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ABSTRACT

This report is a curriculum development project of the Connecticut Academy for English, Geography, and History, representing the creative work of the teachers who participated in the Academy's summer institute in July 1993 at the University of Connecticut (Storrs). This resource guide for teachers concentrates mainly, but not exclusively, on the metropolitan United States. Various subjects, such as race, class, ethnicity, social mobility, and technology, are investigated in connection with the city. Each lesson identifies main ideas, connections with the curriculum objectives, and resources for classroom use. Concrete suggestions and intended grade levels are specified. The multidisciplinary component is clearly stated with explicit themes for geography, literature and writing, and history. The 19 lessons, by different authors, are abbreviated for publication, but are available in their entirety from the teachers. (SLD)

A Teacher's Guide on

The Urban Landscape: A Multidisciplinary Approach

Connecticut Academy for English, Geography, and History

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Teacher's Resource Guide on

The Urban Landscape: A Multidisciplinary Approach

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Acknowledgments

The publication of **The Urban Landscape: A Multidisciplinary Approach** has been the collective effort of a number of people during the 1993 summer institute of the Connecticut Academy for English, Geography and History. The creative teachers who prepared the lessons are recognized by their handiwork and on the contributor's page. Without the leadership and dedication of master teachers Cheryl Kline (New Milford High School) and James Stirling (Danbury High School), this resource guide would not have been possible. Elizabeth Anderson of the Connecticut Geographic Alliance did some important preliminary editing. Anne King, the administrative assistant for the Connecticut Academy, skillfully negotiated the paperwork that allowed the smooth functioning of our endeavor. Disciplinary coordinators among the University of Connecticut faculty were: Associate Professor of Geography Ellen K. Cromley; William Curtin, Professor Emeritus of English and member of the Connecticut Writing Project faculty; and Associate Professor of History Lawrence B. Goodheart, overall project director.

Professor Kathleen McCormick, University of Hartford, gave a thoughtful lecture on the topic of encouraging dialogue between urban and suburban students. University of Connecticut Professors Richard D. Brown (History) and Thomas Roberts (English) led stimulating seminars based on their recent books. And Dr. Bruce Clouette of Historic Resource Consultants (Hartford) conducted an engaging tour of Boston despite 90 degree heat.

The talented staff of the Homer Babbidge Library gave freely of their time. We thank Doris Breen of the Circulation Department. In addition, Patrick McGlammery, map librarian, and Barbara Lott, Melissa Lamont and Terry Plum clearly explained the nature of information retrieval via the computer.

Several administrators at the University of Connecticut provided essential support. Associate Provost Judith Meyer, Professor of Geography and coordinator of the Connecticut Geographic Alliance, not only originated the idea of the Connecticut Academy but served as a model co-director during 1992. Associate Dean of the College of Arts and Science Timothy Killen gave friendly reassurance during some critical moments. Professor Mary Mackley of the Connecticut Writing Project was an advisor at the inception of the Academy and has been an important guide in our efforts. Professor Bruce Stave, chairman of the Department of History, and Professor William Rosen, former head of the Department of English, encouraged the Connecticut Academy from its beginning as did Dr. Daniel Gregg of the Connecticut Department of Education.

Raymond Steen of the Bishop Center arranged our housing, seminar rooms and food services in a thoroughly conscientious way. And for the second summer in a row Robert Seguin and his colleagues at Jonathan's fed us very well indeed.

Introduction

The Urban Landscape: A Multidisciplinary Approach is a curriculum development project of the Connecticut Academy for English, Geography and History. It represents the creative work of the state's teachers who participated in the Academy's summer institute held at the Storrs campus of the University of Connecticut from July 5-16, 1993.

Funded during 1992-1993 by a $338,315 grant from the U.S. Department of Education, the Connecticut Academy has sought to encourage multidisciplinary education through building on teacher education programs already existing in the three disciplines at the University, including the Connecticut Writing Project, the Connecticut Geographic Alliance and various outreach programs in the Department of History. The Connecticut Academy has organized two state conferences on the topics of "Exploration, Colonization and Settlement" (held March 11, 1992 in conjunction with the annual convention of the New England Regional Council of Social Studies) and "The Urban Landscape" (held February 6, 1993). These conferences included keynote lectures by leading scholars and the presentation of model lessons by master teachers drawn from Connecticut's schools. Each conference was attended by about 100 teachers. With the Connecticut Writing Project, the Connecticut Academy cosponsored on September 11, 1993 a regional meeting on the subject of "Multiple Voices: Envisioning Multicultural and Multidisciplinary Curricula."

In addition, the Connecticut Academy has hosted two summer institutes. Forty-five teachers attended a month long institute during July 1992, which focused on the themes of "Exploration, Colonization and Settlement" and "The Urban Landscape." The two week 1993 summer institute included twenty-three teachers and was devoted to the subject of "The Urban Landscape." Both summer institutes sought to further multidisciplinary education through academic seminars led by university scholars, the presentation of model lessons by master teachers and through curriculum development projects.

The publication of **The Urban Landscape: A Multidisciplinary Approach** is in response to interest expressed by teachers at our state conferences and summer institutes in the study of the city from different academic perspectives. Urban studies also lends itself to the timely topic of multiculturalism. This resource guide for teachers concentrates mainly, but not exclusively, on the metropolitan United States. A variety of subjects -- race, class, ethnicity, social mobility, and technology -- are investigated in connection with the city. Nonetheless, a common format maintains intellectual cohesion and instructional integrity. Each lesson identifies main ideas, connections with the curriculum, objectives, and resources for classroom use. In addition to concrete suggestions for teaching the unit, intended grade levels are specified. The multidisciplinary component is clearly stated with explicit themes spelled out for geography, literature (including writing), and history, as well as other disciplines. Though these are model lessons, they are meant to be suggestive, adaptable and flexible for use in diverse classrooms.

The nineteen lessons in this resource guide are necessarily abbreviated for publication. For the full lesson, including additional handouts and bibliography, please send a self-addressed, 8xll envelope with three first class stamps to the teacher concerned. A list of contributors with their school addresses follows. The teachers who prepared these lessons as well as the University of Connecticut faculty who worked with them are available for presentations to interested groups of teachers and administrators in the state. We would appreciate evaluations from our colleagues in the schools who use this resource guide. Please write or phone: Lawrence Goodheart, Department of History, U-103, University of Connecticut, Storrs, CT 06269; leave a message at (203) 486-3722.

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English

Teachers of English are responsible for students' general knowledge of English language and literature, as well as for fluency in reading, writing, speaking, listening, and thinking. Since language is a means by which all other departments teach, these abilities are also called upon in other courses. And since daily living requires constant use of English, learning in the classroom is always affected by activities out of the classroom, few of which are controlled by the teacher. The English curriculum must be flexible enough to adapt to important outside influences and events and to relate to the ways language is used throughout the curriculum. At the same time, it must help build a sense of community among students, teachers, and their common texts. Useful guidelines can be offered in each of five areas.

Themes of English

Language

Students need to learn how to use dictionaries, thesauruses, and guides to usage, as well as how to make systematic observations of how they and others use language. This ability requires at least some introduction to theories of language and to systems for describing language.

Reading/Literature

Because reading is a basic part of all academic study, improving reading ability becomes a goal for every academic class. The program in English, however, systematically examines many kinds of writing in order to improve students' general skills in interpretation. Literature provides many of the texts for study, but students also need to work with many other kinds of writing to become attuned and accustomed to different kinds of reading. Student writing itself is important as material for close analysis, with television, advertising, video, specialty magazines, film, and technical reports also providing appropriate texts for study.

Writing

Writing is important as a means for communicating knowledge and opinions to others, and as a means for exploring ideas and feelings and making them precise. For some teachers in some fields, writing is simply the evidence that a student has done work leading to a conclusion; in English, however, the teacher must be concerned with how students arrive at those conclusions as well as with how they finally present their arguments. Students need help in identifying problems or topics to be written about; in discovering principles to organize their ideas, notes, and drafts; in mastering techniques for discovering and testing additional information to develop ideas; in choosing appropriate language for representing their ideas; and in preparing manuscripts.

Speaking/Listening

These activities are often taken for granted and neglected, perhaps because they seem pervasive. Yet students need systematic help in assimilating the discussion that takes place in class and in conducting disciplined discussion in pairs, small groups, or whole classes. Because learning most often takes place in some form of interaction, usually involving other people, instruction on how to work efficiently in small committees is important. Systematic listening in discussions or to lectures also requires practical skill. Much of this work can be developed naturally in conjunction with reading and writing assignments, but progress requires more than classroom interrogation or recitation. Oral reading, dramatic performances, and similar activities of both classroom writing and assigned literature can also be useful in helping students edit their own writing and interpret texts more sensitively.

Thinking

Although "higher-order thinking skills" have become part of catchword solutions to problems of education, thinking is hard to describe separately from specific learning in all of the subjects of a school. Most thinking processes are also a means of using language, though, so writing and reading with a concern for whole works (in contrast to excerpts) are natural activities for exhibiting patterns of thought. In contrast, some modern testing programs may isolate information and encourage passive ingestion of "facts:' especially in large lecture formats, but classrooms that encourage presentation of lines of thought and reasoning and that offer opportunities for persuasion will teach thinking. Some concern for formal logic, statistical generalizations, or other forms of thinking is appropriate, but highly formalistic approaches to thought should not be ends in themselves.

Adapted from ***The English Coalition Conference: Democracy Through Language****. Ed. Richard Lloyd-Jones and Andrea A. Lunsford. Urbana, Illinois: National Council of Teachers of English, 1989, pp. 19-22.*

Geography

As a subject for study in the schools and as a scientific mode of inquiry, geography provides an effective method for asking questions about places on the earth and their relationships to the people who live in them. It involves a pattern of inquiry that begins with two essential questions: *Why* are such things located in those particular places and *how* do those particular places influence our lives? These two essential questions lead us to understandings and explanations of how and why the world in which we live can support us now and in the future.

The first task in geography is to locate places, describing and explaining their physical (natural) and human characteristics. Geographic inquiry continues by exploring the relationships that develop as people respond to and shape their physical and cultural environments. It permits us to compare, contrast, and comprehend the regions of the world and its various physical and human features and patterns. This knowledge helps us to manage the world's resources and to analyze a host of other significant problems in terms of the spaces they occupy and how these spaces interact with each other on the earth's surface. In approaching problems geography examines regions locally, nationally, and globally. With such regional knowledge we enhance our appreciation of cultural and environmental diversity and gain significant perspectives on human activities.

Geographers use many research tools. They are, in some cases, similar to other social and physical science methods, but geographers have special expertise in using maps to portray and study a variety of locations and distributions. Reading, interpreting, and making maps are skills integral to geographic education and to acquiring geographic knowledge. Geographic inquiry also requires using and understanding a variety of data sources such as the census, data gathered from field work and questionnaires, and information compiled from aerial photography or remotely sensed images. Basic and advanced skills in mathematics ease the compilation and analyses of these data.

Now, more than ever, citizens of the United States can ill afford to ignore their own lack of geographical understanding or that of the rest of the world. This document will show how we might counteract such educational negligence. First, it will demonstrate how geographic education focuses on five central themes (location, place, relationships within places, movement, and regions), how these themes recur and are amplified throughout the curriculum, and how they should be represented in the various levels of our schools. Second, it will suggest how schools can integrate these themes into their organized program of studies. Third, it will also identify the knowledge, skills, and perspectives students should gain from a systematic program in geographic education. Fourth, it will suggest a variety of approaches to geography that each theme might infer--regional, systematic, or problem oriented.

Five Themes of Geography

LOCATION: Position on the Earth's surface

Absolute and relative location are two ways of describing the positions of people and places on the Earth's surface.

PLACE: Physical and Human Characteristics

All places on the earth have distinctive tangible and intangible characteristics that give them meaning and character and distinguish them from other places. Geographers generally describe places by their physical or human characteristics.

RELATIONSHIPS WITHIN PLACES: Humans and Environments

All places on the earth have advantages and disadvantages for human settlement. High population densities have developed on flood plains, for example, where people could take advantage of fertile soils, water resources, and opportunities for river transportation. By comparison, population densities are usually low in deserts. Yet flood plains are periodically subjected to severe damage, and some desert areas, such as Israel, have been modified to support large population concentrations.

MOVEMENT: Humans Interacting on the Earth

Human beings occupy places unevenly across the face of the earth. Some live on farms or in the country; others live in towns, villages or cities. Yet these people interact with each other: that is, they travel from one place to another, they communicate with each other or they rely upon products, information, and ideas that come from beyond their immediate environment. The most visible evidences of global interdependence and the interaction of places are the transportation and communication lines that link every part of the world. These demonstrate that most people interact with other places almost every day of their lives. This may involve nothing more than a Georgian eating apples grown in the state of Washington and shipped to Atlanta by rail or truck. On a larger scale, international trade demonstrates that no country is self-sufficient.

REGIONS: How They Form and Change

The basic unit of geographic study is the region, an area that displays unity in terms of selected criteria. We are all familiar with regions showing the extent of political power such as nations, provinces, countries or cities, yet there are almost countless ways to define meaningful regions depending on the problems being considered. Some regions are defined by one characteristic such as a governmental unit, a language group, or a landform type, and others by the interplay of many complex features. For example, Indiana as a state is a governmental region, Latin America as an area where Spanish and Portuguese are major languages can be a linguistic region, and the Rocky Mountains as a mountain range is a landform region. A geographer may delineate a neighborhood in Minneapolis by correlating the income and educational levels of residents with the assessed valuation or property tax rate, or distinguish others by prominent boundaries such as a freeway, park, or business district. On another scale we may identify the complex of ethnic, religious, linguistic, and environmental features that delineate the Arab World from the Middle East or North Africa.

Adapted from ***Guidelines for Geographic Education: Elementary and Secondary Schools.*** *Salvatore J. Natoli, Chair, Washington, DC: The Association of American Geographers, 1984, pp. 2-8.*

History

History belongs in the school programs of all students, regardless of their academic standing and preparation, of their curricular track, or of their plans for the future. It is vital for all citizens in a democracy, because it provides the only avenue we have to reach an understanding of ourselves and of our society, in relation to the human condition over time, and of how some things change and others continue.

We can be sure that students will experience enormous changes over their lifetimes. History is the discipline that can best help them to understand and deal with change, and at the same time to identify the deep continuities that link past and present.

Without such understanding, the two foremost aims of American education will not be achieved -- the preparation of all our people for private lives of personal integrity and fulfillment, and their preparation for public life as democratic citizens.

For the first aim, personal growth, history is the central humanistic discipline. It can satisfy young people's longing for a sense of identity and of their time and place in the human story. Well-taught, history and biography are naturally engaging to students by speaking to their individuality, to their possibilities for choice, and to their desire to control their lives.

Moreover, history provides both framework and illumination for the other humanities. The arts, literature, philosophy, and religion are best studied as they develop over time and in the context of societal evolution. In turn, they greatly enliven and reinforce our historical grasp of place and moment.

For the second aim of education, active and intelligent citizenship, history furnishes a wide range of models and alternatives for political choice in a complicated world. It can convey a sense of civic responsibility by graphic portrayals of virtue, courage, and wisdom -- and their opposites. It can reveal the human effects of technological, economic, and cultural change, and hence the choices before us. Most obviously, an historical grasp of our common political vision is essential to liberty, equality, and justice in our multicultural society.

As in the case of the humanities, history and geography provide the context of time and place for ideas and methods drawn from the social sciences -- anthropology, economics, political science, psychology, and sociology. In turn, the formulations of the social sciences offer lively questions to explore in the historical narrative, and numberless insights to enrich it.

Beyond its centrality to educating the private person and the citizen, history is generally helpful to the third aim of education, preparation for work. It is needed for such professions as law, journalism, diplomacy, politics, and teaching. More broadly, historical study develops analytical skills, comparative perspectives, and modes of critical judgment that promote thoughtful work in any field or career.

Themes of History

Civilization, cultural diffusion, and innovation

The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

Human interaction with the environment

The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

Values, beliefs, political ideas, and institutions

The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonalty, in human affairs.

Conflict and cooperation

The many and various causes of war, and of approaches to peace-making and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures.

Comparative history of major developments

The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

Patterns of social and political interaction

The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

Adapted from ***Building a History Curriculum: Guidelines for Teaching History in Schools.*** *Kenneth T. Jackson, Chair. Washington, DC: Educational Excellence Network, 1988, pp. 5-6, 10-11.*

CityScape

Kathleen Barmak
Cheryl Duncan

Preview of Main Ideas

Cities have characteristically been the centers of migration and immigration. An examination of city environments and a study of the ethnic diversity within the city will give students a multicultural perspective of society.

Connections with the Curriculum: English, Geography, History, and Mathematics

Teaching Level: Grades 9-12

Length of Lesson: 2 to 3 weeks

English Themes: Exploring Urban Diversity, Who am I?

Geography Themes: Maps, Trip tickets of Migration Routes, Economic and Geographic Factors in Location and Interaction

History Themes: The Ethnic History of a City, Migration and Immigration

Mathematics Themes: Interpretation of Census Reports, Graphing and Charting

Materials

Handout #1: Ethnic Group Study Packet - 2 pages
Newsprint
Markers
Selected literary pieces
Census materials
Maps of region

Objectives

Students are expected to:

- define their preconceived images of the city
- interpret census information to determine the ethnicity of a city
- locate areas that each ethnic group lives in now
- identify where each ethnic group comes from; When? Why?
- list three cultural things each ethnic group brought with them
- list three problems each ethnic group encountered on their arrival
- summarize how life in the city impacted each ethnic group

Suggestions for Teaching the Lesson

Opening the Lesson

Ask students to free write in response to the following questions: "What are your impressions of the city?" and "What would your definition of a city be?" At the end of the free write, arrange students in cooperative groups to work on the handout specifically listing images of the city and reaching a consensus within the group for a definition of the city. Each group presents their images to the class as a recorder writes the findings. The result should be a conglomeration of images and a class consensus definition.

Developing the Lesson

Hand out the Ethnic Group Study Packet. Students will opt to interview any adult representing an ethnic group within the city. Discuss the census materials and maps in the packet, plotting the city areas of concentration of ethnic groups on the maps. The student teams will work on these packets to gather the information and report back to the class. In the meantime, the students will study literature of city by writers of the ethnic groups that comprise the city.

Concluding the Lesson

Using summarized data from the preconceived student images of the city, the gathered research materials of the selected city, and the literary images of the city, hold a class discussion about the similarities and differences of each.

Assessing Student Learning

Student mastery occurs when the students have successfully completed the following:

- Ethnic Group Study Packet
- Processed writing assignment comparing the images of the city in the literature to the images of the selected city

Extending the Lesson

Students can hold a Cityscape Day featuring workshops on the history, customs, foods, dress, and contributions of each ethnic group represented in the selected city.

CityScape
Handout #1: *Ethnic Group Research Summary Sheet*

Student Team: _____

Ethnic Group: _____

1. What areas in the city have a heavy concentration of this ethnic group?

2. Where did this ethnic group come from? When? Why?

3. List three cultural things this ethnic group brought with them.

4. Identify at least three problems this ethnic group encountered upon their arrival in the city.

5. Use the back of this sheet to summarize how life in the city impacted this ethnic group.

CityScape
Handout #1 (continued) - *Ethnic Group Interview Sheet*

Interviewer: _____ Date: _____

Name: _____

Address and/or area of the city: _____

Nationality: _____

1. What country did you come from? When? Why?

2. What problems did you encounter upon your arrival in the city?

3. How has living in the city affected your life?

4. What cultural things do you feel your ethnic group brought to the city?

5. Has this been a good move for you? Why or why not?

Country Mouse - City Mouse: How It Got to Be That Way

Evelyn Foster
Jane Giulini

Preview of Main Ideas

By talking to relatives, we are able to trace our ancestors' migration through cities to where we live today. When following migratory patterns, we are then better able to focus on how a city and a small rural or suburban town have evolved from the time of their indigenous peoples to modern day. Students learn of their commonality and differences, and of the constantly changing nature of any community. Through a partnership between a city school and a suburban, small town, or rural school, participating students will exchange the information and ideas they have gathered.

Connections with the Curriculum: Language Arts, Reading, Geography, History, and perhaps Science and the Arts

Teaching Level: Grades 3-10 with modification of content.

Length of Lesson: 2-8 weeks

English Themes: Process writing in narrative essay, letters, and writing in the content areas; K-W-L research technique (Handout #2); journal entries; and interviewing

Geography Themes: Location - position on the earth's surface, physical and human characteristics of place, Relationships with places, Population movement; and How regions form and change

History Themes: Civilization, cultural diffusion, and innovation; human interaction with the environment; and patterns of social interaction

Science Themes: Inventions and technological advances

Reading Themes: Historical novels, maps, and appropriate resources for researching topic

Materials

Packet of maps with overlays to show changes in development and population
Large US and world maps to locate cities inhabited by ancestors
Timeline for charting significant points in development of city and town
Journal to write daily reflections
Handout # 1 - Venn diagram
Handout # 2 - Worksheet for K-W-L
Handout # 3 - Study Guide for Historical Novel

Objectives

Students are expected to:

- interview parents and grandparents to learn of migratory patterns of ancestors
- use appropriate maps to illustrate patterns of migration
- make a timeline to note pivotal points in development and changes in city and town
- use K-W-L technique to research a city found in family history
- compare/contrast images of city and country
- read historical novel to identify problems experienced in transition to new way of life
- visit partnership school

Suggestions for Teaching the Lesson

Opening the Lesson

Brainstorm the concept of city and town with students using Handout #1 to show perceived similarities and differences. Explain definition of "city" using US Census definition. Assign interview with a grandparent or another relative to learn of cities where they stopped or lived before they moved to their current address. Students should write a narrative from the interview.

Developing the Lesson

Have read-around of narratives. Working in groups with maps, students will draw arrows to show migration direction, will label cities and dates of occupancy, and then share results. They will conduct K-W-L research (Handout #2) for information about one city. Migration will serve as the basis, then, for the study of the formation of city and town and the cross-cultural diversity in each.

To begin study of city and town, students will use maps to follow the migration of native Indians and compare/contrast tribes. Using maps, they will trace the development of roads from early footpaths. This will lead chronologically to the migration of foreigners, which is easily linked to pivotal points in history that were determined by technological advances. Students will further broaden their understanding by reading an historical novel which deals with difficulties encountered in being assimilated into a new community. They will also write to students in a partnership school to share impressions of their lifestyles and heritage. An underlying and important theme of the unit is the role of all ethnic groups in developing cities and towns throughout history.

Concluding the Lesson

Students will tour the partnership town or city to see highlights studied in the unit. It is then revealing to look back to initial brainstorming about impressions of city/town similarities and differences.

Assessing Student Learning

Assessment is ongoing as students complete various aspects of the unit:

- work in groups to label maps and draw conclusions about cities and migration;
- write letters to peers in partnership school;
- write narrative essay;
- carry out K-W-L activity;
- participate in gathering information about their own community; and
- read and react to an appropriate historical novel.

Extending the Lesson

To engage students of all learning styles, consider implementing the following hands-on activities:

- Build models of communities, marking pathways, gathering places, landmarks, and modes of transportation;
- Build model dwellings, using particular construction methods or materials of an era;
- Engage in activities based on art, music, dance, food, or customs of any of the peoples studied.

It would be valuable to exchange visits with the partnership class to meet "pen pals". This might involve a potluck supper or reception, and sharing projects and performances with each other.

Teacher Resources

Check with local historian for possible field trip to historical society and as excellent source of information.

State and university libraries and map libraries

Guest speakers, i.e. invited senior citizens

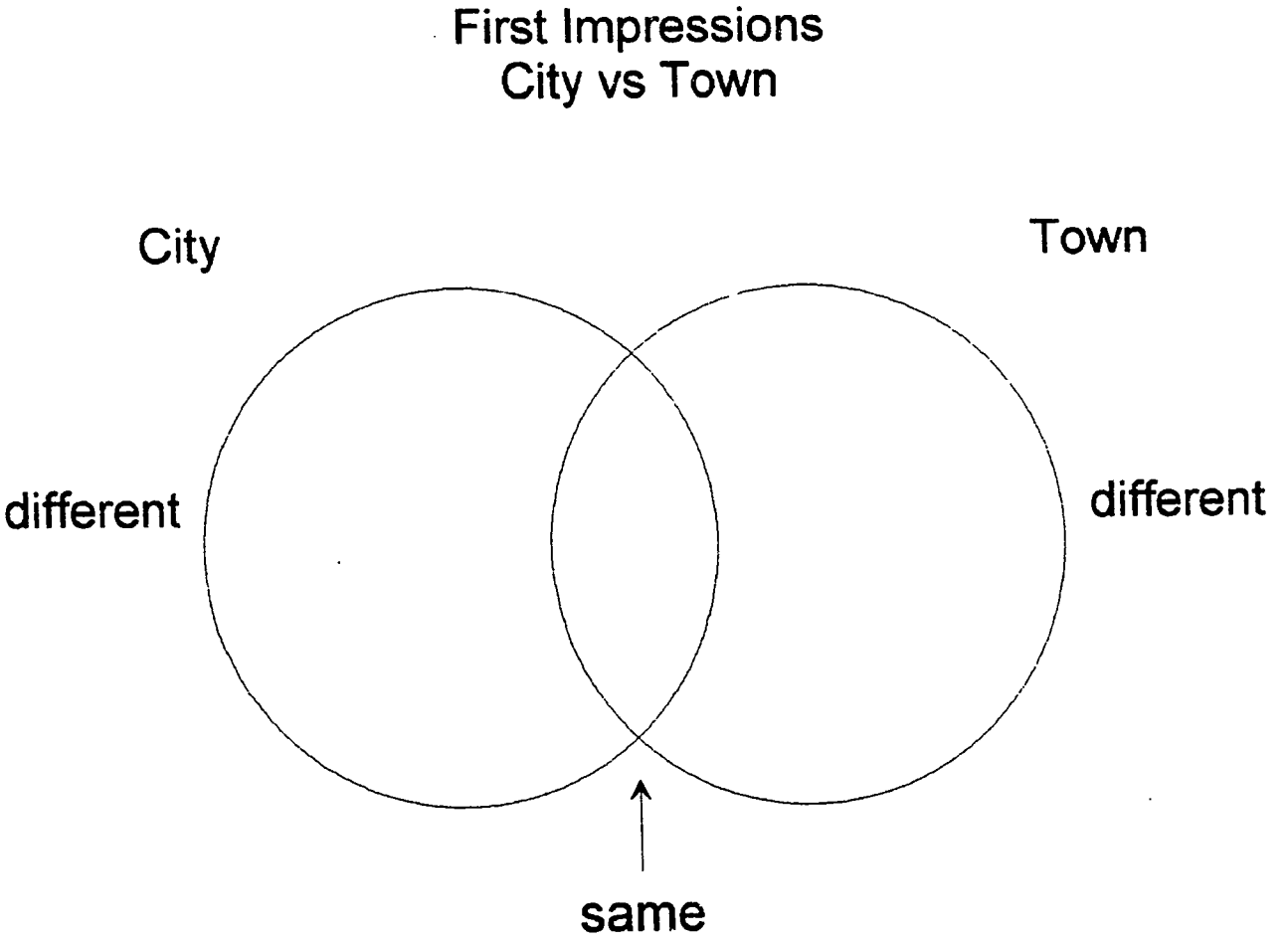
University of Oklahoma series on American Indians

National Geographic FACES series: individual issues on ethnic heritage, Indians and maps.

Keepers of the Earth: Native American Stories and Environmental Activities for Children, Caiduto.

Keepers of the Animals: Native Animal Stories and Environmental Activities for Children - Caiduto.

Country Mouse - City Mouse
Handout #1



Country Mouse - City Mouse
Handout #2 - K-W-L Method

TOPIC: _____

RESEARCHER: _____

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

Country Mouse - City Mouse
Handout #3

READING THE HISTORICAL NOVEL: A GUIDE

1. Describe the place from which the character moves and his/her reason for moving.
2. When did the story take place?
3. To what city did the main character move?
4. Describe the new city as the main character sees it How is it alike and different from home?
5. List the problems encountered by the character in his new home.
6. How does he/she react to these problems?
7. Compare and contrast the time with your life today. Consider technology and travel.
8. How does the character change as the story progresses?
9. Predict what will happen to the character later in life?
10. How did you feel about how the character was treated by his American neighbors as you read the story?

The English Industrial Revolution: A Multidisciplinary Unit

Peter Mongillo

Preview of Main Ideas

This unit on the English Industrial Revolution can offer students an opportunity to explore the perceptions of ordinary people, industrialists, politicians, social reformers and literary figures as they lived and reacted to this dramatic transition in English society.

Connections with the Curriculum: English, Geography, History, Home Economics, Technical Education, The Arts, Science

Teaching Level: Grades 6-8

Length of Lesson: 4-5 weeks

English Themes: Literature and language as it affects and is affected by human endeavors (i.e. impressions and images of environments)

Geography Themes: Place, Human and Physical Characteristics, Relationships within Places, Humans and Environments, Movement, Humans Interacting on the Earth

History Themes: Human Interaction

Objectives

At the conclusion of this unit on the English Industrial Revolution, students should be able to analyze and reflect on an historical event in terms of:

- What happened?
- What caused it to happen?
- What was its impact on society?

Suggestions for Teaching the Lesson

Opening the Lesson

"Predictions": Ask students to identify a particular event in their personal history, or in history in general, and predict what might have happened if that event had or had not occurred. The event could be as simple as a student missing a school bus in the morning, or as complex as Europeans not having landed in the "New World" in the 15th century.

After processing student responses, ask them to predict what their life might be like if certain inventions had not been developed (e.g., radio, TV, automobile, electricity, aircraft). Process their responses with a focus of discussion based on the concepts of industrialization, the impact of changes in society, and societal transitions.

Developing the Lesson

Using the English Industrial Revolution as the basic focus of study, the students will be asked to complete research projects on the historical development of power sources, the British political Ssstem, the effect of the "enclosure acts", the role of the church in the English farm community, and the effects of industrialization and urbanization on the lifestyle of the English worker.

The students will be asked to develop descriptive essays about the industrial city of Manchester, England in terms of human interactions to that urban environment as well as describe the reactions and interactions of those people living in the English countryside before and after the "enclosure acts".

Students will be asked to compare the new industrial complexes being established in Lowell, Massachusetts in 1840 to the city of Manchester, England during that same time period.

Transportation and technological transitions are also taking place during this time frame. Students will be asked to describe the impact of these transitions on the cities and the countryside.

Literary figures such as Charles Dickens, William Wordsworth and Lord Byron reacted to the industrialization of England in different ways. Students should have opportunities to:

- role play a dialogue between Dickens and an industrialist;
- react to the Dickens' character Mr. M'Choakumchild, the teacher in "Coketown", and compare him to their own school experiences;
- create a play about a child laborer in a factory;
- compare the poems of William Wordsworth and Lord Byron regarding their views of London;
- keep an imaginary journal describing a typical day in the life of a teenage farmgirl, a ten year-old male factory worker in the city, or of a large landowner or wealthy industrialist.

Concluding the Lesson

Small groups of students design a framework for discussion and debate that either supports the idea that industrialization was mostly beneficial to society, or the notion that industrialization has caused significant harm to most societies and has been detrimental to the human spirit.

Students must support their position on the issue with appropriate evidence. They must also be willing to defend their position in discussion with their classmates. This is an assessment process.

Extending the Lesson

Students can compare the growth and impact of industrialization in England with that of the United States or other industrialized nations such as Korea, Japan and China. Activities for inclusion of science, math, technical education, art, music and applied arts are listed below.

Science/Technical Education:

Create models showing the scientific principles applied to the steam engine, the "mule" and the spinning jenny.

Art/Music/Literature:

Research the availability of art prints, folk music, prose and poetry that describe people and their endeavors in England in the 1840's, and share with the class.

Home Economics:

Research the living conditions of a New England farm family in the 1840's and compare with an English farm family. Emphasize education, diet and health.

History/Geography/Technical Education:

Recreate a canal system in England and show its mechanical functions and its effect on the landscape; describe what purpose it served to the early economy of industrialization and urbanization.

Science:

Develop a timeline indicating the changes in energy sources from 1500 AD. to 1900 AD.

Explorations in Street Gangs

Cheryl Kline

Preview of Main Ideas

Gangs are not only an urban, but a class phenomena. And to better understand the motivation as to why youngsters join gangs, a lesson in inquiry holds students responsible for their understanding and discovery.

Connections with the Curriculum: English, History, Geography, and Mathematics

Teaching Level: Grades 5-12 with modification of content

Length of Lesson: Two-three weeks

English Themes: Examining personal repertoires, perspectives

Geography Themes: Location and Interaction

History Themes: Society's perception on role of street gangs

Mathematics Themes: Population, census study

Materials

Handout #1 - Collective Nouns
Handout #2 - Steps to the Inquiry Approach
Reference information
Census information for city/town
Posterboard
Markers

Objectives

Students are expected to:

- identify at least seven reasons why gangs exist
- refer to both primary and secondary sources to enhance their understanding of this social/urban phenomena.
- discuss the historical changes in gang formation
- create a turf map indicating where opposing gangs/factions might exist and explain why

Suggestions for Teaching the Lesson

Opening the Lesson

Staple Handout #1 to form a booklet so that the page on gangs is the last sample. Use this work on collective nouns to establish groundwork about students' preconceived notions, beliefs, biases and stereotypes about a variety of groups and perspectives. Ending this first unit with discussion about gangs is an appropriate segue for the rest of the lesson.

Developing the Lesson

Present students with Handout #2 and explain the steps on this Inquiry Study they will be conducting. Pose the question "Why do gangs form?" and allow students, in small groups, to research primary and secondary English and history sources to identify why gangs would form according to the writers, narrators, or characters of those sources. In addition, providing maps and census data of nearby cities will help students look at current reasons for adolescents' joining gangs.

Concluding the Lesson

At this point, students will need time to "debrief" and examine how, if at all, their thoughts and beliefs about gangs have changed. In addition to whole group discussions addressing the reasons why gangs form or exist, students should have time to process their thoughts independently as well.

Assessing Student Learning

Student mastery occurs when students have broadened their schemata (Handout #2, step #5) by considering alternative reasons why gangs might have formed. A student I-Search will help students document changes in their perceptions about why gangs form (Step #6).

Extending the Lesson

In the Inquiry Approach, the final step leads students to the discovery of additional questions that deserve investigation. Their initial study (which is teacher-directed) becomes a springboard for students' independent studies and questions about a related subject.

Collective Nouns

Determine if the following collective nouns elicit positive (+) or negative (-) connotations.

Gaggle of Geese

(+) (-)

describe the environment they live in:

Herd of Cattle

(+) (-)

describe the environment they live in:

Pride of lions

(+) (-)

describe the environment they live in:

Bevy of Quails

(+) (-)

describe the environment they live in:

Audience

(+) (-)

describe the environment they live in:

Bunch of Grapes

(+) (-)

describe the environment they live in:

Swarm of Bees

(+) (-)

describe the environment they live in:

Neighborhood

(+) (-)

describe the environment they live in:

School of Fish

(+) (-)

describe the environment they live in:

Colony of Ants

(+) (-)

describe the environment they live in:

Gangs

(+) (-)

describe the environment they live in:

HANDOUT #2

Inquiry into Social Phenomena

Hyde, Arthur A. and Bizar, Marylyn. (1989).
Thinking in Context. New York:Longman.

1. Diagnosing schemata
- What do students think?

2. Confronting schemata
- What conflicting opinions exist?

3. Generating opinions
- What other options/ideas exist on the subject?

4. Conducting systemic inquiry
- How can students attack and manipulate the data?

5. Debriefing explanations & concepts
- What new insight or information can students now share?

6. Debriefing cognitive processes
- What do students think about their thinking?

7. Broadening schemata
- What other questions about the topic deserve investigation?

Gangs and Mythology: The Search for Identity

Penny Baril
Valarie Botta

Preview of Main Ideas

One of the main problems during adolescence is the search for identity - first as a member of a group and then as an individual. Students seek to discover what makes them unique among their ethnic and peer population. Focusing on differences among groups of people, creates barriers and separations. Gangs celebrate their differences from other gangs and groups. School groups similarly accent their differences. How do groups affect the individual? And how does storytelling pass on identity? This unit will research similarities and differences among various groups, generations, and individuals.

Connections with the Curriculum: English, Geography, History, and Psychology.

Teaching Level: Grades 7-12 with modification of content

Length of Lesson: One semester - English class

English Themes: The search for individual identity; universal similarities among myths from around the world; reality vs. myths of gangs; the shared humanity of diverse cultures

Geography Themes: Location, place, relationships within places, movement

History Themes: Theories of social interaction, conflict and cooperation, values and beliefs

Materials

Myths From Around the World
Selections from Homer's **Odyssey**
Great Expectations, Charles Dickens
Short Stories:
- "*The Legend of Gregario Cortez*"
- "*When Heaven and Earth Changed Places*"
- "*Everyday Use*"
- " *High Horse' s Courting*"
- "*The Secret Lion*"
- "*Blues Ain't No Mockin Bird*"
- "*Out of Place*"
- "*Santa's Children*"

Maps of Ancient Greece and Rome, Northern Europe, Asia and the US
Local maps containing historical settlements
Always Running
Handout #1 - Group Interview for Students

Objectives

Students are expected to:

- identify what makes a story a "myth"
- describe what functions myths serve
- identify common themes in myths and short stories
- discuss thematic differences in myths and short stories
- look for identifying ethnic attributes in the stories and myths
- create maps indicating the travels of Odysseus, Pip, and their own mythic journeys into self-awareness and group identification
- understand why groups form and the functions they serve
- discuss differences and commonalties among gangs in **Always Running**
- recognize the often romanticized and mythical qualities attached to gangs
- write:
  1. A current and relevant connection to each of the major stories in the Odyssey. How can each story be applied to current problems with identity?
  2. A response to each stage of Pip's growth as a character
  3. Response journals based on issues from class discussions at relevant points during the unit.
- interview peers, parents and senior citizens about their method and types of grouping
- write the questionnaire for the parents and senior interviews
- summarize the similarities and differences that surface from their interviews
- draw a map of their school designating locations of in-school groupings
- write their own myth

Suggestions for Teaching the Lesson

Opening the Lesson

One Day: Students will free write for ten minutes about what makes them similar to their peers and then what makes them individually unique.

In small groups, students will read their free writes and then create a consensus about the most important "group" qualities. In a large group these items will be listed on the board and discussed. Copies of *Myths from Around the World* and short stories will be distributed and reading assigned.

Developing the Lesson

After an initial discussion on why we study myths, students will look at, and discuss the similarities between the myths that they were given to read. As a group, a list of similarities and differences will be generated. The larger group will then discuss how the similarities point to a universal humanity and the differences that identify ethnic individualities. They will look at maps to consider how climate and location of the population adds to the meaning of myths. From ethnicity, the class will move to a discussion on other groups, gangs and the cliques at their school. Students will interview their parents and grandparents to gather information about groups of the past. They will also map the school and identify where specific cliques locate. From this information they will begin to analyze what is similar and what is different in the formation of groups, how gangs have become mythical, and the effects of groups to individuals and others. The issues of individualism and group identities within the gang will be raised through examination of the book **Always Running**. They will then move from the group mentality to the growth of the individual. Reader responses will be designed to draw similarities between Odysseus' travels and what youths experience as they

move toward adulthood. This will culminate in the reading of **Great Expectations.** Students will consider the stages of their own lives as they read this novel. Who affected them along the way, how their own ethnicity and group identity added to their character and finally, what have their experiences given to their uniqueness.

Concluding the Lesson

The final task will be for students to consider their own lives. What makes them unique and individual? Students will create their own myth and gain an understanding of how all of us are affected by where we travel, the groups we associate with, our ethnicity and the experiences we have as individuals.

Assessing Student Learning

Student learning will be assessed through written work including:

- journal entries,
- interview questions and answers
- summaries
- personal myths
- essays

and discussions on:

- group functions
- myth functions
- similarities and differences
- literary themes
- development of identity, provide insight into student's knowledge

Extending the Lesson

This unit can be continued to cover other pieces of literature and time frames. It can also be extended to include other disciplines such as science and foreign languages. Once students are made aware of the universality of the search for identity, they can begin to understand how history, experience, and geographical locations blend to create groups and individuals.

Further investigation into additional literary works can facilitate further lessons. Examples include comparing the search for identity in Tony Morrison's **Song of Solomon** in which an African American leaves the city to search of his roots in the country with Aldous Huxley's **Brave New World** where a young man leaves the reservation to join the groups in the city.

Use **Romeo and Juliet** as an example of the consequences of crossing group lines and group warfare.

Gangs and Mythology
Handout #1 - *Group Interview for Students*

1. Do you associate with a particular group/clique in school?

If the answer to question #1 is YES

2. Which one? (jock, intellectual, heavy metal, etc.)
3. What do you have in common with this group?
4. Are there specific features that identify your group? If so, what are they?
5. What would someone have to do to be accepted into your group?
6. What other groups are in your school? How does your group differ from these groups?
7. Is there a particular place/places your group hangs out within the school zone?
8. Why do you think these groups have formed in your school?
9. Do you think these groups have a positive or negative affect on the school community? on other individuals in school besides you? on you as an individual? What are these affects?
10. Do these groups interact with each other? Do they interact with individuals who are not members of a group? How do they interact? What suggestions could you make that would affect a more positive interaction?

If the answer to question #1 is NO

2. Why not?
3. What are the groups in the school? How are they identified?
4. Why do you think these groups have formed in your school?
5. Do you think these groups have a positive or negative affect on the school community? on you as an individual?
6. Do these groups interact with each other? Do they interact with individuals who are not members of a group? How do they interact? What suggestions could you make that would affect a more positive interaction?

The Haves and the Have Nots *or* Playing the Game of Life

Priscilla A. Judson

Preview of Main Ideas

As many adolescents, particularly in urban areas, present a persona of disregard and ill-respect for the established society, the unit presented here will give "at-risk" learners the strategies for getting along with others, asking for help appropriately, improving grades, developing goals for self-actualization, and contributing to community growth.

Connections with the Curriculum: History, Literature, Geography, Special Education

Teaching Level: Grades 9 - 12 ("at - risk" potential dropout student clientele)
Grades 6 - 8 "at-risk" chronically absent students
Adult Education/GED student

Length of Lesson: 2 - 3 weeks

English Themes: Compare and contrast acceptable social behavior

Geography Themes: Place, Llcation, human interaction with the environment

History Themes: Values, beliefs, political ideas, and institutions

Materials

Handout #1 - Excerpt of Booker T. Washington's "Atlanta Compromise", 1895, with critical thinking questions
Other Equipment - VCR/TV, tape recorder, posters depicting hard times and successes of people as acquired by teacher, to place on walls of classroom

Objectives

Students are expected to:

- examine acceptable behavior of past generations
- compile a list of expected behavior of student's generation
- depict a graphic schemata of the machination of American societal norms and mores
- establish short and long range personal goals
- reflect on selected historical documents, essays, journal excerpts, diary entries, etc. in order to connect the past to the present
- record impressions of aspirations in a journal entry format
- utilize the directory of social services appropriately
- become involved in a volunteer capacity to aid their community by networking with a social service agency

Suggestions for Teaching the Lesson

Opening the Lesson

Have students read selected excerpts from Catharine Beecher's **The Moral Instructor for Schools and Families**. Teams of students will then select articles from *The New York Times* profiles: "Children of the Shadows," April 1993. Each team orally reports the obstacles facing the inner-city youth they read about to the class using the K-W-L Group Instruction strategy format whereby students list what they know, what they need to find out, and finally, what they've learned (See "Country Mouse - City Mouse" lesson).

The class develops an observation list of positive and negative elements discovered in the social mores of a hundred years ago vs. mores of the 1990's.

Assign a homework assignment to write a reflective essay on one's individual goals in life and how to achieve those goals.

Developing the Lesson

Read and analyze a passage from Booker T. Washington's "Atlanta Compromise." (Handout #1). The teacher should allow for debate over interpretations of Washington's message. Provide historical data as to the plight of the blacks' true state of emancipation. Students are to collect data using oral history from their parents, grandparents, other family members, and members of the community in drawing connections to the struggles for acquiring an education, housing, employment, and alienation or acceptance into American society.

Concluding the Lesson

Students are to listen to inspirational tapes, view videocassettes, read or compose poetry devoted to "rising above the stars" and searching for a better quality of life. Art can be examined as an alternative means to the impetus of self-actualization.

Assessing Student Learning

Students are presented with a directory of community services within their locality which will allow the learner to implement geographic themes in action. When they have a need for the directory of community services, understanding the nature of location and place occurs. Students embark on a class project of volunteering at a local soup kitchen to experience giving to others. This activity will encourage students to begin to volunteer in a social service capacity which will aid the student with networking or linkage of movement within the city. The communication factor will afford the student the privilege to explore and seek substantial meaning for his or her relationship within the environment.

Extending the Lesson

The student's appetite will have been whetted. Self-examination and inquiry will continue, if not now, then later in life. The teacher can suggest and expand for further units the reading of Alice Walker's **The Color Purple**, Irene Hunt's **No Promises in the Wind**, and Harriet Arnow's **The Dollmaker** by correlating the protagonist's revelations with historical events of emancipation for minorities, women, hardships for the poor masses, and the opportunities available for the educated.

An investigation into voter registry and actually becoming a registered voter will enable the student to become aware of civic functions and powers. Community activism is encouraged. Along with the quest for the "American dream", involvement with Urban Leagues, "Habitat" programs, minority recruitment of post-secondary higher education, and exploration of affordable mortgaging programs will empower the "at risk" young adult.

The Haves and The Have Nots
Handout #1

Excerpt from Booker T. Washington's "Atlanta Compromise" speech at the Atlanta Exposition, 1895.

Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that most of us are to live by the productions of our hands and fail to keep in mind that we shall prosper as we put brains and skill into our occupations. We shall prosper if we learn to draw the line between the superficial and the substantial, the ornamental things of life and the useful things. No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, not at the top. Nor should we permit our problems to overshadow our opportunities.

To those of the white race who look to the immigrants of foreign lands for the prosperity of the South, I would repeat what I say to my own race, "Cast down your bucket where you are." Cast it down among the eight million Negroes whose habits you know, whose loyalty and love you have tested. Cast down your bucket among these people who have, without strikes and labor wars, tilled your fields, cleared your forests, built your railroads and cities, and brought forth treasures from the earth. Casting down your bucket among my people, helping and encouraging them, you will find they will buy your extra land, grow crops in the waste places in your fields, and run your factories. While doing this, you can be sure in the future, as in the past, that you and your families will be surrounded by the most patient, faithful, law-abiding, and non-resenting-resenting people that the world has seen. We have proved our loyalty to you in the past, nursing your children, watching by the sickbeds of your mothers and fathers, and often following them with tear-filled eyes to their graves. So in the future, we shall stand by you with a loyalty that no foreigner can equal. We are ready to lay down our lives, if need be, in defense of yours. We shall join our industrial, commercial, civil, and religious life with yours in the way that shall make the interests of both races one. In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.

The wisest among my race understand that demonstrating on questions of social equality is foolish. Progress in enjoying all the privileges that will come to us must be the result of severe and constant struggle rather than of forcing. No race that has anything to contribute to the markets of the world is banished for long. It is important and right that all privileges of the law be ours. But it is much more important that we be prepared for making use of these privileges. The opportunity to earn a dollar in a factory just now is worth much more than the opportunity to spend a dollar in an opera house.

Excerpt cited from ***Sources in American History: A Book of Readings.*** *Harcourt Brace Jovanovich, 1986, p. 202.*

The Haves and The Have Nots
Handout #1 (cont.) - *Critical Thinking Questions:*

1. What did Booker T. Washington mean by "cast down your bucket"?

2. What, if any, relevancy does his speech of nearly 100 years ago have for today's era?

3. Despite discouragement, what can you do to contribute to your place in your community?

Imagining the Future City

Beverly W. Harris

Preview of the Main Ideas:

Cities have always been the focus and repository of national culture around the world. How will American cities resolve their problems? Will the city of tomorrow resemble the city of today? An examination of the ideas of utopian writers and thinkers will help students gain an understanding of how past generations viewed the crises that faced their cities, how they dreamed of improvement, and how dreaming could make the future a reality. With encouragement, today's students can attack today's problems and dream our cities of the future.

Connections with the Curriculum: English, Geography, U.S. History, Mathematics

Teaching Level: Grades 9-12

Length of Lesson: 3 weeks

English Themes: Utopian literature, research-based creative writing

Geography Themes: Location, place, land-Use

History Themes: Socialism, political activism,

Mathematics Themes: Charting population growth into the future

Materials

Looking Backward, or other utopian or dystopian novel

"There Will Come Soft Rains," other utopian or dystopian short stories

Handout #1: "Dream the Future" Worksheets

Handout #2: Focus Sheet for analyzing fiction or video works

Rental Videos: "Blade Runner", "Soylent Green", "The Brother from Another Planet", as visual depiction's of dystopias of the future. Even "Willie Wonka" functions as a vision of utopian idealism played off against societal ills such as greed, ethnic stereotyping, lack of imagination, and the evils of misused technology in a fantasized present society. Selected episodes from "Star Trek", and especially episodes from "The Second Generation" and "Deep Space 9" present aspects of a utopian urbanization.

Objectives

Students are expected to:

- identify problems (past, present, future) facing cities
- read at least two pieces of short fiction based on utopian or dystopian cityscapes
- read one longer fictional work portraying a future city
- discuss the ideas of one or more utopian writers/theorists of historical importance
- provide data from research into the historical demographics of a real city or town of local or regional interest
- create a future map of the same city/town in the year 2025, based on:
  a) fantasy solutions to the most pressing problems, or
  b) Logical extensions of the data from research (e.g., trends re: business and residential locales, entertainment needs, etc.
- create a piece of original fiction or artwork or project (game, 3-D map etc.) based on a utopian view of the year 2025

Suggestions for Teaching the Lesson

Opening the Lesson

Have students write about a city experience. Share several of these with the class. Ask for a show of hands to indicate positive and negative experiences. Ask for show of hands to indicate how many expect to live in the city as adults. List reasons for both on board. Keep record of these.

Developing the Lesson

Assign three pieces of literature based on utopian thinking, two short and one long. Allow students, in groups, to identify the problems implied or stated regarding present values or problems associated with city life, in that fiction. Show one or more video movies showing a city of the future (see list), or show clips from several. Ask groups to identify as above. Present the ideas of one or more utopian thinkers (may use film, filmstrip, lecture, summary-handout or other method); ask groups to assess how they differ or agree in concept (if using more than one), or ask students to write a précis of main ideas. In groups of 3-5, ask students to complete activities in the Dream the Future packet (Handout #1). As a class, choose a local city or town as a case study; based on projections garnered from research and statistical information, ask students to project likely changes in that locale's make-up, layout, into the year 2025.

Concluding the Lesson

Debrief students by having them write a short imaginative piece about a personal experience in this city of the future. Share some of these with the class. Ask for a show of hands to indicate how many have projected a positive experience. Compare this data to the ideas expressed at the beginning of the unit.

Assessing Student Learning

Student mastery occurs when students apply the ideas from the unit to a personal project of their own devising. Appropriate vehicles for this may include:

a. a short story whose setting and theme are based on the writer's notion of today's problems projected into the year 2025 (solved or worsened).

b. the creation of an overlay map showing the historical land use of the chosen city/town over successive years, projecting via imagination and logic into the future to 2025.

c. as in (b) above, but suggesting possible solutions to the 5 worst problems .

d. a 3-dimensional map of the target city/town depicting the innovations most likely, especially focusing on land development/use.

e. a skyline drawing or other visual representation of the target city/town showing the main features as of 2025.

Extending the Lesson

Because of the many facets presented by utopian literature, there are interesting options for an I-Search investigation into areas of psychology, sociology, education, communication and the like, or specific applications of philosophic ideas such as The Brook Farm Experiment, or the hippie communes of the 1960's. Students may also design an ideal institution, such as a school of the future, an ideal house of the future, or an ideal system of mass (or individual) transportation of the future, and so on.

Imagining the Future City
Handout #1 - Dreaming the Future Worksheet

1. List 10 problems associated with the cities of today.
2. Rank these from the most to the least pressing, by group consensus.
3. Choose one of these problems that the group can agree to working upon.
4. Brainstorm a list of all the factors involved with that particular problem (space, money, priority, social bias, apathy, time constraints, locale, need, consensus, personnel, etc.)

   Example of Problem: Graffiti on public buildings

   Factors: difficult to police (personnel); nobody cares about public buildings (apathy); doesn't hurt anybody so no one does anything about it (priority); maybe it is a safety valve for anger (need); etc.

5. Disregarding known technology or present attitudes, fantasize a list of ways to deal with this problem. Be freewheeling and open. List ALL suggestions no matter how wild and crazy, illogical or impossible.
6. Choose the 10 most interesting suggestions, ranking them from most to least interesting.
7. Choose, by consensus, the solution which seems to best deal with the factors listed in #4. You may combine ideas where practical.
8. Share your fictional account with your group if working as individuals, or with the class if doing a group-write. Share also your problem, factors and solution .

Imagining the Future City
Handout #2 - *Focus Sheet for Literature or Film*

On a separate sheet of paper:

A. List 3 positive aspects of the future city as portrayed in this novel, essay, short story, or film .

B. List 3 negative aspects.

C. List any aspects of our society or institutions which the writer film-maker seems to be criticizing. (Clue: these are often the most radical changes from today's world; e.g., robots are more intelligent or caring than humans). Tell what scene or episode in the story suggests this criticism.

D. Identify the means by which the writer makes this criticism evident (exaggeration, satire, logical extension, humor, horror, extremely sympathetic or unsympathetic portrayal, etc.)

E. Identify any aspects of our society or institutions that the writer or film-maker portrays as the same as today. (E.g., beer is the beverage of choice for the average person).

F. Using the lists generated above, isolate what seem to you to be the major themes of the work. State these as complete sentences.

G. Write a short response to this work which may take the form of a personal reaction to one or more of these themes (social value or pure entertainment?), a reflective piece on whether or not you could live in this city, an assessment of how close this portrayal comes to your personal hopes or fears relating to the city of the future, or other response of interest to yourself relating to the city of the future. Be ready to share this response with other members of the class.

The Industrial Working Class at the Turn of the Century

James H. Stirling

Preview of Main Ideas

At the beginning of the twentieth century, the vast majority of the population was woefully poor and lived and worked in deplorable conditions. Life in industrial cities like Chicago or Pittsburgh was stifling. An examination of this phenomenon will help students understand the need for progressive reforms and the importance of labor unions.

Connections with the Curriculum: U.S. History, U.S. Literature and American Studies

Teaching Level: Grades 8-12 with modification of content

Length of Lesson: 1-2 weeks

English Themes: Muckraking or Investigative Reporting

Geography Themes: Location and Interaction

History Themes: Industrialization, Progressivism, Urbanization

Materials

The Jungle or **Out of This Furnace**
Handouts - Mastery Test I, II or III
Slides

Objectives

Students are expected to:

- list at least five pieces of evidence from the novel that relate to statements made by Upton Sinclair or Theodore Roosevelt
- summarize the working conditions faced by workers and their families
- list three devices used by owners to keep workers wages low and profits high
- list three examples of political corruption
- state the ultimate solution to the problems faced by industrial workers
- write five dialectical responses to include working conditions, living conditions, sexual harassment, and child abuse

Suggestions for Teaching the Lesson

Opening the Lesson

Hand out copies of the novel. Have students free write for five minutes using the picture on the cover of the novel as a frame of reference. Ask individual students to share their free writes and discuss. Show the students the slides that relate to the particular novel being read. Tell them to envision the people shown as if they were major characters in the novel to be read. (one class period)

Developing the Lesson

At various points in the outside reading period or at the end of the ten day outside reading period, ask individual students to share their dialectical responses with the class. Use these dialecticals as the basis for classroom discussion on the novel. Another approach is to have students share their responses in small groups. Have each small group choose one response to share with the class for open discussion. Make sure that all major objectives are covered in the classroom discussion. (one to three class periods)

Concluding the Lesson

Have students write a letter to a friend or relative in another country describing the living and working conditions at the turn of the century - Mastery Test III. (one class period)

Assessing Student Learning

Student mastery occurs when students have achieved a score of at least 85%. Students falling below 85% should review and then take either Mastery Test I or II until a mastery level is achieved.

Extending the Lesson

The same objectives can be used as students encounter industrial workers at other time periods in the course.

The Jungle - MASTERY TEST I

Complete the following questions or statements by writing the required information in the spaces provided: (You must obtain a score of 17 or better correct answers to proceed to the next lesson)

(4) 1. What did Upton Sinclair mean by his statement - "I aimed for their hearts, but hit them in the stomach"? Give at least three examples from the novel.

a.

b.

c.

(5) 2. List five specific problems faced by Jurgis on his job(s) in the meat packing plant.

a.

b.

c.

d.

e.

(2) 3. Define the following terms:

a. speeding up -

b. scab -

(3) 4. Explain briefly why the following terms are examples of corruption as shown in **The Jungle**:

a. subway tunnel -

b. voting -

c. court system -

The Jungle - MASTERY TEST I (continued)

(3) 5. List three problems faced by Jurgis' family in their home.

a.

b.

c.

(1) 6. What happens to Antanas in the novel?

(1) 7. What is Marija's final solution to her problem of keeping what was left of the family alive?

(1) 8. What was Upton Sinclair's solution to the problems of the workers?

The Jungle - MASTERY TEST II

Complete the following questions or statements by writing the required information in the spaces provided. (You must obtain a score of 17 or better correct answers to proceed to the next lesson)

(4) 1. What did Theodore Roosevelt mean by his statement "I've been poisoned"? Give three examples from the novel.

a.

b.

c.

(1) 2. What was the ultimate solution of Upton Sinclair to the problems of the working class?

(1) 3. Which character in the novel is forced into prostitution and becomes a drug addict?

(1) 4. Which character in the novel is drowned in the mud in the street by his house?

(5) 5. List five specific problems faced by Ona and Marija on their jobs in the meat-packing plant.

a.

b.

c.

d.

e.

(3) 6. Explain three problems faced by Jurgis' family while living in the boarding house.

a.

b.

c.

The Jungle - MASTERY TEST II (continued)

(3) 7. List three examples of political corruption in The Jungle. Explain each briefly.

a.

b.

c.

(8) 8. Define the following terms:

a. speeding up -

b. scab -

The Jungle - MASTERY TEST III

Being as specific as you can from your reading in **The Jungle**, assume that you are an immigrant living in the city of Chicago at the turn of the century. In two pages or less, write a letter home to a friend or relative describing (number in parentheses indicates the number of examples from your reading):

a. Living conditions in the boarding house (2)

b. Living conditions in the "new" house (3)

c. working conditions (5)

d. political corruption (3)

e. processes used in meat packing (3)

f . ultimate political solution (1)

You must get 14 points out of 17 to move to the next lesson.

Listening to the People Who Lived There

Bruce Oscar
Jacqueline Stack

Preview of Main Ideas

As the industrial city grew, it needed more people to work in its factories and mills. People from many countries came into our cities. They first settled close to their work place, moving to locations further away as their financial status grew. Their old apartments and houses were then filled with the next wave of immigrants to seek employment at the factories and mills. A look at a single address over a period of time will provide us with information about who came into these towns only to be replaced by another group of people. The students will examine who these people were and make educated assumptions as to what ethnic group they were and what their life was like.

Connections with the Curriculum: History, Geography and English

Teaching Level: Grades 7-12 with modification of content

Length of Lesson: 2 weeks

English Themes: Research and creating a fictional story based on the data collected

Geography Themes: Movement, location

History Themes: Immigration and Migration within the city

Materials

Street addresses from the City Directories for 1875-1977
Map of town or city

Objectives

Students are expected to:

- locate a residence that has been occupied by different families for over a period of 100 years
- identify families by ethnicity
- apply this information and create a short story surrounding a Sunday dinner in October from each family's perspective

Suggestions for Teaching the Lesson

Opening the Lesson

Provide the handout of street addresses and map to the students. Examine the handout in reverse chronological order, looking at targeted names and addresses. Relate the information that is provided, i.e. last names, first names, family members, occupation, renter or home owner (if this information is available). Discuss what assumptions they might make from this information. Do the names stay the same or do they change? What ethnic group might they belong to? Have them locate this address on the map.

Developing the Lesson

Using the City Directories, have the students research a particular location that has been a residence for over 100 years. Gather information for at least four different time periods with a separation of 20 years (one generation).

Using this information, have them write a short biographical story from the perspective of the residence about each of these families. As a common base they could use the idea of a Sunday dinner in October as the focal point. Have them describe the occupants, their jobs and what they are having for dinner. They should write about four different families.

Concluding the Lesson

Have students locate their residence on a common map and list the information gathered from the City Directories. Compile all of this data on a timeline and have students make an analysis about the immigration and migration of the city. (Who was coming when, where were they settling and what did they do?) Have the students share their stories.

Assessing Student Learning

Collect and review the data and the stories they wrote.

Extending the Lesson

The students could focus on businesses, churches, social organizations or other areas of interest. They could follow a particular family as it grew and moved within the city. They could research visual data about their location. They could put all of the stories together to make a social history of the city.

"Local History" Anthology

James H. Stirling

Preview of Main Ideas

Each city contains many personalities and anecdotes which reflect particular images of that place. Using Edgar Lee Masters' **Spoon River Anthology** as a reference, students will create their own local anthology using the free verse poetic style.

Connections with the Curriculum: U.S. History, U.S. Literature, U.S. Geography and American Studies

Teaching Level: Grades 7-12 with modification of content

Length of Lesson: 1 week

English Themes: Biography, Free Verse Poetry

Geography Themes: Location, Movement

History Themes: Local History, Social History

Materials

Masters, Edgar Lee. **Spoon River Anthology**
Local Newspapers
Local Histories
Local Maps
Handout # 1 - Background

Objectives

Students are expected to:

- orally and in writing interpret one poem from **Spoon River Anthology**
- research a person or event from their local community's past
- write a free verse poem or epitaph using information gathered
- orally or artistically present free verse poem or epitaph
- locate person or event on local map
- discuss rural/urban relationships

Suggestions for Teaching the Lesson

Opening the Lesson

Introduce students to free verse poetry using **Spoon River Anthology**. Assign a specific poem and ask students to copy it and interpret it in writing.

Developing the Lesson

Using a predetermined order designated by the teacher, students will read their poems so that a story line and an image of Spoon River emerges. The teacher will then assign students a person or an event from the history of the local community. Students will research using newspapers, histories, etc. to gather information on the assigned topic. Using this data, students will write a free verse poem or epitaph about the person or event assigned.

Concluding the Lesson

Students will read their poems or epitaphs so that a story line and an image of their local community emerges. Students will also locate the person or event on a large local map prominently displayed in the classroom. At regular intervals throughout a course, students will add to their "anthology" so that an overall picture of local history emerges.

Assessing Student Learning

Students will be asked to orally compare and contrast Spoon River with their local community to demonstrate an understanding of rural/urban relationships.

Extending the Lesson

Teachers may elect to allow students to construct tombstones depicting their poem or epitaph. These pictorial tombstones can then be displayed around the classroom creating a "local cemetery". Poems may also be submitted to the local newspaper for possible publication so that the community as a whole can gain a better understanding of local history.

"Local History" Anthology
Handout #1 - *Background*

Spoon River is based on two Illinois communities:

Petersburg on the Sangamon River in Menard County, and Lewiston, forty miles farther north, nearer the Spoon River in Fulton County.

Petersburg was generally dominated by a predominately Southern cultural influence, while Lewiston was reflective of the eastern section of the country. Masters grew up in Petersburg and later moved to Lewiston. His southern cultural background and his later rejection by New Englanders in Lewiston are clearly evident in his poems. The persons depicted in **Spoon River Anthology** are reflective of the persons Masters knew in these two rural Illinois communities. His ambivalence toward his small town upbringing led Masters to "escape" to Chicago in 1892.

Masters, Edgar Lee. ***Spoon River Anthology.: An Annotated Edition.*** *Ed. John E. Hullwas. Chicago: University of Chicago Press, 1992*

Mapping The Growth Of The City

Bruce Oscar
Jacqueline Stack

Preview of Main Ideas

As the Industrial Revolution took a firm hold on many towns, the new manufacturing city was born out of the old crossroads and small river towns. More and more people moved into the town, streets were added, houses and businesses were built, and the city began to take shape and expand. By gathering information from published City Directories, the students will be able to create their own "time map" of the city. This will provide them with a concrete picture of the development and expansion of the city.

Connections with the Curriculum: English, U.S. History, and Geography

Teaching Level: Grades 7-12 with modification of content

Length of Lesson: One week

English Themes: Investigative reporting, review and analyzing of printed material

Geography Themes: Place, Location

History Themes: Human interaction with the environment

Materials

Current street map
Copies of streets and avenues in 1875, 1900, and 1928 from a City Directory
The Story of an English Village, and **Mill**
Highlighter pens - 4 colors

Objectives

Students are expected to:

- identify the city as it existed in 1875 on their maps
- identify and mark the growth experienced in each corresponding time period
- provide material researched independently for three additional time periods between 1928 and present date
- end up with a physical model of the growth of the city in order to aid in the understanding of the expansion.

Suggestions For Teaching the Lesson

Opening the Lesson

Have students work in groups of 3-4 students. Provide a map of the city and have the students discuss and orient themselves with the material. Discuss where they think the city started and how they think it grew. Have them locate different locations and neighborhoods on the map.

Provide **The Story of an English Village** and examine how this relates to the city. Introduce **Mill** and have students make connections between the development of cities and the towns around the mill.

Developing the Lesson

Have students locate the streets on their map starting with the earliest dates in the Directories. Have them shade in this area on the map. Proceed for the next two dates, shading each one using a different color. Explain that they are required to research and to provide information for three additional time periods, both a listing of the streets and the shading on the map (one class period and three days outside research).

Concluding the Lesson

Have students share their data and maps. Analyze how the city grew, using some guided questions such as when was the greatest amount of growth, direction of growth, most streets added, why some areas grew at different times and others did not, etc. Have the students speculate as to what forces were behind some of this growth and where is the next period of expansion going to take place.

Assessing Student Learning

Review the maps and additional research material that the students collected.

Extending the Lesson

The students can use the maps and research who it was that created and moved into these new areas. They could plot immigration and inner city migration using data found in the City Directories. They could use the map to understand civic and zoning laws.

Bibliography

Goodall, John S. **The Story of an English Village**, NY: Margaret K. McElderry Books, 1978.

Macaulay, David. **Mill**, Boston: Houghton Mifflin Co., 1983.

Migration to Immigration: An American Experience

Lissa Eade
Marianne Kreiling

Preview of Main Ideas

Cities have characteristically been centers of migration and immigration. To understand how city environments evolve, what people bring to the city, and what impact the city has on people, students will investigate the people of the city, the geographical and historical patterns of their migration and immigration, the impact that people have on the city and that the city has on them. The lesson has been separated into two phases. The teacher may elect to develop one or both.

Connections with the Curriculum: This activity can enhance learning in the social studies areas of geography and social history, and serve as an application of language skills, including reading, writing, speaking, listening, and researching.

Teaching Level: Grades 4-8

Length of Lesson: Phase 1 - Three to four weeks
Phase 2 - Three to four weeks

English Themes: Investigative reporting, writing personal narratives, recording oral history, reading non-fiction and fiction critically and analytically, preparing and presenting community tours

Geography Themes: Interaction, location, and movement

History Themes: Migration and immigration patterns due to ethnicity, race, and class

Mathematics Themes: Charting and map making, mapping, reading and interpreting census data

Materials

Maps of local community, regional city, United States, and World Census data
Personal narratives from representative ethnic groups
Literary selection list
Representative tour guides
Telephone books
Non-fiction materials from the region of study

Objectives

Phase 1 Objectives:

Students are expected to:

- draw a map of the neighborhood
- identify the following geographic elements: paths, edges, nodes, districts, and landmarks
- conduct effective interviews
- write an oral history
- identify ethnic/racial groups in a specified community
- map ethnic/racial populations in a specified community
- map ethnic/racial migration patterns
- identify reasons for migration including what pushed and what pulled groups to migrate
- prepare a guided tour of a specific ethnic/racial neighborhood

Phase 2 Objectives:

Students are expected to:

- identify the country of origin for a particular ethnic/racial group
- locate the country on a world map
- describe geographic, economic, and cultural features of the country
- describe three aspects of the culture that immigrants brought to America
- describe three problems the immigrants encountered after arrival
- prepare and present a guided tour of the country
- complete literary assignments based on the immigrant experience
- prepare audio-visual material
- map the group's immigration to America and map the group's migration to Hartford

Suggestions for Teaching the Lesson

Opening the Lesson

Have students draw maps of their neighborhood and identify geographic elements. Discuss how and why people came to the community to introduce the concept of migration. Prepare for oral history gathering. Brainstorm interview questions. Provide model of oral history to generate further questions. Present strategies for effective interviews. After the official interview, students will transcribe it and then prepare the historical framework. These will be blended to form an oral history. Students will prepare a class map of the community identifying geographic elements connected to the oral histories.

Developing the Lesson

Phase 1:

Using a representative city of the region, students will investigate maps and non-fiction materials for ethnic/racial, class, and geographic markings. Students will prepare maps demonstrating ethnic and socio-economic data. During this time period they will read personal narratives and oral histories of ethnic/racial groups living in the city to identify problems of living in the city and adaptations immigrants had to make. Students will select one of the ethnic/racial groups and map the geographic and historical elements throughout the city that relate to that ethnic/racial group.

Developing the Lesson
Phase 2:

Using one of the identified ethnic/racial groups of the city, students will research the country of origin, immigration and migration patterns and reasons for leaving the country and coming to America. Students will locate the country of origin and describe its geographic, economic, and cultural features. They will read fiction and non-fiction literary selections which illustrate the immigrant experience. Students will list the aspects of the culture they bought to America and describe at least three problems immigrants encountered after arriving in America.

Closing the Lesson
Phase 1:

Students will prepare and present a tour of the city from the perspective of their selected ethnic/racial group.

Closing the Lesson
Phase 2:

Students will prepare and present a media tour of the country of origin.

Assessing Student Learning

Student mastery is evidenced by geographic and historic elements in the tours. Evidence of student mastery of language skills will be demonstrated by oral histories and city and country tours.

Extending the Lesson

The lesson can be extended through additional reading of literary selections or research. The teacher may elect to use the same format in studying other regions in the country to illustrate ethnic influences. Students could explore cultural aspects and present mini-lessons during a multi-ethnic celebration.

Moving in and out of the City: A Look at Chicago

Jennifer Schaff

Preview of the Main Ideas

People are motivated to move into or leave a city for various reasons. Many of these ideas extend across cultural, racial and gender barriers. This unit is designed to compare Black American and Mexican American experiences in Chicago from the 1950's-1970's. By comparing these two groups, students will see that many different social groups share the same goals and dreams. Students analyze data and make connections between fiction and non-fiction. Writers can make similar points with different modes of discourse. By reading literature, essays, personal documents, newspaper editorials, graphs, and maps, students will examine what motivates people to move into or leave a city. This sample lesson focuses on Chicago.

Connections with the Curriculum: This unit connects with any study of geographic analysis of cities, historical study of emigrant or immigrant populations within the United States, or literature about people who live in cities.

Teaching Level: Grades 9-10

Length of Lesson: 3-6 weeks

English Themes: Character Motivation, Setting

Geography Themes: Location, Relationships within Place, Humans on Earth, and Movement

History Themes: Civilization, Cultural Diffusion, and Innovation

Materials

Maps of Chicago
A Raisin in the Sun, by Lorraine Hansberry
The House on Mango Street, by Sandra Cisneros
Newspaper editorials, magazine articles, personal documents, etc.
Handout #1 - Journal Assignments
Handout #2 - Formal Assignments

Objectives

Students are expected to:

- analyze factual data and create a visual representation of that data (map, chart, graph)
- write a personal essay that demonstrates an understanding of certain environmental factors
- discuss and write about connections between factual data, personal opinion, and fiction
- respond in writing to various reading assignments

Suggestions for Teaching the Lesson

Opening the Lesson

Guiding Questions focus the unit. They are designed to be answered in all disciplines through class readings, projects, and discussions. They should be posted in all classrooms throughout the unit:

1. Where do city dwellers come from?
2. What motivates people to move to the city?
3. What do people expect out of city life?
4. What motivates people to leave the city?

Have students write possible answers to one or all of the *Guiding Questions*. Discuss the students' responses in small groups or as a whole class. Ask the students to compare what they generalize about cities to what they think of Chicago or the area the students live in.

Developing the Lesson

The students will be answering the *Guiding Questions* in all three disciplines. Students should often consider how they can gather information for these questions from the various content areas. Students should keep one journal of responses to readings, maps, and discussions (see Handout #1). While students read **A Raisin in the Sun**, have them research Black Americans and their history in Chicago. The same type of study can be used for Mexican Americans with **The House on Mango Street** (see works cited).

Concluding the Lesson

Have students reread their first writings in answering the *Guiding Questions*. Have them write about how their ideas changed or stayed the same, and answer the questions with what they now know about Chicago. You many also ask them to compare the information they gathered from the different disciplines. Use their writings as the basis for small group or class discussions.

Assessing Student Learning

See Handout #2.

Extending the Lesson

Students will write a magazine article explaining why people live in their area. Students will interview people from a variety of ethnic and socio-economic groups to get a more objective picture of their area. They should include graphs, charts, maps, photos, etc. in their magazine article. They may even invite guest speakers into the classroom. "Lovers and Leavers" by Janice Hopkins Tamme is a good example of a magazine article about why people move to or leave New York City.

Moving in and out of the City
Handout #1 - *Journal Activities*

The following journal activities may be used in response to fiction and non-fiction texts in this unit. They are designed to spark discussion and provide the beginning thoughts for other writing assignments. They can be used in history and English. Students could keep one journal for both subjects.

1. First Response: Write a response to the assigned reading by beginning with one of the following statements:

   "I like this reading because ..."
   "I dislike this reading because ..."
   "I am confused by this reading because ..."

2. Respond to the following questions: Where would you love to live and why? What would you do in the place you would love to live? How does where you live affect what you do?

3. How are your goals similar or different from one character you are reading about?

4. Describe one character. Pick one thing that character says that is interesting and copy it down.

   What does that one piece tell you about the character?

5. Copy an interesting sentence or two from an editorial. What does that piece tell you about the author?

   Describe what you think the author is like based on what you have read.

6. Respond to a map: What information is this map designed to tell you?
   What other information could it include that would be interesting to you?

Moving in and out of the City
Handout #2 - *Formal Assignments*

1. Create a map of Chicago that shows various ethnic neighborhoods in 1950 and 1970. Describe in a few paragraphs what the changes have been.

2. Using statistical data about Chicago, create a chart or graph that answers one of the *Guiding Questions*: Where do city dwellers come from?

3. Interview relatives about their decisions to live where they do. Create a map, chart, or graph that displays the information you gathered from these interviews.

4. Write a personal essay explaining where you would like to live when you grow up. Make sure you consider the following questions: What is the environment of that area? Why do you want to live there? What factors did you consider when choosing this area? How will you survive? (job, transportation, housing, proximity to relatives, living costs, etc.) Will you want to settle there for a long or short period of time?

Social Interactions as Seen in *Chronicle of a Death Foretold*

Carolyn Simsarian

Preview of Main Ideas

The social structure which has emerged in Latin America basically has two classes: at the top of the hierarchy is a small number of elite who control the wealth and power; at the bottom are the peasants and masses who live in poverty and have little or no chance of improving their circumstances. This tension between the classes is reflected in the literature. Students gain a greater appreciation of what it is to live in such a society when all three disciplines -- history, geography, and literature -- interact to provide a complete and vivid picture.

Connections with the Curriculum: This unit can be used in a World Literature or World History, Sociology, or Humanities Course.

Teaching Level: Grades 9-12 with modification of content

Length of Lesson: 3 weeks

English Themes: Examining personal repertoires, the extent to which the individual has freedom or self determination.

Geography Themes: Movement, geography and climate's effect on settlement.

History Themes: Values, belief, political ideas and institutions.

Materials

Handout # 1 - Character Grid
Handout # 2 - Resource Map
Maps showing topographical features
Slides

Preconquest - Latin America before the arrival of the Spanish
The Hungry Woman - Myths and Legends of the Aztecs
Literature about preconquest societies

Postconquest - contemporary issues in Latin America
Short stories and poetry which reflect cultural encounters
Chronicle of a Death Foretold
I, Rigoberta Menchu
Resource map to be used as a study resource aid for individual papers

Objectives

Students are expected to:

- discuss the evolution of social hierarchy based on readings of Latin American history
- identify the social hierarchy in a small city as reflected by characters in the novel
- create a resource map with a group and evaluate it
- use the resource map(s) to write an individual paper.

Suggestions for Teaching the Lesson

Opening the Lesson

Students will be familiar with the terms "class, "ethnicity", "race", "gender", and "religion" through group exercises and discussion and will have an understanding of the hierarchical nature of Latin American society through readings. In a journal entry, students will respond to the questions: To what extent do you believe an individual has freedom? How is an individual's actions influenced by the society in which he/she lives? Following the free-writing activity, the questions will be discussed orally. Students will read **Chronicle of a Death Foretold** noting characters as examples of various social classes representative of the culture.

Developing the Lesson

Students will fill in a chart on two characters they feel they know well (see Handout #1). Students will break into small groups of 3 - 4 and share their work, discussing points of agreement/disagreement. Cooperative groups will share their findings with the class. Students will be asked at this point to choose one character for their papers. Groups will be organized by the character selected. (If too many choose the same character, have students select character names from a hat.) Each group will build a "resource map" to be used as a study resource aid for individual papers. Each student shall be responsible for at least one category on the map, but it would be the responsibility of the group as a whole to complete the task and write a self-evaluation (see Handout #2).

Concluding the Lesson

The groups will share their work. Maps will be on newsprint. They will be taped on the wall around the room and discussed. Students will be given the writing assignment which is to choose one character and analyze the character in terms of what we have learned about social class, race, ethnicity, gender, and religion. Students are to use the information on the resource maps to answer the following question: To what extent was the individual "free" within the Latin American culture?

Assessing Student Learning

Individual papers will be assessed based on criteria discussed. Students will complete self-evaluations based on their participation in designing the resource map. Teacher observation will also influence group work grade. Individuals will be graded as will the group project.

Extending the Lesson

- Dialectical notebooks
- Journal entries
- Maps of the town - bird's eye view
- Timeline of events
- At least three metaphors for a character
- Transcript of trial-testimony
- Debate - guilt or innocence?
- Letters written by individual characters
- A motto which a character might choose to live by

Chronicle of a Death Foretold
Handout #1 - *Character Grid*

Directions: Choose a character from the novel. Complete the grid with specific details which relate to your character. (Note page numbers for future reference.)

NAME OF CHARACTER

THREE MAJOR ACTIONS

THREE QUOTES

MOTIVATION

RESULT

Chronicle of a Death Foretold
Handout #2 - *Resource Map*

Directions: You have chosen a character from the novel and will work in a group to design a resource map of your character. The design of the map is up to your group to decide. The map will be composed of "cells" or categories. You will be responsible for the information in at least one of the cells. Once completed, the map will be used as a basis for individual papers. The group will write a self evaluation of their resource map. The following topics will be the content of the map cells:

Portrait of Character and Physical Description

Descriptive Words with Clarification

Quotes from the Character

Quotes About the Character and Source

Home/Location in Town

Work/Social Status

Major Actions, Possible Motivations, Results of Actions

Socio-Economic Class Structure and the Geographic Development of the City: Boston 1850-1900 as Case Study

Susan A. Gesualdi

Preview of Main Ideas

Increasing industrialization and changes in methods of transportation significantly affected the geographic development of cities in the second half of the 19th century. Boston, the pedestrian city of 1850, gave way to the industrial metropolis of 1900, complete with the addition of new suburban areas. Students will examine the structure of the city of Boston in 1850 and 1900 to determine the extent to which socio-economic class and geographic development are interrelated.

Connections with the Curriculum: History, Geography, English and American Studies

Teaching Level: Grades 9-12

Length of Lesson: One week

English Themes: Perceptions of the city through literature

Geography Themes: Human interaction with the environment

History Themes: Class structure, values, beliefs, political ideas, and institutions

Materials

William Dean Howell, **The Rise of Silas Lapham**
Edward Bellamy, **Looking Backward**
Blank historic maps of Boston
Census listings
City Directories
Historic photographs
Newspapers (1850-1900)

Objectives

Students are expected to:

- list the categories of the various occupations represented in Boston in 1850 and 1900
- identify the geographic location of the various socio-economic groups represented within the class structure of the city
- locate landmarks/buildings representative of important institutions within the city
- locate major pathways within the city
- discuss the relationship between changes in population and the socio-economic composition of neighborhoods and the changes in the physical structure of the city between 1850-1900
- analyze the development of neighborhoods within Boston (1850 and 1900) to determine the extent of impact of class on the geographic development of neighborhoods within the city

Suggestions for Teaching the Lesson

Opening the Lesson

Provide students with a general historical perspective of the political and economic changes and technological advances that were occurring between the time period of 1850 to 1900. Also provide students with a basic framework for the different types of urban development.

Developing the Lesson

1. Have students consult the 7th census of 1850 and the 12th census of 1900 to acquire information related to the various occupations of people living in Boston in those particular years.

2. Provide students with an outline map of Boston for 1850 and 1900 and have them consult city directories and other published information about the residents of the city to pinpoint where within the city people of various occupations resided. Also provide students with a series of photographs of residential housing in various sections of the city and have the students pinpoint the location of these buildings/dwellings on the maps.

3. Provide students with photographs of buildings/landmarks representative of important institutions and have them pinpoint the locations on maps (churches, meeting houses, county seats, dwelling houses, monuments, burying grounds, state house, post office, city hall, custom house, schools, hospitals, places of amusement, clubs, historic places).

4. Have students locate the major pathways within the city of 1850 and 1900 (turnpikes, public roads, private and contemplated roads, streetcars, railroads).

5. Have students read newspapers from this time period to look for articles discussing issues related to urban development.

6. Have students read sections of Edward Bellamy's **Looking Backward** and/or William Dean Howell's **The Rise of Silas Lapham** to view a literary perspective of class within the city.

Concluding the Lesson

Have students divide into groups of 2 or 3 to analyze the physical and social changes that occurred between 1850 and 1900 by discussing changes in the following areas:

- population
- occupations
- socio-economic composition of neighborhoods
- transportation
- economic nature/function of the city
- location of various institutions
- physical structure of the city

Have students remain in groups to propose possible explanations for the changes and to determine the extend to which the socio-economic class structure impacted the geographic development of the neighborhoods within the city.

Assessing Student Learning

Have students write an historical story centered around a fictional character living in Boston circa 1850 or 1900, incorporating into the story aspects of city life during that particular time period in Boston.

Extending the Lesson

Although Boston is used as a case study in this particular lesson, the framework presented can be used for studying the socio-economic and geographic development of any city within a critical historical time period. Using a variety of available sources, students can acquire significant historical information about a city in an attempt to better understand the impact of the numerous forces which can contribute to the ultimate shaping of that city over a specific period of time.

Understanding the Civil Rights Movement 1956-1993 Through Self, History, Poetry, and Geography

Adrienne Lovell

Preview of Main Ideas

While the United States government is founded on the idea that all men are created equal, racial issues often cause misunderstanding throughout our country. By the combined examination of themselves, historical events, and black authors' poetry with civil rights themes, students can come to a more acute understanding of not only civil rights movements but also prejudices, fears, and reactions.

Connections with the Curriculum: English, history, geography and sociology.

Teaching Level: Grades 7-12 with modification of content

Length of Lesson: Two to three weeks

English Themes: Written personal reactions; poetry of black authors

Geography Themes: Location of civil rights movements and authors

History Themes: US civil rights movements

Sociology Themes: Societal and personal views of prejudice

Materials

Handout #1 - Survey: Human Relationships
Handout #2 - Civil Rights Events
Handout #3 - Group Poetry Presentations
US Map
Poetry with Civil Rights Themes:
Maya Angelou, "Still I Rise", "Through the Inner City to the Suburbs"
Gwendolyn Brooks, "The Ballad of Rudolph Reed", "Primer for Blacks"
Helen Morgan Brooks, "A Young David: Birmingham"
Margaret Goss Burroughs, "Everybody But Me"
Countee Cullen, "Incident"
Joseph Emanuel, "The Negro", "Church Burning: Mississippi"
Ray Garfield Dandridge, "Time to Die"
Nikki Giovanni, "Nikki-Rosa"
Carole C. Gregory, "The Greater Friendship Baptist Church"
Angelina Weld Grimke, "Tenebris"
Leslie Pinckney Hill, "Tuskegee"
Langston Hughes, "Birmingham Sunday", "I, Too, Sing America"
Georgia Johnson, "Interracial"
Leslie Long Madgett, "Midway"
Claude McKay, "The Barrier", "If We Must Die", "The White City", "America"
Raymond Patterson, "From Riot Rimes: USA", "26 Ways of Looking at a Blackman"
Dudley Randall, "Ballad of Birmingham", "Malcolm X"
Joseph Seamon Cotter, Jr., "Is It Because I Am Black"
Dorothy Vena Johnson, "Epitaph for a Bigot"

Margaret Walker, "Birmingham, 1963", "For My People", "Jackson State", "Girl Without Bail", "On Police Brutality", "Sit-Ins", "Street Demonstrations", "Third Degree", "We Have Been Believers"
Sarah E. Wright, "Urgency"

Objectives

Students are expected to:

- know facts about the US civil rights events, 1956-present
- understand poetry with civil rights themes
- map the location of civil rights movements and homes of authors
- find information and form ideas in collaboration with others
- effectively present information and ideas to others

Suggestions for Teaching the Lesson

Opening the Lesson

Distribute Handout #1. Give students enough time to individually answer questions without discussion. Assign small groups for discussion of personal reactions. After small group discussion, conduct open class discussion of reactions and conclusions of each group. Summarize results for the entire class.

Developing the Lesson

Distribute Handout #2. Assign research projects on selected topics. Spend at least one class period in the school library to enable students to gather information. Give at least one class period to organize report. Students, either individually or in groups, will give oral reports based on research. They should identify on a US map where the event(s) occurred.

Distribute Handout #3. Assign poems to groups. Spend one or two class periods on group discussion and organization for oral presentations of poetry.

Concluding the Lesson

Students should choose one relevant concluding activity or create one of their own. Activities might be as follows:

1. Write about a personal reaction or experience.
2. Write an article, creative piece, editorial or letter for the school or local paper.
3. Write a letter to an elected official about school integration or another related topic.
4. Create cartoons or illustrations.
5. Make a poster or collage.
6. Prepare a written and oral report about books or articles.
7. Present a play or puppet show.
8. Find popular song lyrics; prepare the words and recordings for a class presentation.
9. Write and present your own music.
10. Prepare a videotape of news or interviews.
11. Watch the PBS video "Eyes on the Prize". Write a personal reaction. Prepare a selected presentation for the class. Write a review of the video.
12. Study the life and works of one particular black author in detail. Coordinate life events and the civil rights events. Prepare a paper and oral report.

Allow at least one week for completion. On assigned day, conduct a "sharing" class during which all students must discuss their own results. Conduct class discussion about outcomes of the project.

Assessing Student Learning

The students' final activities and discussion should reveal a greater openness of personal prejudices, a heightened awareness of civil rights events, a deeper understanding of the poetry of black authors, and the widespread consequences of racial issues.

Extending the Lesson

Students could create a school corridor bulletin board of posters, collages, writing, and news articles; prepare intercom announcements for special dates relating to civil rights; perform a poetry reading for other classes; dramatize civil rights events for the school; or publish a booklet of their original written reactions and art.

Understanding the Civil Rights Movement 1956-1993
Handout #1 - *Survey: Human Relationships*

Answer the following with
1. agree
2. undecided
3. disagree

(You may include comments.)

1. Everyone in America should have equal opportunity to get ahead.
2. All people should be treated as equals in the eyes of the law.
3. All people should help others in time of need.
4. Children should have equal educational opportunities.
5. Everyone should have equal right to hold public office.
6. Each person should be judged according to his own individual characteristics.
7. I always try to know a person before making judgments about him/her.
8. I have always been treated fairly in public situations.
9. If I were treated unfairly by fellow citizens, I would protest in some way.
10. All people should be allowed to live wherever they can afford to live.
11. I would not mind if most of my teachers were of a race different from that of mine.
12. I would not mind if most of my classmates were of a different race.
13. If a family member or close friend or I went on trial, I would not mind having those of another race on the jury.
14. I would help another in need no matter what his race.
15. I would vote for a congressman, public official or US President of a different race.
16. I would be willing to have a roommate of a different race.
17. I would not mind living in a neighborhood of mixed races.
18. All schools should be open to a reasonable mix of races.
19. The government should make certain that all schools are racially balanced.
20. I would not mind going to a different school to achieve racial balance.
21. My family and friends would agree with most of my responses to this survey.

Understanding the Civil Rights Movement 1956-1993
Handout #2 - *Some U.S. Civil Rights Events from 1955 to Present*

Find as much information as possible about your topic. Mark the location of the event on your U.S. map. Be prepared to report to the class information about your topic. Be prepared to take notes on classmates' topics.

1. December 1, 1955: Mrs. Rosa L. Parks is arrested for violating the bus segregation ordinance in Montgomery, Alabama.
2. December 21, 1956: Montgomery's buses are integrated.
3. September 24, 1957: Eisenhower sends troops to Little Rock, Arkansas to quell mob and protect school integration.
4. February 1, 1960: Black students sit in at the Woolworth's lunch counter in Greensboro, NC, starting a wave of student protest.
5. October 19-27, 1960: Dr. King is jailed during a sit-in at Rich's Department Store in Atlanta, GA.
6. May 4, 1961: The Freedom Riders, led by James Farmer of CORE, leave Washington, DC by bus.
7. May 14, 1961: A white mob burns a Freedom Rider bus outside Anniston, AL. Klansmen beat riders on a second bus in Birmingham.
8. May 20, 1961: Freedom Riders are beaten at the Montgomery terminal. Whites riot outside a church.
9. May 21, 1961: The Freedom Riders leave Montgomery under National Guard protection and are imprisoned in Jackson, Mississippi.
10. October 1, 1962: James H. Meredith, escorted by Federal marshals, registers at the University of Mississippi.
11. April 3, 1963: SCLC launches Project "C" to protest segregation at lunch counters and rest rooms in downtown Birmingham.
12. April 12, 1963: Dr. King arrested on Good Friday for defying a state court's injunction against protest marches.
13. May 2-7, 1963: SCLC organizes the "children's crusade", recruiting elementary and high school students for its marches. Police retaliate with dogs, fire hoses and mass arrests.
14. May 10, 1963: Birmingham's white leaders agree to a desegregation plan. King's motel is bombed, and blacks riot until dawn.
15. June 11, 1963: Alabama Governor George Wallace stages an unsuccessful effort to block integration of the University of Alabama.
16. June 12, 1963: NAACP leader Medgar Evers is shot to death at his home in Jackson, Mississippi.

17. August 28, 1963:	Civil rights rally held by 200,000 blacks and whites in Washington, DC.
18. September 15, 1963:	Four black children die in the bombing of Sixteenth Street Baptist Church in Birmingham.
19. June, 1964:	Three civil rights workers - Schwerner, Goodman, and Chaney - murdered in Mississippi.
20. July 2, 1964:	President Lyndon B. Johnson signs the 1964 Civil Rights Act outlawing segregation in public accommodations.
21. February 1, 1965:	Rev. Dr. Martin Luther King, Jr. and more than 2,600 other blacks are arrested in Selma, Alabama during three-day demonstrations against voter-registration rules.
22. February 21, 1965:	Malcolm X, black nationalist leader, shot to death at Harlem rally in New York City.
23. March 7, 1965:	"Bloody Sunday" Alabama troopers and Dallas County Deputies beat and gas voting-rights marchers in Selma.
24. March 21-25, 1965:	Dr. King leads marchers from Selma to Montgomery. After the march, Mrs. Viola Liuzzo, a marcher from Detroit, is shot to death by nightriders.
25. August 6, 1965:	President Johnson signs the Voting Rights Act.
26. August 11-16, 1965:	Blacks riot for six days in Watts section of Los Angeles. 34 dead, over 1,000 injured, nearly 4,000 arrested, fire damage put at $175 million.
27. March 15, 1966:	Black teenagers riot in Watts, Los Angeles; two men killed and at least 25 injured.
28. July 23, 1967:	Racial violence in Detroit; 7,000 National Guardsmen aid police after night of rioting. Similar outbreaks occur in New York City's Spanish Harlem, Rochester, NY, Birmingham, AL, and New Britain, CT.
29. April 4, 1968:	Martin Luther King, Jr., civil rights leader, is slain in Memphis. James Earl Ray, indicted for murder, pleads guilty and is sentenced to 99 years.
30. April 20, 1971:	Supreme Court rules unanimously that busing of students may be ordered to achieve racial desegregation.
31. March 24, 1976:	Supreme Court rules that blacks and other minorities are entitled to retroactive job seniority.
32. March 22, 1988:	Congress overrides President Reagan's veto of Civil Rights bill.
33. June 20, 1988:	Supreme Court rules against private club membership restrictions.
34. January 15, 1991:	Supreme Court approves end of school busing.
35. March 3, 1991:	TV tape of Los Angeles police beating Rodney King shocks nation.

36. May 1, 1992:	Riots in Los Angeles erupt after police are declared not guilty in the beating of Rodney King. Reginald O. Denny is assaulted.
37. May 2, 1992:	Reacting to Rodney King verdict, students clash with police in Atlanta, GA. Violence in Las Vegas claims two lives. Despite scattered violence, most New York protests are peaceful.
38. May 5, 1992:	12 teenagers charged in attack of beating Randy Paul Feldman in Montgomery County, Maryland, with motive alleged to be retaliation for Rodney King verdict.
39. June 7, 1992:	In Simi Valley, CA, two white supremacists are met by 300 protesters at rally.

Understanding the Civil Rights Movement 1956-1993
Handout #3 - *Group Poetry Presentations*

1. As you read your assigned poems, note ideas and questions.
2. After examining your poems, exchange ideas with group members.
3. Choose a group leader to coordinate efforts.
4. Assign tasks listed below. Write names of those who are responsible for each task on the lines following each task assignment.
5. Seek help from the teacher or others if necessary.
6. Prepare presentation for the entire class.

Guidelines for Tasks

Your goal is to present to classmates your interpretations with relevant background information. You may vary the listed guidelines to suit your group's needs.

1. READER(S) _____
   Render a thoughtful reading for the entire class.

2. EXPLANATION OF THE POEM _____
   Explain the literal meaning of the poem.

3. SPECIAL WORDS AND PHRASES _____
   Discuss words which are especially significant for interpretation, images, and sounds.

4. POETIC DEVICES _____
   Discuss appropriate devices such as rhyme scheme, meter, length of lines, alliteration, assonance, simile, metaphor, personification, onomatopoeia, repetition, etc., which enhance understanding.

5. THEMES _____
   Discuss themes and invite all classmates to participate and pose alternate interpretations.

6. AUTHORS AND CIVIL RIGHTS _____
   Give information about the author, including birth date and location for your US map.
   Cite any civil rights events which might have influenced the poetry.

7. EVALUATE THE EFFECTIVENESS OF THE POEM _____
   Giving valid reasons, explain what you like and dislike about the poem.

GROUP LEADER: _____

The Urban Perspective: How Students View the City Through Literature

Barbara Eilertsen
Anne Pfeiffer

Preview of Main Ideas

This unit is designed to teach middle school students about the characteristics of the city and the people who inhabit it. Using poetry, short stories and novels, students will analyze and respond to literature in an ongoing journal and in letters to a sister class in an urban setting. The contrasting impressions of the city found in the writing of the two classes are part of this unit.

Connections with the Curriculum: Social Studies, History, Geography, English

Teaching Level: Grades 5-6

Length of Lesson:

English/Language Arts Themes: Physical characteristics of the city and its inhabitants

Geography Themes: Location, place and relationships within places

History Themes: Cities in different time periods

Materials

"Spaghetti", **Every Living Thing**, Cynthia Rylant
"A City Pet", Eve Merriam
"If Wishes Were Horses, Beggars Would Ride", Frank Asch
"Learning to Bargain", Gary Soto
Maniac Magee

Objectives

Students are expected to:

- read material
- record responses and reactions in journals
- interpret stories and poems in their own words
- make inferences
- discuss journal entries in small groups
- locate cities on maps
- understand distance, direction and scale on maps
- write and share letters with neighboring urban classroom
- detect literary clues that indicate an historical time period
- master geographical terms such as urban, suburban, paths, districts, edges and landmarks.

Suggestions for Teaching the Lesson

Opening the Lesson

Allow students to generate a list of words that come to mind under the heading "City". Following this, students have three minutes to put as many words as possible into sentences. Finally, they select their favorite sentence and then write a paragraph about the city.

Developing the Lesson

Students will be expected to record responses and reactions in their journals at the completion of each reading assignment. They will meet in small groups to compare journal entries. Each student will be assigned a "pen-pal" from a neighboring urban school to whom they will write at intervals throughout the unit. Writing will be based on assigned literature and will pertain to the urban landscape. Students will discuss and record differences and similarities between their pen-pals' perspective of the city and their own.

Sample Writing Prompts:

1. Why do you think this story may have been set in (city)?
2. What do you think is the narrator's attitude about the setting?
3. How does the message of the story apply to life in your community?
4. How does the imagery in the story or poem express the attitudes of the speaker?
5. How does the author make you feel about the city?
6. What words or phrases let you know that this poem or story takes place in the city?
7. What experiences does the main character have that could only happen in the city?
8. How do you think the city is shaping the life of the main character?

Concluding the Lesson

Using the vocabulary learned during this unit, students will illustrate and describe an urban neighborhood.

Assessing Student Learning

Students will be evaluated on their reaction journals and on their responses to writing prompts.

Extending the Lesson

Have students draw a picture of the neighborhood described in their favorite poem, book or story.

Urbanization of Danbury 1850 - 1988*

Robert Taborsak

Preview of Main Ideas

The processes of urbanization and industrialization are two of the most important features of modern history. By studying one town's growth, we can gain an understanding of the ongoing processes. This extended lesson will focus on the growth of Danbury, Connecticut as seen over one hundred and thirty years. Students will conduct research involving Danbury's pre-urban or urban landscape in 1850, 1874, 1900, 1925, 1950, and 1980.

Connections with the Curriculum: English, Geography, History and Mathematics

Teaching Level: Grade 11 (although Grade 8 students may be able to do a similar activity with modification of content)

Length of Lesson: 2 weeks

English Themes: Study of society through the use of newspapers

Geography Themes: Location and interaction

History Themes: Urbanization, industrialization, ethnicity

Mathematics Themes: Population, census study, construction of graphs

Materials

Maps of Danbury, CT
Xeroxed sections of **The History of Danbury,** by James M. Bailey
City Directories of Danbury
Xeroxed photographs of Main Street, Danbury
Volumes I and II of the *News Times Centennial Issue*
Xeroxed census statistics regarding the changing population of Danbury
Poster paper, magic markers and white-out
Handout #1 - *Analyzing Sources and Dividing Research*
Handout #2 - *The Gathering and Use of Data*

Objectives

Students are expected to cooperatively:

- identify at least six changes which have taken place in Danbury's urban landscape since the early industrial period
- refer to and analyze both primary and secondary source materials to increase their understanding of the nature of urban change
- create a map and graph indicating the pattern of urbanization for a particular time period
- create an organized, formal written report using the MLA format
- communicate major research findings through organized oral presentations

* *Note - This extended lesson is applicable to any city in Connecticut which has the research sources available.*

Suggestions for Teaching the Lesson

Opening the Lesson

Organize the students into cooperative learning groups. Explain that each group will be expected to produce written and oral reports regarding Danbury's changing physical layout, industrial development and population and ethnicity changes over a specific time period. Emphasize that the reports will also include the reasons for the changes, and that the students should develop a map and chart for graphic aids. Explain the process of evaluation and then prep the class for the following day's activity.

Developing the Lesson

Present students with Handout #1, *Analyzing Sources and Dividing Research*. Also, distribute the sources and materials necessary for the project. The students are to study and analyze the value of the city directories, census data and photos as historical sources, as well as develop a plan concerning the research and use of these sources. The last ten minutes of the class should be used to discuss the groups' analysis and plan. Handout #2 provides students with a step by step approach leading to the completion of the project.

Concluding the Lesson

Each group will orally present the main points of its report to the rest of the class. Each student will be required to take notes from the other group presentations. The reports will be followed by an open class discussion of the changing urban landscape of Danbury and the reason for these changes.

Assessing Student Learning

Students will be graded on their map and graph, notes and final written and oral reports. The final assessment will be an essay question regarding six changes related to Danbury's changing urbanization and the reasons for those changes.

Extending the Lesson

Considering Danbury's urban landscape in the 1990's, an interesting project might concentrate upon a prediction of what Danbury will be like in the year 2000 or 2020.

Urbanization of Danbury 1850-1988
Handout #1 - *Analyzing Sources and Dividing Research*

1) Answer the following questions after studying the contents and different sections of the City Directory:

   What parts of the directory will aid you in determining the physical layout of Danbury?

   How will you indicate this on the map provided?

   What parts and sections will aid you in determining the make-up of Danbury's population?

   How will you translate the information on to maps and graphs?

   Which parts of the city directory give you relevant information concerning the amount and types of industrialization in Danbury?

   How will you translate the information on to maps and other visual forms?

2) Examine the census material provided. How will you use this in your report?

   Are there any problems with the information provided? Explain.

3) Look at the photographs provided. What impressions do you get of Danbury?

   Are photographs a good source for historical research? Explain.

4) How have you decided to divide the research and labor required to meet the task at hand? Who is responsible for each part of the assignment?

Urbanization of Danbury 1850-1988
Handout #2 - *The Gathering and Use of Data*

Step One: You are to conduct the research necessary for graphing and mapping earlier Danbury's population, pattern of industrialization and physical layout.

Step Two: You are to translate your findings to the map provided and create a graph that will aid you in the communication of your findings. Before you start, take time out to develop a map legend and graphic scale with symbols that are clear and easily understood.

Step Three: After gathering your data and creating your visual aids, you are to compare earlier Danbury with the Danbury of today. Make a list of similarities and differences.

Step Four: Read the sections of Bailey's **History of Danbury** and the *News Times Centennial History* of Danbury that deals with your time period. Make a list of changes that took place in Danbury in the 25 year period ending with your assigned year of study. Also, list the reasons for these changes given by each source. Be sure to keep track of the exact source and pages of your information.

Step Five: You are now ready to write your formal report. Before you begin, create an outline of the report's organization. Be sure to include a statement of purpose and scope of study in the beginning of the report. Your report should end with a summary of your findings and any conclusions you have reached as a group. Cite the sources used within the text and include the works cited at the end of the paper. Use the MLA form.

Step Six: You are now ready to prepare and present your oral report to the rest of the class. Your oral report should include the main findings resulting from your research and should be limited to ten minutes.

Violence in American Society

Edward Goldberg

Preview of Main Ideas

Violence has (or seems to have) gotten progressively worse as we close out this century. This lesson examines trends in violence, causes of violence, attitudes toward violence, and ways of controlling violence on both a social and personal level.

Connections with the Curriculum: English, Geography, History, Science and Mathematics

Teaching Level: Grades 7-10

Length of Lesson: One to two weeks, depending on participation of all subject area teachers

English Themes: Perspectives on violence on a personal level, interpretation of violence as social condition

Geography Themes: Relationships within location, place

History Themes: Civilizations, cultural diffusion

Mathematics Themes: Interpreting data, determining percentages

Materials

Short stories: "A Good Man is Hard to Find", "The Winding Sheet"
Handout #1 - Literature Thought Questions
Data on violence
Blank map of the US

Objectives

Students are expected to:

- list and explain three reasons why a person may resort to violence in resolving a conflict
- list and explain five reasons why society has become more violent; these reasons to not have to be in agreement with each other
- discuss why violence among children has become such a problem
- give examples of the media's "promotion" of violence
- present an argument, pro or con, for using brain tests in determining predisposition to violence
- create a color-coded map that illustrates how each state ranks in violence per capita
- write an essay offering suggestions for decreasing violence in this country

Suggestions for Teaching the Lesson

Opening the Lesson

Ask students to bring in newspaper or magazine articles dealing with violence. Discuss these articles. Through discussion, try to gauge individual student's and class attitudes toward violence. Resources: Local newspaper, *Time, Newsweek, US News and World Report.*

Developing the Lesson

Hand out copies of "A Good Man is Hard to Find", "The Winding Sheet" and Handout #1. Assign reading and use thought questions the following day.

Elicit from students' suggestions for non-violent conflict resolution. Consider rationale and techniques. Is violence ever appropriate? Resources: Martin Luther King, Jr., **The Trumpet of Conscience** and other works by King; works on Gandhi, Thoreau, Buddhism.

Discuss with students how violence on a personal level becomes a social problem. Examine reasons presented by various psychologists, sociologists, etc. Try to present students with reading material that reflects opposing viewpoints. It's important for students to examine many viewpoints and come to their own decisions. Possible resources: Evan Stark, "The Myth of Black Violence", *USA Today Magazine;* Kathy Dobie, "Growing Up With Violence", *Vogue*; "Growing Up Scared", *The Atlantic*. NOTE: These articles present different perspectives.

Some have suggested that it is violence on music videos and other television programs, including "true life" crime drama, that has contributed to the public's perceptions and fears of violence. Present students with articles on this topic. Ask students to give examples of the media's portrayal of violence. Resources: Newspapers, *Time, Newsweek, US News and World Report, TV Guide.*

Some scientists and sociologists have supported "brain mapping" as a way of identifying criminals that have a tendency toward violence. There is a belief that, for some individuals, violence is a result of a chemical imbalance, and that by regulating the person's blood chemistry, that person could be successfully rehabilitated. Some people, however, have used biological make-up as a way to promote racism. Data could be interpreted in such a way that it would support racist theories. If possible, the class can explore scientific details on this subject. Encourage students to think critically about this issue as it extends to other situations. Possible resources: *Science, Nature.*

Pass out blank maps of the US and Tables 1-5. NOTE: Table 1 can be found on p. 20 in *Report to the Nation on Crime and Justice*, US Department of Justice, 1988. Table 2a can be found on p. 9 of the report. Table 2b can be found on p. 59 in *Uniform Crime Reports for the United States*, US Department of Justice, 1991. Table 3 can be found on pp. 60-67 in *Uniform Crime Reports*. Table 4 can be found on p. 6 in *Report to the Nation*. Table 5 can be found on p. 58 in *Uniform Crime Reports*. For copies of the above statistics, send a SASE to Edward Goldberg, Mystic Middle School, Mistuxet Ave., Mystic, CT 06355. Please also note that teachers can adapt this exercise in many ways, using whatever data is available for mapping or graphing. These tables are only suggestions.

Using Table 1, for what age groups is homicide one of the top four causes of death? Use Tables 2a and 2b to look at trends in urban, suburban and rural crime. Using Table 3 and a blank map of the United States, create a color-coded map with the following legend/key:

Percent change	greater than 20	Percent change	0-5
Percent change	10-20	Percent change	-5 - 0
Percent change	5-10	Percent change	-5

What is a problem with these statistics? (They only show change over a one year period.) Compare Table 3 to Tables 4 and 5. Which has the most significant data?

Using Table 5, students can determine the percentage of violent crimes committed per year.

Concluding the Lesson

At this point, students have read literary accounts of violence and followed through with the discussion questions. They have also thought about methods of resolving conflict through non-violence. They have read various opinions on the causes of violence and have examined trends in violence. Students should now be able to write an essay offering suggestions for resolving conflicts and controlling violence in our society.

Assessing Student Learning

Student mastery occurs with successful completion of Literature Thought Questions, data analysis, map, and essay.

Extending the Lesson

Students can continue this study by comparing rates of violence in different American cities. Students can also look at violence in other countries. Legal systems, racism, classism, economics, etc. can be examined as factors of rates of violence both here and abroad. Students can also examine military and political violence and how it compares to "criminal" violence. Another interesting topic is censorship and how it relates to violence in art.

Violence in American Society
Handout #1 - *Literature Thought Questions*

"A Good Man is Hard to Find"

1. The violence in this story occurs in a rural setting. Is there any environment where violence doesn't occur? Is there any way to avoid being a victim of violence?
2. Who is at fault for the murders?
3. Show how foreshadowing is used in this story.
4. Is a good man hard to find? Explain.
5. Sociologists and psychologists look for roots of criminal behavior. How did The Misfit start his life of crime?
6. How does The Misfit reject the religious h ɔpes of salvation that the old lady offers?
7. What reasons does The Misfit offer for his behavior?
8. What do you think should be done with The Misfit?

Violence in American Society
Handout #1 - *Literature Thought Questions* (continued)

"The Winding Sheet"

1. The setting for this story is urban. What clues does the writer give that it's an urban setting?
2. Using the two stories, compare violence in an urban setting with violence in a rural setting. Is violence dependent upon environment?
3. Compare the way Mae is treated by her husband at the beginning of the book with the way she's treated by him at the end.
4. Mae's husband "couldn't bring himself to talk to her roughly or threaten to strike her like a lot of men might have done. He wasn't made that way." What type of man was he?
5. What causes his violence toward his wife? Is the cause important? Why or why not?
6. What happens in the coffee shop that shows Mae's husband is more willing to give in to his anger than work things out?
7. Was he right to be angry at the foreman? Why was his wife the one that got hurt?
8. Is what Mae's husband did a crime?
9. What should be done with him?
10. Looking at the two stories, is one act of violence worse than the other? Explain.
11. If you could have intervened by speaking to The Misfit and Mae's husband before they committed their acts of violence, what would you have said to them to prevent them from doing what they did?
12. Mae's "sense of humor struggles with her anger", but her sense of humor wins. What lesson can be learned from this?
13. What would Mae's husband have seen if he had stayed at the lunch counter a moment longer? How does this relate to his impulsiveness with his wife? What message does this have for controlling violent impulses?
14. What are some healthy outlets for pressure and frustration? Can violence be controlled with these outlets?
15. How do the personal instances of violence in these two stories relate to violence in society, in general?

(NOTE: These questions are only suggestions and can be adapted as needed.)