3.7 this standard will allow students to use information gained from illustrations and the words in a text to demonstrate understanding of the text. They will be shown multiple pictures that will allow them to not have a fixed mindset of a place; rather they can see the place different from what a text may portray it as.

RI.3.8 Students will be able to build connections through the text and relate different types of readings and pictures to support their connections

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. This standard is important for students to avoid misconceptions they will form, because of being exposed to different points and details.

Social studies:

3.H.1.1 Explain key historical events that occurred in the local community and regions over time. Historical Charlotte will be the basis of their illustration and they will be able to see the development overtime.

3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time. This standard will focus on the diversity of our district and how there are many hidden figures within our city.

3.H.1.3 Students will identify the ideas of development of Charlotte and where they developed and why.

3.H.2.1 Students will explain changes over time in history and the present.

3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives. During the curriculum lessons, students will be able to see different perspectives of reading and exposure of characters that are not fully shown in the reading. They will be able to give the perspective of these characters.

Appendix 2:

Video Discussion Questions The Miracle Of Water

How old is the young boy in the video?

How many meters did he walk everyday?

How many children live in Chad, Africa?

What is the treasure?

How often does he eat? What makes this time special?

What does beating on the drums resemble for the children?

What does the water allow for the people of Chad to do? Name at least two things

What does the boy whisper aloud and why?

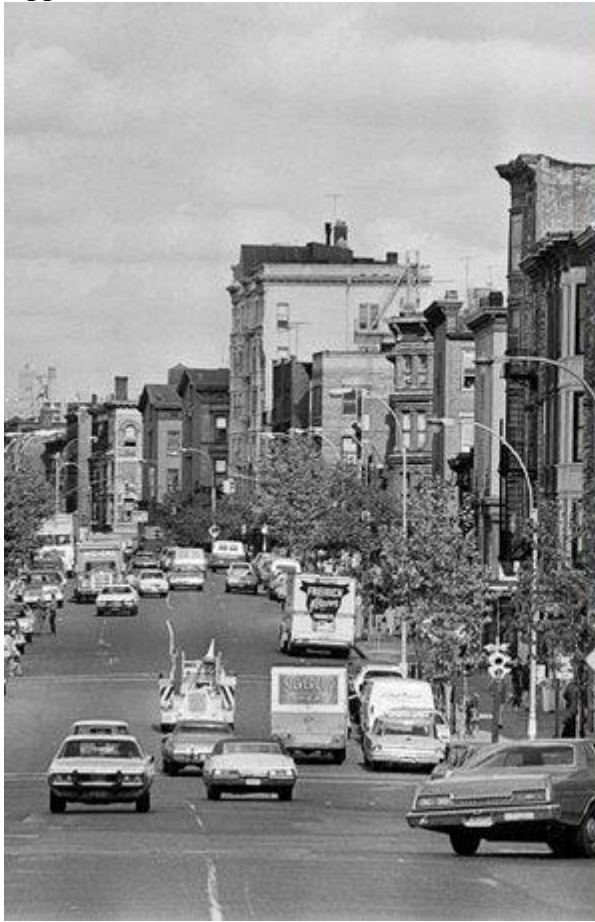
What could we do to help the people of Chad?

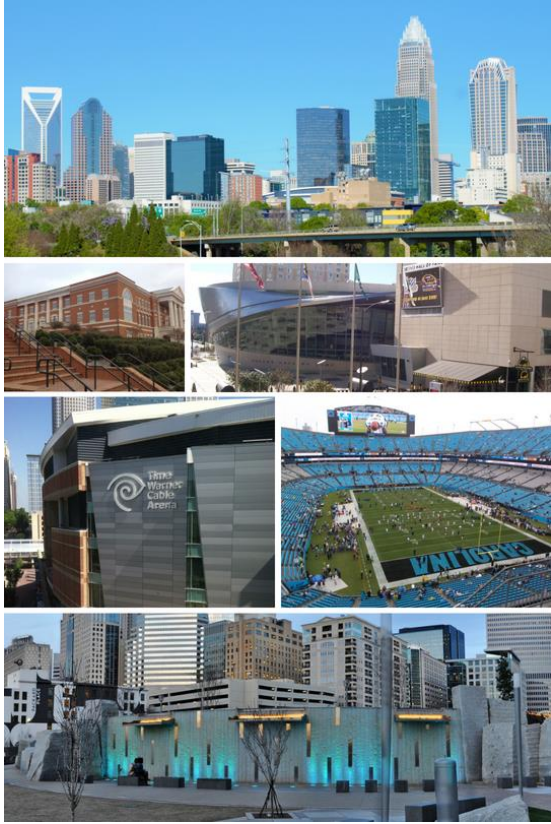
Appendix 3:

Picture of Charlotte, NC



Appendix 4:






Appendix 5

<u>Pros</u>	<u>Cons</u>

Appendix 6:

Name: _____

GETTING READY TO DEBATE



What do you think is the most important subject at school?

Decide why you think this is the most important subject and provide both facts and opinions for your

Topic: _____

List 2 opinions as to why you think this is the most important subject: _____

List 2 facts that may support why this is the most important subject: _____

Why might somebody disagree with you? _____

Appendix 7

<i>Task</i>	<i>Mastery</i>	<i>Near Mastery</i>	<i>Not Mastered</i>
Engineer a community that provides improvement through housing, businesses, and roads	Student constructs affordable living along with newer constructed homes, students have businesses constructed, roads are improved and usable	Student constructs neighborhoods, businesses and accessible roads. Without pinpointing affordable living vs. new constructed homes	Student builds a community with no explanation or places for improvement of the community
Explanation of community Renewal	Student provides facts and details about how they plan to build this community without eliminating or displacing families and businesses	Student provides ideas about how they plan to improve communities but do not provide facts and adequate details	Students do not provide details on how their plan will work in communities
Student will seek community feedback by establishing a way to speak with community	Student develops a plan for involving the community in a form of a letter, survey, meeting, or a digital platform	Student provides only one way of delivering information but may not effectively be able to reach all person in the community	No attempt to involve community input
Student Presentation	Student is well prepared and communicate their ideas in a visual representation or through a well thought out speech	Student is somewhat prepared but does not have a visual representation or speech does not address the renewal concern	Student does not present their findings and construction

Appendix 8: [Google Slide Presentation](#)

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Connections to other subjects:

This unit will focus primarily on Reading and Social Studies.

ⁱ <https://www.psychologicalscience.org/news/releases/young-children-are-especially-trusting-of-things-theyre-told.html>

ⁱⁱ <https://www.cms.k12.nc.us/cmsdepartments/StudentPlacement/PlanningServices/Documents/2020-21%20School%20Diversity%20Report.pdf>

ⁱⁱⁱ <https://www.zettaelliott.com/bio/>