



Mapping The World Around You: Using Digital Mapping and Inquiry to Interpret Historical Moments of Segregation

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This curriculum unit is recommended for:

High School Sociology/World History (could be modified to fit any Secondary Social Studies course)

Keywords: Gentrification, Segregation, Urban Renewal, Constitutional Amendments, De Jure, De Facto, Racism, Social Stratification, Marginalized, Digital Mapping Sociology, World History

Teaching Standards: See [Appendix 1](#) for teaching standards and [Appendix 2](#) for specific objectives addressed in this unit.

Synopsis: Students of Sociology and World History will explore the history of Urban Renewal/Gentrification and the world around them. In this unit, both 9th-grade students and 11-12th grade students will use the curriculum to delve into the history of migration, wealth, and status due to gentrification and urban renewal. The North Carolina Essential Standards and Common Core will be used in this unit to increase reading comprehension, research, collaboration, and writing skills. Students will be able to understand the complexities of Charlotte's history. People of Color in Charlotte, North Carolina have a very rich history, but due to historical factors such as inequity and systematic racism, this history has gone unrecognized. Students of World History will use different eras of time to understand, analyze, and define the impact of urban renewal on current neighborhoods and even school systems. Students will also compare the efforts of urban renewal to historical moments around the world such as Apartheid, using de jure and de facto racism to understand why people move and/or are restricted to one place. Mini-lessons will be delivered, which will increase the vocabulary of students to apply those terms to historical concepts to increase inquiry and research for product submission. This topic is chosen mainly to create a sense of urgency and community amongst and within scholars, and for students to be able to advocate for others who may not be able to advocate for themselves. In Sociology, students will be able to use the concept of the intersectionality of historical moments and the social stratification of human beings as it relates to race, class, and culture.

I plan to teach this unit to one Sociology section (25 students) and three World History sections (90 students) during the first and second semester of the school year in 2021-2022. This unit will also be shared with other High School Social Studies teachers to use and modify within their classrooms.

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Introduction

“America preaches integration and practices segregation.” Malcolm X stated the aforementioned quote on the wave of integration. Equality is and was always the topic of discussion-- how much does equality help, when people do not begin at the same starting point? Charlotte, North Carolina is a metropolitan area, which to the naked eye seems like a staple for diversity in the South. Charlotte is also a city that is rarely discussed in the larger picture of segregation, integration, and desegregation. History books tend to point out cities like Montgomery, Selma, Memphis, Topeka, and a plethora of other cities as focal points of the Civil Rights movement. However, Charlotte is an integral part of a newer era of segregation, affected by forces such as gentrification and urban renewal. While urban renewal and gentrification are not the actual definitions of segregation, they do create an environment of racial divide and can force people of color into designated zones of settlement.

When thinking about the history of Charlotte, people may consider its history of simply “Trade and Tryon,” or even the banking industry. One can not misunderstand and underrepresent the unprecedented moment that Dorothy Counts integrated Harding High School in 1957. While *Brown v. Board of Education 1954* is one of the most important cases to that of education-- it is the ‘domino effect’ afterward that has changed the way that neighborhoods and school systems most. In 1957, Dorothy Counts would, unknowingly to many, put Charlotte in the conversation of segregation, integration, and desegregation. However, that conversation would become somewhat clandestine.

The students of Charlotte, North Carolina (much like myself) should be privy to information that shapes their environment. This unit will use primary and secondary sources to delve into the history of Charlotte, the United States, and the World history of social stratification of human beings based on race, wealth, status, and environmental factors. Students will look through a historical lens and perspective to understand how the movement of people is shaped by environmental and social factors of separation. Students will also compare, analyze and decontextualize historical events that have created social/cultural divides within and between groups of people. Students will also interpret and create digital maps to evaluate the impact of urban renewal and gentrification on marginalized communities.

Connection and Rationale:

In the content area of social studies, it is the responsibility of the educator to expose students/scholars to the world around them using contemporary skills. It is also important for students to understand how history “repeats itself” and what we as a society can do about it to change the trajectory of the future. It is not just important for students to understand history, they need to gain a deeper grasp of history to also evaluate it. In this unit, students/scholars will not only learn about the history of urban renewal, but they will be able to create for others to learn from them so that the world around them can be evaluated.

Historically in Charlotte, North Carolina, there have been constant shifts and changes architecturally and in regards to population and settlement. People who move to Charlotte rarely understand the complexity of its history. In many areas in the US, there has been a constant influx of population, and Charlotte has been a prime example of this population shift due to its importance as a banking hub. People move to Charlotte for many different reasons, one being the cost of living to income ratio, and another being its up-and-coming boom in business and entrepreneurship. Charlotte has always been a mecca for urban migration for the aforementioned reasons.

While change is good for business and the livelihood of many, this constant shift and change have caused people of color to have their lives disrupted for a better part of Charlotte's history. The thriving Black neighborhood of Brooklyn, home to several important Black churches, schools, and businesses in Charlotte, was demolished/destroyed in the 1960s due to a process called urban renewal. While neighborhoods are upgraded due to wealthier people moving in, it can destroy a rich history that was built there by marginalized communities. The problem with residential segregation is not necessarily that change is occurring, rather methods like redlining and zoning are used to force people of color to settle in specific parts of the city and to control the balance of wealth among Black and white. Because of this, people have had to move to the outskirts of the city to afford decent housing, and much historical value and knowledge can get lost in the shuffle. In a fashion very similar to methods of residential segregation in the 1960s and 1970s such as urban renewal and redlining, gentrification is affecting patterns of Black settlement in Charlotte, and many other urban environments, in the current period of American history.

With this curriculum unit, I will use culturally responsive teaching methods, strategies, and content to facilitate the learning of students. Students will be able to explore the city around them and use digital mapping to collaborate with their colleagues -- creating a mapping system that could teach others about the historical value of their neighborhood.

This unit will be used during both semesters of school as a closing unit for each semester. The reason for using this curriculum during both semesters is to be able to include both pods of students. The use of this curriculum unit will include 100% of World History students, as well as the students enrolled in Sociology.

School/Student Demographics:

iMeck Academy at Cochrane Collegiate Academy is a Blended Learning Magnet school with a focus on Career and Technical Education. iMeck Academy is located on the campus of Cochrane Collegiate Academy, which consists of the comprehensive middle school (grades 6-8) and the magnet high school (grades 9-12). iMeck Academy is located in the Northeastern part of Charlotte, North Carolina, and is part of the Central 1 Learning Community in Charlotte Mecklenburg Schools. iMeck Academy is a setting where teachers and students alike integrate technology to enhance the learning of students through research and exploration using 21st-century knowledge and skills. Students are allowed to have "voice and choice" through

personalized and project-based learning, which is what this unit is designed to create for students.

According to CMS standards, the academy (6-12), is considered a “low performing” school, with a major achievement gap, disparity, and inequity. iMeck Academy consists of a large percentage of students of color, most of the said students being Hispanic and Black. The reason for the topic of exploration is due to the school and the social setting of my students. The racial/ethnic makeup of my school is about 55% Hispanic, 35% Black, and 10% all other ethnicities and racial backgrounds. There are about 26 nationalities represented. Within all of those nationalities, much of the curriculum is not focused on their culture, where they come from, or even where they currently live.

Each year there are about one-hundred 9th-Grade students (including English Language Learners and Exceptional Children) who all are exposed to World History as a course. There are also thirty and forty students who are classified as 11th-12th Grade and are enrolled in Sociology as an upper-level Social Studies Elective. Students will expand upon their prior knowledge, delving deeper into the nuances and overt issues of society while exploring the world around them.

Unit Goals and Objectives

The goals below are both Sociological and Historical skills that students will use to benefit and assess their current and future understanding of the content. Teachers will also be able to use unit goals to facilitate the learning of students through critical thinking, analysis, contextualization, and other skills. Students-- through this content and use of mini-lessons-- will become self-advocate learners and advocates for their and other communities.

Student Goals:

1. Annotate research for comprehension and write for critical thought.
2. Analyze pertinent primary resources and secondary sources for critical thought, inquiry, collaborations, and academic conversation.
3. Improve historical research skills by comparing and contrasting the history world through understanding marginalized communities around the world.
4. Understanding the cause and effect of groupthink around marginalized communities to understand the prominence of social stratification.
5. Apply the four interconnected skills for historical research, all using music.
 - a. H.1.1 Use Chronological thinking to 1. Identify the structure of a historical narrative or story: (its beginning, middle, and end). 2. Interpret data presented in timelines and create timelines. H.1.2 Use Historical Comprehension to 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and historical interpretations. 3. Analyze data in historical maps. 4. Analyze visual, literary, and musical sources. H.1.3 Use Historical Analysis and Interpretation to 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 4. Evaluate competing historical narratives

and debates among historians. 5. Evaluate the influence of the past on contemporary issues. H.1.4 Use Historical Research to 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.

Teacher Goals:

1. Encourage academic conversation and collaboration through PEAK strategies.
2. Personalize this unit for the encouragement of best research practices.
3. Create a playlist to implement student “voice and choice” for decision-making skills.
4. Create project opportunities for independent student exploration and engagement.
5. Chunk and scaffold vocabulary and conceptual knowledge for students to apply to their future learning.
6. Create pre-assessment opportunities to strategically implement differentiation.

School Year Usage:

This curriculum unit is recommended for usage during the second half of any high school course, which would fall in the second and/or fourth quarter of the school year for the first and second semester (if using for a year-long course, teachers should implement the unit in the second half of the course). The motivation of waiting to implement this unit is to have students understand basic historical concepts before applying another layer to their understanding. Students will also have begun to work on the skills necessary to have when taking on this unit. This will allow students to appreciate the unit beyond basic understanding to application and creation.

Cross-Curricular and Interdisciplinary Connections:

This curriculum unit can also be applied to American History, Civics and Economics, African American Studies, English Language Arts, and Psychology, as all subjects contain the study culture(s), human interaction and relationships, perspective, and sociocultural impact as part of the course outline.

While the courses differ at some junctures, this unit can also be applied to High School Math courses (statistically speaking). The content can be used to enhance the writing, knowledge, mapping, data analysis, and creativity of students. The common core standards of analyzing complex text for comprehension and writing to communicate can be met through the use of this curriculum unit.

Content Research

The movement of people and the shifting of cultures have existed since the beginning of time. Migration is part of what humans do and who they are. They move. Migration itself has never been an issue of the human substance; however, there are certain instances where the movement of a group has to be questioned and/or understood. Throughout history, lands have been conquered, cities have shifted, and neighborhoods have been destroyed. The question that has to be pondered, then, is how much of this movement is by choice, reluctance, or by force? ¹ During these migrational periods around the world, some people have the resources to stay, people who have the resources to move, people who lack the resources or either, and people who are forced under either of the circumstances due to systemic oppression, discrimination, and many times racism. According to Kevin M. Kruse, who wrote *White Flight: Atlanta and the Making of Modern Conservatism*, "White Flight" was more than just people migrating to the suburbs to avoid the busy city, it had more intended and unintended consequences than many imagined.² This "White Flight" is only part of the aforementioned consequences previous to the mass movement to what we now know as the modern era. The movement of people has had many causes and effects that have created further segregation, oppression, marginalization, and a host of other stratification issues to date. Some would argue that movement due to urban renewal and revitalization is for the betterment of cities, such as beautification, workforce, and population increase; which begs the question, what are the benefits and what are the costs.

People tend to move for a plethora of reasons. Disregarding race, ethnicity, gender, cultural norms, and other identifying factors of the human experience; people move with the future in mind. This future thought can be that of a positive, hesitant, or forced nature. Positive thought, such as voluntary movement, does not always mean that people have all of the resources, but that they have the mindset that somewhere else will be better. The hesitant mindset comes from having to leave something behind, and also the resources that may alleviate strain are just not available to stay. Forced, is considered by most, the most negative of the factors for movement. Forced migration is at times composed of some hesitant or reluctant nature, such as weather, urban renewal, demolition, and human trafficking (Atlantic Slave Trade).

Moreover, reluctant and forced migration have taken place all over the world in many different forms since before colonialism began. Most of this type of migration is due to factors such as colonialism, urbanization, urban renewal, revitalization, gentrification, de facto and de jure migration, and a host of other concepts and ideologies. For example, residential mobility is rising due to demolition and revitalization in Yangzhou (rural Chinese province) forcing residents to decide between livelihood and displacement.³ While this is not only an American phenomenon, this has been a debated issue for several years in the United States. City, state, and country decisions can displace people from homes that they have known, creating destabilization of communities, with the effects remaining generations after. These effects can be seen in cities such as Charlotte, North Carolina, Baltimore, Maryland, and many others.⁴

Government decisions post Civil War and Civil Rights Movement, have created further stratification that is deemed strategic to some.⁴ These stratification endeavors have been reciprocated by new revitalized communities, which has continuously displaced already

marginalized communities and people of color (specifically Black communities). According to Andrew Wiese, who wrote "*Contested Terrain*"; white (mostly male) populations in cities such as New York have "played an operative role" in riding inner-cities of minority communities through government and city development.⁵ This displacement and replacement is a result of activities such as urban renewal (the clearance of slums), which some tend to know and think of as the bull-dozing and demolition of inner-city neighborhoods ("projects"). This, according to Wiese, was to gain control of land and further reshape the suburban and sometimes urban population.

In addition to operative control, the control of land and population itself with the assistance of government decisions is compared to that of imperial ideals and the modern "American Caste System."⁴ The strategic separation of humans based on factors (race, privilege, ethnicity, gender) mostly not controlled by said people have been worldly problematic almost since the foundation of civilization. The system is not equal nor equitable for that matter. There are some (in the United States) who have more control of where they live, where they work, and what they do on a day-to-day basis than others. The systemic reference point can be compared to not only the Caste System but also that of the late South African Apartheid, which was largely due to imperialism and the ideals of, whereas the United States was originally founded on the principle of colonialistic ideals.⁴ While colonialism and imperialism seem to be different concepts, both at times lend themselves to the same intended and unintended consequences. The aforementioned concepts eventually lead us to where we are today.

According to Webster's Dictionary, Urban Renewal is referred to as "a construction program to replace or restore substandard buildings in an urban area." Gentrification is referred to as "a process in which a poor area (as of a city) experiences an influx of middle-class or wealthy people who renovate and rebuild homes and businesses and which often results in an increase in property values and the displacement of earlier, usually poorer residents." When spoken of amongst many politicians and government leaders alike, neither carry an always negative connotation. However, it seems that when spoken of amongst minority communities, specifically Black and African American communities, both gentrification, and urban renewal carry a significant negative connotation, mentioned in such cultural films as *Boyz n the Hood*.⁶

The consequential connotation is because it sheds light on historical events and infrastructure such as Tulsa before 1921, the "Road to Nowhere" in Baltimore Maryland, the Brooklyn neighborhood of Charlotte, North Carolina, and also the displacement of people during Hurricane Katrina in 2005. Brandon Lunsford, Archivist of Johnson C. Smith University, during the 2021 Digital Mapping Seminar, "Are gentrification and urban renewal the same thing?"⁷ The question should lead to more inquiry, analysis, and research into the result and later consequences of each.

On the contrary, some will challenge the perspective of the negative consequences of urban renewal and gentrification. This is because there are some communities and neighborhoods that may require "upkeep", remodeling, or modification. Government programs in the past and today's society have promised the implementation of parks, better schools and education programs, a better workforce, and desegregation of neighborhoods; which in turn carries a

thought of positivity.⁸ With promises as such, this creates a feeling and world view of government responsibility when promises and needs are not met. Government and city officials have won over the activism that exists amongst resisting parties, creating further marginalization of the same communities throughout the United States and beyond.

Going beyond the thoughts of what has happened to what can happen, a resolution has to occur. According to Lunsford, there have been strides to understand, shape, and resolve what has happened to marginalized communities in cities such as Charlotte, North Carolina. Some history has been untold and/or undiscovered. There are many efforts to re-shape and undo the many issues that have been created. Digital mapping of the twenty-first century has been created as a way to preserve the history of people who may have been displaced, removed, or wiped out due to urban renewal, gentrification, forced migration, or considerable violence. Augmented reality has already been created to time travel to the past for untold histories such as the “booming” industry of Tulsa before the race riot of 1921.⁹

Overall, the overall thematic responsibility of history education is to challenge students to go beyond the memorization of dates and people to the inquiry into perspective and conceptual lenses, which then prevents ‘academic genocide’ and creates a representation of silenced voices. This unit is created to challenge the basic thought of what stratification is and discover the causes and ultimate effects and consequences of it. Students, during this unit, will be able to understand stigma, group-think, government/state/city involvement. Using the implementation strategies students will be able to challenge their thought-processes and underlying biases. Students will also be able to recognize stigmas that may exist right in front of them and apply this knowledge to understand the higher-order thinking questions to analyze and evaluate the causes, effects, consequences, and solutions to human migration, containment, and urban renewal/gentrification to understand how to be part of historical progress. In this unit, students will use historical content, including articles/excerpts, art and primary sources, tier three concepts, and data to analyze and contextualize the world around them.

Instructional Implementation

The goal of the instructional implementation of this curriculum unit is for the option to be implemented as a whole or in parts within the classes of Sociology and World History. The implementation of instruction is not limited and can be implemented in cross-curricular (English) and interdisciplinary studies (higher-level social studies courses). The unit implementation of the unit will consist of mini-lessons with a Sociology and World History concept-based focus; these concepts and vocabulary terms are located in [Appendix 3](#). Educators may use the concept map/ Frayer model adapted from PEAK Learning Systems located in [Appendix 4](#) to provide mini-lessons for conceptual understanding of students. Students may also create a learning log located in [Appendix 5](#) to keep track of vocabulary and concepts learned throughout this curriculum unit.

In addition to the conceptual activity listed above, this curriculum unit consists of four lessons that can be taught respectively, as a combination, or only one of the lessons, as each refers to a different part of the culminating standards of this lesson.

Lessons 1 and 2: Why Do People Move? [Migration Types]

Essential Question: Which of the three types of migration has the greatest impact on groups of people (voluntary, reluctant, forced)?

Day one of this lesson includes the introduction of migration and why people move to different places around the world. The teacher will introduce the Google Slides presentation linked [here](#). During the first part of this lesson, students will discuss the many different reasons for migration, understanding that migration reasoning can be both positive and negative, while also being beneficial and detrimental to different groups of people. Students will begin by being introduced to the American Dream. As a note: A connection can be made between the “American Dream”, migration, and the DREAM Act by introducing students to prefaced complex text. The teacher will discuss the different types of migration as they have names. Students can then participate in academic conversations discussing the essential questions. Students will then discuss multiple pieces of artwork including the artwork entitled “*American Progress*”, discussing Manifest Destiny. Students will also analyze political cartoons about populism. After this analysis, students will then write a thesis statement answering the essential question.

Day two of this lesson will provide students with the opportunity to explore and participate in inquiry-based activities. This lesson will use primary and secondary sources to understand the impact of migration on groups. The process of this lesson will be through a station rotation. There are seven stations that students can participate in. These stations should be placed around the classroom or a space that allows for movement and think-time. Each station should be allotted about 10 minutes, as each station allows students to analyze and evaluate. Students can respond to each station on paper, a classroom backchannel such as *Blendspace*, or a document provided by the teacher. Each station requires a response. These stations can be done with students individually, in pairs, or in groups with the teacher facilitating. The Migration Stations

to be used are linked [here](#). At the end of the stations, students will add more evidence to their previously stated thesis from day one of the migration lessons.

At the end of this lesson, as an extension of the lesson, students can produce a performance task that responds to the essential question: Which of the three types of migration has the greatest impact on groups of people (voluntary, reluctant, forced)? An example slide to present can be seen in [Appendix 8](#).

Lesson 3: Urban Renewal and Gentrification: Comparable or Vastly Different

Essential Question: Understanding the Urban Renewal Process and the Gentrification process, how comparable are the two when considering community impact? Or are the two vastly different?

Lesson three will be introduced by looking at the terms Urbanization and Nativism, understanding how the urban renewal and gentrification process came about after the industrial revolution. Students will complete four concept sheets at the teacher's discretion of how many sections are completed, as seen in [Appendix 4](#). These concept sheets will be referred back to as students move on to the next part of the lesson.

After completing the concept sheets for Urbanization, Nativism, Urban Renewal, and Gentrification, students will participate in a dichotomous discussion. Students will have the opportunity to move to the side of the room that fits their perspective. This strategy will allow students to understand the perspectives of people on both sides of gentrification. For each statement, where there is no right or wrong response, allow students to move to the side of the room that they most agree or disagree with. After the time of movement has closed, remind students that they have to be on one side or the other. Then students will be able to discuss their opinion and share aloud from both sides of the room.

Statements could include:

1. Healthy food options are necessary for a neighborhood, even if it means that rent and mortgage cost more.
2. The government has a right to displace/remove people from housing if it means that the neighborhood will offer more opportunities for people living there.
3. I would pay more for property or rent if I was offered a safe neighborhood.

After students participate in the dichotomous discussion, they will then watch two videos below and respond to the video using the video response sheet located in [Appendix 9](#).

The videos are linked below:

1. [Gentrification Explained](#)
2. [Social Stratification in the US: Crash Course Sociology](#)
3. [Brooklyn: How a Black community was erased from uptown Charlotte](#)

After exploring the three videos students will then use the article to compare and contrast the efforts of urban renewal and gentrification. Students will use the annotation key provided in [Appendix 6](#) to contextualize the article and answer the essential question through an essay format.

Article is linked [here](#).

Lesson 4: What are Apartheid, Caste System, and Segregation? [De facto/De Jure Discrimination]

Essential Question: Does the United States have a caste system when considering social stratification?

Students will annotate three excerpts from historical examples of social stratification including Apartheid, the Caste System, and segregation using the key list in Appendix 6. After annotating the excerpts, students will find the “golden line” of each article and answer the essential question. These excerpts can be read aloud in class. Students can also access excerpts online or the station rotation model. Students will then write a short essay explaining the comparing and contrasting nature of all three forms of social stratification and their impact on culture and groups of people.

The excerpts to be read are as follows:

1. *The New Jim Crow: The Rebirth of Caste; The Death of Jim Crow* linked [here](#) [Segregation]
2. *Untouchable: National Geographic Article* linked [here](#) [Caste System]
3. *Born a Crime: Stories from A South African Childhood* linked [here](#) [Apartheid]

Product Finale

Students will complete a product that demonstrates their gained knowledge from this curriculum unit. Students will be able to choose a product that best fits and represents their strengths.

Essential Question to be answered through product finale: How has de facto and de jure social stratification impacted the migration, social mobility, representation, and cultural relativism of people?

Instructional Implementation Continued

Product Choices

Write	Build	Technology	Art Form (Visual)
<ol style="list-style-type: none"> 1. Write a speech/ monologue about the impact of multiple forms of social stratification and the impacts of gentrification and urban renewal using previous resources provided. 2. Write a series of diaries (5) from the perspective of people impacted by social stratification throughout history. 	<ol style="list-style-type: none"> 1. Create a board game or card game that reflects the impact of concepts relating to social stratification and migration. You may use the rubric to guide your construction. 2. Build a Theme/Amusement Park to represent the concepts learned throughout the unit showing the impact of social stratification; use the rubric to help guide your construction. 	<ol style="list-style-type: none"> 1. Create an online interestingly produced video/cartoon on the subject of social-cultural factors relating to migration and at least 5 previously learned social concepts. (You will have to write a script or a production setlist before production begins). (Use Rubric Provided to guide your thinking.) powtoon app 2. Create an online children’s book about the social-cultural factors of Black women using 4 previously learned social concepts. storyjumper app this book will be printed and read to the class. 	<ol style="list-style-type: none"> 1. Create an Art piece that encompasses multiple concepts and impacts of social stratification on migration/movement of groups. This could be a painting with a poem, a 3-D art piece, or a photograph memoir. Your art piece must include an artist statement to capture your creativity and thought process. Use the rubric to guide your thinking. 2. Create multiple anchor charts (3) to be used in class to teach others about the concepts/terms/ and vocabulary to be used in class. Use Rubric to guide your thinking. This anchor chart can not be taken from online sources, however, you can use online sources to guide your creation. Rubric 2
<p>Misc Products (Partnership)</p> <ol style="list-style-type: none"> 1. You may create a spoken word both written and filmed about the impact of social stratification on the migration of people. (At least 6 Minute spoken word) 2. You may create a Podcast or conduct an interview (using Speaker.com or Anchor) about social stratification in the United States due to de jure and de facto segregation. Utilize social concepts previously learned in class. Make your podcast entertaining and helpful for other students to use. 3. Technology extension: Create a map of one neighborhood surrounding you showing the historical change over time, including pins, videos, and photographs. After this map, describe what you have learned and how this neighborhood may have been affected by migrational stratification. You may use Google Maps Creator or HistoryPin 			

Rubrics linked in the playway are adapted rubric resources for student use. No copyright infringement intended. The overall rubric for student evaluation is located in [Appendix 10](#).

Appendix 1

World History Standards:

The new World History standards will be broken up into conceptual and thematic standards, rather than chronological. Students will access multiple standards while studying this unit. The first bundle of standards is interconnected application standards and the other bundles are content-based standards that students will access. Mini-lessons will be used to access each standard individually.

Inquiry Indicators:

I.1.1 Compelling questions, I.1.3 Gathering and Evaluating Sources, I.1.4 Developing Claims and Using Evidence. I.1.6 Taking Informed Action

(World History Inquiry) WH.I, Apply the inquiry models to analyze and evaluate social studies topics and issues to communicate conclusions and take informed actions. *Students will be able to use this standard to analyze and contextualize primary and secondary resources or perspectives of and on the concept of urban renewal and neighborhood histories.*

(World History Behavior Sciences)

WH.B.2 Analyze the concept of identity in historic and contemporary societies in terms of its development and impacts.

WH.B.2.1 Explain how culture and society impact national, group, and individual identity now and in the past.

WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.

Students will explore here the historical impact of different collective groups in the United States and beyond to further understand concepts such as migration.

Concepts and Terms that will be used in this unit include:

Ethnocentrism, Racism, Gender Discrimination, Individualism/Collectivism, and Feminism

(World History Civics and Government) WH.C&G.1 Analyze the relationship between various societies and government in terms of freedom, equality, and power.

(World History Economics)

WH.E.1 Understand the economic relationships between groups and nations in terms of power and interdependence.

WH.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past.

WH.E.1.3 Compare how empires, groups, and nations have used economic decisions and policies to gain or maintain power, now and in the past.

(World History: Geography) WH.G.1 Analyze the intentional and unintentional consequences of human-environment interaction.

WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past.

Appendix 2

Sociology Standards:

Sociology is broken into two types of standards: history and culture, therefore, students will apply the standards by use of prior and current knowledge.

Understand how culture and its diversity sustain humanity.

12.C.1.1 Compare various cultures using sociological perspectives.

12.C.1.2 Exemplify various subcultures and how they distinguish themselves from the larger culture.

Students will use the above standards to explore the perspectives of ethnic groups living amid reluctant and forced migration.

12.C.3 Analyze human behavior in terms of conformity and deviance

12.C.3.1 Analyze several sociological theories related to conformity and deviance according to the different theoretical perspectives.

12.C.3.2 Analyze the development of conformity to standards in American society and how deviance develops in individuals or groups.

The standards above will address the need for resistance in certain social climates and how it can and has brought about change.

12.C.4 Analyze human relationships in terms of inequality and stratification.

Students will collaborate in discussion and inquiry to research events that address the inequities that exist within neighborhoods.

Appendix 3

Vocabulary Concepts for Mini-Lesson Introductions

All terms are considered Social Studies concepts of the second and third tier. These terms and concepts will have to be chunked and scaffolded using mini-lessons for students to apply these concepts to individual research and performance tasks. The categories are suggested for use of a thematic approach to mini-lessons. Concept Frayer Models (PEAK Strategies) can be used for students to explore the concepts/terms individually. These terms can be separated into classifications (such as systemic terms).

Social/Cultural/Systemic Concepts

Social Stratification
Segregation, Integration, Desegregation
Racial Covenants
Oppression
Wealth/Status
Ring Villages
Assimilation
Caste System
Apartheid
Systemic Racism
De Jure and De Facto Racism
Urban Renewal
Gentrification
Populism
Progressive Movement
Eminent Domain
Socialist Dagger
Displacement
Revitalization

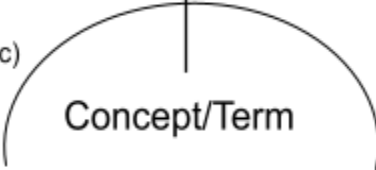
Contribution/Leadership: Road to Independence

Equity
Liberation
Resistance
Revolution
Multiculturalism
Digital Mapping

The Frayer Model/Concept Map found in Appendix 4 can be used to promote vocabulary understanding and application. Students can utilize the Frayer models to independently and collaboratively explore conceptual and thematic knowledge. All of the terms above are considered tier 3 vocabulary within the subject of Social Studies.

Appendix 4

Description of the term (definition in your own words)	Picture/Sketch/Icon
Examples of the term	Characteristics of the term
Benefits/Costs	What may it (term) be confused with? What are the similarities and differences between the two terms?
Cautions (Warnings etc)	Definition



Concept/Term

The concept map/Frayer model above can be used to promote conceptual knowledge about the three themes (perspective, resistance, and leadership/contributions of Black women). The concept maps and then be used to guide formative assessments for an understanding of concepts. Students would fill in the term and choose four of the options to analyze and deconstruct the term/concept. This is an adaptation for PEAK Learning Systems.

Appendix 5

Digital Learning Log

Students may use the digital learning log on paper to keep track of learned vocabulary and concepts. Using this format, students will interpret higher-tiered concepts/vocabulary. This is a strategy to make the transition to inquiry standards smoother. Students will, through anticipation, already be familiar with terms.

Term → Provided by teacher

Text Definition → Provided by the teacher or researched by the student

Interpretation → Created by student

This may also be done on paper.

Digital Learning Log

Your interpretation: Can be in the form of

1. A Description
2. Haiku about it
3. Picture/Icon/symbol that represents it.
4. An analogy or comparison ____ is to _____, :(as) _____ is to _____.
5. A short story

CAN NOT BE A DEFINITION

If you choose 2,3, or 4 → You must make a comment describing how it relates to the term.

Term	Text Definition	My Interpretation
Social Stratification		
Segregation, Integration, Desegregation		
Racial Covenants		
Oppression		
Wealth/Status		

Appendix 6

The figure below is an annotation key used for analysis of any articles provided. The key is used for critical thinking skills. This key should be used for any annotation of sources. Teachers can add reflections to the ending of each article for expression of critical thought. The rubric provided in Appendix 7 can be used to provide feedback on the text analysis.

Article Analysis Annotation Key

- | | |
|--|--|
| 1. P=Prediction (What do you believe is the purpose of the article?) | 1. P = Predicción (¿Cuál cree que es el propósito del artículo?) |
| 2. !- Things that surprise you. | 2. ! - Cosas que te sorprenden. |
| 3. ?- Phrases that you don't understand or you want to know more about | 3. ? - Frases que no entiende o quiere saber más sobre |
| 4. Underline/highlight- Important points the article makes . | 4. Subrayado / resaltado: puntos importantes que hace el artículo. |
| 5. *- Points that you agree with. | 5. * - Puntos con los que está de acuerdo. |
| 6. O- word/phrases that you may not know and define them. (Word Bank) | 6. O- palabra / frases que quizás no conozca y defina. (Banco de palabras) |
| 7. Write in the margin (summaries/main ideas). | 7. Escribir en el margen (resúmenes / ideas principales). |

Appendix 7

Below is a rubric that can be used to provide feedback for text analysis and contextualization. This adapted rubric can also be used for self or peer evaluation.

Active Reading/Annotation Rubric

Name: _____

Text Assignment: _____

	Distinguished (4)	Accomplished (3)	Almost there (2)	Not there yet (1)
Markings	Clearly identifies unfamiliar vocabulary or academic language	Adequately marks unfamiliar vocabulary or academic language	Few identification of unfamiliar vocabulary or academic language	Lacks identification of unfamiliar vocabulary or academic language
Comments	Substantial and well-written comments	Satisfactory and clearly written comments	Weak and poorly written comments	Insignificant comments that show a lack of understanding
Questions	Exceptional use of thought-provoking questions	Good use of thought-provoking questions	Fair use of thought-provoking questions	Lacks thought-provoking questions
Significant Ideas	Outstanding identification of significant passages and ideas	Satisfactory identification of significant passages and ideas	Weak identification of significant passages and ideas	Inadequate identification of significant passages and ideas
Teacher's Directions	Excellent grasp of teacher's directions	Good grasp of teacher's directions	Weak grasp of teacher's directions	Hardly any grasp of teacher's directions
Overall Commentary	Overall commentary is rich and abundant	Overall commentary is satisfactory	Overall commentary is less than exemplar	Overall commentary is very limited
TOTAL				

Adapted from Scholastic Inc. "Rubric for Assessing Text Marking," 2003

Appendix 8

Migration Station: Performance Task


- Poem (1 pg, typed, double spaced, 12pt Font)
- Comic Strip (Political Cartoon Inspiration with description and script)
- Essay (1 pg, typed, double spaced, 12pt Font)
- Drawing or Art Piece (with two paragraph artist statement explaining how art piece connects to the essential question)
- Anchor Chart (visual representation) (with paragraph answer to thesis statement and essential question)
- Skit (about migration) (written and performed with written script)
- Song/Rap (Written and Performed)

Pick one that will answer the question: Which of the 3 types of migration affects people the most (positively or negatively)? Why? Your performance task must reference at least TWO of the Stations that were explored.

Appendix 9

Video Response Sheet [Google Drawing]

Note: Source is [Linked](#) for Teacher use. Adopted Version

<u>That's New To Me!</u> 1.	<u>I Totally Agree!</u> 1.
	<u>I Disagree</u>
	
<u>Questions I Have???</u> 1.	→ <u>Links Back to Me / Relates to Mv Life</u> ←

Follow the directions to complete the video analysis.

1. To access the videos [click here](#), [click here](#), and [click here](#)
 - a. Watch the videos. While watching, begin completing the chart as follows below.
2. When you learn, hear, or see something new; add that point or mention to the box labeled “That’s New to Me!”
3. When you agree with something mentioned, add that point to the “I totally agree” section, explaining why.
4. When you disagree with something mentioned, add that point to the “I disagree” section, explaining why.
5. When you have questions regarding the videos (rhetorical or literal), add your question to the “Questions I have” section.
6. When you hear or see something mentioned that relates to you or your surroundings, add that mention to the “Links back to me” section.

***Note: you must add AT LEAST 3 points to each major section.**

**Adapted from Chasing Content [Chase March]. “The Only Video Response Sheet You Will Ever Need,” 2011*
No Copyright Infringement Intended*

Appendix 10

Product Evaluation Rubric

For this playway you will be assessed based on the production that you displayed using critical thought and analytical skills. This rubric can also be used to self-evaluate along the way to finishing your product(s). This is an overall creative project rubric.

	Distinguished <i>25 Points</i>	Emerging <i>19 Points</i>	Not there yet <i>13 Points</i>
Required Elements	Critical thought is maximized and well planned. The creator goes beyond the minimum requirements to establish full understanding.	The product(s) include most of the elements required for production. The creator has shown some effort of critical thought as stated in the directions.	The product(s) do not include all elements and show minimal critical thought. Some of the directions are adhered to.
Creativity and Aesthetics	Exceptionally clever and unique in showing deep understanding. The creativity is distinct and meets the ability level of the creator.	Thoughtfully and uniquely presented; clever at times to enhance understanding of the material.	There is a minimal effort of creativity by the creator. The product may be below the ability level of the creator and does not show sound understanding of the material.
Grammar and Content	No grammatical or mechanical mistakes in the product(s). Shows a sophisticated understanding of the themes in the work. There is a formal use of conceptual and vocabulary terms discussed in class.	A few grammatical/mechanical mistakes which are not distracting from the work of the creator. Shows an understanding of the major themes of the content. Some conceptual knowledge was used to create the product(s).	Several grammatical/mechanical mistakes which are distracting. Displays a somewhat limited understanding of the material. May have a few misinterpretations. Little to know formal conceptual knowledge was used to create product(s).
Overall Effectiveness and Completion	Product(s) engagingly organized and presents material that is captivating for the viewer.	Product(s) is somewhat organized, complete and holds the attention of the viewer.	Product(s) somewhat disorganized and incomplete at times and is minimally holds the attention of the viewer.

This rubric was created with **Quick Rubric** and can be found at -
<http://www.quickrubric.com/r#/qr/jdozier/playway-product-evaluation-rubric2>

Materials List

Art Supplies (Paper, Markers, Scissors ETC)- Use for product creation and/or station rotation activities

Chromebook/Laptop (Students)- Used for students to access internet resources and some classroom materials.

Google Classroom or Learning Management System- Google Classroom will be used for students to access all information needed for products that are in digital format

Google Maps, History Pin, or a digital mapping system- Maps can be used for inquiry, research, and product creation purposes.

Google Suite for Education - These digital resources will be used for students to access materials for product planning and ease of collaboration with colleagues/peers. This includes but is not limited to Google Drawing, Google Slides (presentation), Google Forms (peer and self-evaluation)

Padlet- Used for discussion boards throughout the unit implementation

Podcasts Creator- This is for students to create and listen to others explain musical choice and its connection to history.

Projector - For use of whole and small group instruction

Notebooks- Guided Lectures/ Notes

YouTube- Use for access to independent direct instruction . Students can also use Youtube to upload product videos.

Student Resources

Viewing list and Reading List for students

Alexander, Michelle, and Cornel West. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness (2020 Edition)*. New York, New York: The New Press, 2020.

Students will read excerpts from this text to understand the further impact of social stratification beyond mass migration.

Bunao, Stephanie. *Brooklyn: How a Black Community Was Erased from Uptown Charlotte*. YouTube. The Charlotte Observer, 2019.

<https://www.youtube.com/watch?v=U101BoJAO4w>.

Students will use this video to understand the impact of urban renewal and revitalization on the displacement of marginalized communities.

Gentrification Explained. YouTube. Urban Displacement Project, 2017.

<https://www.youtube.com/watch?v=V0zAvImzDFc&t=211s>.

This video can be used for student understanding of gentrification and its pros and cons.

“*Gentrification and Neighborhood Revitalization: What's the Difference?*” National Low Income Housing Coalition. National Low Income Housing Coalition Publication, April 5, 2019. <https://nlihc.org/resource/gentrification-and-neighborhood-revitalization-whats-difference>.

Students will use this article to understand the contrasting factors of urban renewal and gentrification. This article can also be annotated.

Green, John. *Social Stratification in the US: Crash Course Sociology #23*. Crash Course Sociology YouTube, 2017. <https://www.youtube.com/watch?v=DeiHz5tzlws>.

This video can be used for students to understand the impact of social stratification on the migration and discrimination of groups.

Noah, Trevor. “Whole Book.” Story. In *Born a Crime: Stories from a South African Childhood*. New York: Spiegel & Grau, 2016.

Excerpts from the book can be used as a narrative comparison of social stratification around the world.

O'Neill, Tom. “Untouchable.” *National Geographic*, June 2003.

This article excerpt can be used as a comparison for segregation in the US and the impact of Social Stratification.

Parshina-Kottas, Yuliya, Anjali Singhvi, Audra D.S. Burch, Troy Griggs, and Mika Grondahl. “What The Tulsa Race Massacre Destroyed,” n.d.

This source can be used to include 21st century mapping skills to understand the historical impact of social stratification.

Annotated Bibliography

Educator/Teacher Research and Resources

Daniel, M. "Documenting the American South: Oral Histories of the American South." *Choice (Middletown)* 49, no. 8 (2012): 1515–.

This source can be used for station rotation implementation. Oral histories can be necessary for full conceptual understanding.

Darling, Jonathan. "Forced Migration and the City: Irregularity, Informality, and the Politics of Presence." *Progress in human geography* 41, no. 2 (2017): 178–198.

This source can be used for educator research about the multiple types of migration.

"*Gentrification and Neighborhood Revitalization: What's the Difference?*" National Low Income Housing Coalition. National Low Income Housing Coalition Publication, April 5, 2019. <https://nlihc.org/resource/gentrification-and-neighborhood-revitalization-whats-difference>.

Teachers should use this article to understand the conceptual impact of gentrification.

Kivisto, Peter, Marc L Silver, and Martin Melkonian. "Contested Terrain: Power, Politics, and Participation in Suburbia." *Social Forces*. Oxford: University of North Carolina Press, 1996.

This text can be used as supplemental material in the classroom.

Kruse, Kevin M. *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton, New Jersey: Princeton University Press, 2005.

This source can be used to discover the migration of people that led to further desegregation resistance.

Martell, Christopher C. "Whiteness in the Social Studies Classroom: Students' Conceptions of Race and Ethnicity in United States History," 2013.

This source provides information for the impact on identity of students of color when there is a lack of diversity in the curriculum presented.

Rothstein, Richard. *The Color of Law : a Forgotten History of How Our Government Segregated America* First edition. New York ; Liveright Publishing Corporation, a division of W.W. Norton & Company, 2017.

This source can be used strictly for research by the educator or excerpts can be used in class for academic discourse.

"The Color of Law: Do Something." *Teaching Tolerance: Learning for Justice*. Southern Poverty Law Center, 2019.

<https://www.learningforjustice.org/sites/default/files/2019-10/Color%20of%20Law%20Lesson%203%20Do%20Something%20PDF.pdf>.

This site can be used as supplemental material for discourse about advocacy for justice.

Wilkerson, Isabel. "America's Enduring Caste System.(Magazine Desk)." *The New York Times Magazine* (2020): 26–.

This source is a framework for which America's segregation is compared to that of the Caste System.

Notes

¹“Migrations May Be Forced or Voluntary - Causes and Impacts Relating to Forced and Voluntary Migration,” BBC News: Bitesize (BBC, 2021), <https://www.bbc.co.uk/bitesize/guides/z8g334j/revision/1>.

²Kevin M. Kruse, *White Flight: Atlanta and the Making of Modern Conservatism* (Princeton, New Jersey: Princeton University Press, 2005).

³Huang, Xu, Jan Van Weesep, and Shuangshuang Tang. “To Move or Not to Move? Residential Mobility of Rural Migrants in a Medium-Sized Chinese City: The Case of Yangzhou.” *Housing studies* 36, no. 2 (2021): 278–301.

⁴Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (New York: Liveright Publishing Corporation, a division of W. W. Norton & Company, 2018).

⁵Marc L. Silver, *Contested Terrain Power, Politics and Participation in Suburbia* (Westport, CT: Greenwood Press, 1995).

⁶Singleton, John, Steve. Nicolaides, Ice Cube, Cuba Gooding, Morris. Chestnut, and Laurence Fishburne. *Boyz 'n the Hood* Burbank, CA: Columbia TriStar Home Video, 1991.

⁷Brandon Lunsford, “Charlotte Teachers Institute,” *Charlotte Teachers Institute* (2021).

⁸Andrew R. Highsmith, “Demolition Means Progress: Urban Renewal, Local Politics, and State-Sanctioned Ghetto Formation in Flint, Michigan,” *Journal of Urban History* 35, no. 3 (2009): pp. 348-368, <https://doi.org/10.1177/0096144208330403>.

⁹Yuliya Parshina-kottas, Anjali Singhvi, and Audra, “What the Tulsa Race Massacre Destroyed,” *The New York Times* (The New York Times, May 24, 2021), <https://www.nytimes.com/interactive/2021/05/24/us/tulsa-race-massacre.html>.