

Discovering Durham-

Exploring history and its influence over Durham's identity



SPARK Camp 2019

Sarah Spaeth

Image obtained from Creative Commons search, <https://ccsearch.creativecommons.org/photos/a03ea4da-625b-41fb-a41e-529d445d8ef7>

II. Introduction

1. Rationale

This unit is centered in how history has influenced the identity of the city and people of Durham over time. Students in the upper Elementary grades may know brief popular events that associated with a town they have lived or grew up in, but may have never stopped to think about how the development of a town has changed its identity. Students are collaborating with one another to delve into how history is analyzed with both visuals and written documents. With primary and secondary source documents, students are learning to view articles through an ethical and empathetic lens that they are not typically exposed to in a regular education classroom. This unit allows students to manipulate and become their own historians to make deeper meanings and connections to how their community has developed its own identity over time. Students are also looking at history through an artistic perspective of using visual thinking to create meaning. They must make connections to symbols in art and how they compose a larger picture or message about what makes Durham similar and unique to other counties in America.

2. Differentiation for Gifted Learners

This unit contains historical vocabulary and articles that are several reading levels above their typical core curriculum offerings for their age. Students may need to spend time understanding and utilizing new vocabulary. With history, students are directly engaged and practicing the discipline directly. Throughout the unit, students are creating and being asked questions that enhance their critical thinking skills and level of inquiry. With the summative assessment product, students are creating their own collage and speech that depicts their own generalization and understandings to the concept. Students utilize their own creativity to picture and create a collage that makes a unified image of what and who Durham is to them. The learning environment in this unit will be created as such that students will work in small clusters of desks, where they may do partner or small group work, or take on their own research individually. The students will also have a gathering space near the board at the front of the room to have large group discussions.

3. Population Unit is Intended For /Audience

This unit is intended for gifted students that are rising 4th through 6th grades. They should have lived in the county of Durham as to better relate to the different places that the unit will be encompassing. Students will come from a range of socioeconomic and academic levels as to help shed different perspectives on the identity of Durham. This course focuses on photographic analysis, so students that enjoy art will enjoy being able to use it as a way to communicate to other students. Students may not be those who typically engage in writing activities and like to develop products through visual art or technology. Students will have a unique interest in studying history and geography as well. They be confident in knowledge of their own culture and neighborhood of where they live in Durham. Through this course, they will develop their own perspective on how Durham's history might have shaped themselves. They will be avid readers

who like to collaborate when needed, but are also very self-motivated and enjoy learning individually. Students might have shown interest in research and using technology to demonstrate their own findings and discoveries. These students want to grapple with open-ended questions to build on their individual thoughts.

III. Goals and Outcomes

Goal #1- Students will be creating understanding around key events in Durham's history starting from its official founding in 1881 that has shaped Durham's identity to the county it is today.

Students will be able to...

- A. Compare and contrast different events in Durham's history to make generalizations about Durham's identity.
- B. Analyze how social and economic changes have affected Durham County's various neighborhoods over time
- C. Generalize how the creation of murals demonstrate how people in Durham depicted commonalities in history that influenced and shaped surrounding communities.
- D. Evaluate how revitalization and gentrification has affected Durham's history in the past and today.

Goal #2- To develop analytical skills with application to the visual arts and social studies.

- A. Investigate primary sources to gain scholarly knowledge.
- B. Examine murals and photographs to find symbolic and literal representations of Durham's identity.
- C. Formulate generalizations from documents regarding Durham's history to create a better picture of what Durham is today.
- D. Collaborate and communicate with peers to create a solid understanding of different historical events.

Goal #3- To understand the concept of history.

Students will be able to...

- A. Make connections between chronological events in Durham's history.

- B. Utilize primary and secondary source documents to reference important events in Durham's history that created and modified its identity.
- C. Manipulate photographs to make sense of natural phenomena that is apart Durham's history.
- D. Create their own analysis of a neighborhood's history and how it contributed to Durham County's larger history.

IV. Assessment Plan

Formative Assessments-

Throughout the unit, the teacher will be asking questions to guide student thinking and assessment their current level of understanding and mastery of the historical events that make up Durham's identity and how it relates to the particular development of a neighborhood in Durham.

Students will also be showing their thoughts using graphic organizers and sticky notes to demonstrate a visual understanding of their learning when reading an article or looking at primary source documents. Students will also have a chance to share their thinking with other peers through think-pair-share and jigsaw sharing methods. The teacher will be an active listener and occasional contributor in the conversation.

Students will be submitting daily exit tickets through a teacher created online tool, Google Classroom. This is a website that will help students to engage with the content both at school and at home and allows for the teacher to assess how the student grows and develops the conceptual understanding. The link for the Google Classroom example can be found at <https://classroom.google.com/u/0/c/MzcxNzQyMDE2Mjda>.

Summative Assessment-

The student's performance task includes his or her own individual research on a Durham neighborhood as a historian. The students will analyze photographs and make connections in developing a speech about how the history of that neighborhood has shaped the development of its current identity. The description of the performance task is below:

This year marks Durham's sesquicentennial, or 150 years since the county of Durham was established. The city council is funding and hosting an exhibition for the public on Durham's many neighborhoods and how they have changed over time. You are a historian with the Durham County Public Library who has been analyzing photographs to document and record the changing of Durham's landscape from over the years. You have been selected to submit a collage poster for this exhibit that portrays the identity of a particular neighborhood and its significance to Durham's history and change over time. You must choose at least 5-10 photos that reveal the identity of this neighborhood as well as a brief 2 min. written speech on why you choose these photos to represent this neighborhood in Durham. Include an explanation of why this neighborhood contributes to the overall identity of Durham.

Examples- Below are still images of videos I took of the students giving their oral presentations and showing the photos they found showing the change in the neighborhoods over time.



Neighborhood: Hope Valley. This student included the change in the country club over time through photographs.



North Durham neighborhood poster and presentation.

The student included a peace sign symbol and Walltown dance company to indicate that peace and art were a part of her neighborhood's identity.



Central Park Neighborhood poster and presentation. In this

student's speech, she said "Durham has changed a lot and it will not stop changing with the population increase, especially in downtown Durham, where Central Park neighborhood is located. Many old buildings are being converted into new popular hangout spots but many people do not know the original purpose and use of these buildings."

V. Lesson Plans

All the lesson plans were accompanied by a Google Slides presentation tool. Students used Google Classroom for accessing resources and formative assessment.

Link to my Google Slides presentation-

https://docs.google.com/presentation/d/1foncHCq_ZjIVIJMWFHmzCFKYQ3i3dYtMoINZENovEXo/edit

(Lesson plans are on next page of this document)

TEACHER NAME		Lesson #
Spaeth		1
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Social Studies	4
CONCEPTUAL LENS		LESSON TOPIC
History		Oral Histories of the Past
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>North Carolina Standard Course of Study 4th Grade- English Language Arts ELA.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on other's ideas and expression their own clarity. ELA.SL.4.1C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. ELA.RI. 4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4th Grade - Social Studies 4.H.1.3 Explain how people, events, and developments brought about changes to communities in various regions of N.C. 4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape). 4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>History influences identity</i>		<i>How does history influence identity?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> • Students will know that identity is the fact of being who or what a person or thing is; it is also a close similarity or affinity to something • Students will know that historians use their research to compose a synthesis of their findings. Some of these clips are primary resources, while others would be considered secondary because the person reporting did not experience the historical event firsthand. Oral history is a story 		<ul style="list-style-type: none"> • Students will be able to identify key details and main ideas. • Students will be able to compare and contrast. • Students will be able to make generalizations based on content knowledge. • Students will be able to use both primary and secondary resources to gain knowledge • Student will use inquiry to make

<p>that a living person gives about their past. Oral histories can provide unique insight to the past and provide personal experiences and perspectives into what was happening at the time.</p> <ul style="list-style-type: none"> • Students will know that people's identities are different from one another • Students will know that history influences settlement creation and change • Students will know that the historical past of Black Wall Street, Julian Carr, integration, and the creation of railroads changed the communities that existed within Durham. • Students will know that the changes happening within Durham reflected a larger pattern of change within the state of North Carolina. 	<p>connections to content knowledge</p> <ul style="list-style-type: none"> • Students will be able to craft questions and respond to higher level questions • Students will collaborate and build on one another's conversations
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GUIDING QUESTIONS
What questions will be asked to support instruction?
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> -What is history? -What elements make up history? -How are histories apart of identity? -What is identity? -How might a person's identity be a part of history? 	<ul style="list-style-type: none"> - Through the stories of residents from Durham, what identities do we see are considered apart of Durham's history? -How might these historical events connect to other events you have learned that have occurred in North Carolina's history? -How might you feel if you experienced or lived during one of these historical events? -How can we analyze why different identities form by looking at historical events? -How do we construct factual meaning from a personal retelling of a historical event? -Why might these historical events be considered 	<ul style="list-style-type: none"> -How have your thoughts about Durham's identity changed based upon the historical events we studied today? -What aspect of the county's history would you want to explore more of to get a better sense of how Durham's identity has changed over time? -What does history tell us about the impact of Durham's infrastructure and businesses have on local identities? -How do oral histories effect the representation of identities that live in Durham? -What is the relationship between Durham's history and

	<p>significant to the change in the county of Durham?</p> <p>-How can we classify these historical events to make sense of how the landscape and identity of Durham is changing today?</p> <p>-How can we improve or add to the oral histories that we explored today?</p> <p>-How would Durham be different if these specific historical events did not occur at all?</p> <p>-Why do we use history as a way to understand the past and predict the future?</p>	<p>the identity of its citizens that reside there?</p> <p>-How does history influence identity?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The selected stories and transcripts have vocabulary and concepts that are above level for this grade level.	Student will be working with questions/inquiry that is challenging because questions are open-ended and higher level on Bloom's Taxonomy and Costa's Levels of Inquiry.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect- *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher will have a picture blown up on the screen of St. Joseph's A.M.E. church in Durham and will have the attached article handed out to students.

Teacher will introduce Bloom's/Costa's Levels of Questioning via a Google Slides presentation. Teacher will specifically look at questions that use Application, Analysis, Synthesis, and Evaluation as ways to practice and demonstrate mastery of the knowledge learned from the video.

Level Two- Ground Floor Questions:

Application- What examples can you find that demonstrate the significance of St. Joseph's to the Durham community throughout history?

Analysis- What evidence can you find that religion was a cornerstone of the African American community?

Level Three- Penthouse Questions:

Synthesis- How could you evaluate what "urban renewal" is and why it almost teared down St. Joesph's church?

Evaluation- How can you assess the value of St. Joesph's church to the Durham community today?

Teacher asks other pre-lesson questions:

-What is history?

-What elements make up history?

-How are histories apart of identity?

-What is identity?

-How might a person's identity be a part of history?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students are divided into four groups (Grouping is intentional by the teacher) Each group will be given Chromebooks and have headphones provided to listen to an oral recollection of a Durham historical event from a local community member.

Teacher will tell students and give background that historians use their research to compose a synthesis of their learning. Some of these clips are primary resources, while others would be considered secondary because the person reporting did not experience the historical event firsthand. Oral history is a story that a living person gives about their past. Oral histories can provide unique insight to the past and provide personal experiences and perspectives into what was happening at the time.

Historical stories of Durham will be obtained through the Museum of Durham History website. Teacher will provide link for students to type into laptops or through a google classroom site.

<https://www.museumofdurhamhistory.org/learn/durham-stories/>

Group 1- Black Wall Street

Group 2- Railroad Boomtown

Group 3- Hillside Integration

Group 4- Julian Carr "Renaissance Man"

Groups are instructed to use Costa's Levels of Inquiry (**first give a review of the questions Ms. Spaeth used for questioning during the video and Costa "house" as a graphic organizer*) to craft 5 questions from their audio recording. Questions must represent Level Two and Level Three questions. Questions must be open-ended and there may be NO "Yes or No questions".

Jigsaw students so that the original members of groups 1,2,3, and 4 now form equal numbers in groups a, b, c, and d.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Teacher will count and jigsaw students so that members of the original groups form groups a, b, c, and d. In the newly formed groups a, b, c, and d, students share what was in their visual recording and pose their questions (open-ended, high level questions) to their new jigsaw group. Members of groups a, b, c, and d answer questions based on what they read in their article. (Ex. Members of groups a, b, and c answer question posed by member of group d.)

Group members will discuss responses to questions and question creators will provide evidence (citations from the video) of the best response.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

After sharing and answering questions, groups will pick the most engaging/thought provoking question in their groups. The teacher will collect these questions from sticky notes and will include them in their "During Lesson Questions"

Groups come back together for whole group instruction. The teacher asks the "During Lesson Questions".

During Lesson Questions:

- 1) Through the stories of residents from Durham, what identities do we see are considered apart of Durham's history?
- 2) How might these historical events connect to other events you have learned that have occurred in North Carolina's history?
- 3) How might you feel if you experienced or lived during one of these historical events?
- 4) How can we analyze why different identities form by looking at historical events?
- 5) How do we construct factual meaning from a personal retelling of a historical event?
- 6) Why might these historical events be considered significant to the change in the county of Durham?
- 7) How can we classify these historical events to make sense of how the landscape and identity of Durham is changing today?

- 8) How can we improve or add to the oral histories that we explored today?
- 9) How would Durham be different if these specific historical events did not occur at all?
- 10) Why do we use history as a way to understand the past and predict the future?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher poses Post-Lesson questions:

- 1) How have your thoughts about Durham's identity changed based upon the historical events we studied today?
- 2) What aspect of the county's history would you want to explore more of to get a better sense of how Durham's identity has changed over time?
- 3) What does history tell us about the impact of Durham's infrastructure and businesses have on local identities?
- 4) How do oral histories effect the representation of identities that live in Durham?
- 5) What is the relationship between Durham's history and the identity of its citizens that reside there?

Students answer questions. Several students may contribute answers in order to gain multiple interpretations.

Finally, students are asked to turn and talk to a partner and write down together one paragraph on Google Classroom that connects: their own performance task neighborhood assignment and how the historical events learned today might connect with that particular neighborhood's identity.

Teacher says: Based upon what we have learned today,

How does history influence identity?



The History of St. Joseph's AME Church and the St. Joseph's Historic Foundation

From the "The History of St. Joseph's AME Church and the St. Joseph's Historic Foundation."
Hayti Heritage Center, 2019, hayti.org/about-us/our-history/

Louis Alston

In 1868 Edian Markham, an African American Methodist Episcopal Missionary and former slave, came into Durham to establish a church. He brought property from Minerva Fowler and built his first place for worship, a "Brush Arbor." Four posts were anchored in the ground surrounded at the top with four boards covered with branches forming the roof; the ground was the floor. Those who came to worship brought boxes, chairs and homemade stools or sat on the bare ground. As winter approached the little band of worshippers and Rev. Markham built a log

church. More members were added to the six who organized the Church that was called Union Bethel AME Church. Rev. Markham left Durham in 1870. Two more frame churches were built, the first by Rev. George Hunter. As the congregation grew and more pastors came, it was decided by the members and pastors that a brick structure was needed. Under the leadership of Rev. Andrew Chambers the church flourished. The cornerstone was laid by the masons in 1891 and the name was changed to "St. Joseph Church."

St. Joseph's African Methodist Episcopal Church

The original structure of St. Joseph's AME Church with its grand steeple and elegant stained glass windows, constructed in 1891 through the efforts of a proud and determined African American congregation and the support of local white philanthropists, has long symbolized the dignity and resolve of a people in what was once known as the most prosperous African American community in the United States. Eventually this community fell victim to "urban renewal," as did the existence of theater productions, blues and jazz artists' renderings, practicing medical and education professionals, and entrepreneurs of every sort. The historic St. Joseph's Church building, now known as the Hayti Heritage Center, has always been an important monument in Durham. Booker T. Washington stated: "Never in all my travels have I seen a church as great as St. Joseph's." The church's stately architecture was as distinct as the community for which it was built; it exemplified the spiritual nourishment of its members and their pivotal role in the civil rights movement of the era. The historic structure's role in community development continues today.

A Philadelphia architect, Samuel L. Leary, in plan and composition, designed one of Durham's more interesting vernacular examples of Victorian religious buildings. It is reminiscent of the Richardsonian Romanesque design of the Gothic Revival from the Neo-Classical movement. The bricks for the exterior were fired by the Fitzgeralds, Black artisans who moved from Chester County, Pennsylvania. The Historic Significance Report described the towers, stepped buttress and bays as powerful and at times almost overpowering. The entrances into the sanctuary opened onto the chancel focal point which was a huge

ornate pipe organ flanked by two lancet stained glass windows. The organ, built by the W.H. Reisner Manufacturing Company, Inc., had two manuals and twenty-nine ranks.

The Ceiling, Chandelier, and Electrical Fans

The pressed tin ceiling is painted a brilliant turquoise accented by gold on an off-white background. Large coffers formed by bands of reeding with plaited ribbon shape the squares. Identically trimmed diamond shapes fill each square and floral bosses decorate the intersections for the coffers. The margins are filled with guilloche molding intertwined with avillan crosses.

Hanging dramatically over the center aisles is a two-tiered Art Nouveau chandelier. A buttercup shape encircles the stem of an opalescent glass light fixture. Falling in open quatrefoils to form the base of each tier are pendant drops. Two very large electric fans were installed by a Black electrician, E.N. Toole, during the 1930's. The pews have scrolled arms above flat-paneled lancet arches. A second story wooden gallery supported by slender columns begins on each side of the center aisle.

St. Joseph's Memorial Windows

Twenty-four stained glass windows enhance the beauty and dignity of the former sanctuary. Most are memorials to individuals who made outstanding financial contributions and/or gave dedicated service to St. Joseph's Church.

Each window tells a story, often based on Biblical references. Through the years some of the names of the those memorialized have been erased by time or were destroyed by vandalism. Fortunately, the Scarborough Papers give a description of several of the windows and the names of the people they honored.

A window facing old Fayetteville Street at the front entrance keeps alive the memory of Edian Markham, the organizer. To the right, Moses' Tablet memorializes Rev. George Hunter, the first builder of Union

Bethel frame church. In the center facing old Fayetteville Street is the image of philanthropist Washington Duke.

A closing quote from the Scarborough Papers for all the windows in the sanctuary reads: "These windows add greatly to the spiritual significance of St. Joseph's as they emit a golden radiance that time cannot dim."

Note-Taking Guide for Article Analysis

What are the important facts or words I saw?	What did I learn from these important facts or words?	Why does this learning matter to the shaping of Durham's identity?

TEACHER NAME		Lesson #
Spaeth		2
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	Social Studies	4
CONCEPTUAL LENS		LESSON TOPIC
Identity		Murals
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
4 th Grade North Carolina Standard Course of Study		
<p>Social Studies</p> <p>4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.</p> <p>4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).</p> <p>4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p> <p>Visual Arts</p> <p>4.V.1 Use the language of visual arts to communicate effectively.</p> <p>4.V.2 Apply creative and critical thinking skills to artistic expression.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Identity influences history</i>		<i>How does identity influence history?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> Students will know that murals are large paintings or pictures painted directly on a wall or other permanent surface in art. (dictionary.com) Students will know that identity is the fact of being who you are and can also mean sharing a close affinity or similarity to something. Students will know that visual thinking in art is the connection between visual perception and thought. (Rudolf Arnheim) 		<ul style="list-style-type: none"> Students will be able to observe Students will be able to analyze Students will be able to interpret visual media Students will be able to engage in high level discussion Students will be able to consider multiple perspectives Students will be able to problem solve Students will be able to defend opinions using visual and contextual evidence Students will be able to adapt and modify

<ul style="list-style-type: none"> • Students will know that viewers can interpret a piece of art in different ways. • Students will know that group discussion helps to construct meaning and learn multiple perspectives in art (Nasher Museum) • Students will know that murals can be used to attract a community's attention to different social issues or perspectives from history • Students will know that neighborhoods make murals to display what influences them or what differences or commonalities they have within their history 	<p>opinions</p> <ul style="list-style-type: none"> • Students will be able to evaluate
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GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> -Where do we see murals in our Durham community? -What is a mural? -What is identity? -How do mural artists show their identity through murals? -How do murals connect to Durham's history? -Why are murals significant in symbolizing Durham's past, present, and future? 	<ul style="list-style-type: none"> -What do you see in this mural? -What do you see in this mural that makes you say that? -What else do you see? <p><i>The questions above are repeated constantly for several rounds. Allow for the above questions to go into full discussion before moving on to the following questions:</i></p> <ul style="list-style-type: none"> -What is going on in this mural? -How to the people feel in this mural? -What values or ideas might be conveyed in this mural? -Why do you think the artist painted this mural? -What identities are represented in this mural? -What parts of Durham's 	<ul style="list-style-type: none"> -What did you see in the murals that show examples of identity? -What do you see that makes you say that? -How is Durham's history represented in these murals? -What do you see that makes you feel these murals show a particular part of history? -How might these murals show influence of particular values or beliefs shown threw the history of Durham? -What you see that makes you say that? -Why would location of the murals develop particular identities? -How can history be influenced by those who tell or share it? -How might the historical events shown help to shape

	<p>history are represented in this mural? -What do you see that makes you feel this mural highlights those points in history? -How does the historical events represent in the mural relate to Durham's identity?</p>	<p>identities within Durham? -How does identity influence history?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
<p>Concepts portrayed in artwork is at an advanced level than what is normally taught at grade level.</p>	<p>Visual thinking strategies allows students to engage in higher order thinking and share different perspectives</p>		<p>Discussion is student lead.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter the classroom, teacher has a local mural displayed or projected on the board. The mural is called the "Wall of Hope". Students are instructed to sit in a seat located in a half-circle or on the floor in an arc.

Teacher will show a clip of Durham murals (from abc11 news) <https://abc11.com/community-events/check-out-durhams-fascinating-murals/2274880/>

Teacher will then ask pre-lesson questions (about 15 min.):
 -Where do we see murals in our Durham community?

- What is a mural?
- What is identity?
- How do mural artists show their identity through murals?
- How do murals connect to Durham's history?
- Why are murals significant in symbolizing Durham's past, present, and future?

Teacher will then say: "Identity is the fact of being who you are and can also mean sharing a close affinity or similarity to something. I want you to draw a picture of something that you think represents the identity of Durham." Students will then be given a piece of paper or sticky note and draw one object they think represents their Durham identity. Students are asked to think about what in Durham made them draw this object and why this object might a symbol of identity.

Teacher asks students to share their object. As students share, teacher will ask:

- How can you describe the object you chose to represent your Durham identity?
- How did you feel or think about when drawing this object?
- What did you include in your drawing to indicate this feeling or thought?
- How does this object represent your opinion about Durham?

15 min-Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Teacher will direct students back to the mural "Wall of Hope". Students will be asked to look at the image for 3 minutes silently.

After 3 minutes of observation, teacher will ask:

- What do you see in this mural?
- What do you see in this mural that makes you say that?

Teacher will ask the first two questions to individual students. Teacher will re-voice student's thinking and point to any object or image the student may be referring to.

After repeated rounds of the above discussion, when discussion wanes, teacher will ask:

- What else do you see?
- What do you see in this mural that makes you say that?

After several rounds of the main foundational questions, teacher may follow up with questions such as:

- How do the people feel in this mural?
- Who agrees with this observation?
- Who disagrees with this observation?
- Why do you think that?
- What could you add to their observation?

12 min-Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After the rounds of prompting questions, Teacher will ask students to engage in answering the following questions:

- What is going on in this mural?
- How to the people feel in this mural?
- What values or ideas might be conveyed in this mural?
- Why do you think the artist painted this mural?
- What identities are represented in this mural?
- What parts of Durham's history are represented in this mural?
- What do you see that makes you feel this mural highlights those points in history?
- How does the historical events represent in the mural relate to Durham's identity?

20 min. Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be numbered in to groups of 3 or 4 and told to go to a group of desks laid outside the "semi-circle arc". Students will work in small groups. Each cluster of desks will include a picture of another mural in Durham and a large piece of chart paper. VTS strategies will be used in each group.

Questions:

- What do you see in this mural?
- What do you see in this mural that makes you say that?
- What else do you see?
- How to the people feel in this mural?
- What values or ideas might be conveyed in this mural?
- Why do you think the artist painted this mural?
- What identities are represented in this mural?
- What parts of Durham's history are represented in this mural?
- What do you see that makes you feel this mural highlights those points in history?
- How does the historical events represent in the mural relate to Durham's identity?

Students will record individual thinking on sticky notes onto the chart paper with 3 VTS questions. They may draw pictures to represent their thinking.

After several rounds of recording their thinking, students will share for 2 minutes with their small group about what they saw and what made them think that.

After repeated discussion in small groups with the 3 foundational questions, teacher asks small groups to include the following questions:

-

Each group, based on their discussion answers the following questions:

- What did you see in the murals that show examples of identity?
- What do you see that makes you say that?
- How is Durham's history represented in these murals?
- What do you see that makes you feel these murals show a particular part of history?
- How might these murals show influence of particular values or beliefs shown through the history of Durham?
- What you see that makes you say that?
- Why would location of the murals develop particular identities?
- How can history be influenced by those who tell or share it?
- How might the historical events shown help to shape identities within Durham?
- How does identity influence history?

20 min. Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Two groups will pair up with one another, teacher will indicate what group will go first to share their presentation of the mural that their group looked at.

The student will show the picture to the group. They will state:

- title of the mural and the name of the artist.
- where the mural is displayed in Durham (location information will be on the back of each of the murals)
- share what is going on in the image
- how that reflects the history and development of the community of Durham.

As one group is speaking, other group is listening to the identities and history of Durham represented in the mural to answer the following questions:

- How might these murals show influence of particular values or beliefs shown through the history of Durham?
- What you see that makes you say that?
- Why would location of the murals develop particular identities?
- How can history be influenced by those who tell or share it?
- How might the historical events shown help to shape identities within Durham?

Final assessment: Teacher will have a final question written on a giant white board. Teacher will say: Based on our discussions and observations we had today, how would you respond to the following question:

How does history influence identity?



ANDRIA LINN, WALL OF HOPE, 2007. COPYRIGHT 2009.
RETRIEVED FROM: <http://www.muraldurham.com/wall-of-hope-2007>



ANGEL OF SPRING, 2015

ARTIST: **MICHAEL BROWN**
LOCATION: **700 9TH STREET**



LOS AMO, ONE LOVE

ARTIST: COMMUNITY MEMBERS LEAD BY ARTIE BARKSDALE

**LOCATION: NO LONGER IN EXISTENCE (FORMERLY ON THE CORNER OF
ALSTON AVENUE AND EAST MAIN STREET)**



FLAME, FIRE, FORGE, 1996

ARTIST: EMILY EVE WEINSTEIN

LOCATION: 214 HUNT STREET (VEGA METALS)



TWO WAY BRIDGES (PUENTES DE DOBLE VÍA), 2013

**ARTISTS (DOMINICAN REPUBLIC): HECTOR BLANCO, EZEQUIEL SOTO,
ANTONY VAZQUEZ, + JUNIOR GONZALEZ-ALMONTE
ARTISTS (DURHAM): CORNELIO CAMPOS + MIGUEL ROJAS-
SOTELO WITH THE ASSISTANCE OF DUKE STUDENTS**



***THE DURHAM CIVIL RIGHTS MURAL FROM THE
DURHAM CIVIL RIGHTS HISTORY PROJECT, 2015***

**ARTIST: BRENDA MILLER HOLMES
LOCATION: 120 MORRIS STREET
(NEAR DURHAM ARTS COUNCIL)**



BULL CITY, 2004

PAINTER: UNKNOWN

DESIGNED BY: TRACY SIMONE SIMPSON
(DURHAM SCHOOL OF THE ARTS, CLASS OF 2012)

TEACHER NAME		Lesson #
Sarah Spaeth		1
MODEL	CONTENT AREA	GRADE LEVEL
Taba	Social Studies	4
CONCEPTUAL LENS		LESSON TOPIC
History		Neighborhood Revitalization
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>Social Studies</p> <p>4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).</p> <p>4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p> <p>English/Language Arts</p> <p><u>RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>L.4.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>History influences identity.</i>		<i>How does history influence identity?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> • Students will know that history is a study of the past and is a chronological record of events • Students will know how Durham became the county it is today and what significant events have shaped the history of Durham • Students will know that revitalization relates to the rebuilding of a town or city • Students will know that gentrification as a process of renewal and rebuilding accompanying the influx of middle-class 		<ul style="list-style-type: none"> • Students will be able to group items based upon like attributes • Students will be able to develop a conceptual understanding • Students will be able to analyze information • Students will be able to work collaboratively in small groups • Students will be able to practice active listening skills • Students will be able to formulate

<p>or affluent people into deteriorating areas</p> <ul style="list-style-type: none">• Students will know that one's identity can be influenced based upon the like characteristics of their town or settlement.• Students will know that towns or settlements can be shaped by the events that happen in history	<p>generalizations or conclusions</p>
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> -What defines an event being a part of “history”? -How do photographers capture history of a city or settlement? -How can we find our own identity in our city of Durham? -How are identities represented in Durham’s history? -How can current news in Durham change our city’s identity? 	<ul style="list-style-type: none"> -How did the articles present different views of Durham’s history? -What identities of Durham were represented in these articles? -What do you know about history of Durham that are represented in the articles? -What did you see that represented history? -How do the words about history belong together? -What groups could be formed about history? -Why would you group these words together? -How could some of these words belong in more than one group? -What groups may need to be regrouped or placed into a different group? -Why would we regroup these words to fit a different group? 	<ul style="list-style-type: none"> -What is the relationship between history and identity? -Why do identities in Durham change? -Where in historical events do the changes in people’s identity occur? -Why does history effect identity? -How does history influence identity?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<ul style="list-style-type: none"> -The articles used for these lessons are at an advanced lexile level and contains advanced vocabulary. 	<ul style="list-style-type: none"> -Students are answering different levels of questions based upon a topic. Students are engaging in a questioning process that creates deep critical thinking. 		<ul style="list-style-type: none"> -Students will have an opportunity to work individually, in small groups, and in a whole group.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

To engage students, the teachers will have assorted photographs of historical persons or people that have shaped Durham's history. Teacher will have photographs around the room and have students complete a "museum walk" with sticky notes to write a few words or phrases why they think these people are significant to the identity and history of Durham (3 min.)

Teacher will then give brief history facts and photos from on a powerpoint from 1900-today from "The Bull City: A Short History of Durham, North Carolina" on Brightlink. Teacher will ask pre-lesson questions to get the students to connect the photographs and history points to what they think the concept of what we are exploring today is on.

Presentation Link:

<https://durhamcountylibrary.org/wp-content/uploads/2013/09/The-Bull-City%E2%80%94Short-History-of-Durham.pdf>

Pre-Lesson Questions:

- What defines an event being a part of "history"?
- How do photographers capture history of a city or settlement?
- How can we find our own identity in our city of Durham?
- How are identities represented in Durham's history?
- How can current news in Durham change our city's identity?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

1. **Listing:** Students will read two articles related to the current effects of the revitalization of Durham. One article from the Herald-Sun relates to gentrification and its impact on racial and population density on neighborhoods in downtown Durham and the other article is from Duke Today and is a news bit related to a new resident's experience in the recent revitalization of the Southside community in Durham. As students read both articles, they will be expected to list words or phrases that are related to history. They will be prompted to not write one-word notes but specifically a phrase that relates to history (25 min.)

Articles- <https://www.heraldsun.com/news/local/counties/durham-county/article204694739.html>

<https://today.duke.edu/2014/06/southside>

Students will share their lists teacher will facilitate the list making and asks prompting or clarifying questions to get students to think critically. (5 min.)

During Lesson Questions:

How did the articles present different views of Durham's history?

- What identities of Durham were represented in these articles?
- What do you know about history of Durham that are represented in the articles?
- What did you see that represented history?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

2. Grouping and Labeling:

Students (working in groups of 4) will select 20 phrases from the comprehensive list the teacher wrote on the board. In groups, the students will create small groups of words based on similarities "What ways did the phrases share a similar perspective?"

Rules

- 1) There must be at least 4 different groups created
- 2) Each group must have at least 3 phrases that are placed together
- 3) Phrases must only be present in one group; can't be placed in two groups

The teacher will move through the classroom to check in with each group. The teacher will guide students if needed with questions but will allow the student groups to come to their own generalizations. As the students finish, the teacher will tell students to label their groups in what they have in common or have a similarity) Students will explain their reasons to the teacher. The teacher will ask the students to describe how the groups they created are similar to one another or different. Teacher will ask them to defend their labels and the reasons for the words being grouped the way they are. (~15 min.- may vary slightly)

During Lesson Questions:

- How do the words about history belong together?
- What groups could be formed about history?
- Why would you group these words together?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

3. Subsuming, Regrouping, Renaming

Student groups will be asked to regroup their items. The new groups must be call new categories with new labels. (2-3 min.)

Rules: 1) items can fit in more than one group

2) new labels must be created for the groups

3) groups must have at least 3 phrases each (can be in multiple groups)

4) categories must be created about history

-How could some of these words belong in more than one group?

-What groups may need to be regrouped or placed into a different group?

-Why would we regroup these words to fit a different group?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

4. Generalizing

Students will write a generalization on history. Students will be then asked to create a statement (essential understanding) that represents the relationship between the concept of “history” and the concept “identity”.

Students will then submit a reflection piece on a Google Form about how the history of Durham can influence a person’s identity. Students will submit their reflection online, and the teacher will receive the collect student answers in one larger document online at the end of class.

Post Lesson Questions:

-What is the relationship between history and identity?

-Why do identities in Durham change?

-Where in historical events do the changes in people’s identity occur?

-Why does history effect identity?

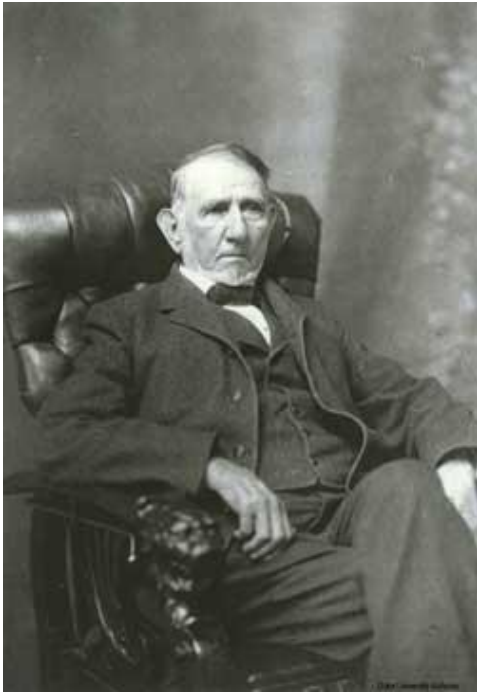
-How does history influence identity?

Photographs for Museum Walk at Beginning of Lesson

All images obtained from the North Carolina Collection of the Durham Public Library

https://dur.ent.sirsi.net/client/en_US/ncc







PAULI MURRAY
author of PROUD SHOES
published by Harper & Brothers

TEACHER NAME		Lesson #
Spaeth		2
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	Social Studies	4th
CONCEPTUAL LENS		LESSON TOPIC
History		Historians Use Primary Sources
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>NC Standard Course of Study- Social Studies</p> <p>4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape).</p> <p>4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p> <p>4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).</p> <p>Visual Arts</p> <p>4.V.1 Use the language of visual arts to communicate effectively.</p> <p>- 4.V.1.3 Infer meaning from art.</p> <p>4.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>- 4.V.2.2 Use ideas and imagery from North Carolina as sources for creating art.</p> <p>4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.</p> <p>4.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of NC art and artists.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>History influences identity</i>		<i>How does history influence identity?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> Students will know that historians use multiple resources when finding information on a topic Students will know that historians use credible and primary sources to gain accurate information on a topic Students will know that the presence of textile mills, entrepreneurship, founding of colleges, the civil rights movement, 		<ul style="list-style-type: none"> Students will be able to identify and apply primary sources Students will be able to collaborate and communicate with others Students will be able to use primary sources to analyze information Students will be able to collect and organize notes to make inferences Students will be able to create rules or

<p>and urban renewal were important factors and events in shaping the city of Durham that we know today.</p> <ul style="list-style-type: none">• Students will know that historians look at multiple primary sources to develop an argument regarding patterns in history• Students will know that historians need to look at multiple perspectives to gain a more accurate picture of Durham's history• Students will know that historians follow rules to document where the information they received was from	<p>code of ethics based upon historical research</p>
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> -What does a historian do? -Where do historians work? -What do historians wear? -What are some of the tool's historians use to gather information? -What rules might historians need to follow to do their job? 	<ul style="list-style-type: none"> -How did the historian gather information to do her job? -What kinds of sources did the historian use to gather information on a topic? -What kinds of tools did the historian use to help her read and sift through the primary sources? -What type of characteristics do historians possess? -How can historians find patterns and relationships within different primary sources? -What trends can historians make that influence the development of Durham's identity? -How can historians use the author of a primary source to develop a perspective or perspectives? -How do the sources a historian uses develop an "argument" on a place's identity? 	<ul style="list-style-type: none"> -What did you learn about being a historian? -What strategies did you use when taking notes and analyzing different primary sources that involve how Durham's identity has changed over time? -How did you make inferences about the notes you took on each primary source? -What rules did you follow and make others follow while analyzing information about Durham history? -How did you decide on these standards or rules? -How did you create an image of Durham's changing identity through your analysis of Durham's history? -How does history influence identity?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment

<p>-Students are scanning primary sources that contain domain specific vocabulary about historical events that took place in Durham. Content is sophisticated for their grade level.</p>	<p>-Students are engaged and practicing the discipline directly -Teacher is asking questions to promote critical and creative thinking.</p>	<p>-Students have choice in creating original products</p>	
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PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students enter the classroom, the teacher will be dressed in "professor"-like clothes (glasses, hair in a bun, business suit). Students will be instructed to create a list of what they know about historians. The list should include:

- what historians do
- what historians wear
- where do historians work
- what tools do historians use to do their job
- characteristics that historians should possess

After 5 minutes of listing, students are asked to share their thoughts with the class. The teacher will record responses so that the list is visible to the class. Students are asked to provide elaboration for their responses.

Teacher asks pre-lesson questions. Students are responding orally to questions as a whole group.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher will introduce a video about an Australian historian, Meredith, who discusses what she does as a historian and the materials she uses to do her job

<https://www.youtube.com/watch?v=EMsLmJihgYA>

Teacher will then show a video from Khan Academy about how to "think" like a historian-
<https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/how-to-think-like-a-historian/v/thinking-like-a-historian>

After the videos, students are referred back to their original list. Teacher will ask: What other things would you add to the list that we made beforehand? What can we say about the "stereotypes" that are involved with the identity of who historians are? (Teacher will then ask during lesson questions- see above)

Students are then divided into groups of 4. The teacher tells students that they are to be historians. They are to tell a story of what the major events are that help shaped Durham's identity to the town it is today. They will analyze and annotate primary source documents as they move through each station and create generalizations for what that tells us about the city of Durham.

Stations will be divided up as different primary sources about Durham: maps, newspaper articles, postcards, personal manuscripts/letters.

Station 1- Maps of Durham (1881-Present)

Station 2- Newspaper Clippings

Station 3- Manuscripts

Station 4- Postcards of Durham

Teacher will set up primary source documents to have in a cluster of 4 desks. At each station, a different type of primary source document will be used. There may be multiple primary sources available at each station, but are from a different time period since Durham was founded in 1881. Primary source documents will be checked out items from the Durham Public Library's North Carolina Collection and Duke Library.

Students are provided: A pencil and "Kaplan's Icons" graphic organizer paper packet to take notes on important language used in the article, patterns they see, unanswered questions they have, and any ethical issues this source may bring up. They will have a copy of a graphic organizer for taking notes at each primary source station. Students rotate from group to group. They have about 6-8 minutes at each station to record their findings while sifting through the primary source documents. The students will be making inferences and conclusions about event is being portrayed or discussed in the sources and how that has shaped Durham's identity.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After students have completed a rotation at each station, the teacher will provide time for groups to have one final meeting to make generalizations based on their notes. They will record this on a piece of chart paper on one large "Kaplan's Icons" graphic organizer. The teacher asks students to report their findings via the chart paper. Each group reports their generalizations and reasons for their generalizations. Students are encouraged to discuss conclusions made by other groups by asking questions or making their own conclusions.

Teacher will have a slideshow up of notes to help "guide" student's notetaking:

Language of the Discipline- What words or symbols (for the postcards) do you see that relate to history and identity?

Ethics- What are the dilemmas or controversies that might be involved by viewing the historical event or events represented in the primary source? How are those dilemmas and controversies related to Durham's identity?

Patterns- What patterns do you see that might have caused the historical events present in the primary source? What patterns do you see that relate to Durham's identity?

Unanswered Questions- What ideas are unclear or what else could be explored about Durham's identity through use of these primary sources?

Post-lesson questions are posed by the teacher (see post lesson questions). Students respond to questions orally. Answers are discussed and elaborated.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students are divided into different groups than their previous groups and asked to create a Google Slides (via our Google Classroom site accessed through their chromebooks) or Visual Chart about how historians conduct research and follow a code of ethics when researching.

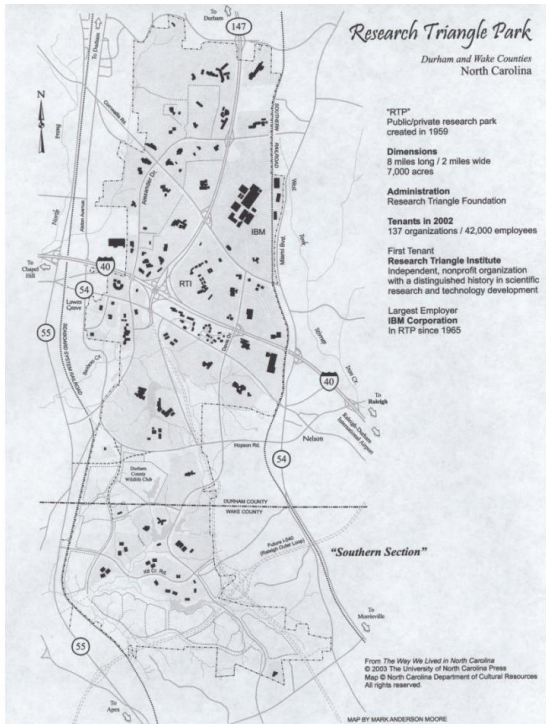
The presentation slides should reflect what they have concluded about acting as a historian can help create understanding of the identities that are present within Durham today and how they have changed over time. Students will look at:

- how historians find information and use primary sources
- how historians analyze information
- how do historians evaluate the validity of this information
- how to historians help to shape the identity of a town or community

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students are posed to respond to an exit ticket using a Google Classroom post at the end of class:

What did you learn in class today that contributes to how history influences identity?



Research Triangle Park, 2002.

Example of a primary source document obtained through North Carolina Collection from the Durham Public Library.



Kaplan's Icon's Graphic Organizer
paste

(← Icons like the one to the left will be cut and
paste

i

Type of Primary Source Analyzed:



MAIN STREET, LOOKING EAST FROM POST OFFICE, DURHAM, N. C.

THIS SPACE FOR WRITING MESSAGES

P. 7917

5.00

POSTCARD

THIS SPACE FOR ADDRESS ONLY.

PLACE STAMP HERE
ONE CENT
FOR UNITED STATES
AND ISLAND
POSSESSIONS, CUBA,
CANADA AND MEXICO
TWO CENTS
FOR FOREIGN

0
1
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3
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5
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7
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9
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Home Office Building, owned by North Carolina Mutual Life Insurance Company.



Durham, North Carolina

HOME OFFICE BUILDING.
North Carolina Mutual Life Insurance Company
Durham, North Carolina
Organized October 20, 1898, by John Merrick in association with Dr. A. M. Moore. The company began business April 1, 1899 and has since enjoyed a continuous growth as a mutual organization.

15232

POST CARD

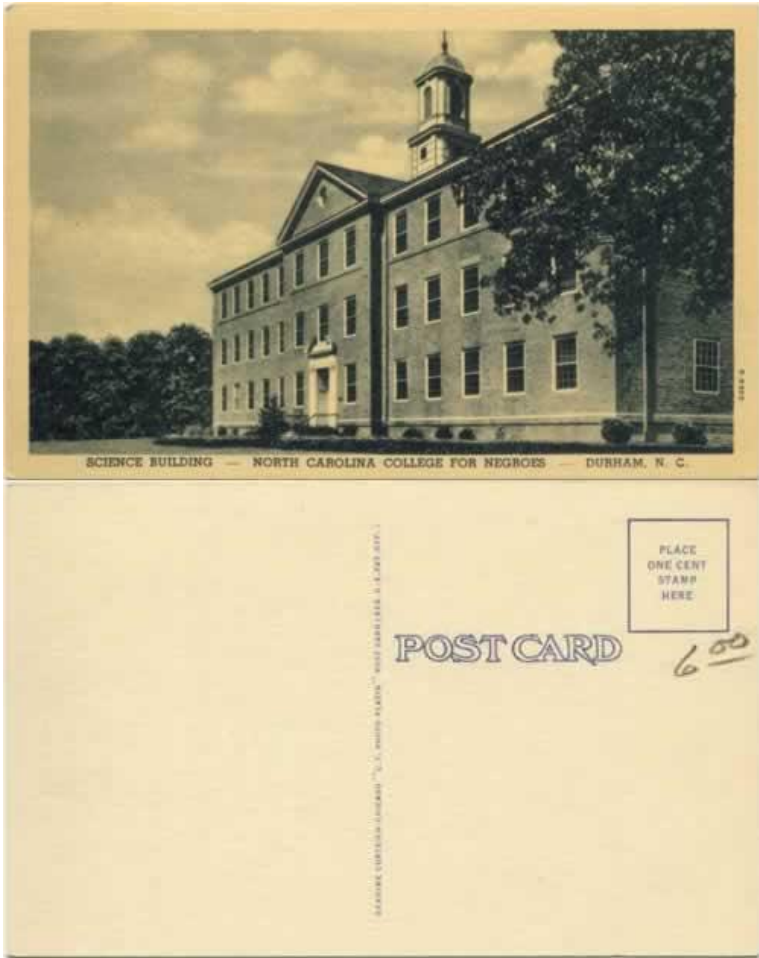
PLACE
ONE CENT
STAMP
HERE

MADE IN U. S. A.

REPRODUCED BY THE NATIONAL ARCHIVE SYSTEM, COLLEGE PARK, MARYLAND 20740



:
 Bird's eye view of Trinity College grounds, looking north from Main Building (Washington Duke). All these buildings are gone. The original library stood approximately in the middle of what is now the East Campus quad. Transcription - Front: One for your collection. EMB Transcription - Back: Mister Thomas Martin??? c/o J C Dreury Raleigh N.C.; Postmark: Durham Jan 17 1907. Printed text: Bird's-eye view of Trinity College Grounds. The grounds surrounding the College are known as Trinity College Park. They consist of 731.2 acres of land, attractively laid out in walks and drives and otherwise improved at a great expense. The park, which is under the municipal government of the city, was donated to the College by Col. J. S. Carr and Mr. B. N. Duke of Durham, N.C. Raphael Tuck and Sons "RaphoType" (Regd) Postcard No. 5087 "Durham, N.C." Art Publishers to Their Majesties the King and Queen



Named after a NCCU physics professor, the building was erected in late 1930s with New Deal funding. Printed text: North Carolina News Company, Durham, N.C. Genuine Curteich-Chicago "C.T. Photo-Platin" Post Card (Reg. U.S. Pat. Off.)



Description:

Handsome residence in Durham, NC. Transcription: Miss. Jannett. Battle; 414 S. George St.; Goldsboro, N.C.; Hello Puddin: I guess you begin to think I have forgotten you, but never will! I have ben real busy ever since school closed, I am going to write you a letter soon. Kiss Jamee, mother and sister for me, I don't hardely think I will get to see you this summer; Irene hears from L.D. I believe every week. Bea and children left yesterday. Bye-by, Alma; 1910-1917

VI. Unit Resources

Books

The following books can be used for student's independent research and further study of the history of Durham. Students can connect content to events that have already learned about within the four concept lessons.

Anderson, J. B. (2011). *Durham County: A history of Durham County, North Carolina*(2nd. ed.). Durham, NC: Duke University Press.

Bamberger, Bill. (1982) *Durham County Photographs*. Durham, NC: Center for Documentary Photography.

News Articles

These articles will help when teaching the Taba lesson to have students pull out words and phrases that relate to the concept.

Baumgarner, D., & Eanes, Z. (2018, April 24). 'Story of My Street': Gentrification and neighborhood change in Durham. *Herald-Sun*. Retrieved June 2019, from <https://www.heraldsun.com/news/local/counties/durham-county/article204694739.html>

Dudash, A. (2014, June 10). Southside's First Resident. *Duke Today*. Retrieved June 2019, from <https://today.duke.edu/2014/06/southside>

Hayti Heritage Center. The History of St. Joseph's AME Church and the St. Joseph's Historic Foundation. *Hayti Heritage Center*, Retrieved June 2019, from hayti.org/about-us/our-history/.

Websites

The following websites can be used in student research for the performance task. Open Durham was where students were directed to first to select a neighborhood to research in Durham.

North Carolina Collection (n.d.). Retrieved June, 2019, from https://dur.ent.sirsi.net/client/en_US/ncc

Durham Neighborhoods (2011 October 17) Retrieved June, 2019, from <http://www.opendurham.org/neighborhoods>

Digital Durham (2006) Retrieved June, 2019, from <https://digitaldurham.duke.edu/>

Images of North Carolina- Digital NC (2019) Retrieved June, 2019, from <http://www.digitalnc.org/>

Historic Photos- Museum of Durham History (2019). Retrieved June, 2019, from <https://www.museumofdurhamhistory.org/learn/historic-photos/>

Videos

This “Discover Durham” video is a great way to hook students into discovering the unique culture and history of Durham.

Discovering Durham[Video file]. (2017, May). Retrieved June, 2019, from https://www.youtube.com/watch?v=tROD8wIw_18

The Museum of Durham History contains great oral histories for students to listen to and gain perspectives of people retelling and interpreting history.

Museum of Durham History [Video File]. (2019). Retrieved June, 2019, from https://www.youtube.com/channel/UCUm3mQVdv1Qt_Nj_Kp38yMw

You can use this video for a Bruner Model Historian Lesson.

A Day in the Life of a Historian [Video File]. (2017, May 29). Retrieved June, 2019, from <https://www.youtube.com/watch?v=EMsLmJihgYA>