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**Incorporating the Local with the National: Using Digital Mapping to explain  
neighborhood injustices committed against minorities**

This curriculum unit is recommended for:  
African American Studies Grades 9-12

**Keywords:** Redlining, blockbusting, urban renewal, Racial Covenants

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

**Synopsis:** This Curriculum Unit Aims to inform students about the historical injustices and atrocities faced by African Americans as it pertains to housing. The Unit will begin with a broad overview of the types of injustices African Americans faced in relation to housing. Activities will include reading of *The Color of Law*, discussions and map analysis around redlining, Racial covenants, blockbusting, Urban Renewal and gentrification. The Unit will conclude with students connecting the past with the present by using digital mapping to make connections as to how injustices of the past have influenced these communities today, and in the future. The hope is that students will then chart a path forward to take informed action, and take a stand against these injustices.

*I plan to teach this unit during the coming year to 35 students in African American Studies*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## **Incorporating the Local with the National: Using Digital Mapping to explain neighborhood injustices committed against minorities in Charlotte**

*Andrew Bartkowiak*

### **Introduction**

As a society, we need to do better when it comes to working towards equity for all people. As a country we have not lived up to our nation's creed yet in granting "Liberty and Justice for all." Our failure to live up to this creed is evident not only in overt acts of racism, but can also be shown through a series of federal and local government policies in both the public and private spheres throughout the course of our nation's history. These less visible acts of structural racism include building expressways through traditional Black neighborhoods, creating racial covenants to prohibit Blacks from home ownership, and charging Blacks more for mortgages than their white counterparts. The election of Barack Obama as president of the United States in 2012 certainly did not usher in a post-racial state, and one could argue Obama's election did more harm than good when it comes to race relations in the United States. Some took his election as a symbol that racism was a thing of the past, but this thought process led citizens to ignore or marginalize racial issues and problems of inequality in our country and indirectly led to the election of Donald Trump in 2016. Regardless of who occupies the office of the Presidency, it is important that we as a people are always cognizant of the inequities that exist between different racial and ethnic groups. As the overt racism of the Trump era begins to fade from memory, it is more important than ever that we recognize that these inequalities will continue far into the twenty-first century if large-scale efforts are not made to disrupt damages made in the past that continue to persist today.

### **Reasoning and Rationale**

The reasoning behind this unit is to engage students in the local histories of their community to gain a greater appreciation of how events happening within these neighborhoods mirrored those involved with the larger scale events of the Civil Rights Movement. Another goal is to show students how African American and other minority groups have been disproportionately impacted in a negative manner by the many factors that have gone against them throughout the course of American history, rather it be redlining, blockbusting, or racial covenants. Students certainly are aware of the accomplishments of Dr. Martin Luther King Jr., and Rosa Parks but they are much less aware of the accomplishments and achievements of people like Kelly Alexander, Dorothy Counts, and Julius Chambers and places such as the Excelsior Club. There were many other people, places, and events in Charlotte, NC that had a local and national impact on the Civil Rights movement, and students can gain a deeper understanding of how structural racism existed and was addressed on a local level by studying this history. Students also need to realize the current overt and underlying threats and prejudices that still threaten the stated goals of equality and justice for all people in this country, to move toward real historical progress.

## **Student Demographics**

My students are a very diverse group, comprised of 46 percent African American, 13 percent Hispanic, and 34 percent white students. However, student demographics at the school go far beyond racial and ethnic identifications. A majority of my students identify as part of the LGBTQ, in varying degrees along the spectrum, from gay and lesbian, to pansexual and beyond. As a result, my students tend to be very accepting of one another, and are very respectful and understanding when it comes to individual differences amongst their peers. With this diversity, a majority of my students qualify as being part of a minority group in one way, shape, or form. This demographic information is important to point out because it shows how my students will be able to relate to the micro-aggressions that have caused the inequity amongst racial groups today. The diversity of my student body also provides opportunities to capitalize on how students across racial, gender, sexual orientation, ethnic, and linguistic lines can play a role in deconstructing the systemic nature of racism that exists on a global scale today.

## **Unit Goals**

The goals I hope to achieve through this unit are many, and my hope is that they will have a wide-ranging impact on those who experience it. My first goal is that by engaging with this work, doing the research into it, and having the conversations that come along with it, I will achieve self-growth in terms of my own micro-aggressions, and really take an active role in correcting and mitigating the damages that have been perpetrated against minority groups. My second goal is that this work will have the same impact on my students and that they will learn to recognize and confront micro-aggressions they may hold and observe as well. The third goal of the unit is that my students will gain knowledge, empathy, and understanding for the ways racism impacts all of us in society. And ultimately, my fourth goal is that this unit will have a wider impact than at just the local, school-based level. I would like to have students engage in their community to actively address injustices being committed today against minority groups to bring about positive change, which will ultimately help our country to come closer to living up to the ideals our founding fathers espoused.

## **Content Research**

### **The origins of disenfranchisement**

Surprisingly enough, legal disenfranchisement of minority groups began to become more firmly entrenched during the New Deal era, a time in our nation's history that is often considered to be a more progressive era. Most people commonly think of this era as the time when a wide variety of social programs designed to help get the nation's economy back on track, and to help individuals through the worst of the Great Depression was launched. However, as is true with most major legislation, compromises were required to ensure this legislation passed. One such example was

the Fair Labor Standards Act, and President Roosevelt needed the support of Southern Democratic congressmen to get the legislation passed. The Southern caveat to agreeing to the legislation was that it excluded industries that were predominantly African American from the Act (Rothstein 4). Still another example came in the San Francisco Bay Area, generally considered a more progressive area of the country, in the form of public housing. However, public housing was specifically segregated by race, with white residents receiving low interest loans on remodeling and subdividing the houses, opportunities not available to African Americans. Instead, African Americans had to double up in their houses in order to afford to live there, and eventually move to an urban ghetto in North Richmond, CA, where no services were provided, and "homes" were built of crates and scrap wood. These are the conditions our country greeted war workers and Black soldiers with upon their return from World War II. What these examples make abundantly clear is that on the surface and in theory, New Deal policies did a great deal to assist all Americans during the Depression. However, upon further investigation and in reality, the New Deal did a great deal more to help the privileged few to begin their journey to generational wealth, while marginalizing minority groups equality of opportunity, clearly delineating between the haves and the have-nots in America. In short, this began a pattern of government policy, laws, and procedures designed to place minority groups in an inferior position.

### **Establishing Racial Zones**

Moving away from federal government participation in racial discrimination in housing, we see a similar phenomenon occurring in local communities. The first instance where we saw this phenomenon was in Baltimore. The mayor of Baltimore, Milton Dashiell, described the necessity of a segregation ordinance as follows:

Ordinarily, the Negro loves to gather to himself, for he is gregarious and sociable in his nature. But those who have risen above their fellows appear to have an intense desire to leave them behind, disown them, and get as close as possible to the company of white people as circumstances will permit them. (Rothstein 44)

Passage of the legislation led to a domino effect of cities following suit in enforcing segregation of neighborhoods. Even after the Supreme Court struck down racial zoning in the *Buckley v. Watley* case on the basis that it interfered with property owners' rights to sell to whomever they pleased, racial zoning persisted as a practice in many cities. Cities such as Atlanta argued the court ruling did not apply to them because the composition of the segregation ordinance was different in Atlanta than it was in Louisville (Rothstein 45-46). This begins a long series of transgressions by cities, towns, and municipalities to undermine, work around, or manipulate federal law to suit its own racist agenda. Local government is far from the only one complicit when it comes to such atrocities. The federal government is also guilty of bystander syndrome, whereby they stood by and allowed these loopholes to remain open. Silence is consent in instances such as these. One would hope we'd learn from these mistakes, and do better to live out our nation's creed in the future; unfortunately, this was not the case.

## **Federal discrimination in the housing market**

In addition to turning a blind eye towards local inequalities, in many ways the federal government was complicit in ensuring that racial segregation gained a further stronghold in American life. Prior to the Great Depression, home ownership was accessible to wealthy white landowners. However, when the Depression occurred, the Federal government stepped in to help homeowners with their mortgages and the federal housing authority (FHA) was born. While the program expanded access to homeownership for millions of Americans, the FHA had segregationist policies written into its bylaws. Contractors who received FHA loans had to build segregated facilities; otherwise, they were denied a loan, and had few options for going elsewhere to get one. Another Federal Government policy designed to help homeowners in the Depression was the Home Owners Loan Corporation (HOLC). Their specific job was to take mortgages near foreclosure and effectively refinance them in terms the homeowners could afford. This organization was discriminatory in many ways; the HOLC color coded and labeled neighborhoods from green to red, with green representing good neighborhoods and red representing bad neighborhoods.

This ranking system determined who would and would not receive FHA loans, and usually African Americans largely resided in the red areas that did not receive FHA loans. The FHA even went as far as to publish its discriminatory policies in its Underwriting Manual; instructions given to realtors and real estate agents was as follows: "If a neighborhood is to retain stability it is necessary that properties shall continue to be occupied by the same social and racial classes. A change in social or racial occupancy generally leads to instability and a reduction in values." The manual even went further, stating higher ratings will be given to properties with "protection from adverse influences." Not only is it clear that the FHA favored segregated housing, they also pointed to infrastructure and geographic barriers as being a key component of maintaining the policy; "naturally or artificially established barriers will prove effective in protecting a neighborhood and the locations within it from adverse influences.....including.....lower class occupancy and inharmonious racial groups." (Rothstein)

Certainly, the FHA knew the racial composition of the folks they were referring to when discussing "adverse influences and lower-class occupancy." Implications of such discrimination are far reaching. For starters, inequality in terms of the homes and neighborhoods available to different racial groups existed. Whites lived in better neighborhoods. Access to homeownership was still out of reach for African Americans, who were deemed ineligible for FHA Loans. The few loans African Americans were eligible for were high interest, short term mortgages, which once again led to double occupancy (doubling up) in homes to split the cost of the mortgage. Furthermore, the design of FHA loans was better; they were amortized, meaning part of the payment each month on the loan went towards the principal on the house. This gave one the ability to pay down one's own house within 15-20 years, and to subsequently watch the home

value increase. Even if one was not able to pay off the mortgage in full, one could still sell the home after a few years and keep the equity they had built as a homeowner. Equity can be used to pay college tuition, and pay down debt, among the other benefits having it conveys. This provided, and continues to provide, whites with a huge advantage over minorities when it comes to building generational wealth.

### **Government backing of privatized discrimination**

It wasn't until the Fair Housing Act of 1968 that discrimination in regards to housing was abolished. Unfortunately, by this point, the damage had already been done through racial zoning, redlining, and limited access to adequate housing. While laws were now recognized as prohibiting discrimination in housing, white authorities and government agencies turned to more informal and often violent methods to maintain segregated neighborhoods.

One such activity was blockbusting. The idea behind blockbusting was that speculators would buy up properties in borderline black-white areas, convince white residents that their neighborhood was becoming unsafe, then rent or sell the properties to blacks at inflated prices once they had convinced white families to sell their homes for below market value (Rothstein, 95). Tactics to help bring about this fabricated fear included hiring Blacks to blare music through white neighborhoods, and having Black mothers bring their babies through white neighborhoods. Loan terms for African Americans who were able to access these homes were significantly worse than those of their white counterparts. Homes were often sold as contract sales, ensuring that none of the payments these African Americans made on their mortgages would go towards the principal. Add these loan terms into the fact that African Americans oftentimes paid more than market value for these houses, plus the fact that the values of the homes were declining because the neighborhood is now recognized as being predominantly African American, and it was almost assured that these folks would never make any equity on their homes. In essence this gave some African Americans a false sense of progress. Certainly, homeownership was a great achievement for them; however, in the arrangement the only people who would up ahead were the realtors who sold the homes.

Another form of more privatized discrimination that gained government support was the use of racial covenants. These covenants were often organized by neighborhood associations, who often wrote whites-only clauses into their association bylaws, oftentimes before a single house in the association had even been sold. The wealth and social status of an African American nor even prominent white University friendships excluded one from such discrimination. Such was the case of DeWitt Buckingham, a veteran of World War II, and a doctor serving the local African American community. Buckingham wanted to buy a home in the prestigious Claremont neighborhood, home to professors and administrators from the University of California at Berkeley. Buckingham rebought the house from a white friend. Once residents and the neighborhood association of Claremont became aware that Buckingham was the buyer, they quickly pointed out that their bylaws stated that all residents needed to be of "pure Caucasian blood." (Rothstein 80-81) The state court ruled in favor of the neighborhood association, forcing Dr. Buckingham to vacate the residence.

This story is notable for two reasons. The first is that this story clearly articulates that housing discrimination was racist and not classist. The second reason the story is worth mentioning is because of Dr. Buckingham's friend who sold him the property. White property owners who sold their properties to Blacks in an attempt to bring about integration often faced severe consequences themselves, often facing the prospect of being blacklisted by the FHA. Even white allies couldn't level the playing field for African Americans in the homebuying process.

Still another example of privatized discrimination supported by the government was slum clearance. Often touted by local developers and government officials as "Urban Renewal," the effect of slum clearance was to further disperse African Americans from city centers, and eliminate any sense of community they had previously enjoyed. The primary example of such clearance began with the construction of federal highways. Secretary of Agriculture Henry Wallace is quoted as saying that by routing federal highways through downtown districts the government would "eliminate unsightly and unsanitary districts." (Rothstein, 127) Certainly, individuals involved with Urban Renewal knew what they were doing. Nowhere was this more evident than in the town of Hamtramck, Michigan, where African American land was cleared to make room for the Chrysler manufacturing plant, and later an extension of Interstate 75 leading to the facility.

Twelve years later, a federal appeals court concluded that the department of Housing and Urban Development (HUD) knew of the damage they were doing to African American neighborhoods, yet proceeded with the project anyways without regard for lodging for the displaced individuals. While the court ruling did help rectify the situation by providing for new houses in Hamtramck for those affected, the measure was too little, too late, as most had already relocated to the Detroit ghettos by this point (Rothstein, 128-29) When discriminatory housing practices were not restricted by federal law, social programs, neighborhood covenants, and blockbusting practices were always there to fill the gaps to ensure that the status quo would remain intact.

### **Discrimination and segregation of housing in Charlotte**

Given the prevalence of discrimination against communities of color, and the many ways that discrimination has evolved over time, it is not surprising that such discrimination made its way to Charlotte. One does not need to look much further than the expansive highway system routed through uptown to see how neighborhoods were decimated in the name of "progress."

The black neighborhood that faced the most devastating effects of urban renewal was undoubtedly Brooklyn, the historic heart of the black community. On April 8, 1960, the city unveiled plans for a new highway system routed through the heart of Brooklyn; freeways included Interstate 77 and the Northwest Expressway (now the Brookshire Freeway) The justifications for urban renewal in the neighborhood were familiar; the houses were deemed decrepit and substandard. Mayor Stan Brookshire and his Redevelopment Commissioner Elmer Rozier famously celebrated this sentiment at the start of the project "In the years to come no one in Charlotte will have to live in a house like this." This statement was an ignorant generalization of Brooklyn, ignoring the many homes that were well maintained and cared for. Barbara Crawford Steele recalls a wonderful family home "We had electric lights and a furnace. Three

bedrooms, a living room, a dining room, and a kitchen,” in addition to the huge yard space they had.

Those homes that were unable to be maintained were in that condition due to the underlying discriminatory practices. The effects of the loan terms that many African Americans took at the time were devastating to their personal lives. Due to the high mortgage costs incurred, many African Americans were forced to work two and three jobs just to afford their home. This left them little time to keep their homes maintained to the standard of their white counterparts. Furthermore, as demographics in the neighborhood began to change, an abundance of rental properties that often do not receive the level of care of those owned proliferated. The fact that many white landlords were largely absent only exacerbated the situation. When redevelopment commenced, progress was slow, leaving vacant and rotting buildings, and fires were common. Worst of all, delays and continued construction on the highways extended impacts further to the black west side. Construction plunged through Lincoln Heights, the Independence Expressway through Third Ward, and the Northwest Expressway through Biddleville. Just like that, a close network of communities was torn apart.

One cannot underestimate the impact of the destruction of a community, and how much stability these close-knit neighborhoods gave to residents that had often been excluded elsewhere. Schools were closed, churches relocated, and businesses were demolished. School closings alone generated 19,000 signatures on a petition, and a packed school board meeting in a vain attempt to save them. Clearly Urban Renewal in Charlotte was not about improving the lives of the displaced residents of Brooklyn, Biddleville, Wesley Heights, and all of the other neighborhoods in the Northwest Corridor of the city. It was more so about downtown development, and catering to the fact that white communities wanted access to these corridors of Charlotte. They were able to achieve these aims by any means necessary, without regard for displaced residents. Public housing was created too late, and there was not enough supply to meet demand. Residents were left to fend for themselves, most often settling in homes that were worse than the ones they had been displaced from.

Unfortunately, we are still living with the effects of these discriminatory policies today. In a recent policy report from June 2021, it was determined that 80 percent of the nation’s largest cities, measured as cities over 300,000 people, were more racially segregated than they were in 1990. Charlotte ranks 42nd on the list of most highly segregated cities, still leaving them with a highly dubious mark. The study goes further to explain the implication of this segregation. Twenty-one percent of people live in poverty in segregated black neighborhoods, three times the amount of those living in white neighborhoods. Earnings potential for young minority students increased when integration did occur; research showed that minority students earned between \$1,000 to \$6,000 more per year as an adult if given the opportunity to live in white or integrated neighborhood.<sup>1</sup>

### **Teaching Strategies**

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<sup>1</sup> <https://belonging.berkeley.edu/roots-structural-racism>



### *Building Background*

The early days of this unit will be spent defining key terms and building background knowledge about the evolution of the discrimination that minorities across this country have been exposed to. Part of building this background will include the following instructional strategies: Vocabulary activities, Gallery Walks, map analysis and reading, videos, oral histories, and class discussion about these issues.

### *Student research and presentations*

Next, I will have students research the Historic neighborhoods of West Charlotte and share out with the class important celebrations of each of these neighborhoods. We will also include in these presentations factors that led to the decline of the neighborhood, with students using information from the background we discussed in the previous classes to identify and explain what happened in these communities. Students will also include the implications of such decline and how they might affect future generations of Charlotteans.

### *Digital Mapping*

As a culminating activity for the Unit, I will ask students to digitally map areas of the city that have experienced housing segregation, and to use the data to explain the causes and effects of this segregation on minorities in Charlotte. They will also explain how they see these injustices playing out today by pointing out locations on their map, and illustrate how prior injustices have impacted the community to the present day. The students will compare their data with other cities or mapping projects around the country to make links between structural racism and census/geographical data.

<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>

### *Essay Writing and Poster Making*

As an individual portion of the culminating project, students will write me an essay explaining what they have learned through the Unit, their views on the segregation issue, and what we can do as a society going forward to correct these injustices. Students will also have an opportunity to create posters with visuals around the same topics as a form of differentiation for students who are more visual learners. My hope is that students will then be given an audience with which to share their learning, and will begin to impact positive change around this issue at the local level.

### **Instructional Implementation**

Day 1: The first day of the Unit will consist of building background about the various injustices faced by minority groups, starting in the 1930s and continuing into the present day. We will start this first day off by examining key vocabulary, defining, adding images, and providing examples of each of these key terms ([Appendix II](#)). Students will then be asked to contribute to a Padlet discussion around the following question: Why are so many communities segregated? Once students have had an opportunity to respond and discuss the topic, students will then take a Gallery Walk and text graffiti on the sources using sticky notes I will provide them. Students will record their reaction to the text in the gallery crawl, as well as responding to at least one classmate's comment in the Gallery Walk. ([Appendix III](#)) Students will then watch and respond to the six minute NPR video "Housing Segregation and Redlining in America: A Short History." Students will then read excerpts 1.1 and 1.2 from *The Color of Law*, and answer the question they answered in the Padlet discussion again as an exit ticket, now that they have received more information about the topic.

Day 2 and 3: Class will start with the following quote on the board: "Without adequate housing for the poor, critics will rightly condemn urban renewal as a land grab for the rich and a heartless push-out for the poor and non-whites." Students will then take their best guess as to what they think urban renewal means, while also addressing the following questions: What are its dangers? According to the speaker, what provisions could make urban renewal a success? What urban renewal policies are in effect today? Students will then watch the PBS Documentary *The Fillmore*, which discusses the effects of Urban Renewal in a largely black neighborhood near San Francisco. Students will then stage a mock press conference around Urban Renewal along Beatties Ford Road in Charlotte, with students taking on different roles to speak about varying perspectives related to the topic. For day 3, students will begin by conducting analysis of redlining maps and racial covenants, while watching film clips that describe blockbusting. ([Appendix IV](#)) Students will then be asked to explain what they feel would be the impact of such policies at the time, and for future generations. Students will then begin focusing on the larger movements they have studied by turning their focus to how these policies impacted Charlotteans from the 1930s to the present day. I will ask students to conduct research on the various historic black neighborhoods of Charlotte, explaining key figures in the neighborhood, and their contributions, impactful institutions in the community, day to day life in the community incorporating primary source oral histories, while also describing the factors leading to the decline of the community, and the impact it had, and continues to have, on its people. ([Appendix V](#))

Day 4: Class will start with students using the Mapping Inequality website to identify trends in Charlotte in terms of Infrastructure and demographic information that shape how neighborhoods were rated by the Homeowners Loan Corporation. Students will also be asked to explain why zoning matters in terms of the quality of a neighborhood after watching a short video clip about the topic. The teacher will model how to use the website. The remainder of this day will primarily focus on students finishing their presentations on the Historic Black Neighborhoods of Charlotte, and presenting the material to their classmates. Classmates will fill out a graphic organizer on the presenter's information.

Day 5 and 6: Class will begin with a brief video on Gentrification and its effects on minority communities ([Appendix VI](#)). This video will set the stage for the culminating piece of this unit, where students will connect the past with the present in Charlotte. Using [historypin.com](#), students will digitally map different areas of Charlotte that fell victim to discriminatory policies, explaining the impact of these policies on the community at the time, including an image from that time period that represents the discrimination faced. Students will then overlay their first image with a more modern image of that same community, explaining the connection between past policies, and how they are influencing this community still today. The second portion of this cumulative task will ask students to write a reflective essay on the Unit, pointing out examples of the impact of discriminatory practices against minority groups, new information they have learned in the Unit, and what needs to be done to bring about systemic change to correct these injustices. To allow for some differentiation in the cumulative piece, students will be afforded the opportunity to create a propaganda poster that will explain the informed actions they will take when charting a path forward as it relates to this Unit.

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"The Fillmore: Urban Renewal Lesson Plan." *PBS*, Public Broadcasting Service, <https://www.pbs.org/kqed/fillmore/classroom/renewal.html>.

### **Appendix I - Implementing Teaching Standards**

NCES.AAS.H.2.1 - Analyze how key turning points in history have affected the lives of African Americans.

NCES.AAS.H.2.2 - Explain how key historical figures have shaped the lives of African Americans.

NCES.AAS.H.2.3 - Explain how various forms of resistance by individuals and groups have influenced change in the lives of African Americans.

NCES.AAS.E.1.2 - Explain how economic policies have impacted the socio-economic status of African Americans.

NCES.AAS.C&G.1.2 - Analyze the relationship between African-Americans and other groups in terms of conflict and cooperation in the pursuit of individual freedoms and civil rights

NCES.AAS.C&G.1.3 - Analyze political, constitutional and legal decisions and de facto practices to understand their impact on the lives of African Americans.

NCES.AAS.C&G.1.5 - Analyze civic participation of African Americans in terms of leadership and strategic planning at various levels.

NCES.AAS.C.1.1 - Analyze the impact of assimilation, stereotypes, and oppression on the lives of African Americans.

### **Appendix II**

## Teacher Resources and Student Facing Materials - Day 1

### Vocabulary

For each of the vocabulary terms below, define the words, find a Google Image that represents the term, provide one example related to how the term is used

affluent [af-floo-uhnt] (adj.)

appropriate [uh-proh-pree-yet] (verb)

blockbusting

equity\myth of self-segregation [mith uhv self seg-ri-gey-shuhn] (noun)

racial zoning

redlining

restrictive covenants

### *Vocabulary- Teacher Key*

affluent [af-floo-uhnt] (adj.) having an abundance of wealth, property or other material goods; prosperous; rich (from dictionary.com)

appropriate [uh-proh-pree-yet] (verb) to set apart, authorize or legislate for some specific purpose or use (from dictionary.com)

blockbusting [blok-buhs-ting] (noun) the real estate practice of buying homes from white majority homeowners below market value, based on an implied threat of home prices falling during and after minority integration of neighborhoods (adapted from dictionary.com)

equity [ek-wi-tee] (noun) the monetary value of a property or business beyond any amounts owed on it in mortgages, claims, liens, etc. (from dictionary.com)

myth of self-segregation [mith uhv self seg-ri-gey-shuhn] (noun) the assertion that the residential isolation of low-income black children is now “de facto,” or the accident of economic circumstance, demographic trends, personal preference and private discrimination. But the historical record demonstrates that residential segregation is “de jure,” resulting from racially-motivated and explicit public policy whose effects endure to the present. (from The Economic Policy Institute)

racial zoning [rey-shuhl zoh-ning] (verb) a type of exclusionary zoning, racial zoning was the practice of enacting ordinances that designated separate living areas for black and white families. Ordinances prohibited African Americans from buying homes on blocks where white people were a majority and vice versa. (adapted from The Color of Law, pg. 44)

redlining [red-lahy-ning] (noun) a discriminatory practice by which banks and insurance companies, among other industries, refuse or limit loans, mortgages and insurance coverage within specific geographic areas with high populations of people of color (adapted from dictionary.com)

restrictive covenants [ri-strik-tiv kuhv-uh-nuhnts] (noun) lists of obligations that purchasers of property must assume, including what colors they use to paint their homes and what types of trees they plant in their yards; common clauses required homeowners never to sell or rent their houses to African Americans. (adapted from The Color of Law, pg. 78)

Content adapted from [learningforjustice.org](https://learningforjustice.org)

### **Appendix III - Gallery Walk Images and Websites**



63679-D

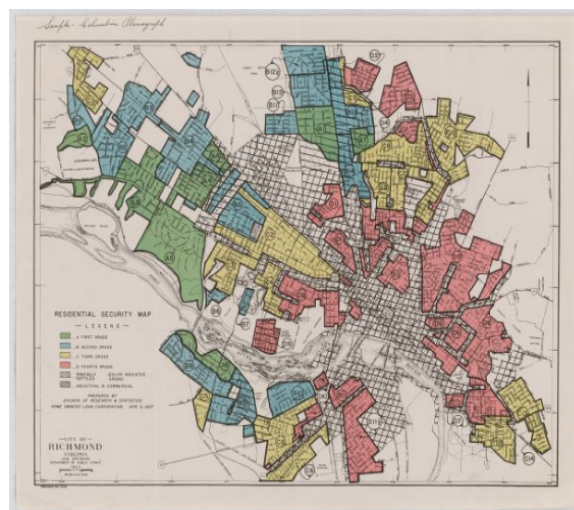


## LOOK At These Homes NOW!

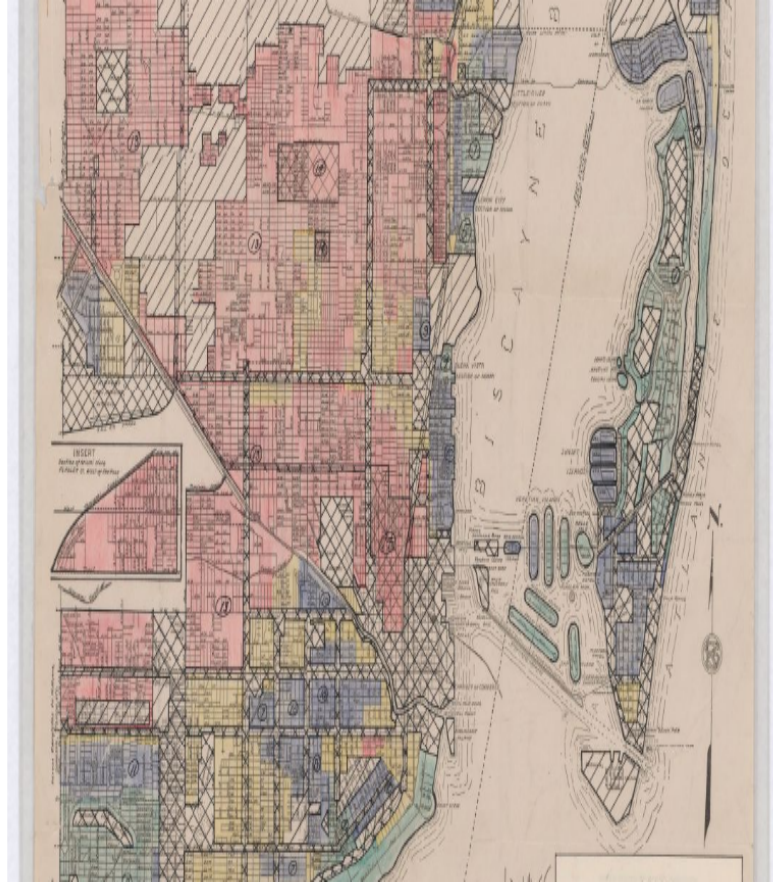
An entire block ruined by negro invasion. Every house marked "X" now occupied by negroes. ACTUAL PHOTOGRAPH OF 4300 WEST BELLE PLACE.

SAVE YOUR HOME! VOTE FOR SEGREGATION!

73







<https://babel.hathitrust.org/cgi/pt?id=mdp.39015018409246&view=1up&seq=197-> This website will link to a digital version of an Underwriters Manual from 1936. Have students focus particularly on 229,233, 284

### **Reading and Comprehension Questions**

[https://www.learningforjustice.org/sites/default/files/2019-10/COL%20Lesson%201%20Housing%20Book%20Excerpts%20Handout\\_vF%20PDF.pdf](https://www.learningforjustice.org/sites/default/files/2019-10/COL%20Lesson%201%20Housing%20Book%20Excerpts%20Handout_vF%20PDF.pdf) - Color of Law reading and comprehension questions. Use 1.1 and 1.2 for Day 1

## **Appendix IV**

### Teacher and Student Facing Materials for Day 2 and 3

#### Press Conference Grading Rubric:

Directions: The first two columns are individual grades, with the last column being your groups grade for this press conference

<b><u>Preparedness and Use of Resources</u></b>	<b><u>Attentiveness/Engagement</u></b>	<b><u>Consideration of Multiple Perspectives</u></b>
1 - Participant is unprepared and does not contribute to the press conference	1-Participant sleeps, is on their phone, interrupting others during the press conference	1.Group does not consider others perspectives when speaking to political leaders to ensure their voice is heard
2-Participant makes “off the cuff” remarks that do not carry relevance to their individual/groups stance on Urban Renewal and/or are factually inaccurate	2-Participant listens to others, but lacks understanding of their groups position on Urban Renewal due to lack of preparation for the press conference	2._Group has considered at least one other perspective as evidenced by their contribution to the press conference
3- Participant shows a clear understanding of the material, referencing examples from the text that would support their groups perspective on Urban Renewal	3 - Participant Raises relevant questions that provoke new lines of thought/questions to consider among other members of the press conference	3- Group has considered multiple perspectives as evidenced by the validity of their argument relevant to their groups position on Urban Renewal. Groups position causes other to rethink theirs
4-Participant shows a clear understanding of the material, referencing examples from the text that would support their groups perspective on Urban Renewal. Student asks relevant, fact-based questions of others to provoke new ideas during the press	4-Participant Raises relevant questions that provoke new lines of thought/questions to consider among other members of the press conference, and plays an active role in revising the groups position on Urban Renewal to make an effective	4_Group has considered multiple perspectives as evidenced by the validity of their argument relevant to their groups position on Urban Renewal. The group's position causes others to rethink theirs. Thought provoking questions for other

conference	argument as to why their ideas should be considered.	members of the press conference are included in the group participation.
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Other Materials and Lesson Ideas can be found here:

<https://www.pbs.org/kqed/fillmore/classroom/renewal.html>

[Fillmore Video Guide](#):

### **Appendix V**

Teacher and Student Facing Materials for Day 4

Inequalities Analysis Warm Up

Directions: Use the [website](#) to answer the following questions:

1. What city is this map showing? When was this map created?
2. What type of map is this? Based on your response to this, make a prediction about what this map is depicting.
3. What do the different colors on the map represent?
4. Take a few minutes to click around on the different colors on the map. What trends do you notice in the remarks regarding the race and demographics of the individuals in each of the different colors?

View this [document](#) to answer the questions below

1. According to the document, what is to the “mutual benefit and advantage of all parties of the first part.”
2. What is the job of the St. Louis Real Estate Commission?
3. What restrictions are placed upon the residents of these homes. Identify and describe 2.
4. The documents are referenced as part of a Plaintiffs exhibit. Based on this information, what can we assume these documents were used for?

Activity 2

[Zoning Video](#) questions:

How do zoning laws increase segregation? Describe 3 examples.

What would be the impact of updating zoning laws, according to the video? 2 examples

What is the councilwoman from Fairfield's argument for why affordable housing is not needed in the community?

How can 8-30g lead to predatory lending practices? How does the developer of the multi family units in Fairfield argue against those that suggest 8-30g is predatory?

Charlotte Neighborhoods Graphic Organizer

<u>Neighborhood</u>	<u>Key figures and their accomplishments</u>	<u>Impactful Institutions</u>	<u>Everyday life in the community</u>	<u>Factors Leading to Decline</u>

Resources used to assist students in their research:

<https://guides.library.uncc.edu/c.php?g=621704&p=4626874> (Brooklyn)  
<https://guides.library.uncc.edu/c.php?g=621704&p=4626873> (Biddleville)  
<https://guides.library.uncc.edu/c.php?g=621704&p=4330545> (Cherry)  
<https://guides.library.uncc.edu/c.php?g=621704&p=5192974> (Grier Heights)  
<https://guides.library.uncc.edu/c.php?g=621704&p=5192974> (Greenville)  
<https://guides.library.uncc.edu/c.php?g=621704&p=5213242> (McCrorey Heights)  
<https://guides.library.uncc.edu/c.php?g=621704&p=5213318> (Washington Heights)  
[https://docsouth.unc.edu/sohp/civil\\_rights.html](https://docsouth.unc.edu/sohp/civil_rights.html)  
<https://goldmine.charlotte.edu/index/render/pid/uncc:cr>

## **Appendix VI**

### **Teacher and Student Facing Resources for Day 5 and 6**

#### **Gentrification Video**

Can the effects of gentrification be both positive and negative? Which do you feel it is more of? Explain your reasoning

\*\*\*See the last slide of the slide deck for a checklist of what students need to do for their summative assessment.

## **Appendix VII: Pedagogical Teacher Resources**

**Unit Slide Deck** - This Link Contains all of the resources the instructor will use with their students throughout the course of the Unit

Neighborhood links - The below links should be used when allowing students to research neighborhoods in Charlotte for their presentations. The articles do a good job of giving a overview of the significance of each community

<https://guides.library.uncc.edu/c.php?g=621704&p=4626874> (Brooklyn)  
<https://guides.library.uncc.edu/c.php?g=621704&p=4626873> (Biddleville)  
<https://guides.library.uncc.edu/c.php?g=621704&p=4330545> (Cherry)  
<https://guides.library.uncc.edu/c.php?g=621704&p=5192974> (Grier Heights)  
<https://guides.library.uncc.edu/c.php?g=621704&p=5192974> (Greenville)  
<https://guides.library.uncc.edu/c.php?g=621704&p=5213242> (McCrorey Heights)  
<https://guides.library.uncc.edu/c.php?g=621704&p=5213318> (Washington Heights)

**Documenting the American South: Oral History of the American South (unc.edu)** - This website can be used as a primary source for students to gain firsthand knowledge of life at the time in the historic West End of Charlotte. This site contains a number of oral histories explaining the perspective of those that were there at the time.

Historypin Resources - These resources will be useful for both teachers and students as a way to teach everyone the most effective ways to work with historypin, which is part of the students summative assessment for this unit

Short Introduction: <https://youtu.be/FdT3eKdto4w>

Create an Open Collection: <https://youtu.be/VKWBDMLhjSk>

Overview: [Overview of Historypin on Vimeo](#)

[Gentrification Video](#) - This is a video describing the effects of Gentrification in the Cherry neighborhood, and another neighborhood on the West End. Community residents are interviewed, and give their perspective on the situation.

[Zoning Video](#) - This video depicts two communities in Connecticut; one majority white, the other majority black. The videos does a good job of explaining how zoning affects segregation in housing, as well as providing both sides rationale for and against changing zoning laws.

