



Using Digital Mapping to Study History, Race, and Gentrification

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William Amos Hough High School

This curriculum unit is recommended for:
United States History, High School Level, 11th grade

Keywords: *Gentrification, Harlem Renaissance, 1920s, Urban Shifts, Culture, Urbanization, Mapping, Great Migration, New Negro, Civil Rights, Plessy v Ferguson, Segregation, Brown v Board of Education, CMS v Swann*

Teaching Standards: See [APPENDIX I](#) for the teaching standards used in this unit.

Synopsis:

I am a high school history teacher and primarily teach Advanced Placement United States History. For my curriculum unit I have decided to focus on the development of the United States of America and the development of urbanized America with the influence of the Harlem Renaissance of the 1920s. I would like to map out how the Harlem Renaissance put an emphasis on a cultural movement for African Americans and how that spread to major cities across the country. I would also argue that this movement was the forefront of starting to question the legality of a “separate but equal” society and how it helped influence the creation of the Civil Rights movement in the 1950s and 60s. The unit will focus on the development and change over time of African American culture in America. A large focus will be discussing cultural icons of the Harlem Renaissance and their influence not only African American culture but also all American culture overtime and its influence on movements across America.

Introduction

I would begin to focus on the cultural movement of the Harlem Renaissance of the 1920s. I would focus on music, literature, and dance. I would outline the works of Louis Armstrong, Langston Hughes, Bessie Smith, Duke Ellington, and Billie Holiday, to name a few. I would also outline how Harlem represented the “New Negro”: the idea that African Americans should freely express themselves, embrace their culture, and strive for equality. I would outline key cultural venues like the Cotton Club and the Apollo in New York and how they created the blueprint for other cities to create an outline for African American culture. I would also outline how the Great Migration highly impacted cities and caused cultural and racial differences over jobs and culture. I would discuss how this led to race riots and movements of people out of the cities and the decline of cities over time.

My plan is to devise a unit that meets the requirements set forth by the AP College Board. According to the College Board the AP U.S. History course focuses on the development of historical thinking and reading skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes: American and National Identity, Politics and Power, Work/Exchange/Technology, Culture/Society, Migration/Settlement, Geography/Environment, and America in the World. In line with college and university United States history survey courses’ increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. As a teacher, it allows me the flexibility across nine different periods of U.S. history to teach topics of my choice in depth. With this in mind, I plan to use my unit over a multitude of topics where I can incorporate the actions taken during the time period of 1920 to 1960 that focus on urbanization in America overtime. My goal is to show this change over time via historical documents created during the time period and their influences on cultural, social, political, and economic change.

Influence of ‘Using Digital Mapping to Study History, Race, and Gentrification’ - A Charlotte Teachers Institute Seminar on content research

This seminar for teachers is about how digital mapping informed by community engagement can be used to understand local African American history and the impact that generations of social change have had on Charlotte.¹ This Charlotte Teachers Institute seminar is led by Brandon Lunsford of Johnson C. Smith University. The seminar focused on understanding local African American history and the impact that generations of social change have had on Charlotte. In this seminar we also explored other issues relevant to creating a digital interactive map using Historypin that presents location-based content including historical photographs, documents,

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<https://charlotteteachers.org/seminars/2021-seminars/using-digital-mapping-and-community-engagement-to-study-history-and-gentrification/>

newspaper articles, and oral histories recorded with community members. Knowledge acquired from the seminar had a profound influence on the outcome of the development of my curriculum unit. As an Advanced Placement teacher at the high school level, it is my job to apprentice students to the practice of history by explicitly stressing the development of historical thinking, writing, and reading skills while learning historical content. Students' best develop historical skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing.

The Social, Political, and Economic Impact of Urbanization in America

Brad Baker, Hough High School

*“Growth is inevitable and desirable, but the destruction of community character is not. The question is not whether your part of the world is going to change. The question is how.”*² As I analyze this quote by Edward T. McMahon, I think about the development of America overtime, especially in our major cities. I think about how things once were and how social, political, and economic decisions have impacted our major cities and the development of cultural America. This will be a key instrument in my curriculum unit as I present content materials, historical documents, and visual documents to my students to help them understand the social, cultural, and political development of the United States of America during the time period of 1920-1960.

In this unit I will focus on providing my students the proper content to understand the history that took place during this time period, but will also use historical documents and cultural perspective of the time period in hope that students can make the connection of how the United States changed their culture, politics, and social structure to become their own independent country. As I present the material to the students I have to get them in the mindset and teach them how to be independent thinkers, but also to help develop their historical literacy minds while reading texts. Students have to ask themselves many questions while increasing their historical literacy skills. They should learn to ask questions of text like: whose voice is missing? What is the evidence for that claim? How are conclusions about this topic limited? History offers opportunities for students to learn how to identify and write causal claims, use hedging language to assert neither too little nor too much, identify ambiguities, and weigh evidence to make a convincing claim.

Through this unit I want my students to educate themselves on the major events leading up to Urbanization in America in the early 20th century and focus on the social, political, and economic changes that took place and analyze the importance and significance of these events on the development of American culture. I want them to come up with an educated political idea of what they believe the American culture is and how that reflects our nation through language, writing, traditions, customs, etc. I want them to develop a sense of what is important to them and what would happen to their social and political behavior during a major event during their

² thisbigcity.net/quotes

lifetime. Developing historical literacy skills will be a key to completing the goals of the unit. All historical challenges are designed to promote inquiry skills, historical knowledge acquisition and the development of critical thinking and literacy skills. Developing historical literacy necessitates a particular mode of engaging with history – both in terms of evidence and narrative. When students are challenged to think like historians they must tackle a series of essential questions that cannot be answered simply with classroom texts.

Unit questions that will guide discussions and background information and lead to classroom activities are as follows:

- What is Urbanization?
- What was the Gilded Age?
- What is Progressivism?
- What were the various governmental and social reactions to the influx of immigrants?
- To what extent did immigrants retain their traditions, assimilate, and transform American culture itself?
- What role did women play in the early 20th Century?
- What was the Harlem Renaissance?
- How did the development of major cities have an impact on cultural aspects of the United States?
- What was White Flight?
- How did African American culture change and impact the United States in the early 20th Century?
- What hardships did minorities face in the United States in the early 20th century?

Content Objectives

Unit objectives will follow the AP College Board curriculum and will meet the requirements of the North Carolina Common Core (See Appendix 1).

Over the course of this unit, the students will engage in activities following the standards found in the NCSCOS and the College Board. The students will engage in various rigorous activities that will result in answering the unit questions and explain the major events leading up to Urbanization in America in the early 20th century and focus on the social, political, and economic changes that took place and analyze the importance and significance of these events on the development of American culture. They will review the economic, political, and social characteristics of the late 19th century leading to the 20th century. We will focus on the impacts of the Gilded Age, Progressivism, and Urbanization and its impact on American culture and traditions. We will look to see how people during these events reacted and if, overtime, their social and political behavior changed. They will understand the characteristics of social and political behavior and how that behavior can be influenced or manipulated in a time of crisis through analysis of historical documents, speeches, and political cartoons. We will analyze to see how events of this magnitude and different forms of thinking influenced the philosophy of what the American nation should be.

Students will be divided up into groups of four to analyze our objectives and to create a presentation answering the objectives at hand. They will develop their own personal and historical thoughts to see what political trends developed during the early 20th century. Students will create a visual presentation. This presentation may be created using poster boards, a PowerPoint, a video, etc. The goal is to show the political and social history of the events and what characteristics formed the American nation. They will outline, explain, and develop opinions about the 'American' point of view by analyzing historical documents, speeches, and political cartoons during the modern Urbanization time period. They are to show social behavior and political behavioral patterns through social change, voting, maps, major legislative decisions, Supreme Court decisions, etc. through the documents provided to them and the research they do on their own. They are also to show their own personal feelings of the major events and express how they would have reacted both socially and politically. They will compare those thoughts to those of today. Is the sense of culture and writing developed in the 1900s the same as it is today in America?

Rationale

I have come to the conclusion that many high school students do not understand the importance of history. They don't understand how events of the past impact them today, nor do they care. This is not a new age discovery by any means, but it is one that I hope will change and help to make students connect more to historical developments and their impact on today's world. The goal of this unit is to make my students more 'historically literate' that exceeds the requirement of being 'content smart' historically by reading and memorizing facts. I want my students to develop historical literacy skills so they can make a greater connection to the content material and develop a vast forte of historical thinking, reading, and writing skills. "...historians experts are not so much their vast historical content knowledge but their "historical literacy", that is their ability to read, write, and think critically about the past".³

School Background and Information

William A. Hough High School opened on August 25, 2010 to meet the needs of the growing population in northern Mecklenburg County. It is built on land on Bailey Road and it is a prototype for future high schools in the Charlotte-Mecklenburg School system. It consists of 99 classrooms along with a full array of athletic facilities. One of the unique features of our school is the fifteen rain gardens that dot the landscape. They filter run-off water through natural filters and then drain the water back into the creek which runs along the back of the property. Hough High School is named after a former principal of North Mecklenburg High School; Mr. Hough served from September 1955 to July 1974 and was very much loved and respected by the people of this area. Hough offers students a traditional North Carolina educational program. We offer Standard, Honors and Advanced Placement courses in each of the four core areas: English, Math, Science and Social Studies. In addition, we offer a variety of elective courses to enrich students' education.

³ <http://thenhier.ca/en/content/what-does-it-mean-be-historically-literate>

Based on 2018-2019 statistical data, 78% of the student population was white, 8% African American, 3% Asian, 9% Hispanic, and 1% other. The school has over 2,600 students and consists of 109 full-time certified teachers. William A. Hough High offers a standard course of study curriculum which includes a college/university preparation track, a college technical preparation track, a dual college/university & technical preparation track, and a career track. An occupational course of study leading to an occupational diploma is also available for qualified students in the Exceptional Children's Program. The curriculum is administered on a modified/hybrid 4x4 block schedule (with some A/B classes), allowing for flexible scheduling, re-looping and acceleration.

William A. Hough High uses weekly collaboration through content area meetings. We encourage student centered classrooms that focus on rigor. We encourage higher level thinking and encourage students to develop answers to problems on their own. This philosophy will play an intricate part in my unit. Students will be organized into groups to understand the political campaign process, which will be important to the development of their political ideology.

As a teacher at William A. Hough High School, I use input, advice, and collaboration from other teachers. Our alignment discussions among teachers are key to focusing on the NCSCOS and the new Common Core that has been implemented in the past few years. We use high level reading resources and implement objective writing assignments to meet the requirements of the Common Core. These writing assignments will play an important part in my unit. Students will actively engage in writing a political party platform and interpret specific propaganda to identify major forms of propaganda and its influence.

According to their website, Charlotte-Mecklenburg Schools (CMS) is located in the Charlotte, North Carolina region and provides academic instruction, rigor and support each school day to more than 141,100 students in kindergarten through 12th grade in 162 schools throughout the cities and towns of Mecklenburg County. CMS believes setting high standards for all students creates a greater opportunity for future success – in our communities, within the region and across our diverse and global society. Each day, CMS students are prepared to be leaders in a technologically savvy and globally competitive world.

CMS is proud of its diverse mix of students who represent 160 different countries and various cultural and ethnic backgrounds. CMS offers an extensive range of magnet programs in 40 of its schools to nurture the talents of students who have interest and ability in specific areas. CMS also educates, supports, and meets the needs of students with learning and physical disabilities.

CMS is one of the largest employers in Mecklenburg County with approximately 18,800 teachers, support staff and administrators. CMS is fortunate to have tremendous support from Charlotte's corporate, faith and business communities and more than 43,000 mentors and volunteers that support learning and instruction in CMS classrooms.⁴

Curriculum Content Information

⁴ "Background, Facts and History." Charlotte Mecklenburg Schools. www.cms.k12.nc.us

Note Outlines

Students are given an outline of notes (prepared by me) with blanks filled in throughout the notes. As we discuss new topics in class, the note outline is projected on my Promethean Board and as I discuss the material I fill in the blanks and they do the same on their outline. The students will participate in discussion as we fill in the notes and will use the notes to study later on when the assessment is assigned. This allows the students to have a detailed, specific, and organized outline for the content I want them to know for their assessment, but also to incorporate into this lesson. Students will keep the new content material in their notebooks to study later for their test.

Collaborative Groups

Cooperative or collaborative learning is a team process where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills needed later in life. Diverse skill levels, backgrounds, and experience allow each individual to bring strength to a group. Each member of the group is responsible to not only contribute his/her strengths, but also to help others understand the source of these strengths in order to develop the necessary skills required to be successful on the AP exam. Any member who is at a disadvantage or not comfortable with the majority should be encouraged and proactively empowered to contribute. Learning is positively influenced with a diversity of perspective and experience, increasing options for problem solving, and expanding the range of details to consider

Historical Documents

Throughout this unit we will look at primary historical source documents. We also look at primary source political cartoons and propaganda of the time to see the influence (for or against) the Urbanization in the early 20th century. We use two strategies – one is a strategy known as the acronym ‘APPARTS’:

- *Author*: Who created the source? What do you know about the author? What is the author's point of view?
- *Place and time*: Where and when was the source produced? How might this affect the meaning of the source?
- *Prior knowledge*: Beyond information about the author, and the context of the document's creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?
- *Audience*: For whom was the source created and how might this affect the reliability of the source?
- *Reason*: Why was this source produced and how might this affect the reliability of the source?
- *The Main Idea*: What point is the source trying to convey?

- *Significance*: Why is this source important? Ask yourself, "So what?" in relation to the question asked.

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The other strategy is the **H.A.P.I.** template:

- H (Historical Context)
- A (Author's point of view)
- P (Purpose of the document)
- I (Intended Audience)

The analysis of documents will help students develop and establish different point of views from key events and leaders of the time period in hopes to see how literature, voice, and actions helped shape an American culture. The overall goal of the historical documents is to have students focus on the roles that ideas, beliefs, social mores, and creative expression have playing in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Free Response Writing

Free response essays are a requirement for the AP exam. The free-response essay assesses the ability to think critically and analyze the topics studied in the curriculum. Free response writing allows students to demonstrate an understanding of the linkages among the various elements of government. Most free response essay topics are based upon historical document interpretations and content knowledge. Students are usually required to read an excerpt from a historical document, speech, or event. They are required to tie this excerpt with their content knowledge to develop a well thought out, detailed, and historically accurate essay following a rubric set forth by the College Board.

Student Resources

Notes Outline

Students will complete a detailed chart outlining the migrations of people in America. Students will analyze the social, political, and economic impacts experienced and the events that may have influenced the role of the minorities and immigrants in America. Students will have to analyze the movements of the Exodusters, the Great Migration, and Immigrant migration from Europe. I suggest putting students into groups to complete this role. This is a large amount of material and will cut down on the class time for students to divide the migrations and get the information for purposes of analyzing it to see how the migrations played a role in shaping modern America, i.e. large minority populations in large cities, such as Harlem, NY during the 1920s. Students will focus on the environment, economy, labor, religion, and political motivations of each migration and its impact geographically on the region of the U.S.. They will research the history of the migrations to see how each migration contributed to the social, political, and economic change of the United States overtime.

PowerPoint Notes

I provide guided notes for my students and post them on my website to download, print, and/or study. These note outlines focus on the key developments and factual knowledge needed during the time period of Urbanization, and will help students understand prior knowledge of the material (migrations) and its influence on the rise of Urbanization in major United States cities. These will help students understand the information in hopes of discussing the material in order to answer the objective questions for the unit. Students are responsible for printing off each PowerPoint and are assessed on the material of the PowerPoint's at the end of the unit. The PowerPoint's are located on my class Canvas page.

Historical Document Reading

Students will read the documents *The Unwritten Record of the Harlem Renaissance*, *Exodusters and Western Expansion*, and the *Great Migration (1910-1970)*. Students will use the APPARTS and or the HAPI outline to analyze each document and distinguish how the document influenced American behavior and led to a specific American identity. The students will also have to distinguish how each historical document led to political, economical, and social changes during its time period and its impact on Urbanization in America. The Internet provides a large amount of options providing the texts of the documents. The best website for the documents and the one I have my students use is <https://www.archives.gov/historical-docs/>.⁵

Free Response Writing

Students will discuss the topics of 'When was American Culture Created?' and 'Which Historical Document had the Most Impact on Cultural Identity of Urbanization?' A class discussion will be led about the historical literacy that was created during the time period and its effect on the time period, based on events that took place in the early 1900s. During the year the students learn skills needed for this activity to work effectively. The students will develop the Four C's content literacy skills overtime in class. The four C's consist of Critical Thinking, Communication, Collaboration, and Creativity. This provides an approach to content instruction that cultivates the skills for 21st century literacy. Students will be able to use these skills to develop a written essay that incorporates all aspects of the AP rubric for essay writing.

Identification Exercise

The identification exercise is a great way of incorporating the whole class into a discussion regarding American culture and identity. The development of social media allows us to see people in a different light. It got me thinking of what the Harlem Renaissance would be like through the eyes of social media and how perspectives of historical figures from the Harlem Renaissance and leaders of Urbanization in the early 1900s would be portrayed.

⁵ <https://www.archives.gov/historical-docs/>

I had my students create Facebook pages for the historical figures of this time period. The students were required to incorporate the perspective of the historical figures and any influences of their written works that might show their point of view. Students were required to post Facebook pages for a specific historical figure of the time period and other historical figures were required to respond to their Facebook pages from the point of view of their figure. We brought up the Facebook pages via the Internet and showed the interactions from the students and it was quite entertaining. Students were required to show, historically accurately, the interactions between figures using historical literacy skills. Some of the historical figures from the Harlem Renaissance were Zora Neale Hurston, James Weldon Johnson, Alain Locke, and Langston Hughes. Other students chose the interactions of the leaders of Urbanization, which included Jane Addams, John D. Rockefeller, Andrew Carnegie, and JP Morgan.

Mapping Creation

In my unit I will also have students complete a mapping activity that shows the United States overtime by incorporating the concepts of the unit, including the discussion of migrations, the Harlem Renaissance, and the rise of cities in Urbanization. We will make connections on how the political, social, and economic consequences are all linked together.. This will use content and historical literacy skills to enhance content knowledge. Again, overtime, the students will show the mapping of the Exodusters, a name given to African Americans who migrated from states along the Mississippi River to Kansas in the late nineteenth century, as part of the Exoduster Movement or Exodus of 1879. It was the first general migration of black people following the Civil War. Their purpose was to escape racism and oppression of the post-Civil War South. I plan on using Historypin, as discovered in my Charlotte Teachers Institute seminar, *Using Digital Mapping to Study History, Race, and Gentrification*. Historypin is a digital, user-generated archive of historical photos, videos, audio recordings and personal recollections. Users are able to use the location and date of their content to "pin" it to Google Maps. Students will use the software to label each major topic discussed in the unit and be able to describe the content through the app by creating a 'story' to explain what happened.

Top Ten Visual Presentation

As a final product of my unit before the assessment, my students will prepare a 'Top Ten' presentation listing the top ten events and/or people that had the greatest significant impact on the development of how social, political, and economic decisions have impacted our major cities and the development of cultural America overtime. Students will showcase these top ten events and/or people with a visual representation of the significant impacts the events or people had to the creation of Urbanization and increase in American culture. After they present the events and/or people, the students will have to prove what makes up our American culture and also when we fully developed this culture.

Guidelines to the project presentation are as follows:

Part I – Written (50pts) – you will need to have a two page description summary of each event on your top ten lists.

Summaries must be typed, 12 pt font and double spaced. The summaries must describe the historical significance of each event/person and prove that the event led to social, political, or economic impact of American culture and urbanization. Each summary must have one cited primary source. All summaries must be on separate sheets of paper and organized into a presentation folder. They must be your own work. The folder must have a creative cover sheet with all group members' names on it, followed by the summaries on separate sheets of paper, and finally a works cited page at the end.

Part II – Creative Project/Presentation – (50pts) – students will need to come up with a creative way of using the top ten list to create a project and present your project to the class. The purpose of this presentation is to prove these events and/or people had the greatest impact on the creation of a true American culture and to explain what that culture is and if that identity is true in modern America. Past projects have included: making a video recreating the events, a mega-photo collage, a newspaper, a photo collage video to music and narrative, dressing up (in a legitimate costume) and portraying historical people with dialogue, an elaborate timeline (it was about 30 feet long with pictures, explanations, quotes, etc).

Pacing Guide

Day 1:

- Begin content: “Urbanization” PPT. Students will discuss the outlines with the teacher and fill in the missing information during the discussion.
- Pass out and go over the ‘HAPI’ outline for reading historical documents. Also located on the canvas page. Students will read *The Unwritten Record of the Harlem Renaissance*, *Exodusters and Western Expansion*, and the *Great Migration*
- Pass out and have students complete the HAPI template for the historical documents. Complete the HAPI template chart on the Promethean Board. Have students in the categories.
- Assign project presentation – Top Ten list
- Show where students can find the UNIT Identifications on the website. Show students how to complete an effective ID on the Promethean Board.
 - Assign ‘*The Unwritten Record of the Harlem Renaissance*, *Exodusters and Western Expansion*, and the *Great Migration*’ historical documents. Students must fill out APPARTS or the HAPI template for both documents and be able to compare the two.
 - Have students print off the PPT outline “Harlem Renaissance”

Day 2:

- Harlem Renaissance Guided Note Outline - whole class
- Identification Exercise - Using 21st Century Social Media/Twitter Design to express beliefs, culture, and characteristics of historical figures during the Harlem Renaissance

- Continue working on Top Ten Project

Day 3:

- Mapping Exercise. <https://www.easymapmaker.com/info/create-pin-maps/>
- Create Pins and Storylines for major events during the Antebellum Civil War Period and After. Time frame is 1840-1920.
- Map key events such as the Exoduster movement, Harlem Renaissance, and Great Migration. Use the map to tell stories through the website creation above
- Continue Top Ten Project

Day 4:

- Note Outlines: Migration of people overtime
- Allow students to continue working on their Top Ten Project

Day 5:

- Student presentations of Top Ten Project
- (Presentations are anywhere between 3-5 minutes each; this will take the entire period)

Day 6:

- Free Response Writing
- Students will discuss the topics of ‘*When was American Culture Created?*’ and ‘*Which Historical Document had the Most Impact on Cultural Identity of Urbanization?*’
- A class discussion will be led about the historical literacy that was created during the time period and its effect on the time period, based on events that took place in the early 1900s.
- During the year the students learn skills needed for this activity to work effectively. The students will develop the Four C’s content literacy skills overtime in class. The four C’s consist of Critical Thinking, Communication, Collaboration, and Creativity.

Day 7 & 8:

- Usually spend a day review all major topics and/or finish any presentations students may need to do
- Last day (8) - Canvas Assessment. We provide a teacher made multiple choice test.

Teacher Resources

HAPI template for analyzing historical resources

HAPI Template

~Interpreting and Dissecting Historical Documents in APUSH~

Directions: Under each heading on the left, use the suggested questions to help you interpret the document. These four skill sets will be used to answer multiple choice questions and the DBQ on the AP EXAM. Fill in the blank box with your answer based upon reading each document or political cartoon.

<p><u>Historical Context:</u> <i>When was the document created and what does that imply?</i></p> <p><i>What historical events, circumstances, and issues surround this time period and source?</i></p>	
<p><u>Author's Purpose:</u> <i>Who is the author of the source? What was his or her goal in writing the document? What is the main idea?</i></p>	
<p><u>Point of View:</u> <i>What is the point of view of the author? What is the feeling that you get reading the document? What stance is taken on what issue?</i></p> <p><i>Additional questions you <u>might</u> answer: What is the author's profession? What is the author's gender or social class? What religion does the author follow? Does the author have an identifiable allegiance to a particular group?</i></p>	
<p><u>Intended Audience:</u> <i>For whom is this document intended? How do you know?</i></p>	

AP US Final Project
Mr. Baker

*****This counts 2 formal grades*****

Assigned Date:

Due Date: .

Topic:

- **What are the top ten most significant events OR people that have had an historical impact on the cultural development of the United States as a whole?**

Assignment:

- You will need to come up with a creative and descriptive way to present what you and/or your partner(s) believe to be the top ten by proving historical significance
- You will need to rank the events from 1-10. 1 being the most important of all time, on down to 10.
- You will have one or more partners, a maximum of **FOUR** in a group. They can be from different classes, but **MUST** have me as their AP US History teacher.

Guidelines:

- **Part I – Written (40pts)** – you will need to have a **two-page** description summary of each event on your top ten list.
 - Summaries must be typed, 12 pt. font and double spaced. The summaries must describe:

- **1. THE HISTORICAL SIGNIFICANCE**
- **2. WHAT IS WAS (IN DETAIL)**
- **3. YOUR OPINION OF THE EVENT OR PERSON**
- **4. WHY YOU RANKED THEM WHERE YOU DID.**
- **5. EACH SUMMARY MUST HAVE ONE IN TEXT CITATION**
- **6. THERE MUST BE A WORKS CITED PAGE, MLA FORMAT, AFTER ALL THE SUMMARIES ARE COMPLETE. THIS WILL BE THE LAST PAGE WITH ALL CITATIONS ON ONE PAGE**

- Each summary must have ONE IN-TEXT citation with source. **

EXAMPLE:

Angeli 5

handbooks played a significant role in distributing knowledge among farmers and in educating young farmers, as I now discuss.

Farming's Influence on Education. One result of the newly circulating print information was the “need for acquiring scientific information upon which could be based a rational technology” that could “be substituted for the current diverse, empirical practices”

(Danhof 69). In his 1825 book *Nature and Reason Harmonized in the Practice of Husbandry*, John Lorain begins his first chapter by stating that “[v]ery erroneous theories have been propagated” resulting in faulty farming methods (1). His words here create a framework for the rest of his book, as he offers his readers narratives of his own trials and errors and even dismisses foreign, time-tested techniques farmers had held on to: “The knowledge we have of that very ancient and numerous nation the Chinese, as well as the very located habits and costumes of this very singular people, is in itself insufficient to teach us . . .” (75). His book captures the call and need for scientific experiments to

- All summaries must be on separate sheets of paper and organized into a presentation folder. They must be your own work. **Plagiarism will result in a zero for the ENTIRE project for ALL group members.**

- The folder must have a creative cover sheet with all group members name on it,
- Followed by the summaries on separate sheets of paper,
- Finally - a works cited page at the end (minimum 10 sources) – **WHITEHOUSE.GOV USED 10 TIMES IS NOT 10 SOURCES, IT IS ONE. USE LEGITIMATE SOURCES**

- **Part II – Creative Project/Presentation – (60pts) – you will need to come up with a creative way of using the top ten list to create a project and present your project to the class. **THE PRESENTATION MUST SHOW THE HISTORICAL SIGNIFICANCE OF THE EVENT OR PERSON****

- **Past projects included:**

- **making a video recreating the events, a mega-photo collage, a newspaper, a photo collage video to music and narrative, dressing up (in a legitimate costume) and portraying historical people with dialogue, an elaborate timeline (it was about 30 feet long with pictures, explanations, quotes, etc).**
- **The more creative and shown use of time and preparation, the better your grade. A poster with Pearl Harbor written on the top, with a stick figure man lying in the water will not get you a very good grade. It shows no preparation, no research, and lack of effort.**

Note Outline - Urbanization

(Link to Google Doc) -

<https://docs.google.com/presentation/d/0Bz2G-KhVU2iIaTRtV21xS1RiWEk/edit?usp=sharing&oid=108060875094711468585&resourcekey=0-xw1Ca1JQtX8Ghol9NEtW1g&rtpof=true&sd=true>

Note Outline - Harlem Renaissance

<https://docs.google.com/presentation/d/10c5rWNbXgAryceoVARCXjM8aL9lCx5vJvHjxJ1zfbg/edit?usp=sharing>

Appendix I - Teaching Standards

<https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf>

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