



My Community: Exploring communities around me

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This curriculum unit is recommended for:
2nd-3rd grade/Social Studies and Benchmark Adelante

Keywords: Community, Digital Mapping, Oral History, Then and Now, Past and Present

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

Synopsis: This curriculum unit will examine the essential question: What is a community? Students will examine communities through a geographical and social perspective. By examining communities through the lens of Brofenbrenner's Ecological Model of Development (Brofenbrenner, 1977), students will examine different systems (or communities) in which they exist. This will include their social communities, such as families and peers, and their geographical community of Charlotte. Students will then explore Charlotte's rich history through the lens of past and present. By incorporating digital mapping tools and oral histories of Charlotte residents, students will be able to expand their understanding of the city and factors that made Charlotte the city it is today. After exploring the history of the city, students will learn more about oral histories as a primary source of information and components that comprise oral histories. Students will then conduct an oral history project with a community member of their choice as a culminating project. The goal of this unit is two-part. The first is to gain a deeper understanding of the geographical community in which they live by means of digital mapping tools. The second is to gain an understanding of communities in which they exist and identify different individuals in their communities that may make up part of their support system and community.

I plan to teach this Unit during the Fall of the 2021-2022 school year to approximately 24 third grade students.

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Introduction

Rationale

Starmount Academy of Excellence (SAE) is located in the Southwest learning community of Charlotte-Mecklenburg Schools. It is a community school and as such has a number of community partnerships in the surrounding area. SAE also has a dual-language program available for students Kindergarten through 4th grade during the 2021-2022 school year. The program will expand to 5th grade in the 2022-2023 school year. Characteristics of this program include 50% of daily instruction given in the Spanish language. Students receive Math, Science, and Spanish Literacy instruction in Spanish and ELA and Social Studies instruction in English.

I am a 3rd grade Dual-Language teacher at Starmount Academy of Excellence (SAE) in Charlotte, NC. I teach in a self-contained classroom, with 50% of the instruction being taught in Spanish and the other 50% taught in English. Students receive two literacy classes, one in each language, respectively.

When looking at the different units across the subject areas through the lens of our seminar, one theme seemed to be interwoven throughout; that theme being “What is a Community?” In both curriculums for Spanish Literacy (Benchmark Adelante) and Social Studies (Unit 2) the topic of communities is discussed from multiple perspectives. While the Social Studies unit addresses communities from a geographical perspective, the Spanish Literacy unit poses the essential question and allows more discussion to take place through the different readings in the unit. In addition to the geographical component of communities, I believe that there is a psychological component that contributes to the overarching question of “What is a Community?”

This unit is a culmination of information presented in my CTI seminar, the CMS Social Studies curriculum, and Benchmark Adelante’s 3rd grade Unit 7. The essential question for the Unit is “What is a Community?”. By integrating information from different disciplines, my goal is to create a multi-disciplinary unit that allows students to investigate what a community is, who is a part of a community, and different communities that they are a part of. Through the usage of tools such as digital mapping and oral histories, students will be able to explore and share their communities with others.

Demographics

For the 2020-2021 academic school year, SAE had a total of 462 students. Of those 462, 75% are Hispanic, 19% are African American, 3% are White, 1.5% are multi-racial, and 2% are Asian (CMS, 2020). SAE has one principal, one assistant principal, 3 Multi-Classroom Leaders, 4 Expanded Impact Teachers, two school counselors, and one social worker.

Objectives

Guiding Questions

This Curriculum Unit (CU) will explore two guiding principles. The first section of this unit will focus on “What is a Community?” Students will explore different components of a community and different types of communities that exist. Following this, students will learn more about their geographical community of Charlotte. This component will examine Charlotte past and present. Students will analyze photographs and use digital mapping tools to explore their city and discuss changes or similarities that they notice. Students will also investigate different industries of both the past and the present. Students will be presented with a brief overview of Charlotte’s history, to include big industries that have contributed to the growth and expansion of the city itself. This will lead to the second guiding question: “Do communities change?” Lastly, students will examine different communities that they are a part of. By utilizing Brofenbrenner’s Ecological Model of Human Development, students will identify different communities that they are a part of. Furthermore, students will explore how communities change, and be introduced to oral histories. Oral histories will be used to give a snapshot of the past and present. By using oral histories, students will be able to analyze a new primary source format and learn the importance of sharing their stories and using their voices. Additionally, they will gain first hand insight into individuals experiencing changing communities. Finally, students will begin their culminating project of creating an oral history where they interview an individual from one of their communities.

Learning Outcomes

By the end of the CU, students will be able to explain and expand upon the two guiding questions. By using informational texts provided by the Benchmark Adelante curriculum, their knowledge of Brofenbrenner’s Ecological Model, and exploring oral histories, students will build upon their knowledge of communities and then apply what they have learned to identify their own communities. Students will also examine Charlotte, past and present, to identify factors that contribute to why and how communities change. By conducting and recording an oral history with a member of their community, students will gain an understanding of the importance of oral histories (as a primary source of information) and explore communities of the past and present.

Content Research

Community

This CU centers around the central question “What is a community?” According to the Merriam Webster dictionary, a community is defined as “a unified body of individuals: such as the people with common interests living in a particular area” and/or “a group of people with a common characteristic or interest living together within a larger society” (*Merriam Webster Dictionary, 2011*). By using this definition as a basis, students will explore different communities that they are a part of.

Students will first explore their geographical community of the greater Charlotte area. By doing so, students will expand their knowledge of the city in which they reside. They will learn about past industries and how the city has changed over time. Students will also examine factors that led to the changes. After exploring their geographical communities, students will examine their social communities. By examining their social communities, students will identify different settings they exist in and identify people in their communities. In doing so, students may also identify different people that make up their social support systems.

Interacting systems and communities

In addition to examining communities through the lens of geography, Brofenbrenner (1977) posits that individuals also exist in a world of overlapping systems and circles. Similarly, when educators consider their students, they must take into account that their students exist in multiple circles, and that events and experiences from other settings can affect a student across multiple settings. Furthermore, while students are affected by events in their immediate circles, they may also be affected by events that occur within their greater community. By examining the different circles of community, not only will the students gain a broader understanding of communities around them, but it may also deepen the relationship between educators and their students.

In his article, *Ecology of Human Development*, Brofenbrenner (1977) discusses four interacting systems in which all individuals exist: the microsystem, mesosystem, exosystem, and macrosystem. These systems interact and therefore may impact an individual whether they are a primary member of the system or not. Below, the author will detail each system (as per Brofenbrenner) and describe how they may impact students.

Microsystem

The Microsystem is defined as an individual’s immediate setting (Brofenbrenner, 1977). For students, this may be at home with their immediate family or guardians, at school in their immediate classroom setting, or in any other setting in which that student interacts and lives. Events that occur within the microsystem may affect an individual as they transfer across settings. Furthermore, as per the definition of communities, the individuals that surround the

student in the microsystem can be thought of as one community in which the student participates in. By students defining the microsystems they are a part of, it may help them identify social circles and supports that they have around them (ie. parents, aunts, uncles, step-parents, cousins, grandparents, teachers, friends, etc.).

Mesosystem

The Mesosystem is defined as the interaction between the individual's microsystems (Bronfenbrenner, 1977). For students, this may be the interaction between their school and home, the interaction between their sport's team and their school friends, or the interaction between their cousins and school friends. The intersection at which these systems interact can also be thought of as another community. By understanding the interactions within the school and home, students can better understand how these two components make up one of their mesosystems.

Exosystem

The Exosystem is composed of the systems in which the individual is not directly a part of, but which are systems/organizations that impact the individual (Bronfenbrenner, 1977). In his article, Bronfenbrenner describes how these settings may be the workplace of parents, neighborhoods, zoning ordinances, and any setting that "determine with whom and how people spend their time" (Bronfenbrenner, 1977, pg. 526). While the individual is not directly involved in these settings, they are impacted by them and any decisions made by them. By providing students with an overview of the history of Charlotte and the geographical community in which they live, it may help build their understanding of their Exosystem. Furthermore, students will gain an understanding of how Charlotte has changed over time and will be able to identify and discuss factors that contributed to the city's change. Additionally, students may also extend this and consider other areas in which they have lived.

Macrosystem

The Macrosystem can be thought of as larger systems, such as a culture, that individuals may be a part of (Bronfenbrenner, 1977). As per the definition of communities, an individual's culture may also be one of their communities. Elements within a macrosystem can affect a child's development, and can include factors such as socioeconomic status, wealth, poverty, geographic location, ideology, and ethnicity. By studying culture and ethnicity, and by concentrating on the geography of the students' family and ancestors, they can understand factors that make up their Macrosystem.

Oral Histories

Oral histories are a tool used by historians to capture different perspectives and experiences from individuals within a community (Bornat, 1993). In addition to written narratives, photographs, and historical articles, oral histories provide insight into shared experiences and help construct our understanding of history. Traditionally, oral histories involve at least two parties, the narrator and the historian (Errante, 2000). Together, these two parties capture a snapshot of a lived experience. Oral histories can also be used to see the links between different communities.

While oral histories have been used to capture experiences in many different places, for this CU, students will focus on oral histories that focus on the Charlotte area through the lens of “then and now.” By doing so, students will be able to paint a picture of what/how Charlotte was in the past and then compare it to the city/community that they live in now. Oral histories from Johnson C. Smith’s online oral history library will be examined and may serve as a model for a culminating project. By using oral histories, students will be able to see how primary sources such as oral histories can be an authentic way of capturing the history of communities and the importance of voice and reliability in telling stories. Furthermore, by using previously recorded interviews, students will be able to identify how interviewees are a part of different communities and how their stories can tell the history and changes of communities.

Two Oral Histories: Valuing Our Differences

In her article, Bornat (1993) provides an overview of the field of oral history and details how different types of oral histories are used to study and understand the past. Oral histories are a tool that historians use to capture the experiences of either an individual or a group of individuals (Bornat, 1993). Bornat (1993) posits that these histories can be used to either create the historical record or alter it. Oral histories are a powerful tool in understanding the past and present.

Bornat (1997) proposes that there are two types of Oral Histories: Academic oral history and community oral history. Academic oral histories are characterized by seeing the “community as object” and resulting in “rich and definitive accounts” (Bornat, 1993, pg. 73). These narratives help shape history as we know it. Community oral history focuses on “lived experiences...and sees community as object and subject” (Bornat, 1993, pg. 74). These accounts “emphasize the authenticity of the narrator’s voice” and have a focused audience (Bornat, 1993, pg.85).

But Sometimes You're Not Part of the Story: Oral Histories and Ways of Remembering and Telling

In her article, Errante (2000) recounts her experiences as an oral historian and details a project that she did in Mozambique. Errante (2000) begins by describing the power of oral history and the important role they play in documenting human experiences. Errante (2000) then examines the different roles (narrators and historians) that are represented when conducting an oral history. Both of these roles are important, as the narrator is the individual that is telling the story and the

historian is the one recording the story (Errante, 2000). By examining both of these roles, students will understand the importance of both parts and understand the importance of authenticity, reliable narrations, and who and what a historian can be.

Throughout the recollection of her experiences, Errante (2000) discusses different ways of remembering and how to structure oral histories. She discusses the importance of not only focusing on the past, but also giving space to the present (Errante, 2000). Additionally, she discusses the importance of changing the audience from just the historian to a greater public (Errante, 2000). Students can understand how stories of the past can have an impact on the present and how these oral histories can help them understand the future of their communities as well.

This article can be instrumental in gaining an understanding of what oral histories are and how they are conducted and used within their field. Furthermore, as students prepare to conduct their own oral histories, educators can use principles from this article to guide the implementation of the project with their students.

Charlotte: Past and Present

Charlotte is a city that has seen exponential growth in recent years. Industries have come into the city, and as a result, the city has grown. Specifically in Charlotte, the railroads and the arrival of mills and factories were major factors that contributed to Charlotte becoming a major city in North Carolina and its subsequent growth. This part of the CU will examine Charlotte past and present. First, students will learn about Charlotte in the past and industries that drove the economy (Lunsford, 2013; Charlotte Mecklenburg Library, n.d.). Students will then analyze newer industries that are now based in Charlotte, and discuss how these industries may have drawn more individuals to move to the Charlotte area.

Throughout time, Charlotte has been the home to many industries and has served as a junction for different railroads (Blythe and Brockmann, 1961). These industries range from gold mining, to a variety of mills, to banking today. With the change of these industries, the city has also seen change. By examining the history of Charlotte, students will build knowledge about their geographical neighborhood.

By using resources such as the interactive timeline provided by the Charlotte Mecklenburg Library (*n.d.*), students will be able to explore Charlotte through different eras. This resource provides highlights of the rich history of Charlotte. While this timeline ranges from 1585 - 2019, educators may choose to focus on different time periods depending upon the unit focus. For this CU, educators may choose to focus on time periods related to industrial change. Specifically, educators may refer to Rural Beginnings (1730 - 1772), Nation: America (1782 - 1819), Antebellum Days (1820 - 1852), Rural no More (1853 - 1860), Industrial South (1879 - 1913), Roaring Twenties (1919 - 1928), Modern Era Begins (1946 - 1959), 80s Charlotte (1980 - 1989) and 90s Charlotte (1990 - 1999) (Mecklenburg Library, n.d.). These sections discuss the history

of different industries, and can serve as a catalyst for conversations about how the geographical community of Charlotte has changed over time.

In addition to the interactive timeline, educators may use resources that depict the changes in the city over time. Resources such as West End Map (Johnson C. Smith University, n.d.) and Charlotte Then and Now (Lunsford, 2013) can be paired with the timeline to show how buildings and communities have changed. Additionally, by using photographs, students will be able to visualize how the city has changed and see how transportation has changed. While industries have led to change, transportation is also a contributing factor to how the city has changed.

Classroom Lessons and Assessments

Lesson 1 (Day 1)

Objective: I can use a dictionary or details from the text to define “community”
(CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.3.4)

Engage: Create three anchor charts with the Unit’s guiding questions at the top. Below, list 2-4 different answer choices for students to choose from. Students will walk around the room and answer the guiding questions (as a pre-assessment) using sticky notes. Students may or may not write their names on their post-its. (See Resources for Students for an example).

Explore: Present first essential question on the board: What is a community? Students will engage in a think-pair-share activity. Have students think about the question for a minute or two. Next, have students pair with a partner and share their responses. Lastly, have students share their responses with the class. (Optional: Have another anchor chart ready to chart responses).

Next, have students use a dictionary to find the definition of a community. Students can record the word and definition in their vocabulary journals. Have a student, or students, read the definition aloud to the class. Students will then share thoughts about the definition. After the discussion, highlight how a community can be both a geographical location and a group of people that have something in common.

Explain: Conduct a read aloud with one of the recommended texts. Explain that as you read, students will be looking for details from the text to add to the definition of “community”.

Elaborate: Have students identify and jot down members of their community. Students should also capture their definition of community on a capture sheet. Encourage students to use details from the text or a dictionary to derive their definition.

Evaluate: Evaluate their definition of a community by determining how they found the meaning of the unknown word (context clues, dictionary, etc.).

Lesson 2 (Day 2)

Objective: I can identify different communities in which I exist and interact with.

Engage: Display the definition of community that the teacher and students co-constructed in Lesson 1. Have students identify the two defining components of a community (geography and a shared interest). For this lesson, students will focus on the “shared interest” component and identify two settings or communities in which they interact every day.

Explore: Introduce the vocabulary word: **Microsystem** (Bronfenbrenner, 1977). Explain that a student’s microsystem is composed of the different settings in which they live in and interact with every day (Bronfenbrenner, 1977). Explain that microsystems can also be seen as a community based on the “shared interest” component of the definition.

Explain: Have students engage in a turn and talk to identify 2-3 microsystems that they are a part of. Examples include: classrooms, nuclear families, extended families, foster families, sports teams, dance teams, friend groups, etc.). Students will then fill in the “Microsystem” circles on their “My communities” handout. Students should start by identifying two settings where their Microsystems take place/exist. Students can then list or draw different people that are a part of their microsystem community.

Elaborate: Introduce the vocabulary word: **Mesosystem** (Bronfenbrenner, 1977) and explain that a mesosystem is the way in which microsystems interact. Challenge students to identify how the different microsystems may interact with each other. Examples include: teachers communicating with families, birthday parties or community events with individuals from the school community and neighborhood community. Encourage students to fill in the “mesosystem” circle of the diagram.

Evaluate: Examine the “mesosystem” circle that students completed to see their explanations of how the different microsystems/communities interact.

Lesson 3 (Day 3)

Objective: I can identify different communities in which I exist and interact with and engage in a discussion to share my thoughts. (CCSS.ELA-LITERACY.SL.3.1)

I can use digital tools to explore my geographical community.

Engage: Gallery walk. Display images of different parts of Charlotte around the room but do not reveal that they are images of Charlotte. Images can be of Charlotte past or present, see recommended resources below.

Explore: Have students walk around the room with a note catcher to jot down noticings and wonderings that they have regarding the images. Allow about 5 minutes for students to walk and jot. After 5 minutes, have students return to a central space and create a circle.

Explain: Explain that the geographical location of where they live (the city of Charlotte) is a part of their **Exosystem** (Bronfenbrenner, 1977).

Elaborate: Before beginning this activity, review peer-discussion protocols. Pose this question to the students: what did you notice when looking at the pictures? Allow about 5 minutes for student discussion. If there are pauses in the discussion, prompt students to either expand upon their thinking or specifically ask about a certain image. After 5 minutes, pose discussion question #2: What do you wonder when looking at the pictures? Allow about 5 minutes for student discussion. If there are pauses in the discussion, prompt students to either expand upon their thinking or specifically ask about a certain image.

Evaluate: Evaluate the student's discussion using a discussion rubric and their noticings and wonderings capture sheet.

Lesson 4 (Day 4 and Day 5): Charlotte Past and Present: Overview Day 4

Objective: I can compare and contrast Charlotte past and present by explaining how the community has changed over time. (3.G.1.3)

Engage: Interactive Timeline Overview. Access the interactive timeline published by the Charlotte-Mecklenburg Library. Give an overview of how the timeline works, what a timeline is, and how timelines can be used. Explain that students will be grouped together to explore different time periods in Charlotte's history. Students will be looking for information about how the city has changed over time and factors that contribute to the community changing.

Explore: Consider assigning student groups different time periods recommended above. Each group could focus on one specific time period and be responsible for capturing relevant information from that era (a jigsaw approach). Students should gather information on a capture sheet or in their notebooks. Consider making a timeline anchor chart with the assigned time periods to fill in as a class.

Explain: Have students discuss within their groups to identify relevant information to jot down on their capture sheet.

Day 5

Objective: I can compare and contrast Charlotte past and present by explaining how the community has changed over time. (3.G.1.3)

Elaborate: Once groups are finished, have groups share their findings with the class in the form of a jigsaw. Students should fill in information for the other industries that are being presented. Additionally, fill in the class Charlotte Timeline Anchor Chart with relevant information.

Evaluate: Evaluate initial student note catchers.

Lesson 5 (Day 6 and Day 7): Charlotte Past and Present: Digital Mapping Day 6

Objective: I can compare and contrast Charlotte past and present by explaining how the community has changed over time. (3.G.1.3)

Engage: Have the Historic West End of Charlotte History Pin map (*Johnson C. Smith, n.d.*) on the board. Explain to students that this is a digital mapping tool that allows us to look at the city of Charlotte through two lenses at once (the past and present). Demonstrate how the map works through a whole group example. Click on one pin and show students different features of the map (fading of image, captions, etc.).

Explore: Post the link on Canvas or Google Classroom for students to explore. Before sending students to explore the map, tell students that their job is to think about what factors led to the changes that they see in the pictures (cause and effect).

Explain: Students may complete an industry cause and effect capture sheet where they can record the industry they are studying and then identify factors that led to changing communities and record how the community changed.

Day 7

Objective: I can compare and contrast Charlotte past and present by explaining how the community has changed over time. (3.G.1.3)

Elaborate: Jigsaw presentation: Students will share their responses to the capture sheet. Consider having students make a poster and allowing them to present the information in that way. Additionally, have students think about how the information they learned the day before contributed to the changes. In yesterday's activity, students would have seen how transportation affected the changes in industry in Charlotte, and how that was one factor that led to changes in the city.

Evaluate: Evaluate the initial cause and effect capture sheet to see what factors students identified.

Lesson 6 (Day 8 and Day 9): Charlotte Past and Present: Oral Histories

Day 8

Objective: I can explore oral histories to plan my own oral history project. (CCSS.ELA-LITERACY.SL.3.4).

Engage: K-W-L chart. Use a K-W-L chart to activate students' prior knowledge regarding oral histories. Use this information to guide the rest of the lesson and how much background information is necessary.

Explore: Oral History Centers or Oral History choice boards. Introduce oral histories to the students by explaining that they will rotate through 4 different centers in which they will listen to different parts of different oral histories (see recommended resources for oral history ideas). As they are listening, they should be thinking about why oral histories are important and thinking of a definition for oral histories.

Explain: After completing the 4 center rotations, invite students back to a central location of the classroom. Have students engage in a think-pair-share activity to answer the following questions: 1) What are oral histories? 2) Why are they important? After students share their thoughts, highlight that oral histories are primary sources and primary accounts of daily life. Oral history accounts can be recorded by anyone and can be about anyone and anything. Everyone's story is important and capturing them in oral histories is one way that we can share our stories with each other.

Day 9

Objective: I can explore oral histories to plan my own oral history project. (3.H.2.1, CCSS.ELA-LITERACY.SL.3.3).

Elaborate: Oral history components and questions. This part of the lesson will focus on the different components of oral histories (the interviewer, the interviewee, the topic/purpose, and

questions). See the above research to learn more about each component. After reviewing these components, explain that students will be conducting their own oral histories with someone in their communities. Remind them of the different communities that they examined throughout the unit and encourage them to pick an individual, within one of their communities, that they will be able to interview. As a class, determine the purpose of the interview and a general direction for the interview. Next, have students pair up and plan 5 questions (encourage them to use the 5Ws; who, what, when, where, and why) regarding the topic. Students may use the provided question planning sheet. Explain that they will have a certain amount of time to conduct their interviews using flipgrid.

Evaluate: Oral history question list

Lesson 7 (Day 10 and 11): Oral History Tools: Flipgrid and Presentation Day 10

Objective: I can conduct my oral history and ask clarifying questions to expand upon a topic. (CCSS.ELA-LITERACY.SL.3.3).

Engage: Fill in the “L” in the K-W-L chart started in Lesson 6.

Explore: Invite students to explore the Flipgrid platform and become familiar with different tools and features.

Explain: Explain that students will have a few days to record their oral history project with a member of their community. Students may use the list of questions that the class came up with.

Day 11

Objective: I can conduct my oral history and ask clarifying questions to expand upon a topic. (CCSS.ELA-LITERACY.SL.3.3).

Elaborate: Invite students to share their oral history projects with the class with an Oral History listening party.

Evaluate: Evaluate the oral histories using a rubric.

General Strategies

Think-pair-share

Think-pair-shares are designed to give students time to think about a question or prompt prior to discussing their ideas/opinions with others. By giving students time to think time, it will allow more students to be ready to share and allow for added engagement.

Turn and talk

Similar to think-pair-shares, turn and talks foster peer discussions and collaboration. Students will be given a question or prompt and will turn and discuss it with a partner or trio. After a predetermined amount of time passes, students will be given the opportunity to share with the whole class.

Jigsaw

Jigsaws allow students to become content experts in a specific area and report back to a group with their findings. Groups can be around 3-4 students. At the beginning, a group will start together and each student will decide on an area to research. They can then go meet with other individuals studying that same area. After individuals are done, they meet with their original groups and share what they learned.

Venn Diagrams

Venn diagrams allow students to see how topics or texts are similar and different. They are made up of two-overlapping circles. The outer circles represent characteristics that are unique to the different texts or topics. The middle, overlapping, circles highlight ways in which the texts are similar.

Centers

Centers allow students to work on different tasks and skills within a given time frame. Each center can be designed to highlight a specific skill. While at that center, students will focus on one skill. When it is time to switch, students will move to their next center and focus on another skill.

KWL Charts

Know-wonder-learned (KWL) charts allow students to activate prior knowledge about a certain topic. After discussing prior knowledge, students are then able to share “wonderings” or questions that they have about the topic. The last column of the chart, the learned, will be discussed after completing research. The students can use this column to identify new information they learned while researching.

Gallery Walk

Students will use the gallery walk strategy to make observations about pictures that are posted around the room. This activity will promote student discussion and critical thinking about the photographs they see.

5E Lesson Plan

The 5E lesson plan promotes active student engagement and learning by having students engage, explore, and explain the content material. Students also elaborate upon their learning and are evaluated at the end of the lesson.

Appendix 1

- **CCSS.ELA-LITERACY.RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

During this curriculum unit, students will answer the question, What is a Community? In order to answer the question, students will need to read texts and identify the answers to the questions. Students will refer explicitly to the text to do so. Furthermore, during gallery walks, students may generate questions about what they are seeing in the pictures.

- **CCSS.ELA-LITERACY.RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

For this curriculum unit, students will examine factors that lead to changes in the community. Students will become familiar with words such as transportation and industries; words connected to the 3rd grade Social Studies content area. Students will also use dictionaries to find the meaning of unknown words.

- **CCSS.ELA-LITERACY.SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Students will engage in a variety of discussions, both formal and informal. Students will be encouraged to share their thoughts with classmates through turn and talks and think-pair-shares. Furthermore, students will facilitate discussions during their oral history project.

- **CCSS.ELA-LITERACY.SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

During students' oral history project, students will ask and answer questions to expand upon their discussion with their interviewee.

- **CCSS.ELA-LITERACY.W.3.7:** Conduct short research projects that build knowledge about a topic.

Students will be able to apply their knowledge of communities to generate questions to conduct their oral history project, or short research project.

- **3.G.1.3** Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.

Students will explore how the movement of goods, people, and ideas contributed to the changes in the city of Charlotte.

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

Students will conduct an oral history project, a historical narrative, to explore how their communities have changed over time.

Appendix 2: Materials for Classroom Use

- **Chromebook**
Students will use their Chromebook for research and may use it to access the Flipgrid platform.
- **Notebook**
Students will use their notebook to record the meanings of unknown words, to capture their wonderings, and to capture their thoughts and definitions throughout the unit.
- **Clipboard**
Students will use clipboards to capture their thoughts during their gallery walk.
- **Access to Flipgrid**
Students will use Flipgrid to record their oral history project with a member of their community.
- **Access to Canvas**
Teachers may choose to make content available to students through the Canvas platform. Students will then need to access Canvas to access certain material.
- **Headphones**
Students will use headphones during their oral history centers to listen to different oral histories.
- **Pictures of Charlotte: Past and Present**
These images will be used to demonstrate how the city has changed.
- **Anchor chart paper**
Teachers will use anchor chart paper to capture different components throughout the unit.

Appendix 3: Resources

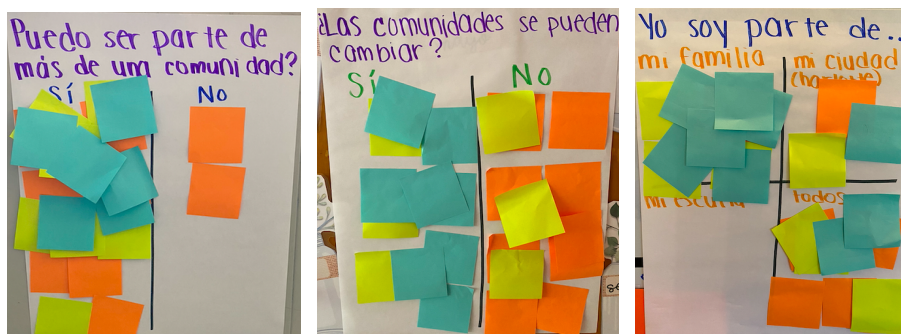
Recommended Resources

- Historic West End Map: <https://www.westendcharlotte.org>
This website has a plethora of resources related to the history of Charlotte. One component is a digital map, through the website history pin. On this map, visitors are able to click on different “pins” in Charlotte and see an image of what was there in the past and what is there now.
- Historic West End Map: Oral Histories: <https://www.westendcharlotte.org>
This website has a plethora of resources related to the history of Charlotte. Additionally, teachers can access oral histories of individuals that lived in the West End. Parts of these interviews could be used as a model when introducing oral histories.
- *Charlotte: Then and Now* (Lunsford, 2013)
This resource is a visual comparison of Charlotte past and present. The resource highlights different locations in Charlotte and provides two images side by side to show how/if the city has changed. Additionally, the author provides a brief summary of the different locations.

Unit Resources

Teacher Resources

- Essential questions posters
Essential questions posters will be used as a pre-assessment to assess students prior knowledge on the topic.



- Lesson 3 discussion rubric
Teachers will need to create or adapt a discussion rubric that meets their classroom needs.
- Rubric for Oral Histories
Teachers will need to create or adapt a discussion rubric that meets their classroom needs.

Student Resources

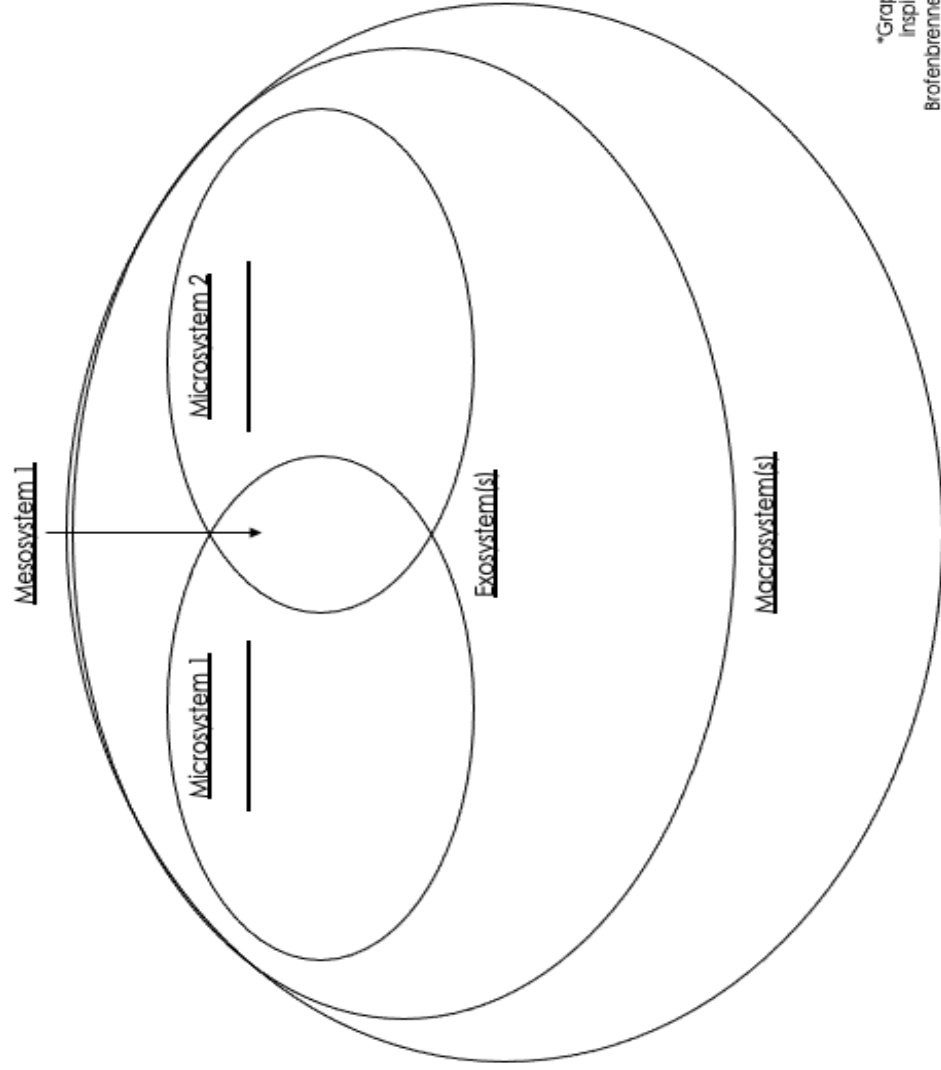
- “My Communities” handout
Students will use this handout to identify different communities in which they exist and see how their different communities interact with one another.
- Cause and effect capture sheet
Students will use this handout to identify how different industries contributed to changes in communities.
- Oral history recording sheet
Students will use this recording sheet to record foundational questions for their oral history projects.

Lesson 2 “My Communities” Handout

Name: _____

Directions: Use your knowledge of Bronfenbrenner’s Ecological Model to identify different systems/communities that you are a part of.

MY COMMUNITIES*



*Graphic organizer
Inspired/based on
Bronfenbrenner's Ecological
Model (Bronfenbrenner, 1977).

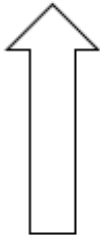
Name: _____

Directions: Use the provided resources to research how your industry caused change in Charlotte.

Industry: _____

CAUSE

EFFECT(S)



Lesson 6: 5W Oral History Questions

Name: _____

Directions: Generate 6 questions to serve as a foundation for your Oral History Project.

WHO

WHAT

WHEN

WHERE

WHY

HOW

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