

Mapping it Out!

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ABSTRACT

Students have become less connected to the world outside of their homes, increasing already concerning levels of depression and anxiety. They may still be limited in their ability to socialize, to see their neighborhood and to experience what is beyond due to the current COVID-19 pandemic. The goal for this unit is for students to learn about the history of their neighborhood, the components of other urban and non-urban neighborhoods, for them to compare and contrast it with their own and then to create their perfect neighborhood. In this way, students will regain a sense of connection, increase their feelings of well-being and create their own sense of space and community. This unit is intended for students in a regular education grade 5 classroom.

Keywords

Neighborhoods, History, Maps Skills, Maps, 3-D Map, Reading, Social Studies, Research Skills

As most are aware, students who attended school during the 2019-2020 and 2020-2021 school years have experienced something that no other students have to date. Not only are they and have they endured the most invasive pandemic of their lifetimes, but they have been and are learning and living in the most isolated ways that one could imagine. Our children have and are suffering.

Mental health issues were already prevalent among children 3-17 years old- the children most of us educate. There was already depression, anxiety, and behavioral problems diagnosed among almost 20% of this age group. Research conducted even early into the pandemic concluded that these children will suffer the most long-term health, social and economic effects (Henderson, Schmus, et. al).

Further study of those a little older- college students- showed similar, yet more devastating information as the pandemic continued. The more each student was exposed to COVID-19

stressors- those things related to COVID-19 that caused stress and disruption, ranging from simply hearing about the effects of the disease to job loss because of it to contracting the illness or witnessing a loved one suffer from it-caused higher levels of anxiety and depression the more intense the stressor. Percentages of those suffering with depression, for example, ranged from 27% for stressors considered low to 63% for those exposed to high-level stressors. This is more than likely due to the myriad of issues that came along with each level of stressor such as physical responses from just hearing about certain information to the loss of income from a job loss to possible hospitalizations, varying levels of health issues and possibly death (Ettman, Rudenstine, et. al)

From this, it is not difficult to extrapolate these results to the adult caretakers or our children. Add to the mix school closings, partial re-openings, as well as limited openings of things students may frequent and it has been a world completely upended- from inside their households outward. Students, now more than ever, need to be grounded in who they are and where they come from.

Unfortunately, students have become, in many cases, less connected to the city outside of their homes. They may still be limited in their ability to socialize, to see their neighborhoods and to experience what is beyond. Learning about their city and assisting students with this therapeutic grounding may need to come more through school than it ever has in the past.

In the TIP seminar *Cities Through the Lens of Race, Class and Gender* we looked at cities on a multitude of levels. We saw that cities were not just a collection of homes, parks and buildings, but they have a history, a psychology, social dynamics and constructs that impact every individual- usually based on their race or ethnicity, gender or class. We explored how and why these things impact one's city experience so greatly. Many topics were covered, highlights from the seminar follow.

The seminar began by exploring what a city is, how it shapes its residents and how the residents shape what the city ultimately becomes. Comparisons were made with how New York City can be seen from a range of viewpoints. From Woody Allen in his movie *Manhattan* to Stevie Wonder's "Living for the City" to Jay Z's "Empire State of Mind", each creator offered a completely different perspective based on their experiences. These experiences stem from their race and class.

Discussing the poetry and expression of Gwendolyn Brooks, Carl Sanburg and Wanda Coleman, among others, continued the idea that the city is not only what you make of it, but what it makes of you.

Readings of how the city was viewed were next. E.B. White's musings about New York reaffirmed the idea that a city is contingent upon what perspectives of it you are getting. His race, class and gender differed greatly from those that we had examined before him, so did his

observations and experiences in this same city. According to White, New York “can destroy an individual, or it can fulfill him, depending a good deal on luck” (White)- although many who live in the city may disagree. Additional authors from this portion of the seminar who offered viewpoints included Lewis Mumford and George Simmel.

Ways that racism impacts those within a city were then discussed. Toure described what it meant- and what it didn’t mean- to be black. Lipsitz, on the other hand, with a history of policy in the United States, gave understanding to what it means to be white. He discussed how this “whiteness” impacts every race, their experiences and opportunities within a city. He continued with how societal problems are explained routinely by whites as the cultural deficits of minorities- what they are lacking from birth- rather than the product of years of divestment and the preservation of white advantage. The implantation of this idea was explored as well as how circumstances have been created that perpetuate it to cement a permanent underclass and to sustain white privilege. As many within the underclass are well aware, racism has not gone away, it has simply changed form (Lipsitz).

The roles that gender plays within a city followed. Kimberlee Crenshaw discussed the concept of intersectionality- the idea that gender and race issues with the law exclude black women. Those instituted for blacks focused on black men, those that were put in place to address women primarily served white women. Her original work looked at domestic abuse cases against women of color (Crenshaw). This concept has been gaining momentum since, however, to describe many circumstances that women of color encounter that play out in a similar fashion.

Next, we looked at the class system in the United States. We discussed how it has more in common with the caste system in India than many realize. Caste is defined by Isabel Wilkerson as an artificial ranking system or hierarchy that determines your access to opportunities, education, interactions and in many times success. People are born into a level within the system without any doing or fault of their own. Wilkerson believes that in the United States, race is the “skin” or identifying marker that signals where in the caste a person is assigned. A caste system typically prevents movement from one level to the next. We see that often in this country. Those that are seen as the underclass remain the underclass in many ways, regardless of the wealth, status or achievements that may be attained. Citizen as well as departmental policing constantly remind the underclass of their “place” through disrespect , devaluation and/or violence (Wilkerson).

Additional concepts explored included encoding and decoding, gentrification and immigration. Understanding of how all of these concepts, journeys, paths and stories wove together into one space was a fantastic voyage!

Our students, now more than ever, need a sense of place- connection to spaces outside of their homes and possibly their neighborhoods. The concepts discussed in this seminar helped to

magnify this idea. Because of covid, their understanding of their city and their place in it may have been skewed.

Students also need a sense of satisfaction in their surroundings. Research shows that neighborhoods play a major role in a person's well-being. It has been shown that higher health risks exist for those that live in poorer neighborhoods due to a variety of factors. Some of these factors include personal safety and environments that encourage or suppress physical activity, etc. (McDonnell).

This unit will get students out of their homes exploring the neighborhood around them. Students who may feel dissatisfied with their surroundings may feel a greater sense of empowerment by creating the neighborhood of their dreams through this unit. Increasing their satisfaction improves their mental health. Envisioning their perfect neighborhood may put them one step closer to finding it as they grow old enough to make their own decisions. Students need to be reminded that their life visions should be as broad as possible, despite the challenges and hardships that they may currently be enduring.

Content Objectives

The goal for this unit will be for students to learn about the history of their neighborhood, the components of their own and other urban and non-urban neighborhoods, for them to analyze the neighborhoods they see and then to create their perfect neighborhood.

By completing this unit, students will feel more a part of where they live, even if they haven't been able to physically travel through it the way they normally would. Students should also be able to use their creativity and imagination in a way that they may not have in the past. Students will be able to use whatever they have available- their phones to take pictures, Google Maps, their ability to walk the neighborhood if they are able to. Students should end this unit with a renewed sense of connectedness to what is around them and to create a vision of where they can be in the future.

History- students will learn about the history of Southwest Philadelphia (or their own neighborhood if different), students will view then and now pictures of various parts of the neighborhood, conduct family interviews and generally have an understanding of some of the changes that have taken place over the years.

Components of a Neighborhood- Students will first seek out what neighborhood fixtures exist where they live. After listing some, they will analyze them for their necessity and preference. Next, they will be presented with photos and descriptions of a variety of neighborhoods within and outside of the city, to also determine the same. Students will examine these photos critically

for things of interest, things that are important and things that are not desired. These lessons should give students a better sense of what they like, don't like and what their neighborhood *can* be.

Mapping Out the Neighborhood- Students will use the information they have gathered about the history of Southwest Philadelphia (or their own neighborhood) and the elements of other neighborhoods to critically look at their surroundings. They will then create physical representations of their own desired neighborhoods. First through a two-dimensional map, then through a three-dimensional representation. These "Dreamhoods" will be designed to benefit the most people, but first and foremost be to their own liking.

This unit is designed for use with a fifth grade, regular education classroom. It should take approximately two weeks to complete.

Teaching Strategies

The following unit will favor in- person learning with technology, but can be adjusted to virtual teaching or to resources that use more technology. Google Maps and Google Earth can easily be incorporated depending on the teacher's and student's skill levels and availability.

The unit will begin with research using Google or other online sources. Students will do their own research or sources or a history can be prepared and gathered for students beforehand.

Visual representations of neighborhood spaces from the past to compare with the same space in the present day will be very impactful for students to understand changes that happen in the neighborhood if available.

Research techniques will be discussed and implemented through mini-lessons.

Graphic organizers and guided notes are used throughout the unit as a way of organizing and structuring the information that students collect.

Students will practice interview skills as a way of gathering semi-historical information about the neighborhood.

Map skills will be used heavily throughout the last part of the unit. Students will create maps, then use three dimensional models to create a neighborhood of the student's own based on that map.

When possible, students should work in a partnership or group to work or discuss ideas. If this is not feasible, whole class discussions can substitute.

Classroom Activities

Part I

Lesson #1- Research Skills (One or Two 45 Minute Lessons)

Standard(s)- CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Materials- Student laptops or other devices with access to the internet, notebooks where students will document their work for this unit or an online recording document such as Google Slides or Docs or paper/pencils and folders to do the same, a previous writing sample of the student.

Objective- Students will learn and develop internet research skills in order to complete the next lesson in this unit.

Plans- The teacher will give an overview of the upcoming unit. The teacher will let students know that this lesson will focus on learning and reviewing research skills that will help them to complete the next part of the unit.

Students will begin with the teacher emphasizing to students that the following will be key strategies that they will need to record and keep in mind when searching on the internet. They will then practice the skill with a short assignment. Mini lessons for those quick assignments are included with each strategy.

Key Researching Strategies for Students

1. *Be specific when searching-* Students should be reminded to use keywords in their searches-the most important words for what they are searching for. They should know that their words should be as precise as possible in order to get the best information. Students need to use the exact words that they mean. **Mini Lesson-** students can find synonyms of words they have used in a previous writing assignment. Students can first circle or highlight them in the writing, then list the 3 words that they will be looking up, then find 2 or 3 synonyms for each. Once students have found synonyms for each word, they will define any words they are not familiar with. Once they understand each of the words used and the synonyms, students will look back at the place where they used the

original word, analyze the synonyms and meanings that they found to find the most precise word to convey the meaning they intended.

2. *Choose an appropriate search engine-* In many cases, Google will suffice. Students can be reminded that adding “kid” or “for kids” after their key words can help bring up resources that may be more kid-friendly.

Also, databases such as <https://kyvl.org/>- The Kentucky Virtual Library, or additional databases listed in the Resources Section of this paper can be used to help students find their information. **Mini Lesson-** Students will choose a topic and a search engine or database to find 2 resources that they understand and can read. They should then record the topic, the search engine or database used (if a few were unsuccessfully tried, only record the one actually used) and a summary of the information they found for at least one of the resources.

3. Each source should be analyzed before using- Students should understand the differences between websites with .com, .gov, .edu, .org as well as, whether the website is a museum or education institution, etc. and understand that the credentials of the person who wrote the article matters. **Mini Lesson-** Playing “Whodunit?” as described in Teaching Students Better Online Research Skills (Harris O’Hanlon) The above and additional mini lessons can be found as a website or downloadable PDF at <http://www.kathleenamorris.com/2019/02/26/research-lessons/>.

Lesson #2- Introduction (Two 45 minute lessons)

Standard(s)- CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Materials- Student laptops or other devices with access to the internet, notebooks where students will document their work for this unit or an online recording document such as Google Slides or Docs or paper/pencils with folders to do the same, guided notes (Appendix A, digital or paper versions). If students are lacking in research skills or do not have access to the internet, a pre-prepared fact sheet can be used for students to gather information from.

Objective- Students will be able to research and gather information in order to understand the history of the neighborhood they live in.

Plans- The teacher will review with students the goals and purpose of the unit. They will let students know that this lesson will involve learning about their neighborhood.

Students will be given a worksheet similar to Appendix A where they will record key information obtained either from a prepared fact sheet from the teacher or through their own research using guided notes.

The teacher will model using a preferred kid-friendly search engine or database, using keywords to search and choosing an appropriate source. The teacher will model reading through a short article found and using it to respond to areas of the guided notes. Once it is modeled for students, the teacher may continue with another resource for guided assistance before allowing students to begin on their own.

It is important that students have information from at least the last 50 years to see the changes that have occurred. Of particular interest should be any racial or class shifts or industry changes within the neighborhood. Visual elements should also be included, especially past and present images of the same space.

Some websites for the Kingsessing/ Southwest Philadelphia have been included (the predominant neighborhood for my students) for reference if needed:

<https://philadelphiaencyclopedia.org/archive/southwest-philadelphia-essay/>

https://en.wikipedia.org/wiki/Southwest_Philadelphia

https://en.wikipedia.org/wiki/Kingsessing,_Philadelphia

<https://billypenn.com/2015/03/11/kingsessing-where-washington-and-franklin-partied-before-chris-tucker-and-queen-latifah-did/>

<https://whyy.org/programs/every-zip-philadelphia/>

Lesson #3- Family Histories (One 45 minute Lesson with Independent Homework)

Standard(s)- CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Materials- Student laptops or other devices with access to the internet, notebooks where students will document their work for this unit or an online recording document such as Google Slides or

Docs or paper/pencils with folders to do the same, the Appendix interview questions (digital copies or paper copies).

Objective- Students will gain additional history of their neighborhood and practice reading, writing and interview skills.

Plans- The teacher will review what has been completed up to this point and the overall purpose of the unit. Students will be told that this lesson will add to the history that they have learned about their neighborhoods.

Students will choose at least one family member, preferably one who has lived in the neighborhood the longest, to interview for an anecdotal history. Students can decide in class- given the information desired- what questions should be asked. A list of questions should be generated based on the results. The questions should gather information about what the person remembers the neighborhood being like when they first moved there, how they have seen things change, what possible reasons they have to account for the change and what they appreciate about the neighborhood. An example interview sheet is included in the Appendix, but questions can be added, deleted or adjusted.

Once the interview questions are confirmed, the teacher will model how to interview a person using the questions for the class. Students can practice interviewing each other during class time, then conduct the family history interviews for homework.

Part II

Lesson #4- (One 45 Minute Lesson with Independent Homework)

Standard(s)- CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

Materials- Student laptops or other devices with access to the internet, notebooks where students will document their work for this unit or an online recording document such as Google Slides or Docs or paper/pencils with folders to do the same, cell phone or picture taking device, Appendix C (paper or digital version).

Objective- Students will observe and record the components of their neighborhood.

Plans- The teacher will review what they have done so far and let students know that they will end this unit by creating their own dream neighborhood or Dreamhood. The teacher will explain to students that, in order to do that, they will use the history they learned, and start looking around at their neighborhood as well as others.

Students will begin by surveying their current neighborhoods. Students may use what they know from memory (if going out is an issue) or take a tour of their neighborhood to record what type of homes that they notice and like, what parks are nearby, if any, community areas, grocery stores and anything that stands out to them as making the neighborhood what it is.

Students should be encouraged to take pictures, when possible, of the things they notice, especially if incorporating Google Maps or Earth into the lesson (there is space for the pictures to be uploaded). Students should be warned to make sure to not get a picture of anyone's face or identifying personal information of people in the community.

Students who live in proximity can work together to pool their knowledge and resources.

Ideally, students should try to document items within at least a three to five block radius around their homes. This may take a few days or longer for students to complete.

Students will then think about each neighborhood fixture and where they feel that it is something needed, wanted or not needed at all within a neighborhood.

When possible, each step of this lesson should involve student discussion and collaboration.

In class, the teacher will model examples of this then students will complete the sheet on their own for homework.

Lesson #5 - (One 45 Minute Lesson)

Standard(s)- CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

7.3.5.A Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement

Materials- Student laptops or other devices with access to the internet, notebooks where students will document their work for this unit or an online recording document such as Google Slides or Docs or paper/pencils with folders to do the same, Appendix D (paper or digital version). Pictures of houses and fixtures of a variety of neighborhoods throughout Philadelphia and beyond (about 5 pictures). These pictures can be from the internet or taken by the teacher, but need to be projected or displayed so that students can easily see them

Objective- Students will analyze components/pictures of various neighborhoods to determine what things they feel are necessary, wanted, preferred and disliked in order to begin to determine the components of their dream neighborhood.

Plans- The teacher will review what students have learned this far. Students will be told that they will now analyze the information they have gathered and use it to inform the choices they make for their Dreamhoods.

This lesson will begin with 5 selected photos taken by the teacher and/or students of the neighborhood they are in or another. These pictures should include residential spaces, commercial areas nearby and community spaces from the neighborhood, around the city and beyond. These pictures can also be found on the internet.

Students will, if possible, work in groups or partnerships to analyze the parts of the neighborhood captured in the photos. Students will discuss and record if the component is needed, preferred, wanted or disliked and why.

The teacher may present a separate photograph to model this first.

Responses can be recorded in Appendix D.

Notes from other things students recorded will also be discussed and analyzed.

From this information, students will think about which things they will have as a part of their Dreamhood based on their responses and discussion.

Students will then discuss in partnerships, groups or as a class what must have any neighborhood should have (being sure to include it on their list), the things they would like to have and why. Discussions should also involve where these things will be in proximity to each other and why. Students will record these in their notebooks or Google Docs/Slides.

Part III

Lesson #6- (One 45 Minute Lesson)

Standard(s)-7.1.5 A Describe how common geographic tools are used to organize and interpret information about people, places and the environment.

Materials- Student laptops or other devices with access to the internet, notebooks where students will document their work for this unit or an online recording document such as Google Slides or Docs or paper/pencils with folders to do the same, Appendix E (paper or digital version).

Objective- Students will be able to organize their list of places into a draft of a two-dimensional map using a Dreamhood Grid Map.

Plans-The teacher will review the components of the unit that have been completed up to this point. Students will be told that they will now begin drafting their Dreamhood. Students will review the discussions that they had about their must-haves, the things they would like to see and why and how far they would like for these places to be and why.

Students will then sketch out what this will look like on a Dreamhood Grid Map. If needed, multiple sheets can be attached for a larger neighborhood area. Students are told that this will be the guide for their physical Dreamhood that they will be creating in the next lesson.

As they are mapping out their neighborhoods, students should constantly reflect on the proximity of buildings, types of buildings and what vital resources they have included to ensure that they make sense and are what they want.

The teacher will model synthesizing these parts and information they have gathered into a partial class version for students to use as a guide.

Lesson #7- (One 45 Minute Lesson)

Standard(s)-7.1.5 A Describe how common geographic tools are used to organize and interpret information about people, places and the environment.

Materials- The map created from the previous lesson.

Objective- Students will use previously learned map skills to finalize their maps.

Plans- The teacher will review basic map skills and allow students to practice those skills on the maps that they have created. Understanding these directions will help students to recreate this neighborhood in three dimensions. Students will begin with cardinal directions and noting where they are on their maps with a compass rose.

The teacher will then review and discuss scale. Students can measure, then round off measurements on their maps, then with the help of the teacher or on their own, create a scale that makes sense with real life. Once the scale is finalized, it should be entered on the map.

Any symbols that are used to represent buildings, community areas should be documented into a map key created on the map.

Student's maps should also be given a name along with street names, house numbers, etc which can also be assigned.

Once these are completed on a draft, the final copy can be made with a clean version of the organizer and all information.

The teacher will model all skills as needed. This lesson can also be extended to include continued practice with map skills- finding locations using directions, determining the distances between locations on their maps, etc.

Lesson #8 (Two 45 Minute Lessons+)

Standard(s)-7.1.5 A Describe how common geographic tools are used to organize and interpret information about people, places and the environment.

Materials- Butcher block paper, construction paper, markers, crayons, milk cartons or other similar containers or varying sizes, popsicle sticks and other craft items to replicate trees, parks, bigger buildings, landmarks, etc., the finalized map of student's Dreamhoods created in the previous lesson.

Objective- Students will use their maps to create a physical representation of their Dreamhood using three dimensional materials.

Plans-The teacher will review what has been worked on up to this point in the unit. Teachers will let students know that they will use their finalized maps to create their Dreamhoods.

Creation of the Dreamhoods should be in layers.

Students will start with using butcher paper or very large construction paper to lay down as the borders for the neighborhoods. They will then determine a scale that makes sense with the size of the paper and is a ratio of the scale used for their paper map and record it on the map.

Once that is done, the neighborhood blocks should be sketched out or marked on the sheet. Then, places where buildings, community spaces and anything that will be attached to this “land” should be marked.

Streets should be marked as well.

Containers should be designated as buildings based on size and structure, then decorated before placement as well as any attachments created first, then secured.

When possible, the scale determined on the map should be used to guide the size of things placed on the map.

As an extension option, students will then create a fictionalized history of their town based completely on their imagination or the actual history of their neighborhood or a mixture.

As a further extension, students can add historic markers to commemorate these places on their model neighborhoods.

Students will present their work to classmates as the culminating activity for this unit.

The following can be used as a rubric when grading this activity (any other parts of the unit can be added to score:

	4/100	3/90	2/80	1/60-70
Finalized Dreamhood Map	Map has at least 5 fixtures or places of interest, has a logical scale, shows cardinal directions, map key, at least 3 street names. Map is neat and easy to read.	Map has most of the asked for items, but may be missing one or two things, or one or two things may be done incorrectly. Map is still mostly neat and easy to read.	Map is missing more than two items or more than two items may not be done correctly. Map is still mostly neat and easy to read.	Map is missing most of the items asked for or most items are done incorrectly. Map is not neat or easy to read.
3-D Dreamhood Representation	Representation has at least 5 fixtures or places of interest, has a logical scale, shows cardinal directions, map key, at least 3 street names. Representation is neat and easy to follow.	Representation has most of the asked for items, but may be missing one or two things, or one or two things may be done incorrectly. Representation is still mostly neat and easy to follow.	Representation is missing more than two items or more than two items may not be done correctly. Representation is still mostly neat and easy to read.	Representation is missing most of the items asked for or items or most items may not be done correctly. Representation is not neat or easy to follow.
	Completed as directed, neat, clearly written.	Mostly completed as directed, neat, clearly written.	Partially completed as directed, mostly neat, clearly written.	Incomplete, not neat, not clear.
	Completed as directed, neat, clearly written.	Mostly completed as directed, neat, clearly written.	Partially completed as directed, mostly neat, clearly written.	Incomplete, not neat, not clear.

Appendix- District/State Standards

Reading/ELA

CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly

CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Social Studies

7.1.5 A Describe how common geographic tools are used to organize and interpret information about people, places and the environment.

Appendix A

Name _____ Date _____

Neighborhood History/Basic Information
Guided Notes Worksheet

Neighborhood _____

Neighborhood Boundaries:

Historical Facts about the Neighborhood:

Industrial Shifts in the Neighborhood:

Racial/Class Shifts in the Neighborhood:

Historical Concerns Regarding the Neighborhood:

Then and Now Images:

Appendix B

Name _____ Date _____

Family Interviews

Name of interviewee _____

When did you first move to _____? How long have you lived here?

What brought you to this neighborhood?

What things did you initially like about it once you settled in?

What changes have stood out to you over the years?

Were there any things you disliked, or no longer felt good about once you had been here a while?

What has made you stay in the neighborhood up to this point?

Is there anything else about this area that you would like to share?

Appendix C

Name _____ Date _____

Neighborhood Inventory Sheet

Neighborhood Fixture	Wanted? Necessary?	Why or Why Not?

What things do you like most about your neighborhood? Why?

What things did you like the least about your neighborhood? Why?

Which things do you think are *most* helpful and necessary for the people living in the neighborhood?

Which things do you think are not needed in any neighborhood?

Appendix D

Name _____ Date _____

Analyzing the Neighborhood

Item/Picture #	What do you notice ? What do you like about it? Dislike?	Why?

What things do you like most from the neighborhood pictures you saw? Why?

What things did you like the least from what you saw? Why?

Which things do you think are *most* helpful and necessary for the people living in this neighborhood?

Which things do you think are not needed in any neighborhood from these pictures? Why?

Appendix E

Name _____ Date _____

My Dreamhood Grid Map

Resources

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Wilkerson, Isabel. *Caste in America: Caste in America: Isabel Wilkerson with John Dickerson* | LIVE from NYPL, Youtube, <https://www.youtube.com/watch?v=FxpouTYfJKY>

Annotated Bibliography- (Sources that may be helpful for teachers completing this unit, some are also listed within the unit).

<https://www.nationalgeographic.org/education/map-skills-elementary-students/>

Map Skills for Young Children

<https://philadelphiaencyclopedia.org/archive/southwest-philadelphia-essay/>

The History of Southwest Philadelphia

<https://www.common sense.org/education/top-picks/best-history-websites-and-resources>

A collection of websites and databases that may aid students in finding the historical information they need.

Classroom Materials

Student laptops or other devices with access to the internet notebooks where students will document their work for this unit or an online recording document such as Google Slides or Docs or paper/pencils and folders to do the same

A previous writing sample of the student to use for research practice

Appendix A through E (digital or paper versions) to assist with the lesson plans in the unit

If students are lacking in research skills or do not have access to the internet, a pre-prepared fact sheet can be used for students to gather historical neighborhood information from.

Cell phone or picture taking device to document parts of student's neighborhood

Pictures of houses and fixtures of a variety of neighborhoods throughout Philadelphia and beyond (about 5 pictures). These pictures can be from the internet or taken by the teacher, but need to be projected or displayed so that students can easily see them in order to determine what things they like and dislike within a neighborhood.

Butcher block paper, construction paper, markers, crayons, milk cartons or other similar containers or varying sizes, popsicle sticks and other craft items to replicate trees, parks, bigger buildings, landmarks, etc., along with the finalized map of student's Dreamhoods in order to create student's three dimensional Dreamhood projects.