

**UNIT OVERVIEW**

Unit Length	5 Lessons Implemented Across 10 45-Minute Class Periods
Grade Levels/Subject	7th/8th Grade Social Studies
Unit Overview	<p>In this unit, students will investigate the contributions and impact of the people who created Durham’s Black Wall Street. This inquiry celebrates the ingenuity, hard work, and determination of a people who were committed to taking charge of their own destiny as well as their impact on the U.S.’s rise as an economic superpower. This unit employs Nikole Hannah-Jones’s essay “Democracy” from <i>The 1619 Project</i> to promote a deeper understanding of how Black communities were a major force in the U.S.’s economic development, emphasizing that Black Americans’ contribution is not limited to the value of their forced labor, but rather includes their ingenuity, intelligence, and diligence.</p> <p>This inquiry focuses on the compelling question: What is the legacy of Durham’s Black Wall Street?</p> <p>To address the compelling question, this lesson is organized around three supporting questions aimed at deepening students’ understanding. These questions will prepare students to construct an evidence-based argument in response to the compelling question. Each supporting question is accompanied by a performance task, and these tasks, along with the unit’s featured resources, will engage students with the themes of belonging, achievement, and success. Students will explore these themes by examining a variety of primary and secondary sources.</p> <p><b>Supporting Questions</b></p> <p>→ <i>Supporting Question 1: Who were the entrepreneurs who built Durham’s Black Wall Street?</i></p> <p>This question is aimed at humanizing the achievements of Durham’s Black entrepreneurs. Through reading short biographies, students will learn about the lives, habits, and vision that propelled individuals to economic success. The featured sources allow students to investigate while also ensuring that it remains accessible to the middle school reader.</p> <p>→ <i>Supporting Question 2: What were the major institutions of Durham’s Black Wall Street?</i></p>

	<p>This supporting question builds upon the first by having students analyze how businesses, banks, hospitals, and schools built by Durham’s Black entrepreneurs impacted their community. Students’ exploration of this question will further build their understanding of Black agency and success.</p> <p>→ <i>Supporting Question 3: To what extent did the entrepreneurs and laborers of Durham’s Black Wall Street contribute to the Industrial Revolution?</i></p> <p>This question requires students to consider Black Wall Street’s industrial output and its relevance to the larger U.S. economy.</p> <p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>→ <i>Day 1:</i> Staging the compelling question and background reading for supporting question 1.</li> <li>→ <i>Days 2-4:</i> Supporting question 1 research and completion of Durham’s Black Wall Street’s Entrepreneurs Performance Task.</li> <li>→ <i>Days 5-6:</i> Supporting question 2 research and completion of The Institutions of the Durham’s Black Wall Street Performance Task.</li> <li>→ <i>Days 7-8:</i> Supporting question 3 research, completion of Durham’s Industry During the Industrial Revolution Performance Task, and poem analysis.</li> <li>→ <i>Days 9-10:</i> Summative Performance Task.</li> </ul>
<p>Objectives &amp; Outcomes</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>→ Make an argument based on historical evidence.</li> <li>→ Have a more complete understanding of the contributions of African Americans to the national economy.</li> </ul>
<p>Standards</p>	<p><b>Common Core Social Studies Reading Standards, Grade 7: 1, 2, 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>→ <a href="#">CCSS.ELA-LITERACY.RI.7.1</a>: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>→ <a href="#">CCSS.ELA-LITERACY.RI.7.2</a>: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>→ <a href="#">CCSS.ELA-LITERACY.RI.7.6</a>: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> <li>→ <a href="#">CCSS.ELA-LITERACY.RI.7.7</a>: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing</li> </ul>

each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

- [CCSS.ELA-LITERACY.RI.7.8](#): Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**Common Core Social Studies Writing Standards, Grade 7: 1, 4, 7, 8**

- [CCSS.ELA-LITERACY.W.7.1](#): Write arguments to support claims with clear reasons and relevant evidence.
- [CCSS.ELA-LITERACY.W.7.4](#): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-LITERACY.W.7.7](#): Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- [CCSS.ELA-LITERACY.W.7.8](#): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Durham Public Schools’ 7th Grade Social Studies Focus Standards**

- 7. B.1.2 - Explain how values and beliefs affect human rights, justice, and equality for different groups of people.
- 7. E.1.2 - Explain how national and international economic decisions reflect and affect the interdependency of societies.
- 7. E.1.4 Explain how competition for resources affects the economic relationship.
- 7. H.1.2 - Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.
- 7. H.1.3 - Compare individual and societal responses to globalization in various regions and societies.

**Durham Public Schools’ 8th Grade Social Studies Focus Standards**

- 8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation
- 8.E.1.2 Explain how industry and trade impact the economy and people of North Carolina and the nation
- 8.E.1.3 Distinguish the role women, indigenous groups, and racial minorities have played in contributing to the economic

	<p>prosperity of North Carolina in terms of equity, equality, and mobility</p> <ul style="list-style-type: none"> <li>→ 8.H.2.1 Explain how innovation and technology have contributed to change in North Carolina and the nation</li> </ul> <p><b><u>Durham Public Schools’ Inquiry Standards</u></b></p> <ul style="list-style-type: none"> <li>→ I.1.1 Construct a compelling question through a disciplinary lens individually and with peers.</li> <li>→ I.1.2 Construct supporting questions based upon disciplinary concepts.</li> <li>→ I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.</li> <li>→ I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection</li> </ul>
<p>Unit Resources</p>	<p><b><i>The 1619 Project Resources</i></b></p> <ul style="list-style-type: none"> <li>→ <a href="#"><i>Born on the Water</i></a> by Nikole Hannah-Jones and Renée Watson, illustrated by Nikkolas Smith             <ul style="list-style-type: none"> <li>◆ Emphasis on “Legacy”</li> </ul> </li> <li>→ “Democracy” by Nikole Hannah-Jones in <a href="#"><i>The 1619 Project: A New Origin Story</i></a></li> </ul> <p><b>Featured Resources</b></p> <p><i>Primary Source Materials</i></p> <ul style="list-style-type: none"> <li>→ <a href="#"><i>Durham, North Carolina: A Center of Industry and Education</i></a></li> <li>→ <a href="#">“Lincoln Hospital of Durham, North Carolina. A short history” by Charles D. Watts and Frank W. Scott, <i>Journal of the National Medical Association</i> (Mar. 1965: Vol. 57, No. 2, pp. 177-183)</a></li> <li>→ <a href="#">R. B. Fitzgerald Brick Advertisement</a></li> </ul> <p><i>Articles and Short Readings</i></p> <ul style="list-style-type: none"> <li>→ <a href="#">“9 Historic Black Neighborhoods That Celebrate Black Excellence” by Brianna Rhodes, <i>Saving Places</i></a> <ul style="list-style-type: none"> <li>◆ Emphasis on Hayti - Durham’s Black Community</li> </ul> </li> <li>→ <a href="#">“African American Millhands, the Durham Hosiery Mills, and the Politics of Race and Gender in Durham’s Textile Industry, 1903-1920” by Kathryn M. Silva, <i>The North Carolina Historical Review</i> (Jan. 2017: Vol. 94, No. 1, pp. 59-88)</a></li> <li>→ <a href="#">“Black American History and Culture: North Carolina 1870-1920,” NCPedia</a></li> <li>→ <a href="#">“Black Wall Street/Historic Parrish Street,” LocalWiki</a></li> <li>→ <a href="#">“Famous African Americans in the Textile Industry,” <i>Ripstop by the Roll</i></a></li> <li>→ <a href="#">“Mechanics and Farmers Bank” from the <i>Minority Banking Timeline</i> by Partnership for Progress</a></li> </ul>

	<ul style="list-style-type: none"> <li>→ <a href="#">“North Carolina Mutual Life Insurance Company Building in the 1920s,” Durham County Library</a></li> <li>→ <a href="#">“Our Heritage: A Tradition of Growth,” North Carolina Central University</a></li> </ul> <p><i>Biographies of Durham’s Black Entrepreneurs</i></p> <ul style="list-style-type: none"> <li>→ <a href="#">Aaron McDuffie Moore, NCPedia</a></li> <li>→ <a href="#">Charles Clinton Spaulding, BlackPast</a></li> <li>→ <a href="#">John Merrick, NCPedia</a></li> <li>→ Lynda Moore Merrick             <ul style="list-style-type: none"> <li>◆ <a href="#">Elna Spaulding, Lyda Moore Merrick, and Mary D. B. T. Semans, Durham Public Library</a></li> <li>◆ <a href="#">Mrs. Lyda Moore Merrick [Spoken Word Poem]</a></li> </ul> </li> <li>→ <a href="#">Margaret Faucette, Durham History Museum</a></li> <li>→ <a href="#">Robert George Fitzgerald, NCPedia</a></li> <li>→ <a href="#">Viola Mitchell Turner, BlackPast</a></li> </ul> <p><i>Books</i></p> <ul style="list-style-type: none"> <li>→ <a href="#">Upbuilding Black Durham: Gender, Class, and Black Community Development in the Jim Crow South by Leslie Brown</a></li> </ul> <p><i>Films and Videos</i></p> <ul style="list-style-type: none"> <li>→ <a href="#">“Black Wall Street - Durham”</a> (from PBS NewsHour)</li> <li>→ <a href="#">Durham Marches On</a> (1948 Film)</li> </ul>
<p>Performance Tasks</p>	<p><b>Formative Performance Tasks</b></p> <p>The formative performance tasks help students build content knowledge in order to adequately address the inquiry’s compelling question.</p> <ul style="list-style-type: none"> <li>→ Durham’s Black Wall Street’s Entrepreneurs Performance Task [<a href="#">.docx</a>] [<a href="#">.pdf</a>]</li> <li>→ The Institutions of the Durham’s Black Wall Street Performance Task [<a href="#">.pdf</a>]</li> <li>→ Durham’s Industry During the Industrial Revolution Performance Task [<a href="#">.docx</a>] [<a href="#">.pdf</a>]</li> </ul> <p><b>Summative Performance Task</b></p> <p>The summative performance task requires students to synthesize their learning and create an argument based on historical evidence. The task allows students to evaluate the concept of legacy and assess the legacy of the Black entrepreneurs and laborers who created thriving communities and contributed to the U.S. industrial revolution.</p>

<p>Assessment/Evaluation</p>	<p>Students will be evaluated in several ways:</p> <ul style="list-style-type: none"><li>→ <b>Formative Performance Task Presentations:</b> Students will be evaluated based on their presentations of completed performance tasks.<ul style="list-style-type: none"><li>◆ Durham's Black Wall Street's Entrepreneurs Presentation Rubric [<a href="#">.docx</a>] [<a href="#">.pdf</a>]</li><li>◆ Durham’s Industry During the Industrial Revolution Presentation Rubric [<a href="#">.docx</a>] [<a href="#">.pdf</a>]</li></ul></li><li>→ <b>Tenacious Trailblazers Assessment:</b> Students’ knowledge of Durham’s Black Wall Street’s Entrepreneurs will be evaluated through their completion of the Tenacious Trailblazers Assessment.<ul style="list-style-type: none"><li>◆ The Tenacious Trailblazers of Durham Black Wall Street’s <i>Assessment</i> [<a href="#">.docx</a>] [<a href="#">.pdf</a>] and Answer Key [<a href="#">.docx</a>] [<a href="#">.pdf</a>]</li></ul></li><li>→ <b>Summative Performance Task:</b> For the summative performance task, teachers will create their own criteria and rubric to reflect their expectations for student performance.<ul style="list-style-type: none"><li>◆ Please note that there is no rubric provided for the summative task.</li></ul></li></ul>
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DAILY LESSONS AND RESOURCES

Day 1: Staging the Compelling Question

Lesson Objective & Essential Question
<p><b>Essential Question:</b> What is the legacy of Durham’s Black Wall Street?</p> <p><b>Objective:</b> Students will be able to explain the legacy of Durham’s Black Wall Street and why it was important to Durham's community.</p>
Lesson Materials & Resources
<ul style="list-style-type: none"><li>→ “Democracy” by Nikole Hannah-Jones in <i>The 1619 Project: A New Origin Story</i> (focus: page 10)</li><li>→ 3-2-1 activity<ul style="list-style-type: none"><li>◆ <a href="#">.pptx</a></li><li>◆ <a href="#">.pdf</a></li></ul></li><li>→ Quote analysis activity<ul style="list-style-type: none"><li>◆ <a href="#">.pptx</a></li><li>◆ <a href="#">.pdf</a></li></ul></li></ul>
Lesson Activities
<ol style="list-style-type: none"><li>1. Read excerpts or the entire text of “Democracy” as a class. Be sure to read page 10 to the entire class. Have students highlight the passage(s) that resonate with them to share with the class. Ask students if they know of any other ways that African Americans contributed to the economic success of the United States.</li><li>2. Use a protocol such as <a href="#">3-2-1</a> or <a href="#">Color-Symbol-Image</a> to help students make meaning of the text.<ul style="list-style-type: none"><li>→ Project <a href="#">this slide</a> for students, or share it as a handout.</li><li>→ Instruct students to...<ul style="list-style-type: none"><li>◆ List 3 facts from the text that they found extremely interesting.</li><li>◆ List 2 facts from the text that reiterate the contributions that African Americans have made to our nation.</li><li>◆ List 1 question about the text for their fellow classmates to answer.</li></ul></li></ul></li><li>2. Facilitate a quote analysis activity.<ul style="list-style-type: none"><li>→ Project <a href="#">this slide</a> for students, or share it as a handout.</li><li>→ Read the quote aloud as a class: <i>“But it would be historically inaccurate to reduce the contributions of Black people to the vast material wealth created by our bondage. Black Americans have also been, and continue to be, foundational to the idea of American freedom.”</i> –Nikole Hannah-Jones</li><li>→ Discuss the following questions as a class:<ul style="list-style-type: none"><li>◆ What is Nikole Hannah-Jones’s quote conveying to the reader?</li><li>◆ What do you think about this quote?</li></ul></li></ul></li><li>3. Introduce the compelling question for the unit to students: <i>What is the legacy of Durham’s Black Wall Street?</i> Let them know that in this unit, they will explore the contributions of Black Americans to local and national wealth and freedom.</li><li>4. Debrief with students. Be sure to highlight the themes of belonging and contribution, and emphasize that</li></ol>

you will return to these themes throughout the unit.

Days 2-4: Supporting Question 1

Lesson Objective & Essential Question

**Essential Question:** Who were the entrepreneurs who built Durham’s Black Wall Street?

**Objective:** Students will be able to identify the entrepreneurs who helped to develop Durham’s Black Wall Street and why they were important to Durham’s community.

Lesson Materials & Resources

- [Image for See, Think, Wonder warm-up \[.jpg\]](#)
- Durham’s Black Wall Street Entrepreneurs slide presentation (*includes a link to “[Black Wall Street - Durham.](#)” a 6m 46s video from PBS NewsHour*)
  - ◆ [.pptx](#)
  - ◆ [.pdf](#)
- Performance Task: Durham’s Black Wall Street’s Entrepreneurs (*includes links to biographies*)
  - ◆ [.docx](#)
  - ◆ [.pdf](#)
- Rubric: Durham’s Black Wall Street’s Entrepreneurs Presentation Rubric
  - ◆ [.docx](#)
  - ◆ [.pdf](#)
- Assessment: The Tenacious Trailblazers of Durham’s Black Wall Street
  - ◆ [.docx](#)
  - ◆ [.pdf](#)
- Answer Key: The Tenacious Trailblazers of Durham’s Black Wall Street
  - ◆ [.docx](#)
  - ◆ [.pdf](#)
- [Adapted Biographies for ELLs \[zip file\]](#)

Lesson Activities

1. To begin this lesson, lead students in an “I See, I Think, I Wonder” activator using [this image](#) showing prominent figures in the history of Durham’s Black Wall Street. (This activity is a 21st Century Best Practice strategy that encourages students to access their background knowledge and cultivate students’ interest.)
2. Frame the lesson for students.
  - Introduce the question: “Who were the entrepreneurs who built Durham’s Black Wall Street?”
  - Explain that students will read short biographies to learn about the lives and visions of these entrepreneurs, focusing on how they achieved economic success and contributed to their community.
3. Facilitate this [slide presentation](#), including a screening and discussion of a *PBS NewsHour* video about Durham’s Black Wall Street and an introduction of key terms and phrases learners need to know to engage fully with this unit, including:



- **Emancipation:** the fact or process of being set free from legal, social, or political restrictions, liberations. (Source: dictionary.com)
  - **The United States Civil War:** A war between citizens from the Northern Union States and the Southern Confederacy States that started in South Carolina on April 12, 1861 and ended in Spring, 1865.
  - **Stagville Plantation:** One of the largest sites of mass slavery in North Carolina with over 30,000 acres of land and over 1,000 enslaved people. (Source: North Carolina Historic Sites website)
  - **Durham's Black Wall Street:** A set of 4 blocks on Parrish St., that were home of economically powerful black owned businesses such as Liberty Mutual Life Insurance and Mechanics and Farmers Bank.
  - **Entrepreneur:** a person who organizes and operates a business or businesses, taking on greater than normal risks in order to do so. (Source: dictionary.com)
4. Read the text about Historic Stagville Plantation in Durham, NC, provided in this resource [[.docx](#)] [[.pdf](#)]. (Use [slides 6-11 in this presentation](#) for additional support for this lesson.)
5. Next, have your scholars Think, Pair, and Share with one another about what 5 facts from the article resonated with them. Ask individual scholars to report out.
6. Have the students complete the 3-2-1 activity that is included in [the slide presentation](#).
7. Have scholars answer the questions by using the Going Back To The Text (GBTTT) activity that is included in the slide. As an extension utilize online apps such as padlet.
8. Read 'The Origins of Black Wall Street' as a group.
- This reading can be found on page 1 of the Durham's Black Wall Street's Entrepreneurs Performance Task Sheet [[.docx](#)] [[.pdf](#)].
9. Facilitate a discussion of the reading using these guiding questions:
- Who were the original settlers of Durham's Hayti community? Why is this significant?
  - Why did settlers choose to build a segregated community, and how did this decision impact its success?
10. Introduce Part A of Durham's Black Wall Street Entrepreneurs Performance Task.
- Explain that students will research four entrepreneurs from the provided list and create a poster or newspaper to report their findings.
  - Inform students that they will need to answer the following questions:
    - ◆ **Who** was (the name of your selected entrepreneur)?
    - ◆ **What** were the major contributions (the name of your selected entrepreneur) made to the Durham community?
    - ◆ **Where** did (the name of your selected entrepreneur) live in Durham, NC?
    - ◆ **Why** was (the name of your selected entrepreneur) important to the Durham community?
    - ◆ **How** did (the name of your selected entrepreneur) influence the Durham community?
    - ◆ **When** was (the name of your selected entrepreneur) the most influential in the Durham community? Explain why.

11. Give students time to complete Part A of Durham's Black Wall Street Entrepreneurs Performance Task.
  - Biographies for each of the entrepreneurs are linked in the Durham’s Black Wall Street’s Entrepreneurs Performance Task Sheet [[.docx](#)] [[.pdf](#)]. Students should consult these biographies to answer the research questions.
  - If students decide to utilize sources outside of the ones provided for this exercise, provide guidance on identifying reliable sources.
  
12. Administer the Tenacious Trailblazers Assessment [[.docx](#)] [[.pdf](#)].
  - Explain that students will demonstrate their knowledge of Durham’s Black Entrepreneurs by completing a multiple-choice assessment. Inform students that they must correctly identify the entrepreneur based on an image and description.
  
13. Introduce Part B of Durham's Black Wall Street Entrepreneurs Performance Task.
  - Explain that for this part of the assignment, students are required to do two tasks:
    - ◆ Synthesize their findings into a newspaper article or research poster.
    - ◆ Write two paragraphs using the ACES method to respond to the question Who were some of the outstanding Black people who made Durham, North Carolina’s Black Wall Street a strong and prosperous community?
  
14. Allow time for students to create their poster or articles, and write their ACES paragraphs.
  
15. Have students present their completed Durham's Black Wall Street Entrepreneurs Performance Task to the class.

*Days 5-6: Supporting Question 2*

Lesson Objectives & Essential Question

**Essential Question:** What were the major institutions of Durham’s Black Wall Street?

**Objectives:**

- Students will be able to identify and describe the major black historical institutions that were an intricate part of Durham’s Black Wall Street.
- Students will be able to explain the importance of Durham’s black historical institutions and how they were responsible for cultivating Durham’s Black Wall Street.

Lesson Materials & Resources

- [“9 Historic Black Neighborhoods That Celebrate Black Excellence”](#) by Brianna Rhodes, [Saving Places](#)
  - ◆ Emphasis on Hayti - Durham’s Black Community
- [“Lincoln Hospital of Durham, North Carolina. A short history”](#) by Charles D. Watts and Frank W. Scott, [Journal of the National Medical Association](#) (Mar. 1965; Vol. 57, No. 2, pp. 177-183)
- [“Mechanics and Farmers Bank”](#) from the [Minority Banking Timeline by Partnership for Progress](#)
- [“Our Heritage: A Tradition of Growth.”](#) North Carolina Central University
- [“Black Wall Street/Historic Parrish Street.”](#) LocalWiki
- [“North Carolina Mutual Life Insurance Company Building in the 1920s.”](#) Durham County Library
- Performance Task: [“The Institutions of the Durham’s Black Wall Street”](#) Jigsaw Activity

### Lesson Activities

1. Display the title slide of [“The Institutions of the Durham’s Black Wall Street”](#) Jigsaw Activity.
  - Instruct students to observe the image silently and reflect on what they see.
2. Lead students in the completion of a KW chart.
  - Instruct the students to divide their document or paper into two columns. Have them title one column ‘Know’ and the other ‘Would Like to Learn.’ Instruct students to write what they already know about Durham’s historical institutions in the ‘Know’ column, and what they would like to learn about Durham’s historical institutions in the ‘Would Like to Learn’ column.
3. Frame the lesson for students.
  - Share the essential question: What were the major institutions of Durham’s Black Wall Street?
  - Explain to students that in this lesson they will learn about the historical institutions that were an intricate part of Durham’s Black Wall Street, and explain the importance of Durham’s black historical institutions and how they were responsible for cultivating Durham’s Black Wall Street.
4. Introduce the key terms and phrases learners need to know in order to fully engage with this lesson:
  - **Institutions:** organizations, establishments, foundations, societies, or the like, devoted to the promotion of a particular cause or program, especially one of a public, educational, or charitable character. (Source: dictionary.com)
  - **Universities:** institutions of learning of the highest level. (Source: dictionary.com)
  - **Insurance Companies:** Companies that create insurance products to take on risks in return for the payment of premiums. Companies may be mutual (owned by a group of policyholders) or proprietary (owned by shareholders).(Source: Association of British Insurers)
5. Walk students through the instructions for [The Institutions of Durham’s Black Wall Street Jigsaw Activity](#).
  - Explain to students that in this exercise they will work collaboratively to read an article about one or two of the institutions of Black Wall Street. Then, they will work in their groups to craft responses to the guided questions. Lastly, students will create a thought-provoking visual to share with the class.
  - Divide students into groups. Assign each group one or two of the following institutions:
    - ◆ [Hayti](#)
    - ◆ [Lincoln Hospital](#)
    - ◆ [Mechanics and Farmers Bank](#)
    - ◆ [North Carolina Central University](#)
    - ◆ [Durham’s Parish Street](#)
    - ◆ [North Carolina Mutual Life Insurance Company](#)
  - Make sure students are aware of which article relates to their institution(s) and that they have access to it/them.

6. Allow students time to work on [The Institutions of Durham’s Black Wall Street Jigsaw Activity](#) and visual presentation.

Days 7-8: Supporting Question 3

Lesson Objective & Essential Question

**Essential Question:** To what extent did the entrepreneurs and laborers of Durham’s Black Wall Street contribute to the Industrial Revolution?

**Objective:** Students will be able to read and analyze excerpts from a variety of primary source documents.

Lesson Materials & Resources

- [Born on the Water](#) by Nikole Hannah-Jones and Renée Watson, illustrated by Nikkolas Smith
- [Durham, North Carolina: A Center of Industry and Education](#)
- [Upbuilding Black Durham: Gender, Class, and Black Community Development in the Jim Crow South](#) by Leslie Brown
- [“African American Millhands, the Durham Hosiery Mills, and the Politics of Race and Gender in Durham’s Textile Industry, 1903-1920”](#) by Kathryn M. Silva, *The North Carolina Historical Review* (Jan. 2017: Vol. 94, No. 1, pp. 59-88) (focus on pages 59-60)
- [Robert George Fitzgerald](#), NCPedia
- [“Famous African Americans in the Textile Industry,” Ripstop by the Roll](#) (focus on [John Merrick’s Textile Mill](#))
- [R.B. Fitzgerald Brick Advertisement](#)
- [“Black American History and Culture: North Carolina 1870-1920,”](#) NCPedia
- Lesson: Durham’s Industry During the Industrial Revolution
  - ◆ [.docx](#)
  - ◆ [.pdf](#)
- Performance Task: Durham’s Industry During the Industrial Revolution Performance Task
  - ◆ [.docx](#)
  - ◆ [.pdf](#)
- Rubric: Durham’s Industry During the Industrial Revolution Presentation Rubric
  - ◆ [.docx](#)
  - ◆ [.pdf](#)

Lesson Activities

- 1.. Introduce the key terms and phrases learners need to know in order to fully engage with this lesson:
- **The Industrial Revolution:** a period of scientific and technological development in the 18th century that transformed largely rural, agrarian societies—especially in Europe and North America—into industrialized, urban ones. (Source: History.com)
  - **Textile Industry:** the industry in which the production, processing, manufacture, and distribution of fabrics occurs. (Source: study.com)
  - **Labor:** productive activity, especially for the sake of economic gain. (Source: dictionary.com)
  - **Workforce:** the total number of people employed or employable. (Source: dictionary.com)

- **Entrepreneurs:** a person who organizes and operates a business or businesses, taking on greater than normal risks in order to do so. (Source: dictionary.com)
- 2. Play excerpts from the 1948 film *Durham Marches On*.
  - [Begin playing the film at the 26:30 mark](#). Explain to students that the clips they will watch convey how “Faith Auto Service” and the “EnToole Electric Company” were thriving Black owned Durham businesses during the Industrial Revolution.
- 3. Facilitate a quote analysis.
  - Have students analyze these select quotes by responding to the corresponding guiding question:
    - ◆ **Quote:** “social and economic development is more striking than that of any similar group in the nation.” (Source: W.E.B. Du Bois quoted in Leslie Brown’s *Upbuilding Black Durham*)
      - **Guiding Question:** What do you think W.E.B. Du Bois’s 1912 statement about black Durhamites is conveying?
    - ◆ **Quote:** “Concerned with the plight of the southern black community, Fitzgerald went south to the south. Subsequently, he erected the largest brick structure in Durham. In 1884, the Fitzgerald brick factory produced over two million bricks, and three Fitzgerald brothers participated in major construction projects in the Durham-Chapel Hill area until Robert’s war wounds restricted his activities.” (Source: [Robert George Fitzgerald, NCPedia](#))
      - **Guiding Question:** What is the central idea of this quote?
    - ◆ **Quote:** “Durham is the city of the New South, an integral part of the United States of America, and as such her motto is “one country, one flag, one destiny.” (Source: Durham’s Local Boosters quoted in Leslie Brown’s *Upbuilding Black Durham*)
      - **Guiding Question:** What do you think this quote by Durham’s local boosters means?
    - ◆ **Quote:** “Blacks must instead turn to ‘education, business and industrial progress,’ ‘keep quiet and saw wood,’ and turn their ‘attention to making money.’ In ‘commercial opportunity’ they would ‘hammer away.’” (Source: Mutual Founders quoted in “Black American History And Culture: 1870-1920,” NCPedia)
      - **Guiding Question:** What do you think that this quote by the Mutual Founders means?
  - Teachers may select how many quotes to use and modify the questions based upon students’ needs.
  - These quotes and guiding questions may also be found in Durham’s Industry During the Industrial Revolution Lesson [[.docx](#)][[.pdf](#)]
- 4. Introduce students to Durham’s Industry During the Industrial Revolution Performance Task [[.docx](#)][[.pdf](#)].
  - Explain that students will create a public service announcement (PSA) or infographic about Durham’s industry by utilizing Durham’s Industry and Upbuilding Black Durham.
  - Inform students that this performance task consists of three major steps. Walk students through the steps:
    - ◆ Step 1: Complete the tasks labeled 'Must Do' in the criteria column, and then choose one or two tasks labeled 'You Choose' to complete.
    - ◆ Step 2: Answer the guiding question: “To what extent did the Industrial Revolution contribute to the development of Durham’s Black Wall Street?”
    - ◆ Step 3: Present your performance task to the group. Be sure to follow the rubric!
- 5. Provide students time to work on the performance task.
- 6. Have students present their completed performance task.

- Ensure that students understand the expectations outlined in the rubric [[.docx](#)] [[.pdf](#)] before delivering their presentations.

7. Read “Legacy” from *Born on the Water* as a group.

- Lead students in a discussion on how the poem connects with themes of belonging, achievement, and community building.

Additional Lesson Activities

- Richard Fitzgerald’s Brick Company [Primary Source Analysis](#)
- The Causes and Effects of the [Coleman Manufacturing Company](#)

*Days 9-10: Summative Performance Task*

Lesson Objective & Essential Question

**Essential Question:** What is the lasting legacy of Durham’s Black Wall Street?

**Objective:** Students will be able to make an argument that illustrates the lasting legacy of Durham’s Black Wall Street.

Lesson Materials & Resources

- Quote Analysis Activity
  - ◆ [.pptx](#)
  - ◆ [.pdf](#)
- Teacher Created Summative Assessment Assignment
- Teacher Created Graphic Organizers and/or Process Assignments
- Teacher Created Argumentative Summative Assessment Rubric

Lesson Activities

- 1.. Facilitate a quote analysis.
  - Project [this slide](#) for students, or share it as a handout.
  - Read the quotes aloud as a class:
    - ◆ *“But Black people’s financial success often seemed to provoke the harshest response,....With limited opportunities to accumulate wealth or even financial stability, Black folks had to work extraordinarily hard and strike just enough luck to cobble together a living. Gathering the means to educate their children and keep their families safe was a full-time mission-a tough one, given that nearly all of them started with nothing.”* –Nikole Hannah-Jones
    - ◆ *“Black Americans helped build the economic foundation that has made the United States a global power,....”* - Nikole Hannah-Jones
  - Discuss the following questions as a class:
    - ◆ What is Nikole Hannah-Jones’s quote conveying to the reader?
    - ◆ What do you think about this quote?
2. Frame the lesson for students.
  - Explain that students will utilize their learning from throughout this unit to make an argument that illustrates the lasting legacy of Durham’s Black Wall Street.

3. Introduce students to the key terms and phrases necessary for them to complete the Summative Assessment.

- Industrial Revolution
- Citation
- Summarize
- Argumentative Essay

4. Ask students: why was Durham, North Carolina considered the “Mecca” of Black Wall Streets during the Industrial Revolution?

- Instruct students to work collaboratively to craft a response to this question. Advise them to consult with their notes from previous class sessions to aid in the development of their responses.
- Share with students that this exercise is in preparation for the summative assessment.

5. Introduce students to the teacher-created materials for the Summative Assessment.

- For the summative assessment students should craft an argumentative essay that responds to the question: What is the lasting legacy of Durham’s Black Wall Street?
- Teachers should determine the format students will use to communicate their arguments and create rubrics and/or assessment processes to support them in writing their argumentative essays.

6. Give students time to craft their argumentative essays.

#### Extension Activities

- **Researching Black Entrepreneurs:** Have students research Black entrepreneurs in their communities and answer the following questions:
  - ◆ What obstacles do Black entrepreneurs face today?
  - ◆ How do the challenges they face compare to those faced by Durham’s Black entrepreneurs?
- **Taking Informed Action:** Invite a local Black entrepreneur to class. In preparation for the visits, have students prepare questions for the entrepreneur.
  - ◆ For North Carolina Educators: Invite researchers from the Hayti Center to discuss historical aspects of Black Wall Street and its impact on local and global communities.