Off to College: Where Am I Going and What Really Happened There?

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Merancas Middle College High School

This curriculum unit is recommended for:
12th Grade Honors English IV

Keywords: Gentrification, Disinvested, Massacre, Insurrection, Integration, Busing, Digital Mapping, Education Reform, De Facto, De Jure

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: This curriculum unit focuses on the awareness of gentrification, specifically gentrification surrounding college and university campuses. The texts in this unit explore the historical events that have been hidden over time or hard to access. Students will read texts that explore concepts that they are unfamiliar with, as well as historical documents that traverse information about areas that they may have grown up in or visited. In order to complete this unit successfully, students will need to have a firm grasp on how to decipher various themes and concepts presented in a text and the deeper meaning behind them. Students will analyze various texts in order to make connections among details and historical events. They will come up with ideas and proposals for solutions to the historical damage done to many minority citizens, in particular African Americans. The goal is to challenge students to gain a deeper understanding behind the idea of gentrification and be informed of the history of various institutional surroundings. The culminating activity will require students to research, unify, and present their findings on history that isn't generally discussed in a classroom. They will complete a digital mapping website as a presentation of their findings and arguments.

I plan to teach this unit during the fall semester of the 2021-2022 school year to approximately 40 12th grade Honors English IV students.

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

Introduction
By Kimberly Palmer

From *What If Gentrification Was About Healing Communities Instead of Displacing Them?*
TEDWomen:

> "Why is it that we treat culture erasure and economic displacement as inevitable? We could approach development with an acknowledgment of past injustices -- find value not only in those new stories but the old ones, too. And make a commitment to build people's capacity to stay -- to stay in their homes, to stay in their communities, to stay where they feel whole*"* – Liz Ogbu

Rationale

For the past five years, I have had the pleasure of teaching high school seniors. The anxiety, stress, and overall excitement that overtake the fall semester due to the college application process is always something I look forward to. Not because it stresses my students out, but because I get to be a part of a monumental time in each of their lives. Students flock to me for letters of recommendations and pieces of advice in choosing majors. Once they are finally accepted and choose their dream schools, they share joyous pictures in their school paraphernalia and elaborate on their school visit experiences. This year, I've vowed to challenge my students to truly know the school in which they are going to. I want to know: Where are they going and what really happened there?

The primary texts from this unit will be a variety of scholarly articles based on the topic of gentrification that I provide, articles and websites that students research on their own and share with their peers, as well as excerpts from <u>The Color of Law: A Forgotten History of How Our Government Segregated America</u> by Richard Rothstein. This text is not one that is covered in either of my courses, but it is one that is very informative and will be useful in the deeper understanding of the concepts of gentrification and segregation. Although the content of this unit isn't primarily for British Literature, it will be used as my Senior Send Off Project, to replace the Senior Exit Project that we once used.

In this unit, we will be exploring the results of gentrification around college and university campuses and the effects gentrification has on the surrounding neighborhoods. Students will have the opportunity to explore race relations, gentrification, and historical events surrounding the college/university of their choice. My hope is that they will investigate the schools in which they hope to attend, to gain a better understanding of where they are truly going and the things that people may not be aware of. A major unit goal is that students will be able to understand and articulate historical information that is relevant and beneficial to their knowledge and success at the institution of their choice. The epigraph above, taken from *What If Gentrification Was About Healing Communities Instead of Displacing Them?*, highlights the misconceptions surrounding the inevitability of gentrification and what life would be like if there was an effort to allow those normally affected by gentrification to stay where "they feel whole".

Demographics

Merancas Middle College High School (MMCHS) is located in the Northeast Learning community of the Charlotte-Mecklenburg School system. The school opened in the fall of 2017 and is Charlotte-Mecklenburg Schools' fourth Middle College program. MMCHS is an honors program that consists of grades 11-13 and gives students the opportunity to earn college credit during their junior and senior years, as well as one additional year in which students can work towards an Associate's Degree or two years of transfer college credits. Students that complete their 13th year, often leave with a trade certification. MMCHS is a Cooperative Innovative High School located on the Merancas Campus of Central Piedmont Community College. The enrollment is limited to 300 students; 100 juniors, 100 seniors; 100 thirteenth year students. All courses are Honors or Advanced Placement level. All students are required to enroll in a minimum of four courses per semester, including high school and college courses. Based on the statistics for the year of 2018-2019, there are currently 163 students enrolled. 44.8% are white, 35.6% African-American, 10.4% Asian, 6.7% Hispanic, and 2.5% Multi-racial. We have one principal, one career and development coordinator, and one counselor. We currently have four staff members who teach the students of Merancas Middle College High School. All teachers are certified and 75% of the teachers at MMCHS have Masters Degrees. 25% are National Board Certified. MMCHS consists of a science, mathematics, and two English teachers.

    I have three Honors English IV- British Literature classes in the fall and three AP Literature and Composition classes in the spring. My student numbers vary from semester to semester; however, each class generally doesn't go over 24 students. For the current semester I have a total of 32 students who spread over the three blocks that I teach. In the spring, I usually have fewer students taking the AP course. I have three students who have a 504s and I have no IEPs this semester. There are no behavioral issues that need attention.

Objectives/Unit Goals

For this unit, I want students to be able to do the research, analyze various texts, use the information and materials collected to create a website that showcases their findings, as well as eloquently present their research and cumulative projects to their peers. I want students to be able to evaluate various versions of texts that were published for the public and analyze the approaches that authors took in creating their materials. It will be important that students are able to understand the meaning behind words and phrases they come across in any given text, as well as analyze the impact that those words have on the tone of the text. Students will also practice using textual evidence to support the claims that they will make from their research. In this, it will be important for them to be able to decipher what the text says explicitly versus what inferences can be drawn. Lastly, I want them to be able to have meaningful discussion with their peers, based on the information collected and researched. When CMS would do the traditional Senior Exit Project, for most students, they didn't find it to be meaningful and create a long lasting impact on their lives. My main goal is to ensure that the content of this unit is realistic and relevant to my seniors, directly relating it to where they will be spending a significant portion of their young adult life. It is vital to know the history of the places that surround you,

because it shapes who you are. This is something that will impact all of my students, as well as allow them to take a deeper look at their surroundings.

Content Research

Overview of Unit Specific Terms and Phrases

The Color of Law

Segregation was at the forefront of much of the geographical changes and migration of people within schools. With segregation keeping racial groups separate within communities all over the country, Black people began creating (at times were forced) neighborhoods of their own, in which they were able to flourish independently of the white people that wanted them separate. In Rothstein's book, The Color of Law, we are reminded about the local, state, and federal housing policies in the United States that mandated segregation. In 1934, the Federal Housing Administration was established, which "furthered segregation efforts by refusing to insure mortgages in and near African-American neighborhoods" (Rothstein, 2018). This process became known as redlining. Redlining and mapping used red to indicate an African-American neighborhood, which showed investors and appraisers that "these neighborhoods were too risky to insure mortgages." (Rothstein, 2018)

Along with the discussion of redlining, was the later discussion of gentrification. One form of gentrification that stood out was when it occurs around a college/university campus. A 2018 study showed that when private universities expand into urban areas, low-income residents are displaced due to gentrification. In The Color of Law, Rothstein mentions the gentrification around Harvard University and the Massachusetts Institute of Technology, in Cambridge, Massachusetts. The idealist image seen on television of the prestigious area is mostly a façade. In 1935, the Cambridge Housing Authority (along with the PWA) demolished a low-income neighborhood that housed African Americans and European immigrants (Rothstein, 2018, p. 26). The trend of gentrification around colleges and universities is one that has continued over the years and led many minority families to be displaced.

Gentrification

Gentrification is a word that is slowly becoming more popular and understood by people in varying generations. Gentrification is defined as the "process by which central urban neighborhoods that have undergone disinvestments and economic decline experience a reversal, reinvestment, and the immigration of a relatively well-off middle- and upper middle-class population" (Hwang & Sampson, 2014). People may not have always had a word for this development, but the process is not something that is new. Many cities, all over the country, have experienced this shift in class location and neighborhood appearance. Cities often take certain neighborhoods that house lower income and minority residents, and invest to make the neighborhood more appealing. This investment often causes the original residents to be pushed out, while middle and upper-middle class people (generally white people) move in.

Disinvested Neighborhoods

A disinvested neighborhood is an area in which businesses and governments have completely abandoned. A lot of times, these neighborhoods have little to no development or maintenance, causing decay and complete abandonment. Gentrification is easily spread in neighborhoods and areas like this, due to the lack of resources and the affordability of the land. The effects of dis-invested neighborhoods go far beyond gentrification and can lead into academic achievement gaps. It has been found that children living in historically disinvested neighborhoods often have poor sleep health compared to white children, which places them "at risk for behavioral problems in the classroom and lower academic performance" (Ursache et al., 2021).

Digital Mapping

Digital mapping is a tool that many cities use to observe gentrification trends over periods of time. Some use it as a tool to get involved before residents of the low-income areas are deliberately affected by the changes. Over time, gentrification has changed neighborhoods and pushed many minorities out of their homes. Digital mapping can be used to analyze "the mobilities and relational connections of neighborhood residents and visitors as gentrification intensifies over time" (Poorthuis et al., 2021).

There are several different modes of digital mapping to study gentrification and even race. Projects like The West End: A Digital Map Project of a Historic African American Neighborhood shows "historical photographs, newspapers articles, documents, digital sites, and oral histories to tell the story of the Historic West End, a network of rich and vibrant African American neighborhoods that surround the campus of Johnson C. Smith University and are currently faced with rising concerns of displacement and change as Charlotte grows" ("Charlotte's History West", n.d.). Projects like this that focus on digital mapping, enable people to truly see the expansiveness of gentrification, especially around college campuses.

Historic Charlotte Neighborhoods

Within Charlotte lie memories of communities that once thrived as prestigious Black communities until the introduction of urban renewal. The Brooklyn community was located in the current location of Second Ward. Like many other Black neighborhoods that were either destroyed or gentrified, Brooklyn was home to many Black professionals. Even the most distinguished "Charlotteans lived in the neighborhood" ("Historical Charlotte Neighborhoods," 2020). Brooklyn housed the first Black grade school in the county, the city's Black YMCA and library. The A.M.E. Zion Publishing House was one of the few Black owned businesses in the Brooklyn community where Black men "could be employed and trained in a white collar profession" ("Historical Charlotte Neighborhoods", 2020).

Local Gentrification

Outside from the Brooklyn community, which is becoming more widely known about by Charlotteans, there are many more Charlotte neighborhoods that fell victim to local gentrification. Many neighborhoods like Belmont, Biddleville, Cherry, Derita, Enderly Park, Graham Heights, McCrorey Heights, Optimist Park, Shuffletown, and Washington Heights have either disappeared or have been gentrified; a few still remain.

One popular location for millennials in Charlotte is the newly renovated Optimist Hall. Optimist Hall is located in the Optimist Park neighborhood, in which railway lines and industrial development once thrived. The neighborhood housed predominantly blue-collar residents, prior to its massive expansion. Although this neighborhood began as a mostly only white neighborhood, a shift occurred after the destruction of the Brooklyn community. By 1985, the community was almost entirely Black, and in 1987 it was considered to be a "struggling section of the city" (UNCC Special Collections, 2020). Like the other Charlotte neighborhoods that have been gentrified or disappeared altogether, the Optimist Park neighborhood didn't escape expanding gentrification. Residential properties, offering studios and apartments, were opened in the historic Alpha Mill. Luxury apartments are blocks away from low-income residents that remain in the area.

Tulsa Massacre

Most everyone has heard of Wall Street in New York, but for many, the Black Wall Street was very unfamiliar. The Greenwood district in Tulsa, Oklahoma became known as the "Black Wall Street", as it was one of the most commercially successful and prosperous majority African-American communities in the United States. This area was quite large, spanning thirty-five city blocks and was home to more than eleven thousand Black residents. As has been portrayed in the popular television show, *Lovecraft Country* (bringing light to an event that many people knew nothing about), the Tulsa race massacre completely destroyed this district. Once violence broke out, neither city of Tulsa nor Oklahoma state officials did anything "to stop the violence "and destruction that the white mob proceeded to unleash upon the Greenwood community" (Hill, 2021). Sadly, the police and the local National Guard were "active participants" (Hill, 2021). On May 31st and June 1st of 1921, mobs of white residents, many of them carrying weapons, attacked the Black residents and completely demolished the homes and businesses in the Greenwood district.

> "The white mob prevented firefighters from dousing the flames, so the fires continued to burn unchecked. In less than twenty-four hours, the entire Greenwood District—more than a dozen churches, five hotels, thirty-one restaurants, four drugstores, eight doctors' offices, two dozen grocery stores, a public library, and more than a thousand homes—lay in ruins."

Wilmington Insurrection

In recent years, many people have become aware of the massacre that happened in Tulsa. This was a historical event that seemed to be tucked away and forgotten by many. Some were afraid to talk about the events that took place, for many years. Similarly, the Wilmington Insurrection of

1898 has been unknown to many, seemingly hidden from public knowledge. The Wilmington insurrection of 1898 was also known as the Wilmington massacre/coup d'état, where a riot and insurrection was carried out by white supremacists in Wilmington, North Carolina. During that time, Wilmington, formerly known as Brooklyn Heights, was predominantly African American, which is much different than the gentrified city we see today. Before the violence occurred, the city had many African Americans working as policemen, firemen, and magistrates. Many white people wanted to end what they saw as a "Negro domination". Years following the insurrection, and massacre, segregation and gentrification ensured that Black people would no longer have prominence in Wilmington. Wilmington has a history of segregation and the "modern zoning codes" has continued that "legacy" (Schachtman, 2021).

Durham's Black Wall Street

Similarly to the Greenwood district of Tulsa, Durham, North Carolina also had its own Black Wall Street. This area of Durham consisted of four blocks and was considered the "hub of African-American businesses and financial services. While cities like Wilmington and Tulsa were devastated by violence, the black businesses in Durham were able to thrive for the first half of the 20th century. Durham encapsulated a time of prosperity, when "those traditionally disenfranchised by the color of their skin were given a leg up" (Crump, 2021). Due to urban renewal, specifically the Durham Freeway, much of this area was destroyed and never replaced. Thousands of families and hundreds of businesses were displaced. Today, there is only one block left and many barriers stand in the way of African American business development ("North Carolina Highway", 2003).

Charlotte Urban Renewal

The uptown/downtown areas in cities are popular areas that people are flocking to, to live. With Charlotte's growing popularity and population, it isn't an exception to this shift. Many of the lower income neighborhoods in Charlotte are on an "upswing" as the residential numbers increase, causing a spark in urban renewal. Urban renewal is defined as a program that was created to "address urban decay in cities" (Marsh, 2006). Specifically in Charlotte, on January 19, 1960, the city council approved what they called a "slum razing" project. This project was funded by the federal "urban renewal" project. The targeted neighborhood in Charlotte was the Brooklyn neighborhood, which was the "historic heart" of the Charlotte Black community (Marsh, 2006). These areas of often cleared out and replaced by higher class housing and businesses. Efforts of urban renewal are to regain residents in the urban communities that surround the up/downtown area, instead of pushing people into the suburbs. With prices rising in these predominantly low income areas, minority residents are being pushed out and offered subsidized housing.

The Torrence-Lytle School

The Torrence-Lytle School was a school in Huntersville that served as the first opportunity for African-American residents of "North Mecklenburg County to attend a public high school in the region where they lived" ("Survey and Research", 2016). Originally named the Huntersville

Colored School, it opened its doors in 1937. It was considered a union school during that time, housing grades 1-11. There were three elementary school teachers, two high school teachers, and the principal was Isaac T. Graham. When it was open, there were 181 students being served. The school is located in the Pottstown neighborhood in Huntersville and was named after Ortho Potts, who was a brick mason and "prominent member of the community" ("Survey and Research", 2016). Although the school, mainly the gym, is still standing, it is currently being used as storage space for the city. It is in constant limbo of being demolished for urban renewal and being restored for historical preservation. It is one of the older remaining African-American school buildings in Mecklenburg County.

Instructional Implementation

Teaching Strategies

Student Led Socratic Seminar

The purpose of Student Led Socratic Seminar is to get students to interact with the text and their peers with the teacher as a facilitator, rather than leader of discussion. Students engage with the unit text at this point and are advised to come up with three open-ended questions related to the first half of the text, for homework. Once in class, students are placed in a circle. One student is chosen, or volunteers, to begin. The leading student asks one of the questions he/she has chosen to write and each student in the circle will answer. Once everyone has answered, the next person in the circle goes. However, with this student's question and those students to follow, their peers choose and volunteer to answer. Once it is the last person in the circle's turn, again, each student will respond to their question. The teacher's role is to listen and evaluate the student responses, while ensuring healthy conversation is occurring.

Implementation of Technology

Students are very technologically savvy and can benefit from the implementation of technology into their learning environments. For this unit, technology will be used to research historical information, peer review student published journals, and to create a website to showcase the information gathered throughout the whole research portion of the project.

Student Teaching

The purpose of this activity is to engage students by allowing them to create a mini-lesson based on a provided topic, and allow them to teach it to their peers. Ultimately, this helps them to gain a deeper understanding of the desired learning objective. A lesson plan template and outline are provided for them, and directions about desired outcomes are reiterated constantly during their work time.

Differentiation

This teaching strategy is one that is used on a regular basis in the classroom, allowing each child's learning needs to be met. Although the course for this unit is honors based, there are students that will need various modifications. Differentiation will occur through qualitative modifications. The unit will be modified through process and learning environment modifications. With learning environment modifications, this unit is learner centered versus teacher centered (their ideas and interests are the focus of what they will be learning). As for process modifications, students have more freedom of choice (students are given the freedom to choose their learning experiences and topics), options for partner/small group interaction (structured and unstructured opportunities to interact), and pacing and variety (various methods to maintain student interest, as well as how swiftly we move through the material to be covered) (Maker & Shiever, 2005).

Classroom Lessons/Activities and Assessment

This unit consists of a combination of 15 different lessons, student work days, and presentation days. This unit is separate from the curriculum provided and can be used as a supplementary unit for high school seniors. Each lesson, student work day, or presentation day will take place over one 90-minute, face-to-face class block. The activities can be adopted to fit 75-minute virtual lessons if needed. Each day, for the first week, students will be provided articles and supplementary material to aid in and spark their research. Thereafter, students will be prompted to start their own research. Modifications can be used to alter lessons to fit Academically or Intellectually Gifted (AIG) and Talent Development (TD) students, as well as students with any special needs or required modifications. Each lesson will be aligned to enable students to be able to perform the Common Core Objectives and 21st Century Skills stated in Appendix 1.

Lesson One

Lesson Standard: CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Unit Introduction:
    - This is where students are given unit vocabulary, the topic of gentrification and digital mapping are introduced, and student expectations are given.
    - Today's focus of discussion is based around the questions: What is gentrification and who does it affect? What is digital mapping and how can I use it to better understand the past and how things have physically changed around me?
- Introduction of Culminating Project: Senior Send Off Project
    - The purpose of this project is to replace the typical Senior Exit Project, students will research and present on the college or university in which they hope to attend. If they plan on continuing into a trade, taking a gap year, or don't plan on going directly to college, they have the opportunity to research the community college campus in which our high school resides. The purpose of the student research is to understand the gentrification that has occurred around their potential campus, as it has been shown in studies that a large amount of gentrification

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occurs around college and/or university campuses. Students will use their understanding of gentrification and newfound understanding of digital mapping to create a final website project using a website called Story Maps to create a digital presentation of facts and maps of the areas surrounding their potential schools.
- o

Lesson Two

Lesson Standard: <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- This lesson focuses on the term disinvested neighborhood. For better understanding, students will read assigned chapters from <u>Color of Law</u> by Richard Rothstein as the main text for this unit.
- Assigned Reading: <u>Color of Law</u> Chapter 1
  - o As students read, they are to keep an annotation book or note tracker. They will list any questions, things that stood out to them, general commentary on what was read. For each chapter, students are to pull out the main idea and explain how it could be helpful in the formulation of their cumulative project.
    - ▪ Class discussion on the chapter.
    - ▪

Lesson Three

Lesson Standard: <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Assigned Reading: <u>Color of Law</u> Chapter 2
  - o Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
  - o Senior Send Off Project Work Day
    - ▪ Students will have the remainder of the block to begin researching and creating their digital mapping website, to showcase their work.
    - ▪

Lesson Four

Lesson Standard: <u>CCSS.ELA-LITERACY.SL.11-12.1.A</u>
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Assigned Reading: <u>Color of Law</u> Chapter 3
  - o Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Today's Supplementary Lesson:
  - o Tulsa Massacre

- To spark interest, supplementary lessons will be introduced that could fuel research and incorporation into their projects. Today, students will focus on the Tulsa Massacre.
- Students will watch a video documentary on the topic, discussing the history behind this tragic and hidden event in time.
  - *https://www.youtube.com/watch?v=Cqy2tG5w8JI*
  - As they watch, they are to create a journal entry on their reaction to what occurred.
  -

Lesson Five

Lesson Standard: CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Assigned Reading: Color of Law Chapter 4
  - Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Senior Send Off Project Work Day

Lesson Six

Lesson Standard: CCSS.ELA-LITERACY.SL.11-12.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Assigned Reading: Color of Law Chapter 5
  - Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Today's Supplementary Lesson:
  - Wilmington Insurrection
    - Activator: The teacher will ask students about their love of the beach. Next, a discussion of who has gone to Wilmington would come up. The teacher would ask what kind of things they enjoy doing while there, as well as who plans to attend that school in the near future.
    - Many of the students that I have, have made the decision to go to The University of North Carolina at Wilmington (UNCW) and have no knowledge of history.
    - Today, students will watch a short documentary about the Wilmington Insurrection
      - *https://www.youtube.com/watch?v=LVQomlXMeek*

● In groups, students will create a survey on knowledge of the Wilmington Massacre to share with students at our school. In the next class, they will present their results.

Lesson Seven

Lesson Standard: CCSS.ELA-LITERACY.SL.11-12.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Assigned Reading: Color of Law Chapter 6
  o Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Survey Results on the Wilmington Massacre
- Today's Supplementary Lesson:
  o Durham's Black Wall Street
    ▪ Like Wilmington, other cities in North Carolina, Durham experienced a shift in the location of successful Black businesses.
    ▪ Students will watch the short video on the history of Durham's Black Wallstreet and go on to explore and make a list of more areas like this that they didn't know about before
      ● *https://www.youtube.com/watch?v=3d_kPDcbG50&t=73s*

Lesson Eight

Lesson Standard: CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Assigned Reading: Color of Law Chapter 7
  o Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Senior Send Off Project Work Day

Lesson Nine

Lesson Standard: CCSS.ELA-LITERACY.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Assigned Reading: Color of Law Chapter 8
  o Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Today's Supplementary Lesson:
  o Local Gentrification

- Using the list students created, as well as the list below (Charlotte neighborhoods that were gentrified), students will partner up to do a quick research slide. At the end of the block, students will present their findings
  - Belmont
  - Biddleville
  - Brooklyn
  - Cherry
  - Derita
  - Enderly Park
  - Graham Heights
  - McCrorey Heights
  - Shuffletown
  - Washington Heights

Lesson Ten

Lesson Standard: CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Assigned Reading: Color of Law Chapter 9
  - Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Senior Send Off Project Work Day

Lesson Eleven

Lesson Standard: CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Assigned Reading: Color of Law Chapter 10
  - Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Today's Supplementary Lesson:
  - Charlotte Urban Renewal
    - A popular hangout and food spot in Charlotte is the newly renovated Optimist Hall, located in Optimist Park. Students will learn more about the history of the area and the gentrification that occurred there.
    - Assignment: Come up with a detailed proposal for a plan that could have better saved or worked to keep the neighborhood intact.

Lesson Twelve

Lesson Standard: <u>CCSS.ELA-LITERACY.W.11-12.2.B</u> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Assigned Reading: <u>Color of Law</u> Chapter 11
  - Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Today's Supplementary Lesson:
  - The Torrence-Lytle School
    - For those students that are not going to be going off to college, but plan to work in a trade or take a gap year, this lesson will help them to understand gentrification in the area surrounding the community college they attend daily.
    - Students will learn about the history of the Pottstown neighborhood in Huntersville, the battle with gentrification that is still ongoing, as well as the importance of the Torrence-Lytle School. This assignment could be subbed out for the history of gentrification in the area surrounding any school.
    - The teacher will present their findings from past research.

Lesson Thirteen

Lesson Standard: <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Assigned Reading: <u>Color of Law</u> Chapter 12
  - Assignment: Annotation book or note catcher.
- Class discussion on the chapter.
- Students are to submit their annotation book or note catcher.
- Senior Send Off Project Work Day
  - This is the final workday for students. They are to take today to finalize their projects and put any finishing touches on their work, before presentations begin tomorrow.

Lesson Fourteen

Lesson Standards:
- <u>CCSS.ELA-LITERACY.W.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- <u>CCSS.ELA-LITERACY.SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- Senior Send Off Project Presentations
    - *Website Showcase*
        - The purpose of this activity is to allow students to view one another's research that was compiled from the Senior Send Off Project. Individually or with their partner, students will walk their peers through the historical background of the school, their research question, and what they learned about the gentrification, displacement, and/or race relations surrounding their prospective school.

Lesson Fifteen

Lesson Standards:
- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-LITERACY.SL.11-12.5
  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Senior Send Off Project Presentations
    - Today is the second presentation day, wrapping up students' presentations on their digital mapping projects.

Appendix 1: Implementing Teaching Standards

CCSS.ELA-LITERACY.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- This standard is applied to this unit as students are reading and analyzing the assigned text, as well as information they gather while researching various historical locations and events.

CCSS.ELA-LITERACY.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- This standard is applied to this unit as students are reading and analyzing the assigned text and citing information from the text in their note catchers.

CCSS.ELA-LITERACY.SL.11-12.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- This standard is applied to this unit as students coming to class each day prepared to have discussion on the chapters that are being read.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- ● This standard is applied to this unit as students are doing mini research assignments on historical locations. They will sort through and synthesize the plethora of material to create a final presentable document.

CCSS.ELA-LITERACY.W.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- ● This standard is applied to this unit as students will be researching the gentrification in the area surrounding the potential college or university in which they will be attending.

CCSS.ELA-LITERACY.SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- ● This standard is applied to this unit as students will be presenting their digital mapping and historical evidence about the gentrification in the area surrounding the potential college or university in which they will be attending.

List of Materials for Classroom Use

Materials for Students and Teachers

Laptop/Desktop Computer
At the time this Curriculum Unit is being written, all classes are held in person. These lessons can be adopted to match any courses that are being taught virtually. Both the teacher and students will need a laptop or desktop computer in order to complete all of the virtual classroom activities while at home or when returning to the classroom. Having each student have access to a computer will allow for ease when navigating through the activities provided.

Google Drive/Microsoft Word
Using Google Drive or Word will enable students to have a place to complete assignments as well as organize the digital documents that are shared with them throughout the unit.

Physical and PDF Novel Copies
Some students prefer to have a physical copy of a book in their hands, while some don't mind having a PDF version. Both will be available for students to use during class.

Microphone Headphones
Headphones are highly recommended for this unit. There will be many listening activities that students will engage with throughout the unit that are crucial. In order to effectively participate

in the lessons while at home, it is recommended that headphones are used in order to block out any outside noise, if available.

Planner/Calendar
There will be numerous due dates for the culminating project that students will complete. It is important that students have a sufficient method of organization for the important dates, being that the culminating project is spread over the course of the semester. This will ensure that once the due dates are given, students have a self-reminder and can advocate for themselves.

Resources for Students

Assignments, Projects, and Reading Materials

Unit Vocabulary
The purpose of the unit vocabulary is to serve as a tool for students to use during the lessons, for better understanding of the terms used in the texts, videos, and conversations.
https://bit.ly/3q8T8nU

Annotation Booklet
The purpose of the annotation booklet is for students to keep notes of important information and quotes from the novel of study, while reacting to what has been read. This will allow students to better engage with the text and allow for deeper reflection.
https://bit.ly/3bHWgyp

Tusla Massacre History
The purpose of using this video is to spark conversation around the devastation historical events surrounding Tulsa, Oklahoma. Students will learn about Tulsa's Black Wallstreet and the events leading up to the, now, well known events that killed many African American people and destroyed their successful community and neighborhood.
https://bit.ly/2ZQ9QNy

Wilmington Insurrection History
This video gives historical background and details about the events that unfolded during the Wilmington Insurrection in Wilmington, North Carolina. This will be used to give students valuable background information on the event, prior to discussing it and continuing on with their Senior Send Off Project.
https://bit.ly/3k9bzVv

Durham's Black Wallstreet History
Many students have been to the Raleigh-Durham area for the North Carolina State Fair, to visit Duke University, or even just visiting family. This area is about two hours away from Charlotte, so it is important to have students gain a deeper understanding of the gentrification and history of race in an area that is close in proximity. This video will serve as a discussion activator for students.
https://bit.ly/2ZV388R

Resources for Teachers

Senior Send Off Project
The Senior Send Off Project will serve as the culminating project for this curriculum unit. Student will research and present on the college or university in which they hope to attend (see lesson 1 if not attending college/university). Students will learn the effect that colleges/universities have on low income neighborhoods. They will use their understanding of gentrification and newfound understanding of digital mapping to create a final website project using a website called Story Maps to create a digital presentation of facts and maps of the areas surrounding their potential schools.
https://bit.ly/3CM6SYY

Student Friendly Vocabulary Resource
I have my students use the site below to define unknown words. It is students friendly and provides examples of the terms, which allows for better understanding.
https://bit.ly/3bJgrMo

The Color of Law by Richard Rothstein
This novel will serve as the base of understanding and background of race and gentrification in the United States. Students will read the entire novel in the duration of the curriculum unit.

Physical copies of the novel may be purchased if funds allow and digital copies may be found online.
https://bit.ly/3o5lm0a

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