



PROMOTIONAL PORTFOLIO

CURRICULUM MATERIALS EXCERPTS

'Taking Village History to Our Youth'

A LEGACY COMMUNITY EDUCATION PROJECT

**Exploring Neighborhood History as a Tool for
Developing Knowledge & Skills for Youth Leadership
On Issues of Neighborhood Change & Related Impacts on Youth**

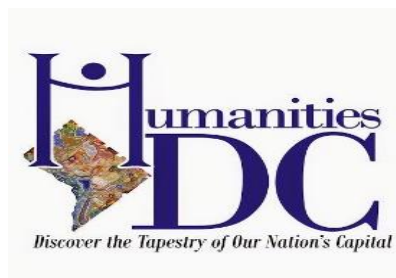


**Bloomingtondale
Village Square
Initiative**

**Funded by a Vision Partnership Grant from Humanities DC
Conceived and Administered by the Bloomingtondale Civic Association's
Bloomingtondale Village Square Initiative
Bertha Holliday & Zach Sherif, Co-Chairs
Portfolio compiled by Bertha Holliday, PhD, Project Director
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This *Promotional Portfolio* is one of the products of *The Taking Village History to Our Youth Project*, which is conceived and operated by the Bloomingdale Village Square Initiative of the Bloomingdale Civic Association. The Project received major funding from the Humanities Vision Partnership Grants, which is sponsored by the DC Commission on the Arts and the Humanities (an affiliate of the National Endowment for the Arts and Humanities [NEA]) and administered by Humanities DC (an affiliate of the National Endowment for the Humanities [NEH]). The contents of the *Promotional Portfolio* do not necessarily represent the views of the DC Commission on the Arts and Humanities or Humanities DC.

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THE 'TAKING VILLAGE HISTORY TO OUR YOUTH'**

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OVERVIEW

During the past year, the Bloomingdale Village Square Initiative (BVS) of the Bloomingdale Civic Association (BCA) has devoted much of its effort to developing curriculum materials for its '*Taking Village History to Our Youth*' project. This project is targeted to youth in grades 7 – 12 who live in or near the Bloomingdale neighborhood, or who attend schools located in or near Bloomingdale. The project and its curriculum development efforts were funded by a Vision Partnership Grant, funded by the DC Commission on the Arts and Humanities (an affiliate of the National Endowment of the Arts) and administered by Humanities DC (an affiliate of the National Endowment for the Humanities). Additional funding was provided by Advisory Neighborhood Commission (ANC) 5E.

BVS booklets and pamphlets initially developed in 2015 were revised and updated to serve as core curriculum materials. These include:

- a. the 56-page *Social and Architectural History of the Bloomingdale Neighborhood in Washington, DC: 1800 – 2019 (2nd Edition)*;
- b. an 8-page booklet that presents *An Overview of the Bloomingdale Village Square Initiative*;
- c. a pamphlet on *Architecture & Design Issues*; and
- d. an *Architecture & Design Recommendations Report*.

In addition, the following curriculum materials were developed:

- a. a 67-page *Teacher Curriculum Guide*
- b. a 62-page *Student Curriculum Guide*
- c. a package of *Teacher/Student Resources* (including articles, videos, worksheets, tip sheets, learning exercises, supplementary readings, bibliography, etc.)
- d. a package of student Preparatory Materials for Project Community Exploratory Expeditions, and
- e. this *Promotional Portfolio*.

All of these materials were initially developed for a traditional classroom – that is, as printed material with website URL's and links. But with the emergence of Covid-19, we recognized the need to ensure all materials were accessible for virtual learning efforts. With the award by Humanities DC of a 3-month extension of time, we have initiated uploading of all of the project's curriculum materials and resources to an integrated ZOOM, Google + Education (including Google Classroom), and Google+NonProfit platform. This platform will maximize flexibility in the format of the learning environment while enabling both whole classroom, small group, and individual teaching-learning interactions with teachers and other configurations of people, as well as classroom administrative functions. The platform also will facilitate use of virtual learning in a variety of youth-serving settings including schools, school- and community-based after-school and Saturday programs, churches, youth-serving organizations, and families.

Videos are being developed that will provide training to teachers and students on navigating the platform. In addition, the project's Curriculum Specialist will provide 2 to 3 hours of training (through use of ZOOM) to participating teachers on the use and presentation of the curriculum. It is anticipated that uploaded platforms will be tested and ready for use by November 2020. Efforts are also being made to determine if proposed Community Exploratory Expedition sites are willing and capable of providing virtual interactive (ZOOM) presentations related to their organization's goals and

activities, and/or video tours of their facilities and key resources. We hope to initiate implementation of pilot-testing project sites in January 2021.

It should be noted, the *Student Curriculum Guide* is identical in content to the *Teacher Curriculum Guide* **except** the *Student Guide* does NOT include teacher instructional guidance and technical information. Consequently, the *Promotional Portfolio* consists of selected excerpts from the *Teacher Guide* including a sample of three (3) classroom lesson plans in their entirety

This *Promotional Portfolio* is a tool for promoting the *Taking Village History to Our Youth Project* to, and soliciting the involvement and partnership of:

- media, schools, youth-serving community institutions/organizations, and other potential users and project sites;
- potential funders; and
- potential parent/teacher/volunteer/youth participants.

The Portfolio is designed to provide its readers a quick sense of the curriculum's student-centeredness and emphasis on experiential and collaborative learning, as well as its content and activities. We believe the curriculum is somewhat demanding, quick paced, but fun – and that it will provide its students new knowledge and facts, research and leadership skills, and confidence and willingness to offer a seldom heard, well-informed youth voice on matters related to the impact on youth of neighborhood change and gentrification.

EXCERPTS FROM THE TEACHER CURRICULUM GUIDE

Curriculum Knowledge & Skill Standards

The following project standards were developed consistent with selected social studies standards of the DC Public Schools. These standards can be found on the [District of Columbia State Board of Education website with citations and links provided in footnotes in the *Teacher Guide*](#). Each selected standard was slightly edited to ensure that students focused not only on content, but also on skills related to historical research, evidence, media literacy and establishing a point of view through use of critical thinking.

The following are formal statements of the Project's curriculum standards that were used to guide the development of the Project's Curriculum and this Teacher's Guide

Knowledge

Historical Chronology and Interpretation

Middle School 6th - 8th Grade

- Students construct and review various timelines of key events, people, and periods of the historical era they are studying.
- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the short-term causes or sparks from long-term causes.
- Students frame questions that can be answered by historical study and research.
- Students interpret basic indicators of economic performance, and they conduct cost-benefit and historical analyses of social, economic and political issues.
- Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.
- Students assess the credibility and reliability of internet sources.
- Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, and author's perspectives).

High School 9th - 12th Grade

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Students frame questions that can be answered by historical study and research.
- Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Skills

Analytic

Both Middle & High School Students

- Students identify bias and prejudice in historical interpretations through critical analysis of the events featured on the *Timeline* and current events in the neighborhood, Washington, DC, and the nation.
- Students evaluate major public debates concerning alternative interpretations of the past, including analyses of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Geographical

Middle School 6th - 8th Grade

- Students assess how people's changing perceptions of geographic features have led to changes in human societies. Students study past and current events to describe how people's experiences of diverse cultures and population migration affect their ' perceptions of, and behavior in neighborhoods.
- Students identify and explain the process of conflict and cooperation (political, economic, and religious, etc.) among people in the contemporary world at local, national, regional, and international scales.
- Students use geographic knowledge and skills to analyze historical and contemporary issues

High School 9th - 12th Grade

- Students understand the influence of physical and human geographic factors on the evolution of significant historic events, movements and cultures. Students apply their understanding of population migration to local, regional, and national policies and problems.
- Students explain how different points of view influence policies relating to the use and management of natural resources.

Both Middle & High School Students 6th – 12 Grade

- Students use geographic knowledge and research skills to analyze historical and contemporary issues.

Curriculum Content Focus Areas

- History & Culture
- Architecture & Design
- Research Knowledge & Skills
- Civic Engagement & Leadership

By focusing on the above areas, the project's teachers, volunteer experts, and facilitators will be able to discuss the social-cultural history of Bloomingdale and assist students in cultivating the knowledge and research skills required to participate in civic engagement and leadership. However, in addition to these emphases, project leaders

and advisors believe it is important for students to understand some of the components of urban communities and methods for their assessment. Doing so, will further students' understanding of the various ways that the physical environment (for example, architecture, design, segregated neighborhoods) impacts individual and collective neighborhood behavior, social identity, neighborhood affiliation and cohesion, as well as an individual's sense of both community identity and 'place'.

On the following pages, you will find two tables. Table 1 provides a 'snapshot of the content/issues of each of the 10 classroom lessons, while Table 2 provides a 'snapshot' of the content/issues of each of the 10 Community Exploratory Expeditions (CEEs), where history, governmental activities, policy institutes, neighborhood civic engagement, human-environment interaction in public space, etc. are brought to life in their contexts.

SNAPSHOT TABLE 1 GOES HERE

TABLE 1 CONTINUES HERE

TABLE 1 CONTINUES HERE

SNAPSHOT TABLE 2 GOES HERE

TABLE 2 CONTINUES HERE

TABLE 2 CONTINUES HERE

Learning Objectives & Content

Classroom Lessons Objectives

Lesson 1 (Introduction to BCA & BVS): Students **Will Be Able To** (SWBAT) **explain** the reasons for the establishment of the Bloomingtondale Civic Association, its Bloomingtondale Village Square (BVS) Initiative, the organization of its *Timeline History*, and the major objectives and activities of its *Taking Village History to Our Youth Project* -- after reviewing the *Timeline*, the organization's website, and group discussion.

Lesson 2 (Introduction to Human-Environment Interaction and Oral History): SWBAT demonstrate their understanding of the goals of civic engagement, advocacy, community organizing, and research in community settings including various basic considerations, principles, and procedures that guide the development and conduct of an oral history interview

Lesson 3 (Introduction to Civic Engagement & Advocacy;; the Structures & Functions of DC Government; and Basic Community Research Tools): SWBAT demonstrate their understanding of: DC government's 3 branches and at least 2 functions of each branch; goals of civic engagement, advocacy, and basic research tools appropriate for use in community settings including various basic considerations, principles, and procedures that guide the development and conduct of an oral history interview.

Lesson 4 (Understanding the dynamics of neighborhood change): SWBAT demonstrate their ability to use the 'Fishbone' (for problem solving & improvement) and the 'history' method of cause-effect analysis to analyze examples in the *History Timeline* of significant change in the Bloomingtondale neighborhood. Also, SWBAT discuss and assess the process and findings of student-conducted oral history interviews -- especially as related to the impact of behavior and events and environments (i.e., geographical mobility, neighborhood behavior, neighborhood change, and gentrification) on residents.

Lesson 5 (Developing a Grant Proposal): SWBAT demonstrate their understanding of the basic structure, content, and vocabulary of a grant application by developing a mock grant proposal presentation.

Lesson 6 (Court Cases & Their Historical Connections): SWBAT describe what a 'landmark' court decision is and provide at least two examples of such decisions; examine and describe the cause and short- and long-term effects of at least one Court decision; describe the issues and outcomes of a least one racial covenant case in Bloomingtondale; and demonstrate understanding of the issues involved in at least two legal actions that directly affected public policies on neighborhoods throughout the nation (e.g., Supreme Court decisions related to racial covenants and school desegregation).

Lesson 7 (Mapping Segregation Project): SWBAT demonstrate understanding of the past impact of deeds, mortgages, ownership, covenants, property rights, and other factors

that continue to affect people of color and their ability to secure ownership of land and housing.

Lesson 8 (Racism, Gentrification, and the Media - Historical Connections):

SWBAT demonstrate their ability to describe both: a) the historical connections among the nation's past issues related to race and its current issues of gentrification and changing and segregated (white, black brown) neighborhoods, and b) how these historical connections involve major characteristics of racism. In addition, SWBAT identify and describe current issues related to gentrifying, changing and segregated neighborhoods in the Washington, DC area, and identify, describe, and assess the varying themes and characteristics of local print and electronic media coverage of these issues.

Lesson 9 (Planning of Presentations): SWBAT to exhibit small group collaboration skills, resolve differences of perspective and opinion, engage in rotating group leadership roles, while planning the focus, format, and major issues to be addressed in a small group (3 – 5 students) public presentation of 15 – 20 minutes in length at the BVS Project Showcase event.

Lesson 10 (Presentation Planning Update & Student Project Evaluation): SWBAT demonstrate their ability to engage in critical analysis of both their proposed Showcase Presentations and the *Taking Village History to Our Youth Project*.

Community Exploratory Expeditions (CEEs) Objectives

Expedition 1:

The African American Heritage Trail OR the LeDroit Park/Bloomingdale Heritage Trail. These trails contain information on both the LeDroit Park and Bloomingdale neighborhoods and other neighborhoods throughout Washington, DC.

NOTE: It is up to the facilitator/volunteer to determine which trail is beneficial to the students involved in the program. Students will be required to walk one trail and, while on the trail, to record on a worksheet the information they learned.

Expedition 2:

Urban Institute or National Community Reinvestment Coalition (NCRC) -

Students will visit a think tank to be introduced to the concept of Think Tanks and their importance in creating groundbreaking research that can lead to some amazing initiatives.

Expedition 3

US Census Bureau – Students will explore the importance, retrieval, analysis, and use of Census data, and possibly examine the changes between 1990 and the present of data that are indicative of gentrification and increasing racial inequality in Bloomingdale (Census tracts 33.01 and 33.02).

Expedition 4

Carnegie Library/M.L. King DC Public Library – Students will explore these libraries' DC Neighborhood History collections and learn about and examine how researchers access and use information related to neighborhood history.

Expedition 5

Guest Panel - It is important for students to obtain additional information from both community members and 'experts'. This panel will feature community and civil rights/political activists and scholars, who will address issues and respond to questions related to change and gentrification in Bloomingdale and abutting neighborhoods, and their impact on neighborhoods – especially on youth. Efforts will be made to make this event open to parents and the general public.

Expedition 6

Bloomingdale Neighborhood & Howard University - Students will take a walking guided tour of the Bloomingdale Neighborhood, including observing the impacts of its geography and built environment, and viewing many of the sites noted in the *Bloomingdale Timeline* and learning more about these sites' stories and architectural design. The tour will proceed to the LeDroit Park neighborhood where students will learn about its history and architecture. The tour will then continue to Howard University, where students will briefly tour the campus and speak with faculty and students at the Moorland-Spingarn Research Center to learn more about Howard's impact on many events featured in the *Bloomingdale Timeline History*. If possible, a Howard University law professor also will be asked to join the students to discuss civil rights law, federal courts, and Howard U. Law School's impact on racial covenants in Bloomingdale and other neighborhood-related efforts.

Expedition 7

The National Museum of African American History and Culture - This multi-level museum often takes more than a day to tour. Therefore, teachers/facilitators and participants should aim to focus on ONLY one level of the museum. Students should add this and other expedition sites to their neighborhood map along with brief comments of their experience at the sites.

Expedition 8

DC Office of Planning - Students will visit this office, which is responsible for providing guidance to all DC urban planning efforts, and learn about the purpose and major tools of urban planning, as well as the unique urban planning challenges in Bloomingdale.

Expedition 9

Attend BCA / ANC Meeting: Students will be required to attend a Bloomingdale Civic Association (BCA) and/or Advisory Neighborhood Commission (ANC) meeting to witness how these organizations function and the types of issues they each address. Students will be encouraged to participate in the meetings' discussions. Generally, BCA meets on the 3rd Monday of each month and ANC 5E meets on the 3rd Tuesday of each month.

Expedition 10

This day will be reserved for the teacher/facilitator to: a) select a community activity that best fits student progress in the program, or b) invite volunteer experts to advise students on their class Presentation project, and c) facilitate students sharing-out of their reflections on their participation in the program. The compilation of these reflections, along with formal program evaluation data, will be used to enhance future program implementation.

SAMPLE CLASSROOM LESSON PLANS

Lesson 2

Lesson Objective(s): (Introduction to Human-Environment Interaction and Oral History):

SWBAT describe examples of how people interact with physical environments based on students' observations during two neighborhood walks and the drawing of a neighborhood map; and describe the type of knowledge that can be gained through use of oral history—after reviewing and analyzing the *BCA Oral History* video.

Lesson Materials

- Student maps of their neighborhood (Upon arrival, students will post their maps on the wall, and take it home after the class ends.)
- Student notes and information on 'Preview Lesson' neighborhood walk
- *Bloomington History Timeline*
- *BCA/BVS Oral Histories Video* Available at:
<https://www.bloomingtoncivicassociation.org/villagecenter>
- Paper / Journal for Writing
- Internet Access / Projector (Website)

Opening: Viewing of Neighborhood Maps & Review of Neighborhood Walks (15 minutes)

Do Now:

- Small Group Work (10 minutes)
Students and teacher/facilitator will view all maps for no more than 5 minutes.
 1. Then students living in the same neighborhood, will form groups of no more than 5 students (neighborhood group).
 2. Groups will discuss how their maps are similar and different (especially in terms of how students perceive and experience their neighborhood), and what they most like about some of the maps (5 minutes).
- Share-Out—Questions to students posed by Teacher: (5 minutes)
 - What new things were seen or learned on their neighborhood walks?
 - 1. How are students' maps similar and different? (For example: Differences in how the students perceive and experience their neighborhood).
 - 2. What did you most like about some of the maps?

NOTE: Students should KEEP their map, take it home, and add to it throughout the Project

Teacher/Facilitator - Introduction to new material (2 Minutes)

- Oral History Introduction (Connect with students' observations during their assigned homework neighborhood walks)

Video: Bloomington Oral Histories (35 Minutes)

Note: While watching the video, students should TAKE NOTES on what they view as important statements. Pay close attention to such issues as:

- Relationships with neighbors
- Professions / Careers / Education
- Family Life
- Finances
- Events interviewees view as significant
- Things lost and gained in a changing neighborhood

Group Share Out (10 minutes)

Key Question: What issues/concerns seemed to be important to the people featured in the video?

1. How did the layout of the city and local businesses influence the participants' identity and understanding of neighborhoods?
2. What is a 'family house' and what is its meaning and significance?
3. What familial and/or neighbor relationships mentioned in the video helped to shape interviewees' experience in and/or 'sense' of community?
4. What things have been lost and gained as the neighborhood changes?
5. Do the attitudes/perspectives of neighborhood 'newcomers' and 'long-termers' differ? If so –how? How are they different from your own?
6. What are the messages 'long-termers' offer to 'newcomers'?
7. What cultural, historical or political icons do the residents mention?

Homework Assignment:

- Take time and THINK: If given money to create an oral history video of your neighborhood, what issues would you focus on, who would you interview, what places would you include – and why?

FOR MIDDLE SCHOOL STUDENTS

Answer these questions in an essay of no more than **200 words**. Bring essay to next class.

FOR HIGH SCHOOL STUDENTS

Answer these questions in an essay of no more than **300 words**. Bring essay to next class.

- Review all Teacher/Student Resources for Lesson 3 related to: a) structure of DC government, b) tools for visually representing human systems and human/environment interactions (e.g., Venn Diagrams), basic research methods and statistics, and informed consent).
- Read the Teacher/Student Resource for Lesson 3 related to: *Developing an oral history interview* and *Tips for conducting the BVS Oral History Interview*.
- Write down any questions you have about the information in the above Resources and bring your list of questions to your next class.
- Quickly review your notes on the two *Geography* videos assigned as homework for Lesson 1. These will help you with class activities in your next class meeting.

LESSON 4

Lesson Objective -- Understanding the dynamics of neighborhood change:

SWBAT demonstrate their ability use both the 'Historical' and the 'Fishbone and 5 whys' methods of cause-effect analysis to analyze examples in the *History Timeline* of significant change in the Bloomingdale neighborhood. SWBAT describe, discuss, and assess the process and findings of student-conducted oral history interviews -- especially as related to the impact of behavior and events (i.e., geographical mobility, neighborhood behavior, neighborhood change and gentrification) on residents.

Lesson Materials

- Bloomingdale Village Square *History Timeline*
- Student notes on their oral history interview
- Resources: *Analysis of Cause-Effect with 5 Whys* and Historical Cause-Effect analysis & writing.
- Lesson 4 *Worksheet: Cause-Effect Worksheet*
- Lesson 4 *Worksheet: Local Media Analysis*
- Resource: *Selective Topical Index to Bloomingdale History Timeline*
- Tear- Sheets for Cause-Effect Analyses
- Paper /Journal/ Notebook for taking notes & writing
- Internet Access/ Projector (Website)

Opening & Review of Students' Oral History Interviews (5 minutes)

- Teacher/Facilitator - Questions:
 - How many students have completed their oral history interview?
 - What did you learn from interviewing a family member, local business owner, or peer?

Also, remind students of deadline (10 days from last class meeting) for submitting all oral history tapes and related information.

Classroom Share-Out: Your oral history interview (15 minutes)

- What are the most important takeaways from the interview you did?
- Did you notice any common ideas and thoughts from community or family members?
- What are the historical benefits (e.g., linkages between the past and present) of interviewing business owners, family members, neighbors, or peers?
- Were there any types of civic engagement or community leadership issues that came up during your interview? If so, what? If not, why do you think acts of civic engagement were missing from the interview?
- What is your opinion of oral history as a method of research? What types of new information/knowledge can oral history provide?

Teacher Instruction: Cause & Effect Analysis (Historical) (6 minutes)

- Teacher will quickly review major points of homework readings on cause & effect in historical analysis such as: a causal event MUST precede a later effect event; a causal event MUST be necessary for the occurrence of a later effect event – i.e., there is evidence that the later event COULD NOT HAVE OCCURRED, if the causal event had not occurred; there must be evidence that both events occurred; use

language that clearly links the two events in a cause – effect relationship, e.g., “therefore”, “as a result”, “consequently”, etc.).

Teacher Instruction and Modeling: Cause & Effect Analysis (Problem-solving/Improvement) (10 minutes)

- Teacher may use either the “Fishbone” diagram, a line diagram with various potential major types of factors and associated potential causes on lines coming off the main line, or some other method of cause-effect analysis.
- Walk students through at least one of the teacher/student resources on *Cause and Effect Analysis and 5 Whys* or some other method for doing a cause-effect analysis, and solicit questions from students based on their homework review of cause-effect analysis.
- Teacher, with much student input, should model an example of a Fishbone cause-effect analysis through use of an issue students are familiar with e.g., “Why did DC public schools shut down in March, 2020 (cause-effect), and what factors in your analysis need to be addressed to prevent such a long shut-down in the future?”

Small Group Work: Cause & Effect Analysis (Historical) (15 minutes; no more than 4 students per group).

- Teacher will assign each group one of the following sets of **pages** from the *Timeline History* and ensure no group has the same page.
 - a) Pages 6 – 10 (Geography)
 - b) Pages 13 – 17 (School and Associations)
 - c) Pages 15 – 25 (Court Cases)
 - d) ‘Did you Knows’ throughout the *Timeline* (Hint: Look at *Selective Index*)
- **FOR MIDDLE SCHOOL STUDENTS**
Each small group will focus on **ONE** key person, OR court case, OR association/organization, OR protest OR other event noted on pages assigned to the group. On a tear sheet, make 3 columns and do a cause and effect analysis (historical) listing: a) major causes, and b) for EACH identified cause, short-term effects (factors/efforts, etc.) and c) longer-term effect(s)/outcomes.
- **FOR HIGH SCHOOL STUDENTS**
Each small group will focus on **TWO or THREE EXAMPLES** (all related to a similar event or effort) of **ONE** of the following characteristics: Key person, OR court case, OR association/organization, OR protest, OR other event noted on *Timeline* pages assigned to the group. On a tear sheet, make 3 columns and do a cause and effect analysis (historical), listing for EACH example: a) major causes, and for EACH identified cause, b) short-term effects (factors/ efforts, etc.), and c) longer-term effect(s)/outcome(s). With arrows, d) indicate the relationship between/among the 2 or 3 examples e.g., did one example lead to the second example, or were all examples due to same cause, etc.?) and e) the effect(s)/outcome all examples contributed to.

Share Out to whole classroom of groups’ analyses (10 minutes)

Homework Assignment: Assessment of Local Media (5 minutes)

Teacher Introduction: Oral histories (e.g., interviews) are collected for media consumption throughout the nation and world. Introduce the media that will be central to potential required student projects. Ask students to take the time to review the **local** news' use of interviewing during the nightly segment.

Student Homework

- Students should select an assignment from the following options:
 1. Watch a 30-minute nightly **local** television or radio news segment **OR**
 2. Review a news organization's social media site, for example:
 - a) CNN (www.cnn.com)
 - b) MSNBC (www.msnbc.com)
 - c) NBC (www.nbc.com)
 - d) NBC Washington (www.nbcwashington.com)
 - e) WJLA (www.wjla.com)
 - f) WUSA9 (www.wusa9.com) **OR**
 3. Select a student news source (CNN 10, The District Line, ('Google' these) or a news source that the student follows on social media.

FOR MIDDLE SCHOOL STUDENTS

- Whichever option the student chooses, he/she should write down the answers to the following questions on Lesson 4 Worksheet on Local Media Analysis
 1. Who and what (issue, location, etc.) is highlighted in each of the two top local stories?
 2. What on-the-spot and 'expert' interviews are included in the two top local stories?
 3. What topics and types of persons are featured in the interviews?
 4. What causes and effects (i.e., explanation of the causes of one or more later events) are highlighted in the two top local news stories?
 5. Do stories on neighborhoods mention 'neighborhood change' or 'gentrification', and if mentioned, what is the related issue(s) discussed (context)?

KEEP YOUR WORKSHEET & FINDINGS FOR USE IN LESSON 8.

FOR HIGH SCHOOL STUDENTS

- Whichever option the student chooses, he/she should write down the answers to ALL of the above five (5) questions. Use Lesson 4 Worksheet on Local Media Analysis.
- Also, provide answers to the following additional questions:
 1. Who and what (issue, location, etc.) are highlighted in each of the two top local stories?
 2. How are neighborhoods and their inhabitants depicted?
 3. Do the news items include mention of specific neighborhood problems?
 4. Are specific solutions to these problems mentioned? By whom?
 5. What are your personal reactions to each neighborhood news story?

KEEP YOUR FINDINGS FOR USE IN LESSON 8

Lesson 8

Lesson Objective: Racism, Gentrification, and the Media – Historical Connections.

SWBAT demonstrate their ability to describe both: a) the historical connections among the nation's past issues related to race and its current issues of gentrification and changing and segregated (white, black brown) neighborhoods, and b) how these historical connections involve major characteristics of racism. In addition, SWBAT identify and describe current issues regarding gentrifying, changing, and segregated neighborhoods in the Washington, DC area, and identify, describe, and assess the varying characteristics of local print and electronic media coverage of these issues.

Lesson Materials

Internet Access / Projector: (Website Viewing)

- Online News Sources – e.g., *The Washington Informer*, *City Paper*, *The Washington Post Paper*, *Afro American Newspaper*, *DC Line*, *Urban Turf*, *Bloomingtondale Blog*, etc.
- Lesson 4 Resource: *Local News Analysis*
- Lesson 8 Resource: *Characteristics of systemic institutionalized racism*
- Lesson 8 Resource: *Worksheet on Gentrification & Media*
- Lesson 8 Resource: *Worksheet – Key Questions on Media*
- Student lists of major neighborhood youth problems & needs
- Internet access to tv local media e.g. NBC Washington, WJLA (ABC), WUSA9.
- Cell phones/tablets/laptops for personal internet access
- Journal for Writing

Opening: Review of homework (15 minutes)

- Determine how many students read each of the suggested homework articles.
- Ask students to take out their Lesson 8 *Resource on Characteristics of Systemic Institutionalized Racism*
- Discussion of each of the assigned articles. For each assigned article, ask those students who read it to briefly (total of 2 minutes per article) discuss the major points and conclusions of the article.
- Once all articles are discussed, ask class to "shout-out" which 'characteristics of racism' (if any) were indicated or discussed by contents of each of the articles.

Do Now - Whole Class Discussion: 21st Century Gentrification & Segregation – Historical Connections (10 minutes)

- Based on articles assigned for homework, students will be asked to define gentrification and segregation and their major characteristics -- as it occurs in the 21st century (2 minutes).
- Teacher will lead a brief review of past historically significant events related to African Americans and ask students to quickly 'shout-out' brief descriptions (in 1 or 2 sentences) of the main issue and impact of each of the following historical events (10 minutes):
 1. Slavery & Enslavement
 2. Dred Scott Decision (1857) – Blacks have no rights that a White man must respect
 3. Civil War (1861 -1865)

4. 13th Amendment (1865) – Bans slavery and involuntary servitude throughout the U.S. or any place subject to its jurisdiction (except as punishment for a convicted crime).
 5. Black Codes (1865 – 1867) / Civil Rights Act of 1866: Black codes were laws passed by Southern states immediately after the Civil War that significantly limited the civil rights of Blacks – especially related to ‘work contracts’ and ‘vagrancy’ that served to continue the southern plantation culture and its use of virtually free labor. These codes were banned by the Civil Rights Act of 1866 – thus ushering in the era of ‘Radical Reconstruction’ (1867-1877)
 6. Reconstruction (1865- 1877)—End of slavery and equal rights for Blacks enforced by law, federal initiatives (e.g. Freedman’s Bureau) and federal troops
 7. End of Reconstruction / Jim Crow Era (1877 -1964)- Maintenance of white privilege/superiority through lawful discrimination and segregation
 8. Plessy vs. Ferguson (1896) – establishment of ‘separate but equal’ doctrine
 9. Brown vs. Topeka Board of Education (1954) – desegregation of public schools
 10. The Civil Rights Era (mid-1950s – mid 1970s) – protest and change related to practices of discrimination and Jim Crow
 11. Civil Rights Act of 1964 – Bans discrimination and segregation -- especially in public accommodations and federally-funded programs; strengthens enforcement of voting rights and school desegregation; ends Jim Crow
- **‘Shout-Out’:** If time permits, teacher/facilitator will ask students: Which of the major ‘characteristics of racism’ (See Lesson 8 *Resource*) are reflected in each of these significant events? (3 minutes)

Group Work (3 to 5 students per group): Gentrification & Segregation in the Media (20 Minutes)

NOTE: For this activity, students should use Lesson 8 Resource on *Student Worksheet – Media*. Teacher should quickly explain how to use this *Worksheet*.

FOR MIDDLE SCHOOL STUDENTS

- Each Group should select **ONE (1) of the below** media organization to examine (2 minutes) -- e.g.;
 1. *The Washington Informer* (<https://www.washingtoninformer.com/>)
 2. *City Paper* (www.washingtoncitypaper.com)
 3. *The Washington Post Paper* (www.washingtonpost.com)
 4. *Afro American Newspaper-Washington, DC edition* (<https://afro.com/section/news/washington-d-c-news/>)
 5. *The DC Line* (<https://thedcline.org/>)
 6. *Urban Turf* (<https://dc.urbanturf.com/>)
 7. *Bloomingdale Blog* (<http://bloomingdaleneighborhood.blogspot.com/>)

FOR HIGH SCHOOL STUDENTS

- Each Group should select **TWO of the above** media organizations to examine -- with about half of the group focusing on one organization and the other half focusing on the second organization. (2 minutes) –

FOR ALL STUDENTS:

- After group's selection of a media organization, each group member should complete a cell phone keyword search on 'gentrification', 'neighborhood change', and 'segregation' on the selected news organization's website (one keyword search per group member) and complete *Worksheet on Media*. (10 minutes)
 1. Locate articles specifically on the DC area and published within the past 3 years.
 2. On *Worksheet*, within this activity's time limits: a) write down as many major issues as possible that were addressed by the selected article(s) and b) provide all information requested by the *Worksheet*. (**NOTE:** It might be helpful to SKIM articles (i.e., read only the first one or two sentences of each paragraph).
- Group should review findings of: a) each member's article keyword search. and then prepare to share-out the group's findings on its selected media source(s) by developing group responses to the following key questions.

Responses to Key Questions: Urban Neighborhoods in the Media (10 minutes)

FOR MIDDLE SCHOOL STUDENTS:

Students will select and address **two (2) questions from among Key Questions 1 – 3**, and **one (1) question from among Questions 4 – 6** below.

FOR HIGH SCHOOL STUDENTS:

Students will address **four (4) of the Key Questions** with **two (2) questions selected from among Questions 1 -3** and **two (2) questions selected from among Questions 4 – 6**. See Key Questions below.

Key Questions

NOTE: Each group's answers to these questions should be written down on *Lesson 8 Worksheet – Key Questions on Media* and include consideration, when appropriate, of media findings from Lesson 4 *Worksheet: Local Media Analysis*. Submit Lesson 8 worksheet to teacher at conclusion of today's lesson.

1. What are the benefits and losses associated with gentrification/neighborhood change/segregation?
2. What are the proposed solutions (as stated in the news articles) to problems related to gentrification/neighborhood change/segregation in DC?
3. Did the articles address the impact of gentrification/neighborhood change/segregation on youth? If so, what are these impacts?
4. In consideration of the costs, benefits, and other impacts of gentrification/ neighborhood change/segregation, what long-term effects might they have on DC in 25 years (i.e., in 2045)?
5. How might these long-term effects influence your life and options in 2045?
6. How can media influence the long-term effects of gentrification, neighborhood change, and segregation?

Groups Share Out: Key Question responses (10 Minutes)

Each group shares selected responses to the Key Questions followed by brief discussion of group differences in responses to specific Key Questions.

Exit Ticket (5 minutes)– “The Top Three” / “The Top Five” (Tear-sheets)

- Students will quickly gather in their ‘neighborhood’ groups to select and write on a tear-sheet a POSTER of needed actions to address major issues and/or needs affecting youth in their Washington, DC neighborhood. The actions and issues should be ones that you would like City and Community leaders to advocate for. The listing should be based in part on students’ listings of neighborhood youth problems/needs and related actions that might be taken based in part on their Lesson 7 homework assignment.

FOR MIDDLE SCHOOL STUDENTS

1. A group member should write the name of your neighborhood at top of tear-sheet. Below that on the LEFT, write “CRITICAL YOUTH ISSUES”; on the RIGHT, write “ACTION NEEDED”.
2. Then, write your group’s “**THE TOP THREE**” neighborhood youth issues and/or needs and the ‘action needed’ for each.
3. If you wish, you may use the rest of the tear-sheet to write BRIEF statements of how group members feel about the ‘issues/needs’.
4. On BACK of tear-sheet, write names of all members of the neighborhood group (in ink- don’t use marker). Post on walls immediately.
5. The class will **quickly** comment on all tear-sheets.
6. Teacher will keep tear-sheets
7. YOU ARE GOOD TO GO!

FOR HIGH SCHOOL STUDENTS

1. Do #1 -#6 in above instructions for Middle School students -- **BUT**
2. Instead of identifying and writing 3 issues & needed actions on the tear-sheet – WRITE your Group’s “**THE TOP FIVE**” neighborhood youth ‘issues or needs’ and the ‘action needed’ for each.
3. After completing the other steps noted above – YOU ARE GOOD TO GO!

Homework Assignment: Guidance for Brainstorming Showcase Presentation

- **NOTE:** The following information has been provided to students as *Student Resource – Lesson 9: Homework – Guidance for Brainstorming Showcase Presentation*. **REMIND STUDENTS TO READ THIS RESOURCE IN ITS ENTIRETY AND BRING ANY QUESTIONS THEY MIGHT HAVE ABOUT THIS RESOURCE TO THE NEXT CLASS MEETING.**

What will the Showcase Presentation look like?

- The *Taking Village History to Our Youth* will end with a Showcase event that will feature small group student presentations (approximately 4 students per group) – with each presentation approximately 15-20 minutes in length. Parents and other members of the public will be invited to attend.
 1. Each small group presentation will focus on a single event, person, or organization in the *Timeline History* (or on 2 to 3 events, persons, or

organizations related to a single issue e.g., racial covenant cases, the McMillan development) and explore the past, present, or future impact of that event, person or organization – especially on Bloomingdale and youth. The presentation also should include information related to at least one of the 4 major project curriculum content areas (History/Culture, Architecture/Design, Research skills & Knowledge, Civic engagement/Advocacy/Leadership).

2. Presentations may take a variety of formats – for example: Narrative (storytelling, essay, historical report, etc.), visual or electronic media (art, photography, videography, review of news articles, etc.), and performance (drama, dance, poetry/spoken word, music, vocals, etc.). A single group presentation may involve more than one format type, but all of a group's presentations must focus on the same event (or a group of related events.)
3. **NOTE:**
 - a. The Showcase will occur approximately 3 to 4 weeks after the last class lesson. Project Staff will seek to identify volunteer experts on each Group's topic and/or format who will meet with and provide consultation to each Group during its second or third Group informal meeting.
 - b. Each Presentation Group will develop a list of the Group's major information sources (references) that will appear in the Showcase Program along with the title of your Group presentation and names, neighborhood of residence, and school attended by each group member. This list of information should be submitted to Project staff no later than 10 days prior to the Showcase.
 - c. At the Showcase, Group Presentations will be presented chronologically in terms of the date of the targeted event's occurrence.

Suggestions for brainstorming- Focus on events and issues that most interest YOU!

- Review the following materials to determine which Timeline events you find most interesting
 1. The Bloomingdale *Timeline History* and other class materials
 2. Classroom and community expedition notes
 3. Major class activities (e.g. neighborhood walks and map, oral history interview, cause-effect analysis, grant proposal development, community expeditions, etc.) that most interested you.
- Based on the above reviews, write down **two (2) Timeline events** that you would like your group's presentation to focus on.
- Consider: What are your hobbies, special skills, talents and knowledge, and favorite activities? Doing so, may help you identify no more than **two types of formats** that you would like to be involved with.
- Which of your chosen formats best matches up with your chosen events? Write down.
- Think about ways that your preferred presentation formats and topics/events can be incorporated into a group presentation, regardless of whether the focus is on the past, present, or future impacts of the selected event/topic. Write these thoughts down.
- Think about specific ways that your preferred format(s) could contribute to a small group presentation on your preferred events/topics. Write this information down.

IMPORTANT:

At your next class meeting, which will focus on the formation of small groups for the Showcase presentation, and initial development of group presentation, **ADVOCATE** (with reason and civility) for yourself and your ideas, but be prepared to both **NEGOTIATE** and find **COMMON GROUND** where all group members can agree to a unified small group presentation format(s) and event/topic. If you are unable to attend Lesson 9, you should **e-mail your responses to the above tasks to your teacher at least 2 days prior to Lesson 9. This will ensure YOUR VOICE WILL BE HEARD in the discussions.**

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