



School Segregation in Charlotte: Then and Now

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Lebanon Road Elementary

This curriculum unit is recommended for:
Grade 5 Literary and Social Studies

Keywords: Segregation, Desegregation, Jim Crow, School, Integration, Busing, Digital Mapping, Social Change

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

Synopsis:

This curriculum unit focuses on the Jim Crow era in Charlotte, NC, specifically with the desegregation and resegregation of schools. The goal is for students to analyze various perspectives, points of view, and primary sources during the Jim Crow era to build complex understandings of school integration. Through their research they'll explore Charlotte's history with education and determine the state of schools today. They will investigate the guiding questions using high-level texts and resources with the support of scaffolded questions and engaging collaborative work. The culminating performance task will require students to compile their research to raise awareness about school inequities in the past and today. The students will become historians in their surrounding community; bridge the gap between the Learnzillion 5th grade literacy curriculum and their lives.

I plan to teach this unit during the third quarter of the 2021-2022 school year to approximately 42 5th grade 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 Megan Meadows

For the past three years, I've taught 5th grade, which is composed of several modules or units that dive into tough U.S. history. Topics range from Indian Removal, Japanese internment camps, discriminatory immigration policies, Revolutionary War, Civil War, Trans Atlantic slave trade, reconstruction period, and Jim Crow. My students almost always enter 5th grade with the understanding that people of color have faced large inequities within the country, but they lack complex knowledge about why and the continuation or impact of the inequities today. When diving into these sensitive topics, my students are largely curious and perplexed, asking over and over again "Why would they do that?" My students experience inequities around them each day, and take notice, but are never given the opportunity to connect and analyze what they experience within the context of school. Giving students context and understanding around the inequities they experience helps them to feel powerful enough to make change. Instead of, "this is the way it is" it becomes, "it doesn't have to be like this". My hope with this curriculum unit is to localize and connect lofty topics within the 5th grade EL curriculum, like segregation, to student lives; make space for them to create actionable change in their communities.

Rationale

I am aiming to create a social studies unit paired with the EL curriculum Module 3 titled *Athlete Leaders in Social Change*. In the EL Module, students will complete a case-study on Jackie Robinson to determine how athletes create social change. The EL Module is broken into three units and focuses on the following guiding questions: "How have athletes broken barriers during the historical era in which they lived? What factors can contribute to an individual's success in changing society?" The central text used throughout the module is *How Jackie Robinson Changed America* by Sharon Robinson. At the end of the Module, students are tasked with creating a poster highlighting a personal quality necessary to leading social change.

In the EL curriculum unit, Jim Crow is quickly discussed but is never localized to students' own communities. In their minds, it is something that happened a long time ago somewhere far from where they are now. Students should be knowledgeable about their communities' history and the people who have made lasting changes in their lives. Connecting segregation and desegregation to places students have walked through and lived in is crucial to understanding the history of their own community or society. The goal of my curriculum unit is to contextualize history and have students make critical decisions about slavery and Jim Crow's lasting impact on our lives. The curriculum unit will bring in background information about the historical time period and act as a liaison between the EL curriculum and student's home lives or experiences. Students will be able to explore Charlotte's history through primary documents, digital maps, and photographs in order to analyze the lasting legacy of segregation and discriminatory laws within schools. Lastly, the curriculum unit will ask students to use their knowledge to become social agents within their environments to advocate for school integration.

Demographics

Lebanon Road Elementary is located in the Southeast Learning Community of the Charlotte-Mecklenburg School district. It is a Public Title I school and serves grades Pre-k to 5th grade, with a total of 711 students in 2019. Based on demographic statistics from 2019, Lebanon Road Elementary's student population is 41% Hispanic, 40% Black, 12% White, 4% Asian or Pacific Islander, 3% two or more races, 1% Native American, and 1% Native Hawaiian. 99% of the student population receives free and/or reduced lunches. The majority of my students from previous teaching years spoke Spanish as a second language. In regards to the administration team, there is a principal, assistant principal, and dean of students, as well as math and literacy facilitators. We have two counselors, a social worker, and several other support staff.

I currently teach 42 5th graders Literacy, split into two blocks in the day. Of those 42 students, around 20 are EL students, ranging from newcomer to WIDA level 5, and several more are recently exited EL students. I also have about 8 identified Talent Development students and 7 Exceptional Children (EC) students. The majority of my students have grown up in Charlotte or have lived in this community for 2+ years. The majority of my students are 1st or 2nd generation United States citizens, with family members immigrating from a wide range of countries. Many languages are spoken within our classroom, including Spanish, Tagalog, Burmese, Arabic, and Mandarin.

Unit Goals

This unit is intended to be integrated within a 5th grade English Language Arts class teaching EL curriculum but can be adapted for social studies or within other curricula. The overall goal of this unit is to build students' background knowledge of Charlotte and the Jim Crow era, think critically about the schools they attend, and become social change agents within their community. Using an inquiry-based approach, students will take ownership of their learning and come to conclusions using a variety of resources, such as high-level texts, primary source documents, oral histories, digital maps, and historical images. By the end of the unit, students will have taken a stance on the success of desegregation within Charlotte and used what they've learned to raise awareness. Students will gain the ability to think critically about systems they are a part of and use it to identify ways of action.

The student learning outcomes of this unit include:

- Define key terms such as: segregation, desegregation, Jim Crow, Swann v. Board
- Demonstrate the connection between Slavery and segregation within Charlotte
- Articulate varying points of view on Jim Crow segregation and integration of schools
- Explain the catalysts for desegregation and resegregation within Charlotte
- Create a news article, website, or video raising awareness of school segregation today

The guiding questions for the unit are as follows:

- What is important to know about the Jim Crow era and school segregation?

- How did people in Charlotte lead change to desegregate schools?
- Are schools integrated today? Why or why not?

Content Research

Overview of Unit Specific Terms and Phrases

De Facto vs. De Jure Segregation

Richard Rothstein argues in *The Color of Law* that the United States is currently enduring the effects of de jure segregation in all capacities of our communities and country. In the book, he works to prove the myth of de facto segregation, or segregation due to private choice. Rothstein states “Most segregation *does* fall into the category of open and explicit government-sponsored segregation (XV).” De jure residential segregation touched and influenced all aspects of our society. Rothstein details the local, state, and federal housing policies that determined segregated neighborhoods, thus causing racially segregated neighborhood schools. Legislators who don’t acknowledge the government’s role in our segregated community today, attest that they cannot use the federal courts to change the situation unless they have contributed to the cause.

Many, like Chief Justice John Roberts, believe that racially segregated neighborhoods are the result of “societal discrimination” or “private discrimination” and are not rooted in the government’s actions. This belief based Chief Justice Roberts’ decision that since neighborhoods had been segregated due to private choice, “school districts should be prohibited from taking purposeful action to reverse their own resulting segregation (XIV).” The research within *The Color of Law* gives context to the numerous ways African Americans were unconstitutionally denied the right to integrate neighborhoods, proving that government action is necessary to remedy segregated neighborhoods and schools.

Digital Mapping

Digital mapping is the process of creating maps using data from public sources. Digital mapping is commonly used to analyze historical trends in neighborhoods and cities around gentrification and displacement (Bosquet). A local digital mapping project, *The Historic West End*, combines “historical photographs, newspaper articles, documents, digital sites, and oral histories to tell the story of the Historic West End.” Digital Maps act as a way to keep histories alive through the additions of people who live directly in the mapped neighborhoods. Oral histories from local residents were utilized in the creation of the map, allowing for documentation of multiple histories and memorization of a neighborhood.

Desegregation of Schools in Charlotte

In 1954, the Supreme Court declared segregation unconstitutional in *Brown v. Board of Education*. Despite the ruling, most schools resisted true desegregation efforts. Following the 1964 Civil Rights Act signed into law by President Johnson, southern schools began more seriously about desegregating due to threats of losing Title VI funding. “CMS delayed

desegregation by adopting freedom-of-choice plans that allowed a limited number of Black students to transfer to formerly all-white schools (Ayscue).” In 1959, only one Black student attended a white school in Charlotte, while all other requests for transfer were rejected.

The article in Queen City Nerve, *Desegregation in Charlotte*, explains the major catalyst in desegregation within Charlotte: the Swann vs. Board lawsuit in 1971. This decision “required that districts desegregate their schools to the greatest extent possible and approved busing as a tool for doing so (Ayscue).” Vera and Darius Swann wrote the board of education in September of 1964 requesting that their son James be assigned to Seversville Elementary, a predominantly White school instead of the all-Black neighborhood school, Biddleville Elementary. The board rejected Swann’s request. Then in January 1965, the Swanns joined several other families in a lawsuit. Just a few weeks before the Swann’s appealed the ruling, Julius Chambers, a rising lawyer in Civil Rights cases, opened a law office in Charlotte and became the leading lawyer in the Swann case. In the case he concluded, “The only way to remedy the wrongs of Jim Crow segregation, and to ensure that all children received equal opportunities, was to fully integrate every school in the 83,000-student system.” Judge McMillion was persuaded and in April of 1971, he issued an order that required CMS to integrate schools, requiring cross town busing on a massive scale. Although winning the case was a victory, its effects were not all good. Queen City Nerve states:

Busing was brought to Charlotte following the *Swann vs. Charlotte-Mecklenburg County Board of Education* court case. . Busing began on September 9th in 1970 with 525 buses (Nazaryan). Different from many other major cities in the U.S., White well-off adults chose to support integration and sent their students to West Charlotte High School. At one point, Charlotte was known for its success with desegregating schools. By 1980, the school district reached an unprecedented level of integration and continued on for about 3 decades.

However, busing was not a complete success. Following the decision to desegregate schools, the Charlotte Mecklenburg School District adopted a strategy of closing many Black-majority schools instead of working to integrate them. “The board had closed several historically Black schools back in 1966, not long after Swann was filed. In August of 1969, three months after McMillan’s ruling, it abruptly shuttered several more, including Second Ward High. In 1965, Mecklenburg County had seven Black high schools. By the fall of 1969, only West Charlotte High remained (Grundy Part 5)” The closing of Black schools led to a huge loss of Black jobs, including 200 Black teachers and administrators losing work in 1966.

In 1969, board members voted to close all the center city’s historically Black schools: Fairview, Alexander Street, Bethune, Isabella Wyche, and Second Ward High School (Grundy, Part 4). Soon, a petition protesting the decision gathered more than 19,000 signatures. At the next board meeting, African American residents attended en masse. The board’s only Black member urged the rest of the board to change their decision, but in the end none of those schools opened in the fall.

Resegregation of Schools in Charlotte

Many school districts have been released from court-ordered school desegregation plans over the past two decades. Thus, resulting in a gradual increase of racial segregation (Ayscue). Between 1991 and 1995, three cases limited desegregation efforts drastically. The three court cases determined: unitary status districts were not required to maintain desegregation, districts could be partially released from desegregation responsibilities without reaching full desegregation, and the use of race in student policies became restricted. (Ayscue) Currently, most school districts assign students to schools based on the student's residential location. "Geographically based school assignments that are made in residentially segregated areas will result in racially segregated schools." School districts prioritizing proximity over diversity "increased racial segregation but also failed to distribute the potential community benefits of neighborhood schools equally to all students" considering that minority schools were in low-income communities (Ayscue).

According to *Newsweek*, Charlotte schools in 2018 were as segregated as they were before the 1954 Supreme Court decision *Brown vs. Board*. In the 1990s to the 2000's Charlotte-Mecklenburg County began to grow exponentially, and quickly rose to the 3rd largest banking center in the nation. As an influx of people moved into Charlotte and the surrounding areas, attitudes, and perspectives towards busing began to shift. Whites in suburban neighborhoods of Charlotte grew tense towards busing, and the city soon developed a focus on magnet schools in the 1990s to ease White attitudes. Judge Robert Potter issued a ruling in the *Capacchione* case ending any intentional practice of desegregating schools, officially stopping busing. Quickly, students defaulted to attending their neighborhood schools. Neighborhoods remained largely segregated in Charlotte causing schools to shift immediately back to segregation. (Nazaryn)

Increased focus on school choice also influenced desegregation within Charlotte. Charter schools are seen as a leader in school choice and has increased school segregation drastically. "Nationwide, charter schools enroll a disproportionate share of students of color except in the West and in North Carolina where their enrollment is disproportionately White (Ayscue)." In 1999, Charlotte-Mecklenburg completely abandoned its desegregation plan causing a 700% growth in intensely segregated schools from 1999-2010. "In 2010, about half of all Black and Latino students in Charlotte-Mecklenburg attended an intensely segregated school (Ayscue)" Since neighborhoods remain segregated, school districts that resort back to neighborhood school plans are bound to fall back into segregation.

Instructional Implementation

Teaching Strategies

Digital Mapping

The purpose of Digital Mapping is to both explore historical documents, images, and moments of history in Charlotte and allow students the opportunity to create and document their own communities. Students will utilize digital mapping websites such as, Historypin, The Historic

West Charlotte, Google Maps, Open Street Map etc. As an extension of the unit, students will map points on a digital map as they learn about Charlotte during Jim Crow. Through this strategy, students will gather background information about their neighborhood with which to draw connections to during the unit. Through digital mapping, students will be able to relate their lives outside of school to class content.

Oral Histories

The purpose of oral history is to memorialize points in history through conversations or interviews with people. Through the utilization of listening to oral histories and then creating their own, students will begin to see history through various points of view and lenses. Students will be able to recognize that history is not one-sided and that every event is multifaceted and complex. Gathering data and information through oral histories also benefits EL students or students who may not be able to access higher-level texts. Within the curriculum unit, most of the Oral Histories have been typed and cut to the most relevant section for ease of instruction.

Inquiry Design Model (IDM)

The Inquiry Design Model is a distinctive approach to creating curriculum and instructional materials as designed by the Inquiry Arc of the College, Career, and Civic Life (C3) framework for Social Studies state standards. There are three core actions within an inquiry design model: a) compelling and supporting questions that frame and give structure to the inquiry, b) summative and formative performance tasks; and c) disciplinary sources that allow students to explore the compelling question, build content expertise, and develop the skills to defend their ideas (C3 Teachers). IDM is also rooted in 10 conceptual principles. The purpose of utilizing IDM is to allow for students to take ownership of their learning and make learning exploratory, compelling, and motivating for students.

Gallery Walk

The purpose of this activity is for students to explore images, maps, and primary documents in a low risk engaging process. In a gallery walk in the beginning of the unit, students walk around the room or click through a slide deck to view various materials. Through the gallery walk, they can make noticings and begin wondering about the topic. The activity acts as an opportunity for students to begin inquiring about the subject, build interest, and activate intrinsic motivation for learning.

Primary Document Protocol

The purpose of the Primary Document Protocol is to provide a structure for close reading of primary documents. In the protocol, students will follow a series of steps to analyze the context of the document, point of view, and main idea or point. They'll use higher level thinking skills to infer meaning from primary sources using the context of the time period and author. Students

will act as historians by identifying relationships between materials and come to their own conclusions about the meaning.

Jigsaw

The purpose of this strategy is to allow for students to become “experts” on a specific topic and then act as teachers to share their knowledge with their peers. When students know they are expected to be able to teach peers about the topic, they are often more invested in the learning process. This strategy also puts all of the responsibility of learning on the students with the teacher acting as a facilitator. In a jigsaw, students are split into expert groups and home groups. They gather information and become knowledgeable about their specific topic in the expert groups. Once they have a good understanding, they return to their home groups to inform the others. The home groups are then assigned an evaluation task to demonstrate their learning from the expert teachers.

Courageous Conversations Compass

The Courageous Conversation Compass, created by Glenn Singleton, is a personal navigational tool to guide participants through tough and sensitive conversations. It can help students identify the source of their emotion and know where they are personally. The compass contains four points: emotional (feeling), relational (acting), intellectual (thinking), moral (believing). Using the compass before, during, and after conversations involving personal identity, race, and discrimination will allow space for feelings and different reactions to the content.

Classroom Lessons

This unit consists of 9 lessons that are structured using the Inquiry Design Model of 3Es (engage, explore, evaluate). The unit is separate from the 5th grade Literacy and Social Studies curriculum and can be used as a supplementary unit to Module 3 of Learnzillion. The unit was created to be taught one lesson after the other or spread out within Module 3 of Learnzillion. The unit is designed to be student-centered and require students to learn through inquiry. Modifications for Talent Development or Exceptional Children can be made through levels of teacher support, partner/small group interaction, pacing and written vs. verbal expectations. Each lesson is aligned for students to be able to meet the Common Core Objectives given in Appendix 1, as well as 5th grade History standards.

Lesson 1

Learning Target/Standard

I can identify important characteristics of segregation and the Jim Crow era.
CCSS.ELA-LITERACY.RI.5.1, CCSS.ELA-LITERACY.RI.5.2

Engage

Complete [CUL1 Gallery Walk](#) with images of the Jim Crow era by showing the images on the slide deck one at a time or have students look through on their own on a personal device. Inform students that all the images are from the time period called Jim Crow. Have students jot down what they notice and wonder about into their student notebook. Share noticings and wonderings as a class and add ideas to the [CUL1 Notice, Wonder, Conclusion Chart](#).

Explore

Tell students that they are going to look at a resource to learn more about the Jim Crow era and try to answer some of their wonders. Split students into groups of 3. Assign each group of 3 to read one slide on the [CUL1 About Jim Crow](#) slide deck. While they're reading, have students add their noticings and wonderings into their student notebook. After reading, have each group determine one important thing about Jim Crow or segregation. Bring the class back together to discuss. Have each group share what they found important. As a class, write a collective definition for the two terms Jim Crow and segregation using the [CU Vocabulary List](#). Add student ideas to the class [CUL1 Notice, Wonder, Conclusion Chart](#) in the conclusion section.

Evaluate

Have students complete the exit ticket in their notebook answering the two questions, "What is the most important thing to know about the Jim Crow era? What is the most important thing to know about segregation?" Ensure that students have used their noticings, evidence from the sources or the classes collective definitions to answer the question.

Lesson 2

Learning Target/Standard

I can understand the relationship between enslavement and segregation laws.

CCSS.ELA-LITERACY.RI.5.3

Engage

Put the following question on the board, "Are laws or rules always fair?" Give a minute for students to think and then have them move a magnet, sticky note, or dot onto the side of the board that represents their opinion (yes, maybe, no). Have a few students share their thinking and why they placed their place holder in the position they did. Have the class look at the entire visual now created. Ask, "What do you notice about what our class thinks? Are you surprised? Why or why not?"

Explore

Remind students that the Jim Crow era is the time period when racial segregation was legal and enforced in the United States. Explain that in this lesson they will explore the laws and rules that were enforced in various states during the time period.

Display the interactive GeoInquiries map, *The Underground Railroad*, on a large screen or on the student's personal devices. Use the primary source protocol to ask student questions about the map. Discuss the important aspects of the map including the date of information it is showing (1850), where we are located on the map, and the legend. Lead students to make conclusions about the map, including that the most of the slavery states are the southern states of United States, while the free states are in the northern and western parts of the country. Ask students to infer why that is. Give background information about enslavement as needed, including that southern states relied on enslaved peoples labor in their economy.

Hand out the [CUL1 Civil Rights Map](#) to students. Use the primary source protocol to ask students questions about the map. Review vocabulary in the key of the map including forbidden, enforced, and legislation using the [CU Vocabulary List](#). Then have students shade or outline the states using the key. States forbidden to have segregation or discriminatory laws should be colored green, states with enforced segregation laws in red, and states with no legislation left blank.

Lead students to make conclusions about the Civil Rights Map and make connections to the Geoinquiries map. Ask, "What do you notice is similar between the two maps? Why do you think that is? How are the two maps connected? Why do you think that most of the southern states enforce segregation while the northern states don't? How would life be different for people in the north and south during the Jim Crow era?"

Evaluate

Have students explore and browse through the website page *Examples of Jim Crow Laws Oct 1960- Civil Rights*, <https://www.ferris.edu/htmls/news/jimcrow/links/misclink/examples.htm>. As they read, have students take notes in their student notebook on what they found surprising, confusing, as well as their noticings and wonderings. Answer the questions, "What do you think the impact of these laws would be? How do these laws connect to historical events like enslavement in the United States? How do you think a North Carolina law impacts daily life in North Carolina during this time?" Have students fill in the relationship sentence stem in their student notebook: _____ led to _____ because _____.

Lesson 3

Learning Target/Standard

I can compare and contrast multiple perspectives on segregation using oral histories.
CCSS.ELA-LITERACY.RI.5.6, 5.H.1.5

Engage

Introduce the Courageous Conversation Compass to the class. Tell students that they've learned about some hard things in the past two lessons and they may be noticing some different feelings during or after the lessons. Model how to place yourself on the Courageous Conversation

Compass and your thinking. Then have students explain where they are on the compass on a sticky note and place it in the compass.

Explore

Model reading a perspective from the slide deck [CUL3 Perspectives on Jim Crow](#) and completing the point of view protocol in the student notebook. Split students into partners. Have partnerships read the rest of the perspectives and complete the point of view protocol on two perspectives in their student notebook. When finished, have students share some of the perspectives on segregation. Plot the different point of views onto a mind map anchor chart. Discuss as a class, “What did you learn about school segregation during Jim Crow? Whose point of view helped you to understand that? How?” “Whose point of view did you agree or disagree with? Why?” Add any new conclusions to the [CUL1 Notice, Wonder, Conclusion Chart](#).

Evaluate

Students answer exit ticket questions, “How were two perspectives on school segregation similar or different? What information did one perspective give that another didn’t?” What is the relationship between segregation laws and the experiences of Black citizens?”

Lesson 4

Learning Target/ Standard

I can compare and contrast multiple perspectives on school integration to decide which perspective I most agree with.

CCSS.ELA-LITERACY.RI.5.6, 5.H.1.5

Engage

Show [CUL4 integration image](#) for students. Ask, “What do you think we’re learning about today?” Introduce the vocabulary word, integrate and desegregate, using the [CU Vocabulary List](#).

Explore

Open the [CUL4 Perspectives on School Integration](#) slide deck. Model reading the perspective of Harriet Gentry Love and completing the point of view protocol. Have students read the two other perspectives, then complete the point of view protocol for each perspective.

Evaluate

Have students compare and contrast the two perspectives in their student notebook. Then have students decide which point of view they agree most with. Have students move to one side of the room depending on the point of view they agree with and share their reasoning with a partner. Have students place their dot on the Courageous Conversation Compass.

Lesson 5

Learning Target/Standard

I can explain how the Swann vs. Charlotte-Mecklenburg Board of Education lawsuit contributed to change.

CCSS.ELA-LITERACY.RI.5.2, 5.H.1.3

Engage

Ask students: “Raise a hand if you’ve ever wanted to change something. What did you want to change? Did you do anything to change it? Were you successful in creating change or unsuccessful?” Have students answer the question in their student notebook: “If you were alive during Jim Crow in Charlotte, what would you do to lead change to desegregate?”

Explore

Have students read [CUL5 Desegregation of Schools](#) with a partner. As they read, have students take notes on the article in their digital students notebook: “How did Swann vs. Board impact the development of the United States? Use a quote from the text to prove your ideas.”

Have students fill out a *first, then, next, finally* organizer to organize the order of events in their student notebook. Have a class discussion answering this question: “What positive change did Swann vs. Board create? What negative change did it create?”

Evaluate

Summarize how Swann vs. Board led to change with segregated schools in a paragraph.

Lesson 6

Learning Target/Standard

I can explain how a person in Charlotte contributed to change.

CCSS.ELA-LITERACY.RI.5.1, 5.H.1.1

Engage

Watch part of the video, *Dorothy Counts Crosses the Color Barrier*, <https://www.youtube.com/watch?v=Ui2qfS0JISg>.

Explore

Tell students, “Today we are going to learn about a few people or organizations who worked to desegregate Charlotte.” Print and cut out the [CUL6 Charlotte Changemaker](#) cards and give each

student one. Complete a jigsaw. Have students meet in groups of students who have the same number changemaker. These are their expert groups. Together they will highlight what their changemaker did and talk through why it would have been successful. After expert groups, students will now meet in their homegroups, where each person has a different changemaker. They will pretend to be their changemaker and explain how they created change in Charlotte. Finally, students will go back to their expert groups to answer a quick quiz about the change makers in their student notebook.

Evaluate

Have students complete the exit ticket in their student notebook: “Draw an image or symbol that represents a changemaker. Caption your drawing with an explanation of how they created change in Charlotte.”

Lesson 7

Learning Target/Standard

I can determine whether Charlotte schools are integrated today by various resources.
CCSS.ELA-LITERACY.RI.5.7

Engage

Ask students to complete a warm up question: “Is America segregated today? Are schools segregated today?” Have students share how they know with partners. Ask the class to close their eyes and raise a hand to vote yes or no. Write down the results of how many students believe it is segregated somewhere students can see and refer to at the end of the lesson.

Explore

Project [CUL7 Segregation Today](#) slide deck on board or student devices. Show slide two and three and discuss the questions on the slides, “What do you notice about the image? What do you notice about the key at the bottom? What does this image tell you about the city?” Decide if the city in each image is integrated. Show the quote on slide four. Discuss, “What is this quote saying in your own words? How does it connect to the images on the previous slides?”

Read slide five to give students background knowledge about West Charlotte High. West Charlotte High School is often used to show integration in Charlotte and then resegregation in the 1990s. Show slides 6-8, discussing the questions on each slide about the pie charts. Show slide nine and lead students to answer the question in their student notebook, “How does West Charlotte High change over the years?” Ultimately, students should conclude that West Charlotte High was integrated in the year of 1988, but re-segregates. In 2018, the school is majority Black and only 1% White. Line graphs on slides 10 and 11 can clarify the decline of enrolled White students visually for students.

If students are interested, they can follow the link on slide 12 to look at how segregated Charlotte neighborhoods are. Lastly, have students reflect in partnerships on one of the questions: “What do you notice about segregation in Charlotte today? How has your thinking changed during the lesson? What are you wondering?”

Evaluate

Ask students to revisit the question from the warm up: “Is America segregated today? Are schools segregated today?” Ask the class to close their eyes and raise a hand to vote yes or no. Refer back to the number of students who voted yes or no at the beginning of the lesson. Ask students to share how or why their thinking changed. Have each student complete the exit ticket sentence stem in their notebook: “I used to think _____. After seeing _____, I now think _____.”

Lesson 8

Learning Target/Standard

I can explain the factors of resegregation of schools in Charlotte.
CCSS.ELA-LITERACY.RI.5.3

Engage

Ask students to make predictions: “What do you think led to schools being resegregated in Charlotte?”

Explore

As a class read the article [CUL8 Resegregation of Schools](#). As you read the text, have students jot notes on what surprised and confused them, their noticings and wonderings, and how they think or feel in their student notebook.

Evaluate

Students answer exit ticket question: “What do you think is the BIGGEST factor of resegregation of schools in Charlotte?” Use the sentence stem if needed: “_____ led to _____ because _____.”

Lesson 9 (Performance Task)

Learning Target/Standard

I can raise awareness about school segregation using sources from the unit.
CCSS.ELA-LITERACY.RI.5.9, CCSS.ELA-LITERACY.RI.5.7

Engage

Ask students: “Raise a hand if you’ve ever read a newspaper. Raise a hand if you’ve watched a YouTube video.” Review vocabulary, raising awareness, using [CU Vocabulary List](#). Say, “Raise a hand if you’ve seen someone raise awareness before. What were they raising awareness about?” Explain that today we are going to analyze a model of people raising awareness to think about how they do it and what makes it successful.

Explore

Have students explore, *IntegrateNYC*, specifically the page “Still Not Equal” <https://integratenyc.org/campaign/#retire-segregation>. Have students explore the website raising awareness about school segregation today and watch the video the students created. As a class, talk about the questions: “How do they raise awareness? What do they use to prove their point? How does it help you know about the issue?”.

Evaluate

Have students work in groups to create a Flipgrid video raising awareness, a website raising awareness, or a newspaper article. Have students use their notebook from the lessons to provide evidence.

Performance Task (Assessment)

Students will work in groups to create a product raising awareness about school segregation in Charlotte. The product should use evidence and support from the resources included within the unit. Product options include a Flipgrid video, newspaper article, or digital mapping website. Students will examine a model website and video raising awareness in Lesson 9, prior to creating their own products.

Appendix 1: Implementing Teaching Standards

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5.H.1.1

Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States.

5.H.1.3

Explain the ways in which revolution, reform, and resistance have shaped the United States.

5.H.1.5

Compare multiple perspectives of various historical events using primary and secondary sources.

List of Materials for Classroom Use

Materials for Students and Teachers

Computers

Personal devices are needed for students to access most of the texts or content within the curriculum unit. A computer will be needed by the teacher to project materials for the class.

Google Drive

Most of the materials are housed in google drive, to ensure ease of access and compatibility with Google Classroom and Canvas. Students should be able to use their google accounts to easily access all materials.

Anchor Charts

Teachers may choose to make some of the charts onto large anchor charts to be displayed in the classroom, specifically the KWL chart. Anchor charts allow for students to easily refer back to thinking from different parts of the curriculum unit.

Resources for Students

Assignments, Projects, and Reading Materials

[CU Student Notebook](#)

Lesson 1

[CUL1 Gallery Walk](#)

[CUL1 About Jim Crow](#)

Lesson 2

[CUL2 Civil Rights Map](#)

GeoInquiries Interactive Map, The Underground Railroad,

<https://www.arcgis.com/home/webmap/viewer.html?webmap=07ad623092b24a05b86d6a340ba27cfd>

Examples of Jim Crow Laws Oct 1960- Civil Rights,

<https://www.ferris.edu/htmls/news/jimcrow/links/misclink/examples.htm>.

Lesson 3

[CUL3 Perspectives on Jim Crow](#)

Lesson 4

[CUL4 Perspectives on School Integration](#)

Lesson 5

[CUL5 Desegregation of Schools](#)

Lesson 6

[CUL6 Charlotte Change Makers](#)

Lesson 7

[CUL7 Segregation Today](#)

Lesson 8

[CUL8 Resegregation of Schools](#)

Lesson 9

IntegrateNYC, <https://integratenyc.org/campaign/#retire-segregation>

Resources for Teachers

Vocabulary

[CU Vocabulary List](#)

Anchor Charts

[CUL1 Notice, Wonder, Conclusion](#)

[CUL4 Integration Image](#)

[Primary Source Protocol](#)

Visit <https://courageousconversation.com/about/> for Courageous Compass

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