



Exploring Charlotte's Black History

by Sadé Wright, 2021 CTI Fellow
(Parker Academic Center)

This curriculum unit is recommended for:
2nd Grade/3rd Grade/4th Grade/5th Grade/Language Arts

Keywords: Charlotte, Black History, West End, Charles Parker, Judy Howard, Samuel Banks Pride, TJ Reddy, Mary Harper, Digital Mapping, Charlotte History, Charlotte Black History, West Zone, African American, African American History, UNCC

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

Synopsis: In this curriculum unit, third graders will be engaged in different activities where they learn about influential African Americans in the West Charlotte area of North Carolina. The scholars will be able to learn about the five influential African Americans through video and readings while completing interactive activities to highlight what they learned about each person. By the end of the unit, the scholars will create a digital story map with videos about one of the influential African Americans. The story map will include places and events, which represent the influential African American. The purpose of the unit is to help scholars learn about a few influential African Americans in Charlotte who contributed to local history while learning about their neighborhood's history.

I plan to teach this unit during the coming year in 2021-2022 to 15 third grade students in Language Arts.

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Exploring Charlotte's Black History

Have you ever wanted to teach your scholars about the local history of the area in which they live in but could not find the resources or the time to teach the concepts? Have you ever wondered about the African American history surrounding your school zone, but could not find the resources? If so, then this is the perfect unit for you. The unit incorporates learning about the local history in Charlotte, while teaching comprehension skills. In the unit, the scholars will learn about Charles H. Parker, Judy Howard Williams, Mary Harper, TJ Reddy, and Samuel Banks Pride.

Third Grade is a very critical year in reading comprehension through standardized testing. Therefore, the unit can be used in language arts as an additional resource to support reading because of the comprehension strategies without losing critical literacy instruction time. The unit provides an option to teach the curriculum as a whole or in certain parts. If you want to teach specific influential African Americans, then the unit can be used as a menu option. The unit can be broken up throughout the year and taught around the flex times built into the pacing guides. The scholars can work in small groups to complete activities.

Introduction

I have been teaching for fourteen years. I am originally from Norfolk, Virginia, and this is my eighth year in Charlotte Mecklenburg Schools. The Charlotte Mecklenburg School system is located in Charlotte, NC. The school district is a very diverse district with over 176 schools.

I currently teach 3rd Grade at Parker Academic Center located in the West Zone of the district. Parker Academic Center is a very special school. Parker Academic Center is a partially gifted school and Title I school, and is a neighborhood school with three additional programs. The programs, Talent and Development and Horizons, focus on scholars who are academically gifted. Therefore, we go between two very different extremes, and we have scholars living in poverty to scholars from affluent families. Along with the financial aspect, we have a range of academic abilities; some scholars are 2-3 grade levels behind and some are 2-3 grade levels ahead. In addition, parental support varies widely. Some parents are not involved in their scholar's education, while some parents are very active in their scholar's education.

Demographics

Parker Academic Center currently has 497 scholars enrolled ranging from a variety of academic abilities and performance levels. There are 47.9% African American scholars, 29% Asian scholars, 10.7% Caucasian scholars, 10.5% Hispanic, and 2% two or more races. Parker Academic Center was named the Certified National Magnet School of Excellence by Magnet Schools of America during the 2017-2018 school year. Parker Academic Center caters to a unique audience with four separate programs uniting the school. These programs are Language Immersion, Academy, Talent Development, and Horizons. In addition, to academic diversity the scholars have diverse backgrounds and ethnicities.

In the 2021-2022 school year, Parker Academic Center continues to be a partial Title I school. I teach scholars from the neighborhood with a class of eighty percent African American and twenty percent Hispanic. Therefore, a unit where scholars get to learn and celebrate their culture while learning about the history within their community is beneficial. It will allow scholars to have more pride in their culture, which is rarely celebrated or studied. Even with the lack of diversity in my class, I have a range of abilities. I have scholars who are on or above grade level, while I have scholars who are one or more grade levels behind. Therefore, when you come into my classroom, you will see a lot of differentiation, ability grouping, and cooperative groups. The scholars work better in smaller ability groups. I have very low readers, and a majority of my scholars cannot read grade level text fluently or comprehend grade level text. Eighty percent of my scholars aren't on grade level in reading comprehension, and almost eighty percent are two or more grade levels below in comprehension. Therefore, they need more practice in reading comprehension. The unit will focus more on learning about the different influential African Americans through different social studies and language arts standards.

Rationale

Parker Academic Center's name was changed officially in July 2021 from Barringer Academic Center. During the last school year, we learned the history of the name Barringer. The school was formerly named after a white supremacist, and during the renaming process, we learned about a few of the influential African Americans in our West Charlotte community. We have learned about amazing activist and leaders in the community. I have taught at my school for eight years and I did not know about the history. I wanted to create a unit for elementary scholars where they learn the history of the Charlotte area through photographs, articles and recorded oral history. While learning about the history, they create presentations celebrating the impact of the activist and leaders. In order to move forward, we have to acknowledge and learn from the past. My scholars are facing the reality of gentrification in their neighborhoods as they try to build up the area close to Uptown Charlotte.

Historically, the representation for black and brown scholars is limited in curriculums. By creating a curriculum made for them, the scholars will feel empowered and engaged. The

diversified unit will help with equity allowing scholars to have relatable lessons. The curriculum unit will teach scholars about some of the important African American figures in the community. The scholars will have an opportunity to learn about people who made a difference in the community where they live. Some of the housing developments and areas are named after the influential African Americans in Charlotte.

During the unit, the scholars will learn about five influential African Americans in the community. The unit will include interviews with living relatives, articles, books and videos. The scholars will complete a variety of activities to show their comprehension of the influential community figures. The activities include scholar interviews while role-playing, brain dumps with graffiti walls, FlipGrid video responses, passages with response questions, small group activities, and digital mapping.

Background

Antiracist Schools

Throughout the country, school districts are renaming schools that are named after people who were racist. In addition to renaming schools, there are some schools that are making antiracist changes within the school building. In New York City at S.T.A.R. Academy-PS 63, they are changing the practices and policies that are not racially equitable. One change was the implementation of a responsibility room that serves as a space for scholars to calm down outside of the classroom. As we think about racial equity, we can only thank the hard work of the activists who have tirelessly fought for change. (Zingg and Fregni)

In Charlotte Mecklenburg Schools, there has been an initiative to rename schools named after racist. In the past year, the superintendent Earnest Winston made a pledge to rename all schools tied to slavery or racism starting with Vance High School. Vance fought anti-discrimination laws as governor and owned slaves. Vance was renamed after a civil rights attorney, Julius Chambers. In 2020, Barringer Academic Center started the renaming process due to being named after a white supremacist. Barringer Academic Center was renamed Charles H. Parker Academic Center after a local community leader. (Helms, “CMS to Rename All Schools with Ties to Slavery or Racism”)

Charles H. Parker

Charles H. Parker was a slave who secretly learned to read. Later in life, Charles H. Parker funded the start of Plato Price School. In the 1880s, very few African Americans owned their farmland, but in 1898 Charles H. Parker and Rachel Parker bought farmland on Remount Road. They became an entrepreneur by owning a black farm in the community. In 1970, the children of Charles H. Parker built an affordable housing project called Parker Heights Apartments. The apartments were built on the land purchased in 1898 by Charles H.

Parker and Rachel Parker. (Helms, “CMS Will Rename Barringer Elementary in Ongoing Quest to Eliminate Racist Names”)

Judy Howard Williams

Judy Howard Williams worked to keep the community safe and nurturing for children. She cofounded, Mothers of Murdered Offsprings with Dee Sumpter, which happened after a serial killer in Charlotte murdered Dee Sumpter’s daughter and Judy Howard Williams’ goddaughter, Shawna Hawk. The organization helped families who lost loved ones to crime. For over 25 years, Judy Howard Williams showed up to crime scenes and supported families, visiting over 1,000 crime scenes. Through her work, she helped families and police communicate better. Judy Howard Williams passed away on October 10, 2020. (Rhew)

Samuel Banks Pride

Samuel Banks Pride was a slave who became a barber. The money he made from being a barber was used to go to college where he became a Math professor. In 1882, Samuel Banks Pride and his wife taught at Myers Street School, the first African American public school in Charlotte. Samuel Banks Pride went on in 1906 to become the principal of Myers Street School. He was a leader of the most important investment, real estate, and manufacturing establishments in Black Charlotte. (Smithwick)

Mary Harper

Mary Harper was a former English teacher in the Charlotte-Mecklenburg schools and professor at UNCC. In 1971, she was hired in the English Department as the first full-time black faculty member. At UNCC, she participated on the committee for the Black Studies program. While on the committee, she assisted with creating the curriculum for the program. She co-founded the Harvey B. Gantt Center for African-American Arts + Culture, in 1974, as an effort to preserve Charlotte’s African American history and landmarks. Mary Harper passed away on October 1, 2020. (Valade)

TJ Reddy

TJ Reddy was a civil rights activist in Charlotte in the 1960s. While attending UNCC, he helped to make changes with the creation of the Black Studies program and today’s Africana Studies Department. As an activist, TJ Reddy fought for integration and was arrested and sentenced to 20 years in prison. He served eight years before Governor Jim Hunt commuted the sentence in 1979. (West)

TJ Reddy used painting after being released from prison as a way to express his activism. The Harlem Renaissance and Romare Bearden inspired Reddy’s art, and even though some of Reddy’s art focused on difficult issues, there was always hope for the future in his art. TJ painted a mural of Brooklyn for the Charlotte Convention Center. TJ Reddy recently passed

away on March 31, 2019, and his art lives on while being displayed in the Charlotte area. (West)

Digital Mapping

W.E.B. DuBois, Thomas Calloway and Booker T. Washington used mapping as early as the 1890s and 1900s to visualize racism. Currently, there are a number of projects using GIS, geographical information systems, to bring awareness to segregation, prejudices and racism. In addition, digital mapping is helping to bridge the gap to some of the missing history for African Americans. (Bond)

Content Objectives

The unit will focus on five reading objectives and one social studies objective. The objectives deal with asking and answering questions, context clues, text features, comparisons, and diverse cultures.

RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Student Objective Statement: I can answer questions by referring to the text to find evidence.
- Throughout the unit, there are read-aloud and articles used to learn about the different influential African Americans. The teacher will ask a few questions and the scholars will have to find evidence in the reading to help respond to the question. Through answering the questions, the scholars will demonstrate an understanding of the text.

RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- Student Objective Statement: I will use context clues to determine the meaning of unknown words.
- Throughout the readings, the teacher will ask a few questions dealing with the meaning of words or phrases based on how they are used in the context of the reading. The hope is that the scholars have had instruction with context clues and can practice the skills. However, if they have had limited instruction, then the teacher can model context clues to find the meaning of the unfamiliar words.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

- Student Objective Statement: I can use text features to local important information on a topic.
- The scholars will read an analyze text on the different influential African Americans and use the text features to help locate and understand the text.

RI 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- Student Objective Statements: I can show what I have learned from the informational text and illustrations by answering questions about where, when, why and how. I can use the parts of a text that stand out to find information quickly. I can find the answers to specific questions within the readings.
- The scholars will read nonfiction text on the different influential African Americans and demonstrate understanding of the text through different comprehension activities and questions. The use of illustrations will help scholars comprehend the text. The scholars will show comprehension by writing and drawing about the information learned. In addition, there will be a variety of comprehension activities throughout the lesson.

RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

- Student Objective Statement: I can compare and contrast the most important ideas and details in two texts.
- The scholars will compare and contrast the influential African Americans throughout activities in the unit. The comparisons will allow the scholars to see that there are many similarities between the influential African Americans even though they lived in different times.

3.C.1 Understand how diverse cultures are visible in local and regional communities.

- Student Objective Statement: I can explain how cultures are diverse in my local community.
- By the use of activities, the scholars will learn about their community in the past even as the community is changing in the present. The scholars will learn about the history behind some of the important locations in their community.

Teaching Strategies

Read-Aloud

The scholars enjoy coming to the carpet and hearing the teacher read a text aloud to them. The strategy allows the scholars to move from their desk and sit with a different group of scholars. In addition, the scholars are able to turn and talk to a different partner. During turn and talk, the scholars are posed a question, given time to think about the question, and then discuss the answer with a partner. A read-aloud is a time where the teacher can model thinking about the reading while reading the text aloud to scholars. In addition, the read-aloud allows scholars who have difficulty reading to focus only on the comprehension of the text.

Turn and Talk

The scholars love to turn and talk to a partner. The strategy allows all scholars to be able to share their answer or idea with a partner. The teacher poses a question and the scholars will turn and talk to their partner. Unfortunately, we aren't able to call on all scholars for every question. However, the strategy allows students to be able to share their thoughts even if the thoughts are not told to the entire class.

Graphic Organizers

The scholars will use Venn diagrams to compare and contrast different concepts throughout the unit. Comparing and contrasting is a very important skill in reading, therefore, we will be comparing a few of the influential African Americans.

Questioning with Text Evidence

Throughout the unit, the teacher will read aloud text while scholars may reread some text in smaller groups. During and after the read aloud, the scholars are asked questions about the text. The scholars must give evidence from the text that supports their answer.

Scholar Interviews/Role Playing

Throughout the unit, there will be opportunities for the scholars to pretend to be one of the influential African Americans. The activity will allow scholars to show an understanding of the influential African American while make inferences based on what they already know about the person.

Brain Dumps with Graffiti Walls

After a scholar has learned about an influential African American in the lesson, then they may have an opportunity to write words down on a blank sheet of printer paper or construction paper that describes the person and their contributions. The words are written down and scattered around the paper. The words will resemble graffiti on a wall. Set the timer for 1-2 minutes and allow them to write until the time stops. The words show evidence of understanding. The activity can be done with a larger sheet of paper and scholars can be placed in groups. Each scholar writes with a different color marker or color pencil. After the activity, scholars can share with their group or with the class a few words from the graffiti wall. The activity can lead to a class discussion.

FlipGrid Video Responses

FlipGrid is an online website where scholars can record videos of themselves. Throughout the unit, scholars will respond to the text or activity using a video response. Once the scholars record their video response, other scholars in the class can view the video response. The video response allows scholars who have challenges with writing to contribute to the activity without the frustration of spelling and writing.

Lessons and Activities

Lesson 1-Introductory Activity

Purpose: The purpose of the lesson is to introduce the scholars to the reasons for the school renaming of Barringer Academic Center now Charles H. Parker Academic Center.

Materials:

- [The Story of Ruby Bridges](#) read aloud
- [YouTube Video: Parker Academic Center “Our New Story”](#)
- Paper or notebook (Exit Ticket Response Questions)
- Google Slides (Slide 1-8)
- [Unit Google Slides](#) (The link will force you to make a copy.)

1. Play the read aloud, The Story of Ruby Bridges to scholars.
2. After listening to the read aloud, discuss how Ruby Bridges was treated different. Why was she treated differently? How would you feel if you were Ruby Bridges?
3. Ask the scholars to think about the people in the book, who were mean to Ruby Bridges. They did not like Ruby Bridges because of the color of her skin. They did not like black people. If your school was named after one of those people who hated others because of the color of their skin, how would that make you feel?
4. Did you know that there are schools around the country named after people who were racist?
5. Explain the purpose of the unit to scholars. In this unit, you will learn about a school being renamed because of the racist school name. During the renaming process, the scholars and staff learned about some amazing people who made a difference in the community. Some may call them trailblazers, but we call them our local heroes.
6. Introduce the scholars of Charles H. Parker Academic Center by playing the [Parker Academic Center “Our New Story” video](#).

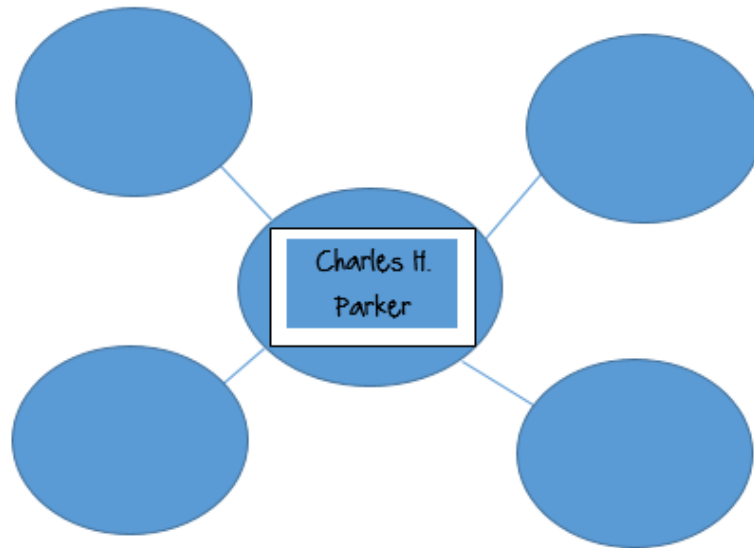
7. Scholars will complete the Exit Tickets questions.
 - Would you want your school named after someone who hated others because of the color of their skin?
 - How would you feel if your school was named after someone who hated others because of the color of their skin?
 - Why is it important to rename schools named after racist people?

Lesson 2-Charles H. Parker

Purpose: The purpose of the lesson is to teach the scholars about the history of Charles H. Parker.

Materials

- Book: [More Than Anything Else](#) by Marie Bradby
 - o More Than Anything Else from Third Grade ELL curriculum Module 1
 - [Renaming News Story](#)
 - [Renaming Project 2021](#) video
 - Google Slides (Slides 9-20)
1. What did we learn yesterday about why some schools are being renamed?
 2. Play the read aloud, More than Anything Else to scholars.
 3. After listening to the read aloud, answer the following questions.
 - What did Booker want?
 - What challenges did Booker face?
 - How did he overcome his challenges?
 4. Explain to scholars that Barringer Academic Center was renamed after Charles H. Parker who faced a similar challenge of learning to read.
 5. Play the [Renaming Project 2021](#) video
 - Be sure to stop the video at 1:11
 - Pause at 0:10 to discuss (Slave, Land Owner, Teacher, Carpenter)
 - Pause at 0:25 to discuss where he was born and how he lived/worked in the community where the school is located.
 - Pause at 0:38 to discuss his passion for education
 - Pause at 1:09 to discuss how Charles H. Parker and his wife were leaders in the community.
 6. On a sheet of paper, draw a circle in the middle of the paper and write the name, Charles H. Parker. As we learn about Charles H. Parker, you will add detail circles with facts about him.



7. Discuss slides 16-18 about Charles H. Parker.
 - slave who secretly learned to read
 - funded the start of Plato Price School
 - In 1898, Charles H. Parker and Rachel Parker bought farmland on Remount Road at a time when there were few black farmland owners.
 - He was entrepreneur by owning a black farm in the community.
 - In 1970, the children of Charles H. Parker built an affordable housing project called Parker Heights Apartments on the same land purchased in 1898.
8. \$2 Summary: Scholars will write a summary about Charles H. Parker. They will earn 10 cents per word in the summary. After they finish the summary, scholars will share with a partner. The teacher will call on a few scholars to share.
9. Watch the [news report](#) on the renaming of Barringer Academic Center to Charles H. Parker.

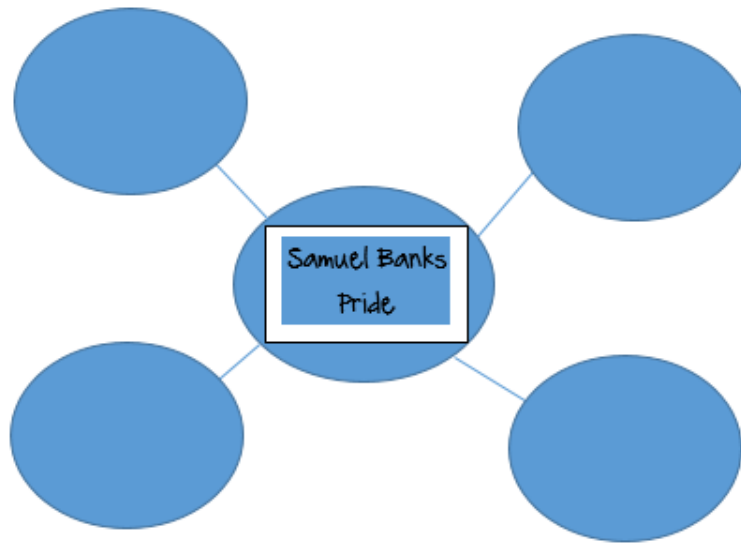
Lesson 3- Samuel Banks Pride

Purpose: The purpose of the lesson is to teach the scholars about the history of Samuel Banks Pride.

Materials

- Google Slides (Slides 21-34)
- Blank Paper for concept map
- Beach Ball (any ball scholars can toss without hurting each other)

1. What influential African American from Charlotte, NC did we learn about yesterday? Why is he important to the history of Charlotte, NC?
2. Today, we are going to learn about another influential African American from Charlotte, NC named Samuel Banks Pride.
3. On a sheet of paper, draw a circle in the middle of the paper and write the name, Samuel Banks Pride. As we learn about Samuel Banks Pride, you will add detail circles with facts about him.



4. Discuss the Google Slides 25-32 with the following information about Samuel Banks Pride.
 - "Today as we learn about Samuel Banks Pride, we will read parts of an article by Laurie Smithwick titled Black History of Charlotte Part 2: The Building of Brooklyn."
 - "For a stretch of time in the mid 1910s, anyone who took a late-night ramble past Johnson C. Smith University and onto Martin Street could see the darkened silhouette of Samuel Banks Pride as he sat on his porch, shotgun close to hand, watching for potential trouble." (Smithwick)
 - "Born into slavery in 1857, Pride had risen rapidly after the Civil War. He trained as a barber and used his earnings to finance a college education. He then became a mathematics professor, postmaster, active Republican, prominent Presbyterian, and board member of the Black-owned Coleman Cotton Mill." (Smithwick)
 - "After the violent white supremacy campaign of 1898 pushed Black North Carolinians out of politics and dashed hopes for equality, many of Charlotte's African Americans left for the North. Samuel and his wife Jessie stayed to rebuild. They both took teaching jobs at the Myers Street School, founded in 1882 as Charlotte's first public school for African Americans. In 1906 Samuel succeeded Isabella Wyche as principal. Charlotte opened its first public high school for whites in 1908, and Samuel began to lobby for a Black high school as well."(Smithwick)

- “In the fall of 1923 came a victory. Second Ward High School opened its doors at the corner of East 1st and South Alexander streets. The handsome brick structure with its imposing front stairway became the heart of the Brooklyn neighborhood.” (Smithwick)
 - Samuel Banks Pride was a slave who became a barber. The money he made from being a barber was used to go to college where he became a Math professor. In 1882, Samuel Banks Pride and his wife taught at Myers Street School, the first African American public school in Charlotte. Samuel Banks Pride went on in 1906 to become the principal of Myers Street School, and he was a leader of the most important investment, real estate, and manufacturing establishments in Black Charlotte.
5. Turn and Talk-How did Samuel Banks Pride make a difference in Charlotte, NC? How was Samuel Banks Pride important to the history in Charlotte? How was Samuel Banks Pride similar to Charles H. Parker.
 6. Ball Toss Wrap Up: Tell one thing you learned about Samuel Banks Pride and toss the ball to another classmate.

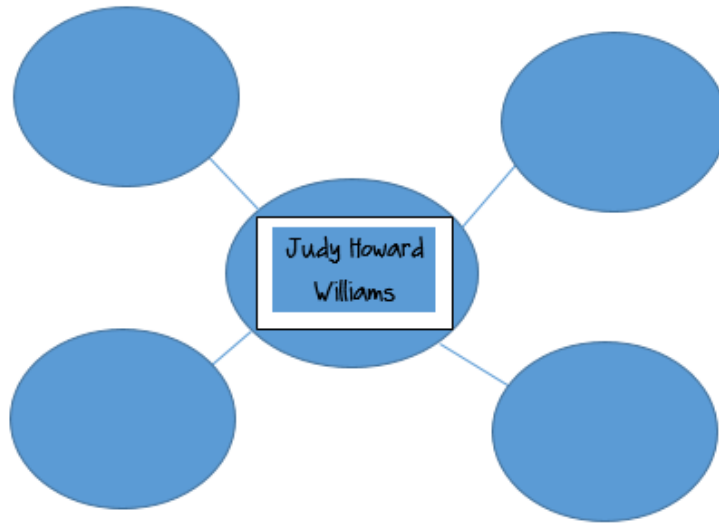
Lesson 4- Judy Howard Williams

Purpose: The purpose of the lesson is to teach the scholars about the history of Judy Howard Williams.

Materials

- Google Slide (Slides 35-49)
- Paper for Judy Howard Williams concept map
- Blank paper or construction paper
- David Howard Interview
- Lisa Crawford Interview
- Sandra Adams Interview

1. Who is Samuel Banks Pride? How did he contribute to the history in Charlotte, NC?
2. Today, we are going to learn about Judy Howard Williams. She worked hard in the Charlotte area to keep the community safe from violence.
3. Create your concept map to write down facts about Judy Howard Williams.



4. Discuss the Google Slides 39-47 with the following information about Judy Howard Williams including the interviews.
5. Pretend you are Judy Howard Williams. What would be your wish for Charlotte be based on what we learned about her?
6. Create a stop the violence poster to help support Judy Howard Williams' organization, MOM-O.

Lesson 5- Mary Harper and TJ Reddy

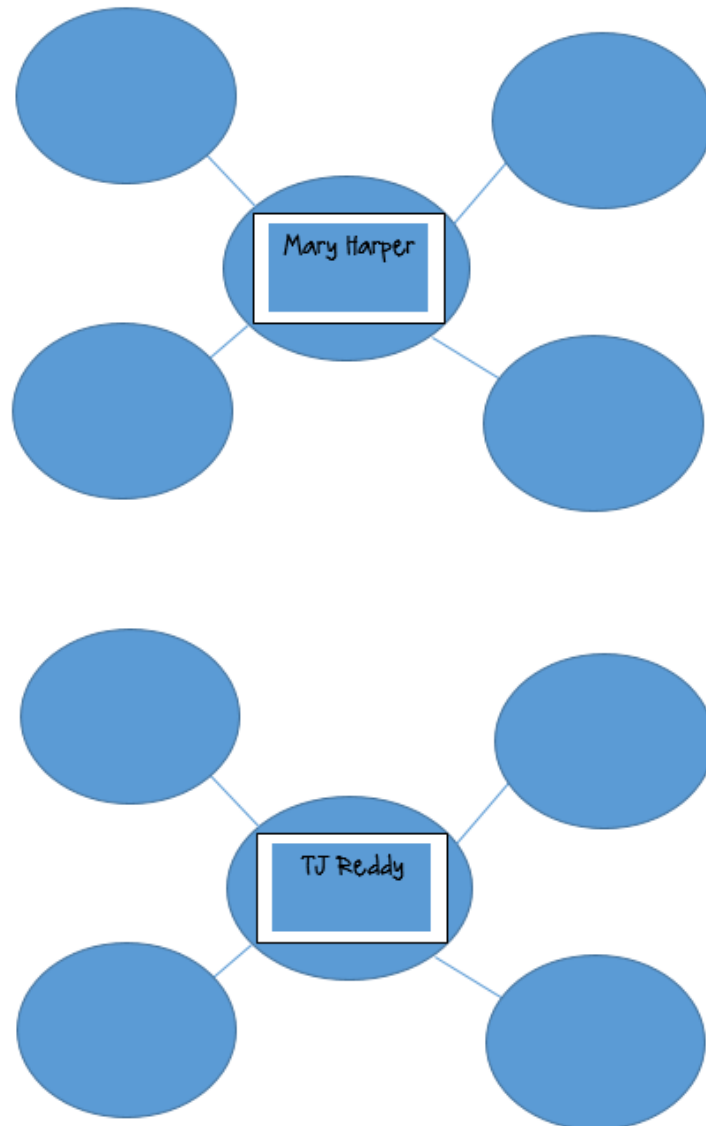
Purpose: The purpose of the lesson is to teach the scholars about the history of Mary Harper and TJ Reddy.

Materials

- Google Slides (Slides 50-75)
- Venn Diagrams (for each scholar)
- Paper for Mary Harper concept map
- Paper for TJ Reddy concept map
- Blank paper or construction paper

1. Let's review Charles H. Parker, Samuel Banks Pride and Judy Howard Williams. Why are they important to the history of Charlotte?
2. Have you heard of UNC Charlotte? Where is it located?

3. Today, we are going to learn about two people Mary Harper and TJ Reddy. One person taught at UNC Charlotte, while the other person attended UNC Charlotte,
4. Create your concept map to write down facts about Mary Harper and TJ Reddy.



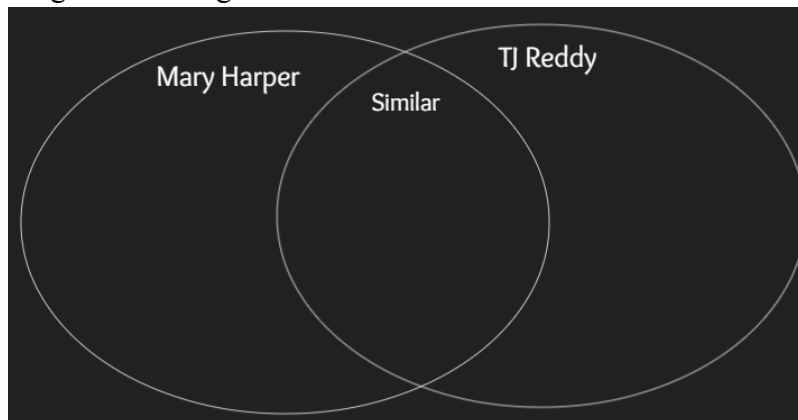
5. Discuss the Google Slides 56-73 with the following information about Mary Harper and TJ Reddy.
 - As we learn about Mary Harper, we are going to read parts of her obituary telling about her life and accomplishments. As we read, think about why Mary Harper is important to the history in Charlotte.
 - “Dr. Harper worked in various educational settings over the years, beginning her career teaching at Newbold High School in Lincolnton, NC (1955-1961). She then taught in

Charlotte Mecklenburg Schools (1961-1967); Barber-Scotia College (1967-1968); and Johnson C. Smith University (1968-1971).” (Batesville)

- “In 1971, Mary joined the University of North Carolina at Charlotte’s (UNC-Charlotte) faculty where she integrated the University’s English department, and also taught in the Afro-American and African Studies department. She retired as Associate Professor of English Emerita in 1991. Today, UNC-Charlotte recognizes her service to the university with the Harper-Thomas Legacy Endowment for Study Abroad, a perpetual merit-based award to support students’ international educational experiences with preference given to self-identified first-generation college students from underrepresented populations.” (Batesville) **Be sure to discuss the vocabulary word, integrated.**
- “Mary’s accomplishments were varied but perhaps the most visible legacy she leaves to the Charlotte community is the Charlotte-Mecklenburg Afro-American Cultural Center (now recognized as the Harvey B. Gantt Center for African-American Arts + Culture). She co-founded the Center in 1974, alongside Dr. Bertha Maxwell-Roddey, after realizing that many of the contributions of African-Americans, particularly in North Carolina, were unrecognized. Her vision was to create a place where African-Americans could learn about their own heritage but also celebrate the contributions of others whose work, art, history and culture had heretofore gone unsung. To celebrate Drs. Harper and Roddey’s legacy, the Gantt Center established the Harper-Roddey Society in their honor.” (Batesville)
- In 1971, she was hired in the English Department as the **first full-time black faculty member**, and at UNCC she **participated on the committee for the Black Studies program**. While on the committee, **she assisted with creating the curriculum for the program**, and **she co-founded the Harvey B. Gantt Center for African-American Arts + Culture in 1974** in an effort to **preserve Charlotte’s African American history and landmarks.**
- Why is Mary Harper important to the history in Charlotte?
- As we learn about TJ Reddy, we are going to read parts of an article by Mark West called T.J. Reddy’s story and artwork are more important than ever. As we read, think about why TJ Reddy’s story and artwork are important.
- “As a student at UNC Charlotte in the late 1960s, Reddy advocated for the creation of a Black Studies program, and today he is recognized as one of the leaders who helped make UNC Charlotte’s current Africana Studies Department a reality. In the early 1970s, he fought tirelessly for racial integration. As a result of his activism he was arrested on dubious charges and, in 1972, was sentenced to a 20-year prison term. The case drew national attention with Tom Wicker, a *New York Times* columnist, calling his imprisonment a “miscarriage of justice.” In 1979 Governor Jim Hunt commuted Reddy’s sentence.” (West)
- “After his release from prison, Reddy turned to painting as a way to express himself. He aligned himself with the social realism movement, but his version of realism included a touch of magic and an appreciation for the spiritual. He looked to the painters associated with the Harlem Renaissance for inspiration, and credited Romare Bearden as one the artists who influenced his work.” (West)
- “Reddy’s art often deals with difficult topics, but he offers hope for a better future. Many of his paintings celebrate teachers and the importance of providing children with positive

self-images. His commitment to the civil rights movement is reflected in his art, but his paintings cannot be reduced to political statements.” (West)

- “The Charlotte Convention Center is home to an expansive work by T.J. Reddy titled “Remembrances of Charlotte’s Second Ward (Brooklyn and Blue Heaven).” Painted in 1996, this large painting is the most prominent of Reddy’s various public art projects. It is located on the C Concourse just off the MLK Blvd. entrance to the Convention Center. In this work, Reddy set out to depict the “cultural values” of the residents of the African American community that once existed on the site where the Charlotte Convention Center is now located.” (West)
 - “Another example of Reddy’s public art can be found in the lobby of the Levine Museum of the New South. Titled “Pews on Parade,” this work features a series of images that are painted directly on the surface of a long, wooden church pew. These images have spiritual connotations, but the focus is on the congregants, the people who sit in the pews of Charlotte’s African American churches. As such, this work, like “Remembrances of Charlotte’s Second Ward,” speaks to the value of community.” (West)
 - “Many of Reddy’s paintings include images of children interacting with their parents or teachers. In fact, there are several such images in “Remembrances of Charlotte’s Second Ward.” In various interviews, he stressed the importance of teaching children. This theme is reflected in his painting titled “The Child as an Open Book,” which is on permanent display in the main stairway of UNC Charlotte’s Atkins Library. It depicts a mother and child reading a book together. The book is the focal point, but the loving nature of the relationship between the mother and her child sharing a book is at the heart of the painting.” (West)
 - Why do you think T.J. Reddy’s story and artwork are important?
6. As a class or in small groups discuss how Mary Harper and TJ Reddy are similar and different using a Venn Diagram.



7. Choose from one of the following activities.
- Be an artist like TJ Reddy and create artwork that represents TJ Reddy.
- Or
- Be a teacher like Mary Harper and create a list of three important details about Mary Harper’s contributions to Charlotte.

Lesson 6- End of Unit Project

Purpose: The purpose of the lesson is use information gained from the unit to create a digital story map as a class about the influential African Americans in West Charlotte.

Materials:

- [ArcGis StoryMaps](#)
- FlipGrid
- Computer or a device to record and upload videos
- Google Slides (Slides 76-81)
- [Renaming Project 2021](#) video

1. Play the [Renaming Project 2021](#) video as a review.
2. As a class, review all of the influential African American people from the unit. Make a chart where you all list the name and important facts about each person.
3. The teacher will split the class into five groups. The five groups will each represent an influential African Americans from the unit. The students will work together to record a video on FlipGrid on the influential person. The video should include the person's name and explain how they contributed to the Charlotte community.
4. As a class, the teacher we will make a story map on [ArcGis StoryMaps](#) using the videos from FlipGrid. As a class, come up with a title and summary for the story map. Download the videos and upload them into story. In addition, maps and images can be included.
5. What did you like about the [ArcGis StoryMaps](#) website?

Alternative Option #1-The scholars can make a video for each person as a group or individually. The teacher can assist the scholars in creating the story maps using their group videos or individual videos.

Alternative Option #2- Each group member can make a video about a person from the unit. The teacher will assist in creating a Story Map for each group.

Lesson 7- End of Unit Wrap Up Activity

Purpose: The purpose of the lesson is to review important information from the unit.

Materials

- Google Slides (Slides 83-86)
 - Each group receives 5 pieces of white paper with the names Charles H. Parker, Mary Harper, Judy Howard, TJ Reddy, Samuel Banks Pride, written in the middle of each paper. Each paper should have a different name on it.
 - Timer (approximately 5 minutes)
1. Place scholars in a group of 5 scholars. Explain to scholars that each member of the group will be given a different color marker to draw and record everything they learned about Charles H. Parker, Mary Harper, Judy Howard, TJ Reddy, and Samuel Banks Pride on their group papers. Explain that they should draw pictures and write words that represent what they have learned about each person. They are not allowed to talk with group members. They should draw and write until the timer goes off. After one minute, they will rotate the papers. Each scholar will get a new person. The one-minute timer will start again. The scholars will rotate the paper and record for another minute for five rotations. The five rotations represent the five influential African Americans.
 2. Once the timer goes off, the scholars will review what everyone in the group added to the papers.
 - What information was similar?
 - What information was different?
 - If you had extra minutes to record, what information would you add?
 3. After completion of the graffiti activity, the scholars will share their work of art with the class and describe what they have learned about the people.
 - If you had to tell someone about a few of the local heroes in the Charlotte area, what would you say?
 4. The teacher will create a collage with the graffiti to post in the classroom.

Appendix 1-Teaching Standards

The unit will focus on five reading objectives and one social studies objective. The objectives deal with asking and answering questions, context clues, text features, comparisons, and diverse cultures.

RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Throughout the unit, there are read-aloud and articles used to learn about the different influential African Americans. The teacher will ask a few questions and the scholars will have to find evidence in the reading to help respond to the question. Through answering the questions, the scholars will demonstrate an understanding of the text.

RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- Throughout the readings, the teacher will ask a few questions dealing with the meaning of words or phrases based on how they are used in the context of the reading. The hope is that the scholars have had instruction with context clues and can practice the skills. However, if they have had limited instruction, then the teacher can model context clues to find the meaning of the unfamiliar words.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

- The scholars will read and analyze text on the different influential African Americans and use the text features to help locate and understand the text.

RI 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- The scholars will read nonfiction text on the different influential African Americans and demonstrate understanding of the text through different comprehension activities and questions. The use of illustrations will help scholars comprehend the text. The scholars will show comprehension by writing and drawing about the information learned. In addition, there will be a variety of comprehension activities throughout the lesson.

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RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

- The scholars will compare and contrast the influential African Americans throughout activities in the unit. The comparisons will allow the scholars to see that there are many similarities between the influential African Americans even though they lived in different times.

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3.C.1 Understand how diverse cultures are visible in local and regional communities.

- By the use of activities, the scholars will learn about their community in the past even as the community is changing in the present. The scholars will learn about the history behind some of the important locations in their community.

Appendix 2 – List of Classroom Materials

Lesson 1

- [The Story of Ruby Bridges](#) read aloud
- [YouTube Video: Parker Academic Center “Our New Story”](#)
- Paper or notebook (Exit Ticket Response Questions)
- Google Slides (Slide 1-8)
- [Unit Google Slides](#) (The link will force you to make a copy.)

Lesson 2

- Book: [More Than Anything Else](#) by Marie Bradby
 - o More Than Anything Else from Third Grade ELL curriculum Module 1
- [Renaming News Story](#)
- [Renaming Project 2021](#) video
- Google Slides (Slides 9-20)
- Blank Paper for concept map

Lesson 3

- Google Slides (Slides 21-34)
- Blank Paper for concept map
- Beach Ball (any ball scholars can toss without hurting each other)

Lesson 4

- Google Slide (Slides 35-49)
- Paper for Judy Howard Williams concept map
- Blank paper or construction paper
- David Howard Interview
- Lisa Crawford Interview
- Sandra Adams Interview

Lesson 5

- Google Slides (Slides 50-75)
- Venn Diagrams (for each scholar)
- Paper for Mary Harper concept map
- Paper for TJ Reddy concept map
- Blank paper or construction paper

Lesson 6

- [ArcGis StoryMaps](#)
- FlipGrid
- Computer or a device to record and upload videos
- Google Slides (Slides 76-81)
- [Renaming Project 2021](#) video

Lesson 7

- Google Slides (Slides 83-86)
- Each group receives 5 pieces of white paper with the names Charles H. Parker, Mary Harper, Judy Howard, TJ Reddy, Samuel Banks Pride, written in the middle of each paper. Each paper should have a different name on it.
- Timer (approximately 5 minutes)

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