

Monday, February 4th, 2019

Jesse Schneiderman, High School **Black Butterfly/White L -Segregation**

Standards

CCSS 9-10 RH 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. *Maryland Literacy*

CCSS 9-10 RH 5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. *Maryland Literacy*

CCSS 9-10 RH 6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. *Maryland Literacy*

CCSS 9-10 RH 8 Assess the extent to which the reasoning and evidence in a text support the author's claims. *Maryland Literacy*

BLM Principles

BLM.CV Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location *Teachers' Democracy Project Black Lives Matter*

BLM.BV Black Villages: Disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another *Teachers' Democracy Project Black Lives Matter*

BLM.LE Loving Engagement: Embodying and practicing justice, liberation, and peace in our engagements with one another *Teachers' Democracy Project Black Lives Matter*

Objectives

Analyze primary and secondary sources in order to explain Baltimore's successful and thriving past.








Materials

Documents

Smartboard

Poster paper

Markers

-  Lesson 1 Vivien Thomas.pdf
 -  Lesson 1 Organizer.pdf
 -  Lesson 1 Lillie May Carrol Jackson.pdf
 -  Lesson 1 Frances EW Walker.pdf
 -  Lesson 1 Chick Webb.pdf
 -  Lesson 1 Billie Holiday.pdf
 -  Lesson 1 Benjamin Banneker.pdf
-

Procedure/Strategies

1) Drill/Do Now/Warm-Up: What would make your community great?

2) Video review of the avenue, history of Baltimore including youtube videos and powerpoint slides.

Suggested youtube links:

- i. (Royal Theater) <https://www.youtube.com/watch?v=975JgLN-0o0>
- Questions to consider for conversation:
 - What do you think Pennsylvania Avenue was like back then, according to the man speaking?
 - What kind of events or shows did the theater host?
 - Why does he think there is a problem with the way people view Baltimore? Do you agree?
- ii. (Cab Calloway) <https://www.youtube.com/watch?v=OwP8dL16YNQ>
 - What, according to his daughter, was a big part of molding who Cab Calloway was?
 - What role do you think Baltimore played in making Cab Calloway who he was?
- iii. (Thurgood Marshall) <https://www.youtube.com/watch?v=kAZdZFa3OkI>
 - What were the cases that he won?
 - What is something you wish you could stand up for today?

3) Students are given a short reading on a person in Baltimore history and create a small poster explaining what they did and what they were

known for and what their lives might be like if they were alive today. Students then do a gallery walk learning about the new people and complete an organizer.

Options for people are: (see attachments for one-pagers about these 6 people)

- Billie Holliday
- Chick Webb
- Lillie May Carroll Jackson
- Vivien Thomas
- Benjamin Banneker
- Frances Ellen Watkins Harper

4) Closing: What do you think happened to make Baltimore lose its successful and thriving past?

Assessment/Check for Understanding

Check posters and organizers

Vivien Thomas

Doctor Vivien Theodore Thomas (August 29, 1910 – November 26, 1985) was an African-American surgical technician who developed the procedures used to treat blue baby syndrome (now known as cyanotic heart disease) in the 1940s. He was the assistant to surgeon Alfred Blalock in Blalock's experimental animal laboratory at Vanderbilt University in Nashville, Tennessee, and later at the Johns Hopkins University in Baltimore, Maryland. He served as supervisor of the surgical laboratories at Johns Hopkins for 35 years. In 1976 Hopkins awarded him an honorary doctorate and named him an instructor of surgery for the Johns Hopkins School of Medicine. Without any education past high school, Thomas rose above poverty and racism to become a cardiac surgery pioneer and a teacher of operative techniques to many of the country's most prominent surgeons.

By 1940, the work Blalock had done with Thomas placed him at the forefront of American surgery, and when he was offered the position of Chief of Surgery at his alma mater Johns Hopkins in 1941, he requested that Thomas accompany him. Thomas arrived in Baltimore with his family in June of that year, confronting a severe housing shortage and a level of racism worse than they had endured in Nashville. Hopkins, like the rest of Baltimore, was rigidly segregated, and the only black employees at the institution were janitors. When Thomas walked the halls in his white lab coat, many heads turned. He began changing into his city clothes when he walked from the laboratory to Blalock's office because he received so much attention.

In 1943, while pursuing his shock research, Blalock was approached by pediatric cardiologist Helen Taussig, who was seeking a surgical solution to a complex and fatal four-part heart anomaly called tetralogy of Fallot (also known as blue baby syndrome, although other cardiac anomalies produce blueness, or cyanosis). In infants born with this defect, blood is shunted past the lungs, thus creating oxygen deprivation and a blue pallor. Having treated many such patients in her work in Hopkins's Harriet Lane Home, Taussig was desperate to find a surgical cure. According to the accounts in Thomas's 1985 autobiography and in a 1967 interview with medical historian Peter Olch, Taussig suggested only that it might be possible to "reconnect the pipes" in some way to increase the level of blood flow to the lungs but did not suggest how this could be accomplished. Blalock and Thomas realized immediately that the answer lay in a procedure they had perfected for a different purpose in their Vanderbilt work, involving the anastomosis (joining) of the subclavian artery to the pulmonary artery, which had the effect of increasing blood flow to the lungs. Thomas was charged with the task of first creating a blue baby-like condition in a dog, and then correcting the condition by means of the pulmonary-to-subclavian anastomosis. Among the dogs on whom Thomas operated was one named Anna, who became the first long-term survivor of the operation and the only animal to have her portrait hung on the walls of Johns Hopkins. In nearly two years of laboratory work involving 200 dogs, Thomas was able to replicate two of the four cardiac anomalies involved in tetralogy of Fallot. He did demonstrate that the corrective procedure was not lethal, thus persuading Blalock that the operation could be safely attempted on a human patient.



Benjamin Banneker

Benjamin Banneker, (born November 9, 1731, Baneky farm [now in Oella], Maryland [U.S.]—died October 19, 1806, Baltimore, Maryland, U.S.), mathematician, astronomer, compiler of almanacs, inventor, and writer, one of the first important African American intellectuals.

Banneker, a freeman, was raised on a farm near Baltimore that he would eventually inherit from his father. Although he periodically attended a one-room Quaker schoolhouse, Banneker was largely self-educated and did much of his learning through the voracious reading of borrowed books. Early on he demonstrated a particular facility for mathematics. While still a young man (probably about age 20), he built a wooden clock that kept precise time. Banneker was encouraged in the study of astronomy by George Ellicott, a Quaker and amateur astronomer whose family owned nearby mills. As early as 1788, Banneker began to make astronomical calculations, and he accurately predicted a solar eclipse that occurred in 1789. In 1791, while working with Andrew Ellicott and others in surveying the land that would become Washington, D.C., Banneker made other astronomical observations.

As an essayist and pamphleteer, Banneker opposed slavery and advocated civil rights. In 1791 he sent Thomas Jefferson, then U.S. secretary of state, a letter asking Jefferson's aid in bringing about better conditions for African Americans. With the letter, Banneker also sent a handwritten copy of the manuscript for his 1792 *Pennsylvania, Delaware, Maryland, and Virginia Almanack and Ephemeris*, which he continued to publish annually through 1797.



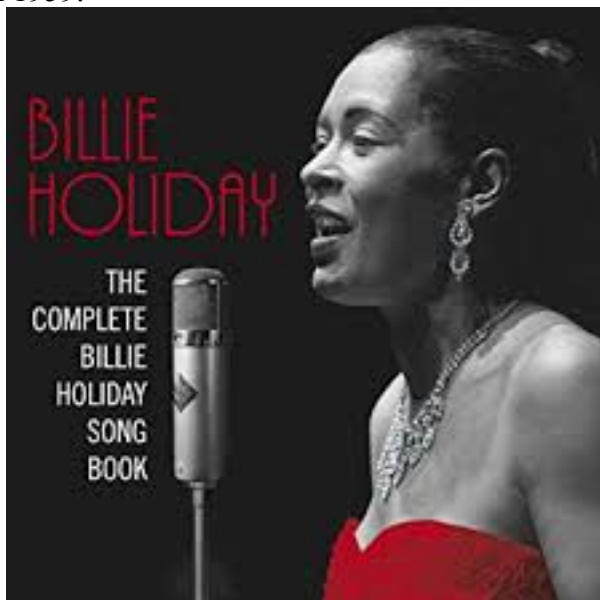
Billie Holiday

Billie Holiday, birth name **Elinore Harris**, byname **Lady Day**, (born April 7, 1915, Philadelphia, Pennsylvania, U.S.—died July 17, 1959, New York City, New York), American jazz singer, one of the greatest from the 1930s to the '50s.

Eleanora (her preferred spelling) Harris was the daughter of Clarence Holiday, a professional musician who for a time played guitar with the Fletcher Henderson band. The singer later adopted her natural father's last name and took the name Billie from a favorite movie actress, Billie Dove. In 1928 she moved with her mother from Baltimore, Maryland (where she had spent her childhood), to New York City, and after three years of subsisting by various means, she found a job singing in a Harlem nightclub. She had had no formal musical training, but, with an instinctive sense of musical structure and with a wealth of experience gathered at the root level of jazz and blues, she developed a singing style that was deeply moving and individual.

In 1933 Holiday made her first recordings, with Benny Goodman and others. Two years later a series of recordings with Teddy Wilson and members of Count Basie's band brought her wider recognition and launched her career as the leading jazz singer of her time. She toured with Basie and with Artie Shaw in 1937 and 1938 and in the latter year opened at the plush Café Society in New York City. About 1940 she began to perform exclusively in cabarets and in concert. Her recordings between 1936 and 1942 marked her peak years. During that period she was often associated with saxophonist Lester Young, who gave her the nickname "Lady Day." In 1947 Holiday was arrested for a narcotics violation and spent a year in a rehabilitation center. No longer able to obtain a cabaret license to work in New York City, Holiday nonetheless packed New York's Carnegie Hall 10 days after her release. She continued to perform in concert and in clubs outside of New York City, and she made several tours during her later years. Her constant struggle with heroin addiction ravaged her voice, although not her technique.

Holiday's dramatic intensity rendered the most banal lyric profound. Among the songs identified with her were "Strange Fruit," "Fine and Mellow," "The Man I Love," "Billie's Blues," "God Bless the Child," and "I Wishd on the Moon." The vintage years of Holiday's professional and private liaison with Young were marked by some of the best recordings of the interplay between a vocal line and an instrumental obbligato. In 1956 she wrote an autobiography, *Lady Sings the Blues* (with William Dufty), that was made into a motion picture starring Diana Ross in 1972. Holiday's health began to fail because of drug and alcohol abuse, and she died in 1959.



Chick Webb

Chick Webb, byname of **William Henry Webb**, (born February 10, 1905?, Baltimore, Maryland, U.S.—died June 16, 1939, Baltimore), black American jazz drummer who led one of the dominant big bands of the swing era. Its swing, precision, and popularity made it the standard of excellence to which other big bands aspired.

Sources vary on Webb's birth year; 1909 appears on his death certificate and grave marker, while census records suggest that he was born in 1905. He went to New York City in 1924 and formed his own big band in 1926; in its early years it included such players as alto saxophonists Benny Carter and Johnny Hodges. Throughout the 1930s, steady engagements at the Savoy Ballroom in Harlem helped Webb maintain a stable roster of band personnel and develop ensemble discipline.

His drumming, noted for swing, taste, and virtuoso technique, was the band's foundation. His work was perhaps particularly impressive in light of his short physical stature due to a curved spine. From 1933 Edgar Sampson's arrangements ("Blue Lou," "Stompin' at the Savoy") gave the band distinctive character. Though it included no major soloists, Webb's band regularly defeated the other major swing bands in musical contests. It reached its heights of popularity after the teenaged Ella Fitzgerald began recording novelty songs with it in 1935. After Webb's death from tuberculosis in 1939, Fitzgerald led the band for two years.



Frances E.W. Walker

Frances E.W. Harper was born in 1825 in Baltimore, Maryland. She was able to attend school as the daughter of free black parents. Her first poem collection, *Forest Leaves*, was published around 1845. The delivery of her public speech, "Education and the Elevation of the Colored Race," resulted in a two-year lecture tour for the Anti-Slavery Society. She died in Philadelphia, Pennsylvania, in 1911.

Born Frances Ellen Watkins on September 24, 1825, in Baltimore, Maryland, Frances E.W. Harper was a leading African-American poet and writer. She was also an ardent activist in the abolitionist and women's rights movements. After losing her mother at a young age, Harper was raised by an aunt. She also attended a school for African-American children run by her uncle, Reverend William Watkins.

Bright and talented, Harper started writing poetry in her youth. She kept on writing while working for a Quaker family after finishing school. In 1845, Harper published her first collection of poetry, titled *Forest Leaves*. She moved to Ohio five years later to teach domestic skills, such as sewing, at Union Seminary. The school was run by leading abolitionist John Brown. Harper became dedicated to the abolitionist cause a few years later after her home state of Maryland passed a fugitive slave law. This law allowed even free blacks, such as Harper, to be arrested and sold into slavery.

In 1854, Harper published *Poems of Miscellaneous Subjects*, which featured one of her most famous works, "Bury Me in a Free Land." She also became an in-demand lecturer on behalf of the abolitionist movement, appearing with the likes of Frederick Douglass, William Garrison, Lucretia Mott and Lucy Stone.

Harper made literary history in 1859 with the publication of "Two Offers." With this work, she became the first African-American female writer to publish a short story. The following year, she married Fenton Harper, who had several children from a previous marriage. Harper retreated from public life, choosing to live with her husband and children in Ohio. In 1862, she gave birth to a daughter, Mary.

In 1864, Harper returned to the lecture circuit after the death of her husband. She also produced several long-form poems a short while later, including *Moses: A Story of the Nile* (1869) and *Sketches of Southern Life* (1872), which explored her experiences during the reconstruction.

Harper published her most famous novel *Iola Leroy* in 1892. Four years later, she cofounded the National Association of Colored Women with Ida Wells-Barnett, Harriet Tubman and several others. The organization sought to improve the lives and advance the rights of African-American women.



Lillie May Carroll Jackson

Born in Baltimore, Maryland, Lillie May Carroll Jackson was the seventh child of Methodist Minister Charles Henry Carroll and Amanda Bowen Carroll who was said to be the granddaughter of a free-born African chief named John Bowen. After completing her public school education and graduating from the Colored High School and Normal School in 1909, Jackson became a second-grade teacher at the old Biddle Street School.

As a successful owner of rental property, Jackson was free to engage in activities which led to community improvement. She sponsored the City-Wide Young Peoples forum with her daughter Juanita in the leadership in the early 1930s. The forum conducted a campaign to end racial segregation beginning with the grassroots "Buy Where You Can Work" campaign of 1931. Jackson and her daughter Juanita along with the forums' members encouraged African-American residents of Baltimore to shop only at businesses where they could work, boycotting businesses with discriminatory hiring practices. The campaign's success led to similar protests in other cities around the country.

At one forum gathering, Charles Hamilton Houston, informed the audience "we could sue Jim Crow out of Maryland". Subsequently, Carl Murphy of the *Afro-American* newspaper suggested that Lillie join forces with the NAACP. That was the beginning of her 35-year tenure with the NAACP, in a role as president of the Baltimore branch in 1935, a position she held until retirement in 1970. 1934 saw the beginning of Thurgood Marshall's employment with the Baltimore NAACP branch. The next year he won a landmark case financed by the Baltimore NAACP,^[5] *Murray v. Pearson*, removing the color barrier from admissions to the University of Maryland School of Law.^[6] In 1946 she founded the Maryland state conference of the NAACP^[2] and was elected to the National Board of Directors in 1948.^[7]

In 1938 the NAACP won a historic legal challenge to racial barriers in publicly funded institutions. A court judgment overturned city policy assuring all Baltimore city school teachers received equal pay. Jackson's 1942 movement to register black voters began a shift in city politics. That same year she was named to Maryland's first Interracial Commission. She was also fundamental to Baltimore being the first Southern city to integrate its schools after the landmark *Brown v. Board of Education* decision.^[7] Baltimore's Fair Employment Practices law was passed in 1958. She was such a force in Maryland and Baltimore politics that Governor Theodore McKeldin was noted to have said of her, "I'd rather have the devil after me than Mrs. Jackson. Give her what she wants."

Ultimately, her efforts built the Baltimore NAACP into the largest branch of the organization in the United States with a peak membership of 17,600.



Name: _____

Who is it?	What are they known for?	What would their life be like today?

Tuesday, February 5th, 2019

Jesse Schneiderman, High School
Black Butterfly/White L -Segregation

Standards

CCSS 9-10 RH 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. *Maryland Literacy*

CCSS 9-10 RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. *Maryland Literacy*

CCSS 9-10 RH 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. *Maryland Literacy*

CCSS 9-10 RH 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. *Maryland Literacy*

CCSS 9-10 RH 6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. *Maryland Literacy*

CCSS 9-10 RH 7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. *Maryland Literacy*

BLM Principles

BLM.BV Black Villages: Disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another *Teachers' Democracy Project Black Lives Matter*


Objectives

Analyze primary sources in order to illustrate the effects of policy on Black neighborhoods in Baltimore.

Materials

Documents

Smartboard

 Lesson 2 Documents and Questions.pdf

Procedure/Strategies

1) Drill/Do Now/Warm-Up: Do you think some neighborhoods in Baltimore are better than others? What makes them better or worse?

2) NPR video "Why Are Cities Still So Segregated?" (**Profanity warning: Clip begins with a joke from Chris Rock where he curses once**) <https://www.npr.org/sections/codeswitch/2018/04/11/601494521/video-housing-segregation-in-everything>

Questions to ask students after the video and PowerPoint:

- What did FDR try to do?
- How did red-lining combine with this to make it work differently for white people and Black people?
- Do we still see something similar today? How?

- How are where you live and schools related, according to the speaker?

3) Students are given multiple primary source documents with questions to answer determining what happened to different neighborhoods/in Baltimore that led to issues today.

Sources are: (see attachment)

- a. Red-lining map (may need to display on the board if you lack a color printer)
- b. Confederate Statues
- c. Editorials and newspaper articles

4) Closing: How do neighborhoods recover from segregation?

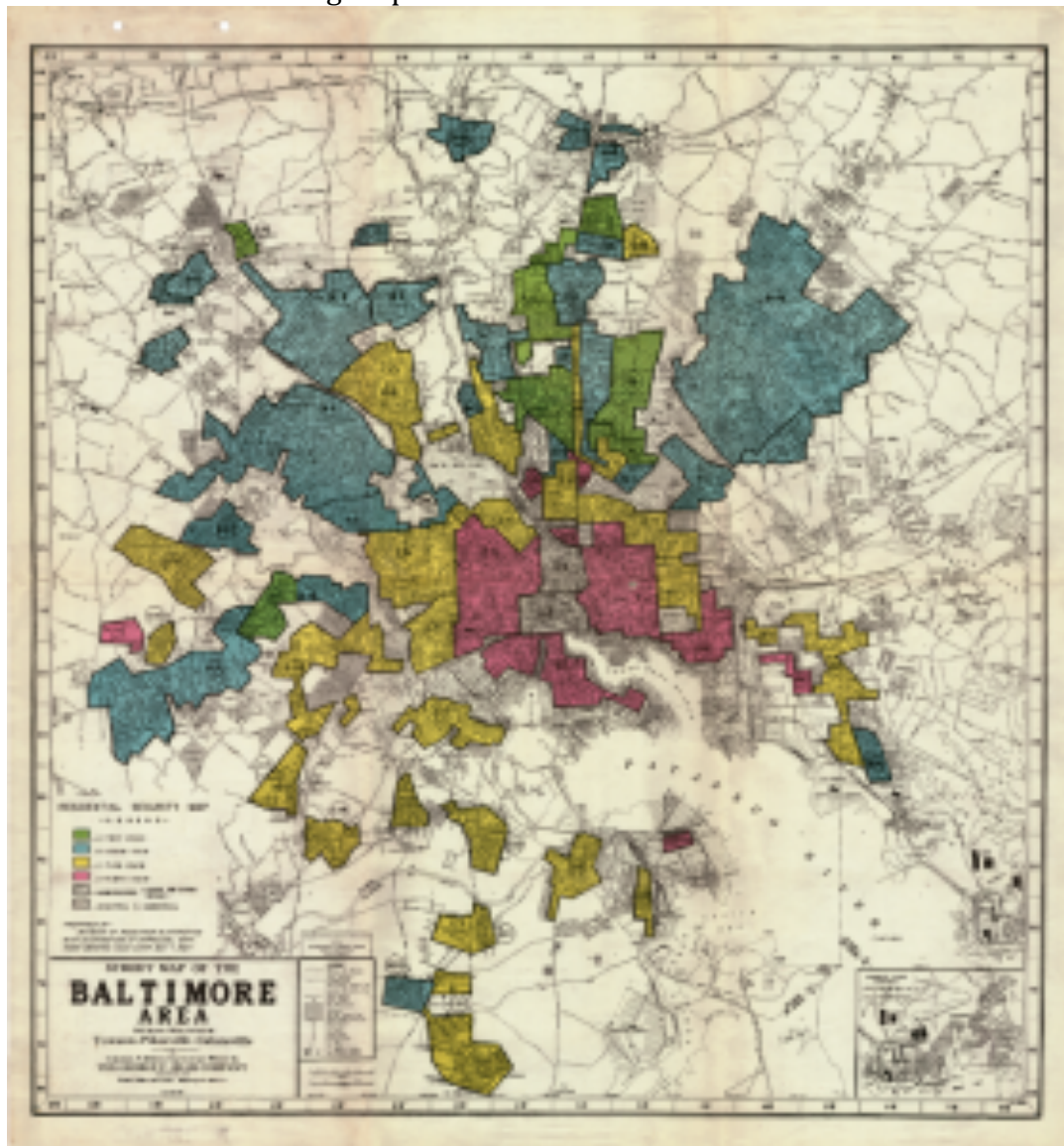
Assessment/Check for Understanding

Check answers to Segregation in Baltimore Primary Source Questions

Vocabulary







- Segregation
- Black Butterfly
- White L
- Redlining
- KKK

Document 1 – Red-lining map



RESIDENTIAL SECURITY MAP

— L E G E N D —

-  A - FIRST GRADE
-  B - SECOND GRADE
-  C - THIRD GRADE
-  D - FOURTH GRADE
-  UNDEVELOPED (COLOR INDICATES GRADE)
-  INDUSTRIAL & COMMERCIAL

PREPARED BY:
DIVISION OF RESEARCH & STATISTICS
WITH COOPERATION OF APPRAISAL DEPT.
HOME OWNERS' LOAN CORP. MAY 1, 1937.

Document 2 – Confederate Statues

This is a statue made by city of Baltimore to honor women of the Confederacy.



Quote from the Baltimore Sun:

"The monument, which is the work of J. Maxwell Miller and represents a mother holding a dying hero in her arms, in front of a figure typifying the devoted women of the Confederacy, was veiled with the Stars and Stripes and the Stars and Bars, both being drawn aside by Miss Mary Ringgold Trippe, granddaughter of the late Gen. Anew C. Trippe, chairman of the monument commission."

Document 3 – Newspaper Clippings

Here is Herring Run site selected by Mayor's Interracial Commission and City Plan Board for the N. E. Baltimore Federal Housing project for colored people. Philadelphia Road is in the foreground. The City Plan Commission first put it down as the only available spot within the city in which colored people might have suburban homes.

Another view of the Herring Run Housing site from Armatoad Guard post boundary. Underdeveloped Herring Run Park is between Armatoad Guard post and a mile of Herring Run. However, protest has been inspired by one of colored war work ers to

both show the land

Crowd of 800 Boos Mayor for Favoring Colored War Homes

Housing Foes Tell Why They Oppose Homes

(Continued from Page 1)

gation were city councilmen from the Third District, James F. Arthur, George M. Fallon and John T. Mullin, Sr.; three ministers, including two Catholic priests, the Revs. T. Vincent Fitzgerald, pastor of St. Anthony of Padua Catholic Church, and John J. Dunlop, pastor of St. Dominic Catholic Church; Rabbi Henry Zinspruk, of Salem Lutheran Hebrew Center and the Rev. Allen Gillis, pastor of Parkside Methodist Church, whose protest was recorded in a letter, and Media Wald, city councilman from the second district.

Harry Thursby, chairman of the Northeastern Civic Group, said: "We have nothing against colored people, but we are unalterably opposed to and vigorously protest construction of the project in

Profestants Don't Live Near Housing Area

Know Their Place
THE REV. JOHN J. DONLAN, 3319 Hatfield Road, pastor of St. Dominic Catholic Church:

"For many years people in Maryland have known their place and have kept their place. If they were asked whether they wanted to live in this location, they would say no."

(Continued from Page 1)

THE SUN, BALTIMORE, TUE-

NEGRO HOUSING DISPUTE ENDS

FPHA Approves 4 Locations Recommended by HAB for Development

(Continued from Page 2)

explained, are considered by the FPHA as a substitute for the proposed 2,000-unit project originally planned for the Moore's Run-Philadelphia road location.

Temporary facilities, they will be restored after the war in accordance with Federal legislation governing emergency wartime housing.

Cherry Hill Section

Because there is evidence that the manpower recruitment program for South Baltimore war industries is being retarded by lack of adequate Negro housing, Mr. Kennelick said (SUN) is hoped that construction on the Cherry Hill site will be begun within two months or less.

In the Cherry Hill section he emphasized that the FPHA intends to cooperate with private builders, the HAB and the City Plan Commission in the development of a "new permanent and well-rounded neighborhood for the Negro families."

The FPHA had expressed the belief that the publicly financed development of the four sites would encourage, rather than supplant, plans contemplated by private builders for Negro housing in the metropolitan area.

Privately Financed Projects

In the E. Lamar Station, State administrative agencies were granted permits for 1,500 Negro dwellings to be undertaken by private builders, required.

He said that applications for 2,000 or more privately financed Negro units are pending before the

Above are the four sites selected by the Federal Public Housing Authority for development of three temporary and one permanent Negro housing project. They are (1) Ch. Hill, lying between the old Annapolis road and Broening Park and skirted by the Mt. or Spring Gardens branch on the north and the main branch of the Patapsco river the south, 600 to 700 permanent units; (2) Holabird avenue, between Ponca street and Broening Highway, running north to vicinity of Cardiff street, 400 temporary units; (3) Turner's Station, skirting Dundalk avenue, south of the Municipal airport and We Logan Field, 200 to 300 temporary units, and (4) Sparrow's Point, on a tract to be leased from the Bethlehem Steel Company, 400 temporary units.

NEGROES CAMPAIGN FOR REGISTRATION

Use an his district, however, did not seem to bother him. He said he "One, a tavern keeper, denied the voting of Negro and registering before until we white voters to the Republican how he obtained a tavern license was "due to national without being a registered voter."

"We have no drive on to the board and

White Baltimore Resistance to Black Wartime Public Housing, 1943

Planned Location for Black Wartime Housing

Placed in undesirable industrial areas where well-to-do Whites did not want to live.

Name: _____

Segregation in Baltimore Primary Source Questions

Document 1: Red-lining Map

- 1) Which neighborhoods today are where the red is? _____

- 2) Which neighborhoods today are where the blue is? _____

- 3) Which groups do you think made up the first or second grade areas? _____

- 4) Which groups do you think made up the third or fourth grade areas? _____

- 5) Based on the video from earlier in class, how do you think life is different in those areas today? _____

Document 2: Confederate Statues

- 1) The Confederate States of America was a country started by the South as a result of Abraham Lincoln winning his election because they were afraid he would try and end slavery. Do you think a monument to that country is appropriate today? Why or why not? _____

- 2) Does the statue look clean and well cared for? What does this tell you about the way the city treated the statue recently? _____

- 3) Read the description of the statue from the quote. Is the tone positive or negative? _____

- 4) What information does that give you about the way the statue was perceived when it was made? _____

Document 3: Newspaper Clippings

- 1) In the top article, how did people react to the mayor helping "Colored" homeowners? _____

- 2) Look at the third (bottom right) image. Where were Black wartime workers housed? _____

- 3) Overall, what story do the newspaper clippings and images tell us about housing segregation in Baltimore? _____

Wednesday, February 6th, 2019

Jesse Schneiderman, High School **Black Butterfly/White L -Segregation**

Standards

CCSS 9-10 RH 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. *Maryland Literacy*

CCSS 9-10 RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. *Maryland Literacy*

CCSS 9-10 RH 8 Assess the extent to which the reasoning and evidence in a text support the author's claims. *Maryland Literacy*

CCSS 9-10 RH 9 Compare and contrast treatments of the same topic in several primary and secondary sources. *Maryland Literacy*

BLM Principles

BLM.BV Black Villages: Disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another *Teachers' Democracy Project Black Lives Matter*

BLM.I Intergenerational: Fostering an intergenerational, communal network free from ageism *Teachers' Democracy Project Black Lives Matter*

Objectives

Analyze primary sources in order to illustrate the effects of policy on Black neighborhoods in Baltimore.

Materials

Documents

Smartboard

- 📎 Lesson 3 Maps.pdf
 - 📎 Black Butterfly Project Crime Map.pdf
 - 📎 Lesson 3 Black Butterfly Jobs Map.pdf
 - 📎 Lesson 3 Black Butterfly Project Education Map.pdf
 - 📎 Lesson 3 Housing Map.pdf
 - 📎 Lesson 3 2 Baltimores.pdf
 - 📎 Lesson 3 Black Butterfly Project Explained.pdf
 - 📎 Lesson 3 Black Butterfly White L Project Rubric.pdf
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Procedure/Strategies

1) Drill/Do Now/Warm-Up: How do we see examples of segregation today?

2) Illustrate Black Butterfly/White L in multiple ways for the class.

- Map of TIFs in Baltimore
- Map of Charm City Circulator Route
- Map of Zipcars

- Map of Lead Poisoning
- Map of the Murder Rate

Discussion questions while looking at the maps:

- In which areas do the problems exist?
- In which areas is the city investing money?
- What do you think the impact of this will be?

After this, students complete "2 Baltimores" reading assignment.

Optional Additional Discussion Questions from "2 Baltimores"

- How has redlining affected your community?
- What elements of redlining discussed in this article impact you the most?

3) Give students the choice of a problem to focus on in Baltimore (between Crime, Education, Jobs, or Housing) and explain the project. Students start the coloring the map portion of the Black Butterfly/White L project which is on the back of the project sheet.

- Some answers may include:
 - Crime
 - Education
 - Jobs
 - Housing
- After this, introduce the project and rubric, which is attached.
 - Students will have the choice of some of these problems and will use maps to illustrate the problem.
 - The first map in each packet is the same, it is the general population map. **Students cannot use that map for their illustration.**

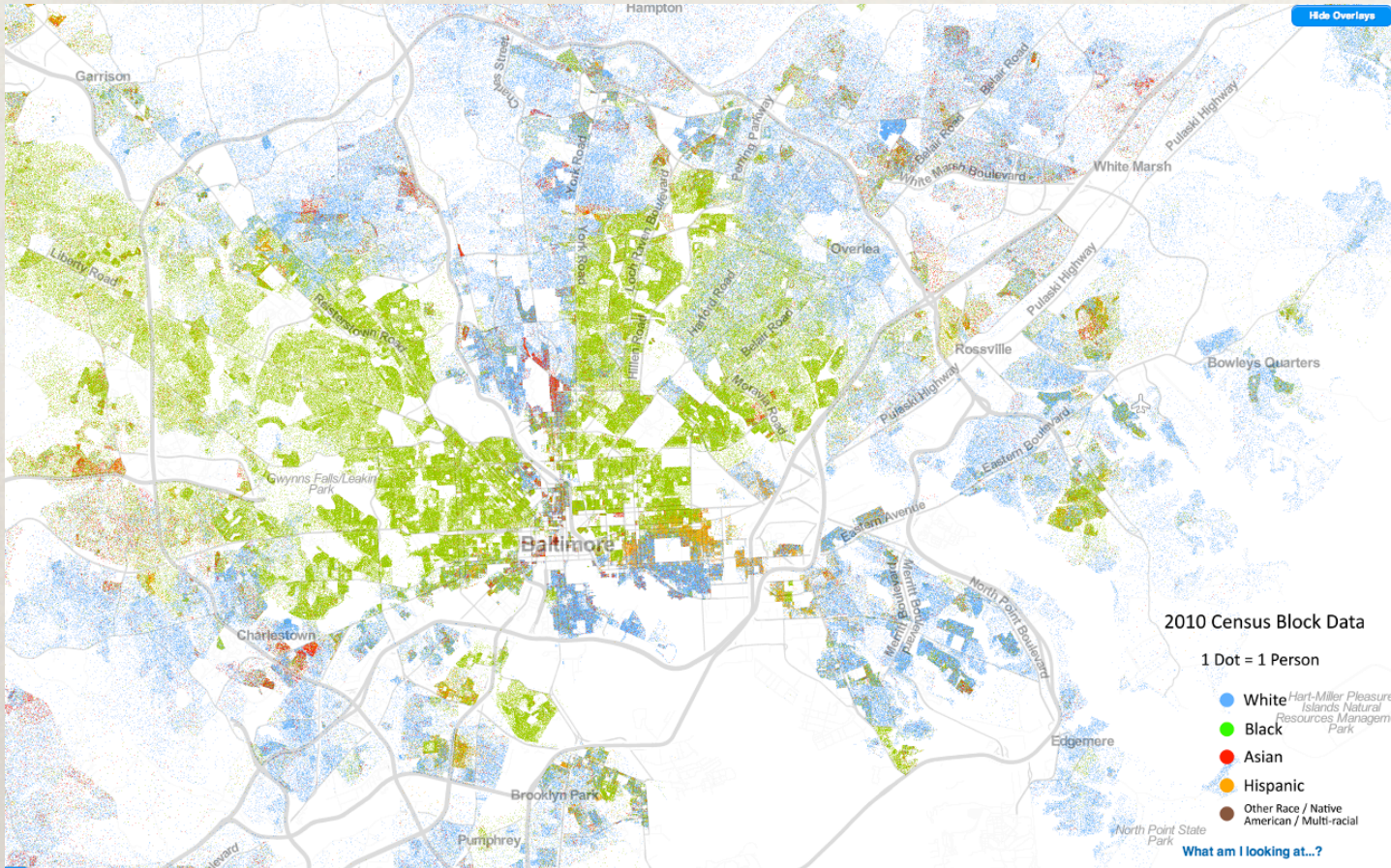
4) Closing: How do you personally experience the problem you chose?

Assessment/Check for Understanding

Check choice of project

Vocabulary

- Zipcar
- Charm City Circulator
- TIF
- Lead poisoning
- Murder rate

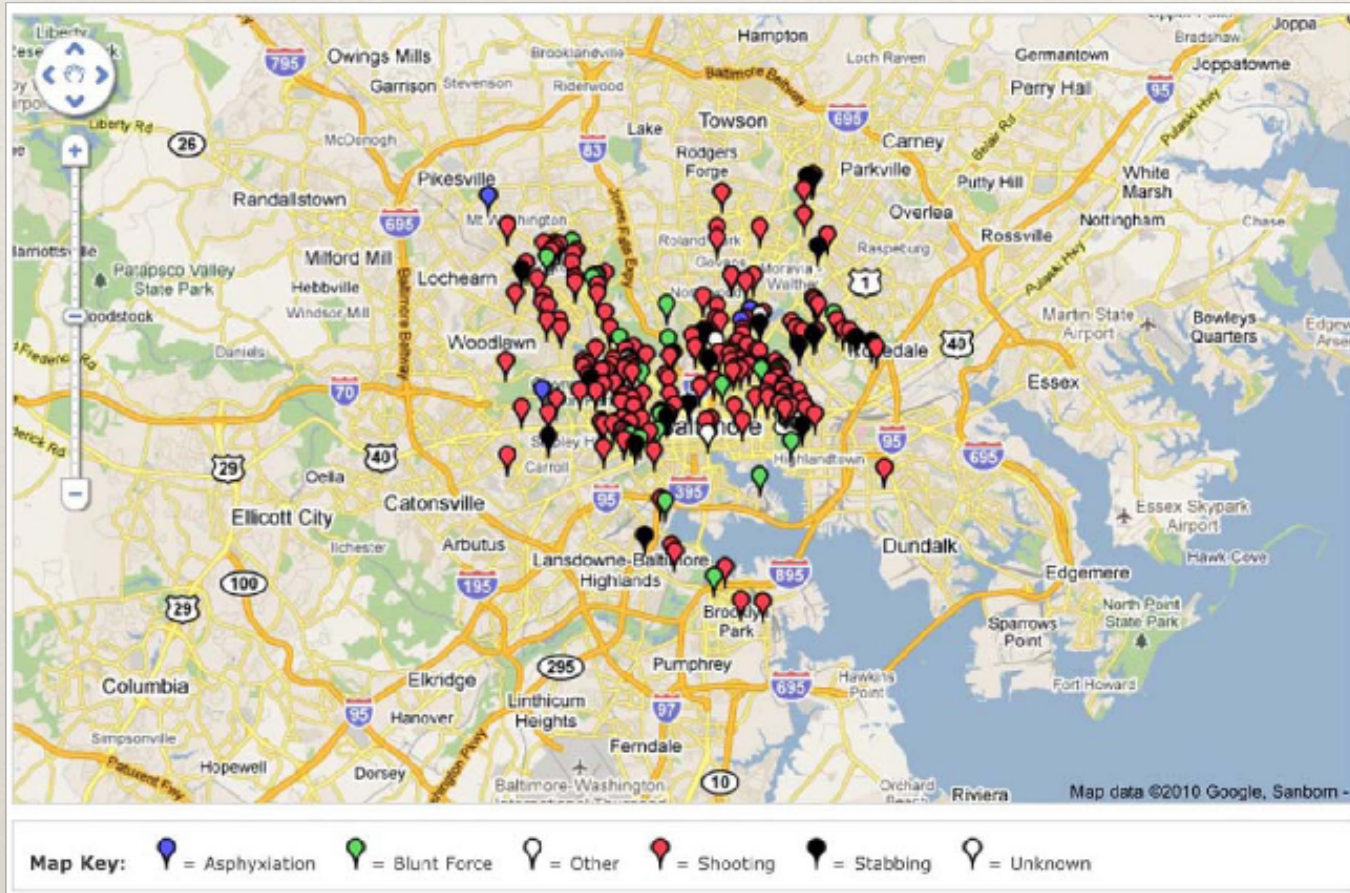


- ## Agenda
- Drill
 - Map basics
 - Maps of Baltimore
 - Problems in Baltimore?

Objective: TIW read maps in order to identify segregation in Baltimore.

Standard: CLG 5.6.2: Analyze modern economic, political, and social influences on American society 1981-present.

Murders (2013)

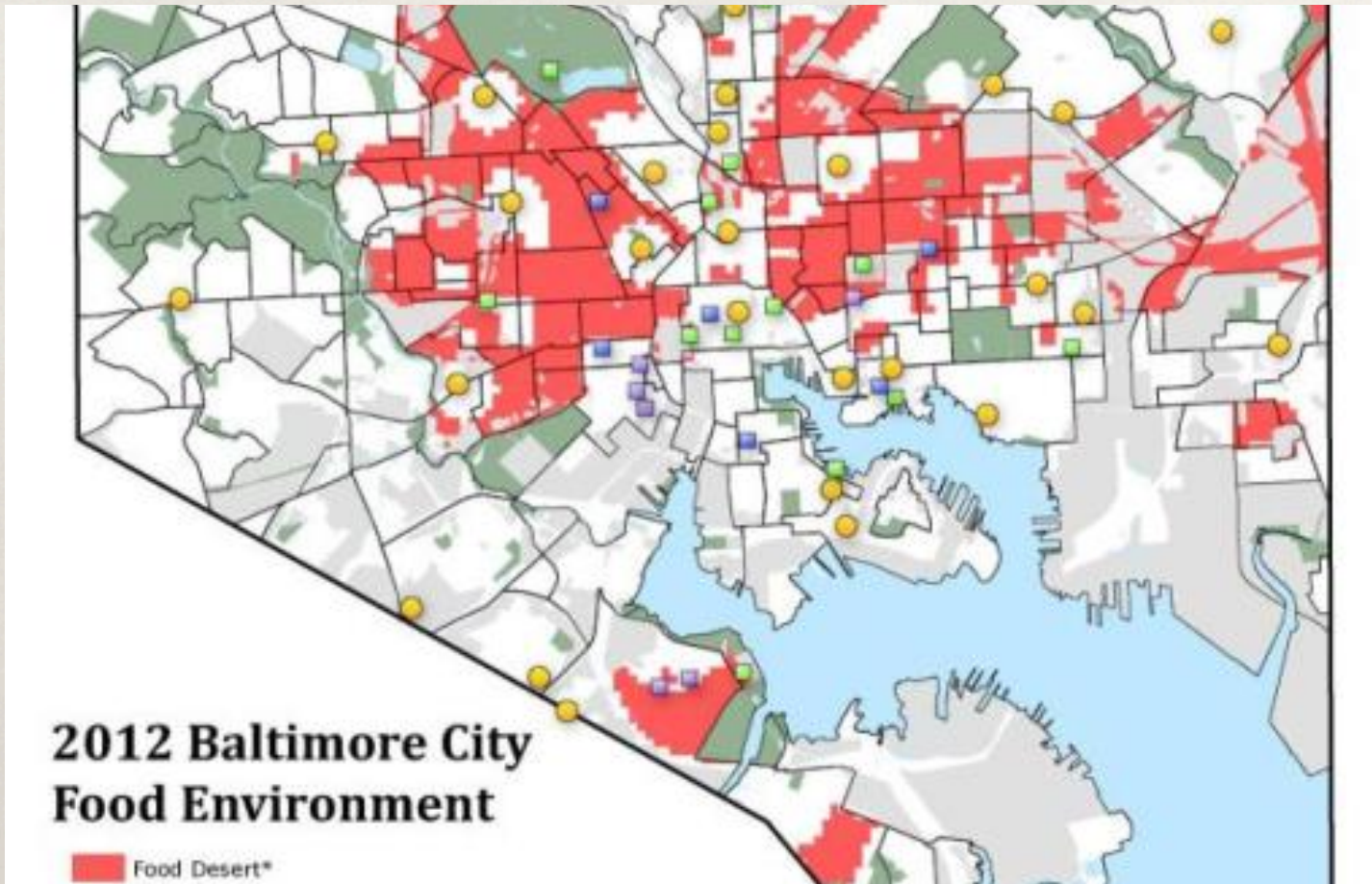


- ## Agenda
- Drill
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Objective: TIW read maps in order to identify segregation in Baltimore.

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Food Deserts (2012)



- Agenda**
- Drill
 - Map basics
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 - Problems in Baltimore?

Objective: TIW read maps in order to identify segregation in Baltimore.

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Vacant Houses

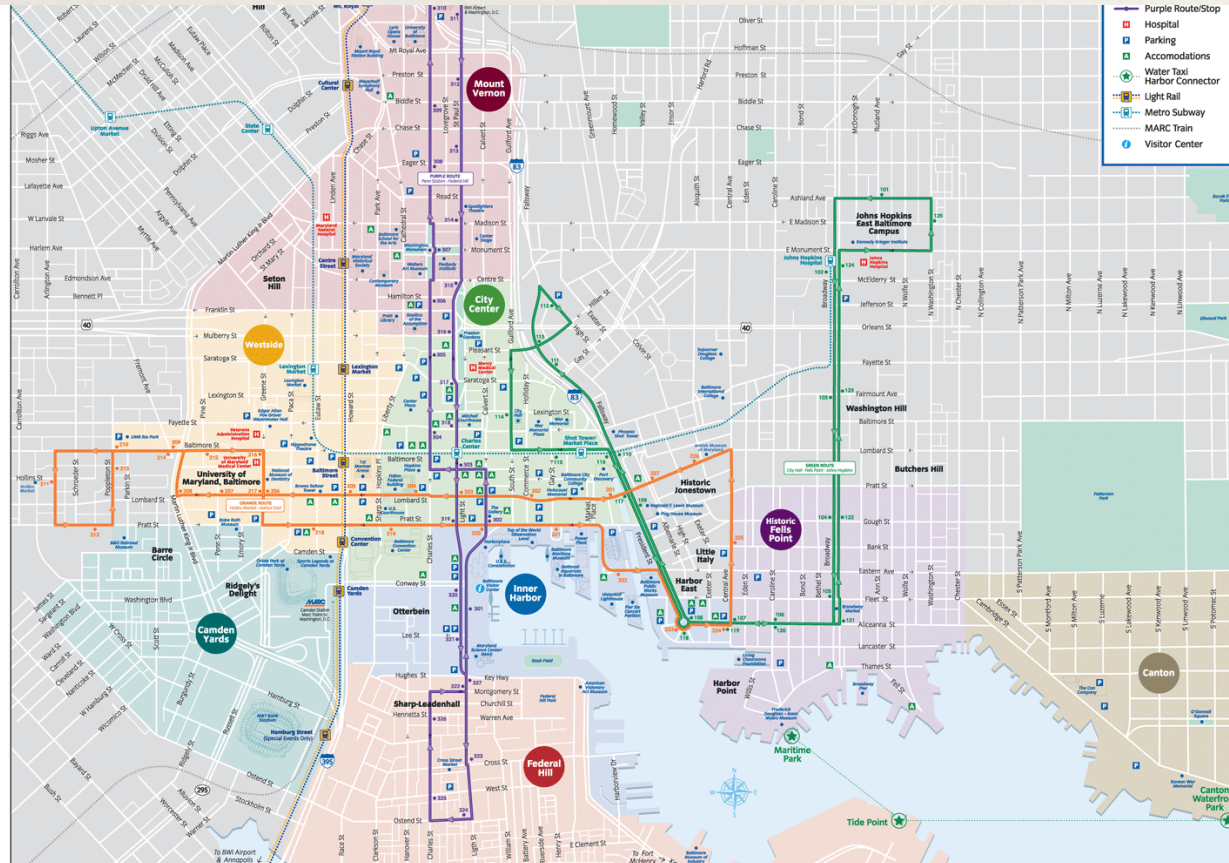


- Agenda**
- Drill
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Objective: TIW read maps in order to identify segregation in Baltimore.

Standard: CLG 5.6.2: Analyze modern economic, political, and social influences on American society 1981-present.

Free Bus



Summer Operating Hours (April 1 - Oct 31):

Winter Operating Hours (Nov 1 - March 31):

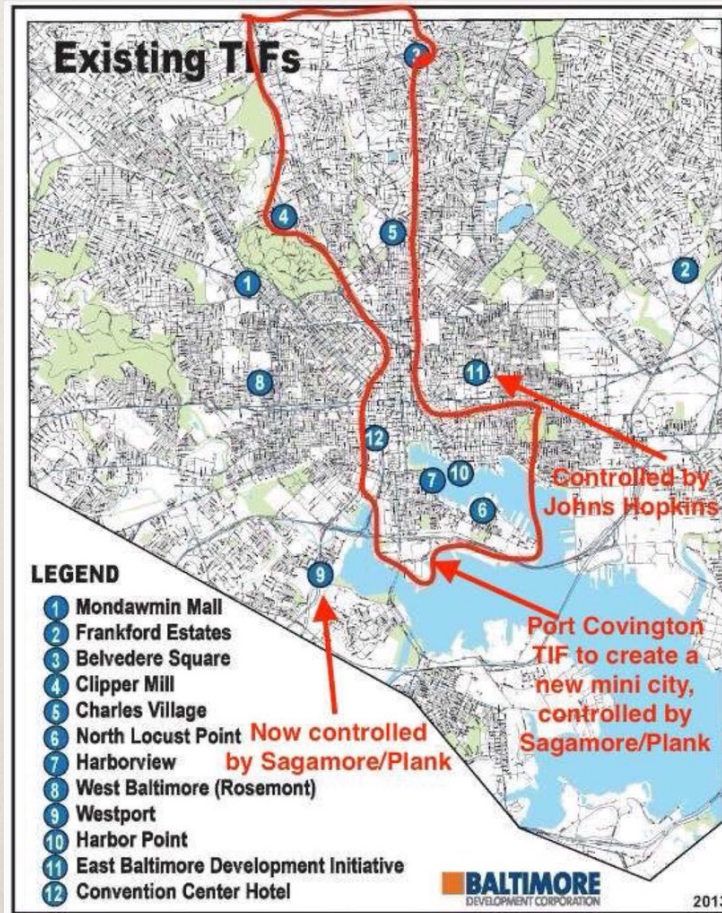
Objective: TIW read maps in order to identify segregation in Baltimore.

Standard: CLG 5.6.2: Analyze modern economic, political, and social influences on American society 1981-present.

Agenda

- Drill
- Map basics
- Maps of Baltimore
- Problems in Baltimore?

City Investment



- Agenda**
- Drill
 - Map basics
 - Maps of Baltimore
 - Problems in Baltimore?

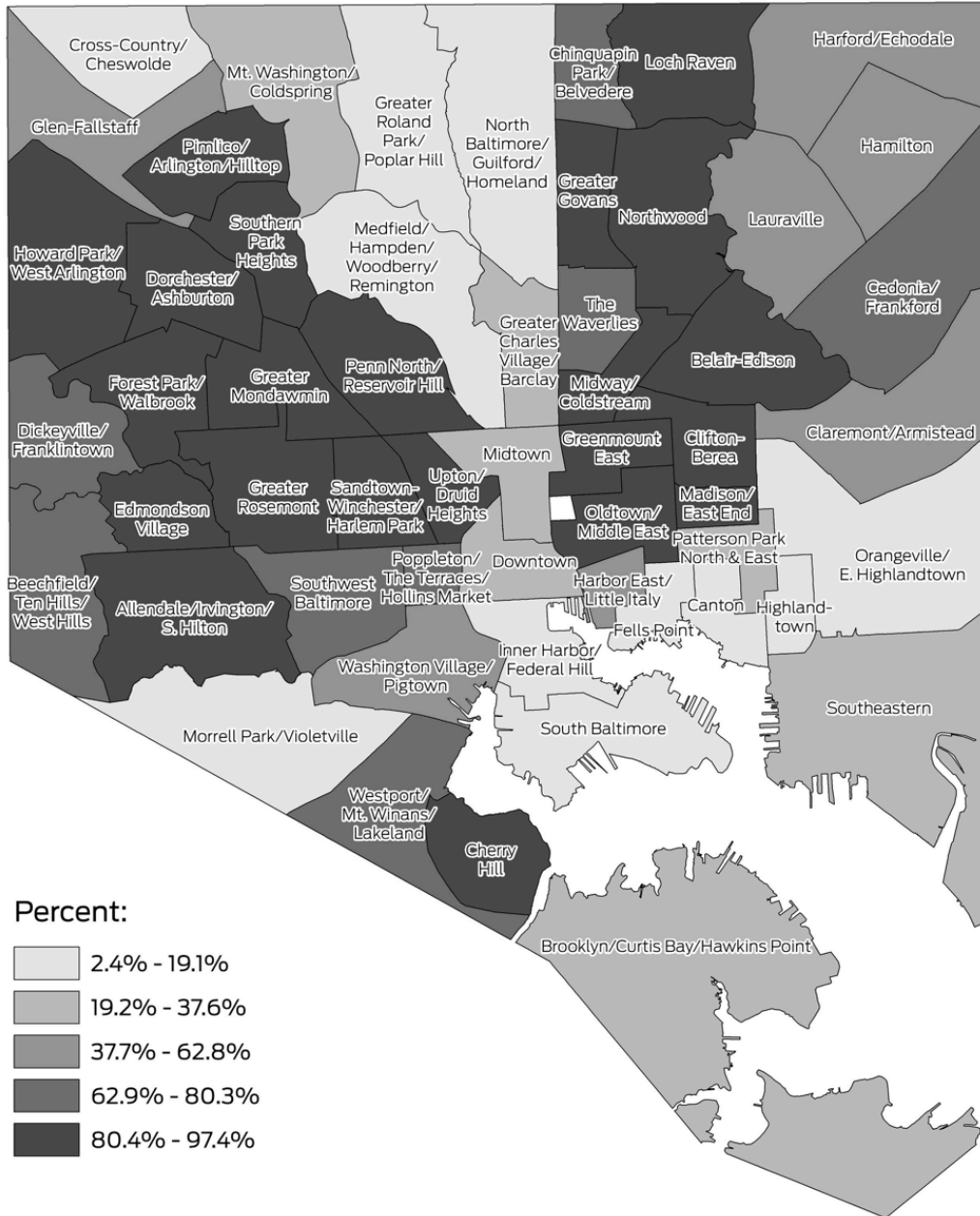
Objective: TIW read maps in order to identify segregation in Baltimore.

Standard: CLG 5.6.2: Analyze modern economic, political, and social influences on American society 1981-present.

Every Group Gets a Black Butterfly/White L Map

This is not the map you are illustrating.

Percent of Residents that are Black/African-American, 2011-2015

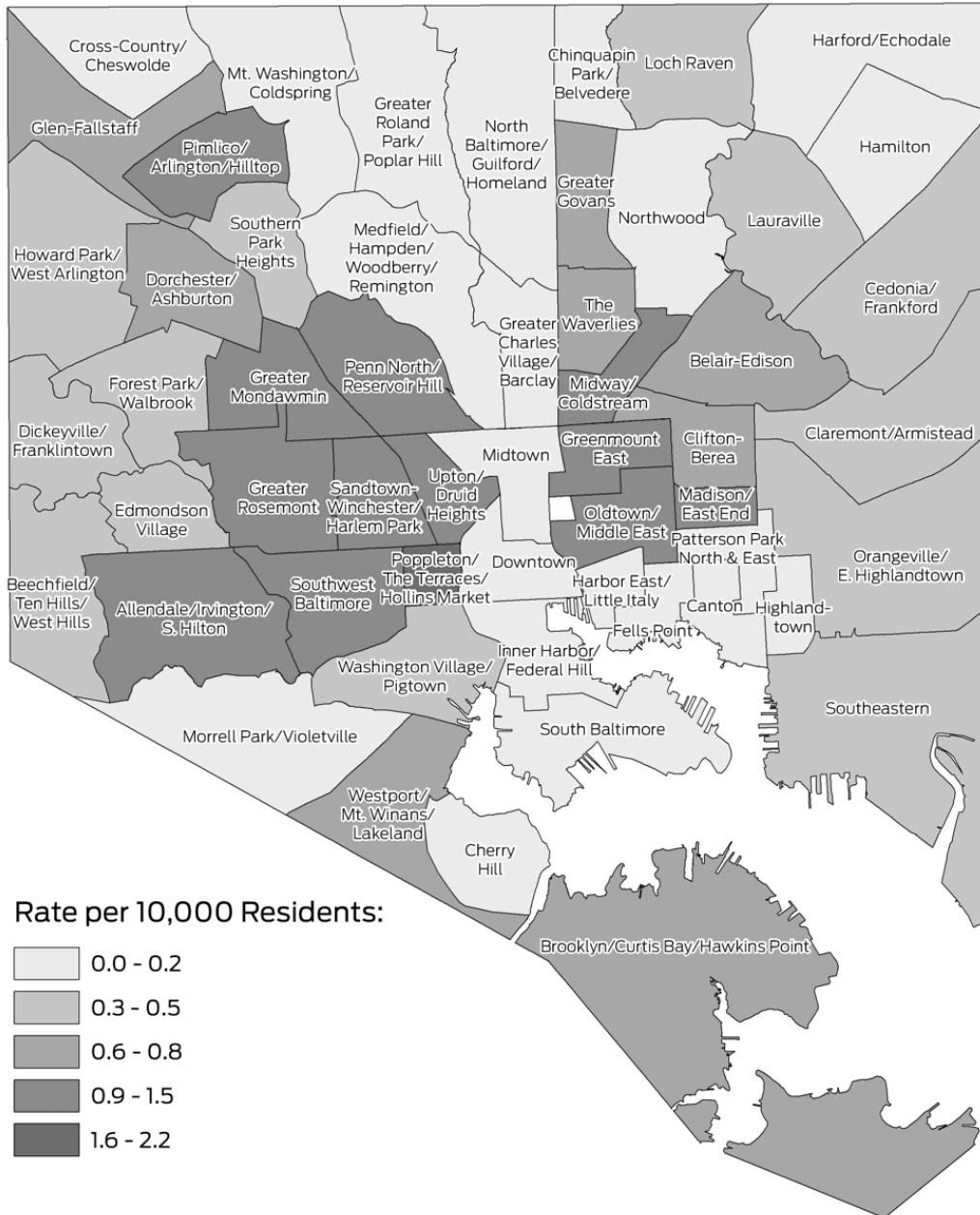


Natural breaks method used for displaying data.
Source: American Community Survey (ACS)

Map created by BNIA-JFI, 2017

This is the amount of gun deaths, per 10,000 people.

Rate of Gun Homicides, 2015

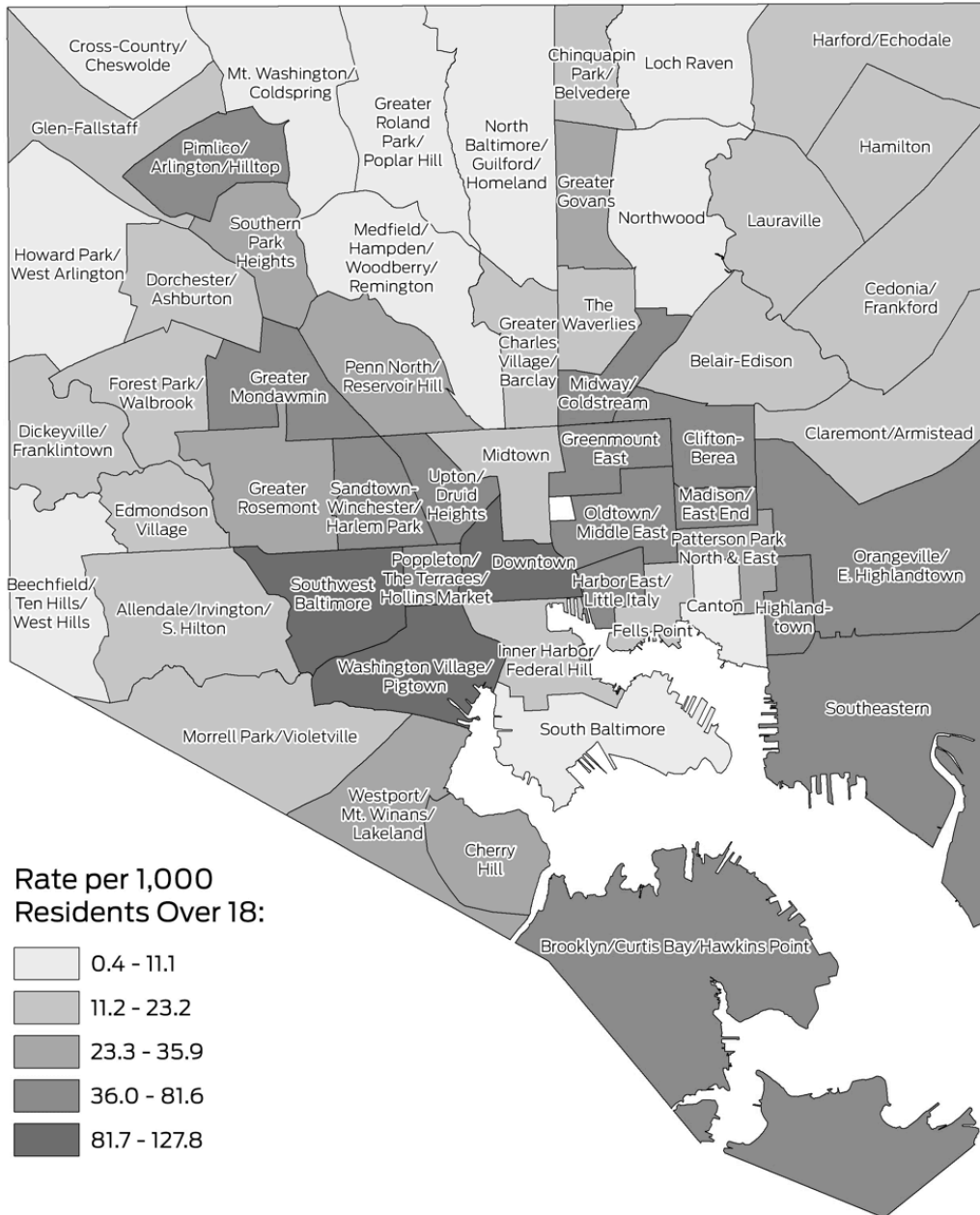


Natural breaks method used for displaying data.
 Source: Baltimore City Police Department, U.S. Census Bureau

Map created by BNIA-JFI, 2017

This is the rate of arrests for adults, per 1,000 people.

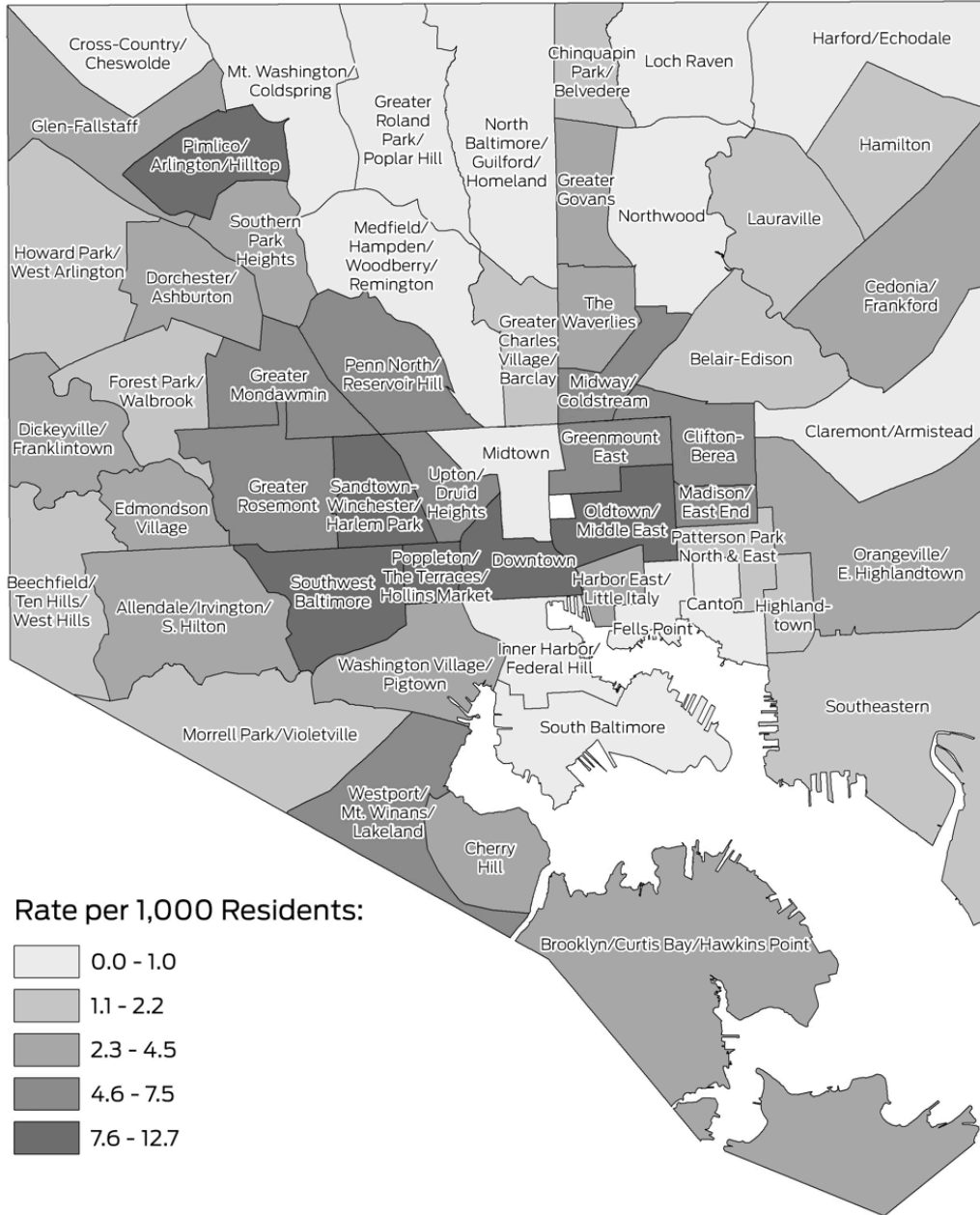
Adult Arrest Rate, 2015



Natural breaks method used for displaying data.
 Source: Baltimore City Police Department, U.S. Census Bureau

This is the calls of 911 for a shooting, per 1,000 people.

Rate of 911 Calls for Service for Shootings, 2015



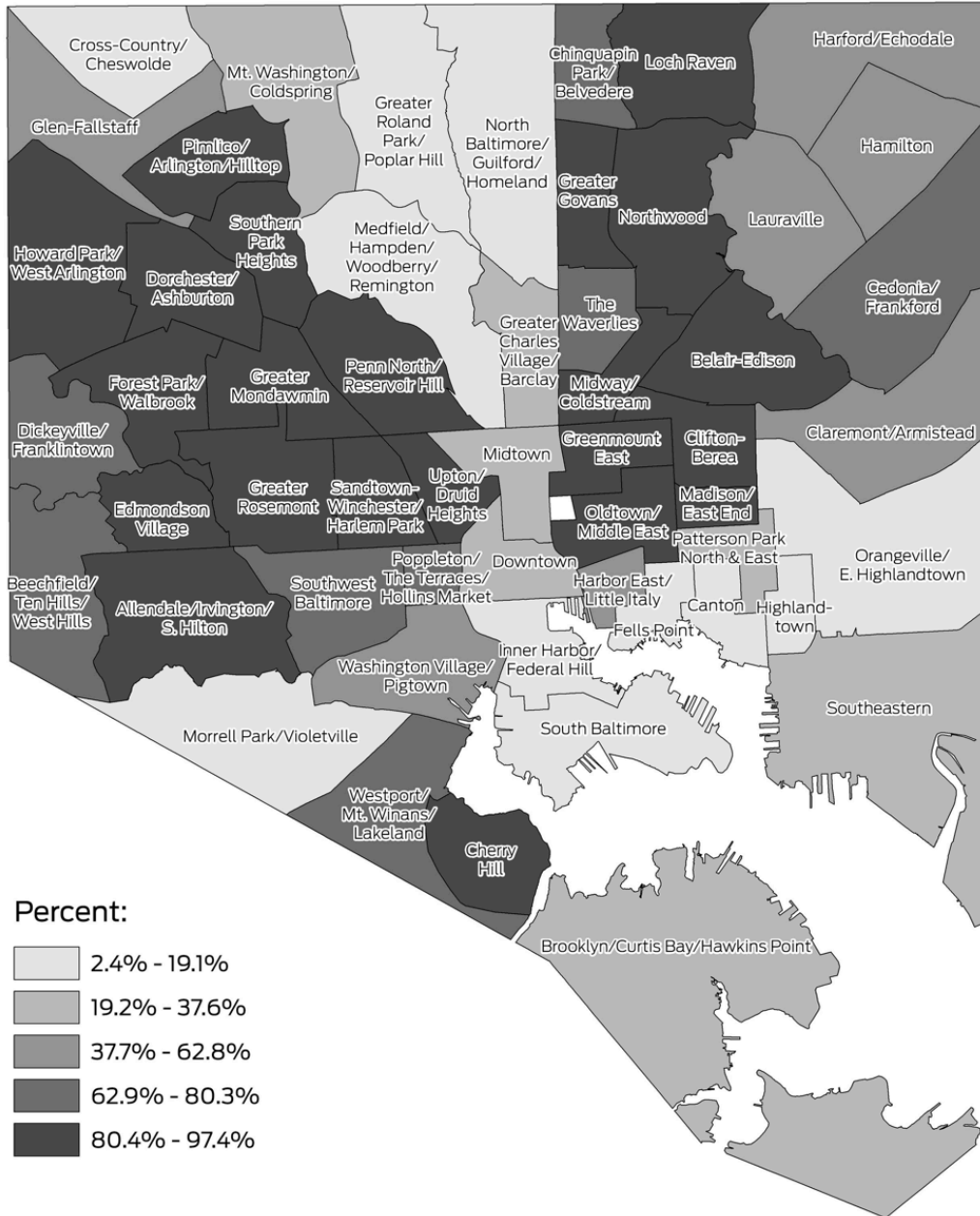
Natural breaks method used for displaying data.
Source: Baltimore City Police Department, U.S. Census Bureau

Map created by BNIA-JFI, 2017

Every Group Gets a Black Butterfly/White L Map

This is not the map you are illustrating.

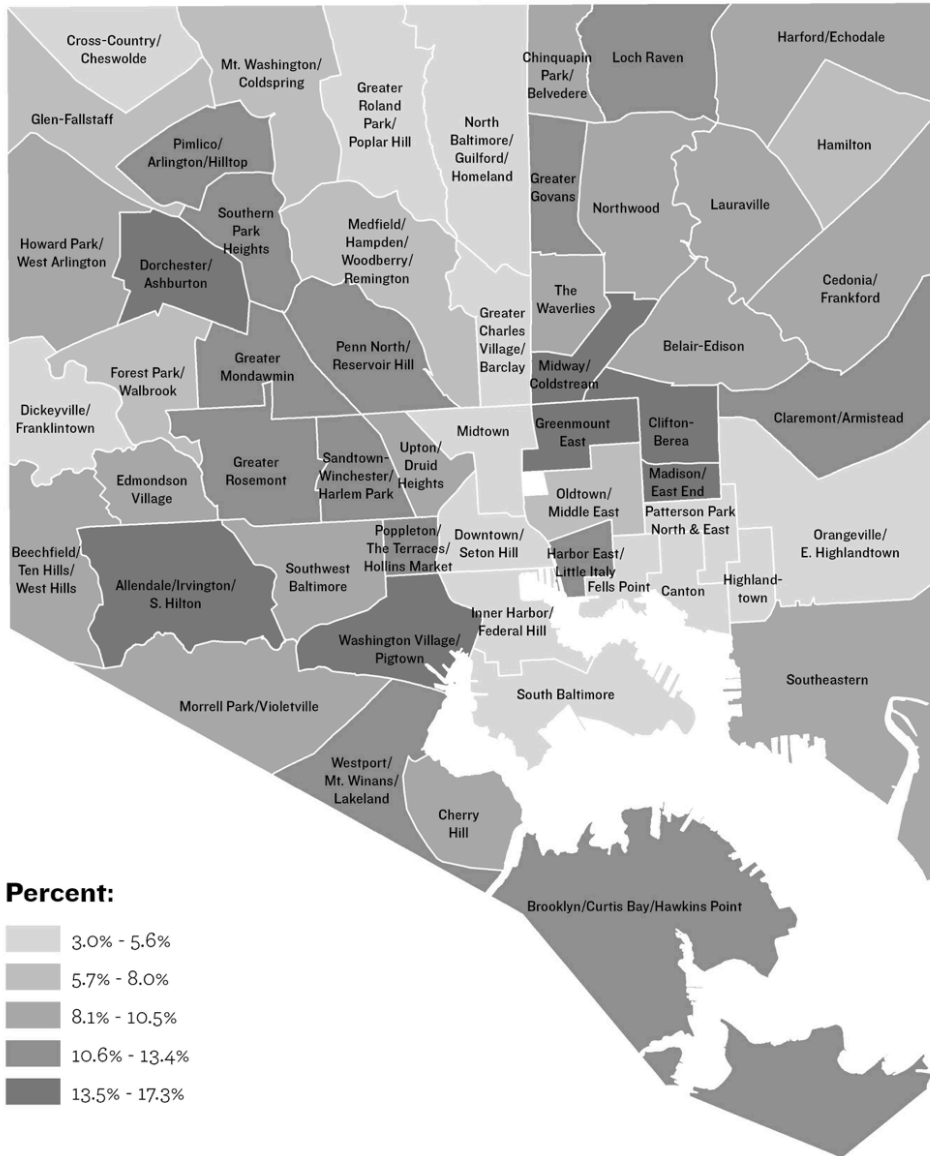
Percent of Residents that are Black/African-American, 2011-2015



Natural breaks method used for displaying data.
Source: American Community Survey (ACS)

Map created by BNIA-JFI, 2017

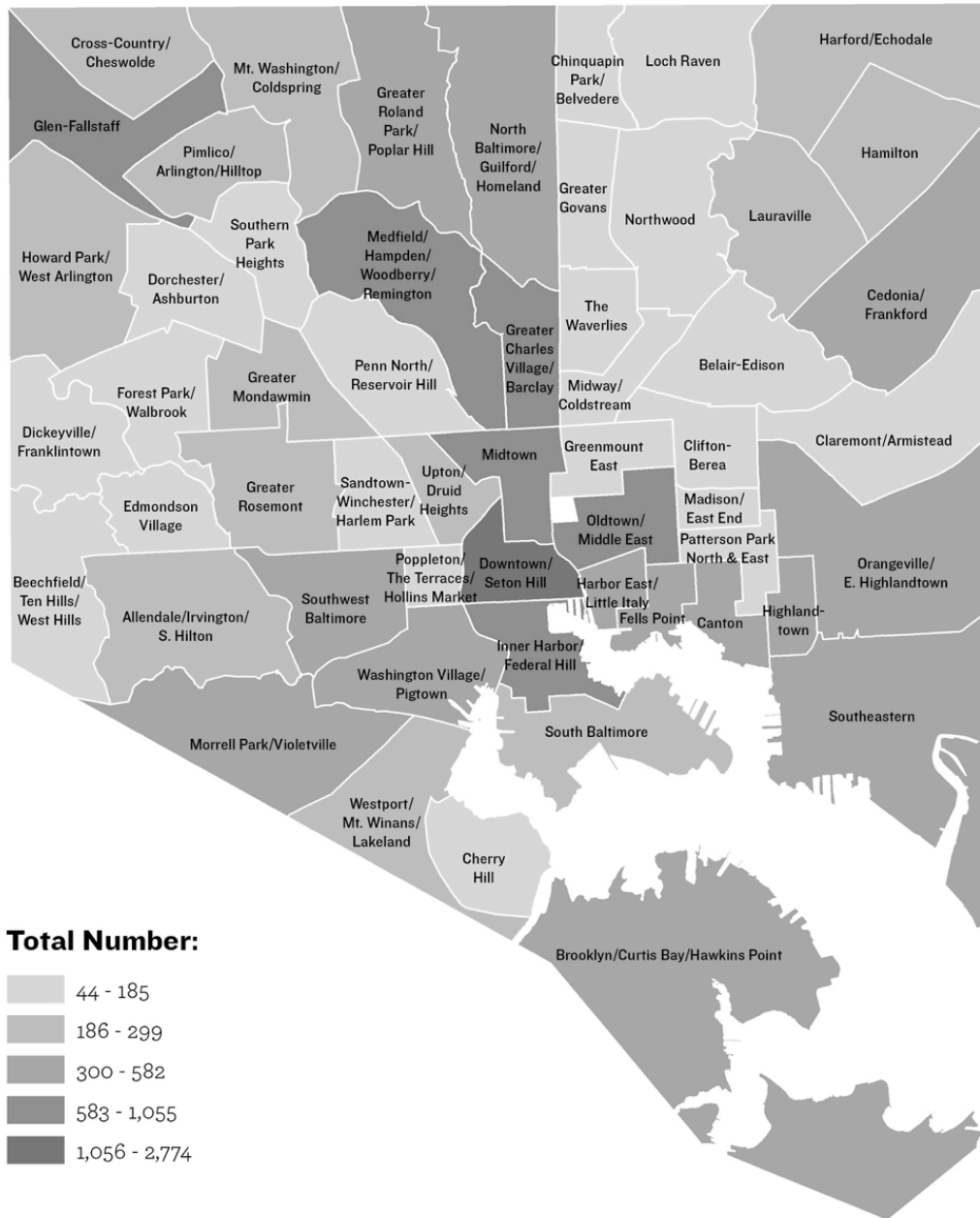
Percent Population 16-64 that is Unemployed and Looking for Work, 2012-2016



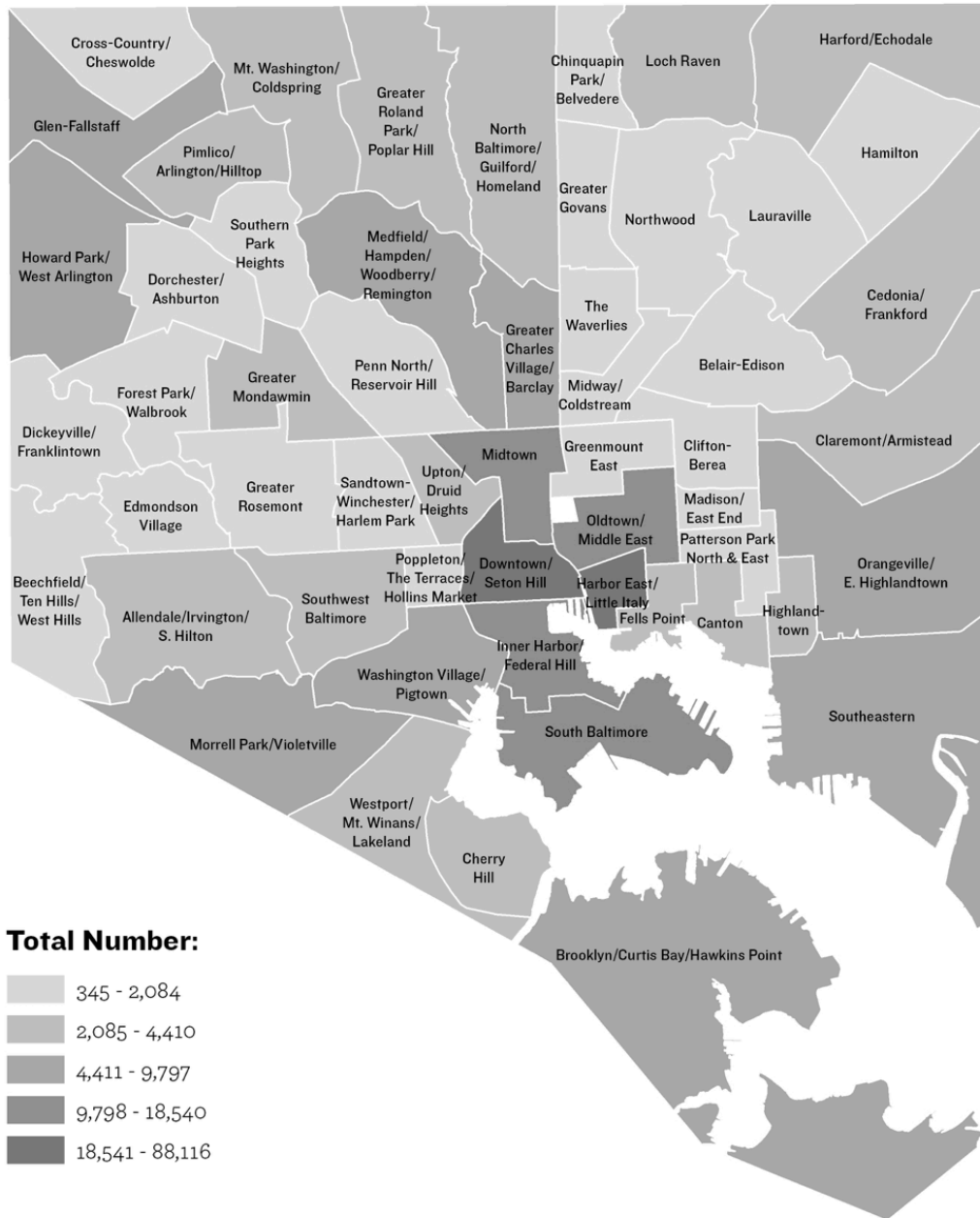
Map created by BNIA-JFI, 2018

Source: U.S. Bureau of the Census, American Community Survey

Total Number of Businesses, 2016



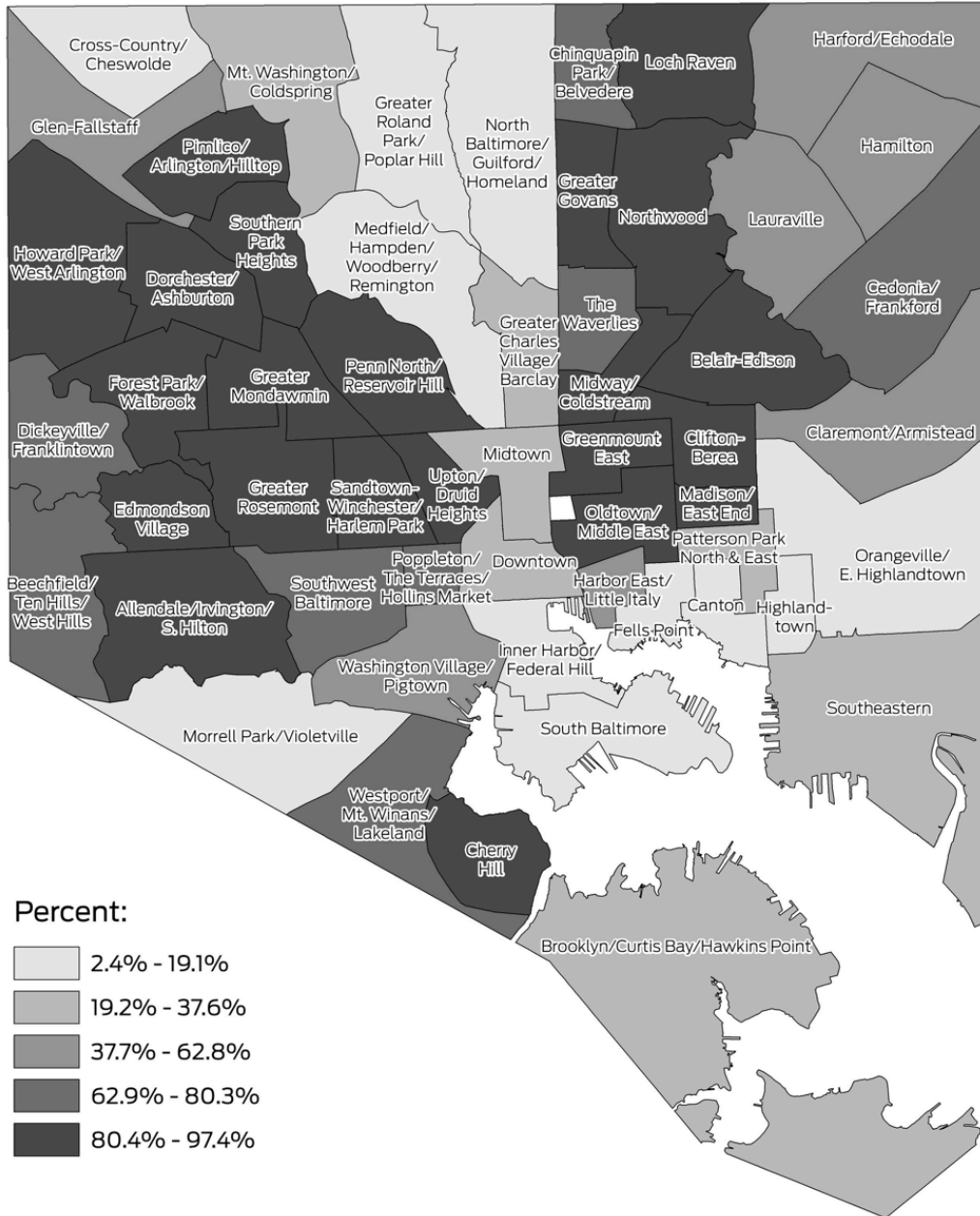
Total Number of Employees, 2016



Every Group Gets a Black Butterfly/White L Map

This is not the map you are illustrating.

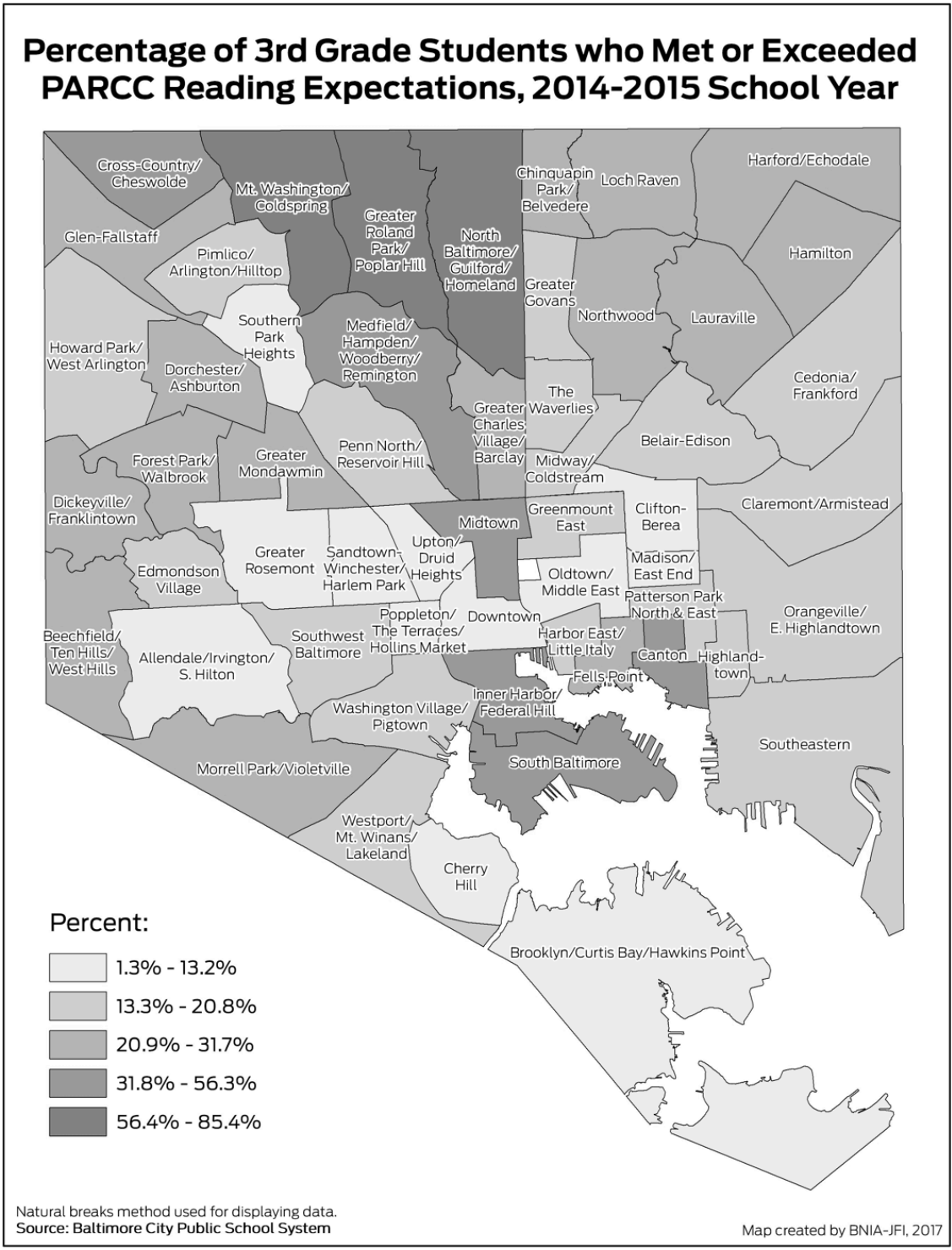
Percent of Residents that are Black/African-American, 2011-2015



Natural breaks method used for displaying data.
Source: American Community Survey (ACS)

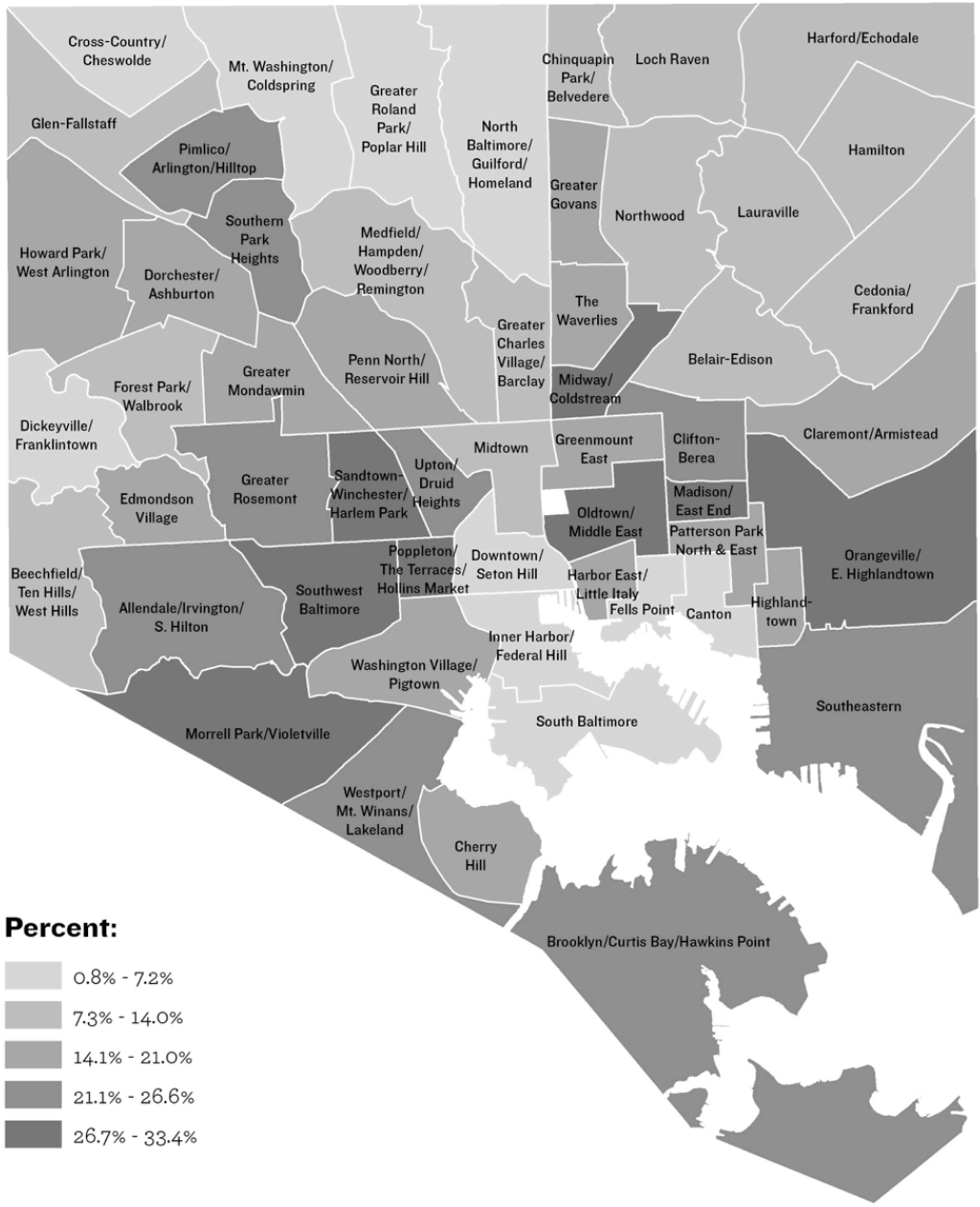
Map created by BNIA-JFI, 2017

This is the percent of 3rd graders scoring high on the PARCC.



This is the percent of population with less than a high school education

Percent of the Population Aged 25+ with Less than a High School Diploma/GED, 2012-2016

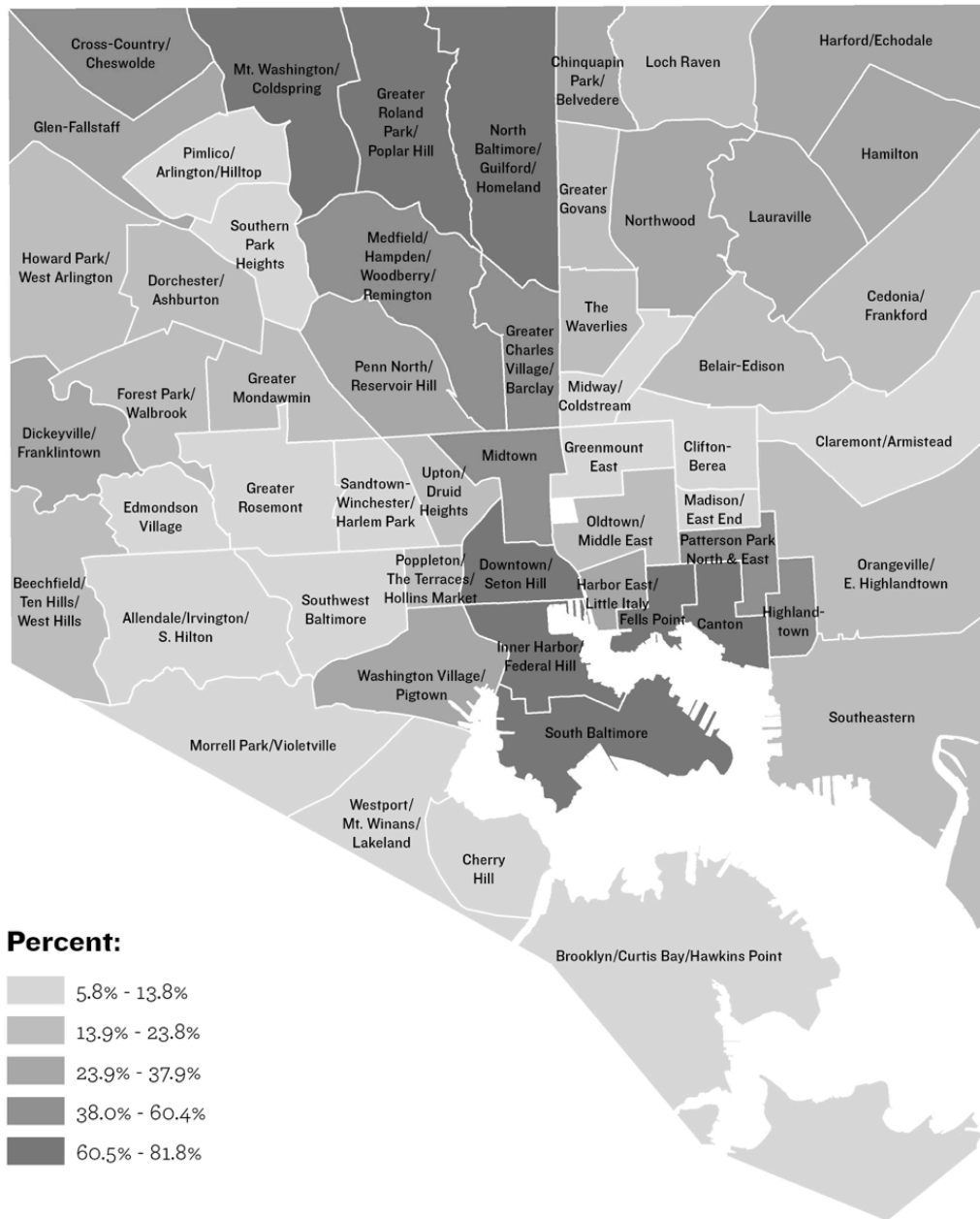


Map created by BNIA-JFI, 2018

Source: U.S. Bureau of the Census, American Community Survey

This is the percent of population with a college degree

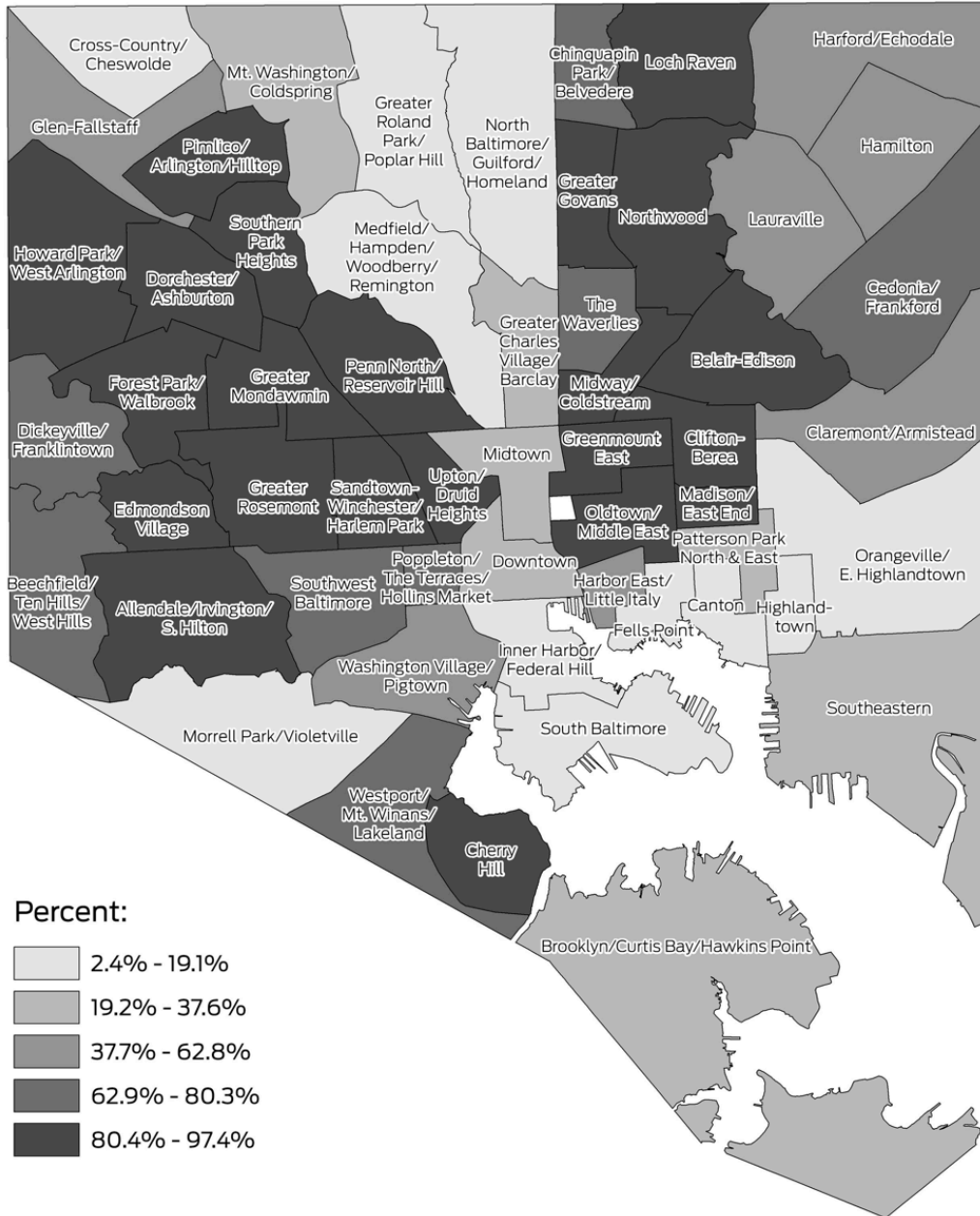
Percent of the Population Aged 25+ with a Bachelor's Degree or Above, 2012-2016



Every Group Gets a Black Butterfly/White L Map

This is not the map you are illustrating.

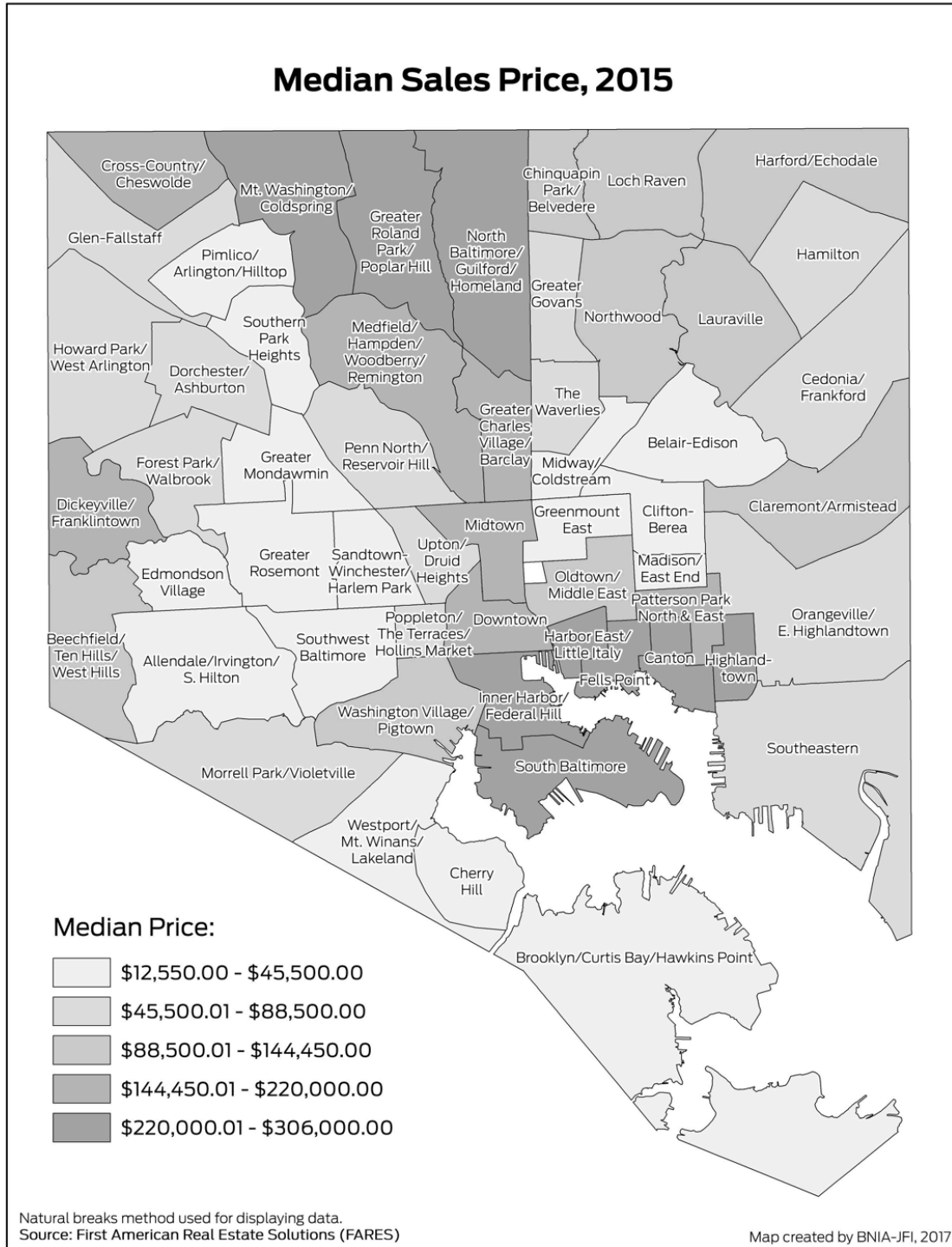
Percent of Residents that are Black/African-American, 2011-2015



Natural breaks method used for displaying data.
Source: American Community Survey (ACS)

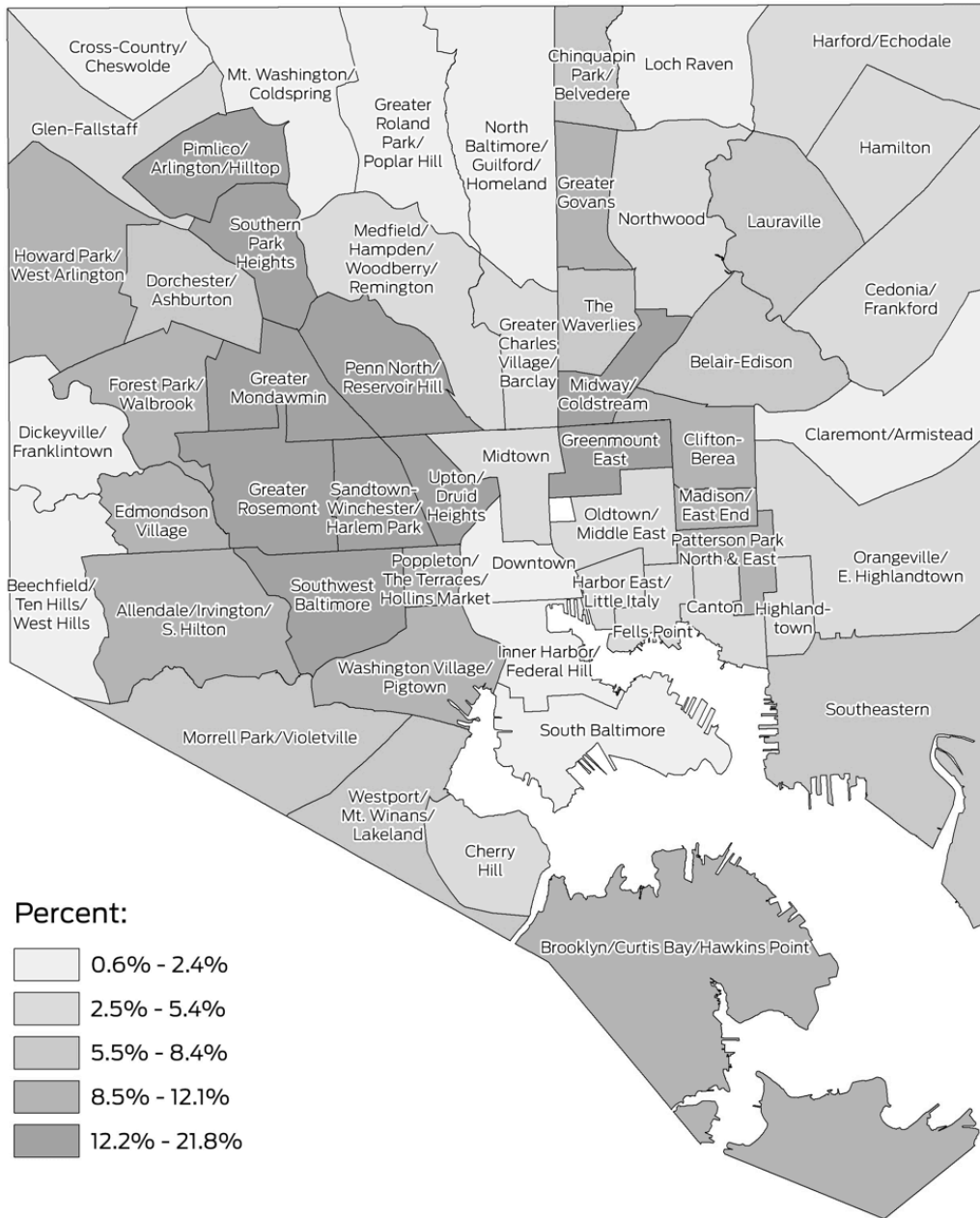
Map created by BNIA-JFI, 2017

This map shows how expensive homes were when they were sold in 2015



This is a map of the percent of properties that do not receive mail, meaning they are vacant or abandoned.

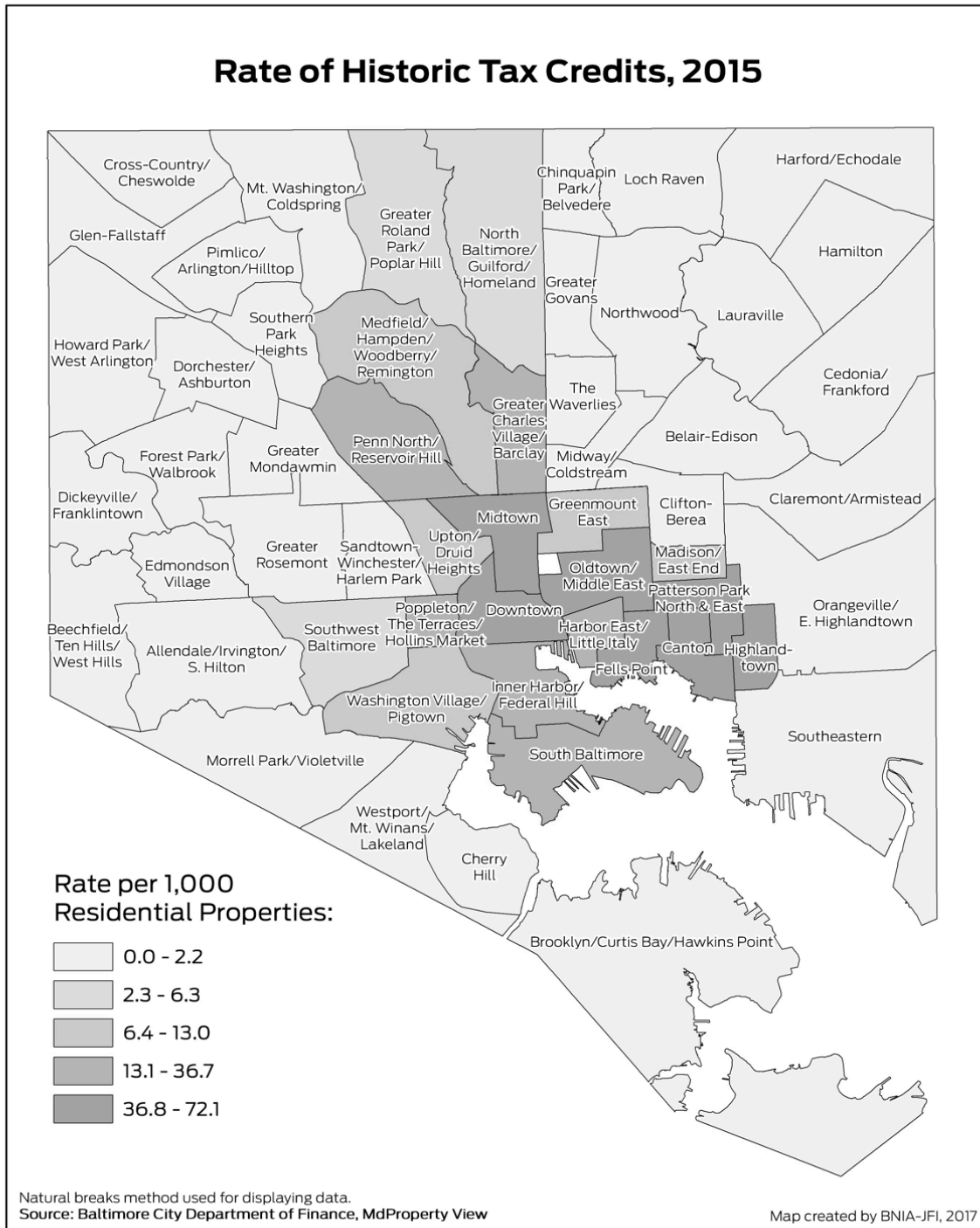
Percent of Residential Properties that Do not Receive Mail, 2015



Natural breaks method used for displaying data.
Source: United States Postal Service

Map created by BNIA-JFI, 2017

This is a map of homes that receive a historic tax credit, meaning the owners get money to help them buy and fix up their home.



Name: _____

Two Baltimores: The White L vs. the Black Butterfly

By **Lawrence Brown**

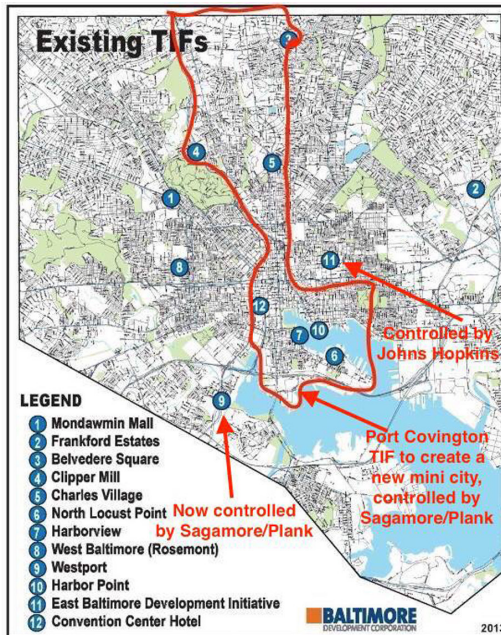
What do you think it means to be **hypersegregated?**

Baltimore is a city that is hypersegregated into two parts. Because of 105 years of racist policies and practices, Baltimore's hypersegregated neighborhoods experience radically different realities. Due to this dynamic, the white neighborhoods on the map that form the shape of an 'L' accumulate structured advantages, while Black neighborhoods, shaped in the form of a butterfly, accumulate structured disadvantages. Baltimore's hypersegregation is the root cause of racial inequity, crime, health inequities/disparities, and

civil unrest. (Lawrence Brown)

What does Dr. Brown say the hypersegregation effects? _____

Tax Increment Financing (or TIFs) are when the government gives money to private businesses to increase development. Are the majority of TIFs in the Black Butterfly or the White L? _____



Name: _____

Policies and practices	The White L (structured advantage)	The Black Butterfly (structured disadvantage)
Buses	Charm City Circulator (free for riders)	Maryland Transit Authority (riders must pay)
Charm City Bikeshare	Bike stations in these neighborhoods	No bike stations in these neighborhoods
Highways	Had highways built for downtown access	Had highways built over their neighborhoods, causing displacement
TIF policy	Enriched with 100s of millions in TIF \$\$	Disinvested, redlined communities languish without being rebuilt
Enterprise Zone policy	Concentrated here for developer benefit	Very few funded Enterprise Zones are located in the Black Butterfly
Bank locations	Traditional banks are concentrated here	Plagued with check cashing, payday lending facilities, and pawn shops
Home mortgage lending	Receive great #'s mortgage originations	Redlined from receiving a proportionate number of mortgage originations
Small business lending	Receive great #'s of small biz loans	Redlined from receiving a proportionate number of small business loans
Big bank prime lending	Homebuyers receive prime rates	Homebuyers receive subprime mortgages, resulting in more foreclosures
Curfew policing in 05/15	BPD begged Hamdenites to leave site	BPD used tear gas against protestors at Penn & North; cleared corner
Normal policing	Courteous, high quality policing	Police brutality, rough rides, zero tolerance, Stop-and-Frisk residents
Public housing sites	Very few found in these neighborhoods	Public housing sites are disproportionately concentrated here
Section 8 vouchers	Very few found in these neighborhoods	The vast majority of Baltimore City Section 8 vouchers are here
Community benefits	CB districts provide extra services	Many neighborhoods that don't have community benefits districts
Public schools	Well-resourced and supported by BCPS	Features 50+ apartheid schools, many school closures, low resources
Property taxes	Property tax privileged, historic tax credit	Property tax punished; pay relatively more taxes while receiving less
Food access	Better access to quality grocery stores	More prone to feature food deserts with fewer quality grocery stores

Pick three policies and practices between the White L and the Black Butterfly. For each of the three, fill out the table below:

Policy and Practice	What is the difference between the Black Butterfly and White L?

Is Baltimore Equal?

Black Butterfly/White L Project

Dr. Lawrence Brown, a professor at Morgan State University coined the terms “The Black Butterfly” and “The White L” to describe how Baltimore is segregated.

Dr. Brown uses a number of factors including lead poisoning, murder rates, school closures, TIFs (Tax Increment Financing), the Baltimore Bikeshare, and the Charm City Circulator to show that the city invests in the White L but not the Black Butterfly.

Your project has two parts. Part 1 will include you choosing one topic from the Baltimore Neighborhoods Indicator Alliance (BNIA) to focus on. You can choose from the following: *Housing, Crime and Safety, Workforce and Economic Development (jobs), and Education and Youth*. You will use the maps provided for that topic to show on the map you are given **one factor explaining how the Black Butterfly/White L shows up**. Use the blank map on the back of this page to do Part 1.

Part 2 is an explanatory two paragraph description discussing what themes you saw in **all the maps provided** and how they relate to what you see in your every day life. This can explained however you want, but must include both of these sections.



Name: _____

Topic: _____

Black Butterfly/White L Project Rubric

	5	4	3	2	1
Map Drawing	One of the three specific maps is chosen (not the population map) and the map has a key, title, and distinct colors to distinguish different sections of the map.	One of the three specific maps is chosen (not the population map) and the map is missing one of a key, title, and distinct colors to distinguish different sections of the map.	One of the three specific maps is chosen (not the population map) and the map is missing one of key, title, and it is hard to distinguish different sections of the map.	One of the three specific maps is not chosen (student chose the population map) and the map has a key, title, and distinct colors to distinguish different sections of the map.	One of the three specific maps is not chosen (student chose the population map) and the map is missing one or more of a key, title, and distinct colors to distinguish different sections of the map.
Written Description	Written description is two paragraphs long (at least ten sentences) and includes a detailed description of <u>all three maps for the topic</u> AND student's own description of how this relates to his or her life.	Written description is two paragraphs long (at least ten sentences) and includes a detailed description of <u>two of the three maps for the topic</u> AND student's own description of how this relates to his or her life.	Written description is two paragraphs long (at least eight sentences) and includes a detailed description of <u>one or two of the three maps for the topic</u> AND student's own description of how this relates to his or her life.	Written description is two paragraphs long (at least six sentences) and includes a detailed description of <u>one of the three maps for the topic</u> AND student's own description of how this relates to his or her life is missing depth or a deeper explanation.	Written description is one paragraph long and includes a detailed description of <u>one of the three maps for the topic</u> AND student's own description of how this relates to his or her life is missing depth or a deeper explanation.

Thursday, February 7th, 2019

Jesse Schneiderman, High School
Black Butterfly/White L -Segregation

Standards

CCSS 9-10 RH 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. *Maryland Literacy*

CCSS 9-10 RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. *Maryland Literacy*

CCSS 9-10 RH 8 Assess the extent to which the reasoning and evidence in a text support the author's claims. *Maryland Literacy*

CCSS 9-10 RH 9 Compare and contrast treatments of the same topic in several primary and secondary sources. *Maryland Literacy*

BLM Principles

BLM.BV Black Villages: Disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another *Teachers' Democracy Project Black Lives Matter*

BLM.I Intergenerational: Fostering an intergenerational, communal network free from ageism *Teachers' Democracy Project Black Lives Matter*

BLM.E Empathy: Practicing empathy by engaging comrades with the intent to learn about and connect with their contexts *Teachers' Democracy Project Black Lives Matter*

Objectives

Analyze primary sources and their own experiences in order to illustrate the effects of policy on Black neighborhoods in Baltimore through descriptive writing.

Materials

Documents
Smartboard

Procedure/Strategies

1) Drill/Do Now/Warm-Up: How do your experiences relate to what you have learned this past week?

- Do you think you have been seeing stuff you already knew to be true or are you learning this for the first time?

2) Explain the writing section to the students.

- Paragraph 1: Analysis of all three maps in the student packet based on which problem they chose (not just the one students drew) and what they tell students about the problem they chose.
 - Where does the problem exist?
 - How bad is the problem?
 - Are there any exceptions to the Black Butterfly/White L?

- Paragraph 2: Description of how students see this problem in their lives.
 - Where in your life do you see this problem?
 - What does it look like?
 - What do you think should be done about it?

3) Students work to complete the written portion and the map portion from yesterday.

4) Closing discussion: If you wanted to take on these problems, what steps would you take?

Assessment/Check for Understanding

Check writing

Friday, February 8th, 2019

Jesse Schneiderman, High School
Black Butterfly/White L -Segregation

Standards

CCSS 9-10 RH 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. *Maryland Literacy*

CCSS 9-10 RH 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. *Maryland Literacy*

CCSS 9-10 RH 8 Assess the extent to which the reasoning and evidence in a text support the author's claims. *Maryland Literacy*

CCSS 9-10 RH 9 Compare and contrast treatments of the same topic in several primary and secondary sources. *Maryland Literacy*

BLM Principles

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BLM.I Intergenerational: Fostering an intergenerational, communal network free from ageism *Teachers' Democracy Project Black Lives Matter*

BLM.E Empathy: Practicing empathy by engaging comrades with the intent to learn about and connect with their contexts *Teachers' Democracy Project Black Lives Matter*

Objectives

Analyze primary sources in order to illustrate the effects of policy on Black neighborhoods in Baltimore and present it to their peers.

Materials

Documents

Smartboard

Post-its

 Sentence Frames.pdf

Procedure/Strategies

1) Drill/Do Now/Warm-Up: What still needs to be finished?

Note: if needed, can spend a bit of time at the beginning of the period finishing up the project.

2) Students display their projects for their peers and students walk through with post-its to comment on student work.

Teacher says (sample): It is important for us to see what each person did to give us an idea of how to move forward with our solutions. Each of you is going to get three post-its to comment on your peers.

a. Students need to give comments to at least three peers using post-it notes

b. Students are provided sentence frames for the comments as well (see attachment).

3) What can you do about your problem?

- In groups with people who had the same problem or independently, students select two potential solutions to their problem at the community level.
 - The way students know it is **community level** (and therefore more readily achievable) is this test: can you start to do this tomorrow?
 - If students can start their solution right away, that means it is readily achievable, anything else encourage the students to think smaller first.
 - Have students brainstorm a solution and either write it on a piece of lined paper or present it to the class. This is teacher choice!
 - Some questions to help students further their suggestion may include:
 - Who or what are the barriers to making this change?
 - Who are some allies or people who can help in making this change?

4) Closing: What do you want to learn more about?

Assessment/Check for Understanding

Check projects (rubric attached on Day 3)

Student Feedback SENTENCE FRAMES



Student Feedback POSITIVE

- ☞ EXCELLENT JOB ON...
- ☞ I THINK YOUR EXAMPLE WAS...
- ☞ TERRIFIC WORK ON...
- ☞ YOU DID A SUPERIOR JOB ON...
- ☞ YOU DID AN ASTRONOMICAL JOB ON...
- ☞ YOU DID A PROFOUND JOB ON...
- ☞ WHAT REALLY WOWED ME WAS...
- ☞ I ENJOYED YOUR WRITING BECAUSE...
- ☞ YOUR WORK DISPLAYS...
- ☞ THE MOST OUTSTANDING ASPECT OF YOUR WORK IS...
- ☞ THE STRONGEST ASPECT OF YOUR WORK IS...
- ☞ IT REALLY TOUCHED MY HEART WHEN YOU...
- ☞ THE BEST PART ABOUT YOUR WORK IS...

Student Feedback NEEDS TO IMPROVE

- ☞ ONE SUGGESTION WOULD BE...
- ☞ I THINK YOU SHOULD ADD...
- ☞ DON'T FORGET TO...
- ☞ NEXT TIME YOU SHOULD...
- ☞ I AM CONFUSED BY...
- ☞ TAKE INTO CONSIDERATION CHANGING...
- ☞ TAKE INTO CONSIDERATION DELETING...
- ☞ MAYBE YOU SHOULD ADD...
- ☞ I WAS WONDERING IF...
- ☞ THINK ABOUT...
- ☞ I THINK A BETTER CHOICE MAY BE...
- ☞ I STRONGLY SUGGEST...
- ☞ ONE PROBLEM I SEE...
- ☞ YOU NEED TO...
- ☞ ONE MAJOR MISTAKE IS...

Student Feedback QUESTIONS I HAVE

- ☞ WHAT ARE...
- ☞ WHAT DO...
- ☞ WHAT IS...
- ☞ SHOULD YOU...
- ☞ WHY IS...
- ☞ WHY DO...
- ☞ WHY WILL...
- ☞ WHERE IS...
- ☞ WHEN DO...
- ☞ WHEN DOES...
- ☞ WHEN IS...
- ☞ WHEN WILL...
- ☞ HOW DO...
- ☞ HOW WILL...
- ☞ HOW DOES...
- ☞ DID YOU CONSIDER...

Developed by Panicked Teacher

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STUDENT SHEET