

History Links

Ithaca's Southside Community

This kit was made possible through funding from the Ithaca College In/Visible Histories Project and support from *The DeWitt Historical Society of Tompkins County*.
Curriculum Design by Joe Exantus and Andrea Volckmar.

I. Understanding by Design model for this unit:

A. Overarching Understandings

1. People are part of a community when they have a shared history with other members of the community, and/or because of their physical residence/employment in the place where the community is located.
2. Members of a community cooperate to help each other solve problems and meet the needs of the community as a whole.
3. Individuals value their participation in a community for a variety of reasons.
4. Within a community, leadership emerges and leaders contribute to solving community problems.
5. Often, solving the problems of a community entails the assistance and support of larger governmental and social entities, and influential individuals beyond the community.
6. In constructing an understanding of past events, historians rely on a wide range of primary sources, including photographs, interviews, letters, artifacts, maps and city directories.

B. Essential Overarching Questions:

1. How do historians construct an understanding of the past?
2. What is a neighborhood?
3. What is a community?
4. How does the community benefit/change by having its residents involved in community activities?
5. Why do people value being part of a community?
6. What makes Southside unique? Why should we learn about Southside neighborhood as opposed to other Ithaca neighborhoods?
7. What valuable lessons can other communities learn from studying the Southside example?
8. What is the significance/importance of the Southside Community Center in facilitating the development and sense of community in its neighborhood?

C. Specific Topic Understandings:

1. The Southside community in Ithaca, New York, is located south of State Street, North of Titus Ave., East of Route 13 (Meadow St.) and West of Cayuga Street.
2. As a neighborhood/community, Ithaca's Southside has a history that extends back for over 150 years.
3. Important institutions in establishing and maintaining the identity of the Southside community have included the African Methodist Episcopal Zion Church, the Southside Community Center, and the Elks Club.
4. During the Great Depression of the 1930s, Southside community members worked together to help individuals and families cope with the hard times.
5. The churches in the Southside community have provided an important source of emotional strength and cooperation for people in the community.
6. Members of the Southside community today continue to support their neighborhood and cooperate to solve shared problems.

D. Essential Topic Questions:

1. How has the Southside neighborhood community in Ithaca cooperated to support the people of their community in good times and in bad?
2. What important social organizations form the heart of the Southside community?
3. What do people in Southside today continue to value about their community?

II. Assessments / Evidences of Understanding that students will demonstrate:

A. Performance Task – EOQ#2: What is a neighborhood?

Students do a walkabout of the Southside neighborhood streets. In small groups, students tour the streets of Southside with neighborhood maps, color pencils, clipboards, video, and digital or 35mm cameras. Each group will approach the project as if they were giving a tour of the Southside neighborhood. What are the boundaries of the neighborhood? What would they show to their tour group? How would they describe the area? Each group would do the following:

- List the name and location of the Southside neighborhood.
- List characteristics of the Southside neighborhood (commercial, cultural, residential, recreational).
- List important places and buildings.
- List landmarks (signs, monuments, landforms, artworks, buildings, and gathering places) that are important to most residents.

Students will draw outlines of the Southside neighborhood, take photos, and make comments. Students will also document the people of Southside (if possible, arrange to have students conduct interviews with some the residents).

Follow up lesson: Students will use information they gather during their walking tour to incorporate in their report. Students have the options of creating a large map of Southside, create models, draw sketches, video presentation, power point etc... The focus of the presentation should be on creating a complete picture of the Southside neighborhood

Follow up questions: Did they get a better picture of the Southside by canvassing the neighborhood's streets? What assumptions did they make before their visit? Were the assumptions proven correct or not? Explain. What's appealing about the neighborhood? What can people do to make this an even better neighborhood? If you were doing a service project in the Southside Community, how would you choose to get involved?

B. Performance Task – EOO#4: What does it mean to be part of a community?

1. Students interview an adult friend or family member about their community identification and participation, and why they value being part of a community. The students summarize and share the information they gathered. They present their interpretation about what it means to be part of a community in ... what form(s)?

2. Interviewing members of the Southside.

Option A: Students will select a Southside community member to interview (the teacher would generate this list which should include many of the community members depicted in the documentary, *Passing it On*). The students will contact the person they've selected and arrange an interview (the teacher can also arrange to invite these community members to come to their classrooms to be interviewed by the students).

Option B: Teachers will invite a guest speaker or panel of speakers for students to ask their prepared questions of. This would facilitate the transfer of knowledge by reducing the time and energy needed to conduct individual interviews for all students. It also solves the human resources issues.

Before students interview community members or engage with the guest panel, they would watch and discuss the documentary, *Passing it On*. Students will prepare a list of questions based on information from the documentary and additional information on Southside. Some possible questions:

When did you move to this community?; Why did you become involved in community life?; What is the best thing about being active in the community and why?; What is the most difficult thing about being a community member / activist?; What do you contribute to the community?; What is your hope or dream for the Southside community in the next decade? Please explain; What are some of the new challenges facing the Southside community and what are some of the strategies that have been effectively used to address them?

Students conduct the interview and prepare a written and oral presentation on the results of their interview. The report should include ideas about: what constitutes a community; how an individual becomes a member of a community; and what it means to be part of a community, etc...

Follow up: Have students compile a list of ways people can contribute to their community. As a class, analyze and discuss the differences among members of the Southside community. Discuss the range and variety of contributions to the community. Could the community manage without these contributions, or How would the community be different without these contributions? . Students will compare/contrast what they have learned about the Southside community, to what they learned from the interview with a family member or friend. The teacher would provide a list of elements to compare.

III. Learning Experiences which will lead students to the Understandings:

- Students use a series of primary and secondary sources which span at least 150 years, and identify what each source reveals about the Southside neighborhood at that time, using a CRQ format. The students then create an illustrated timeline that displays these pieces of Southside history.
 - Possible choices of primary sources:
 - the view of Ithaca from the 1830s looking down Seneca St. from East Hill, in which the Southside area is mostly farmland;
 - evidence (what type?) of the AME Zion Church's contributions to the Underground Railroad;
 - a map of the neighborhood in the mid-to-late 1800s, and a City Directory entry or two of businesses in the neighborhood at that time;
 - the visit of Eleanor Roosevelt to the new Southside Community Center;
 - newspaper clippings about the neighborhood – perhaps a Juneteenth Festival, and a Community Center activity? During recent years.
 - The charter which established the SSCC – referred to in the documentary
- Students locate and analyze contemporary Ithaca Journal (and other local newspaper) clippings that refer to the Southside neighborhood and ways in which people are cooperating to serve its needs.
- Students view the videotape of Southside community. They analyze the video to determine what aspects of community are revealed in the video, and why the members of the community value those aspects of community life.
- Students analyze a series of 7 primary sources (photographs, brief excerpts of text, etc.), then write a Document Based Essay (DBQ) in response to the question prompt: How did the Southside neighborhood community cooperate to help individuals and families cope with the hardships of the Great Depression?
- Guest speakers visit the school, possibly someone from the City and Regional Planning Department at CU to talk about issues related to planning for a strong community. Perhaps a copy of this unit could be given to them so that they could come up with their own ideas about what they could talk about that would be related to the unit. This may best tie in to EOQ #9



A Brief History of the Southside Neighborhood

This is a summary of the Southside chapter by Claudia Montague in the book *Ithaca's Neighborhoods*, edited by Carol U. Sisler, Margaret Hobbie, and Jane Marsh Dieckmann. Summary by Andrea Volckmar.

From its beginnings, the Southside neighborhood of Ithaca has included residents of different races, with a concentration of African Americans. The Southside community in Ithaca, New York, is located south of State Street, North of Titus Ave., East of Route 13 (Meadow St.) and West of Cayuga Street.

The St. James AME Episcopal Zion Church

The St. James African Methodist Episcopal Zion Church in Ithaca was one of the first AME Zion churches in the United States. (The AME Zion Church was first organized in 1796 in New York City.) Like its parent church, the St. James AME Zion Church in Ithaca was organized to provide a church where African-Americans were welcome, as segregation was common in churches all over the United States. During its first two years, the Ithaca congregation met in a residence at the corner of Green and Geneva Streets. In 1833, the Ithaca church was chartered, and in 1836 it built the church building on Wheat Street, today known as Cleveland Avenue. A second story was added in 1861. Other additions included a bell tower, a kitchen, a choir loft, and a steeple.

During the years before and during the Civil War, the St. James African Methodist Episcopal Zion Church played an important role in the Underground Railroad. Ithaca included many abolitionists. AME Zion church members, and others, hid and assisted escaping slaves. Some of the pastors of the AME Zion Church were themselves escaped slaves. The famous abolitionists Harriet Tubman, and Frederick Douglass visited the church in Ithaca during the pre-Civil War period.

Early developers of the Southside

One of the nineteenth-century developers of the Southside was C.M. Titus. He was a local businessman who in 1868 bought a 360 acre piece of land and began to build on it. In order to drain the land and improve it for construction, Mr. Titus dug a new channel for Six Mile Creek through his swampy property. He laid out two streets on either side of Six Mile Creek, and named them after himself (North and South Titus Avenue). Mr. Titus built the Sprague House at the corner of South Albany Street and North Titus Avenue, for his wife's brother-in-law, Mr. Joseph B. Sprague.

Mr. Joseph B. Sprague became a popular and active leader in Ithaca, and was elected village president in 1877. One of the laws Mr. Sprague got the village to pass required livestock (like cows and horses) Ithaca to be tied up or fenced in. Before this law, livestock freely wandered through the village of Ithaca, trampling and eating people's plants. Mr. Sprague promoted improvements in Ithaca, and gave generously to the fire department.

Many of the houses along South Albany Street and along Hyers St. were built by Andrew C. Hyers. He sold the houses for around \$2,500 apiece during the years between 1904 and 1929. Purchasers could pay a deposit of \$100, and \$15 a month to buy a house. People who earned about \$0.50 per hour were able to afford Mr. Hyers' houses.

In 1917, Anna Quackenbush, a young nurse, came to Ithaca to help treat and prevent the spread of the contagious disease polio. Anna Quackenbush became friendly with Mary Hibbard, her

boarding house landlady. Miss Hibbard became interested in Anna's work, and began to take care of children who had been stricken with polio.

Polio (poliomyelitis), also called infantile paralysis, is caused by a virus and can leave its victims paralyzed and permanently deformed. For many years it was one of the most feared diseases, until the polio vaccine was developed by Jonas Salk in 1954. Miss Hibbard decided that Ithaca needed a place where young polio victims could receive care after their illness, and she organized a group of friends to raise money. They held luncheons, dinners, bazaars, and other events.

Miss Hibbard raised enough money to rent a house on South Albany Street and it opened as the Reconstruction Home in 1920. The Reconstruction Home was the first center of its kind in the United States, dedicated solely to the care of polio victims. The atmosphere was cheerful and friendly, and the most up-to-date treatments were used. Many Ithacans and Ithaca organizations supported the Reconstruction Home, including the Elks Club and Cornell University (which donated fresh fruits and vegetables from its farms, and free tickets to events).

The children at the Reconstruction Home were tutored so that they could keep up with their studies, and they received physical therapy to help them recover use of their limbs. The Reconstruction Home was such a success that it grew too big for its building, and a large addition was built in 1929. Franklin Delano Roosevelt, who was himself a polio victim, visited the Reconstruction Home when he was Governor of New York State. Other famous visitors included Amelia Earhart (aviator), Jack Dempsey (boxer), and Helen Hayes (actress). The institution kept growing and needing further improvements and additions.

After the polio vaccine was developed, and the number of polio victims dropped, the Reconstruction Home became more of a nursing home. Today it serves mostly elderly patients, and some younger patients recovering from accidents of illnesses.

The Great Depression of the 1930s

During the difficult times of the Great Depression, families in the Southside neighborhood helped each other, grew food in their gardens, and found creative ways of stretching their food supplies. Women sewed the clothes for their families. During the 1930s, Plain Street was still unpaved. The city sprinkled it with tar once a year to keep the dust down. Green Street was lined with shade trees, and was a beautiful, narrow street full of family homes. People organized dances and parties with music played by friends at local organizations like the Elks and Masons clubs. Social events were attended by young and old together, all enjoying the same music and dances. Dances went on until around 3:00 in the morning, and then people went to Stewart Park for a swim, ate breakfast, and got ready to go to work.

The Southside Community Center was organized by a Southside organization, the Francis Harper Woman's Club, to provide a place where local African-Americans, especially young people, could have a recreational and educational/health/cultural/social center. When the new Southside Community Center building was dedicated in 1938, First Lady Eleanor Roosevelt spoke at the event.

When the circus came to town, the tents went up at the old Fair Grounds on Meadow Street (near where TOPS is today). If the weather was rainy, and the Inlet flooded, people worried about the animals escaping. There were rumors that one year alligators escaped and hid in the marsh until they were recaptured.

The worst flood was in July of 1935. A severe rainstorm hit the region, and the creeks overflowed. The lower parts of Ithaca flooded, as deep as four feet in some places. The city was covered with mud, and mosquitoes multiplied. Cayuga Lake could not drain its south end, where Ithaca is, fast enough. After this flooding disaster, the flood control channel for the Inlet was

constructed. Route 13 was built along Meadow Street, and many businesses began to build along the new highway route.

World War II through the present

During World War II, people in Southside and all across the United States supported the war effort with metal and rubber recycling, victory gardens and by volunteering for service in the armed forces. Employment opportunities increased, and women worked outside their homes in larger numbers than ever before.

The Civil Rights Movement, and especially the murder of Dr. Martin Luther King, Jr., brought about some changes in Ithaca. Restaurants and hotels and employers who had discriminated against African American customers and employees, began to change their policies and end discriminatory practices. Sometimes protests and law suits forced change, as when Lionel Martin sued the local Villa Restaurant for denying him service, and won. However, banks continued to deny housing loans to many Southside residents, and housing repairs were hard for people to afford.

Much more low-cost housing was needed, and a number of projects were built with funding from the City of Ithaca, including housing for the elderly near Southside in the Titus Flats area (Titus Towers). A private, nonprofit organization, the Ithaca Neighborhood Housing Service (INHS) was started in 1977, in order to help homeowners upgrade and improve their homes inexpensively. INHS brought local banks into the cooperative effort to improve low-income housing. They brought housing inspectors to evaluate which homes most urgently needed improvements. They built support for a low-income home improvements loan program, in which home owners contribute their own time and work as "sweat equity" in order to help secure the loan. As INHS helped homeowners improve one house after another, enthusiasm spread among home owners and lending institutions. The banks' loans were repaid, and other local residents began to improve the appearance and safety of their properties. The efforts of INHS expanded beyond the Southside neighborhood, and continue to be important to the quality of life in Ithaca.

The Southside community is still primarily residential. Neighborhood residents continue to cooperate, support programs and special events for young people and people of all ages, and keep their neighborhood a pleasant place to live. The Southside maintains a distinct community identity.

History LINKS

Lesson: Constructed Response Questions

Timeline of Southside History

New York State Social Studies Standards:

Standard 1, Key Ideas 1,2,3 and 4:

1. "The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices and tradition."
2. "Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives."
3. "Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups."
4. "The skills of historical analysis include the ability to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments."

Main Ideas:

1. Historians learn about the past by examining and comparing primary sources.
2. Primary sources are numerous and varied, and include city directories, photographs, and many other direct pieces of evidence about the past.
3. A timeline is one way of displaying historical events chronologically.

Unit Summary:

Students read and organize their understanding of an historical overview of the Southside neighborhood. They then answer Constructed Response Questions about a series of documents revealing fragments of Southside history. The students finally construct a timeline of Southside history incorporating information from the documents and from their reading.

Vocabulary and Key Concepts:

timeline, primary source, secondary source

Skills/Content:

- Reading and writing

- Identifying details that support a main idea or topic
- Interpretation of images including photographs and maps
- Organizing of facts for a timeline
- Timeline construction

Materials Needed:

- copies for students of the “A Brief History of Ithaca’s Southside Neighborhood”
- copies for students of notetaking web to go with the Brief History reading
- copies for each student of CRQ documents and questions
- paper, rulers, pencils needed for timeline construction.

Lesson Steps/Instructional Strategies/Student Activities:

1. Students read the A Brief History of Ithaca’s Southside Neighborhood document, and complete the notetaking web. This may be done as homework, or as a class activity for students working alone or in pairs. Discuss the notetaking web, and make sure that all the students identify the most important details for each category on the web.
2. Teacher: Discuss with students the difference between a primary and a secondary source. Which is the Brief History? (a secondary source – in this case, an overview written in 2003 by Andrea Volckmar, summarizing a chapter in an earlier secondary source, the book Ithaca Neighborhoods) Discuss with students the ways in which misinformation could creep into a secondary source like the Brief History. If students wanted to check any of the facts in the Brief History for accuracy, how could they go about it?
3. Let students know that they will now have an opportunity to use a combination of primary and secondary sources to take a closer look at nuggets of Southside history.
 Review with the students the format of Constructed Response Questions (CRQs). Typically, CRQs include a document, followed by questions (three or more) of increasing complexity. The first one(s) is a Right There question, and the answer to the question can be located in one place in the document. The second level of question requires the student to compare different parts of the document in order to gather the information needed for the answer. The third level of question requires students to add their own prior understanding and knowledge to the information in the document.
 Sometimes a CRQ may have more than one document or more than three questions. Students should be careful always to read the title and caption, if any, and to look over the document thoroughly to locate less obvious information.
4. Give each student a packet of the CRQ questions. (Or, the teacher may prefer to hand out the CRQs one at a time. As the students complete each CRQ, discuss it with them. Talk over how to record answers, showing their thinking. CRQ format is used for some questions on the NYState social studies assessment. Help students evaluate whether their CRQ answers would be clear to a person scoring them as test questions.
5. Discuss each CRQ and whether the document is a primary or a secondary source, and how the students figure this out.

6. After the students complete the CRQs, have them construct a timeline incorporating the information in the documents and the Brief History. Tell them to include at least ten events. If you have paper 18 inches long, and give each decade one inch on the timeline, your timeline will fit.
7. This is a good opportunity to review basic timeline design: consistent units of length/time, neat printing, parallel lines for events, a clear title, planning ahead, and so on.
8. You may wish to give the students extra credit for illustrating their timelines with accurate information and images. They may wish to refer to other parts of this Southside unit, and the CRQ documents, for their illustrations.

Time Required:

Approximately two-three class periods, depending on whether any of the task is assigned for homework.

Assessment Tools and Techniques:

Completed CRQs, with written answers
Completed timeline
Class discussion

Comments/Notes/Additional Instructions:

Some students may need assistance from support teachers or other students in order to construct neat and accurate timelines.

Multicultural/Multiethnic Components:

The history of the Southside neighborhood in Ithaca illustrates many issues faced by African Americans in the United States, as well as examples of larger community-wide cooperation.

Interdisciplinary Connections:

The timeline construction uses the skills similar to construction of mathematics number lines. The CRQ activity and Brief History activity use reading and notetaking and writing Language Arts skills.

Physical or Instructional Modifications:

Larger-print format may be necessary for students with impaired vision. It may be necessary to print for them larger copies of document images, as well.

Extension Activities:

The rest of the Southside unit extends this lesson.

"Zion Church's History Recalled at Centennial Celebration"



DHS Archives

"A history of the St. James AME Zion Church was read Thursday evening by Charles O. Wilson at the church's centennial celebration. ..."

"In 1825 a group of Negro slaves who had escaped north through the underground railway, together with free men already in the community, and white friends, formed the first parish of Negro worshipers in Tompkins County. Among them was Peter Webb, a former slave of J. J. Speed in Caroline. They held meetings in a large house located near the present intersection of Green and Geneva Sts.

"The Rev. Benjamin Sabin, a Methodist missionary, converted and formed into classes some of the Negroes in the city in 1825-25. ... The group... formed the African Methodist Episcopal Zion Church in Ithaca in 1833.

"The lot upon which St. James Church now stands was purchased on Aug. 15, 1836, for \$5 from Simeon DeWitt, "the father of Ithaca." A modest church was built on the Wheat St. site, now known as Cleveland Ave. ..."

"Between June 3 and 17, 1945, a dedication service was held in honor of the sons of the parish who were serving in World War II. At that time a rose memorial window was unveiled in honor of these men, and a plaque bearing their names was installed. Several members of the parish subscribed and paid for smaller memorial windows in honor of their deceased relatives and friends. ..."

Questions:

1. Who was one of the earliest, founding members of the AME Zion Church in Ithaca?
2. How and where did the AME Zion Church members obtain the land for building a church?
3. At the time the article was written, what recent changes had been made in the church structure, and why?
4. When the St. James AME Zion Church in Ithaca was founded, what important function did it serve for its members that they could not get from the other churches in the village?

July 21

"I am in Ithaca – a beautiful village of six thousand inhabitants, in Tompkins County, at the head of Cayuga Lake...

July 22

"It was exceedingly warm last night; but this morning the air is cool ... The meeting at Zion Church was, contrary to my expectations, and partly to my wishes, largely composed of white persons. There are some things which ought to be said to colored people in the peculiar circumstances in which they are placed, that can be said more effectively among themselves, without the presence of white persons. We are the oppressed, the whites are the oppressors, and the language I would address to the one (group) is not always suited to the other (group).

"I found the meeting house (the St. James AME Zion Church) just the cleanest and neatest colored meeting-house into which I ever stepped. ... Men cannot well have clean hearts who worship in dirty meeting houses. ...

July 23

"The county Anti-Slavery Convention held here yesterday ... showed a pleasing change in the public opinion of the place, since it was my privilege to visit Ithaca 10 years ago. At that time the community seemed sunk to the most hopeless depths of pro-slavery. Anti-slavery was bitterly and intensely hated. ...

"A change, however, has taken place, ... the Fugitive Slave Law (has) had something to do with changing the public mind on this subject, as well as anti-slavery lectures and papers. But ... the most efficient agent in changing the sentiment (feelings) of Ithaca, as well as elsewhere, must be set down to the circulation of "Uncle Tom's Cabin". ...

"I have spent a part of today in visiting among the colored people here, ... I found them as neat as their homes, as at the nice little church of which I have spoken. Colored and white children go to the same school here; prejudice cannot do much where this is the case. "

NOTE:

In the *Ithaca Journal* article, Ms. Kammen quotes extensively from African-American abolitionist Frederick Douglass, who wrote describing his visit to Ithaca to attend an Anti-Slavery Convention in July 1852.

Ithaca's anti-slavery convention

BY CAROL KAMMEN

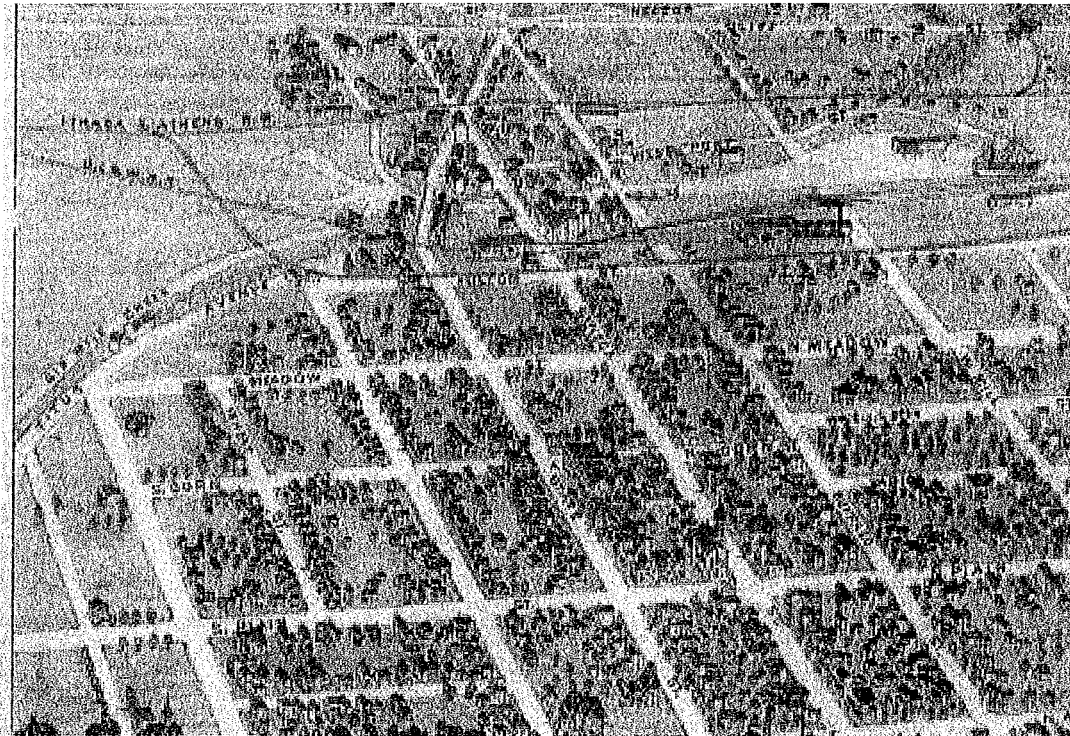
THE HISTORY OF ITHACA'S ANTI-SLAVERY CONVENTION OF JULY 1852 IS A STORY OF A COMMUNITY THAT WAS AT THE TIME OF THE CONVENTION IN THE DEPTHS OF PRO-SLAVERY. ...

... THE CONVENTION WAS HELD AT ZION CHURCH, WHICH WAS AT THE TIME A CLEAN AND NEAT MEETING HOUSE. ...

... THE CONVENTION WAS HELD AT ZION CHURCH, WHICH WAS AT THE TIME A CLEAN AND NEAT MEETING HOUSE. ...

Questions:

1. What about the St. James AME Zion Church and African-Americans in Ithaca, did Frederick Douglass specifically approve of, and why?
2. Why was Frederick Douglass disappointed to find his audience at the St. James AME Zion Church on July 22, composed mostly of white people? Explain this in your own words.
3. Explain three causes that Frederick Douglass credited for the change in Ithaca's attitude towards slavery during the ten years since his last visit. Tell how each cause changed the people's minds.
4. What did Frederick Douglass hope for the future? Explain your evidence for your answer.



DHS Archives

Questions:

1. Locate Wheat Street on the Bird's Eye View map. How many blocks long is Wheat Street?
_____ Today Wheat Street is named Cleveland Avenue.
2. Based on this map, what was probably the reason for giving Corn St. and Wheat St. and Meadow St. those names during the early years of the 1800s?
3. How has the appearance of Meadow Street changed in the years since this Bird's Eye View map? (Today, Meadow Street is where Route 13 goes through Ithaca, with the traffic running south to north).

Questions:

1. In both 1917 (during World War I) and 1942 (during World War II), the St. James African Methodist Episcopal Zion Church is listed in the Ithaca Directory in what group of churches?
2. How was the experience of African-American soldiers in the United States armed forces in 1917 and 1942 similar to the way in which the Ithaca churches are listed in the 1917 and 1942 Ithaca Directories?
3. What is the address of the St. James AME Zion Church?

What is the address of the home of the pastor (minister) of the St. James AME Zion Church?

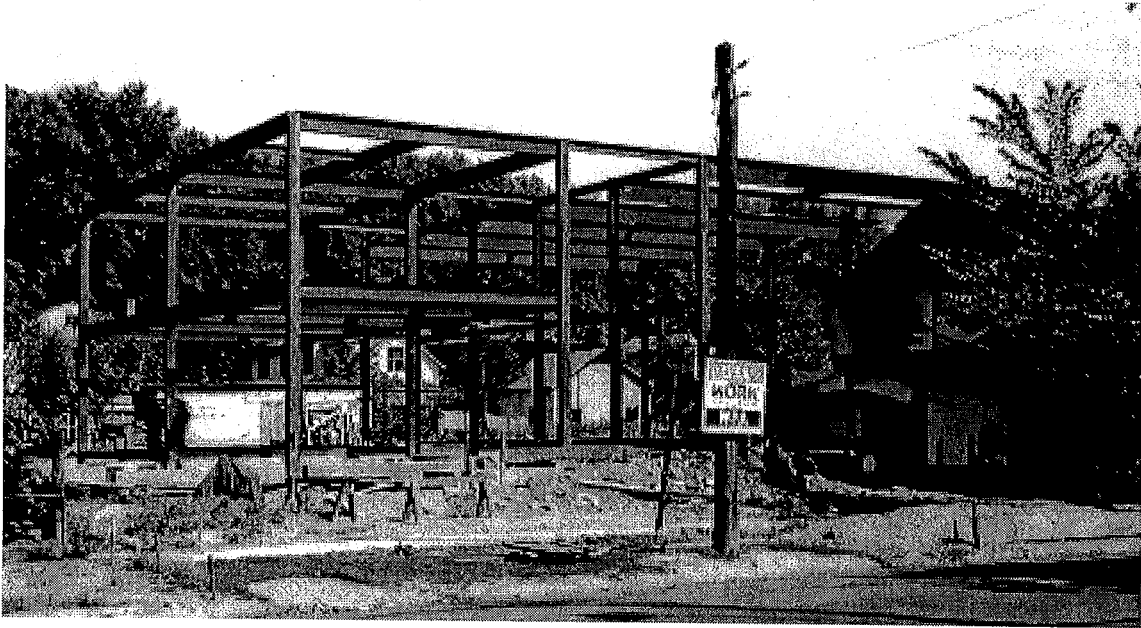
How does the location of the St. James AME Zion Church compare to the address and location of the residence of the minister (pastor) of the church?

4. Based on your answers to #3 (above), what was probable the reason that both pastors of the AME Zion Church, so many years apart, lived at that address?

CRQ #5

Photograph (.3) of construction of Southside Community Center, 1937

**History
Links**



Caption: The new Southside Community Center under construction, 1937

Questions:

1. What construction material makes the frame of the new Southside Community Center, as shown in the photograph?
2. How does the new Southside Community Center compare to the old center, based on the evidence in the photograph?
3. What does the sign on the telephone pole indicate about the funding and support for the construction of the new Southside Community Center?

Marchers Meet at Park, Pray For Negroes Killed in Bombing



ON TUESDAY WAYS IN ITHACA PARK, marchers walk down N. Carthage St.

By JOHN W. HARTLEY
The Ithaca Journal article reports that about 100 Negroes gathered in Ithaca Park on Tuesday for a prayer service for the victims of the Birmingham bombing. The service was held at 10 o'clock and was conducted by Rev. James H. Bevel, pastor of the 16th Street Baptist Church in Birmingham. Bevel said that the Negroes who were killed in the bombing were "the best of the Negro race" and that they were "killed for their faith in Jesus Christ."

The Ithaca Journal also reports that the marchers who gathered in Ithaca Park on Tuesday were "the best of the Negro race" and that they were "killed for their faith in Jesus Christ." The article also mentions that the marchers were "killed for their faith in Jesus Christ" and that they were "the best of the Negro race."

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Questions:

1. Where did Ithacans gather for their service of mourning on?
2. From where in the community did the marchers gather?
 - a.
 - b.
 - c.
3. What were several ways in which the mourners expressed their grief and common purpose?
 - a.
 - b.
 - c.
4. Why did the bombing in Birmingham, Alabama, cause people all over the nation to think about their "failure as human beings and as citizens"?



Thomas Hoebbel, photographer

Mayor Alan Cohen, children, and volunteers at Juneteenth Festivities outside Southside Community Center, 1999.

Note: On June 19, 1865, many slaves in Texas learned that they had been freed by the Emancipation Proclamation on January 1, 1863. "Juneteenth" (June 19) has become a date for celebrating freedom and the spirit of community in many parts of the United States.

Questions:

1. What activity are the children at the table engaged in?
2. What elements in the picture demonstrate community cooperation?
3. What events in the history of the Southside Community Center make it an especially appropriate place to hold a Juneteenth celebration?

History Links

Lesson Plan: Document Based Essay Question (DBQ)

Southside Community Center during the 1930s

New York State Social Studies Standards:

Standard 1, Key Ideas 3 and 4:

- *“Study about the major social, political, economic, cultural and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.”*
- *“The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.”*

Standard 3, Key Idea 2:

- *“Geography requires the development and application of the skills of asking and answering geographic questions,and acquiring, organizing, and analyzing geographic information.”*

Standard 5, Key Idea 3:

- *“Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.”*

Main Ideas:

1. During hard economic times, communities respond in a variety of ways, using their social networks and other sources of assistance to help those in need.
2. The Southside community responded to the Great Depression of the 1930s by building a Community Center to provide a wide range of services and support to the people of that neighborhood.
3. Under the administration of President Franklin Delano Roosevelt, the federal government of the United States implemented a wide range of programs to assist individuals and communities. This assistance, though the WPA (Works Progress Administration) helped fund the construction of the Southside Community Center.
4. Local individuals and organizations within Tompkins County also supported and contributed to the construction of the Southside Community Center.

Lesson Summary:

Students interpret seven documents (photographs and brief text excerpts) and combine them with their background knowledge about the Great Depression and a brief description of the origins of the Southside Community Center. The students use the combined information to write an essay

explaining the role of the Southside Community Center in serving the Southside community during the 1930s.

This lesson can be used to teach the skill (evaluated on the NY State social studies assessment) of writing a Document Based Essay. It can also be used as an assessment tool for some of the goals of the Southside Unit. This lesson plan is written to use the DBQ as an interactive learning experience.

Vocabulary and Key Concepts:

(settlement house – for comparison to community center)	social welfare (wellbeing)
community center	primary source
recreation	secondary source
vocational training	negro
tot (small child)	Great Depression
benefit	First Lady
facility	Eleanor Roosevelt
cooperation	President Franklin Delano Roosevelt
community service	New Deal

Skills/Content:

- Interpretation of primary sources, including photographs and text
- Interpretation of secondary sources, in the form of an historical summary
- Essay prewriting organization
- Essay writing (including clear Introduction and Conclusion, and points defended with specific supporting details)

Materials Needed:

Document Based Essay handouts, including:

Background Information on the South Side Community Center:

In 1927, a group of African-American (Negro) women in Ithaca began the Serv-us League. Their goal was provide social services and vocational training and recreation programs to assist individuals of all races and beliefs in the Southside neighborhood. The Serv-us League won respect in Ithaca and beyond for its fine programs, and gained support from prominent local Ithacans.

In 1930 the name of the program was changed to South Side Community Center. Over the years the South Side Community Center grew and it needed a bigger, better building. In 1936, the little building it was in was razed (torn down and removed) and a new building was built to provide enough space for the programs the South Side Community Center was providing.

Resources to build the new South Side Community Center were provided by the WPA (Works Progress Administration), one of the New Deal programs under President Franklin D. Roosevelt. Additional funds were provided by New York State and by local Ithaca businesses and many individuals. All these groups working together were needed to make the new South Side Community Center building a reality. On February 17, 1938, the new South Side Community Center building was officially dedicated and opened to the community. The First Lady, Eleanor Roosevelt, spoke at the dedication ceremony.

Document Based Essay Task:

Carefully study the Background Information and the attached documents. Answer the question that follows each document. Then, combine your knowledge of history and the information provided here, to write an essay answering the following question. Be sure to use and explain at least four of the documents as evidence in writing your essay.

How did the South Side Community Center assist people in the Southside neighborhood during the difficulties of the Great Depression?

Seven documents, listed below, each with caption attached:

Document 1 – text, below

From the statement by Mrs. Franklin D. Roosevelt (Eleanor Roosevelt), on Thursday, February 17, 1938 at the Dedication of the new South Side Community Center in Ithaca, New York:

“... This building opens possibilities for the improvement of recreational facilities for this section of the city, for the further education of both old and young, and for the vocational training of these people. It will provide a means of promoting and increasing the good will now existing between the races. ...”

Question: What large, national goal did Eleanor Roosevelt hope the South Side Community Center would help to advance?

Document 2 – photograph .20, of Eleanor Roosevelt at Southside Community Center

Caption: First Lady Eleanor Roosevelt, wife of President Franklin Delano Roosevelt, meets members of the Southside Community at the dedication of the new South Side Community Center

Question: Describe two kinds of evidence in the photograph indicating that Eleanor Roosevelt was an honored and special guest at the South Side Community Center.

1. _____
2. _____

Document 3 – text, below

From the program notes describing the newly-built South Side Community Center, on the day of its dedication, February 17, 1938:

“... The house itself, simple Georgian design, is the work of Hewitt & Metzger, Ithaca architects. It contains a full-sized gymnasium, demonstration kitchen, rooms for sewing and

occupational club work, a lodge room, billiard and game room, children's room and library. With these vocational and recreational facilities the community is prepared to launch an experiment in social welfare which, by its contribution to democratic living, it is hoped will justify all that has been done or may be done for this significant project."

Question: Name four different recreational and vocational facilities in the new South Side Community Center. Next to each of the four facilities, tell briefly how it might be used for recreation or vocational training.

1. _____
2. _____
3. _____
4. _____

Document 4 – photograph .48

Caption: Young men meet for boxing practice at South Side Community Center, around 1939.

Question: What evidence in this photograph indicates that the young men are receiving training in physical fitness and correct use of boxing equipment?

Document 5 – photograph .34

Caption: Dental clinic at South Side Community Center during Negro Health Week, 1939

Question: What valuable community service is taking place in this picture?

Document 6 – photograph .35

Caption: Tot's class – After school activity for children whose mothers work, March 1, 1939

Question: How did the program shown in this photograph help the Southside community? Explain your answer.

Document 7 – photograph .42

Caption: Cooking class at South Side Community Center, around 1939.

Question: What vocational and health benefits did this program probably provide for the participants and their families?

Lesson Steps/Instructional Strategies/Student Activities:

1. The teacher introduces the lesson by asking the students what they remember about the early settlement houses like Hull House in Chicago, founded by Jane Addams. Students brainstorm. Record their answers where everyone can read them. Discuss and verify for accuracy.
2. After they retrieve this prior learning, ask them to think about what they know about settlement houses and what they know about community centers. There are many similarities. Ask them to imagine, as they look around the room, that one out of every four students in the class suddenly has no family income because all the adults in that family have lost their jobs – it is a time of severe economic downturn. Across the United States, more than 25% of workers are unemployed and cannot find jobs no matter how hard they try. Many others have jobs, but they do not pay as well as the jobs they used to have. Ask the students to discuss in small groups:

If this kind of economic hard times came to Ithaca, as it did during the Great Depression of the 1930s, **what should a good community center do to help the people in that neighborhood?** The students discuss in small groups, then share their suggestions with the class, explaining their reasoning for each one.

3. Tell the students that during the Great Depression of the 1930s, unemployment in the United States was even higher for African Americans than it was for white Americans, because of racial discrimination. Ithaca's Southside community had long been a neighborhood with a high percentage of African American residents. The South Side Community Center's response to the needs of neighborhood residents will be the focus of the following activity. The students will be looking at primary source documents and writing an essay using the documents. The thinking the students have done about what a good community center should do to help people during hard times will help them think about what the South Side Community Center did during the 1930s.
4. Lead the students through the steps of reading over the Essay Task and working with the documents, following the **UNPACK** guidelines:

Unpack the question & Underline key words

Number the parts of the question

Plan how you will answer the question

Answer using specific details from what you have read

Check off each part of the question as you answer it

Keep an eye on the clock

Use each document as an opportunity for the students to work with a primary source, interpret it as best they can, and then get larger-context assistance from other students and from the teacher.

Before turning the students loose to write their essays, review with the class how to use the assigned question to fashion a thesis statement for the essay.

Time Required:

One 80-minute instructional block, plus a little extra writing time as needed.

Assessment Tools and Techniques:

Written answers to document questions
Essays written by each student
Participation in class discussion

Comments/Notes/Additional Instructions:

Multicultural/Multiethnic Components:

The lesson focuses on how a community center can help to support and bring together people in its neighborhood during hard economic times. The Southside neighborhood is historically one which has had a high percentage of African American residents. The South Side Community Center's construction brought together people and institutions across Ithaca's economically and racially diverse population.

Interdisciplinary Connections:

English Language Arts and Social Studies are the two main content areas served by this lesson.

Physical or Instructional Modifications:

Students with impaired vision may require larger-format images and text. Students getting writing support may require extended writing time for the essay.

Extension Activities:

The rest of the Southside unit extends this lesson.

History LINKS

Document Based Essay Question (DBQ)

South Side Community Center during the 1930s

Background Information on the South Side Community Center:

In 1927, a group of African-American (Negro) women in Ithaca began the Serv-us League. Their goal was provide social services and vocational training and recreation programs to assist individuals of all races and beliefs in the Southside neighborhood. The Serv-us League won respect in Ithaca and beyond for its fine programs, and gained support from prominent local Ithacans.

In 1930 the name of the program was changed to South Side Community Center. Over the years the South Side Community Center grew and it needed a bigger, better building. In 1936, the little building it was in was razed (torn down and removed) and a new building was built to provide enough space for the programs the South Side Community Center was providing.

Resources to build the new South Side Community Center were provided by the WPA (Works Progress Administration), one of the New Deal programs under President Franklin D. Roosevelt. Additional funds were provided by New York State and by local Ithaca businesses and many individuals. All these groups working together were needed to make the new South Side Community Center building a reality. On February 17, 1938, the new South Side Community Center building was officially dedicated and opened to the community. The First Lady, Eleanor Roosevelt, spoke at the dedication ceremony.

NOTES

Document Based Essay Task:



Carefully study the Background Information and the attached documents. Answer the question that follows each document. Then, combine your knowledge of history and the information provided here, to write an essay answering the following question. Be sure to use and explain at least four of the documents as evidence in writing your essay.

? How did the South Side Community Center assist people in the Southside neighborhood during the difficulties of the Great Depression? ?



From the statement by Mrs. Franklin D. Roosevelt (Eleanor Roosevelt), on Thursday, February 17, 1938 at the Dedication of the new South Side Community Center in Ithaca, New York:

A BETTER COMMUNITY CENTER MEANS A BETTER ITHACA

What National and Local Leaders say:

MRS. FRANKLIN D. ROOSEVELT

In dedicating the new building said:

"This building opens possibilities for the improvement of recreational facilities for this section of the city, for the further education of both old and young, and for the vocational training of these people. It will provide a means of promoting and increasing the good will now existing between the races."

GOVERNOR HERBERT H. LEHMAN

In forwarding a contribution, writes:

"I am watching with keen interest the progress of the Southside Center, and I am very happy to contribute to its success."

DEAN DEXTER S. KIMBALL

President of the Community Chest, in approving this campaign said:

"We regard the case of the Southside Community Center as one which merits special consideration. After a decade of struggle and sacrifice on the part of Ithaca's Negro community, the beautiful South Side Center has been erected with the cooperation of a group of white citizens."

"The sum of \$15,000 is needed to liquidate the mortgage on the building and provide modest equipment and furnishings for the Center. The purposes of the project are of such significance to the welfare of the city that its benefits will permeate all Ithaca."

"By providing a headquarters for our relatively large Negro population, the new building, if properly supported, should prove a cultural, educational and recreational haven for a large portion of our population which in the past has received little consideration."

MAYOR JOSEPH B. MYERS

"What helps one part of our city helps the whole city. I am one hundred percent for the success of the Community Center for the citizens of the south side."

WALTER WHITE

Executive secretary of the National Association for the Advancement of Colored People, renowned Negro leader, in a recent address before the Service Clubs of Ithaca, said:

"The modest sum of \$15,000 will provide Ithaca with a Center which will go a long way in providing a practical lesson in democracy. This Center is a form of insurance—a good business for you here in Ithaca. Through it, you will have less children in the courts, less disease and less crime. You are intelligently facing the Negro problem here and it is tremendously important to make a success of this laboratory experiment which, if successful, will be followed in other states."

CLAUDE L. KULP

Superintendent of Schools

"The entire community will become a better place in which to live as a result of the completion of this new building."

REV. RAYMOND H. HUSE

First Methodist Church, Ithaca

"The work of the Southside Community Center is one of the finest pieces of social service that I have ever seen."

JEROME H. ("BRUD") HOLLAND

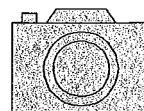
Cornell student and All-American football player

"Folks in Ithaca have been mighty nice to me. Near to my studies and football, working for the Southside Center gives me my greatest thrill. I know of nothing which will mean more for the advancement of my people in Ithaca than a full program of activities at the Center. I have been working with a group of Negro boys. Some of them have got into difficulty because of their poor environment. We are making progress. If the good people of Ithaca do their part, we will do ours in helping improve the community."

THE NEED: \$15,000 THE TIME: APRIL 27—MAY 9

GIVE ALL YOU CAN

Question: What large, national goal did Eleanor Roosevelt hope the South Side Community Center would help to advance?



Caption: First Lady Eleanor Roosevelt, wife of President Franklin Delano Roosevelt, meets members of the Southside Community at the dedication of the new South Side Community Center



Question: Describe two kinds of evidence in the photograph indicating that Eleanor Roosevelt was an honored and special guest at the South Side Community Center.


1. _____
2. _____



From the program notes describing the newly-built South Side Community Center, on the day of its dedication, February 17, 1938:

DEDICATION
OF
SOUTH SIDE
COMMUNITY CENTER

ITHACA, NEW YORK



Thursday, February 17, 1938
at 4:30 P. M.

WORKS PROGRESS ADMINISTRATION
OF NEW YORK STATE

LESTER W. HERZOG, *Administrator*

THE NEW HOUSE

Citizens of Ithaca have long felt the need for recreational opportunities for the many residents of the southern section of the city.

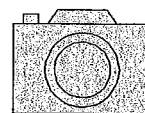
Public benefactors had provided such facilities for other sections. Not until the advent of the Works Progress Administration in 1935 could there be any real progress in providing a community center for the South Side with its large colored population. The enterprise, financially underwritten by a group of public-spirited Ithacans under the leadership of Robert E. Treman, and officially sponsored by the Common Council with the cooperation of Mayor L. P. Smith, was accepted as a WPA project.

Without the sympathetic understanding of State, district and local WPA officials, the beautiful South Side Community Center would not now be a reality. The community is indebted to Mr. Lester W. Herzog, State Administrator; Mr. Clement V. Conole, former District Director, and Mr. James Conley, Field Director, and other members of the WPA administrative staff.

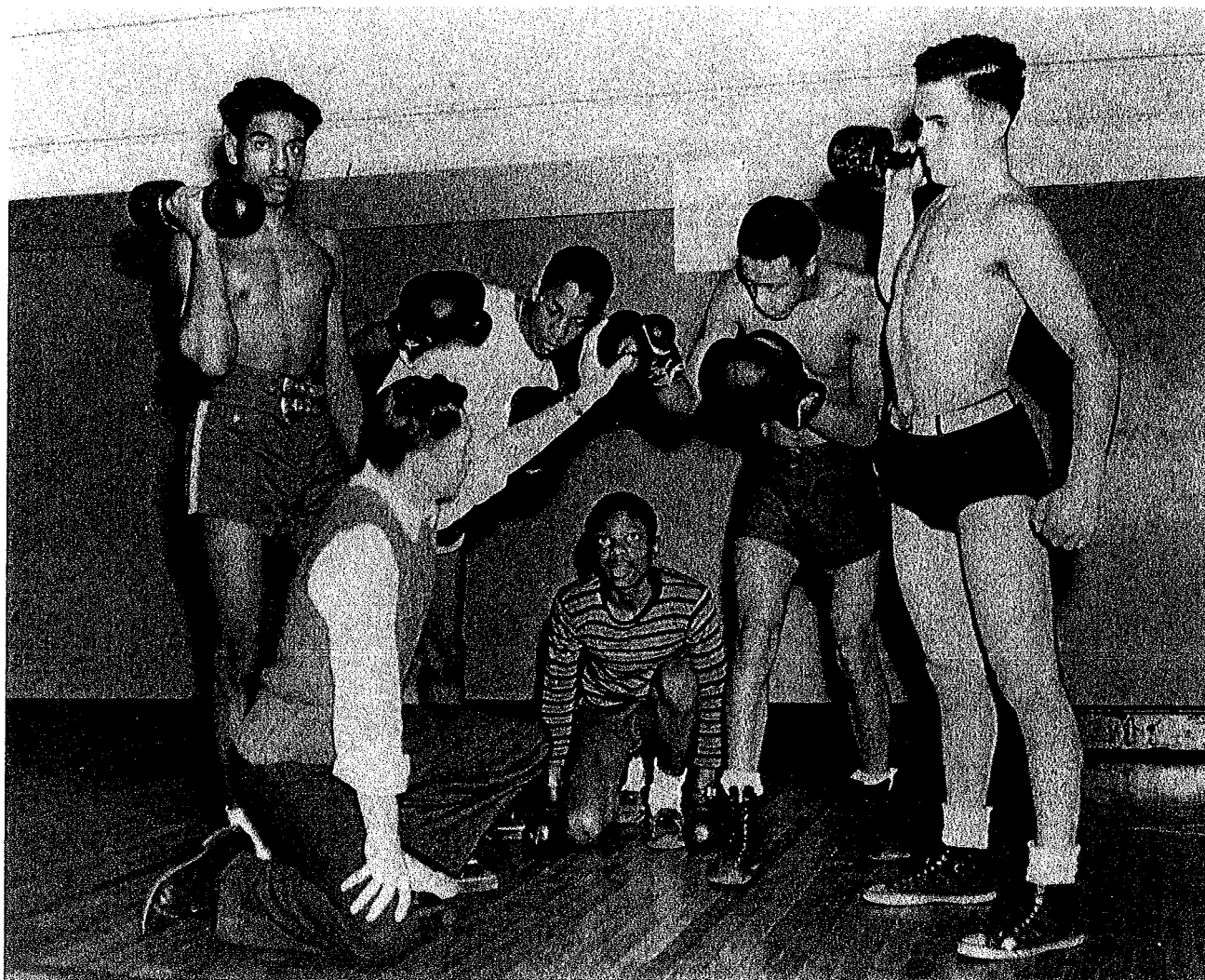
The house itself, simple Georgian design, is the work of Hewitt & Metzger, Ithaca architects. It contains a full-sized gymnasium, demonstration kitchen, rooms for sewing and occupational club work, a lodge room, billiard and game room, children's room and library. With these vocational and recreational facilities the community is prepared to launch an experiment in social welfare which, by its contribution to democratic living, it is hoped will justify all that has been done or may be done for this significant project.

Question: Name four different recreational and vocational facilities in the new South Side Community Center. Next to each of the four facilities, tell briefly how it might be used for recreation or vocational training.

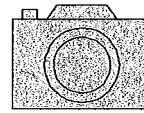
1. _____
2. _____
3. _____
4. _____



Caption: Young men meet for boxing practice at South Side Community Center, around 1939.



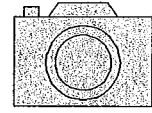
Question: What evidence in this photograph indicates that the young men are receiving training in physical fitness and correct use of boxing equipment?



Caption: Dental clinic at South Side Community Center during Negro Health Week, 1939



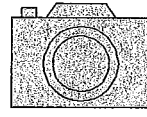
Question: What valuable community service is taking place in this picture?



Caption: Tot's class – After school activity for children whose mothers work, March 1, 1939



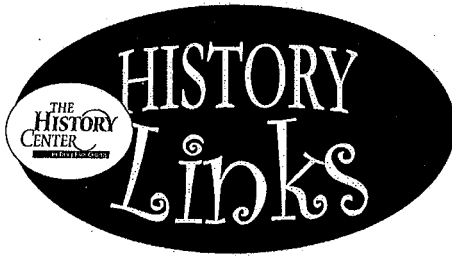
Question: How did the program shown in this photograph help the Southside community?
Explain your answer.



Caption: Cooking class at South Side Community Center, around 1939.



Question: What vocational and health benefits did this program probably provide for the participants and their families?



Video & Interviews Lesson Plan

The Southside Community of Ithaca, NY

New York State Social Studies Standards:

Standard 1 , Key Idea 1, Performance Indicator 1 - Students:

“explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.”

Standard 1, Key idea 2, Performance Indicator 2 - Students:

“investigate key turning points in New York State and United States history and explain why these events or developments are significant.”

Standard 3, Key Idea 1, Performance Indicator 4 – Students:

“describe the relationships between people and environments and the connections between people and places.”

Main Ideas:

- A community benefits by having its residents involved in community centers / organization and activities.
- Members of a community mobilize their collective resources to help solve the problems of the community.
- People are part of a community when they have a shared history

Lesson Summary:

This lesson combines interviews of Southside residents and watching a video – “Passing it On: The Southside Story” to teach students about the concept of community. Students will learn how community members cooperate to sustain their community.

Vocabulary and Key Concepts:

Community, organizations, community center, community activists, social capital

Skills/Content:

- Students learn media literacy.
- Students identify the components of a community
- Students identify key ideas about community on a concept map.
- Students interview community activists.
- Students use information from video and interview to produce a final project.
- Students become civic minded.
- Peer evaluation

Materials Needed:

video, student sheets (one for each), pencils, overhead of concept map

Individuals Needed: Community activists / members to be interviewed by the students.

Lesson Steps/Instructional Strategies

Part I. Approximately 40 minutes

1. Before handing out student sheets, assign each student a partner to work with. If you have an odd number make a group of three. This group of three should not have a student who is relatively quiet in it or she/he may get left out.
2. Pass out the first student sheet; Part I and the “Notes” section of Part II only. Read over the directions with the students.
3. In the Think-Pair-Share section, tell students that it does not matter if they come up with “correct” definitions. The most important thing is that they record what is lurking somewhere in their mind. If they write something that is totally wrong, but it is what they have in their mind as an understanding, then they have achieved success! To write “I don’t know” is NOT acceptable. They have all heard the term community before, and must have some sense of what it means.
4. Allow for about 5 – 10 minutes for the students to write their own thoughts. Tell them how much time they will have and stick to it!
5. Tell them when time is up, and then have them take turns sharing their thoughts with their partner. Tell them to ask their partner: “What do you think about what I wrote?” as a means of eliciting conversation after each “share”.
6. Tell students that they will have about 10 – 15 minutes to do the share part of Part I.
7. Tell students when time is up, and then ask different groups what they came up with. Compile a list on the front board.

Part II – A: Approximately 40 minutes

1. Tell the students that while they did a great job, they are now going to watch a video that will allow them to check their ideas about community and hopefully expand on them.
2. Read over the questions in the Notes section out loud with the students so that they will know what to be looking for ahead of time. Since you will have already previewed the video you will be able to give a few examples, or answer questions about what they will be seeing.
3. Watch the video – Passing It On: The Southside Story. 18 minutes
4. Review the video notes with the students, encouraging them to fill in any missing information. This will be especially important in completing the concept map in Part B.

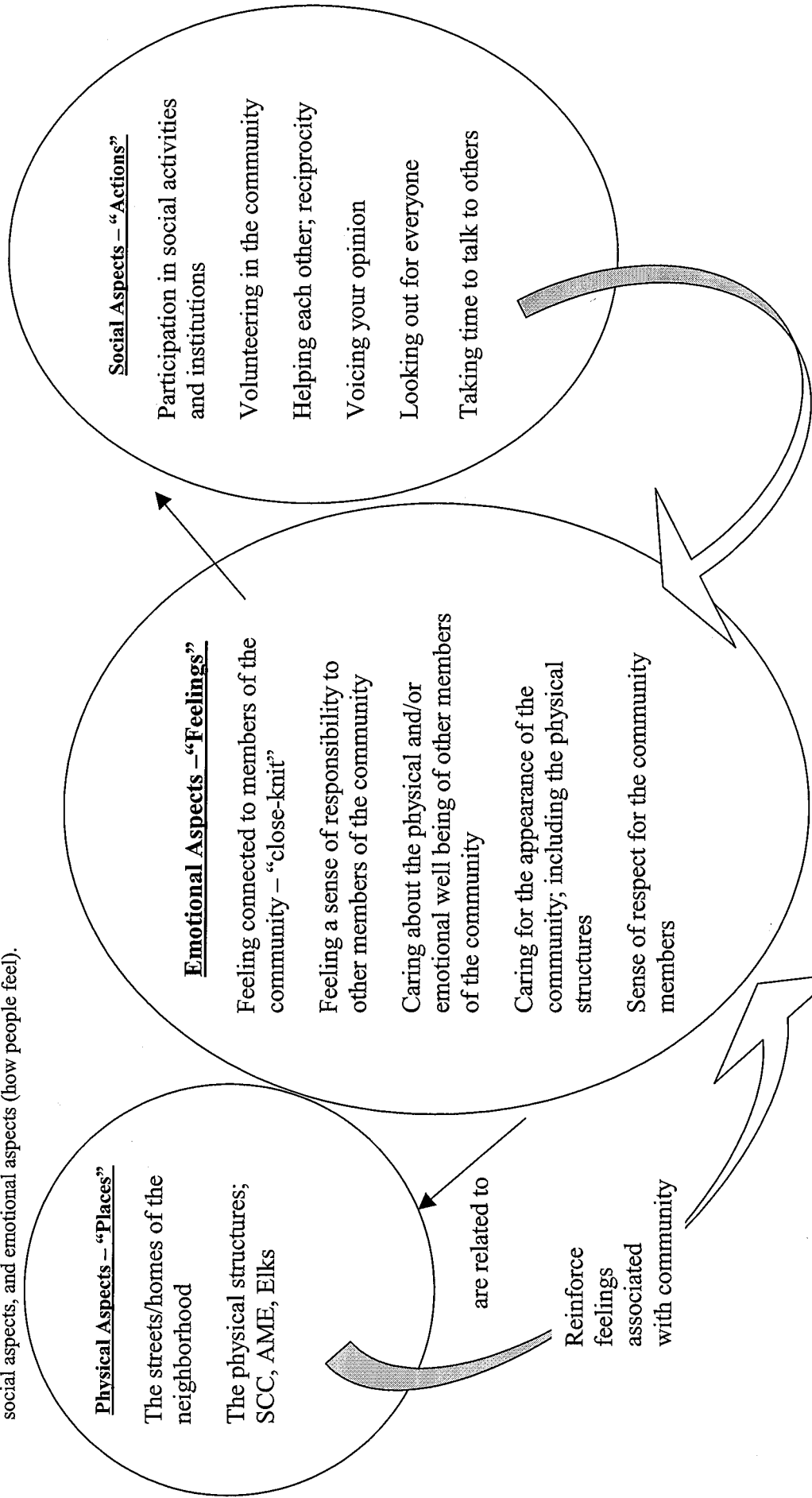
Part II – B: Approximately 40 minutes

1. Pass out the sheet, **II. The Video, continued...** Students can then work alone, or with their partners to complete the concept map.

II. The Video, continued...(possible answer ideas)

Part B. Synthesis

In the chart below summarize your understanding of what community is. You will use the rough draft you made in Part I and the insights that you gained from watching and discussing the video. Look at your notes: based on what you observed in the video, you should see that community consists of physical aspects, social aspects, and emotional aspects (how people feel).



2. Use a Concept Map Overhead to review the process. Do a few examples of what might go into the spaces.
3. Give the students about 20 minutes to work on the concept map. If they will be working in pairs it is helpful to use either a think-pair-share method, or a taking turns method of interaction to ensure that both people have a chance to think.
4. When time is up review answers with students using the overhead.

Part III , Interviews:

1. Homework assignment – Students should now use the background information from class discussion and the video to write interview questions for the panel of speakers. Students should write a minimum of ten questions ranging from broad to specific questions about community life and participation. Students will then be paired or grouped to read and critique each other's list of questions. This is a nice way of promoting peer evaluation. Another option would be to put students' questions on the board the next day and then have kids chose questions to ask from the list. This way you would avoid redundancy. Students should also be told about appropriate behavior for interviews of guests speakers.
2. Interviewing members of Southside Community:

Option A: Teacher invites a panel of speakers for students to ask their prepared questions. The panel of speakers would sit on front of the class and answer students' questions. For this scenario, the questions cannot be redundant. One way of making sure this format works is to give the speakers a list of questions to address and students can ask additional questions after all the speakers have spoken.

Option B: If you can secure a large number of Southside Community members, it would be most productive to have one speaker per pair of students. It is a nice way of getting the students to create connections with their interviewee.

3. Write a summary of the interview or comments from the panel of speakers.

Part IV. The Essay: Homework assignment.

This could be optional depending on the students in your classes or the amount of time that you want to spend. It is a nice way of checking their understanding of the concept of community. This could also be offered as extra credit instead of a required assignment.

Part V, Summative evaluation of neighborhood / community lessons: Your Ideal Community

Extra Credit. Especially for heterogeneous classes, it is good to provide opportunities for more advanced students to stretch themselves. See student sheet for specifics.

Time Required:

200 minutes class time plus writing assignments – homework

Assessment Tools and Techniques:

- Participation and contributions during class discussion and interviews.
- Written responses and questions based on the concept map and follow up activities.
- Creative and analytical report on community
- Project on ideal community.
- Enrichment Extension – visitation from member of Ecovillage

Comments/Notes/Additional Instructions:

Bringing a group of speakers to your classroom presents some challenges. One challenge is to secure enough speakers who can come to the school during your class time. The teacher might need to make a special request to team members and administrators to have access to all the students for given block of time. That way all the students would be able to see and hear all the speakers. Another challenge is, if you cannot implement the above scenario, you'll need to have adequate amount of community members available for all your classes. The teacher may consider inviting parents of students who live in the Southside community.

Bringing guest speakers to the classroom is wonderful opportunity for students. It's fun, it's hands on and teaches them something about the oral history tradition and interviewing skills. If, however, the panel of speakers is impossible due to too many logistical problems, you may assign students to interview an active member of their own community.

Multicultural/Multiethnic Components:

The Southside neighborhood has a very diverse (class and race) population. The Southside has the highest concentration of minority in the city of Ithaca. The black community has made its home in the Southside since the early 1800s. The Southside Community Center is the glue that holds the community together. Interviewing community members would provide students some knowledge of how people of different socio-economic, racial backgrounds co-exist at the Southside neighborhood community – a most valuable multicultural lesson.

Interdisciplinary Connections:

This lesson uses writing, technology and math skills which link the Social Studies, Language Arts, Technology and Math curricula.

Physical or Instructional Modifications:

For part one of the lesson, students with special needs will need modified concept maps and some assistance filling in information on the map. For the interview, students with special needs may need an aid to help them with their list of questions or with recording their answers.

Extension Activities: (see next page)

Extension Activities:

1. Students could interview an adult member of their community about the value of being part of a community. The students will write a report which will address the following questions:

- When did you move to this community?
- Why did you become involved in community life?
- What is the best thing about being active in the community and why?
- What is the most difficult thing about being a community member / activist?
- What do you contribute to the community?
- What is your hope or dream for the community in the next decade? Please explain
- What are some of the new challenges facing the community and what are some of the strategies that have been effectively used to address them?

2. Invite a member of the Ecovillage to come talk to your classes after they have completed the summative “Ideal Community “ project. This would provide the students with an opportunity to see how a group of people actually took their vision for an ideal community to the stage of actualization. This could be a very empowering experience for the students to see that talking about community is not where this all has to end.

Thinking About Community

Name _____

Part I. Think-Pair-Share

1. In the first column of the chart below, record your own thoughts and ideas about how you would define “community”. Try to be as detailed as possible. In the second column, you’ll expand on the idea of community, by describing what characteristics an *ideal* community would have.

Community	Great/Ideal Community

2. Share what you wrote with your partner. After you have each shared and discussed your ideas, make any additions to your definitions in the space below.

Community	Great/Ideal Community

3. Be ready to share your ideas with the class.

Part II. The Video

Now you will watch a video called *Passing It On: The Southside Story*. The video shows various Ithacans talking about their specific community. By listening to their stories and thoughts, you will get more ideas about what community is or could be. You will then use your video notes (below) to formulate a “final draft” of what community is.

A. Notes: Be ready to share your notes with the class

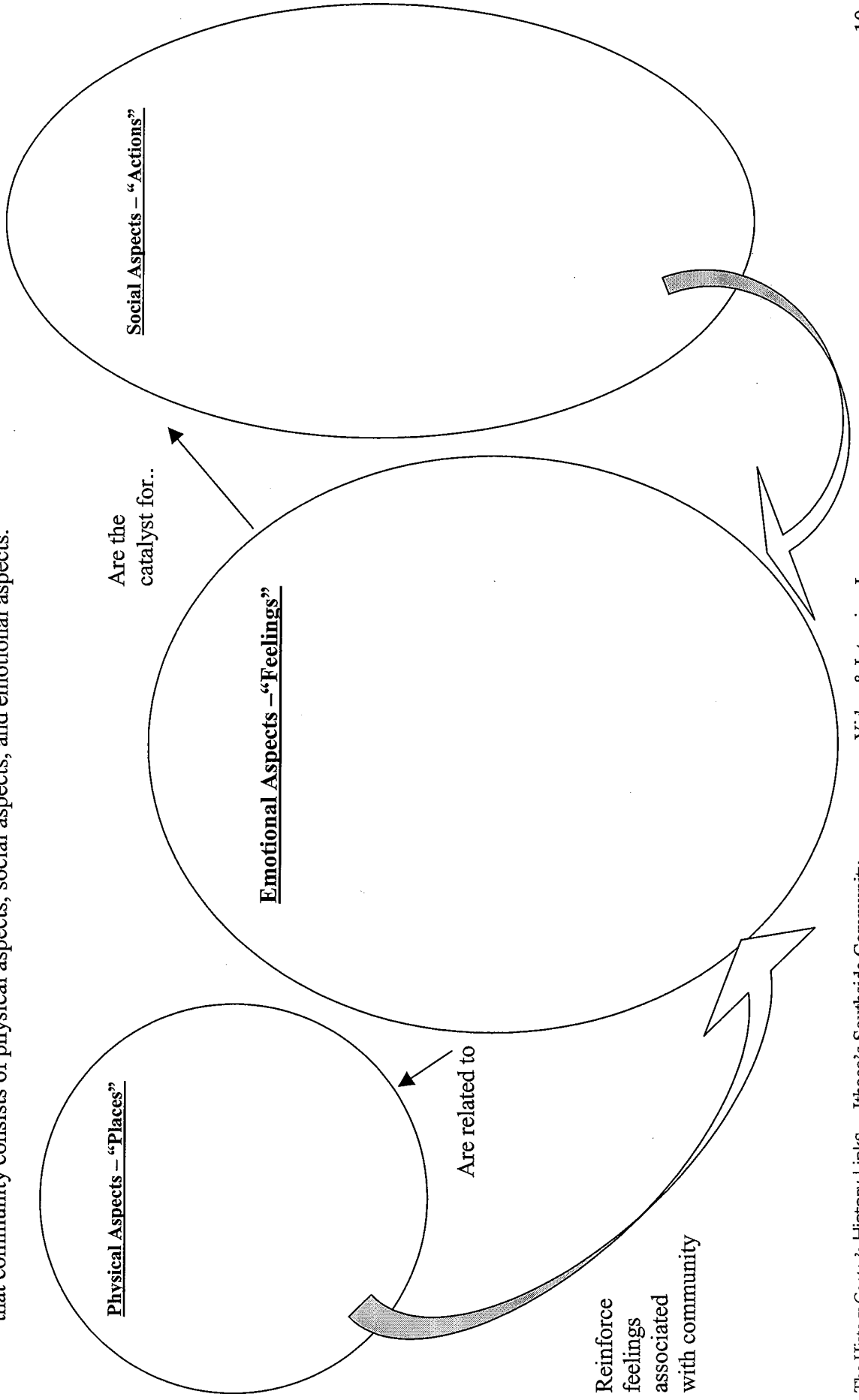
1. What is the significance of *A.M.E. Zion Church*? *Who came there? How was it used?*
2. What is the significance of the *Elks Club*? *What is it, who goes there, and how is it (has it been) used?*
3. What is the significance of the *Southside Community Center (SCC)*? *Who does it serve and what purpose does it serve? What are some activities that have been held there?*
4. According to the contract written by the Serve-Us-League women, who owns the SCC and who maintains the SCC? *Why is this good for the community?*

5. Some community members noticed that some things have changed within their community. What are some examples of things that have changed? (*Business, interactions, participation*)
6. What are some ideas that people had about what needs to happen to make a community better, i.e., closer to what their idea of what an ideal community should be?

The Video, continued...

Part B. Synthesis

In the chart below summarize your understanding of what community is. You will use the ideas you generated in Part I, and the insights gained from watching and discussing the video. Look at your notes: based on what you observed in the video, you should see that community consists of physical aspects, social aspects, and emotional aspects.



III. The Interview

Name _____

Directions: After taking notes during the interview or panel discussion, you will write a reflective response to something you heard during the interview. Chose one idea, comment, story, or experience that you heard. Describe this one thing as carefully as you can and then tell why you chose it. How did it make you feel, what did you think about it, or what questions did you have when you heard it? Did it make you happy, sad, confused, or intrigued? Then tell how this experience adds to your understanding of community.

1. Basic information about the interview

- Who did you interview? _____
- When did you do your interview? _____
- Where did you do the interview? _____
- How was the interview? _____

2. Write your response here.

Part IV. The Essay.

Write a 5 paragraph essay using the chart in Part II. Possible topics include:

1. What is an ideal community
2. What is community
3. Why people participate, or cooperate, within communities
4. How healthy communities raise healthy people

Part V. Summative evaluation of neighborhood / community lessons

Write about / Design / Build your ideal community – You have had some opportunities to think about neighborhood and community. You’ve toured your neighborhood and Southside. You’ve heard from various people about the meaning and importance of community. Now its your turn to discuss / show / design or build your ideal community.

Your ideal community must include:

Physical aspects of the community - you may draw or build it –

- What would this ideal community physically look like?
- What would the landscaping/environment look like?
- What would the houses / buildings look like? How would they be used?
- What would the roads be like?
- Where would it be located?
- What other transportation systems would you implement?

Social aspects - describe social relations between members of this community

- What would regulate social relations between members of this community? *Institutions?*
- What sort of relations between members do you want to promote?
- How would you like to see people treating each other; in schools, on the streets, etc.
- How would you support these interactions with physical aspects of your community?

Extra Credit

Extra Credit Option A: Write a persuasive essay on how a healthy (or unhealthy) functioning community has a positive(negative) impact/benefit(detriment) to its members and the larger society.

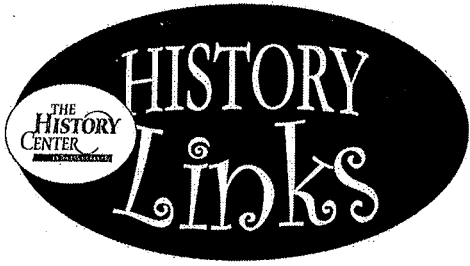
OR

Option B: Write a proposal for a development project directed toward a state or local government outlining:

- a. what you think they should do to support community development/cohesion
 - physical aspects – financial support of improvements to a facility or infrastructure

OR

- social aspects – financial support of a program that support social interactions
- b. how much money will be needed
- c. detailed description of the physical project or social program
- d. what kind of time-line would be needed for implementation
- e. how it would be supported in the long term
- f. who would be involved and how you would get them involved
- g. how this will benefit the individuals
- h. how this will benefit families
- i. how this will benefit community
- j. how this will benefit the state/local community – why they would want to support your idea.



Thinking About Community

The Southside Community of Ithaca, NY

Part I. Think- Pair- Share

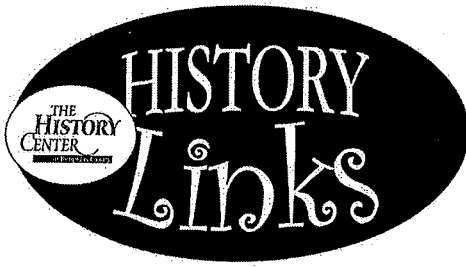
1. In the first column of the chart below, record your own thoughts and ideas about how you would define “community”. Try to be as detailed as possible. In the second column, you’ll expand on the idea of community, by describing what characteristics an *ideal* community would have.

Community	Great/Ideal Community

2. Share what you wrote with your partner. After you have each shared and discussed your ideas, make any additions to your definitions in the space below.

Community	Great/Ideal Community

3. Be ready to share your ideas with the class.



Part II: The Video

Now you will watch a video called *Passing It On: The Southside Story*. The video shows various Ithacans talking about their specific community. By listening to their stories and thoughts, you will get more ideas about what community is or could be. You will then use your video notes (below) to formulate a “final draft” of what community is.

Notes: Be ready to share your notes with the class

1. What is the significance of *A.M.E. Zion Church*? *Who came there? How was it used?*

2. What is the significance of the *Elks Club*? *What is it, who goes there, and how is it (has it been) used?*

3. What is the significance of the *Southside Community Center (SCC)*? *Who does it serve and what purpose does it serve? What are some activities that have been held there?*

4. According to the contract written by the Serve-Us-League women, who owns the SCC and who maintains the SCC? *Why is this good for the community?*

5. Some community members noticed that some things have changed within their community. What are some examples of things that have changed? *(Business, interactions, participation)*

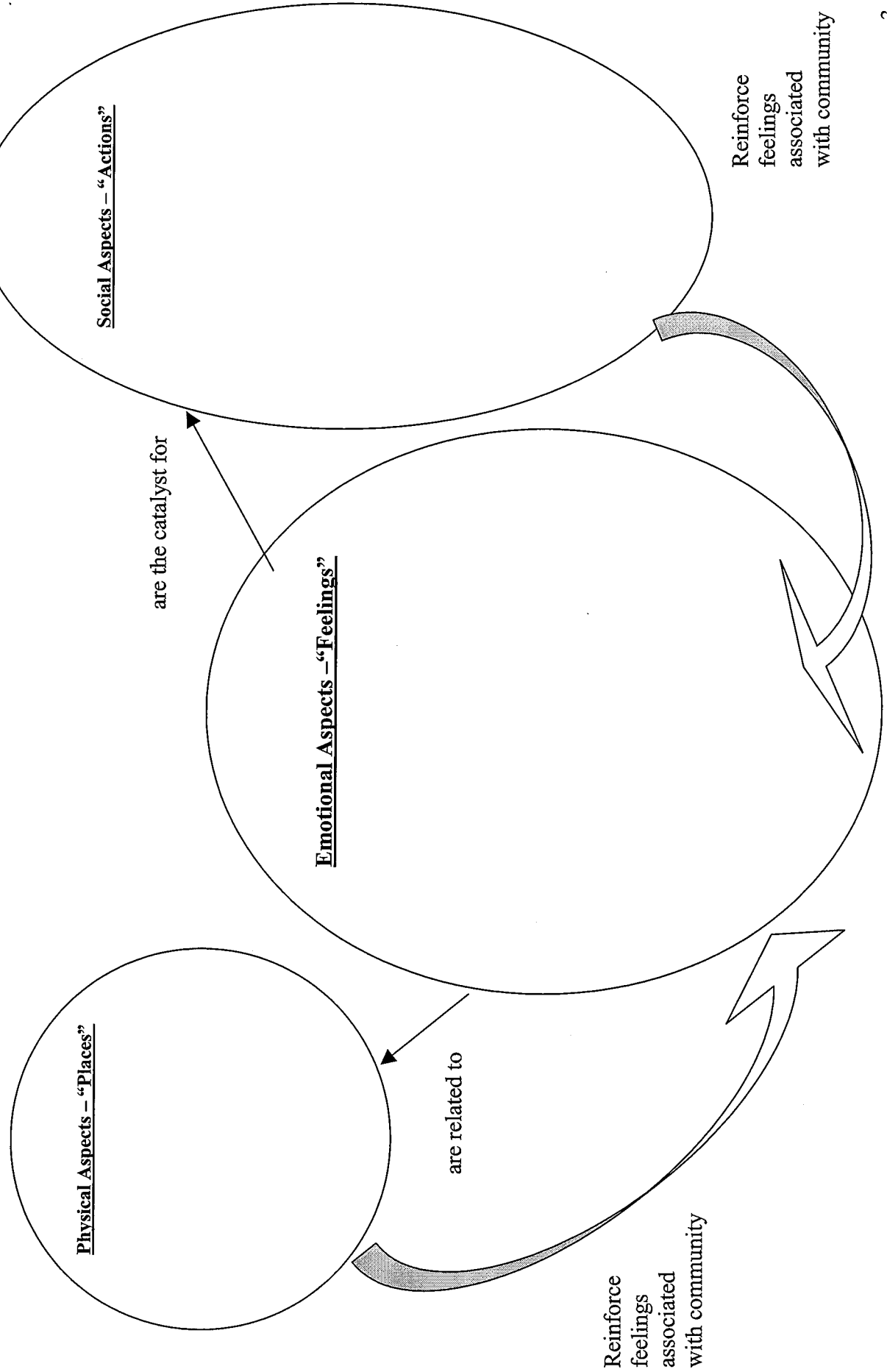
6. What are some ideas that people had about what needs to happen to make a community better, i.e., closer to what their idea of what an ideal community should be?

Name _____

II. The Video, continued...

Part B. Synthesis

In the chart below summarize your understanding of what community is. You will use the ideas you generated in Part I, and the insights gained from watching and discussing the video. Look at your notes: based on what you observed in the video, you should see that community consists of physical aspects, social aspects, and emotional aspects.



Part V. Summative evaluation of neighborhood / community lessons

Write about / Design / Build your ideal community – You have had some opportunities to think about neighborhood and community. You’ve toured your neighborhood and Southside. You’ve heard from various people about the meaning and importance of community. Now its your turn to discuss / show / design or build your ideal community.

Your ideal community must include:

Physical aspects of the community - you may draw or build it –

- What would this ideal community physically look like?
- What would the landscaping/environment look like?
- What would the houses / buildings look like? How would they be used?
- What would the roads be like?
- Where would it be located?
- What other transportation systems would you implement?

Social aspects - describe social relations between members of this community

- What would regulate social relations between members of this community? *Institutions?*
- What sort of relations between members do you want to promote?
- How would you like to see people treating each other; in schools, on the streets, etc.
- How would you support these interactions with physical aspects of your community?

Extra Credit

Extra Credit Option A: Write a persuasive essay on how a healthy (or unhealthy) functioning community has a positive(negative) impact/benefit(detriment) to its members and the larger society.

OR

Option B: Write a proposal for a development project directed toward a state or local government outlining:

- a. what you think they should do to support community development/cohesion
 - physical aspects – financial support of improvements to a facility or infrastructure
 - OR
 - social aspects – financial support of a program that support social interactions
- b. how much money will be needed
- c. detailed description of the physical project or social program
- d. what kind of time-line would be needed for implementation
- e. how it would be supported in the long term
- f. who would be involved and how you would get them involved
- g. how this will benefit the individuals
- h. how this will benefit families
- i. how this will benefit community
- j. how this will benefit the state/local community – why they would want to support your idea.

History Links

What is a neighborhood?

A Walkabout of the Southside Neighborhood Streets of Ithaca, NY

New York State Social Studies Standards:

Standard 1, Key Idea 3, Performance Indicator 4:

- “Students classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.”

Standard 3, Key idea 1, Performance Indicators 1&2:

- “Students map information about people, places, environments.”
- “Students understand the characteristics, functions, and applications of maps”

Standard 3, Key Idea 2, Performance Indicators 2 – 4

- Students use maps to locate and gather geographical information about issues and problems.
- “Students present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models.”
- Students interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.”

Main Ideas:

- A neighborhood has unique quality, identity and character.
- Space, place, distance and environment are very important components of the development of neighborhood.
- The interaction of space, place, distance and environment are important in conditioning and shaping the people of the Southside neighborhood.

Lesson Summary:

This lesson uses a walking tour (walkabout) of the Southside neighborhood of Ithaca, New York to teach students the concept of neighborhood. Students will learn the characteristics of the Southside neighborhood and how these characteristics interact to give the neighborhood its unique identity.

Vocabulary and Key Concepts:

Neighborhood; boundary; residential; commercial; cultural; recreational; space; place; zone; city / local government

Skills/Content:

- Students learn to read a map and to identify key features of a city map.
- Students create a map of a neighborhood based on collected geographic / non-geographic information.
- Students identify the components of a neighborhood (residential, cultural, commercial, recreational).
- Students use collected geographic / non-geographic information to produce a final project
- using one of a variety of formats – power point, poster; video presentation, etc...
- Students become civic minded.

Materials Needed:

Several maps of the city of Ithaca and corresponding overhead, colored pencils, rulers, overhead projector, and a computer with a CTX.

Lesson Steps/Instructional Strategies:

Note - One month before the introduction of the lesson, alert parents, administrators, colleagues and community members of your planned field trip to the Southside community neighborhood. You should also make the necessary arrangements for transporting students to the neighborhood to do their fieldwork.

Part I

1. **Lesson Motivator** – Ask students to identify and describe their neighborhood. Take a few minutes and have the students write a few sentences describing their neighborhood. Ask volunteers to share their answers with the class. (*Most students will probably identify characteristics of a neighborhood.*) Explain to students that some of their descriptions are in fact real characteristics of neighborhood. Tell students that in this lesson they will learn what a neighborhood is, where its boundaries are, and what zones define its structure, character and identity.
2. Hand out maps of the city of Ithaca / Southside neighborhood (*the map is double sided, one side has the city and the designated neighborhoods, streets, and the other side has just the Southside neighborhood*). Place your transparency on the overhead projector. Explain to students that the city of Ithaca is designated into several neighborhoods. Ask students to count the number of neighborhoods (*eleven*). Have a student volunteer count the number of neighborhoods and ask the students if they can locate their neighborhood on this map. Discuss what constitutes a neighborhood, where its boundaries are, and what zones exist that are defined by the city government (residential/business). Ask students to locate Southside on their map; help them to locate its boundaries. *The boundaries are from State St. on the North to N. Titus on the south, and from Meadow Street on the west, to Cayuga St. on the East.* Find out from students what they already know about the Southside neighborhood. Who lives there? Who has a friend that lives there? Who drove through there? Who has been there on occasion for social functions? Etc... This is another opportunity to reinforce what boundaries are, how they are made, and what they are for.
3. Once the students have located the boundaries of the Southside neighborhood, ask them to turn their map over (*map of Southside neighborhood*). Using colored pencils, ask students to outline the boundaries, labeling them as best as they can. Have students label and count the streets and any other important or notable locations.
4. After the students are done labeling and coloring, ask them about information they don't have that might help them to have a better sense of the Southside neighborhood. Inform them that they will take a field trip that will help them to create a more complete picture of the Southside neighborhood.

Note: Be sure to tell students to bring a camera to school if they own one. You should arrange to bring along the school's video or digital camera.

Part II

1. The second part of this lesson takes your study of neighborhood into the streets of the Southside neighborhood. Break the class into teams of 3 or 4 students. Assign each team a leader. In addition, the teams need clipboards, paper, colored pencils, maps of Southside community, cameras (cameras can be instant, 35mm, video, or digital). The team leaders will facilitate discussion of what task each team member will do (*The tasks can be: list the name of the streets of the Southside neighborhood; list important landmarks; list important places and building; list characteristics of the neighborhood – residential – commercial- cultural- recreational; take photos; generate general notes about the neighborhood*). Each team is responsible for collecting as much information as possible about Southside neighborhood.
2. In class the next day, have students prepare their report. Student teams will prepare their report incorporating the information they gathered during their walking tour of the Southside neighborhood. Students have the option of: creating a large map of Southside; creating models, drawing & labeling sketches, creating a video presentation; making a power point etc...The focus of the presentation should be on creating a complete picture of the Southside neighborhood.

Time Required:

Two to three class periods (40 – 80 – 40 minutes), depending on whether the field trip lesson is implemented.

Assessment Tools and Techniques:

- Participation and contributions during class discussion (day one & day 3)
- Written responses and questions based on the map activity and field trip
- Creative and analytical report on Southside neighborhood

Comments/Notes/Additional Instructions:

Taking the students to do their fieldwork presents some challenges. One challenge is to secure adequate supervision. The teacher may consider inviting parents, colleagues, paraprofessionals (aids), or administrators to help with the walkabout of the Southside neighborhood. A second challenge is to expose **all** students to this wonderful opportunity of doing fieldwork. The teacher might need to make a special request to team members and administrators to have access to all the students for given block of time.

A field trip is wonderful opportunity for students. It's fun, its hand on and perhaps their first field research. If, however, the field trip poses too many logistical problems, you may consider doing a teacher directed power point tour of Southside neighborhood.

Multicultural/Multiethnic Components:

The Southside neighborhood has a very diverse (class and race) population. The Southside has the highest concentration of minorities in the city of Ithaca. The black community has made its home in

the Southside since the early 1800s. A field trip to Southside neighborhood would expose students to black businesses, organizations and institutions. Moreover, the students would witness how people of different socio-economic and racial backgrounds co-exist in the Southside neighborhood – a most valuable multicultural lesson.

Interdisciplinary Connections:

This lesson uses writing, technology and math skills which link to the Social Studies, Language Arts, Technology and Math curriculum.

Physical or Instructional Modifications:

For part one of the lesson, students with special needs will need modified maps and some assistance locating / adding information on the map. For part two, students with special needs may need an aid to help them collect information in the field (Southside neighborhood). Some students may need help navigating the streets in their wheelchair. Some students may also require assistance in completing their presentation.

Extension Activities:

- Students draw a map of their own neighborhoods. The map should have a legend. They can use colored pencils to outline the boundaries of their neighborhood (formal or imaginary boundaries) labeling them as best as they can. In addition, they should use symbols to mark residential and commercial areas, their house, streets, friends' houses, parks, stores and any other important or notable locations that they frequent. **Note:** *You can collect all the maps; place them on a bulletin board creating a big picture of students' neighborhoods. Allow the class a few minutes to examine the bulletin board and then discuss with them the following questions.*
 1. *How are these maps similar or different?*
 2. *What are the characteristics that make your / each neighborhood what it is?*
 3. *What information **don't** you have that might help you to create a better map of your neighborhood?*
- Students can draw a map the school neighborhood. Use the above directions.

History Links

Name _____

Thinking About Neighborhood

Part I. Think- Pair- Share

1. In the chart below, record your own thoughts and ideas about how you would define “neighborhood”. Try to be as detailed as possible.

Neighborhood

2. **Share what you wrote with your partner.**
After you have each shared and discussed your ideas, make any additions to your original ideas.

Additions to my initial thoughts



--

3. Be ready to share your ideas with the class.

History Links

Part II. The Map of the City of Ithaca

Now look at the *Ithaca City Map*. The map shows the different neighborhoods of the city of Ithaca. By examining the map carefully, you will get more ideas about what a neighborhood is and some of its characteristics. You will then use your map notes (below) to formulate a "final draft" of what neighborhood is.

A. Notes: Be ready to share your notes with the class

1. How many neighborhoods are there in the city of Ithaca?
2. Is your neighborhood on this map?
3. Make list of the bordering streets for each neighborhood.
4. According to the map what are boundaries?
5. What characteristics of a neighborhood are not found on the map?
6. How can you get the information you need to get a complete picture of a neighborhood?

III. Map of Southside

1. Once you have located the boundaries of Ithaca's neighborhoods, turn your map over. (*Map of Southside neighborhood*). Using colored pencils, outline the boundaries of Southside. Label them as best as you can. Label and count the streets and any other notable observations.
2. **In the space below summarize your understanding of what neighborhood is.** You will use the map of Southside and the insights gained from answering the questions and discussing them. Look at your answers: based on what you wrote down, you should see that neighborhood consists of many different aspects. Some of these aspects will become clearer when you do your fieldwork.

IV. Walking Tour of Southside

Directions: You and your team will study the Southside neighborhood. Each team will consist of 3 or 4 students, including the team leader. The team leader is responsible for organizing team members into choosing tasks for collecting information about the neighborhood. Each team should have neighborhood maps, pencils, paper, and clipboards. In addition, each team may bring anything else that can help with gathering information - cameras (cameras can be instant, 35mm, video, or digital), laptop, tape recorder etc... It might be helpful if your team approaches this activity as if you were going to give a tour of the Southside neighborhood.

Task	Team member assigned to the task
Team Leader – responsible for keeping people on task and making sure the team has all necessary materials. As you walk, record your thoughts and the comments of other people that you encounter in the neighborhood. <i>A tape recorder may work well for this.</i>	
List/locate/document the characteristics of the neighborhood (commercial, cultural, residential and recreational).	
Locate and document important landmarks (buildings, monuments, landforms, art works, gathering places and signs).	
Visual Documentation – sketch or photograph important observations. Be sure to record names for any places or people that you document.	

V. Presentation of Walking Tour

Your team will prepare a report on the Southside neighborhood. The report must incorporate all the information your team collected about Southside during the walking tour of the neighborhood. Your team can present this information using one of the following options:

- Large map
- Video presentation
- Clearly labeled model
- Power point presentation

The focus of the presentation should be on creating a **complete picture** of the Southside neighborhood.

Extra Credit

Write a short summary of your personal observations of the Southside neighborhood. Your statement might include, but not be limited to, the following questions:

- What did you add to your understanding of what a neighborhood is by actually entering and closely observing a neighborhood
- What assumptions about Southside neighborhood did you make before your visit?
- Were the assumptions proven correct or incorrect?
- What did you find most / least interesting about the neighborhood?
- What sort of problems did you observe?