

Unraveling the Block: DuBois, The Seventh Ward and Our Responsibility

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Abstract

This unit is created in order to help students to create their roadmap for change in the city of Philadelphia through the spirit of protagonism—the ability to take enthusiastic leadership in spite of the historical crucible which, in its pit, is the enduring legacy of Black Philadelphians surviving an oppressive, white supremacist society and the variable decisions, choices, and actions that they will be eventually accountable for. This unit is to be used as a supplement to *The Parable of the Sower* in the SDP 12th grade curriculum, however, it is more than encouraged to use for any African American History class or “Seminar” classes as appropriate to the educator’s needs.

Keyword(s): Heterogeneity, Protagonism, Activism, Place, Space

Objective(s) of Unit:

- Students will evaluate their “place and space” in Philadelphia through personal narrative and artistic expression
- Students will examine the historical legacy of WEB DuBois, the Seventh Ward and Black Heterogeneity in Philadelphia
- Students will investigate the source of crime in the city IOT create solutions to gun violence by means of a research-based choice board

Introduction and Rationale

At this current time, I teach 11th and 12th grade at Overbrook High School in West Philadelphia. Based on the 2022-2023 Student Enrollment and Demographics, there are 389 students that attend Overbrook High with 70% of students residing within the catchment area.¹ There are 25% of students who have an IEP, and 1% of students who are English language learners.² The ELA data for Keystone standardized testing reflects that 15% of students scored proficient.³ Numbers and stats aside, for the past two years I have had the displeasure of traversing from my home in North Philadelphia to West Philadelphia for my morning and afternoon commute; to arrive early and leave late. Many of my students live around the corner of the school and yet arrive invariably

¹ School District of Philadelphia. “School Profiles.” *School Profiles*, <https://schoolprofiles.philasd.org/overbrookhs/demo/graphics>. Accessed 23 June 2023.

² Ibid.

³ Ibid.

late. However, inconvenience aside, I have had a life defining experience teaching at Overbrook High School.

Throughout the years I have talked to my students about Philadelphia, there is a certain amount of pride that reminds me of Carl Sandburg's poem "Chicago"-- that is, Philadelphia is a city "with big shoulders". Running against the grain of our needs, wishes, and time, is the looming shadow of the city that many outsiders (such as myself, I am from New Jersey) are desperate to claim the city as our own but during our weakest hours, completely willing to live in ignorance to avoid the sight of its unsavory underbelly or to be crushed by it. There's a saying that I often say to students, organizers, and friends in moments of deep cynicism and bitterness, "It feels like God cannot let you have it good in Philadelphia for too long".

However, this city is our responsibility. When creating this curriculum unit, I was incredibly overwhelmed with how I was going to connect the distancing (yet, esteemed) history of WEB DuBois with my students' ever-shortening attention economy. Before I wrote this curriculum unit, I reached out to students about what they would like to learn about as a "special topic" for the upcoming year. To be frank, a decent amount of students were unsure as to how to approach the question but a good amount of students have expressed interest in gun violence. For the past few years I have taught at Overbrook High School, many Seniors choose gun violence as a topic that they deeply research for the Senior projects. However, the need for real, tangible solutions deepened from my students during the first half of the school year, when four students were shot on the corner of Overbrook High School right before Thanksgiving break⁴. This curriculum unit demanded a strong amount of flexibility when aiming to center my students' needs in the face of a social problem that seems to be endemic and *almost* cultural. However, this curriculum unit will serve as an example for other educators who serve students who are stationed in traumatizing environments and who at times, have to navigate insouciant attitudes when it comes to social change.

There are a good amount of personal connections I have with this content of this curriculum unit. DuBois was only 28 years old when he came to Philadelphia to study Black Philadelphians, which was my age when I started to engage with The Philadelphian Negro. After living here for four years, I have seen how much the city has changed since COVID and the impact it had on many institutional pillars that many Black Philadelphians relied upon and the struggle to re-engage in these institutions. This change harkens to Michael Anderson's comments about DuBois' peculiar assessment of Black Philadelphians' survival post Civil War when he said, "DuBois' argument was that the problems of Black Philadelphians stemmed largely from their

⁴ Paul, John, and Alyana Gomez. "Four Students Shot near Philadelphia's Overbrook High School: Police." 6abc Philadelphia, November 24, 2022. <https://6abc.com/overbrook-high-school-shooting-students-shot-philadelphia-police/12485459/>.

past condition of servitude as they tried to negotiate an effective place in an highly competitive industrial urban setting”.⁵

The struggle for Black Philadelphians to find a place in their own city holds true today. Recently, the Philadelphia Inquirer wrote a sympathetic article detailing the reality that many Philadelphian teenagers do not have many public places to spend their time—a relief in the midst of anti-black news propaganda centering Black teenagers as participating in a series of “sabbath dances” throughout the year whether it is carjackings, murder, or a caravan of unruly teenagers at the Fashion District and South Philadelphia Carnival. ⁶ With that being acknowledged, it is a terrible and overt irony that the Seventh Ward also happens to be foundational to the famous South Street, where many Black teenagers are under increased surveillance. During DuBois’ time, nearly one third of residents were Black; now it is largely home to white, upper middle class communities.⁷ It would not be extreme to make the inference that most of the social problems that plagues the city are centered around the question of what to do with Black teenagers in the city. While the question may be short sighted and racist, the goal of this unit is to help students understand how Black Philadelphians migrated from the South and co-existed with many Old Philadelphians who made this city their home. Home is hard to define in the personal lives of many of my students; also, politically, in a settler-colonial state, it may feel inappropriate to claim a land that is defined by Native genocide. Nevertheless, Black Philadelphians define the contour of the future of the city and through understanding, exploration and curiosity, I hope that students will be inspired to never take the city for granted. After all, DuBois wrote, “After the war and emancipation great hopes were entertained by the Negroes for rapid advancement, and nowhere did they seem better founded than in Philadelphia.”⁸

Unit Content

In Octavia Butler’s *Parable of the Sower*, the protagonist, Lauren Olimina and her family live in a “closed community” in Robledo, California in the midst of ecological and political collapse.

⁵ B., Du Bois W E, Isabel Eaton, and Elijah Anderson. “Introduction.” Essay. In *The Philadelphia Negro*, xix. New York, NY: Cosimo, 2007.

⁶ File, Nate. “Where Is a Philadelphia Teenager Supposed to Hang Out?” <https://www.inquirer.com>, April 13, 2023. <https://www.inquirer.com/news/public-spaces-teenagers-parks-and-recreation-free-library-20230413.html>.

⁷ Katz, Michael B., and Thomas J. Sugrue. “The Context of the Philadelphia Negro.” Essay. In *W.E.B. Dubois, Race, and the City: The Philadelphia Negro and Its Legacy*, 5. Philadelphia: University of Pennsylvania Press, 1988.

⁸ B., Du Bois W E, and Isabel Eaton. “Influx of the Freedmen, 1870.” Essay. In *The Philadelphia Negro*, 39. New York, NY: Cosimo, 2007.

Many of the issues that her family endures are due to racial and class divisions turned to the extreme, and this unit on the Seventh Ward will serve as a supplement and not as a diversion of the main story. Both communities are defined by segregation and it will be my responsibility to “dig the bones of the past” to give highlight to the imminent future that Butler imagined. The ethos of Social Darwinism that pervaded Butler’s novel (and Lauren’s staunch rebellion against the ideology) and the Scientific Charity Movement that was the cornerstone of DuBois’ work in the Seventh Ward are more complementary than they are disparate. This unit will initially have students take earnest consideration of “place and space” in Robledo, California as portrayed in *Parable of the Sower* and of Philadelphia past and present. The conceptual framework that will conjoin the worlds together of DuBois and Butler is Dr. Gholdy Muhammad’s Five Learning Pursuits.⁹ Dr. Muhammad’s Five Pursuits are based on the principles of:

- Identity: “How will your teaching help students learn more about themselves and/or others?”
- Skills: “What skills and content will you be teaching?”
- Intellectualism: “What will your students become smarter about?”
- Criticality: “How will you engage your thinking about power, equity, and anti-oppression in the text, in society, and in the world?”
- Joy: “What is to love and be joyful about in this lesson?”

Teaching Strategies

These pursuits will be supported by the following teaching strategies:

1. **Flipped Classroom-** Due to the demands of instructional pacing, it would be unfeasible for me to teach information about DuBois and The Philadelphia Negro in a traditional way while following the instructional schedule of *Parable of the Sower*. Students will be introduced to cursory information of DuBois and The Philadelphia Negro during the very beginning of the unit, however, much of the information of the Seventh Ward and DuBois’ biography will be conducted through videos and articles. Students will be responsible for assignments regarding DuBois’ biography through a research assignment. This loosely aligns with the conceptual understanding of the unit of “Education is an important tool to improve ourselves and our communities”; however, this is more aligned with the skill of independent learning and encouraging students to become reflective learners.
2. **Anticipation Guide and City Life Box-** The anticipation guide will serve as a prerequisite for understanding and engaging with the Big Ideas presented in the unit.

⁹Neal, Derek. “12 Questions to Ask When Designing Culturally and Historically Responsive Curriculum.” AMLE, April 19, 2021. <https://www.amle.org/12-questions-to-ask-when-designing-culturally-and-historically-responsive-curriculum/>

Following answering the survey- type questions presented in the anticipation guide, students will be expected to explain their choices in five to ten sentences. Furthermore, students will engage in a class discussion about why they chose to agree or disagree with the anticipatory statement and engage with the perspectives of their classmates. Following the discussion, students will be expected to create a “city life box”, that is, a box of five to seven items that remind them of their neighborhood or the city of Philadelphia and to put them in a shoebox for a “Show and Tell” assignment. Through the city life box, students will have the agency to choose items and tell a story about why these items are important to the identity of their chosen place and open further discussion about how it relates to their personal sense of belonging. This is in alignment to Dr. Muhammad’s principle of identity.

3. **Comprehension Strategy (Jigsaw)**- Students will engage with the readings, “The Power of Place and Space” by Robert D. Sack, “Urgency, Focus and Sacrifice” (a chapter excerpt in *Disintegration*) by Eugene Robinson, “black Philly after the Philadelphia negro” by Marcus Anthony Hunter, “The Negro in Philadelphia”, excerpted from *The Philadelphia Negro*, by W.E.B. DuBois (pages 10-15), and “W.E.B. Du Bois and Black Heterogeneity: How *The Philadelphia Negro* Shaped American Sociology” by Marcus Anthony Hunter (pages 224-230). Through the Jigsaw, students will be tasked with answering questions as provided in their “Understanding Key Issues in Philadelphia” worksheet and then facilitating learning through means of a class presentation of their article. The class presentation will be facilitated by roles such as “The Questioner” (the one who is charged for fielding class questions), “The Summarizer” (the one who is charged with summarizing the content in the article), “The Clarifier” (the one who is charged with answering class questions), and “The Predictor” (the one who is charged with making predictions about the social consequences or implications for each article)¹⁰. Through this assignment, students will be charged to examine the conceptual understanding for the unit, which is for students to understand that “respecting environments also ensures that communities have adequate resources to meet their needs and many of their wants”. Furthermore, this aligns with the Five Pursuits as it encourages students to build skills and intellectualism through comprehension.
4. **Artistic Expression (Triptych)**- Students will engage with the landscape presented in the Parable of the Sower and The Seventh Ward in *The Philadelphia Negro* and reflect on their own neighborhood in order to engage with the concept of space directly. Students will be tasked with drawing the community that the Olimina’s lived in, their own neighborhood map, and recreate the Seventh Ward map. Students will then be tasked

¹⁰ “The 4 Steps of Reciprocal Teaching & How to Use Them in Your Classroom.” The 4 Steps of Reciprocal Teaching & How To Use Them in Your Classroom | Prodigy Education. Accessed June 23, 2023. <https://www.prodigygame.com/main-en/blog/reciprocal-teaching/>.

with reflecting on the similarities and differences of their neighborhood, Olimina's neighborhood and the Seventh Ward through a poem. This aligns with the enduring understanding of the unit, that "Poetry can be a way to empower formerly oppressed people or groups; by closely reading a lot of different poetry, readers are able to access multiple levels of meaning and perspective." Furthermore, this aligns with the Five Pursuits as it fosters joy and criticality.

Classroom Activities

This unit is created to support six 84 minute classes over the course of six weeks in A/B block scheduling. Due to the flipped classroom structure, it is expected that students will work on this unit inside and outside of the classroom.

Lesson 1: Understanding the Power of Place and Space (Day 1)

CCCS (Common Core Curriculum Standard): CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.SL.11-12.1

Dr. Gholdy Muhammad's Five Learning Pursuits Addressed: Identity

Objective(s): Students will be able to discuss their viewpoints on major themes that will appear in the text IOT to make personal connections with the setting of *POTS* and the city of Philadelphia by an anticipation guide

Materials:

- Powerpoint Presentation
- Individualized Google Document for student writing
- *Parable of the Sower by Octavia Butler*

Time: 85 minutes

Classroom Set-Up: Students could work in rows, however, in my personal classroom set-up, students are in groups of six. Students may modify seating to work with pairs as they see necessary.

Lesson Structure:

- **Do Now (15 minutes):** Students will mark whether they agree or disagree to each statement on an anticipation guide. After finishing the anticipation guide, students will be expected to explain their choices in five to ten sentences.
- 1. Agree or Disagree: When there is a disaster and limited resources, we should prioritize

certain lives over others.

2. Agree or Disagree: It is our collective responsibility as a society to build a better future.
3. Agree or Disagree: Climate change will necessitate humans having to establish societies on other planets.
4. Agree or Disagree: Segregation is a major issue that still exists in today's society
5. Agree or Disagree: Oppressed people who have been ignored by society have the responsibility to free themselves
6. Agree or Disagree: People who have different abilities should view their 'disability' as a strength instead of a weakness.

- **Guided Practice (20 minutes):** After the anticipation guide, the instructor will review the major ideas and background information of Parable of the Sower. The instructor will also provide cursory information on WEB DuBois and *The Philadelphia Negro* and its connection to some of the major ideas present in *The Parable of the Sower*. The instructor will also co-create a classroom covenant with their students during classroom discussion in order to facilitate and encourage student thinking.
- **Group Discussion (25 minutes):** Students will participate in a class discussion of the anticipation guide. The instructor will read a statement and instruct students to go to the left side of the classroom if they agree or go to the right side of the classroom if they disagree with the statement. Students from each side will be expected to share the reason why they either agree or disagree with the statement. The Instructor will have discretion on how many students to choose to discuss their standpoint.
- **Direct Instruction (10 minutes):** After the group discussion, the Instructor will give directions on the City Life Box.
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City Life Box: Homework Assignment

Controlling Quote: "You don't have a home until you leave it and then, when you have left it, you never can go back."- James Baldwin

Directions: You will be expected to pick five items that remind you of your neighborhood or the city of Philadelphia. They can be personal items such as your childhood shoes or they can be found objects such as a bag of Takis or a neighborhood flier. However, these articles have to be meaningful to your experience of your home. You will be expected to put these items in a box and share your thoughts with the class.

Writing Assignment: In ten to fifteen sentences, please explain why the items that you have chosen for your City Life Box reminds you of home? How would you react if the next day they were gone from the face of the earth? How do you think society would react to your items being erased from the map? In order to receive full credit, all questions must be answered.

*Rubric will be in appendix

- **Exit Ticket (15 minutes):** In a pair and share assignment, students will reflect on the class discussion. They will write down one idea that changed their perspective or challenged their ideas in five to ten sentences.

Lesson 2: Understanding the Power of Place and Space (Day 2)

CCCS (Common Core Curriculum Standard): CCSS.ELA-LITERACY.RI.11-12.1
CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.SL.11-12.1

Dr. Gholdy Muhammad's Five Learning Pursuits Addressed: Identity

Objective(s): Students will be able to discuss their viewpoints on major themes that will appear in the text IOT to make personal connections with the setting of *POTS* and the city of Philadelphia by a "City Life Box"

Materials:

- Powerpoint Presentation
- "City Life Box" Homework Assignment
- "City Life Box" Rubric

Time: 85 minutes

Classroom Set-Up: Students could work in rows, however, in my personal classroom set-up, students are in groups of six. Students may modify seating to work with pairs as they see necessary.

Lesson Structure:

- **Do Now (15 minutes):** Students will read Amiri Baraka's "History as Process" poem and answer comprehension questions.
- **Direct Instruction (5 minutes):** Instructor will review classroom discussion guidelines before students present their boxes to the class. Instructor will review the rubric with students.
- **Class Discussion (50 minutes):** Students will share their City Life Box project with the class and explain the significance of the items chosen for the assignment. Students will have two minutes to explain their City Life Box.
- **Exit Ticket (10 minutes):** Students will respond to the following question on their Google Document: "Which item from your classmates do you think is the most representative of Philadelphia? Which item from your classmates would you feel upset about if it was completely erased from the world tomorrow?"

Lesson 3: Understanding the Difference –W.E.B. DuBois, Black Heterogeneity and the Seventh Ward (Day 1)

CCCS (Common Core Curriculum Standard): RL.11-12.1, RL.11-12.6, W.11-12.3

Dr. Gholdy Muhammad’s Five Learning Pursuits Addressed: Skills and Intellectualism

Objective(s): Students will examine the historical legacy of WEB DuBois, the Seventh Ward and Black Heterogeneity in Philadelphia IOT deepen connections to place and space BY completing a documentary reflection

Materials:

- Powerpoint Presentation
- Individualized Google Document for student writing
- *Parable of the Sower by Octavia Butler*

Time: 85 minutes

Classroom Set-Up: Students could work in rows, however, in my personal classroom set-up, students are in groups of six. Students may modify seating to work with pairs as they see necessary.

Lesson Structure:

- **Do Now (15 minutes):** Students will respond to the following question, “Where do you see destruction in Philadelphia?” on their Google document. Students will be tasked to use critical vocabulary words in order to complete their assignment. Students will then share their thoughts with the classroom.
- **Guided Practice (35 minutes):** The instructor will have students reflect on the first seven chapters of *Parable of the Sower* and reflect on the professions that those in Lauren’s community had. Students will examine which people had issues gaining resources and the people in Lauren’s community who leveraged their resources to their profit. After discussion, the instructor will define the word “heterogeneity” for students to show the differing identities, habits, and cultures that existed in Robledo. Afterwards, the instructor will facilitate class collaboration in order to come up with adjectives to describe the physical condition of Lauren’s community. The instructor will draw parallels between the “space” of Robledo with the Seventh Ward in Philadelphia.
- **Independent Practice (35 minutes):** Students will watch a documentary called “A Legacy of Courage: W.E.B. DuBois and *The Philadelphia Negro*”. The students will take notes on essential facts that are present in the video.

Lesson 4: Understanding the Difference –W.E.B. DuBois, Black Heterogeneity and the Seventh Ward (Day 2)

CCCS (Common Core Curriculum Standard): RL.11-12.1, RL.11-12.6, W.11-12.3

Dr. Gholdy Muhammad’s Five Learning Pursuits Addressed: Skills and Intellectualism

Objective(s): Students will examine the historical legacy of WEB DuBois, the Seventh Ward and Black Heterogeneity in Philadelphia IOT deepen connections to place and space BY completing a jigsaw

Materials:

- Individualized Google Document for student writing
- **Article 1:** “Urgency, Focus and Sacrifice”, excerpted from *Disintegration*, by Eugene Robinson (pages 201-205)
- **Article 2:** “The Power of Place and Space” by Robert D. Sack
- **Article 3:** “W.E.B. Du Bois and Black Heterogeneity: How *The Philadelphia Negro* Shaped American Sociology” by marcus anthony hunter (pages 224-230)
- **Article 4:** “black philly after the philadelphia negro” by marcus anthony hunter
- **Article 5:** “The Negro in Philadelphia”, excerpted from *The Philadelphia Negro*, by W.E.B. DuBois (pages 10-15)

Time: 85 minutes

Classroom Set-Up: Students are to work in groups of six. Students may adjust their seating to adjust to their learning needs as much as necessary.

Lesson Structure:

- **Direct Instruction (10 minutes):** The instructor will review the five articles that each group will have. In my personal classroom, there are five tables of six students. Therefore, there will be six articles and readings that each table will be responsible for. Students will self-assign roles when annotating and navigating the article, however, in order to facilitate classroom discussion, students will be given roles as mentioned before.
- **Guided Instruction (35 minutes):** Students will be expected to read the assigned article and work through the Google Document provided.
- **Class Presentation (25 minutes):** After guided instruction, students will present their findings to the class. Five minutes will be allotted for each group.
- **Exit Ticket (15 minutes):** Students will respond to the following question on their Google Document: “Write down one quote from your reading that changed your perspective on the physical or historical space of Philadelphia. What assumption did you

make about the city that you didn't have before? Please answer this question in five to ten sentences.”

Lesson 5: Understanding the Difference–W.E.B. DuBois, Black Heterogeneity and the Seventh Ward (Day 3)

CCCS (Common Core Curriculum Standard): RL.11-12.1, RL.11-12.6, W.11-12.3

Dr. Gholdy Muhammad's Five Learning Pursuits Addressed: Joy and Criticality

Objective(s): Students will examine the historical legacy of WEB DuBois, the Seventh Ward and Black Heterogeneity in Philadelphia IOT deepen connections to place and space BY completing a triptych and creative writing assignment.

Materials:

- Individualized Google Document for student writing
- Construction Paper
- Crayons
- Pencils
- Glue
- Magazines

Time: 85 minutes

Classroom Set-Up: Students are to work in groups of six. Students may adjust their seating to adjust to their learning needs as much as necessary.

Lesson Structure:

- **Direct Instruction (5 minutes):** The instructor will review the directions for the Triptych with the students. Students are to draw three environments– the environment that exists in Parable of the Sower, the Seventh Ward as described by DuBois as well as their own neighborhood. Students will have the choice to either create a poem that connects these three disparate environments together. Alternatively, in the name of student choice, students can also write a short story of the daily lives of three characters surviving their respective environments.
- **Independent Practice (60 minutes):** Students will work on their assignments individually.
- **Class Presentation (20 minutes):** After guided instruction, students will present their completed work to the class.

Lesson 6: Crime Then and Now: DuBois, Crime and Solutions to Gun Violence in the City of Philadelphia

CCCS (Common Core Curriculum Standard): RL.11-12.1, RL.11-12.6, W.11-12.3

Dr. Gholdy Muhammad's Five Learning Pursuits Addressed: Skills, Criticality and Intellectualism

Objective(s): Students will investigate the source of crime in the city IOT create solutions to gun violence BY means of a research-based choice board

Materials:

- Powerpoint Presentation
- Individualized Google Document for student writing
- *The Philadelphia Negro* by WEB DuBois

Time: 85 minutes

Classroom Set-Up: Students could work in rows, however, in my personal classroom set-up, students are in groups of six. Students may modify seating to work with pairs as they see necessary.

Lesson Structure:

- **Do Now (15 minutes):** Students will respond to the following prompt in five to seven sentences: “What do you believe is the cause of crime in Philadelphia? Do you believe that Philly teenagers are judged unfairly for the crime in Philadelphia?” After allotting ten minutes for students to answer the question, and allow five minutes for discussion.
- **Guided Practice (10 minutes):** Instructor will review the Seventh Ward online visualization and review the classes that make up the area.¹¹ Students will then make inferences about what social life may have looked like in the Ward in the late 1800’s.
- **Independent Practice (30 minutes):** Students will be expected to complete double entry notes on “The Negro Criminal” in *The Philadelphia Negro* (pages 235-240). Students will share thoughts and reflections with a partner
- **Project:** Students will do a choice board of the history of crime in Philadelphia and come up with a solutions to combat gun violence in Philadelphia

¹¹“Contributing an Historic Preservation Perspective to the Mapping the Du ...” Race and Class in DuBois’ The Seventh Ward . Accessed June 8, 2023. http://www.dubois-theward.org/wp-content/uploads/2012/06/Rossetti_HistoricPreservation_3D.pdf.

Resources

Lesson 1 (Day 1): Anticipation Guide

Parable of the Sower Anticipation Guide

OBJ: Students will be able to discuss their viewpoints on major themes that will come up in the text IOT to make personal connections with the setting of the text with the city of Philadelphia

Standard(s): CCSS.ELA-LITERACY.RI.11-12.1 CCSS.ELA-LITERACY.W.11-12.4, CCSS.ELA-LITERACY.SL.11-12.1,

Vocabulary to Know for Anticipation Guide

collective responsibility: also known as collective guilt, refers to responsibilities of organizations, groups and societies

necessitate: make (something) necessary as a result or consequence

representation: The action of speaking or acting on behalf of someone or the state of being so represented

Place: the emotional feel or “vibe” of any given place or location

Space: the physical, geographic characteristics of any given place or location

Anticipation Guide: Read the following statements and check the box if you agree or disagree with the statement.

Statement	Agree	Disagree
When there is a disaster and limited resources, we should prioritize certain lives over others.		
It is our collective responsibility as a society to build a better future.		

Segregation is a major issue that still exists in today's society		
Oppressed people who have been ignored by society have the responsibility to free themselves		
Climate change will necessitate humans having to establish societies on other planets.		
Having a religion and faith are especially important during difficult circumstances.		
People who have different abilities should view their 'disability' as a strength instead of a weakness.		
Writing Response: In five to ten sentences, explain your rationale for the choices in the statements above.		

Lesson 2: Do Now– “History as Process” by Amiri Baraka Literary Notes

Today's Objective	Students will be able to discuss their viewpoints on major themes that will come up in the text IOT to make personal connections with the setting of the text with the city of Philadelphia
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Refer to the prompts and tasks on the right as you annotate and review the poem.

History as Process by Amiri Baraka

The evaluation of the mysteries by
the sons of all experience. All
suffering, if we call the light a thing
all men should know. Or find. Where
ever, in the dark folds of the next
second, there is some diminishing
beauty we might one day understand,
and scream to, in some wild fit of
acknowledged Godliness.

Reality, is what it is. This suffering
truth advertised in all men's loveliest
histories.

The thing, There As Speed, is God,
as mingling possibility. The force.
As simple future, what
the freaky gipsies rolled through

- 1) Underline the words in the poem that describe or indicate **emotion**. List them here:

- 2) What literary devices are used in the poem? List them below:

- 3) What is the overall effect for you, the reader, as you see this repetition of contradictory terms? How does it make you feel?

Europe on.

(The soul.)

2

What can I do to myself? Bones and
dusty skin. Heavy eyes twisted
between the adequate thighs of all
humanity (a little h), strumming my
head for a living. Bankrupt utopia
sez tell me no utopias. I will not
listen. (Except the raw wind makes
the hero's eyes close, and the tears
that come out are real.

4) Who do you think is speaking?

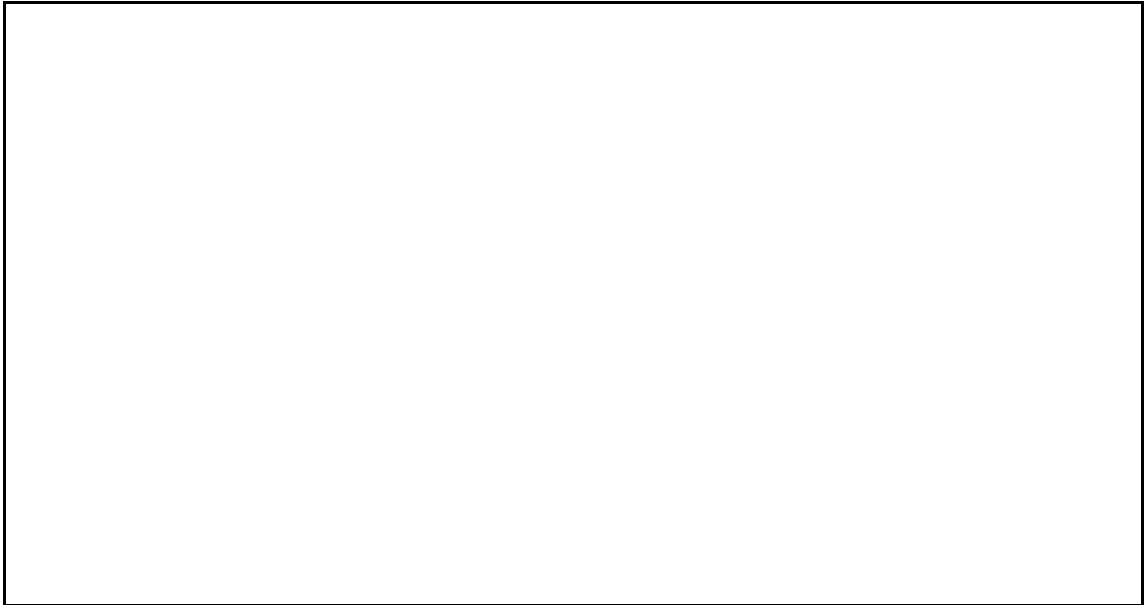
5) Who is the speaker addressing, or speaking to?

6) What do you think the speaker is trying to communicate to the reader?

8) Re-read the poem. Why do you think the author juxtaposes their words in this poem? How does this affect the message? Make your inferences below:



- 9) Reflect on your City Life Box. How do you think that the items in your box created history for other people? Does your attitude about history mirror or differ from the attitude of the poet? Why? Please answer this question in five to ten complete sentences.



Lesson 2: City Life Box Presentation Rubric

CATEGORY	50	40	30	20
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seems somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Slide Quality	Slides are high quality with an appropriate layout, no misspellings, and proper grammar.	Slides are high quality with appropriate layout but with several misspellings or grammar errors.	Slides are of medium quality with questionable layout, misspellings, and grammar errors.	Slides are low quality with poor layout, many misspellings, and many grammar errors.
Content	Shows a full understanding of the assignment and chose five, diverse items (both personal and found items)	Shows a good understanding of the assignment and chose five, diverse items (both personal and found items)	Shows a good understanding of parts of the assignment and/or chose three or more diverse items (both personal and found items)	Does not seem to understand the topic very well and/or chosen items lack diversity or meaningfulness
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Organization	Presentation is well organized and has a logical flow.	Presentation is mostly organized but has breaks in logic and flow.	Presentation has errors in organization and logical flow.	Presentation is completely unorganized.

Lesson 3: Understanding the Difference –W.E.B. DuBois, Black Heterogeneity and the Seventh Ward (Day 1)

Understanding Key Issues in Philadelphia

OBJ: Students will examine the historical legacy of WEB DuBois, the Seventh Ward and Black Heterogeneity in Philadelphia

STANDARDS: RL.11-12.1, RL.11-12.6, W.11-12.3

Day 1

Do Now: Where do you see destruction in Philadelphia? Write a descriptive paragraph that uses figurative language (imagery, descriptive language, describe what you see. This may include your community, neighborhood or school.

Use one of the following words in your paragraph: oppression, democracy, exploitation, mental health, culture, empower

Guided Practice: Please consult the first ten chapters of Parable of the Sower and cite textual evidence to complete the following charts for Part I and II.

Part I (Characters): Pick three characters from the book with three separate class identities in the first ten chapters of the novel. Please cite textual evidence.

Character	Class Identity	Outcome in Novel	Textual Evidence

			(page #)

Part II (Environment/"Space" of Robledo): Please choose three adjectives to describe Robledo in order to participate in our class web. Please cite textual evidence.

Adjectives for Robledo	Textual Evidence (page #)
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Independent Practice (Documentary): While watching the video, write down three things that you learned about DuBois, the society that DuBois lived in, and the history of the Seventh Ward.

Video: <https://vimeo.com/22239485>

Three facts about Dubois...

1.
2.
3.

Three facts about DuBois' society

1.

2.
3.

Three facts about the Seventh Ward

1.
2.
3.

Day 2

Guided Instruction: Jigsaw Practice

Directions: Work in groups in order to complete the worksheet provided in your station. Everyone is expected to annotate the article, identify key vocabulary words in the article (on the sticky note) and to then transfer the notes in the bolded box on chart paper. You will share your results with the class.

My Name:

Group Name:

STEP ONE: Take notes on your own article. Become an expert!

Title & Author:
Main Problem:

The main problem in the article is....

Main Solution:

The author's main solution in the article is...

Evidence (Summarize three key details in the article):

Key Quote:

1. Describe what you learned about the author and their point of view on the issue described in the article.

2. Think backwards. What question do you imagine that the author was trying to answer by writing this article?

STEP TWO: In each of these boxes, please take notes on what you learn from your Teaching Group. Please label the boxes with the title and author of the article:

STEP THREE: Reflection

Two new learnings:

1.

2.

One question you still have about this topic:

Exit Ticket: Write down one quote from your reading that changed your perspective on the physical or historical space of Philadelphia. What assumption did you make about the city that you didn't have before? Please answer this question in five to ten sentences.

Lesson 6: DuBois, Crime and Solutions to Gun Violence in the City of Philadelphia

OBJ: Students will investigate the source of crime in the city IOT create solutions to gun violence BY means of a research-based choice board

STANDARDS: RL.11-12.1, RL.11-12.6, W.11-12.3

Do Now: What do you believe is the cause of crime in Philadelphia? Do you believe that Philly teenagers are judged unfairly for the crime in Philadelphia? Please answer the question in ten to fifteen complete sentences.

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“The Negro Criminal” in *The Philadelphia Negro* (pages 235-240)

Directions: Please read the allotted pages and write three to five sentences recording your reactions, thoughts, and reflections to the quote.

Quote	(Commentary: Thoughts, Predictions, Reflections)
<p>Example: “Little special mention of Negro crime is again met with until the freedmen under the act of 1780 began to congregate in the city and other free immigrants joined them. In 1809 the leading colored churches united in a society to suppress crime and were cordially endorsed by the public for this action” (page 237).</p>	<p>I knew that churches played a special role in the Civil Rights Movement in the 1960’s, but I never knew that they were also involved in the efforts of intramural policing. I wonder if it has strengthened or strained interpersonal relationships among congregants. While I have mixed feelings about a religious place of worship being involved in policing efforts, it is refreshing to see communities self-organize.</p>

Anti-Gun Violence Philadelphia Choice Board

Directions: To earn a complete grade for this assignment, please choose two of the following options. If you have any questions, feel free to reach out to your instructor.

<p>Research Paper</p> <p>Write a five page research paper detailing the history of crime and community initiatives against gun violence in Philadelphia</p>	<p>Podcast Episode</p> <p>Create a 15 minute podcast episode using quantitative and qualitative data with regards to gun violence.</p>	<p>Write a Press Release</p> <p>Write a press release with a community organization that fights against gun violence in the city.</p>
<p>Surveys (Schedules)</p> <p>Create a survey and organize data based on geographical location just like DuBois to understand community attitudes toward anti-gun violence solutions.</p>	<p>Organize a Community Meeting</p> <p>Reach out to your neighbors to get involved in a community meeting against gun violence.</p>	<p style="text-align: center;">FREE SPACE</p> <p style="text-align: center;">(Talk to instructor)</p>
<p>Write a Policy Brief</p> <p>Write a policy brief detailing areas in Philadelphia most impacted by gun violence. Report on gun violence initiatives that have worked and failed in the city and research new solutions to the social problem of gun violence.</p>	<p>Interview an Expert</p> <p>Talk to a community organizer, councilperson, or any other anti-gun violence expert about the movement against gun violence in the city of Philadelphia.</p>	<p>Make Art</p> <p>Music, a chapbook, or a physical object that highlights the experiences of people who have lost their lives to gun violence.</p>

Anti-Gun Violence Philadelphia Choice Board Rubric¹²

Criteria	Full Credit 10 - Points	Half Credit 8 - Points	No Credit 6 - Points	Grade:
Content: Is the content of the product well chosen?	Content chosen represents the best choice for the product. Graphics are well chosen and related contents.	Information or graphics are related to content, but are not the best choice for the product.	Information or graphics presented does not appear to be related to topic or tasks.	
Completeness: Is everything included in the product?	All information needed is included . Product meets the product criteria and the criteria of the task as stated.	Includes most important information Product meets the product criteria and the criteria of the task as stated.	Includes less than 50% of the important information. The product does not meet the task, or does not meet the product criteria.	
Creativity: Is the product original?	Presentation of information is from a new perspective. Graphics are original. Product includes an element of fun and interest.	Presentation of information is from a new perspective. Graphics are not original. Product has elements of fun and interest.	There is no evidence of new thoughts or perspectives in the product.	
Correctness: Is all the information included correct?	All the information presented in the product is correct and accurate	N/A	Any portion of the information presented in the product is incorrect.	
Appropriate Communication: Is the information in the product well communicated?	All information is neat and easy to read. Product is in appropriate format and show significant effort. Oral presentations are easy to understand and presented with fluency. NO COPY AND PASTED INFORMATION!	Most of the product is neat and easy to read. Product is in appropriate format and show significant effort. Oral presentations are easy to understand, with some fluency.	The product is not neat and easy to read or the product is not the appropriate format. It does not show significant effort. Oral presentation was not fluent or easy to understand.	
Total Grade (50 points possible):				

¹² Rubric for choice board project - cabarrus county schools. Accessed June 21, 2023.
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Appendix

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B., Du Bois W E, and Isabel Eaton. "The Negro Criminal." Essay. In *The Philadelphia Negro*, 235–40. New York, NY: Cosimo, 2007. This chapter excerpt is used to support the history of Black criminality in Philadelphia and beyond. This particular reading is pretty dense and can be hard to navigate so the scaffold of the Double Entry Notes is used to support student comprehension and engagement with the text. A timeline may be beneficial for this particular reading.

B., Du Bois W E, and Isabel Eaton. "The Negro in Philadelphia." Essay. In *The Philadelphia Negro*, 10–15. New York, NY: Cosimo, 2007. This chapter excerpt is used in the Jigsaw activity. It will help students understand the history of Black people in Philadelphia and help demystify the assumptions of the "free and liberal North". This article is used to foreground the concept of "place" and "space" as DuBois serially accounts for the evolution of Black rights and bondage post Civil War.

Hunter, Marcus Anthony. "Black Philly after the *Philadelphia Negro*." *Contexts* 13, no. 1 (2014): 26–31. <https://doi.org/10.1177/1536504214522005>. This article is apart of the Jigsaw activity and it helps students understand Philadelphia in context of other big cities. Hunter's article is shorter and not very overwhelming, and it the perfect length for a high school student.

Hunter, Marcus Anthony. "W.E.B. Du Bois and Black Heterogeneity: How the Philadelphia Negro Shaped American Sociology." *The American Sociologist* 46, no. 2 (2014): 224–30. <https://doi.org/10.1007/s12108-014-9249-2>. This article was used for the Jigsaw activity. it is important that under these page numbers, students will be focused on DuBoisian Heterogeneity and Black Heterogeneity. These concepts are to help extend students' understanding that Black people are not a monolith and have differing class and social identities helps define them as a polity. Furthermore, this reading helps extend student understanding of how DuBois pushed the boundaries of sociological knowledge from a "static" and "removed" science to a science where application is necessary for it to survive.

Robinson, Eugene. "Urgency, Focus and Sacrifice." Essay. In *Disintegration: The Splintering of Black America*, 201–5. New York: Anchor Books, a division of Random House, Inc, 2011. This excerpt is used for the Jigsaw activity. This article centers Elijah Anderson who is famed for his introduction of the Philadelphia Negro. Robinson uses Anderson as a nexus to highlight the social contradictions of Black American social life as well as intramural social expectations. This article will support students' understanding that social norms help inform the "place".

Sack, Robert D. "The Power of Place and Space." *Geographical Review* 83, no. 3 (1993): 326. <https://doi.org/10.2307/215735>. This article is used in order to support the Jigsaw

activity. This article will help reify and deepen students' understanding of "place" and "space".