Table 1

**SNAPSHOT OF LESSONS AND CONTENT**

| **LESSON** |  **CONTENT** |
| --- | --- |
| **History & Culture** | **Geographical Skills & Architecture & Design** | **Research & Analysis Skills** | **Civic Engagement & Leadership** |
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| **Lesson 1**Intro to BVS & BCA  | Overview of *Bloomingdale History Timeline* | Major themes of geographyObservation of neighborhood physical environment & human use of public spaceneighborhoood change Drawing a neighborhood map | Examples of BCA’s involvement in research & analysis (e.g., oral histories, *Bloomingdale History Timeline,* neighborhood survey re historic preservation designation) | Example’s of BCA’s involvement in civic engagement & advocacy |
| **Lesson 2**Introduction to human-environment interactions | Viewing & analysis *of BVS Oral History Video* | Analysis (similarities & differences) of students’ mapsPrinciples of human-environment interactions | Development & conduct of oral history interviews focused on geographical mobility, behavior in public space, neighborhood change (physical & cultural) & gentrification |  |
| **Lesson 3**3 branches of DC government; civic engagement, advocacy & community organizing; basic community research tools  | Conduct of an oral history interview on human mobility, use of public space, neighborhood change & gentrification. | Use & significance of neighborhood public space & buildings as reported by interviewees | Basic descriptive statistics Basic tools for visual representation of statistical data and human/ environment interactionsBasic research approaches (e.g., discovery of historical fact & assessment of contemporary issues Informed ConsentProcedures for developing & conducting oral history interviews | Principles of civic engagement, advocacy, & community organizing and their similarities/differencesStructure & major functions of DC government |
| **Lesson 4**Understanding the dynamics of neighborhood change; cause-effect analysis of change in Bloomingdale  | Impact of law on Bloomingdale history |  | How to do a Cause-effect analysis (Historical & Problem-solving/Improvement)Assessment of oral history data Media literacy & local media analysis |  |
| **Lesson 5**Developing a grant proposal  |  |  | Grant proposal: Content, structure, & vocabularySmall group development & presentation of a brief grant proposal |  |
| **Lesson 6**Court cases & historical connections | Review, research & describe implications of SCOTUS decisions related to equal (& unequal) ‘protection under the law”Review, research, & describe implications of DC Court cases re: racial covenants in Bloomingdale |  |  | Case study & implications of student civic engagement & advocacy re: Davis vs. Prince Edward County (a SCOTUS case & part of Brown vs. Board.) |
| **Lesson 7**Mapping SegregationProject | Impact of covenants, red-lining, loan/realtor practices & courts on housing segregation & availability | Human/Social Geography: Covenants & redlining and their impact on the social geography of neighborhoods | GIS Mapping  | Development of briefing points (Middle School) or policy essays (High School) on the reasons fir segregated neighborhoods.in DC |
| L**esson** 8Racism, gentrification & the media – historical connections | Characteristics of racismKnowledge of 13 significant events affecting African- Americans, the events’ historical interconnections & specific aspects of racism reflected in each eventChanging neighborhoods & gentrificationInterconnections among major events in African-American history |  | Analysis of similarities & differences in local print & electronic news coverage of DC’s segregated, changing, & gentrifying neighborhoods  | Students identify the top 3 (Middle School) or 5 (High School) issues faced by youth in their neighborhood & related ‘needed action’ appropriate for advocacy by City and community leaders |
| **Lesson 9**Planning of student small group public ‘Showcase’ presentations | (Content is dependent on topic/issue selected by small student) | (Content is dependent on topic/issue selected) | Collaborative group project planning & problem-solving, research, and implementation.Identification & use of scholarly and public papers/reports/documents  (Other content is dependent on topic/issue selected) | Group collaborative planning, problem-solving, research, implementation, & leadership skillsRotating student leadership related to project collaboration & coordination  |
| **Lesson 10**Presentation planning update & student project evaluation  | Identification of project artifacts of *Taking Village History to Our Youth**(*Other content is dependent on topic/issue selected by in students)  | (Content is dependent on topic/issue selected by small student groups) | Provide requested responses to Student Project Evaluation materials(Other content is dependent on topic/issue selected by small student groups) | (Content is dependent on topic/issue selected by mall student groups) |