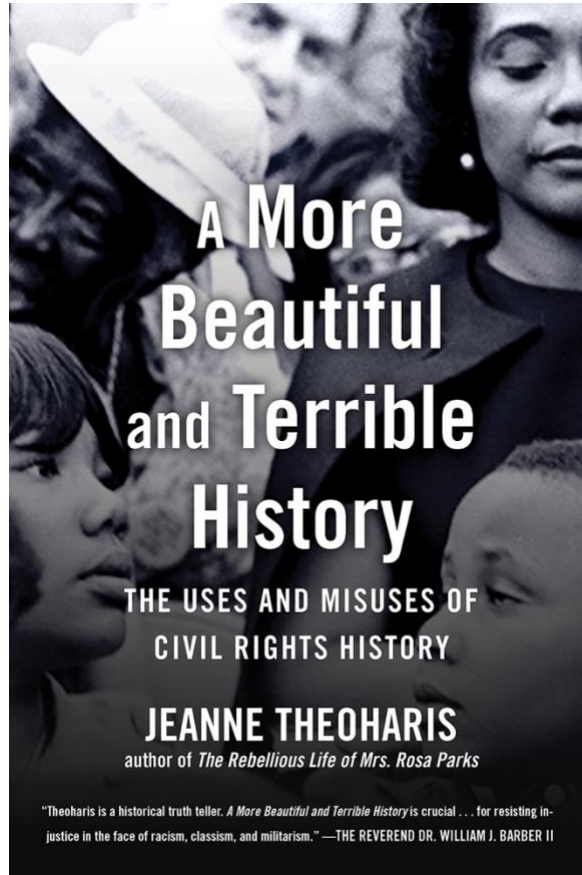


UofSC TPS Project Lesson Plan Template	
<b>School:</b> Gilbert High School	<b>Author(s):</b> Maggie Todd
<b>Course:</b> African American Studies, Human Geography	<b>Grade Level(s):</b> 5th grade
<b>Length of Class:</b> 90 min	<b>Number of Students:</b> Varies



Theoharis, J. (2018). *More Beautiful and Terrible History: Beyond the Fables of the Civil Rights Movement*. Beacon.

<b>Lesson Title:</b>	The Geography of the Civil Rights Movement: The North and Redlining
<b>Overview:</b>	Students will be expanding their understanding of the Modern Civil Rights Movement by looking at how the physical location impacted events and effects of the movement. They will look at the differences in the North, focusing on redlining.
<b>Learning Objective:</b>	Given analysis of Residential Security Maps, primary sources and a Chapter 1 of <i>More Beautiful and Terrible History</i> , students will be able to explain the impact geography and redlining had on racism in America through a “genius hour” creative response for five class periods.

<b>SC Social Studies College and Career-Ready Standards:</b>	<b>USHC.5.CC</b> Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights. <b>USHC.4.CX</b> Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles. <b>HG.3.4.HS</b> Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.
<b>Essential Question:</b>	How has geography impacted the Civil Rights Movement?
<b>Supporting Question(s):</b>	How did geography, through redlining, contribute to decades of racial segregation in America?
<b>Digital Primary and Secondary Sources:</b>	Primary sources: <ol style="list-style-type: none"> <li>1. <a href="#">H.Res.259 - Condemning the existence of racially restrictive covenants in housing documents and urging States to adopt legislation similar to that which was enacted in California to address the issue.</a></li> <li>2. <a href="#">Negro children standing in front of half mile concrete wall, Detroit, Michigan. This wall was built in August 1941, to separate the Negro section from a white housing development going up on the other side</a></li> <li>3. <a href="#">UNITED WELFARE ASSOCIATION POSTCARD STATING, "LOOK AT THESE HOMES NOW! SAVE YOUR HOME! VOTE FOR SEGREGATION!" 1915</a></li> <li>4. <a href="#">Redline Map for Providence, Rhode Island</a></li> <li>5. <a href="#">City of Syracuse</a></li> <li>6. <a href="#">Waterbury, Connecticut</a></li> <li>7. <a href="#">Mary Church Terrell Papers: Speeches and Writings, 1866-1953; Undated; [The Supreme Court Decision Upholding Residential Segregation in Washington, D.C.]</a></li> </ol> Other resources: Theoharis, J. (2018). <i>More Beautiful and Terrible History: Beyond the Fables of the Civil Rights Movement</i> . Beacon.
<b>Required Classroom Materials:</b>	Students will need access to the internet, personal devices, the primary source set, paper, pen/pencils, and chapter 1, “The Long Movement Outside the South: Fighting for School Desegregation in the ‘Liberal’ North” from <i>A More Beautiful and Terrible History</i> .
<b>Classroom Environment:</b>	Students will be working in a whole group and independently, so the classroom should be situated in a way that will promote that, such as a large circle or two semi-circles. The arrangement can change between days in order to best fit the students’ needs while working independently.

**Approximately what percentage of the time are students doing each of the following?**

**(Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.**

27%	Independent reading	15%	Partner work	27%	Engaging in whole group discussion
26%	Independent writing	%	Group work	5%	Direct Instruction by teacher

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed (Should = full class period)</b>	<b>Detailed Description of Teaching and Learning</b> (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
Day 1/2	<p>To start off, students and the teacher should create a giant list of everything they possibly know about the Modern Civil Rights Movement on the white board. The goal is to just get the information down and gauge what the students already know so far. The teacher should have students try and think of where these events/people occurred (a general area will work; the students don't need the exact location). For most classes, a patter will emerge that almost all of what they bring up will be about the MCRM in the South. The teacher should point out that we speak so much about what was happening down South, but now they are going to shift to talk about what happened up North. They should include how racism was not singularly left to the South, but inhabited the entire country, just focused in different ways.</p> <p>Students will read chapter 1 of <i>A More Beautiful and Terrible History</i>, "The Long Movement Outside the South: Fighting for School Desegregation in the 'Liberal' North." As they read, they should be annotating the text for important facts, connections they can make to anything, and what stands out to them.</p> <p>After having ample time to read it, the teacher should help lead students in a discussion about the chapter. This should be run like a college class discussion would run, where the students decipher and deeply analyze one text for as much information as possible. The goal is to get students talking about the topic at hand that they are most likely not used to. The teacher should start leading the discussion by having students speak about what stood out to them overall. The teacher should take time to point out and make sure students understand what is happening in New York City and Boston, pointing out the northern, urban landscape we are looking at.</p>
Day 2/3	Based off of the reading and activity from above, students should create a classroom definition of "redlining" that allows for them to understand what is

	<p>actually happening. (If needed, this <a href="#">website</a> goes into more detail about the rating and details of redlining). Once students are sure of what this word means, they will walk through Residential Security Maps across the country together using, <a href="#">Mapping Inequality: Redlining in New Deal America</a>. As a class, walk through the basics of the map, starting by looking at DOGSTAILS and what the map says overall. Then work with the students to dive into the details and what stands out among them all. Students should work through at least three maps together as a class before moving onto their own. The teacher should have the students stay within the North to help contextualize what is happening in this lesson.</p> <p>Students should then work with a partner to analyze either the <a href="#">Redline Map for Providence, Rhode Island</a>, <a href="#">City of Syracuse</a>, or <a href="#">Waterbury, Connecticut</a> map. Students should be looking at questions such as:</p> <ol style="list-style-type: none"> <li>1. Where are the redlined (D, “hazardous”) neighborhoods in relation to public spaces such as parks?</li> <li>2. Where are the redlined (D, “hazardous”) neighborhoods in relation to hospitals?</li> <li>3. Where are the redlined (D, “hazardous”) neighborhoods in relation to banks?</li> <li>4. Where are the redlined (D, “hazardous”) neighborhoods in relation to cemeteries?</li> <li>5. What do these spatial relationships reveal about redlined neighborhoods?</li> </ol> <p>After analyzing their map, students who have chosen the same place out of the three should get together and compare what they recognized. Each group will share with the class the biggest aspects they pulled out of their individual maps.</p>
Day 3/4	<p>After looking at the actual maps that caused the redlining, students are going to analyze the primary sources that relate to the situation. Students will participate in a <a href="#">chalk talk</a> in which they will visually respond to the sources. The teacher should print off the sources and paste them onto large chart paper (this can also be done virtually on Jamboard). In this version of the chalk talk, students will be reading and analyzing primary sources, so it will take longer. Students will be writing what they notice, how this relates to redlining, and/or different aspects of HIPP (historical context, intended audience, point of view, purpose).</p>
Day 4/5	<p>Students should do a “genius hour” project in which they respond to the question: How did geography, through redlining, contribute to decades of racial segregation in America? Students will be able to use any way in which they deem appropriate to communicate their conclusions to the question based on their understanding from the chapter and maps/primary sources. Encourage students to be creative and do innovative responses like podcasts.</p>

<b>Homework for Tomorrow</b>	
None	

### **Assessments**

The formal assessments for this lesson will be the analysis questions of maps in partnerships and the chalk talk. This will provide the teacher with time and ways in which to make sure students are drawing the connections between geography and redlining. The summative assessment will be the “genius hour” response by the students. This will really allow the students to show how well they understand the information and the impact geography had on the Modern Civil Rights Movement.

### **Learning Extensions**

This lesson would work really well within a unit on geography and race. This would fit well after talking about racism across the world in different countries, such as South Africa with Apartheid and Australia with Aboriginal Peoples. Students could look at how the application of racism changes based on location, drawing out how environment impacts people in all ways. This would also work well with a lesson on restrictive covenants and their impact on the Modern Civil Rights Movement, creating a unit that focuses on geography’s impact on the MCRM in America.

### **Adaptations**

To adapt this lesson, the teacher could choose to focus on either New York City or Boston within the chapter of the book. If students need help drawing better connections, New York would be the better option to help draw conclusions with the primary sources and rest of the lesson. For the students who need the challenge, it would be better to give them the whole chapter to dive into.