

THEME: Power
CONCEPT: 1. Civics: Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways. 2. History: Events and actions of the past affect the present and the future. 4. Politics: The distraction of power is a product of existing documents and laws combined with contemporary values and beliefs.
CONTENT TOPIC: Race and Citizenship
UNIT TITLE: Around My Way: Chicago Neighborhoods

Unit Description: By the end of this unit, students will be able to investigate, analyze and understand the historical concepts of “freedom” and social justice in the context of U.S. History as defined through race and citizenship.	
Length of Unit: 3 Weeks	
Enduring Understandings	1. Politics: There is a dynamic interaction between power and political structures. 2. Identity: The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies. 4. Economics: Explain how economics affect politics, society, and people’s lives. 3. Civics: The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
Essential Questions	Guiding Essential Questions: I. Is power and empowerment a matter of perspective? II. What does it take to be free?
Common Core Standards	Reading RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

	<p>RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Writing</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>Speaking and Listening</p> <p>SL. 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
Cognitive Skills	<p>Executive Functions</p> <ul style="list-style-type: none"> • Plan • Flexibility: change direction if not; adopt multiple approaches • Strategy use: ability to reflect on strategy and select appropriate strategy. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Analyzing/evaluating arguments • Developing a logical argument • Self-reflection: ability to think about oneself in relation to the material.

	<p>Language Skills</p> <ul style="list-style-type: none"> • Listening skills: ability to take in and process auditory information • Formulation: ability to access and organize information to express it • Communicating whatever has been processed
Content	<p>Building Knowledge Through Texts</p> <ul style="list-style-type: none"> • Internal and external forces shape identity. • Power has shaped the social, cultural, and economic scenarios of race, class, and gender and continues to shape presently. • Power has complex meanings & interpretations and can be used to unite and to divide people and cultural groups. • The struggle for power in America is a competition of ideas and values with multiple perspectives and conclusions.
Differentiation Strategies	<ul style="list-style-type: none"> • Informational texts will be available in a variety of formats including audio, visual and tactilely. • Tasks will have components that allow for students to use visual, oral and tactile as well as kinesthetic skills to express knowledge gained. • Students will be able to take ownership of tasks through the use of “Choice Boards” and “Learning Centers.” • Use videos to enhance comprehension through auditory and visual modes. • Supply the material with the varied amount of print, varied text structures and extensive graphic support based on students’ instructional levels. • Establish clear criteria for success. • Provide concrete examples, organizers, and demonstrations
Assessments	
(F) Formative	Formative assessments for this unit consists of guided reading and writing exercises, Annotation for close reading using symbols, checks of group and individual intermediate goals, reflections after group work/meetings, summaries of selected text(s), expository writing in response to short, informational text/documents used in this unit.
(S) Summative	Student produced video or PowerPoint Presentation of Issues in Chicago Housing
Text/ Resources	<p>The HistoryMakers - http://www.thehistorymakers.com/digital-archive</p> <p>The Chicago History Museum – chicagohistory.org</p> <p>The Declaration of Independence - http://www.loc.gov/rr/program/bib/ourdocs/DeclaInd.html</p>

Chicago History Museum & The HistoryMakers

	<p>The Bill of Rights – http://www.archives.gov/exhibits/charters/bill_of_rights.html</p> <p>US Fair Housing Act - http://portal.hud.gov/hudportal/HUD?src=/program_offices/fair_housing_equal_opp/FHLaws/yourrights</p> <p>Chicago History Museum Where the Neighborhood Ends – http://www.chicagohistory.org/greatchicagostories/pdf/story/Where_the_Neighborhood_Ends_by_Melody_Herr.pdf</p> <p>Launching the National Fair Housing Debate: A Closer Look at the 1966 Chicago Freedom Movement" Choosing an Issue: The Open Housing Campaign & Open Housing Marches -Poverty & Race Research Action Council - http://www.prrac.org/full_text.php?text_id=1047&item_id=9645&newsletter_id=0&header=Current+Projects</p> <p>Martin Luther King, Jr. Protest in Chicago http://www.chicagotribune.com/news/nationworld/politics/chicagodays-martinlutherking-story-story.html</p> <p>"WE WON'T BE UPROOTED": HOMELESS PROTEST IN DOWNTOWN CHICAGO" http://www.cpsr.cs.uchicago.edu/countermedia/articles/stjames.html</p> <p>Chicago’s Housing Experiment http://america.aljazeera.com/watch/shows/the-stream/the-latest/2014/3/13/chicago-s-housingexperiment.html</p>
Learning Activities	<p>Introduction</p> <p>Day 1</p> <p><i>How does the average American come to understanding the country’s foundation documents?</i></p> <p>Allow learners to sit in groups of three and read the excerpt from the Declaration of Independence. As they read allow them to chart the key phrases and ideas that stand out for them. Allow for small group discussions and have the learners select and then chart the top three phrase and post them on the wall. Allow learners to have</p>

a gallery walk and add comments using post-it notes. Teacher will facilitate a whole group discussion based on the gallery walk.

Homework: Assign the reading of the Bill of Rights and allow learners to chart the phrases and or rights that are most meaningful to them.

Day 2

Allow learners to compare the phrases from the Bill of rights to the phrases from the Declaration of Independence in with a partner. Allow partner groups to share their top phrases with each other and write a summary statement to answer the question: *“How does the average American daily life incorporate the founding documents of this country?”* Allow learners to post their summary statements on the wall.

Day 3

Journal:

1 - Describe your neighborhood. Include the common types of housing – apartments, townhouses, single family homes; parking, public transportation access; business or restaurants; parks/recreational hangouts for families or teens; ethnic/racial/cultural characteristics for the people.

2 -Write three sentences describing what you absolutely love about your neighborhood.

3 – Write two sentences describing what absolutely needs to change in your neighborhood.

4 – Make a table tent sign with the name of your neighborhood and gather other learners from your neighborhood or neighborhoods close by to compare your journals. Then visit at least two other neighborhoods.

5 – Teacher facilitate who group discussion with focus on race and ethnicity of neighborhoods, then move to economics and safety issues.

Day 4

Research The digital archive from The HistoryMakers and take notes on the Chicago stories preselected for this project.

Homework: How do the stories from the HistoryMakers relate to your live or experiences?

Day 5

In small groups of three share your comments on the stories from the Chicago stories.

Next review the US Fair Housing Act and complete the chart with phrases that stand out for you. Place the phrases on the Declaration of Independence posters with post-it notes. Arrange the comments based on the adherence to the ideals from the foundation documents. On an exit slip write a summary of your thoughts on how the current housing laws relate to the foundation documents.

Day 6

Read the story from the Chicago History Museum – “Where the neighborhood ends.” Predict two different endings for the story. Be prepared to share with the whole class during the next section.

Day 7

Share your alternative endings to where the neighborhood ends. Teacher facilitate a discussion on the terms gentrification; block busting; redistricting for racial purposes.

Day 8

Begin brainstorming your ideas for a theme and thesis statement. Follow the guidelines for best results. Teacher review and discuss individual with each learner. Make sure learner is heading in the right direction.

Day 9

Teacher will assign research guidelines and review the project timeline. Clear up any misconception. Most research will be completed independently as out of class assignments.

Days 10 - 12

Learners will read and annotate using CPS annotation codes the following Chicago neighborhood articles.

Article 1 – 1966 Chicago Freedom Movement

Article 2 – Martin Luther King, Jr. Protest in Chicago

Article 3 – We won’t be uprooted: Homeless Protest in Downtown Chicago

Article 4 – Chicago’s Housing Experiment

Allow learners to volunteer for to serve as discussion leaders for each article. Teacher rotate and listen to discussion.

Summative Assessment for reading – “how does income and government policy determine how and where one lives in Chicago? Include information from The HistoryMakers stories in the introduction of the assessment.

Days 13 -14

PowerPoint and Video Presentations with Reflective essays.

Possible Project Themes

The general theme of the project is Facing Freedom: Chicago Neighborhoods. The focus is equality in housing and neighborhoods in Chicago.

Your individual photo essay should center on a theme that matches your research and personality.

Use one of the Nguzo Saba as a theme:

- Umoja
- Kujichagalia
- Ujima
- Ujamaa
- Nia
- Kuumba
- Imani

Suggested Themes:

- Change
- Citizenship
- Family
- Respect
- Responsibility
- Prejudice
- Democracy
- Discrimination
- Humanism
- Community
- Legacy
- Courage
- Forgiveness
- Brotherhood
- Love
- Forgiveness

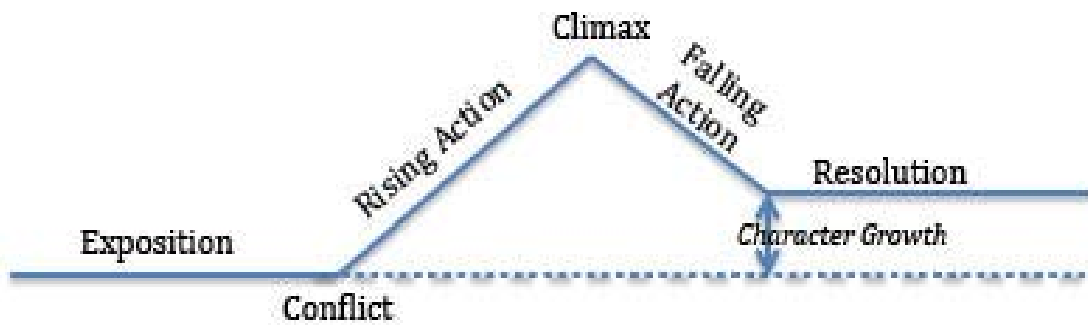
PLOT AND THEME

Plot is not just what happens in a story. Rather, plot is a pattern of cause and effect or conflicts upsetting the equilibrium of a situation. Plot is characters responding to those conflicts into some form of resolution, even if that resolution is incomplete, inconclusive, or unsatisfying to the reader.

The plot is the series of conflicts or obstacles that the screenplay author and director introduce into the life of the characters onscreen. The theme or message is the main point or points that the viewer draws from the way the characters respond to the obstacles or resolve the conflict in the film.

THE NARRATIVE ARC

The pattern for narrative was largely handed down from the Greek tradition in drama. So many plays today are written in three acts because the pattern reflects the three-stage nature of the traditional narrative arc: **Exposition yields Rising Action yields Resolution**



Thesis Generator:

1. Dear Audience, I want you to know that (the VERY MOST IMPORTANT THING. It should center on your theme.

<p>SAMPLE</p> <p>Begin writing your thesis writing with brainstorming. Have a conversation with your future audience. What is the VERY MOST IMPORTANT THING that you want your audience to learn from your photo essay?</p> <p><i>Dear Audience</i></p> <p><i>I want you to know that technology has changed the world</i></p>	<p><u>Your Workspace</u></p> <p><i>Dear Audience,</i></p> <p><i>I want you to know that</i></p>
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2. The main reasons you should believe me are that (the main points you want to make to persuade the audience)

<p>SAMPLE</p> <p><i>The main reasons you should believe me are</i></p> <ul style="list-style-type: none"><i>a) Nearly everyone has a smart phone</i><i>b) People can bank online 24 hours a day</i><i>c) Now days you can pause live TV.</i>	<p><u>Your Workspace</u></p> <p><i>The main reasons you should believe me are</i></p>
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3. You should care about my thesis because (What is the impact or change that has occurred? Why is this significant? Who cares? So what?)

<p>SAMPLE</p> <p><i>You should care about my thesis because...</i></p> <p><i>..... these changes have improved the quality of life for people all over the world who once did not have these services.</i></p>	<p><u>Your Workspace</u></p>
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Now, take those ideas and write 1-2 sentences that make an argument.

<p>SAMPLE</p> <p>Today, the use of technology has provide people in developing nations the opportunity to access information and entertainment regardless of location. People can know communicate with others via smartphones, bank online, and interact with live television.</p>	<p><u>Your Workspace</u></p>
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Name: _____ Date: _____ Period: _____

Chicago HistoryMakers

Directions: Log in The HistoryMakers Digital archive and view the following stories. Write the main idea of the video clip. Make sure you note as much as possible. You will need these notes to create your photo essay. Then write your thoughts about the clip.

<i>HistoryMaker and Story</i>	<i>Years of the Story</i>	<i>Main Idea of Story</i>	<i>What do you think about the story? How does this story explain the neighborhoods in Chicago</i>
1. Emil Jones discusses the Chicago neighborhood of his youth			
2. Jacoby Dickens describes his initial reactions to his new home in Chicago			
3. Audrey Forbes Manley tells of segregation on Chicago's South side			

<i>HistoryMaker and Story</i>	<i>Years of the Story</i>	<i>Main Idea of Story</i>	<i>What do you think about the story? How does this story explain the neighborhoods in Chicago</i>
4. DeAnna Beane describes her involvement in social activism in Arlington, VA and Chicago, Illinois and taking education course in Chicago			
5. Monica Faith Stewart recounts her childhood experience of race and segregation			
6. Kenard Gibbs discusses Chicago gangs in the 1980s			

<i>HistoryMaker and Story</i>	<i>Years of the Story</i>	<i>Main Idea of Story</i>	<i>What do you think about the story? How does this story explain the neighborhoods in Chicago</i>
7. Oscar Brown Jr. recalls his childhood environs in Chicago			
8. Kent Amos discusses social dysfunction			
9. Timuel Black gives his thoughts on the Civil Rights Movement			

<i>HistoryMaker and Story</i>	<i>Years of the Story</i>	<i>Main Idea of Story</i>	<i>What do you think about the story? How does this story explain the neighborhoods in Chicago</i>
10. Gus Savage describes growing up in the ghetto			
11. Nelvia M. Brady remembers life in public housing			
12. Ellis Jonathan Case talks about moving into the Henry Horner Housing Projects in Chicago			
13. Howard Beaman Brookins, Sr. recalls his Chicago childhood			

Creating a PowerPoint or Video

Source: <http://www.collectivelens.com/blog/creating-photo-essay>

Using information from the HistoryMakers and the Chicago History Museum, students in the Honors African American History classes will create a PowerPoint or Video based on the theme: “Facing Freedom: Chicago Neighborhoods”. Please present photos and videos that are relevant to the theme of equality in housing and neighborhoods in Chicago.

The photo essay must have the following elements:

1. The Story – Each product must have a script that explains the student’s understanding of the issue of freedom and housing in Chicago. The script must contain quotes from both the HistoryMakers digital archive and the Chicago History Museum website. The script must also include information from the Declaration of Independence, the Bill of Rights, and the US Fair Housing Act.
2. Range of Images – The images should include historical images of Chicago neighborhoods and housing, housing protests, and current Chicago neighborhoods and housing. It should also include photos of people relevant to the housing issues.
3. Information and emotion – Your final product should include both informational and emotional images. Those that effectively evoke emotion while providing information tend to convey their message the best.

A reflection essay is also required. In this essay you need describe what you learned during your project. Minimum 500 words.

Essay must include direct quotes and evidence from the documents used in the background reading for the photo essay.

Key Reflection Point – Explain the theme of the photo essay and how you developed the theme.

Key Reflection Point- Describe the historical information that you learned

Key Reflection Point- How did the stories of the HistoryMakers influence your understanding of freedom?

Key Reflection Point – How did what you learn relate to your life?

Honors African American History Social Science Fair Due Dates – 2015

FACING FREEDOM – Chicago Neighborhoods

Date	Task	Comments	Signature	Points
Jan. 16	Thesis statement and theme for your Chicago Neighborhood Project.			
Jan. 28	Outline for your draft on HistoryMaker PowerPoint or Video Project based on the narrative arc.			
Feb. 2	Photo and music selection final for HistoryMaker PowerPoint or Video Project			
Feb. 3	Final Script/Captions for HistoryMaker Project and one- page reflection (3 paragraphs)– describing what you learned during the project			
Feb. 5	Presentation of PowerPoint or Video			