



“No Boundaries”
by Mary McElhaney,
2021 CTI Fellow
Mountain Island Lake Academy

This curriculum unit is recommended for:
7th, 8th grade Social Studies & Science, African American History

Keywords: equity, eviction, foreclosure, forfeiture, Jim crow, litigation, ordinance, residential segregation, red ling, discrimination, gentrification, black wall street, Brooklyn community Charlotte NC, generational wealth gaps, equity, liabilities, debt, net worth, family, or household wealth

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Introduction

Students seem to have no real interest in the make-up or demographics of the cities they live in. Thankfully, this generation of young people is not as focused on boundaries and color divides as in past generations. If you were to have a conversation with a typical middle school student, most would attest that the same opportunities that exist for one group of people are open to all. This CU will challenge the idea that industries and financial entities no longer practice discriminatory procedures. The unit will be centrally focused on the practice of redlining and its origins, and can be taught as a standalone unit, as a larger unit combined with World War II History or African American Studies, or as an additional resource in a general Science course. I plan to teach this unit during the coming year to 92 students in Mountain Island Lake Academy's 7th grade Social Studies course.

Rationale

The underlying basis for this unit is to educate students on the practice of redlining and other systematic residential segregation practices in cities during the early twentieth century. Students will also gain a better understanding of discriminatory practices of many industries, along with the development of neighborhoods within the United States and particularly in the Charlotte region.

Demographics

My student population is 63% Black, 15% White, and 12% Hispanic. Mountain Island Academy is in a rural area of Charlotte in the Western corridor. The students at Mountain Island Academy live primarily within this Western corridor, and many of the students live in neighborhoods where the practice of redlining was once prevalent. Also, many of my Black and Latin students have experienced racial wealth gaps within their families and communities.

Unit Goals

The goals for this unit are as follows: Students will **Understand** the origins and root cause of the forces of residential segregation and redlining in Charlotte. Students will **Understand** that the practice of redlining and other discriminatory acts were often caused or encouraged by federal and local government as well as private industry in the late 19th and early 20th centuries. Students will **Identify** solutions to economic problems caused by redlining practices. Students will **Analyze** primary and secondary resources to illustrate systematic housing discrimination. Students will **Compare** and **Contrast** health and wealth inequalities historically and currently.

This Unit can be taught over the course of eight to ten days, with each objective/ lesson lasting two days. Lessons can be taught in 45 min sessions. The context or target groups for the lesson are middle school students, preferably those in the 7th or 8th grades. I believe

these students have the mental aptitude to understand the rich vocabulary and contextual meaning of some of the sensitive subjects addressed in the lessons. The lessons can be taught in a traditional classroom setting, or online documents can be provided to the students to satisfy the needs of the virtual classroom. The goal of the unit is to educate students on the mechanics and impacts of these practices and to help them to discover solutions to current issues facing minority communities like gentrification. The goal is to have interdisciplinary elements throughout the unit, and students will be encouraged to use reading and writing skills to analyze data and think critically while drawing from other disciplines such as math and science reading, connecting through the lens of social studies content. The skill sets that students will be able to master are embedded in the analysis of wealth distribution and inequities. Students will not only study social studies concepts throughout the unit but will also create scientific hypotheses, analyze quantitative data and draw conclusions based on the data sets provided in the lessons.

Content Research

The No Boundaries curriculum will be focused on data and information from the book *The Color of Law* by Richard Rothstein. In delving deeper into the subject of redlining and gentrification, I discovered many lessons were developed to teach students the importance of understanding the practice of redlining but not on the background information and the rich entanglement of many periods in history during which these practices occurred. For example, in standard units like Nationalism, World War I and World War II, as well as Contemporary Issues, different elements of residential segregation are intertwined throughout.

These connecting issues include the involvement of African American soldiers in the war effort during World War I, and the harsh reality that the country that many fought for did not offer them the civil rights given to all men. For many black soldiers, the war was their first interaction with a wider, more cosmopolitan world, where they saw people of different countries and races mixing with greater freedom. It changed their consciousness, Lentz-Smith said. Sgt. Christopher Columbus Watts put it directly: “I now have the world’s experience.” (Mock, 2021) In addressing contemporary issues, students will compare and contrast modern current forces that have direct links to the early practice of redlining and residential segregation. This unit will serve as a deeper addition to the standard curriculum requirements of the Charlotte-Mecklenburg School District.

What is Redlining?

Redlining is one discriminatory practice of residential segregation that denies services (typically financial) to residents of certain areas based on their race or ethnicity. Redlining is often associated with mortgage lending practices, and this practice permanently caused social wealth gaps between white and black populations across America. Residential segregation ultimately caused generational divides from everything to money to health to property access in certain underprivileged populations.

A recent study found in *The Lasting Impacts of Segregation and Redlining* states: “If children remain in the economic situation into which they were born, this result is of most concern for children born to low-income families. The children in this study were born between 1978 and

1983. Low-income families are defined as those with household income at the 25th percentile compared to other families with children born at the same time. In other words, 75 percent of U.S. families at a similar stage of life earned more money than these low-income families. This equates to \$27,000 in 2015 dollars. (Andres, 2015) This study was centralized in areas of Indianapolis, although this is a reality across many parts of the United States. This unit will help students see that similar processes of residential segregation existed across the United States in all regions in the late 19th and early 20th centuries, and that it was not just prevalent in the South.

What is Residential Segregation?

Residential Segregation: *noun.* Residential segregation refers generally to the spatial separation of two or more social groups within a specified geographic area, such as a municipality, a county, or a metropolitan area. Most commonly, scholarship on residential segregation explores the extent to which groups defined by racial, ethnic, or national origin live in different neighborhoods; however, groups can be residentially segregated based on any ascribed or achieved characteristic (such as religion, family structure, or socioeconomic status) and at any level of geography (such as a residential block, a state or province, or a country region). The topics examined by segregation scholars fall into three general categories: temporal trends and geographic patterns, historical and ongoing causes, and effects on the life chances of the social groups under consideration. Segregation is typically thought to benefit groups with high levels of various forms of capital (such as ethnocidal majority groups and the affluent) and harm groups with low levels of capital (such as minority groups and the poor), principally via the consequences of exposure to concentrated neighborhood affluence or poverty

The Brooklyn community in Charlotte

I intend to centralize my focus on the Brooklyn community because of its proximity to the school where I teach, and for the familiarity of the area with my students. The Brooklyn community was once a thriving predominantly Black area in Charlotte which is now referred to as Second Ward. Due to the dismantling of this area in Charlotte, many individuals lost their livelihood and generational wealth was destroyed by state and federal legislation. There were varying socioeconomic levels of the individuals within the community of Brooklyn, and the history of the area was rich with many firsts for Black residents in the area. This includes the Myers Street School, Charlotte's first Black public school which operated until 1907, and Second Ward High School, the only all black high school in the area until 1969. Brooklyn also had one of the only Black YMCAs in the South, and the first free Black library in Charlotte.

The area at one time boasted the homes of many of Charlotte's Black medical professionals and white-collar workers, and the Brooklyn community was considered Charlotte's "Black Main Street" at one time in history. In 1912 in an article published by the *Charlotte Observer*, Brooklyn was noted in a headline "*Farsighted man believes that eventually this section, because of its proximity to the center of the city, must sooner or later be utilized by the White population.*"⁶ This early observation of prime real estate foreshadowed the systemic demise of the Brooklyn community, and in 1958 the Charlotte Mecklenburg Planning Commission conducted a study to identify areas of Brooklyn that were prime targets for urban renewal in efforts to receive a federal grant. The commission cited at least 77% of the community that was

considered blighted (*Historic Charlotte Neighborhoods*) Because of the destruction of the Brooklyn community, over 1600 families and businesses were ultimately forced out of the area as it was refitted for Charlotte's government complex and Marshall Park.

Shuffle town

Many of the students that I teach reside in the Shuffle town community of Mountain Island, and I will also focus my discussions on this area. Although little is known about the region, it was once a community of Black and white farmers who lived peacefully alongside each other following the signing of the Emancipation Proclamation. This was possibly due in part to similar economic conditions, contrary to the racial makeup of many of Charlotte's more urban areas. In studying this area, I will focus on its more recent transformation with the development of the Mountain Island community.

Teaching Strategies

When teaching students culturally sensitive content, one teaching strategy I will employ will be the use of metacognitive reflections using reflective journals. In my class the students are required to keep an up-to-date journal for reflections on sensitive subjects, and some of the topics that will be addressed in this unit can cause some of the students to feel uncomfortable. In utilizing a reflective journal, students can release some of these feelings and may be comfortable at some point sharing within the classroom discussions. I will utilize the ability to assess students' knowledge and perceptions and provide skills dialogue through written assessments, as well as by engaging students' arguments through class discussions and debates. The teaching strategy of Culturally Responsive teaching will also be utilized throughout the unit. The unit will concentrate on retelling the story of segregation and Jim Crow while shedding light on the practice of redlining and other methods of residential segregation that manifested in areas of Charlotte. In developing the unit, focus on utilizing Interdisciplinary skills will strongly be encouraged in each lesson.

Instructional Implementation

Teaching Strategies:

Introduction to the practice of Residential Segregation (Redlining)

This will be the first assignment which students will build upon their prior knowledge of the conditions of the African American Soldiers experience with returning home after World War I. Learning target for the lesson are as follows: Students will be able to understand the term Housing Segregation and red-lining and its negative effects on Black and Brown populations in the United States. Students will be able hypothesize the reasons for the extinction of the Brooklyn community in Charlotte NC.

Why is there a MLK boulevard everywhere?

Students will review the NPR YouTube video Housing Segregation and Redlining in America: A Short History | Code Switch | NPR hosted by: Gene Hamby the video addresses housing segregation and why neighborhoods are still segregated today. After reviewing the video students and teacher will review and discuss the highlights from the video such as the term redlining and its meaning, we will also discuss Residential Segregation and if students think that some neighborhoods in Charlotte are still segregated.

Charlotte's Brooklyn Neighborhood (science)

Students will then be introduced to the Brooklyn neighborhood of Charlotte students will read a brief history of community found on the website <https://guides.library.uncc.edu/c.php?g=621704&p=4626874> After reading the short caption students will be asked to hypothesize their theory as to what happened to the neighborhood in their reflection journals, (or as a Nearpod assignment alternative) Students may also explore the other sections of the website particularly the shuffle-town section because of its proximity to the school. Students will also be assigned unit Frayer modal words for the unit.

What Happened to Brooklyn?

The lesson will begin with a comparison activity. Students will review two images, one resource image of a map with Charlotte Demographics from the 1940's and one map from the present day. Students will be asked to write in their notebooks the differences of the images. After completion the whole group will discuss the differences and similarities of the maps and possible reasons some areas were and are deemed hazardous then and now. Students may also share their ideas concerning the reasons for the elimination of the Brooklyn Community from previous day's assignment. Students will then watch a video on the Brooklyn Neighborhood: <https://www.youtube.com/watch?v=U101BoJAO4w> After completion, students will break into small groups and reflect on the following questions. Define the term Urban Renewal in your own words? Have you or your family been affected by Urban Renewal? Do you think Urban Renewal was a good idea for the Charlotte region? After completion students will write a reflective essay on their ideas.

What is Gentrification? (reading)

Students will be asked to review a quote from the book *The Color of Law*:

"We like to think of American history as a continuous march of progress toward greater freedom, greater equality, and greater justice. But sometimes we move backward, dramatically so Residential integration declined steadily from 1880 to the mid-twentieth century, and it has mostly stalled since then." (Rothstein)

(alternate assignment idea use Nearpod or a collaboration board) Do you agree or disagree with the comment please give reasons. After completion students will turn and talk to

neighbors about their options for the quote. Teacher will show PowToon video which explains gentrification (Teacher will stop video at increments to discuss subjects' matter with students) Teacher will then show a visual representation of the word gentrification through word cloud and its definition on the board students will work in groups to brainstorm other words that relate to gentrification and add the words to the classroom cloud creation <https://www.wordclouds.com/>. After completing activity students will be asked to choose one of their Frayer Modal words from the unit and complete the same activity to be turned for a grade.

Understanding the Numbers (math and science)

Students will be asked to complete quiz question on the board, which of the following is not a positive consequence of gentrification (Students answers may vary) some possible answers are as follows: Increased property Values, Reduction in vandalism, Increased homelessness, and displacement of individuals, Increased social mix, Increased community consumption and economic stimulation. Increased Homelessness and displacement of individuals would be the correct answer. After reviewing the correct answer, the students will watch the Gentrification and the Housing Crisis: A Leading Cause of Homelessness video The [video](#) focuses on the gentrification process in Chicago and how this has effectively influenced the housing crises as well as the displacement of Chicagoans. Teacher will use stop checkpoints within the video to check for understanding, stop-point 30. What is gentrification? Stop point 1:41 Do you believe that there can be good gentrification? Stop-point 2:58 True or False All homeless people be homeless? Stop point 6:15 How is homelessness “More structural”. After completion students will answer the question within their notebook, please reflect from your previous units would you agree that gentrification is in fact a new form of colonialism? Students will be given an assignment to review the data mapping and record the date of at least three cities from the present and past. Students will then analyze the data and give approximate numerical data of increases or decreases due to gentrification.

Returning home, what happened? (reading and writing)

Students will receive a copy of the WEB Dubois Returning Solders document, a speech which addresses the concern Dubois has over WWI Black soldier returning home to a country which does not afford them basic rights such as lynching disenfranchisement etc. [link](#) After reading the document students will respond to three questions: How does this document relate the practice of Residential Segregation? Drawing from your past units gives examples of the racial climate in America during this time. Do you agree with WEB Du Bois’s statement “Make way for Democracy! *We saved it in France, and by the Great Jehovah, we will save it in the United States of America or know the reason why.* After completion students will be placed in small groups to discuss articles and questions

Understanding Generational Wealth Gaps (math and science)

Students will come into class and respond to the survey question located on the board “Do you feel that because of the practice of Residential Segregation Black and Brown Americans experienced generational wealth gaps (a definition of the term generational wealth gaps should be provided on the slide/board (assets (expound) passed by one generation of a family to the next) yes or no. After students respond to the survey. Students and teachers will review lesson overview Wealth is not just about luxury. It plays a significant role in shaping a family's life chances and creating opportunities - in ways we often don't notice. Currently, the typical white family has about eight times the wealth of the typical African American family. Even in the same income bracket, whites have on average twice the wealth of Blacks. Much of the difference lies in the value of their homes. Students will review the video *RACE - The Power of an Illusion, Episode 3: "The House We Live In, the film* on race to focus not on individual attitudes and behaviors but on the role that our institutions and public policies play in shaping life opportunities and one's ability to accumulate wealth. As students watch videos a video guide will be used to aid them in following along with the themes presented. After Film Teacher will write the words on the:

Assets

- Equity
- Liabilities
- Debt
- Net worth
- Family or household wealth

Students will add the new vocabulary words into their Frayer Model Notebooks. The teacher will review the definitions of each of the vocabulary words listed after completion students will be given asset and liability profile documents students will be required to calculate the total net worth of each family. After completion students will answer the question in small groups “Which asset tends to make the biggest difference in family wealth? [Note: 42% of all American household net worth is home equity] Students can compile a list of factors that might affect students' ability to accumulate wealth over their lifetimes. This may be a bit overwhelming for some scholars who may struggle with mathematical concepts. Group differentiation and collaboration should be utilized

Black Wall Street (Tulsa Massacre)

In this lesson students will begin with a Gallery walk activity observing images of the Greenwood community in Tulsa which can be found at the following website:

<https://www.gettyimages.com/photos/black-wall-street>

Students will circle the room making inferences about each image. After completion students will work in groups to answer the following question Why is it important to learn about difficult moments in U.S. history? When complete students will watch the video *The Greenwood Community Prior to the Massacre*

<https://www.c-span.org/classroom/document/?18000> After finishing the video students and teacher will discuss some possible questions as follows:

- How did the African American community become financially prosperous in Tulsa?
- Why was it known as Black Wall Street?
- Describe the types of jobs and services that were available for African Americans in the Greenwood District.
- Why was the Greenwood District unique at the time?

After completion students will be required to look at video clips 2 through 6 and answer one question from each. Students will review document on similar incident on the Wilmington Massacre of 1898 which occurred in NC, after completion students will complete comparison activity of the two occurrences: The US Capitol Riots & The Wilmington Massacre of 1898 drawing parallels with each incident.

Oral History Project

The culminating project for the No Boundaries Unit the students will be required to report the life story of someone that they personally know. The students will begin working on this project at the beginning of the World War I and II unit. The students will have approximately six weeks to complete the assignment. The students will present their project at the end of the No Boundaries Unit. There are twelve components to this project; a slideshow will be the medium of choice for delivery. Students are encouraged to be sensitive and considerate to interview subjects, the components are listed below:

Slideshow guidelines (check off each, all are required, 2 points each)

- Cover slide - Name, Title of Report, History, Topic & Research Question - topic and research question must be stated
- Historical context & background of topic - briefly explain this moment in history, set-up the interview context
- Identify individual - full name, date of birth, and your relationship to the person
- Significant quote – something said that you found important during the interview
- Narrative slides - these slides will narrate your presentation, explaining what happened
- Impact of event on individual - show how the event affected the person (short and long term)
- Significance - show why the event is important to remember (apply “Big Ideas”)
- Take home message - explain what this person would like us to know that’s not in history books
- Personal reflection - share your own ideas, or an area you’d like to investigate further
- (Optional) - share a primary source or artifact of the event (**teacher approval required**)
- Presentation outline on notecards or written/typed for class (**REQUIRED**)

An Interview slideshow Exemplar will be provided to the students, also a rubric (attached) will also serve as a guide to the students. There will be several checkpoints throughout the unit.

Lesson Extension Ideas:

Class field trip to virtual reality experience

Housing Segregation Mixer (attached)

iMovie Project (attached)

Comic Strip Project(attached)

Health Inequality health data research project (attached) Science Integration

Watch film Wilmington on Fire (appendix)

Appendix
Implementing Teaching Standards

Teaching Standards:

7.E.1 Understand the economic activities of modern societies and regions.

7.H.1 Evaluate historical and current events from a variety of perspectives.

I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.

I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.

I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail.

I.1.8 Construct responses to supporting and opposing perspectives supported by evidence.

I.1.9 Determine the credibility of disciplinary arguments of peers.

I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.

I.1.11 Use a range of civic approaches to address problems being investigated.

Teaching resources

Lesson 1: Why is there a MLK boulevard everywhere!

Resources needed for the lesson are as follows student notebooks pencils/ pens and the website

<https://inhistori.com/housing-segregation-and-redlining-in-america-a-short-history-npr/>

Lesson 2: Charlotte 's Brooklyn Neighborhood.

Resources needed for the lesson are as follows Frayer Modal Template (attached) unit vocabulary words equity, eviction, foreclosure, forfeiture, Jim crow, litigation, ordinance, residential segregation, red ling, discrimination, gentrification, black wall street, Brooklyn Community Charlotte NC, generational wealth gaps, Equity, Liabilities, Debt, Net worth, Family, or household wealth. Glue/ tape notebooks pens/pencils

Website <https://guides.library.uncc.edu/c.php?g=621704&p=4626874>

Lesson 3: What Happened to Brooklyn?

Students will need notebooks pencils/ pens Chromebooks

Resources needed for lesson: Website to map demographics

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

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

Students will need notebooks pencils/ pens Chromebooks

Teachers may also use nearpod.com as a resource in displaying information to students more easily.

Lesson 4: What is Gentrification?

Students will need notebooks pencils/pens, Teacher will need copy of the book The Color of Law. Nearpod.com (or some other collaboration tool such as Padlet.com etc.) PowToon video

<https://www.youtube.com/watch?v=JjtphzR1HjY>

word cloud site www.wordclouds.com

Lesson 5: Understanding the Numbers

Students will need notebooks pencils/pens etc. Teacher may choose to utilize software nearpod.com, padlet.com etc. for discussion question (warm- up) video link: A leading

Cause of Homelessness: [Gentrification and the Housing Crisis: A Leading Cause of Homelessness - YouTube](#) Data Analyzing website:

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

Lesson 6: Returning home, what happened?

Students will need notebook pencils/pens and Chromebook copy of WEB Dubois Soldiers document to analyze found here

<https://www.americanyawp.com/reader/21-world-war-i/w-e-b-dubois-returning-soldiers-may-1919/>

Lesson 7: Understanding Generational Wealth Gaps

Students will need Chromebook notebooks, pencils, and pens. Nearpod.com, pear deck.com padlet.com etc. can be utilized to conduct survey question to students. Race video can be

found here [Video Link](#) Students will be provided video guide [HERE](#). [Fryer Modal Template](#) for new Vocabulary words. Wealth Activity [HERE](#)

Lesson 8: Black Wall Street (Tulsa Massacre)

Students will need Chromebook, pencils/ pens notebooks. Gallery Walk images can be found [HERE](#) , Greenwood Video can be found [HERE](#) The US Capitol Riots & The

Wilmington Massacre of 1898 Document [HERE](#) Venn Diagram Found [HERE](#) Wilmington article [HERE](#) Additional Videos found [HERE](#)

Oral History Project:

Part 1: Social Studies: Life Story Project

7th Grade Oral History Research Project Overview: You will report on a life story of someone you know.

What is Oral History? is a field of study and a method of gathering, preserving, and interpreting the voices and memories of people, communities, and participants in past events. Oral history is both the oldest type of historical inquiry, predating the written word, and one of the most modern, with technological innovation (OralHistory.org).

Your assignment is to interview an adult that you know (family if possible) and connect their experience to a larger topic in history. For example, perhaps you know a person who marched during the civil rights era, or a “first” person to accomplish something. You will interview this person and record their story. In doing so you will be preserving a piece of history.

It is a great honor and privilege to record someone’s life story. Please be considerate of your interview subjects. Make sure they are aware that you will be sharing your interview in class.

Slideshow requirements:

- *12 Slides total, that are image-driven (each slide should include as few words as possible)*

Slideshow guidelines (check off each, all are required, 2 points each)

- Cover slide - Name, Title of Report
- History topic & research question - topic and research question **must** be stated
- Historical context & background of topic - briefly explain this moment in history, set-up the interview context
- Identify individual - full name, date of birth, and your relationship to the person
- Significant quote – something said that you found important during the interview
- Narrative slides - these slides will narrate your presentation, explaining what happened
- Impact of event on individual - show how the event affected the person (short and long term)
- Significance - show why the event is important to remember (apply “Big Ideas”)
- Take home message - explain what this person would like us to know that’s not in history books
- Personal reflection - share your own ideas, or an area you’d like to investigate further
- (Optional) - share a primary source or artifact of the event (**teacher approval required**)
- Presentation outline on notecards or written/typed for class

Each of the above is 2 pts. For a total of ___/20

Slideshow template:

Slide 1	Slide 2	Slide 3	Slide 4
<p>Name Interesting Title Example: <i>John Smith</i> <i>Period 1</i> <i>“An Attack on The Big Apple”</i></p>	<p>History topic & overarching research question <i>9/11</i> <i>How did New York firefighters experience September 11, 2001?</i></p>	<p>Historical context and background of topic <i>On September 11, 2001 several airplanes struck the twin towers in New York City...</i></p>	<p>Identify interview subject <i>On October 12, 2016, I interviewed...</i></p>
Slide 5	Slide 6	Slide 7	Slide 8
<p>Quote that shows significance <i>“If we learn nothing else from this tragedy, we learn that life is short and there is no time for hate.” This shows that...</i></p>	<p>Narrative slide #1 <i>When John first heard that a plane had hit the World Trade Center, he was off duty at his home in Brooklyn...</i></p>	<p>Narrative slide #2 <i>Called into action, he arrived shortly after the North and South towers fell. He remembered ...</i></p>	<p>Narrative slide Then...</p>

Slide 9	Slide 10	Slide 11	Slide 12
<p>Narrative slide</p> <p><i>Finally...</i></p>	<p>Impact of event on individual</p> <p><i>This event significantly affected John in the following ways...</i></p>	<p>Significance of event</p> <p><i>9/11 was a very significant event in U.S. history because it, at the very least, shapes the U.S. politically and led to...</i></p>	<p>Take home message & Personal Reflection</p> <p><i>John would like everyone in this class to know...</i></p> <p><i>Interviewing John was a moving experience...</i></p>

Due date _____ Date will be announced in class.

Grading: Total points earned in slides: ___/20

Presentation ___ / 5

Total Score: ___/25

Grading Rubric

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Presentatio n</i>	Student was not prepared for the presentation.	Presentation is missing several slides.	Presentation is missing one slide and/or index cards were not prepared in advance.	Presentation slides are complete, and students prepare index cards to help during their presentation.	Presentation slides are complete. Index cards were prepared and utilized. Presentation was clearly rehearsed and practiced in advance.

Oral History Research Self Evaluation

Name _____
Period _____

After you complete your project, fill out the Self Evaluation below. **This will be turned in along with your project** on the date of your presentation.

Following Directions

Rate your performance in following instructions using the rubric above. (circle one)

1 2 3 4 5

Explain why you gave yourself this rating.

Quality of Work

Rate your performance on your quality of work using the rubric above. (circle one)

1 2 3 4 5

Explain why you gave yourself this rating.

Historical Information

Rate your performance on your research and presentation of historical information using the rubric above. (Circle one)

1 2 3 4 5

Explain why you gave yourself this rating.

Presentation

Rate your performance on your presentation using the rubric above. (Circle one)

1 2 3 4 5

Explain why you gave yourself this rating.

In everything we do, there is always room to improve. What things might you have done to make your final product even better?

Advice for your teacher

Give me some feedback on this project. What would you do to make this project more fun, exciting, impactful, meaningful...?

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