

EDPS 340

CAP III

Unit Topic: History and Culture of African-Americans in Michigan

Grade Level: 4

Prior Knowledge: Culture and societal problems of Black Bottom Detroit, word processing, art design, professional letter writing,

Objectives:

- 1.) Students will be able to construct a solution for one of the urban challenges faced by the African-American community in Detroit's Black Bottom. (Synthesis: High)
- 2.) Students will be able to describe and illustrate African-American culture in Detroit's Black Bottom. (Application: Medium)

Kathryn Lenz #14

Eastern Michigan University

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Assessment Instrument

a.) Overall Summary of the Project

In this Social Studies Unit, fourth-grade students study the history and culture of African-Americans in Michigan. State standards require Michigan history to be studied in the fourth grade. I have chosen to guide students in exploring Michigan history specifically through the lens of its African-American population. This method not only teaches history, but also empathy for other cultures and a respect for diversity.

This particular project allows the students to showcase their understanding of a particular place and time period in Michigan's History: Detroit's Black Bottom. After the abolition of slavery, African-Americans emigrated to the northern states. They came to populate this segregated section of Detroit known for both its poverty and crime, but also for its vibrant culture.

This project requires students to write, illustrate, and assemble a portion of a newspaper circa 1940's Detroit. The newspaper consists of two main elements. The first element of the newspaper correlates to the first objective, in which students construct a solution for one of the urban challenges faced by the African-American community in Detroit's Black Bottom. The second element of the newspaper correlates with the second objective, in which students describe and illustrate African-American culture in Detroit's Black Bottom.

Students will explore the topic of African-American culture and challenges in Detroit's Black Bottom in various ways for 4 class periods before beginning this project. Then, students have 6 class periods to work on and complete the project. They will need to do some work at home.

I have chosen to evaluate students through their creation of a newspaper for a number of reasons. The first reason is that this style of presentation compliments the multiple and various strengths of individual students. They will have the ability to express themselves through both their writing and their artwork. The second reason is that this project allows for creativity and individuality, as students choose and display their favorite aspects of African-American culture. Finally, I have chosen to evaluate students through a newspaper editorial describing their solution to urban challenges because it requires a high level of cognitive thinking. Not only must students understand (low) the urban problems, but also break down what is causing them (medium) and finally construct an original solution based on their reflection (high). Students at this age can begin to see and understand the causes of society's problems. Teachers need to expose students to these problems, while also stressing the importance of the students' ability and civic responsibility to solve them. This project meets those goals.

b.) Student Direction Sheet (included on next page)

Student Direction Sheet

During class this week, we have been studying Detroit's Black Bottom - a segregated section of Detroit for African-American people. You have learned about both the culture there, and the problems there.

You will now have the opportunity to pretend that you are living in Black Bottom during the 1940's. You will show your classmates and I what you have learned in class by creating a portion of a 1940's newspaper from Black Bottom. Make your newspaper fun and creative, but also historically accurate. At the end of the project, show us the wonderful work that you have done!

Purpose of this Project

The purpose of this Newspaper Project is for you to show what you have learned about the culture and urban problems in Black Bottom Detroit during the 1940's. In your newspaper, you need to:

- 1.) construct a solution for one of the urban challenges faced by the African-American community in Detroit's Black Bottom.
- 2.) describe and illustrate African-American culture in Detroit's Black Bottom.

Final Product: What Your Completed Newspaper Will Look Like

When you are finished with your newspaper, I will see all of the exciting things you know. Your newspaper should have:

- 1.) A Title you can make up
- 2.) A Date you can make up
- 3.) A Letter to the Editor explaining a solution you have come up with to solve one of the urban problems we have been discussing
- 4.) A Features article describing an up-coming cultural event in Black Bottom
- 5.) At least two advertisements with your illustrations describing your favorite aspects of culture in Black Bottom.

Evaluation: What You Will Be Graded On

I will grade your newspaper using the rubric that I attached for you on the last page.

You will need to make sure that your newspaper shows me that you can do the two things I listed under [Purpose of this Project](#). Your newspaper will need to follow the formats that I give you, and resemble a real newspaper. It should be creative, neat, and free from spelling, punctuation and grammar errors. Lastly, you will need to present your newspaper to your classmates.

Resources: Things to Help You

On the Internet:

- <http://www.adclassix.com/sitemap.htm>
- <http://info.detnews.com/history/story/index.cfm?id=174&category=life>

In our Classroom (from the school library):

- Advertising the American Dream: Making Way for Modernity, 1920-1940 by Roland Marchand
- Early American Car Advertisements by Q. David Bowers
- Speaking through pictures by Catherine Chambers
- Detroit Free Press
- Lansing State Journal
- USA Today

Daily Directions

These directions will help you as you create your newspaper. Look ahead to see where we are going. As you can see, there is a direction sheet for each day describing how you will complete each part of your newspaper. Look at this packet every day so that you can read and follow the directions carefully.

Friday, November 6, 2007

Homework:

- 1.) Over the weekend, think about what you have learned about the culture and problems of Black Bottom Detroit.
- 2.) Find a newspaper in your house or take one home from our classroom. Find the "Letters to the Editor" Section and read a few letters. You will be writing your own on Monday. Come ready to dive into our project!

Monday, November 9, 2007

Last night you looked at a "Letter to the Editor" section of a newspaper. Last night you also thought about the problems in Black Bottom Detroit. Today we will begin writing Letters to the Editor.

For homework, you remembered the crime, poverty, education, slums, health care, unemployment and schools in Black Bottom. Imagine what it would be like if you lived there. Think about how terrible it would be to live in those poor conditions. What could you do to solve those problems? Why do you think that would work? Brainstorm some solutions and turn in to me at least three ideas.

An editor is the person in charge of a newspaper company who decides the final content of the newspaper before it is printed. As you may have learned from reading last night, "Letters to the Editor" is a section of a newspaper (like the Sports Section) in which the editor prints letters from people who want others to know their opinions about something. In this part of the newspaper project, you will tell about your opinion.

Last month we learned how to write professional letters in Language Arts class. Choose your best solution to Black Bottom's problems. Begin drafting a professional letter that describes your solution to the newspaper's editor. Use the directions on the next page.

Think Box

- crime
- poverty
- unemployment
- education
- health care
- sub-standard housing
- schools

Homework:

- 1.) If you do not finish the draft of your Letter to the Editor today in class, you must do it at home for homework. It is due tomorrow morning.
- 2.) Think about some cultural events that we learned about in Black Bottom. Come to class with 3 events that interest you. (Look two pages ahead for some event ideas).
- 3.) Look again at a newspaper in your house or take one home from the classroom. Find a "Features Section" and read an article in it. Tomorrow, you will write a Features Article about your favorite event.

Here's How to Write Your (Professional) Letter to the Editor:

Today, just begin by handwriting a draft of your Letter to the Editor. On Thursday you will do Peer Reviews of your draft. On Friday during computer class with Mrs. Edwards you will type it.

Look at this format carefully. The Letter to the Editor on your newspaper must follow this format. It must include: a Greeting, Paragraph One, Paragraph Two, Paragraph Three, and a Closing.

Greeting (Dear Editor).

Paragraph One will explain the problem that you think needs to be solved in Detroit's Black Bottom. You may choose from: Poverty, Sub-Standard Housing, Education, Crime, Schools, Health Care or Unemployment. You must tell the Editor why this is a problem, and what it is like for the people who live there.

Paragraph Two will explain a solution that you have come up with to solve this problem. Explain to the Editor the steps that must be taken to make Black Bottom a better place for African-Americans to live.

Paragraph Three will explain why you think your solution will work. You must tell the Editor exactly how the steps you have suggested will solve the problem.

Closing (Sincerely,)
(Your Name)

Tuesday November 10, 2007

Last night you thought about cultural events that happened in Black Bottom Detroit during the 1940's. You also read an article in a Features Section of a newspaper. Today you will write a Features Article for your newspaper.

As you may have discovered from reading last night, the Features Section of a newspaper is a section that tells readers about something fun and interesting that is not necessarily news. Many Features sections in newspapers include topics such as: movies, clothes, food, concerts or books.

Imagine you live in Black Bottom. Which events would you like to go to? After we discuss ideas with classmates, turn in to me three ideas that you have.

Think Box

- theater play
- sporting event
- music concert
- fashion show
- movie
- carnival
- parade

Choose your favorite Black Bottom cultural event. Begin drafting your Features Article in class today, describing the event. Use the directions on the next page.

Homework:

- 1.) If you did not finish the draft of your Features article, you must do it for homework tonight. It is due tomorrow morning.
- 2.) Think again about the culture of Black Bottom Detroit. You may have thought of a few new things today after we shared our ideas for an event. Come to class tomorrow with 6 ideas for advertisements. (Look ahead 2 pages for ideas.)
- 3.) Look at a newspaper or a magazine from home or the classroom. Look at the advertisements. Pay special attention to titles, pictures, sayings and colors. Tomorrow you will create two advertisements for your newspaper.

Directions for Features Article

Today, just begin by handwriting a draft of your Features Article. On Thursday you will do Peer Reviews of your draft. On Friday during computer class with Mrs. Edwards you will type it. Look at this format carefully.

The Features Article on your newspaper must follow this format. It should include: A Title, Author, Paragraph One, Paragraph Two, Paragraph Three, Paragraph Four.

Title

Author (your name)

Paragraph One: Include a description of what will happen at the event. Who will be there? Will someone perform? Is it an event only for children or adults, or both?

Paragraph Two: Include a description of its time and location. What date will your event be held on? Will it be held on multiple days? What time? When does it end? Do you suggest that people arrive early to get a spot? Where does your event take place? What is it near? How do you get there? Where can people park their cars?

Paragraph Three: Include a description of what people should bring. Do they need chairs? Clothes for warm weather? Clothes for cold weather? Binoculars? A packed lunch? Money to buy food and drinks?

Paragraph Four: Include a description of the event's cost. Is there an admission price? How much is it? Is the cost different for children, babies and adults? Is the cost different depending on what seat you get? Can you get a discount? Do people need to buy tickets in advance? Where should they buy them? Will the admission cost go to a charity? Which one? (Something to keep in mind: things cost less in the 1940's than they do today.)

Wednesday, November 11, 2007

Last night you thought again about the culture of Black Bottom Detroit. You also looked at examples of advertisements in newspapers and magazines. Today you will create 2 advertisements to describe the culture there.

Imagine you live in Black Bottom. What kinds of fun things could you do there? What would you like to buy? Who would you like to meet? Where do you wish you could visit? After we share ideas with the class, please turn in to me 6 ideas that you have.

Choose your 2 favorite ideas and go to work being creative! In the classroom I will have for you examples of magazines and newspapers to look at, as well as art supplies and paper. Look at the directions on the next page.

Think Box

restaurant, theatre, event, clothing line, record store, clothing store, school, concert, famous lawyer or doctor of the time, sports team, a church, company that is hiring, book, magazine, new food sold in a grocery store, a home appliance, furniture, car

Homework:

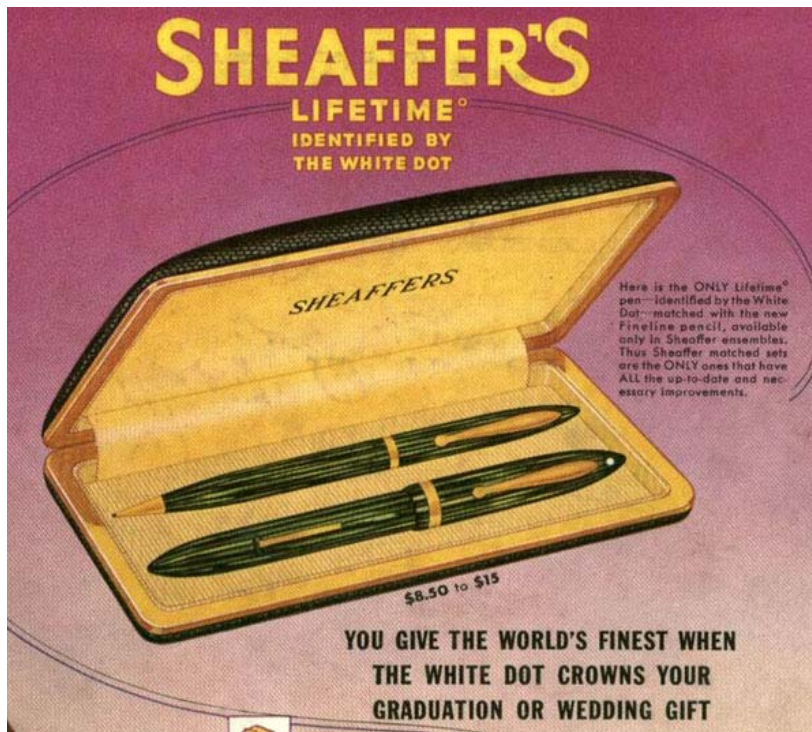
1.) Take home tonight both your drafts your Letter to the Editor and your Features Article. Revise and proofread them. You may want to read them aloud, or give them to a parent or sibling to read. Check for spelling, punctuation and grammar. Also, double-check the formats I gave you from the previous pages to make sure that you have included each part. Tomorrow will be spent Peer Reviewing your drafts.

Directions for 2 Advertisements

Look at this format carefully. The 2 Advertisements on your newspaper must follow this format. They should include:

- a. An original, colorful and creative illustration
- b. A title
- c. A description
- d. A slogan (a slogan is a short, catchy saying advertisers use so that people will remember their product.)
- e. Finally, each advertisement should cover at least half of a sheet of computer paper.

Here is an example of an advertisement from the 1940's.



Thursday, November 12, 2007

Last night at home you proofread and revised the drafts of both your Letter to the Editor and your Features Article. Today in class we will Peer Review.

You will have the chance to review your drafts with your classmates, so that you can give each other suggestions and point out any errors you may have missed. When your partner reads your drafts, have him or her fill in the chart on the next page for you. When you read your partner's draft, fill in his or her chart.

****If you finish early, you may continue working on your advertisements. After today, you will have one more day to complete them.**

Think Box

- Spelling
- Punctuation
- Grammar
- Weaknesses?
- Strengths?
- Suggestions?

Homework:

- 1.) Take home your drafts and the comments made by your Peer Reviewer. Look them over and make any more changes that you think your drafts need. Bring your final revisions to class tomorrow. Tomorrow during computer class you will type them with Mrs. Edwards.
- 2.) When you are finished revising, remove your Peer Review charts from this packet and turn them in to me tomorrow morning.
- 3.) Look again at a newspaper in your home or take one home from the classroom. Look at the Title and Date. Notice their font, size and location. Come to class tomorrow with a title and date for your newspaper.

Peer Review for: Letter to the Editor

Writer's Name_____	Peer Reviewer's Name_____
Punctuation: What needs to be fixed?	
Grammar: What needs to be fixed?	
Spelling: What needs to be fixed?	
Content: What do you like?	
Content: What suggestions do you have?	

Peer Review for: Features Article

Writer's Name_____	Peer Reviewer's Name_____
Punctuation: What needs to be fixed?	
Grammar: What needs to be fixed?	
Spelling: What needs to be fixed?	
Content: What do you like?	
Content: What suggestions do you have?	

Friday, November 13, 2007

Last night you completed the final revisions of your Letter to the Editor and your Features Article. You also studied the Date and Title of a newspaper. Today during computer class with Mrs. Edwards you will type your articles and your Date and Title.

I will have examples of newspapers in the Media Center as you type. Follow the directions on this page.

Typing your Letter to the Editor and Features Article:

- 1.) Make your completed versions professional and neat looking.
- 2.) Make sure the articles look like they would in a real newspaper.
- 3.) Don't forget to double-check for spelling and grammar mistakes.

Typing your Date and Title:

- 1.) Create a title that is appropriate for the time period and location. Some examples I have thought of are: Detroit Journal, The Bottom Today, and Our Place. (You may not use these examples.)
- 2.) Make up any date you like during the 1940's. (example: Tuesday, July 23, 1942). Hint: Make sure that your date is close to the date of the event you wrote about in your Features Article.

Homework:

- 1.) Nothing for over the weekend! In class on Monday you will finish everything up and put your newspaper together. You will also have the chance to show your classmates and I the work you have done.

Monday, November 16, 2007

Have you finished typing both of your articles? Have you completed both advertisements? Have you typed a Title and Date?

Today you will have 45 minutes to finish everything up and finally put together everything that you have been working on all week for your newspaper! Also, you will have the opportunity to share your hard work with the class!

Creating Your Finished Product:

- 1.) You will be given large sheets of paper and glue. Paste your articles, Title, Date, and advertisements onto the large sheets of paper. You may use as many sheets as you need.
- 2.) Make your newspaper clean and professional.
- 3.) Again, there will be examples of newspapers in the room for you to look at. Make your newspaper look realistic.
- 4.) Double-check each piece of your newspaper to be sure you followed the format I gave you.

Presenting your Newspaper to Your Classmates:

- 1.) Paraphrase your solution to Black Bottom's urban problems. Tell us why you think it will work, and what steps need to be taken to make it work. (You may not only read it aloud.)
- 2.) Paraphrase the cultural event you wrote about. (You may not only read it aloud.)
- 3.) Show your advertisements, and tell us why you chose to make them.

Good work, fourth-grader! You have learned a lot during this unit on the culture and history of African-American's in Detroit.

Rubric for Newspaper from 1940's Black Bottom Detroit

Name of Student: _____

Criteria (Weight)	0	1	2	<u>Your Points</u> 60 Possible
Construct a solution for Black Bottom urban problems that demonstrates your knowledge of the problems in a Letter to the Editor. (10)	No solution.	Solution unoriginal, undetailed, or incomplete, or demonstrates only some knowledge.	Solution original, detailed and complete. Demonstrates knowledge of urban problems.	<hr/> 20
Describe the culture of Black Bottom in a Features Article on an event. (4)	No Features Article.	Features Article incomplete, or not historically or culturally accurate.	Features Article complete, and historically and culturally accurate.	<hr/> 8
Describe and illustrate the culture of Black Bottom in 2 advertisements. (4)	No advertisements.	Advertisements demonstrate some knowledge of culture, or are not historically or culturally accurate, or 1 missing, or no illustrations.	Both advertisements demonstrate knowledge of culture, and are historically and culturally accurate. Original illustrations.	<hr/> 8
Make your Solution, Cultural Event, Advertisements and Title	More than two of: Solution, Cultural Event or Advertisements	One or two of: Solution, Cultural Event or Advertisements	Solution, Cultural Event and Advertisements creative.	<hr/> 6

creative. (3)	not creative.	not creative.		
Present your newspaper to your classmates. (2)	Newspaper not presented to class.	Solution and cultural event read from paper. Did not display advertisements or explain why chosen.	Solution and cultural event paraphrased in own words. Displayed advertisements and explained why chosen.	<hr/> 4
Follow format for Letter to the Editor, Features Article, and Advertisements. (2)	More than two of: Letter to the Editor, Features Article, and Advertisements, do not follow format.	One or Two of: Letter to the Editor, Features Article, and Advertisements do not follow format.	Letter to the Editor, Features Article, and Advertisements follow format.	<hr/> 4
Create your newspaper free from spelling and grammar errors. (2)	Newspaper contains more than 3 spelling or grammar errors.	Newspaper contains 1 to 3 spelling or grammar errors.	Newspaper contains no spelling or grammar errors.	<hr/> 4
Create a Title and Date. (1)	No Title and Date.	Title and Date unoriginal, inaccurate, or one missing.	Title and Date present and original and accurate.	<hr/> 2
Assemble your newspaper neatly. (1)	Newspaper sloppy.	Newspaper mostly neat.	Newspaper neat.	<hr/> 2
Make your project resemble a real newspaper. (1)	Project does not resemble a real newspaper.	Project mostly resembles a real newspaper.	Project resembles a real newspaper.	<hr/> 2
			<u>Your Points</u> 60 Possible	= <u> </u> 60 Possible

Adaptation

Students will need some prerequisite skills, knowledge and procedures before they can begin this project creating a newspaper from 1940's Black Bottom Detroit.

- 1.) Students will need to have knowledge of the society and poor living conditions of Black Bottom Detroit in the 1940's. Students will discover the cause of the Great Migration of African-Americans to the Northern states, and their reasons for congregating in Black Bottom Detroit. Students will explore the problems of poverty, crime, education, unemployment, health care and substandard housing created in Black Bottom, and what caused them. This is necessary because students can only formulate a solution to these problems once they understand the nature and causes of these problems. To ensure that all students have this knowledge before the project begins, class time will be spent exploring the poor conditions and problems there. Students will watch documentaries, see pictures, read primary accounts, and read newspaper articles. For students who miss this vital information, an adaptation can be made. Students may take materials home to read, watch and review. To check for completion and understanding, I will ask the student to orally explain what he or she learned about the society and living conditions of Black Bottom Detroit from the materials given.
- 2.) Students will need to experience 1940's Black Bottom culture, because it may be very different from their own. To ensure that all students have this experience class time will be given to watch documentaries, read newspapers and magazines from the time, read personal accounts, see clothing, listen to music, taste food and watch theatre. For students who miss class periods for this vital information, adaptations can be made.

Students should take home the materials to experience at home. To check for learning and understanding, I will ask the student to orally explain what he or she learned about the culture of Black Bottom Detroit from the materials given.

- 3.) Students will also need to have basic computer and word processing skills. Most students will have learned these skills in their school's computer classes. For those that did not, adaptations can be made. Students without computer skills may neatly hand-write their articles, title and date.
- 4.) Students will need to have the skill of professional-letter writing in order to write their Letter to the Editor. In writing this lesson and project plan, I assume that I taught this skill in prior months during Language Arts classes. However, Day One of our project will be entirely devoted to the Letter to the Editor. An overhead and the Students' Daily Direction Packet will display the correct formatting of a professional letter. This will assist the students without this skill, and be an additional review for those who possess it.
- 5.) Finally, students will need to have some skill in art design. For this project, students will need to draw original illustrations for their advertisements, and assemble their newspapers neatly. For students for whom art design is challenging, examples of magazines, newspapers and advertisements will be available at all times to inspire and assist students.
- 6.) Other adaptations assist all students. Before beginning each section, students will have the opportunity to individually share their ideas for their solution, their cultural event, and their advertisements. This will inspire students who are less creative. Secondly, Day Four gives students the opportunity to proofread and review their drafts with their classmates. This will assist all students, especially those who have difficulty writing,

ensuring that their text is free from spelling and grammar mistakes. Thirdly, all work for this newspaper that requires any sort of materials will be done during class time. This is done to assist those students who may not have a computer, resouces or art supplies at home. Finally, before beginning to create each newspaper section, I require the students to read an example from a real newspaper. This assists students who are not familiar with newspaper format, design and topics. Example newspapers are available to be taken home for students who do not have them.