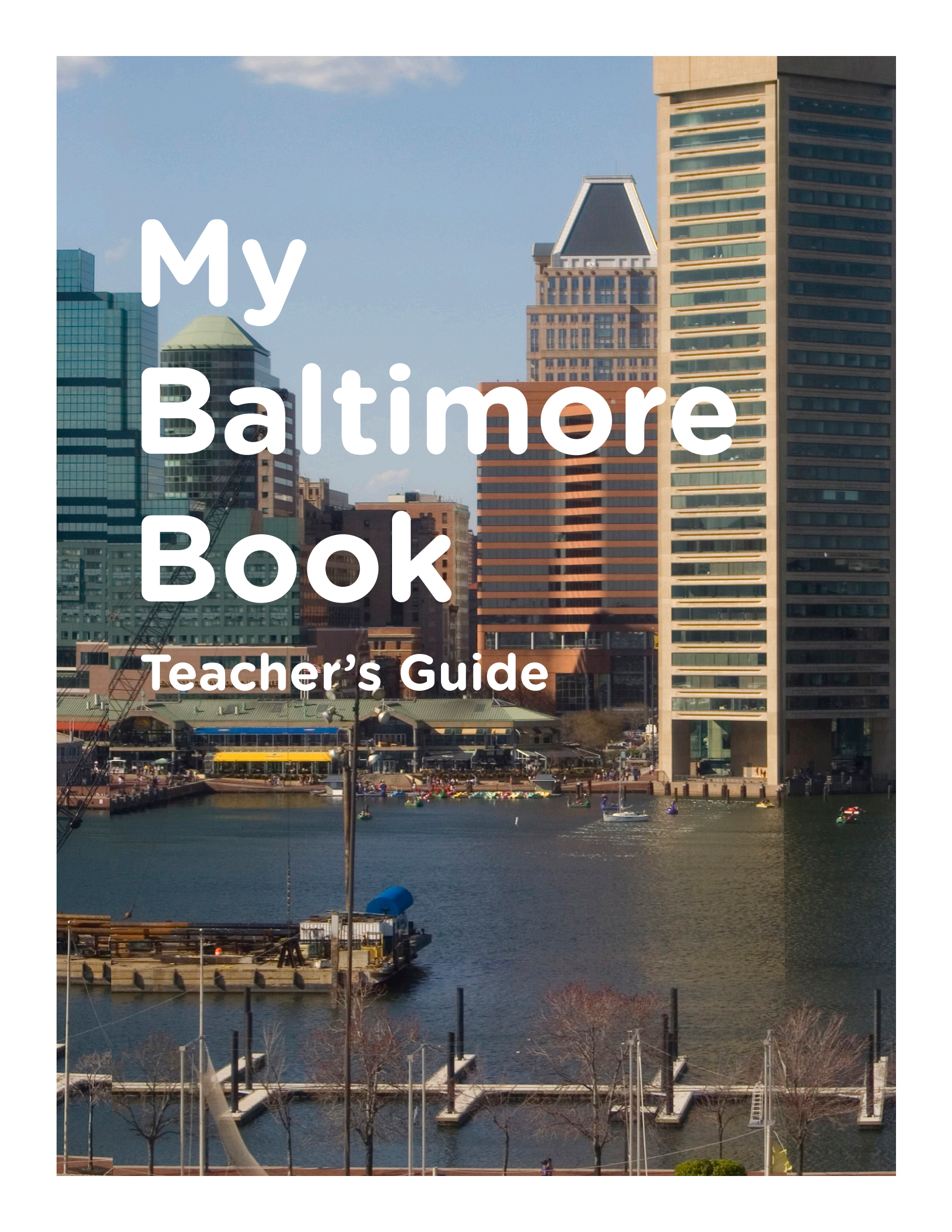


A scenic view of the Baltimore waterfront. In the background, several modern skyscrapers rise against a clear blue sky. The water in the harbor is dark, with numerous small boats and kayakers scattered across it. A large, multi-story building with a distinctive blue-tinted facade is prominent on the left. A bridge or pier structure is visible in the foreground, with some trees and a small boat docked nearby.

My Baltimore Book

Teacher's Guide

Dear Teacher,

When I arrived in Baltimore eight years ago, I had a lot of questions. Why are there so many abandoned row homes? What do the flashing blue lights on street corners mean? Why are schools segregated? As a teacher in the city, the youth that I work with often ask similar questions.

As I learned more about Baltimore's history, I started to realize that everything in the city is the way it is because some person, policy, or historical event has made it so. This knowledge has empowered me to become more involved in the city.

I began to wonder if understanding Baltimore history could shift students from being passive recipients of their surroundings to being positive and active changemaking citizens?

I believe that if students understand the complex forces that shape Baltimore, they can take ownership of their city and begin to make it better for themselves, their families, and their community.

My Baltimore book is written and designed in collaboration with Baltimore City teachers, students, historians, and community leaders. The book explains key civic education concepts and moments from Baltimore history in kid-friendly terms and illustrations.

This spring, every Baltimore City Public School third grader is getting a copy of My Baltimore Book. Please encourage each student to make the book their own by writing their name on the cover, coloring the illustrations inside, and taking it home to share with their family at the end of the school year.

We hope this teacher's guide, written by third grade teachers Heather Tuttle (Montebello Elementary) and Kathy Felix (Furman L. Templeton Preparatory Academy), will help you to use My Baltimore Book in your classroom.

Inside you will find:

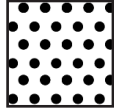
- Essential Questions
- Background Information
- MSDE Social Studies and Common Core standards alignment
- Enduring Understandings
- Activities
- Resources

Thank you for helping to create the next generation of active, changemaking Baltimore citizens!

Becky Slogeris
Author and Designer



For more information about My Baltimore Book visit
mybaltimorebook.com or email hello@mybaltimorebook.com



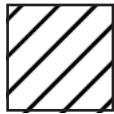
UNIT ONE

People



UNIT TWO

Housing



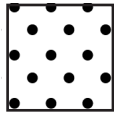
UNIT THREE

Development



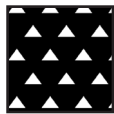
UNIT FOUR

Health and Safety



UNIT FIVE

Transportation



UNIT SIX

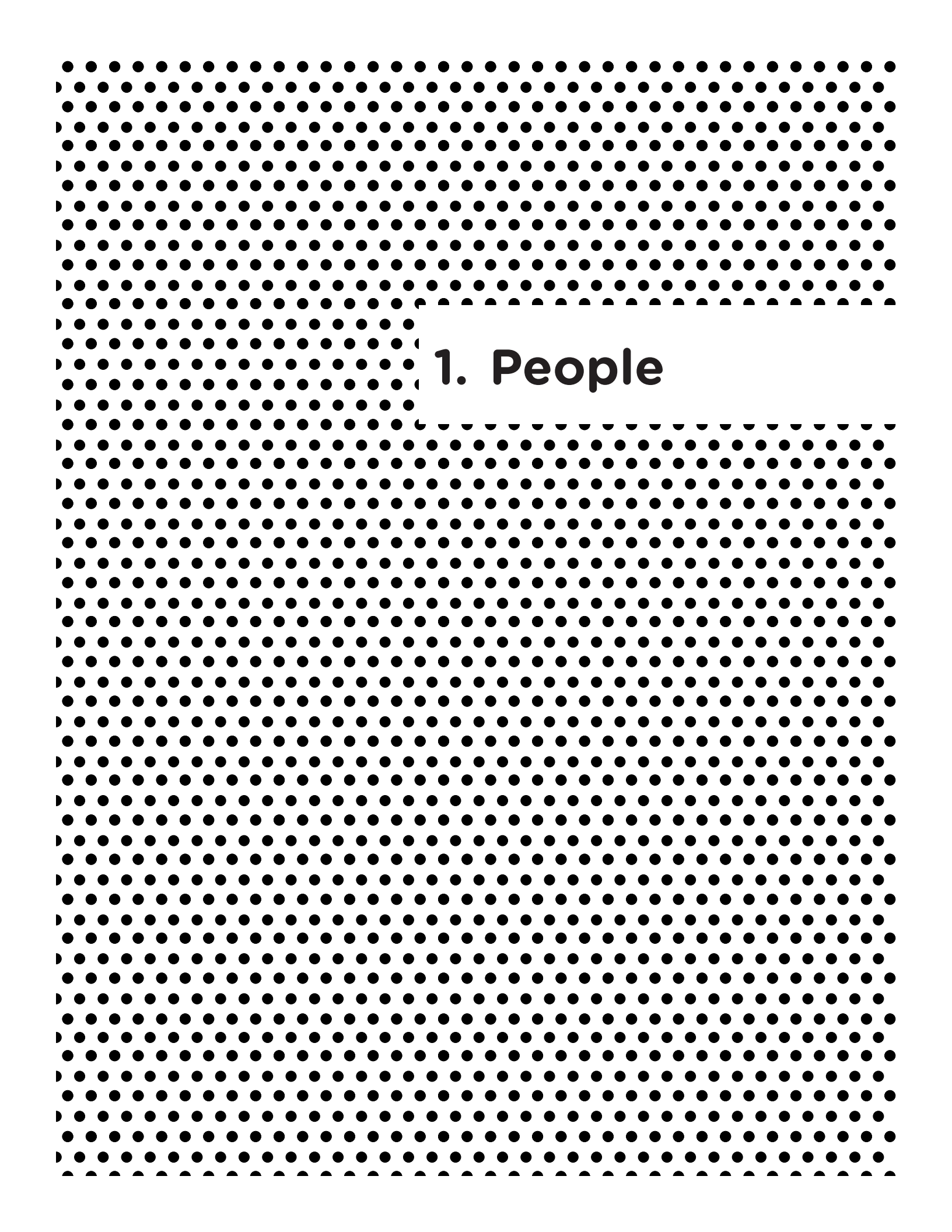
Government



Action Plan



Standards



1. People

Essential Question:

What is population and how is it monitored?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

B. Geographic Characteristics of Places and Regions

1. Compare places and regions around the world using geographic characteristics
 - c. Describe population distribution of places and regions such as rural and urban

CCSS.ELA-LITERACY.RI.3.7

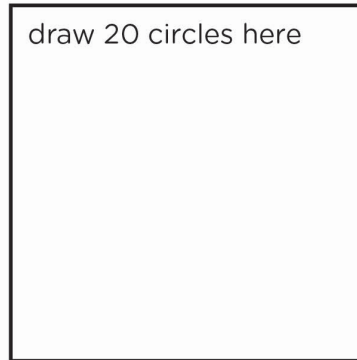
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Thinking About Cities

Population

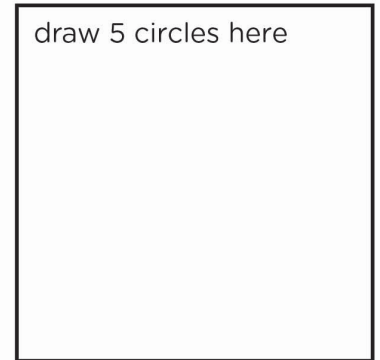
Population is the number of **citizens**, or people living in a place. Some places are **urban** and have many people living close together. Other places are **suburban** and have fewer people living far apart.

draw 20 circles here



Urban

draw 5 circles here



Suburban

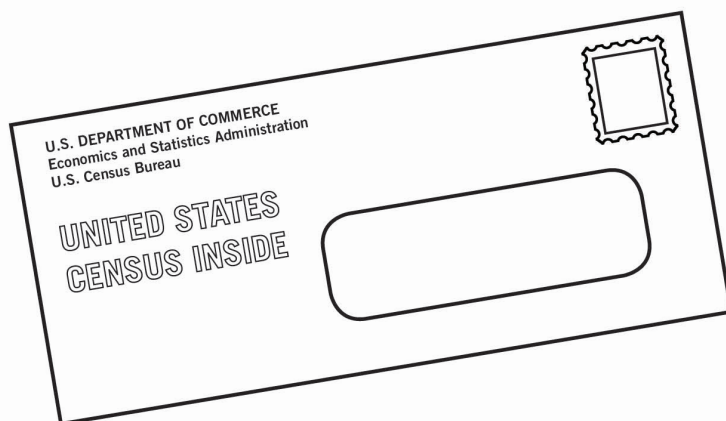
What kind of area
do you live in,
urban or suburban?



Census

How do we know how many people live in Baltimore? A **census** is mailed to every home every **decade**, or 10 years. The census finds out how many people live in the United States.

The last census was in 2010.
When will the next census be?
How old will you be?



How many people do you
think live in Baltimore?
Turn the page to find out!

People 27

Enduring Understandings:

- The population in an area determines its classification as a city, town, or village.
- Urban areas have many people living close together.
- Suburban areas have fewer people living farther apart.
- The census is used to determine the population in a particular area.

Background Information:

The census can also track movement of groups of people to different areas and can even affect the number of electoral votes a state has in the next Presidential election.



Questions:

Do you remember the last census? Were you alive yet?

When will the next census be?
How old will you be?

How can the information from the census be helpful for the government, city officials, and schools?

Activity: Classroom Census

Take a census of your classroom, grade level, or school by having students fill out a mock census form. (Download a sample census form at [census.gov/schools/pdf/2010form_info.pdf](https://www.census.gov/schools/pdf/2010form_info.pdf)) Have students compare their classroom population to others in the school or connect with another 3rd grade teacher in the district.

Essential Question:

How has the population of Baltimore changed over the past 220 years?

MSDE STANDARD 5.0: HISTORY

Students will use historical thinking skills to understand how individuals and events have changed society over time.

A. Individuals and Societies Change Over Time

1. Examine differences between past and present time
 - c. Explain the relationship among events in a variety of timelines

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

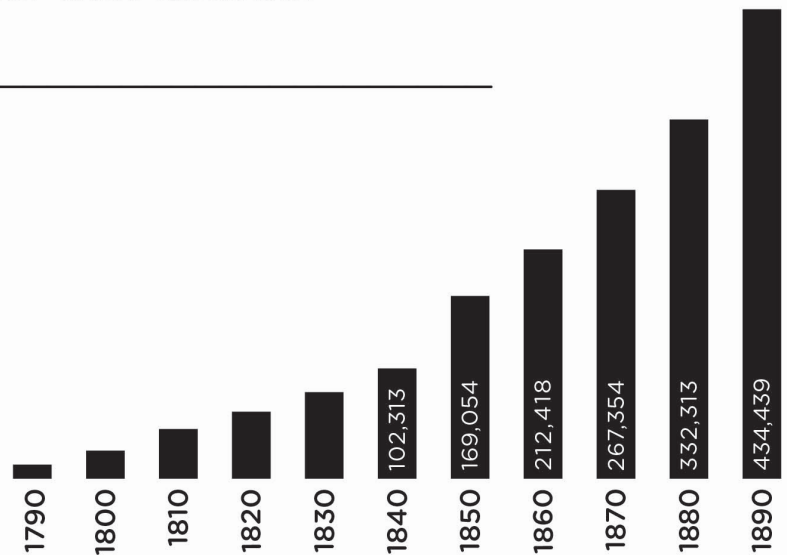
Looking At The Numbers

Population Growth

This graph shows how many people were living in Baltimore during each decade.

Which decade had the largest population?

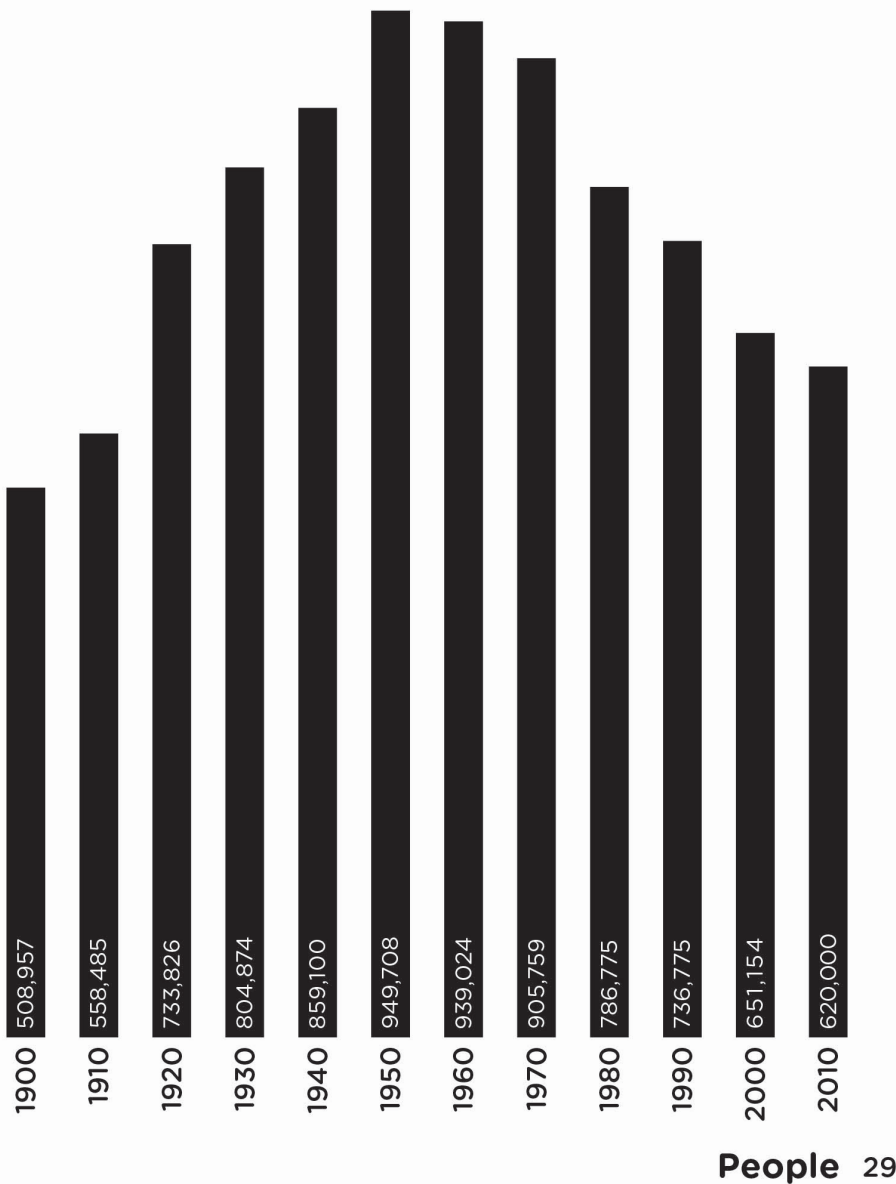
What happens to the population after that decade?



Activity: Compare and Contrast

Have students compare the population trends in Baltimore to other large east coast cities like New York, Washington DC, and Philadelphia.

Why do you think the population decreased in 1960?
Turn the page to find out!



Enduring Understanding:

- Populations can change over time based upon a number of factors such as employment, housing, transportation, crime, etc.

Resources:

- Discovery Education**
discoveryeducation.com
Username: e#####
(# = employee number)
Password: bcpss1
- SIRS Discoverer**
Online database of newspaper articles, magazine articles, websites, reference materials, images, websites, and non-fiction books.
- Enoch Pratt Free Library Curriculum Resource Center**
prattlibrary.org/research/database
Hundreds of maps, charts, diagrams and timelines for classroom use and homework help in history, geography, science and math.
- Lit2Go**
etc.usf.edu/lit2go/
Online database of downloadable PDF and audio stories.

Activity: Graphing School Population

Have students graph the population of your school over the last few years and analyze the graph for trends.

Essential Question:

Why did Baltimore's population decrease in 1960?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

C. Movement of People, Goods and Ideas

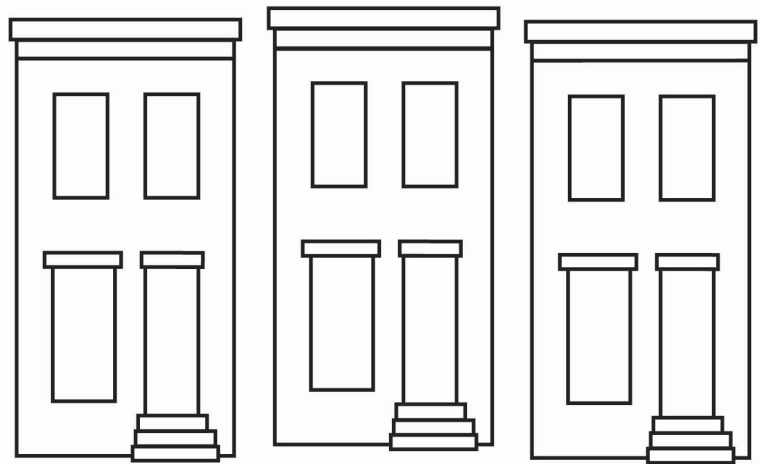
1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
- b. Identify reasons for the movement of people from one community or region to another

The Great Debate

City vs. Suburb

Between 1950 and 1990, 182,000 people left Baltimore and moved to the suburbs.

People move out of the city for various reasons. Some want more space.



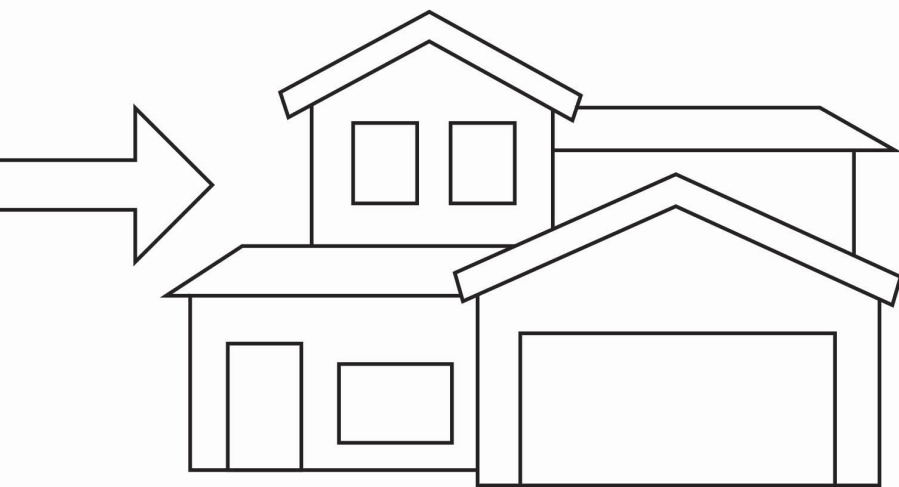
City

Activity: Move Me

Perform a classroom experiment by allowing students to move anywhere in the class that they would like. Take a poll to find out why students decided to move to their new spots.

Recently, people have been moving back into Baltimore. People move into the city to be closer to jobs and cultural activities.

Can you name one
Baltimore suburb?
Hint: Towson is one!



Suburb

People 31

Enduring Understandings:

- People decide where to live based on natural/physical and human made characteristics.
- A suburb is a district lying immediately outside a city or town, especially a small residential community.

Activity: Map it!

Create a classroom map of the suburbs of Baltimore. Ask students to identify the closest suburbs to your school.

Essential Question:

What are the differences between a city and a suburb and what are the benefits of each?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

C. Movement of People, Goods and Ideas

1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
 - b. Identify reasons for the movement of people from one community or region to another

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-LITERACY.W.3.1

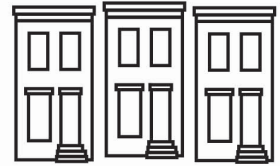
Write opinion pieces on topics or texts, supporting a point of view with reasons.

What do you think?



What are the benefits of living in a suburb?

List them here:



What are the benefits of living in a city?

List them here:

Activity: City vs. Suburb Venn Diagram

Have students create a Venn diagram of the similarities and differences between a city and a suburb.

Re
C/

- There are many benefits to living in both a suburb or a city.

Read *Country Kid*,
City Kid by Julie
Cummins

Essential Question:

What does it mean to have a diverse community?

MSDE STANDARD 2.0: PEOPLES OF THE NATION AND WORLD

Students will understand how people in Maryland, the United States and around the world are alike and different.

C. Elements of Culture

1. Analyze and describe elements of a multicultural setting

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Thinking About Cities

Diversity

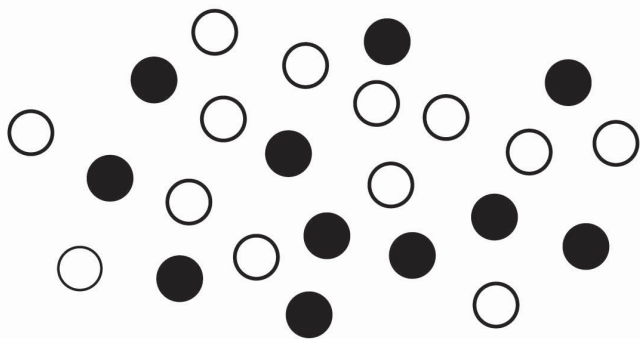
When different races and ethnicities live together, the community is **diverse**.

When different races and ethnicities are separated, the community is **segregated**.

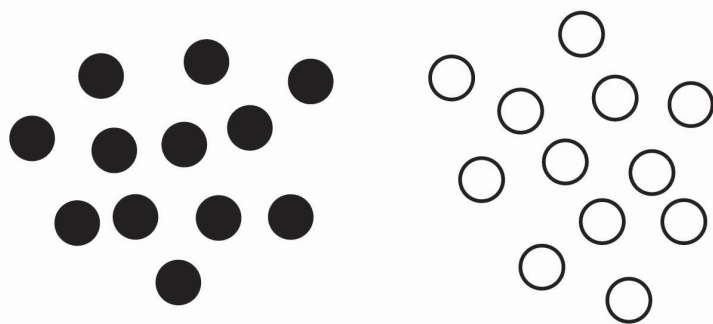
**Is your neighborhood
diverse or segregated?**

Activity: Diversity in Baltimore

Have students research the population of Baltimore using the most recent census to determine the types of diversity that exist. (Find interactive census maps at nytimes.com/interactive/2015/07/08/us/census-race-map.html) Ask: Are some neighborhoods more diverse than others?



Diverse



Segregated

People 35

Enduring Understanding:

- Diversity includes more than just a person's race. It also includes, gender, age, socioeconomic class, education level, religion, ethnicity, and abilities/disabilities.



Questions:

What diversities exist in our classroom? How are they beneficial? How can they cause difficulties?

Activity: A City of Neighborhoods

As a class, research different neighborhoods in Baltimore. In small groups, have students choose a neighborhood to study and map. Ask students to identify the amount of people living in the neighborhood (population), the diversity of the population, and the types of homes.

Essential Question:

How can diversity be beneficial?
How can it be challenging?

**MSDE STANDARD 2.0:
PEOPLES OF THE NATION AND
WORLD**

Students will understand how people in Maryland, the United States and around the world are alike and different.

B. Cultural Diffusion

1. Identify and describe how individuals and groups share and borrow from other cultures

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

People To Know**TEACHING
TIP:**

Show a real picture of Jane Jacobs for the students to see.

Lessons from Jane Jacobs

Jane Jacobs was a writer and thinker about cities. She lived in New York and then in Toronto, Canada. Jane did not learn about cities from books or school. Instead, she learned about cities by watching people use them in everyday life.

Having a diverse population was something she felt was important to cities.

Activity: Research Jane

As a class, research more about Jane Jacobs and the Center for the Living City (an organization that promotes civic engagement).

Do you think diversity is important in cities? Explain.

Enduring Understanding:

- Diversity creates the opportunity for cultural diffusion. The strengths and weaknesses of each culture in an area can be supported by other cultures present in the same area.

Activity: Time Capsule

100 years from now what would you want people to know about your classroom community, neighborhood, or Baltimore? Have students create a time capsule with important artifacts from the present day.

Essential Question:

How did Brown vs. Board of Education affect schools?

MSDE STANDARD 2.0: PEOPLES OF THE NATION AND WORLD

Students will understand how people in Maryland, the United States and around the world are alike and different.

C. Conflict and Compromise

1. Analyze how groups of people interact
 - a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion, and respect among group members
 - b. Explain how different points of view in school and community situations may result in compromise or conflict

CCSS.ELA-LITERACY.W.3.1

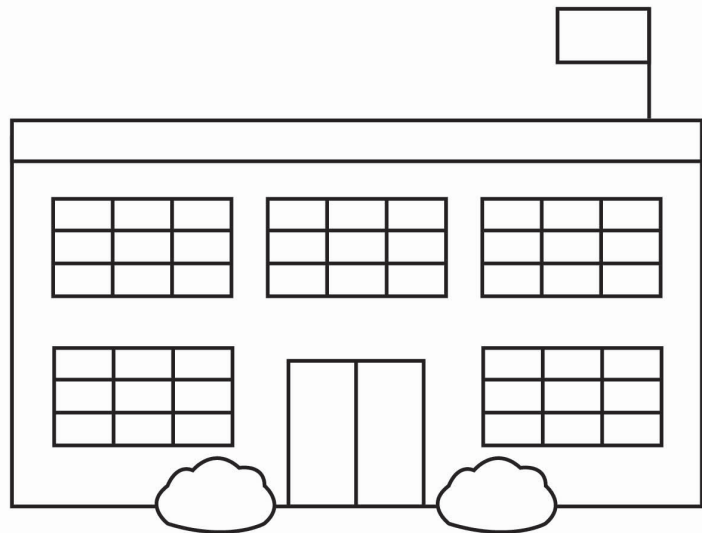
Write opinion pieces on topics or texts, supporting a point of view with reasons.

Cities And The Law

Brown v. Board

In the United States, some places made black boys and girls go to separate schools from white boys and girls.

In 1954, the Supreme Court ordered the desegregation of public schools through *Brown v. Board of Education*.



Activity: Debate It!

Pretend it is the year 1954; hold a classroom debate for and against *Brown v. Board of Education*.

Even though the law lets black and white boys and girls go to the same school now, they are often still separate.

Is your school diverse? Why or why not?

People 39

Enduring Understanding:

- The 1954 US Supreme Court case *Brown v. Board* ended public school segregation by race.

Background Information:

The Supreme Court combined five cases under the name *Brown v. Board of Education*. The cases were the result of years of work by the National Association for the Advancement of Colored People (NAACP).



Questions:

How does *Brown v. Board of Education* support Jane Jacobs' ideas for civic engagement and diversity?

Do you think that the Supreme Court's decision ended segregation immediately? Why or why not?

Activity: Baltimore Civil Rights Timeline

Have students research the civil rights movement in Baltimore and create a timeline of events. Which public facilities and businesses desegregated first? Which ones opposed? What were the effects of desegregation?

Essential Question:

What impact did Ruby Bridges have on the country?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community
 - c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

CCSS.ELA-LITERACY.W.3.2

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

People To Know



TEACHING TIP:

Read *The Story of Ruby Bridges* by Robert Coles.

Lessons from Ruby Bridges

Ruby Bridges was the first black student to attend an all white elementary school in the South. She was in first grade. White people didn't like Ruby coming to the school, so they yelled mean words at her. She had to be very strong and brave to ignore their mean words and keep coming to school anyway.

Because of Ruby, more black students were able to come to her school.

How did Ruby make a positive difference in her community?

People 41

Enduring Understanding:

- Ruby Bridges was the first black child to attend an all white elementary school in Louisiana after *Brown v. Board*. Her bravery inspired others.

Background Information:

Ruby was accompanied by her mom and federal marshals as she entered the Frantz School on November 14, 1960. The image of her being escorted in to school became famous.

After Ruby started attending the school, her father lost his job, her grandparents lost the land they sharecropped, and the local grocery store banned them from entering.



Questions:

What would have happened if Ruby refused to go back after the first day?

What adjectives would you use to describe Ruby and her family?

Activity: In Ruby's Shoes

Have students write a narrative from Ruby's point of view about her first few weeks at school.

Essential Question:

How did the students from Morgan State University fight segregation?

**MSDE STANDARD 1.0:
CIVICS**

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

**B. Individual and Group
Participation in the Political
System**

2. Analyze the role of individual and group participation in creating a supportive community
 - c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

CCSS.ELA-LITERACY.W.3.2

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

Learning From The Past

Read's Drugstore

In the 1950s, places to eat in Baltimore were segregated. Students from Morgan State University decided to do something to change this. They protested by sitting at the lunch counter of Read's drugstore and refusing to leave.

This sit-in inspired other college students to fight to desegregate places in their own cities.

**Activity: Compare and Contrast**

Have students compare and contrast the Read's Drugstore sit-in to the Montgomery Bus Boycott or to Rosa Parks' refusal to give up her seat.

How did the students from Morgan State University make a difference in their community?

TEACHING TIP:

Read *Sit In: How Four Friends Stood Up by Sitting Down* by Andrea Davis Pinkney

People 43

Enduring Understanding:

- Groups of people with a common goal can work together to make a difference.

Background Information:

The Read's Drugstores were located at the corner of Lexington and Howard and at the Northwood Shopping Center.

The students joined the Committee on Racial Equality (CORE) to stage simultaneous sit-ins at both locations. Within hours, a Read's official announced that their lunch counters would be desegregated.



Questions:

How would you describe the characteristics of the Morgan Students who held the sit-in?

Would you be willing to stand up for what you believe like these students? What would you do if you were a student then and your friend asked you to participate in the sit-in?

Activity: Inspiring Baltimoreans

Have students pick a famous Baltimorean and research how they made a difference in their community. (For example: Thurgood Marshall, Martin O'Malley, Nancy Pelosi, Oprah Winfrey, Ray Lewis, Elijah Cummings, Cal Ripkin, Kweisi Mfume, Francis Scott Key, Enoch Pratt.) Have students dress up as them one day and present what they learned.

2. Housing

Essential Question:

What changes have been made to housing in Baltimore? What are the pros and cons of Formstone and Gentrification?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

C. Movement of People, Goods and Ideas

1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
 - b. Identify reasons for the movement of people from one community or region to another

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
 - a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living

Only In Baltimore

Formstone

In the 1930s Baltimoreans started covering the brick on rowhomes with **Formstone**, a material that looks like stone. People were told that the Formstone would keep water from leaking between their bricks and save them costly maintenance.

Today, Formstone is often removed to show the brick underneath.



Does your house have Formstone?



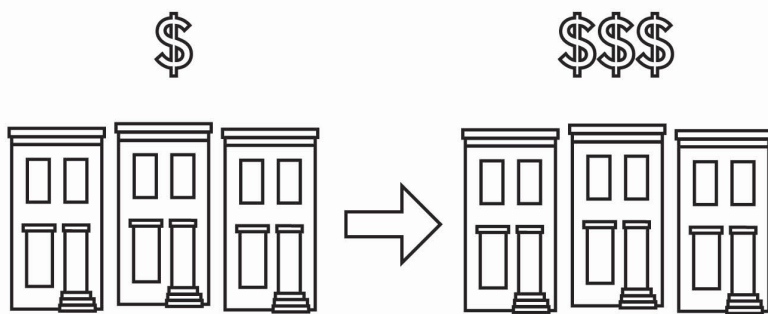
Background Information:

Contractors and homeowners that renovate houses can receive a tax credit for restoring the property to its historic state. Removing the formstone is one way to receive the tax credit. Sometimes, though, the formstone is covering brick that is damaged. The cost of removing the formstone increases greatly when the brick beneath it has to be replaced as well.

Big Word, Important Concept

Gentrification

Gentrification happens when the cost of living in a neighborhood increases. People have to move out of the neighborhood because they can't afford to live there anymore.



How would you feel if you had to move because you couldn't afford to live in your neighborhood anymore?

Housing 49

Enduring Understanding:

- Housing changes over time due to factors like physical characteristics and cost.

Background Information:

Gentrification is the process of renewal and rebuilding accompanying the influx of middle-class or affluent people into deteriorating areas that often displaces poorer residents. When a neighborhood becomes gentrified, the home values can increase. If a person rents a home in the gentrified neighborhood, their rent can increase. If a person owns a home in a gentrified neighborhood, the value of their house increases, which also increases their property taxes.



Questions:

Do you like formstone on houses? Why or why not?

What could a person do to their formstone if they couldn't remove it to make it look better?

Activity: Mapping Gentrification

Research neighborhoods in Baltimore that have been gentrified. Were there any changes to the population, median income, and/or home values? If so, how did they change? An interactive map can be found at governing.com/gov-data/baltimore-gentrification-maps-demographic-data.html.

Essential Question:

What types of housing can be found in a city?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
 - a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

People To Know



Lessons from Le Corbusier

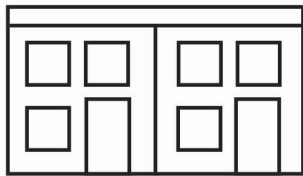
Le Corbusier was an architect and city planner from France. He wanted to make cities clean and orderly places. Le Corbusier's plans had tall **high-rise** housing instead of short **low-rise** housing.

While his ideas sounded good, they were not very successful in real life. The high-rise housing didn't feel like home.

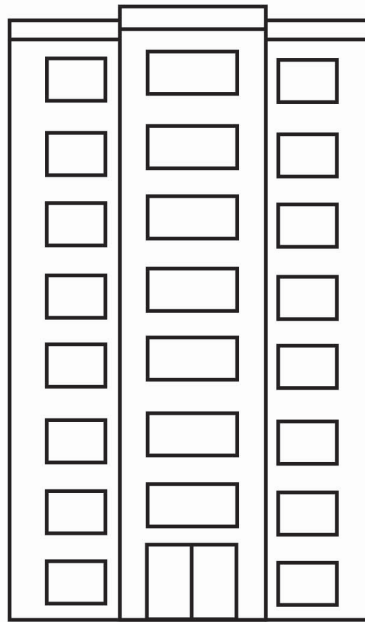
Activity: Housing Collage

Have students create a collage of different types of high-rise and low-rise buildings.

What kind of building do you live in?



Low-rise



High-rise

Which of the above did Le Corbusier prefer? Circle it.

Enduring Understanding:

- Architects and city planners create plans for housing.

Background Information:

The exact classification of low-rise and high-rise buildings is highly debated. However, most classify a high-rise building as having 12 or more floors. Low-rise houses include single family homes, rowhouses, and small apartment and condo buildings. High-rise buildings include larger apartment and condo buildings.

Activity: Graphing School Population

Have students research to find out if other cities have rowhomes like Baltimore. If so, which ones? If not, what types of housing do other cities have in their downtown areas?

Essential Question:

What is public housing and how has it changed over the years?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
 - a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living

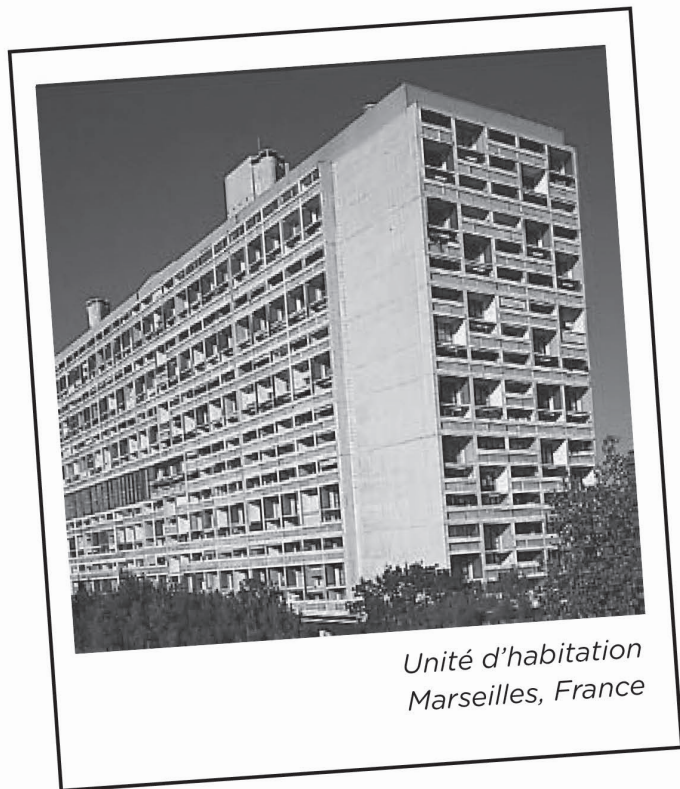
CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Learning From The Past

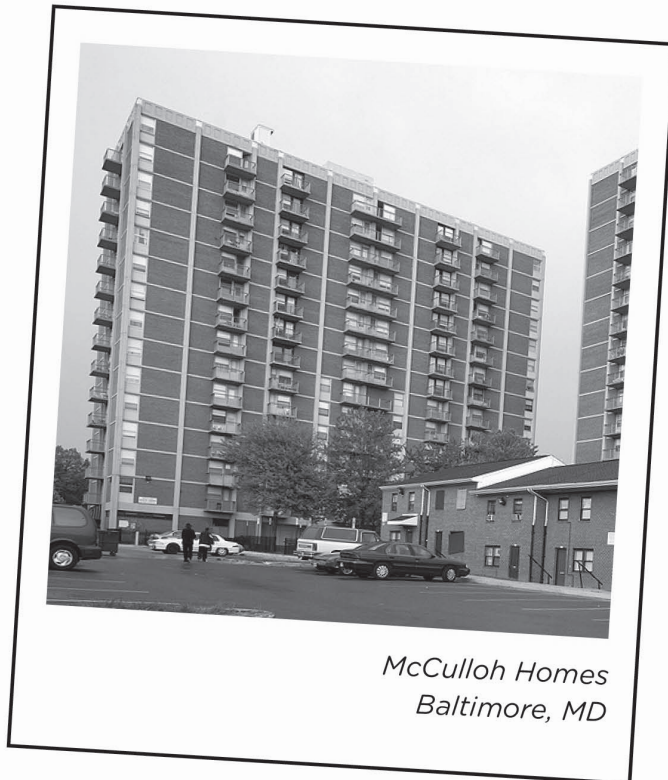
Public Housing

Le Corbusier's buildings in France inspired high-rise **public housing** built in the United States in the 1960s. Public housing is created by the government for people to rent at a reduced rate.



*Unité d'habitation
Marseille, France*

By the 1990s, high-rise public housing in the United States had become places that were not safe or healthy to live in because they were not maintained. Most of them have now been torn down and low-rise buildings are being built instead.



Housing 53

Enduring Understanding:

- Housing changes over time due to factors like physical characteristics and cost.

Background Information:

The Housing Authority of Baltimore City serves nearly 20,000 people in 11,000 units. The housing units include family developments, mixed population buildings, and senior buildings.

Activity: Map It!

Using the baltimorehousing.org website, have students map the different types of public housing available around the city. Ask students to identify how many people live there and what type of buildings they are.

Essential Question:

What is the Vacants to Value program and how can it help Baltimore?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
 - a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Baltimore Today

Vacants to Value

Baltimore has around 16,000 **vacant** homes. Remember the population graph on pages 28 and 29? Because Baltimore's population has decreased so much, there are more houses than people.

What would you do with all of the vacant houses in Baltimore?

Activity: Vacant Housing Re-design

Using the map on the *vacantstovalue.org* website, find vacant houses near your school. Look at the actual house using Google Maps street view. Have the students develop a plan for the vacant house. Would they rehab it as a rental property or for them to live in? How would they make it

Baltimore has a program called Vacants to Value that helps people purchase vacant row homes and fix them.



*1200 Biddle Street
Before*



*1200 Biddle Street
After*

Housing 55

Enduring Understanding:

- Baltimore is working to decrease the number of vacant homes.

Background Information:

Vacants to Value is an initiative started by Mayor Stephanie Rawlings-Blake to help raise property values, create community amenities, increase local tax revenue, and attract new residents and businesses.



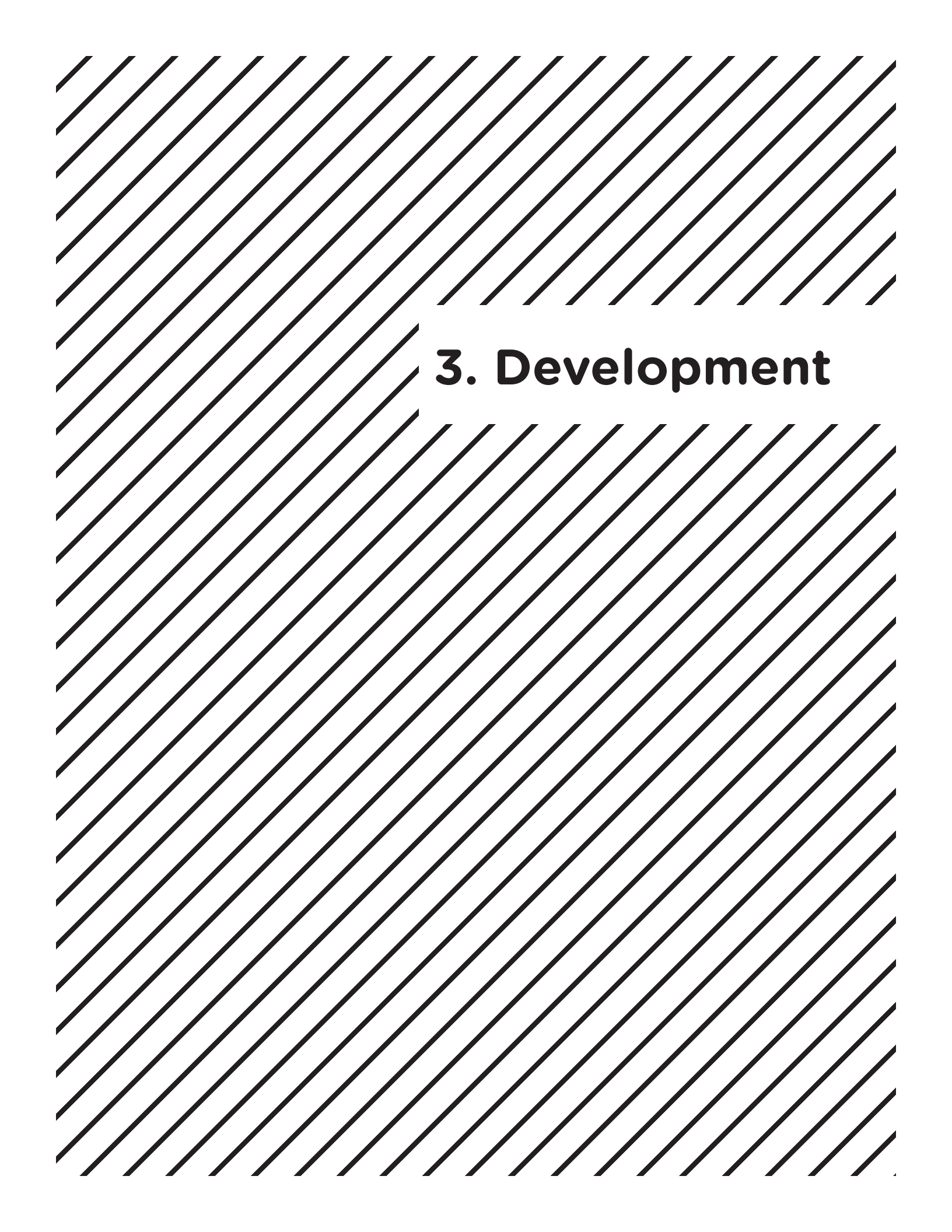
Questions:

Have you seen vacant houses in your neighborhood?

Why do you think vacant house are boarded up?

What feelings do you have when you see a vacant house?

desirable to live in? Invite students to develop a floor plan for each level of the house and decorate it using pictures from magazines.



3. Development

Essential Question:

What do city planners and developers do?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

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 - a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living

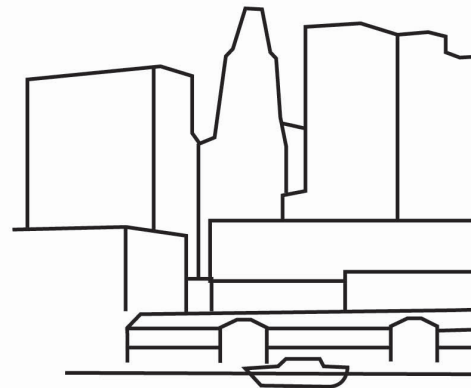
People To Know



Lessons from James Rouse

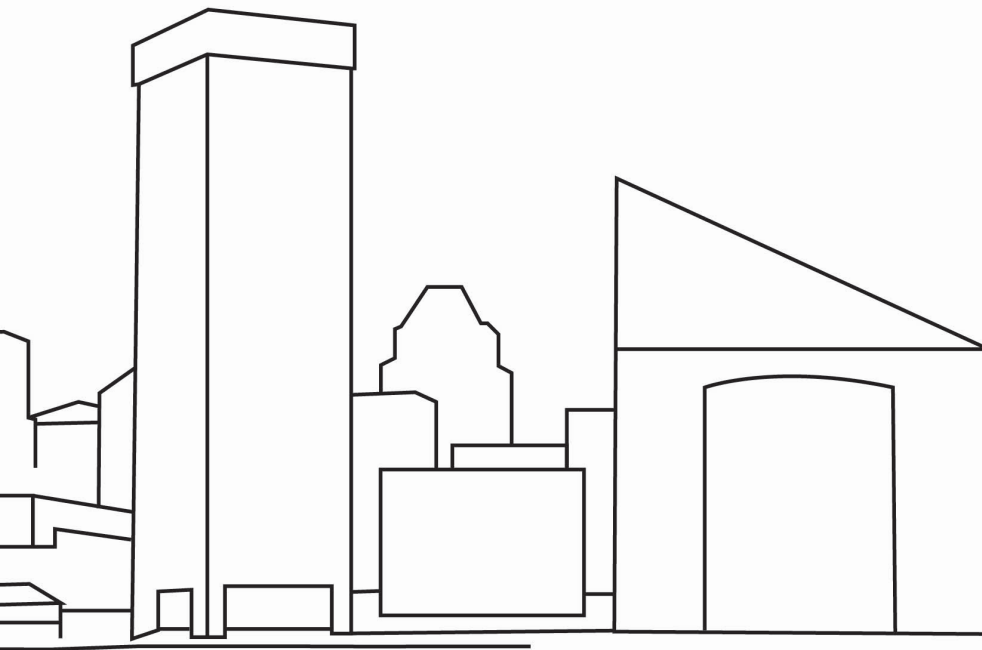
James Rouse was a **developer** who built shopping areas in cities across the United States. Harborplace in Baltimore is an example of one. These types of places were built to bring more activity to downtown areas.

Have you been to
the Inner Harbor?



The Tourist Bubble

Cities often give special attention to downtown areas that **tourists** visit, like the Inner Harbor. They build convention centers, sports arenas, shopping malls, and hotels. While these things are great for tourists, they don't always benefit people who live in other parts of the city.



Development 61

Enduring Understanding:

- A City Planner determines the best way to use the land in a city in order to benefit the citizens
- Developers renovate existing buildings or build new buildings like shopping centers, apartments and offices.



Questions:

What do developers do?

What traits must a developer have in order to be successful?

Activity: Baltimore Travel Agent

Have students create a brochure for people traveling to Baltimore or your community. What should they see outside of the Inner Harbor? Share sample tourist brochures and guides for inspiration.

Essential Question:

What changes or improvements would you make to Baltimore?

**MSDE STANDARD 3.0:
GEOGRAPHY**

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
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Activity

Be a Developer!

If you could choose any area of Baltimore to tear down to make something new, what would you create instead?

Draw a picture of what you would develop here.

Activity: Community Needs Assessment

Have students create a needs assessment for your community or neighborhood. What are community member needs and wants? How can you improve the community in order to meet those needs and wants?

**TEACHING
TIP:**

Find kid-friendly city
planning activities
at [planning.org/
kidsandcommunity](http://planning.org/kidsandcommunity)



Questions:

What information about Baltimore would a new developer need in order to design something new that is meeting the needs and wants of the citizens of Baltimore?

What are some positive and negative effects of changing the design of Baltimore?

How are humans interacting (human environment interaction) with their city when they build new structures? When they demolish old structures?

Activity: 3-D Developer

Have students build a 3-D model of their design above using recyclable materials like cardboard, construction paper, and popsicle sticks.

Essential Question:

How does zoning affect the design of Baltimore and impact its citizens?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

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CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Baltimore Today

Zoning

Zoning is one way that cities control what gets built in a certain area. Through zoning codes, districts are created that separate buildings based on use. This means that if you live in a residential area, you don't have to worry about having a factory next door.

Sometimes an area has multiple purposes. This means the zoning is **mixed-use**.

Activity: What Do You Think?

Have students write about problems that could occur in a city if there weren't zoning laws. Have them think about problems that impact citizens, animals, the land, traffic patterns, etc.



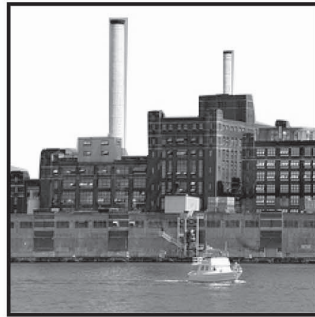
Residential
houses, apartments



Environmental
parks, green space



Commercial
businesses



Industrial
factories



Special Purpose
college campuses, etc.

What kind of
zoning does your
community have?

Enduring Understandings:

- Zoning determines the type of buildings that are located in a certain area.
- The positioning of buildings based on their intended use creates specific zones in a city.
- Keeping areas designated for specific purposes directly effects communities.



Questions:

What type of zoning does the community around your school have?

Activity: Smalltimore

In small groups, have students create their own city similar to Baltimore. What will the government look like? What types of transportation are available? What types of zoning will there be? Will there be green spaces? Create a checklist of elements for students to include (ie. library, freeway, universities, houses, apartments, stores, power plant, etc.)

Essential Questions:

How are goods made? How are goods transported to Baltimore?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

B. Geographic Characteristics of Places and Regions

1. Compare places and regions around the world using geographic characteristics
 - b. Identify natural/physical and human-made features of places and regions

C. Movement of People, Goods and Ideas

1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
 - a. Explain how transportation and communication networks connect places, people, and ideas

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Baltimore Today

Made in Baltimore

Factories are buildings where people make **goods** to sell and trade. They also provide jobs.

While many factories have closed and moved overseas, Domino Sugar is an example of factory still open in Baltimore today.

If you opened a factory in Baltimore, what would you make?

Activity: Research a Factory

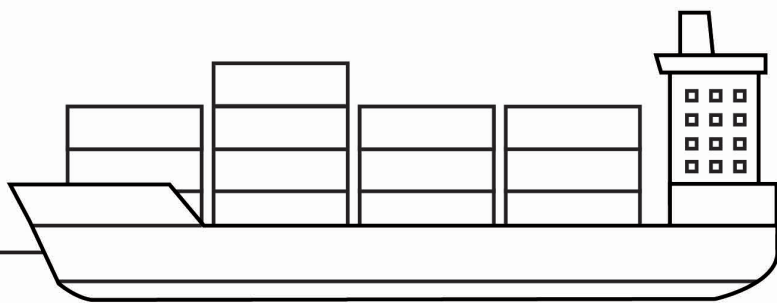
Have students research a local factory and Create a mind map based on all the impacts it makes on our community. (ie. Positive: money spent within the community, jobs for community members, people traveling to our area increases money spent on lodging and local attractions. Negative: traffic, pollution, sound.)

Asking Questions

Why is Baltimore on the Water?

Baltimore has a **port**. The city was built beside water so that Baltimore could **trade** goods with people all over the world.

Large ships come to the port and drop off containers filled with things like cars and clothes.



Development 67

Activity: Create Your Own Factory (Math Connection)

Have students develop a plan to sell a product or service within your school. Have them create charts to show profits, improve plan for day 2, and rerecord profits. Find resources for creating a classroom mini-economy at moneyinstructor.com/classeconomy.asp.

Enduring Understandings:

- The location of Baltimore directly affects the life of those living in the area.
- Factories in Baltimore benefit our economy by creating more goods and creating jobs for those in the community.
- The location of Baltimore on the Chesapeake Bay helps ease the import of goods.

Resources:

- **Baltimore Museum of Industry**
thebmi.org
As workers in Mr. Platt's 1883 oyster cannery, students become managers, foremen, can-makers, printers, labelers, steamers, shuckers, and can-llers.
- **PORT: A Transportation System**
port.thinkport.org
Lesson plans and on-line activities about the Port of Baltimore.
- **The Baltimore Port Alliance**
Field experiences for students, exhibits at events, and guest speakers. Contact greenport@marylandports.com or 410-385-4438.

Essential Question:

How does historic preservation help save important buildings?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

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CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Learning From The Past

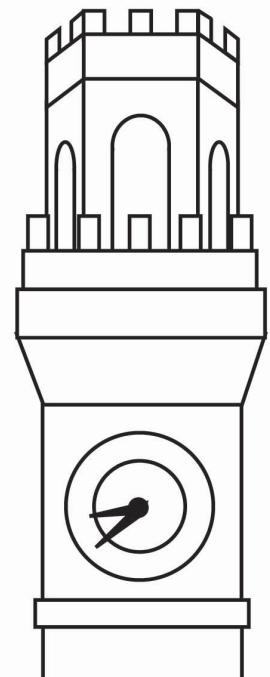
Historic Preservation

Baltimore was founded in 1729. Even though some original buildings burned down during a fire in 1904, the city still has many buildings with important histories.

Sometimes historical buildings are at risk of being demolished to build new developments. Saving historic buildings is called **historic preservation**.

Did you know?

The Bromo Seltzer Tower was named a National Historic Building in 1973.



Activity: Baltimore Timeline

Have students create a timeline of events in Baltimore from the fire of 1904 to today. Use pictures and text to summarize major events and illustrate how Baltimore had changed over time.

Activity

Try it!

Can you think of an important building in Baltimore that you would save from demolition?

Draw a picture of the building here.

What makes the building special?

Development 69

Activity: A Walking Tour of Baltimore

Watch “A Walking Tour of Baltimore,” (vimeo.com/146823210) a video about a group of Digital Harbor High School students on a tour of Baltimore’s Sharp-Leadenhall neighborhood. Then, plan your own walking tour of historical sites in Baltimore. Visit preservationsociety.com.

Enduring Understandings:

- When a building is demolished so is its history.
- Historic preservation saves buildings that are considered landmarks due to their age or the important events that happened on site.

Background Information:

There is a process for registering a building or site as historical. New sites are dedicated and reserved for preservation annually.



Questions:

What qualifies a building for historical preservation?

How did the fire of 1904 change Baltimore City? What history was lost?

By saving buildings what history is preserved?

Resources:

- **Baltimore Heritage**
baltimoreheritage.org
Lesson plans, teacher resources, and hands on classroom projects.



4. Health & Safety

Essential Questions:

How do the blue lights provide safety to the community? Are they a good use of the city's money?

MSDE STANDARD 1.0: CIVICS

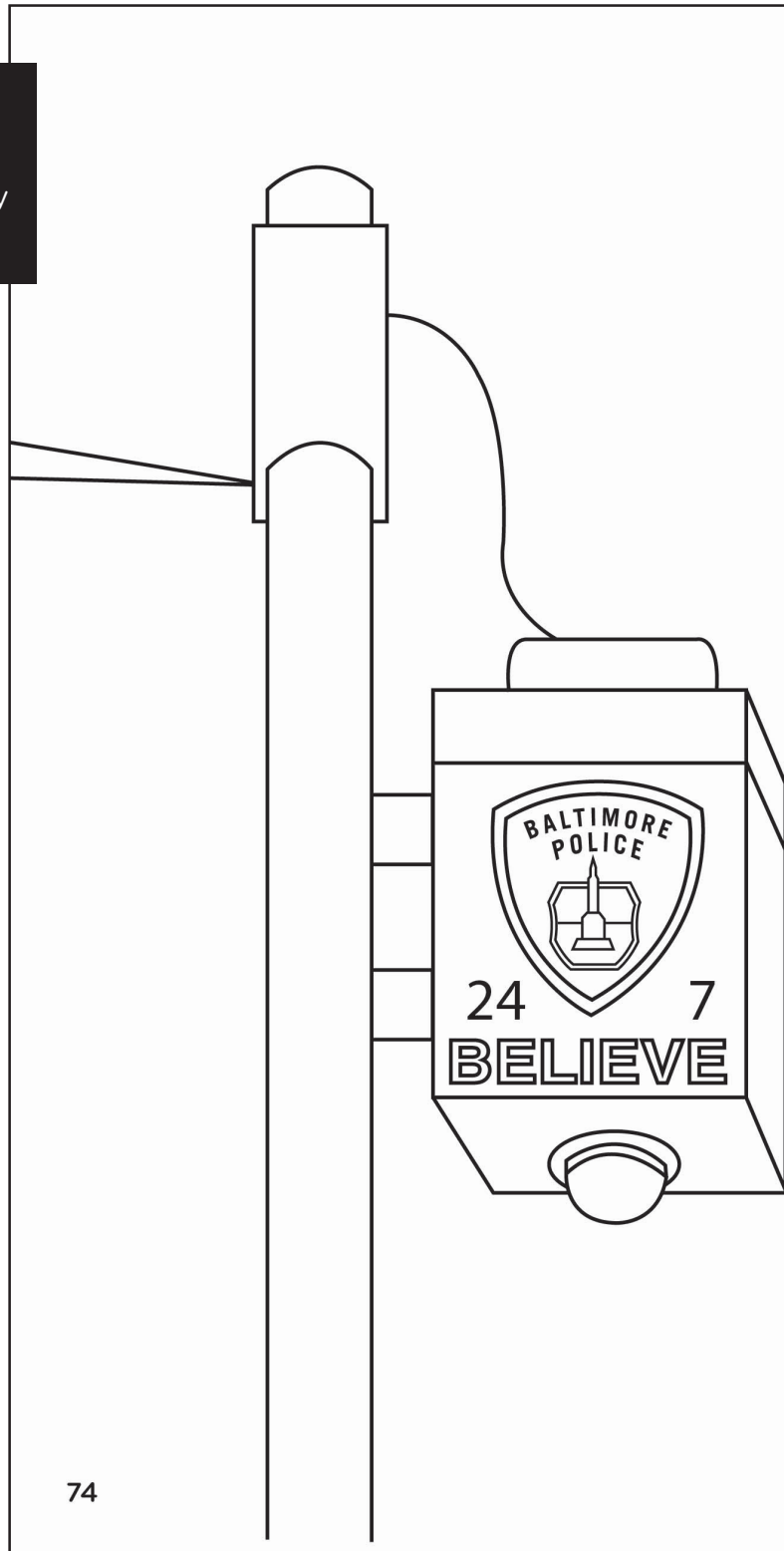
Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A. The Foundations and Function of Government

1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.



Activity: Compare and Contrast (Math Connection)

Have students research the median income of a citizen in Baltimore City and compare it with the cost of installing the Blue Light cameras.

Activity

Blue Lights

Have you ever noticed the blue flashing lights in Baltimore? They are security cameras installed to make areas with crime safer. Each blue light costs \$30,000 to install.

What would you do to improve your neighborhood if you had \$30,000?

Health and Safety 75

Activity: BMore Safe (STEM Connection)

Have students design a new technology (or improve an existing technology) with the goal of making Baltimore City safer.

Enduring Understanding:

- The safety of members of the community is an ongoing concern in many neighborhoods in Baltimore city.
- Blue Lights are security cameras installed to deter crime and create a safer environment for those that live in Baltimore as well those visiting the city.

Background Information:

Each light costs the city approximately \$30,000 to install (not including the maintenance or monitoring of the cameras).

Not all neighborhoods have Blue Lights installed.



Questions:

What do cities provide to help citizens feel safe?

Do all citizens in Baltimore feel safe? Why or why not?

What is more effective in providing safety for the people of Baltimore City; blue lights or police patrolling the area either on foot or in car?

Essential Question:

How can community members control and improve the area they live in?

Enduring Understandings:

- Community involvement can help improve and maintain an area.

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A. Protecting Rights and Maintaining Order

1. Explain the rights and responsibilities of being a member of the school and the community
 - a. Describe the responsibilities of being an effective citizen.

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Resources:

- **Baltimore City**
crime.baltimorecity.gov
Information about Baltimore's Block Watch and Citizens on Patrol programs.

Thinking About Cities

Eyes on the Street

Remember Jane Jacobs on page 36? One of her theories is that people make streets safer. The more eyes watching the street, the safer it becomes. Starting a neighborhood patrol watch can help with keeping your neighborhood safe.

What makes you feel safe in your neighborhood?

TEACHING TIP:

Discuss the importance of 911 and 311 in Baltimore and share the 311 app with students.

Activity: Eyes on the School

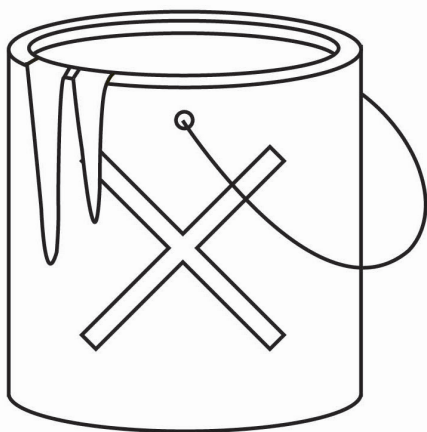
Create a School Watch Program for a common area like the cafeteria, playground, or hallway. Have students write a letter to school administrators about their plan. Schedule different students to patrol the area, report concerns, document improvements, and compile data to support their findings.

Action Item!

Lead Poisoning

Houses were once built using materials and paint with **lead** in them. Today we know that lead is poisonous if you eat or breathe it.

If you live in an older house with peeling paint, you can keep your family and pets safe by having someone come and inspect for lead.



Health and Safety 77

Activity: Lead Paint Advocacy

Have students investigate their school or home to locate peeling or chipping paint. Afterwards, have students create a poster explaining the dangers of lead paint and other hazardous materials found in homes.

Essential Question:

How can citizens protect themselves from hazardous materials?

Enduring Understanding:

- Lead is a hazardous material that was once considered safe to use in household products such as paint.

Background Information:

While lead is now prohibited in paint, homes and buildings built before 1978 could still have lead paint on walls or ceilings. Most have taken the necessary precautions to cover or remove the hazards.

Families are notified of the dangers of lead paint in the media and at hospitals/doctors' offices.



Questions:

What are ways to communicate to a large group of people about important/urgent topics?

Who is responsible for protecting people from hazardous materials?

Who should people contact with questions about lead paint?

Essential Question:

How does vandalism and litter make people feel?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A. Protecting Rights and Maintaining Order

1. Explain the rights and responsibilities of being a member of the school and the community
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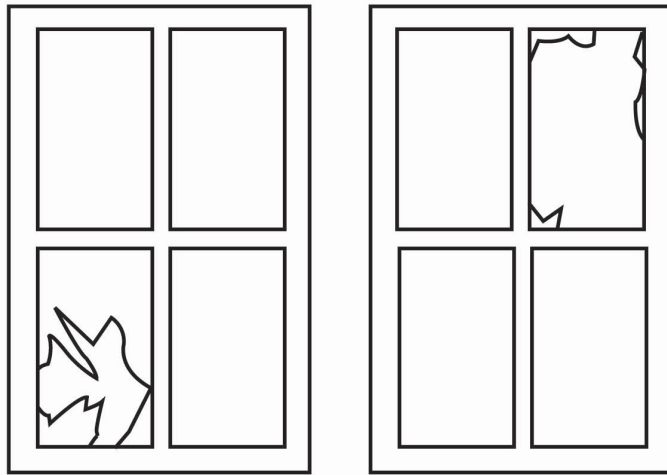
CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Thinking About Cities

The Broken Window Theory

The Broken Window Theory says that when one window is broken on a building, someone is more likely to break another one.



To keep **vandalism** from happening, problems like graffiti and broken windows should be fixed when they are small.

Are you more likely to litter when there is trash on the ground or when it is clean?

Health and Safety 79

Enduring Understanding:

- The Broken Window Theory states that if a building has broken windows people are more likely to break another one.
- Vandalism negatively affects not only the appearance of a neighborhood but also the attitudes of the citizens and the sense of feeling secure.



Questions:

What are some examples of vandalism that can be found in Baltimore City?

How does vandalism make people feel?

If you were designing a city would you want people to vandalize areas?

Reflect on the condition of the classroom or students desk. When are you more likely to keep an area clean?

Is cleanliness part of safety for people?

Activity: Anti-vandalism PSA (Arts Integration)

In small groups have students develop an anti-vandalism public service announcement or campaign for your school or school community.

Essential Question:

How can a person decrease the amount of waste that is sent to a landfill?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
 - b. Describe why and how people make decisions about protecting the environment

CCSS.ELA-LITERACY.W.3.1

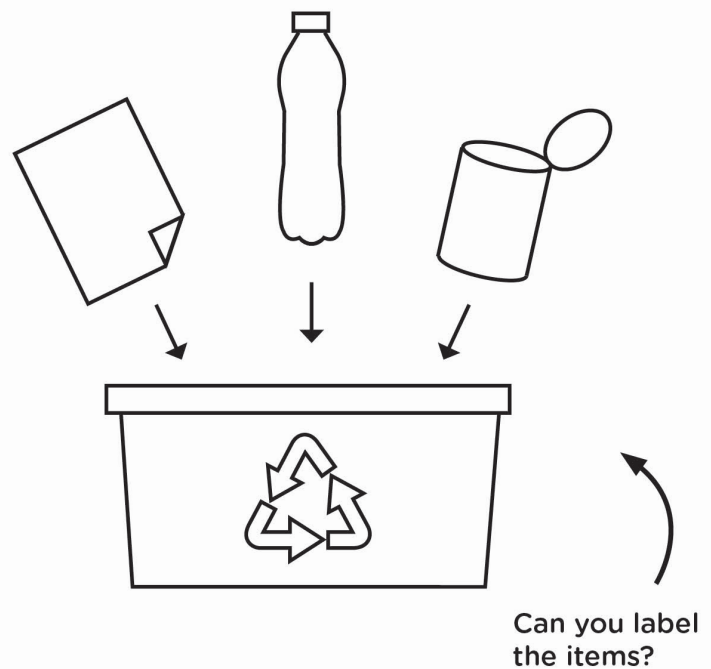
Write opinion pieces on topics or texts, supporting a point of view with reasons.

Action Item!

Recycling in the City

Recycling is a way for people to save and reuse things instead of throwing them away in the trash.

Baltimore has **single stream** recycling, which means that plastic, glass, paper, and metal can be mixed together for pickup. This makes recycling easier for residents.



Activity: School Recycling (Math Connection)

Weigh classroom garbage for a week and record the data. Start paper recycling in classrooms and weigh the paper to be recycled as well as the garbage. Report on your findings. How would school recycling impact the community? In small groups/pairs have students create posters encouraging recycling in all classrooms

Do you recycle? Why is recycling important?

TEACHING TIP:

Read *Recycle!: A Handbook for Kids* by Gail Gibbons

Enduring Understandings:

- Recycling is one way that waste can be reduced.
- Single Stream recycling is a specific way that Baltimore collects all recycling at one time and then sorts it based on material at a



Questions:

How are humans interacting with their community when they recycle? (adapt, modify, or depend)

What is the difference between recycling versus and throwing all household waste into a landfill?

Who is responsible for the taking care of the environment in Baltimore City?

Resources:

- **Baltimore Department of Public Works**
publicworks.baltimorecity.gov/Recycling
Questions and answers about recycling in Baltimore.

Activity: STEM Connection

Conduct a survey on recycling in student homes in your classroom. Have students write an article with their findings and tips for recycling at home for the school newsletter or website.

Essential Question:

How does the Chesapeake Bay create a unique living environment for the people of Baltimore City?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Geographic Characteristics of Places and Regions

1. Compare places and regions around the world using geographic characteristics
 - b. Identify natural/physical and human-made features of places and regions.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).



Questions:

How do humans have an impact on the Chesapeake Bay?

What is brackish water?

How does the future of the Chesapeake Bay directly impact people that live in Baltimore?

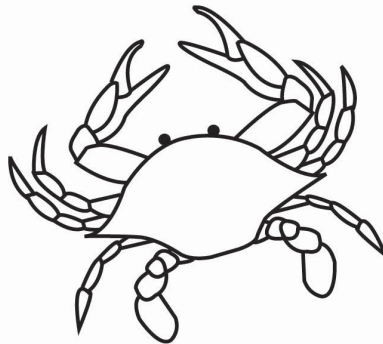
Why did people settle near the Chesapeake Bay?

Natural Resources

Chesapeake Bay

The **Chesapeake Bay** is a large body of **brackish** water between Maryland and Virginia. It is connected to the Atlantic Ocean.

The Chesapeake Bay is the **habitat** of many animals including oysters, blue crabs, and fish. It is important to keep the bay clean so the animals have a healthy place to live.

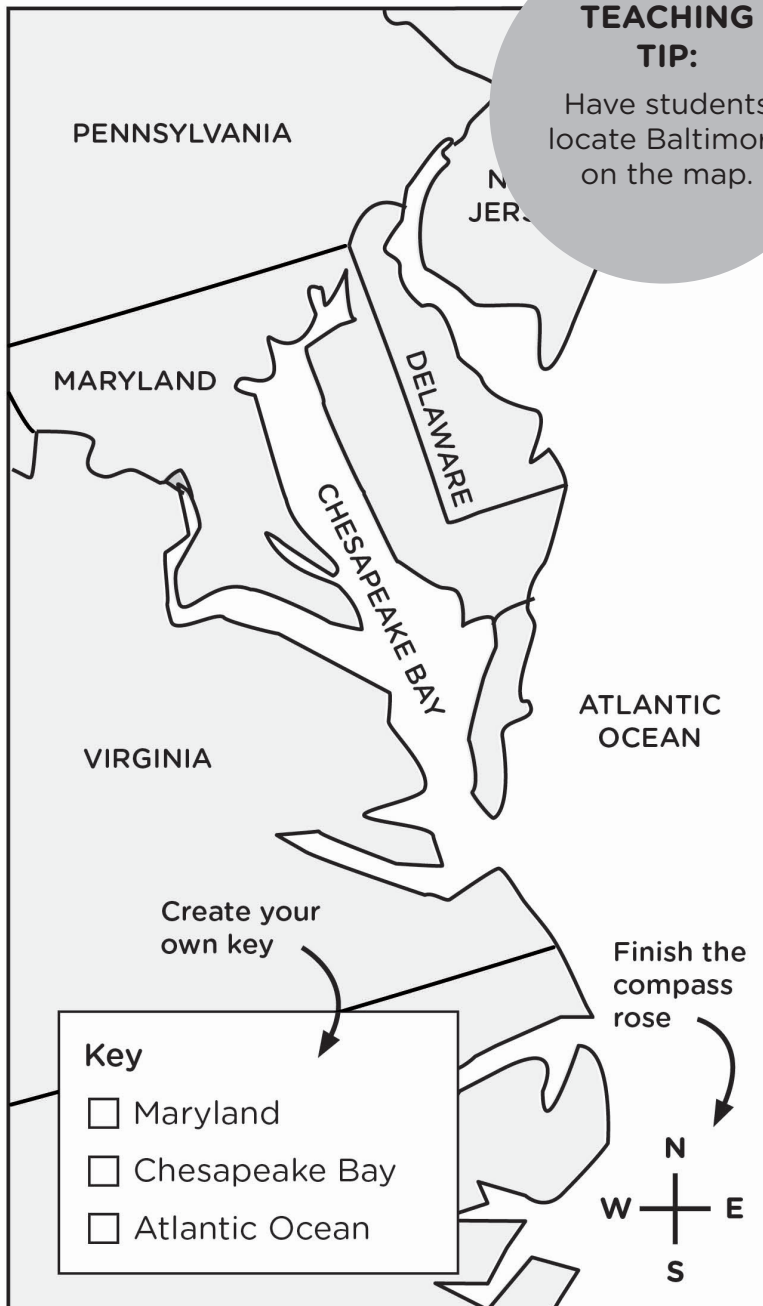


Did you know?

The Chesapeake Bay provides food, water and shelter to more than 3,600 types of plants and animals.

Activity: Who Polluted the Bay? (STEM Connection)

Prep for the activity by gathering the following: leaves (trees), dirt (construction), baking soda (fertilizer), coffee grinds (manure), toilet paper (sewage), vinegar (acid rain), vegetable oil (oil), hair spray (pesticides), koolaid (antifreeze), dish soap (car wash), maple syrup (poison), soda (motor oil), chip bag (trash), dental floss (fishing line).



Health and Safety 83

Enduring Understandings:

- The Chesapeake Bay provides food, water and shelter to more than 3,600 kinds of plants and animals including the state crustacean, the blue crab.
- Humans have a direct impact on the conditions of the Chesapeake Bay.

Resources:

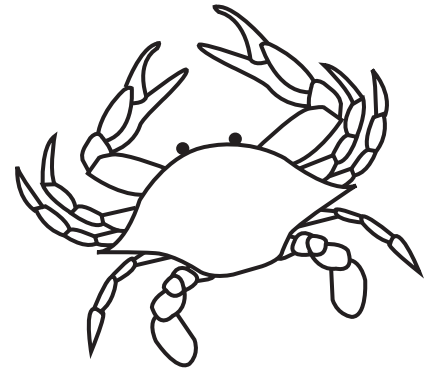
- **Chesapeake Bay Program**
chesapeakebay.net/discover
Videos, timeline, facts, and coloring books about the Chesapeake Bay.
- **Chesapeake Bay Foundation**
cbf.org
Chesapeake Bay maps, videos, and glossary.
- **Chesapeake Bay Books:**
B is for Blue Crab: A Maryland Alphabet by Shirley C. Menendez; *Beddy Bye in the Bay, Chesapeake ABC, Chesapeake Rainbow, and Chadwick the Crab* by Priscilla Cummings.

Have students gather around a container of water. As you read the story on following page, have students add each material to the water. Pause throughout to ask students: How does the water look to you? Would you drink it? Would you eat the fish from it? Would you swim in it?

Adapted from an activity on star.spsk12.net

Who Polluted the Bay?

Adapted from an activity on star.spsk12.net



Imagine that the container of water in the front of you was taken from the Chesapeake Bay by a Native American 500 years ago.

One of the first explorers to visit the Bay kept a journal of his discoveries. He wrote about the Native American villages, the tributaries of “sweet water”, and eating fish from the water.

The bay has changed a lot since it was first explored. This is a story of those changes.

Soon colonists arrive. They find fertile land for farming, forests teeming with wildlife, and a bay that provides ample food. It is an outstanding environment for settlement and the colonists prosper.

Years go by, and occasional storms drench the area. High winds whip through the trees and blow leaves into the water.

ADD LEAVES

Gradually towns grow along the banks of the river. Developers clear wetlands and forests to build houses and businesses. Rains wash loosened soil from the construction sites into the bay.

ADD DIRT

At first, towns were small. Upstream, Farmers plant crops to feed the towns’ growing population. Some of those crops grew right up to the banks of the bay, and fertilizer washes off the land and into the water.

ADD BAKING SODA

Other farmers keep pigs, cows, and other animals in their Barnyards. As rainwater drains out of the barnyard, it carried some of the manure into a little creek behind the farm. The creek flows into the bay.

ADD COFFEE GROUNDS

As the towns grew, more and more people began to move to the nearby countryside. These rural houses are not connected to the city sewer system. Wastewater from these houses flows into septic tanks under the ground. One homeowner has not maintained the septic tank, and poorly treated sewage seeps into the bay.

ADD TOILET PAPER

To meet the electricity needs of the towns, an electric power plant is built along the bay. Gases coming out of the smokestacks combine with moisture in the air to form acids. The pollution falls back to earth as acid rain or smog.

ADD VINEGAR

Traffic congestion happens when people drive to and from work. Exhaust fumes, just like power plants emissions, can cause acid rain. If a vehicle is not kept in good repair, it might also leak oil or other fluids, which will wash off the pavement and into the bay with the next rain.

ADD VEGETABLE OIL

In one neighborhood, a gardner is working in their yard. They use weed killers and insect sprays to keep the lawns pretty. The next rain will wash some of these into a little creek nearby and into the bay.

ADD HAIR SPRAY

One father teaches his daughter how to change the antifreeze in the family truck. They pour out the used antifreeze into the driveway. Antifreeze is sweet tasting and can poison animals if they drink it. It flows into the nearby creek.

ADD KOOLAID

A boy washes his car. The soapy water rushes down into the driveway into the storm drain that empties into the bay. The grease and grime on a car contains asphalt from the roads, asbestos from the brakes, rubber particles from the tires, toxic metals, and rust.

ADD DISH SOAP

A family finds a old rusty can with a skull and crossbones label on it in the garage. It looks dangerous, and they want to get rid of it before someone gets hurt. They pour it down the storm drain in front of their house. The poison is out of site, but it is headed to the bay.

ADD MAPLE SYRUP

On nice days, many people head down to the bay. Some zoom all around in Motorboats and don't notice that a little oil leaks into the water.

ADD SODA

A group of friends have a beach party on the shore. Lots of families are picnicking in the parks too. Some of these people leave their trash behind. With the next storm, that trash will wash into the bay.

ADD CHIP BAG

On the shore, a person fishing snags a hook on a log, and breaks off the nylon fishing line.

ADD FLOSS

Essential Question:

How is new technology helping to clean the Inner Harbor?

**MSDE STANDARD 3.0:
GEOGRAPHY**

Students will use geographic concepts and processes to understand location and its relationship to human activities.

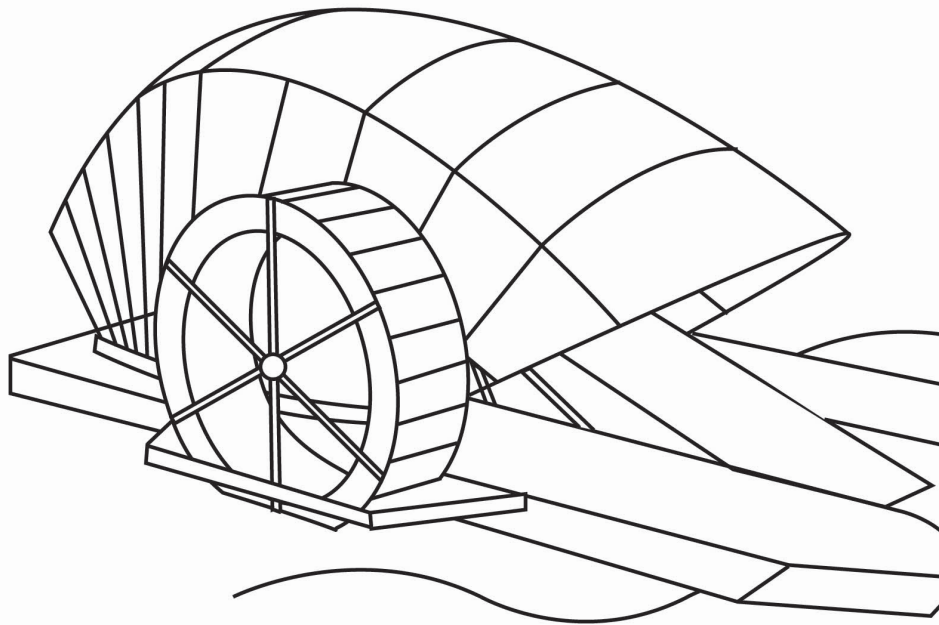
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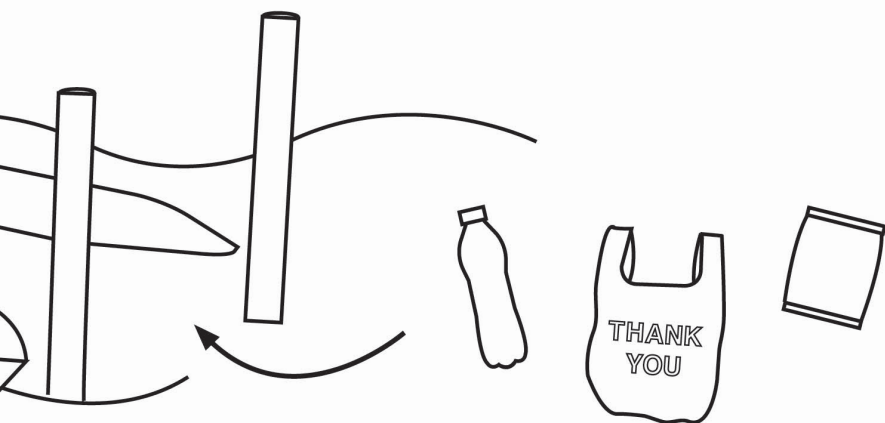
Baltimore Today

Mr. Trash Wheel

Mr. Trash Wheel is a water wheel that collects trash in the Inner Harbor. It is powered by the water's current and solar power. Trash is lifted from the water and deposited into a large dumpster.



Since Mr. Trash Wheel started in 2014 it has removed over 354 tons of trash from the inner harbor, including more than 201,000 plastic bottles, 116,000 grocery bags, and 176,000 chip bags.



Enduring Understandings:

- Humans have a direct impact on the conditions of the Chesapeake Bay.
- Technology is being developed to restore the Chesapeake Bay to its original condition.

Resources:

- **Mr. Trash Wheel**
baltimorewaterfront.com/healthy-harbor/water-wheel
Live web camera, facts, photos, and videos.

Essential Question:

How does runoff impact people, animals and plants living in or by the Chesapeake Bay?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
 - b. Describe why and how people make decisions about protecting the environment

TEACHING TIP:

Read *Common Ground: The Water, Earth and Air We Share* by Molly Bang

Did You Know?

Trash in the Street Pollutes What You Eat!

Baltimore streets have **stormwater** drains to collect extra water when it rains or snows. The drains take the water to the Chesapeake Bay.

Sometimes people throw trash in the drains. They don't realize that their trash goes into the Chesapeake Bay and makes it unhealthy for the animals who live there.

People in Baltimore have started to put messages on the stormwater drains to let community members know not to **pollute** and throw trash in them.

Activity: From Streets to Streams

Place a piece of brick, concrete, or asphalt and pieces of sod into separate shallow pans. Have students pour water on each surface describe what happened. How does this relate to what happens with stormwater drains?

Action Item!

Paint Your Own Storm Drain

Do you have storm drains near your school? Blue Water Baltimore is an organization that works to make Baltimore's water clean. Contact them to plan your own storm drain project!



Students from John Edgar Howard Elementary show off the storm drain they painted.

Health and Safety 87

Enduring Understandings:

- Runoff (intentionally and unintentionally) negatively impacts the Chesapeake Bay as a habitat for indigenous plants and animals.
- Humans have a direct impact on the conditions of the Chesapeake Bay.



Questions:

How can human environment interaction describe the impact that humans have had on the Chesapeake Bay?

What steps is Baltimore City taking in revitalizing the Bay?

Is the damage that has been done to the Bay reversible?

Are the animals that are found in the Chesapeake Bay safe to eat?

If a person does not live close to or visit the Bay is it still important for everyone to attempt to repair the damages that were caused?

Activity: Storm Drain Day

Contact Blue Water Baltimore to organize a storm drain stencil day at your school. (bluewaterbaltimore.org). Divide students into teams and hold a storm drain decorating contest. Invite a guest judge to determine winners for awards like “most creative” or “best slogan.”

Essential Question:

What benefits do trees provide to people and animals in communities?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
 - b. Describe why and how people make decisions about protecting the environment

CCSS.ELA-LITERACY.W.3.2

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

Resources:

- **Arbor Day Foundation**
arborday.org
Resources for tree planting.
- **Nature Explore**
natureexplore.org
Free outdoor activities resource guide.
- **Parks and People Foundation**
parksandpeople.org
Find a service learning opportunity or plan a nature field trip on the Gwynns Falls Trail.

Baltimore Today

Tree Baltimore

Baltimore has 2.8 million trees and is working to plant even more.

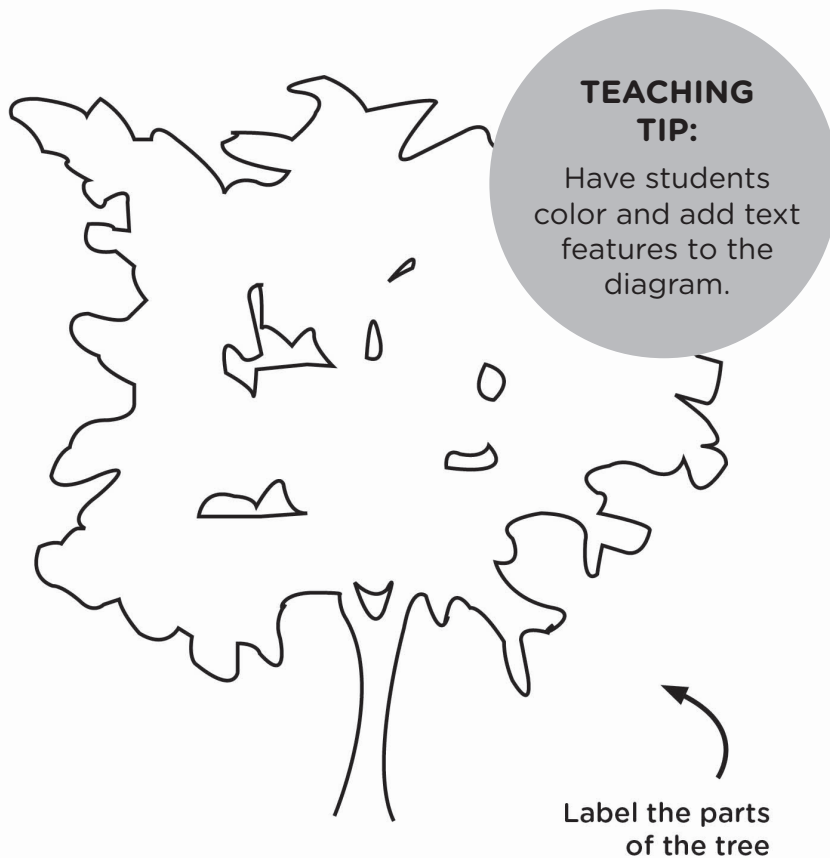
Trees do good things for communities. For example, they provide shade on hot days and help clean the air by absorbing bad gases.

What other good things can trees do for communities?

Action Item!

Plant a Tree

Is there a place in your community where you want to plant trees? You can contact the Baltimore Department of Recreation and Parks to get one for free!



Health and Safety 89

Enduring Understandings:

- Trees provide shade for people.
- Trees are a natural habitat for animals.
- Trees work as a filter preventing pollutants from traveling the Chesapeake Bay.



Questions:

What are some benefits of a tree as a natural resource?

How do trees work as a filter for different pollutants that cause harm to people, animals and other plants in Baltimore?

Can a new seedling replace an older tree?

Activity: Get a Free Tree

Visit treebaltimore.org to get a free tree for students to plant on school grounds. Arbor Day Foundation also offers 10 free seedlings with membership. (arborday.org)

Essential Question:

Can the actions of one person make a difference in a community/neighborhood?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community
- c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

CCSS.ELA-LITERACY.W.3.2

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

People To Know



Lessons from Mr. Ross

Glenn Ross is an activist from East Baltimore. He gives “Toxic Tours” around his neighborhood to help community members realize how the **environment** impacts their health.

Mr. Ross talks about how everything is connected. He reminds people that things like trash and dirty water can make people sick.

How does Mr. Ross make a positive difference in his community?

Health and Safety 91

Enduring Understandings:

- Mr. Ross is a community activist that lives in East Baltimore.
- Through Mr. Ross' tours around his community he is able to clearly communicate the current state of his community and the needs of his neighborhood.
- There is a clear and constant connection between humans and their environment (human environment interaction).



Questions:

How do humans cause both a positive and negative impact on their community?

How did Mr. Ross make a difference in his community?

In what ways can we use Mr. Ross as an example for our own activism in our community?

Activity: Classroom Circle

Have a group discussion on the impact one person can make in their community.

Essential Question:

How do people living in an urban environment such as Baltimore get fresh and healthy food?

Resources:

- **Baltimarket**
baltimarket.org
Interactive Baltimore City healthy eating map and list of farmers markets.
- **Let's Move**
letsmove.gov
Resources for healthy eating.
- **Serving Up MyPlate**
fns.usda.gov/tn/serving-myplate-yummy-curriculum
Free standards-based nutrition curriculum, classroom posters, parent handouts, and songs.
- **Healthy Eating**
healthyeating.org
Healthy eating games and information for kids.
- **Teaching Tolerance**
tolerance.org/lesson/food-deserts-causes-consequences-and-solutions
Food deserts lesson plan.

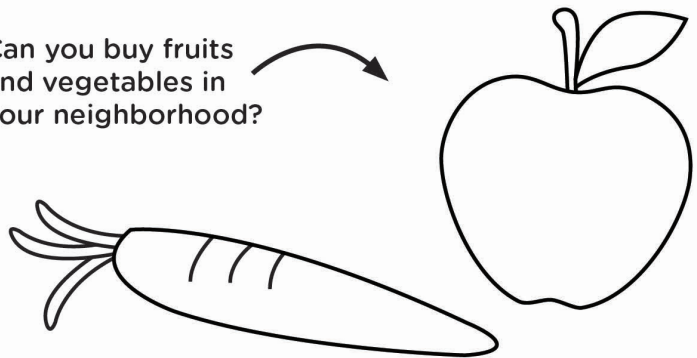
Baltimore Today

Food Deserts

Every neighborhood should have access to fresh, healthy food. Eating healthy food can give you more energy, help you do better in school and keep you from getting sick later in life.

Areas without stores that sell fruits and vegetables are called **food deserts**. Baltimore is working to find creative ways to fix this. One solution is to put fresh food in corner stores. Another solution is to have grocery pick ups at libraries.

Can you buy fruits and vegetables in your neighborhood?



Activity: The Price is Right (Math Connection)

Provide students with a list of healthy foods and have them record the price of those items at a grocery store and a convenience store. Use that data to evaluate price differences and the availability of different healthy foods within their neighborhoods.

Why is eating healthy food important?

Health and Safety 93

Activity: Classroom Cooking

Pick a recipe from the Great Kids Farm website to make in class. (baltimorecityschools.org/domain/8837) Each recipe has a video with instructions from a BCPS high school student chef.

Enduring Understandings:

- Access to fresh food is at times a challenge for people in urban environments.
- Areas with little choice or minimal access to fresh fruits and vegetables are called food deserts.
- Many of Baltimore's neighborhoods have been identified as "food deserts" and the city is working on creative solutions.



Questions:

What is a food desert?

What does it look like to live a healthy life?

Do all citizens in Baltimore live healthy lives?

Do healthy food choices create healthy citizens?

What are the benefits of healthy citizens?

Why is eating healthy food important?

How will decisions made today about what we eat will affect our future?

What would a community activist like Mr. Ross say about Food Deserts?

Essential Question:

How can agriculture be a possibility in an urban setting such as Baltimore?

MSDE STANDARD 1.0: CIVICS

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B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community
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CCSS.ELA-LITERACY.W.3.2

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

Baltimore Today

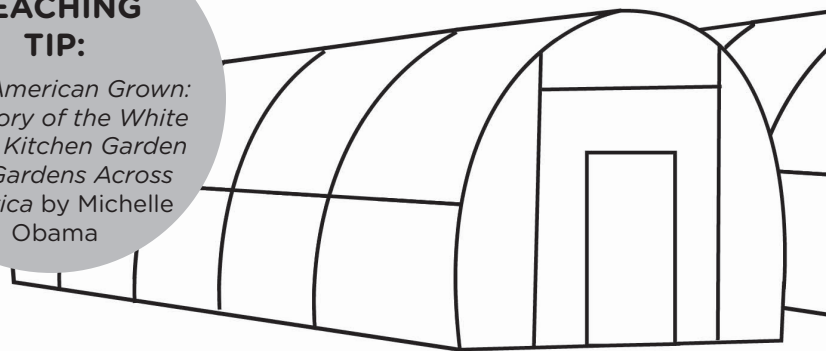
Urban Farming

Some people in Baltimore have started community farms and school gardens to provide fresh, locally grown food in food deserts.

Farmers have to be creative to make conditions good for planting in a city. Hoop houses like the ones below can be found around Baltimore in places like Clifton Park or Reservoir Hill.

TEACHING TIP:

Read *American Grown: The Story of the White House Kitchen Garden and Gardens Across America* by Michelle Obama



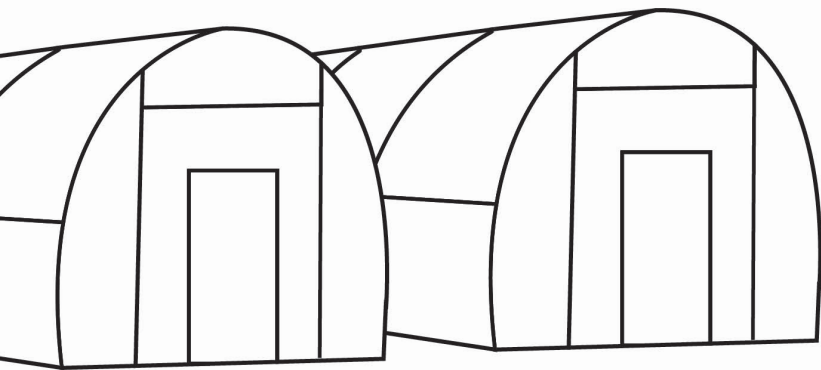
Activity: Fresh Food in Your School!

- **STEM Connection:** Start a classroom container garden. Find school gardening grants and resources at kidsgardening.org.
- **ELA Connection:** Have students write a letter to the school administrator, cafeteria manager or BCPS encouraging the use of more local fruit/vegetables.

How do urban farms help people in Baltimore?

TEACHING TIP:

Plan a field trip to a local farmers market or urban farm



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Activity: Harvest Calendar

Research the fruits and vegetables that grow best in Maryland/Baltimore. (A list is available online at localfoods.about.com/od/searchbyregion/a/marylandseasons.htm) Have students create a calendar highlighting the best times to harvest them.

Enduring Understandings:

- Farmers and community gardeners are helping provide food for people that live in food deserts.
- New technologies are needed to accommodate agriculture in locations with limited or shared space (hoop houses, container gardens).



Questions:

What is a food desert? (Reflect on past reading)

What is agriculture?

What are some challenges for people that live in urban areas that wish to grow their own food?

In what ways are communities coming up with creative ways to grow healthy foods?

Resources:

- **Great Kids Farm**
baltimorecityschools.org/greatkidsfarm
Food education and field trip information.
- **Maryland Agriculture Education Foundation**
maefonline.com
Ag in the Classroom mobile labs, Ag in 10 Minutes lessons, poster contest, and professional development.

Essential Question:

How is Baltimore making efforts to create a greener environment for all citizens and visitors to enjoy?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community
- c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

CCSS.ELA-LITERACY.RI.3.7

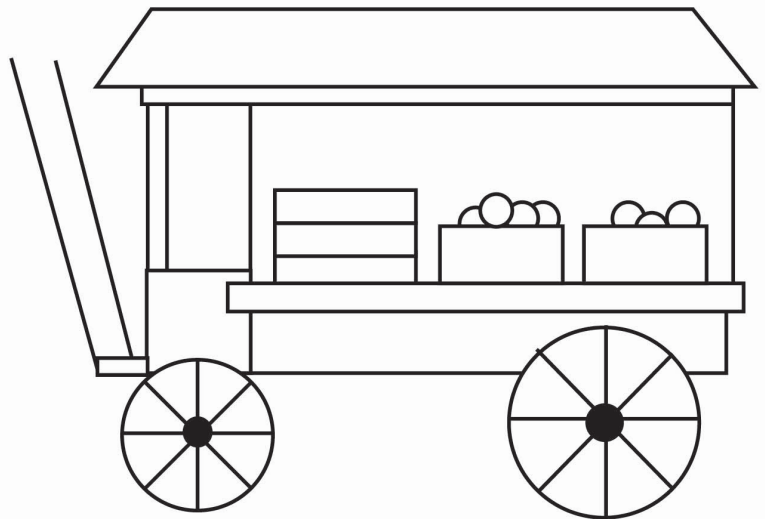
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Baltimore Today

Arabbers

Sometimes people in Baltimore sell fruit and vegetables in food deserts using a horse-drawn cart. These salesmen are called **Arabbers**. They have been selling fresh food in the city for over 150 years.

Have you seen
the Arabbers in your
neighborhood?

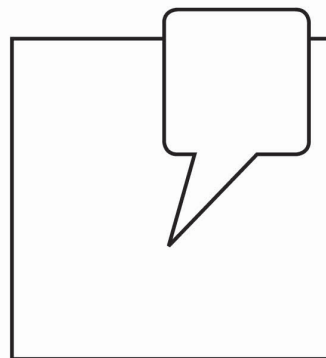


Activity: Arabber for a Day (ELA Connection)

Have students pretend that they are an Arabber for the day and write about what the experience would be like. Have them consider the responsibilities that an Arabber would have. For example: getting the produce, taking care of the horse, pricing the produce, understanding the different locations within Baltimore City, etc.

Baltimore Green Map

The Baltimore Green Map uses icons to map different parks, lakes, farms, and gardens in Baltimore.



What green place would you add to the Baltimore Green Map? Draw it and create your own icon to represent the place here!



Health and Safety 97

Enduring Understandings:

- Arabbers sell fresh fruit and vegetables on a cart that is able to travel from one location to another accommodating people that may not normally have access to fresh produce.
- Designated areas within Baltimore serve as green space for all to use and enjoy.
- A green map uses icons to identify different green areas in Baltimore.



Questions:

How would you use the Baltimore Green Map?

Resource:

- **Baltimore Green Map**
baltogreenmap.org
Interactive Baltimore Green Map and free PDF green maps for the Jones Falls Trail and Druid Hill Park.

Activity: Make Your Own Green Map

Have students take a walk around their school and make their own map of different green spaces in the area. Have students create their own icons and key using the Baltimore Green Map as Inspiration

Essential Question:

How do humans impact their environment and what efforts can they make to save energy?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect and adapt to their environment
 - b. Describe why and how people make decisions about protecting the environment



Questions:

What is climate change?

What choices can people make to decrease their negative impact on the environment?

Baltimore Today

Climate Maryland

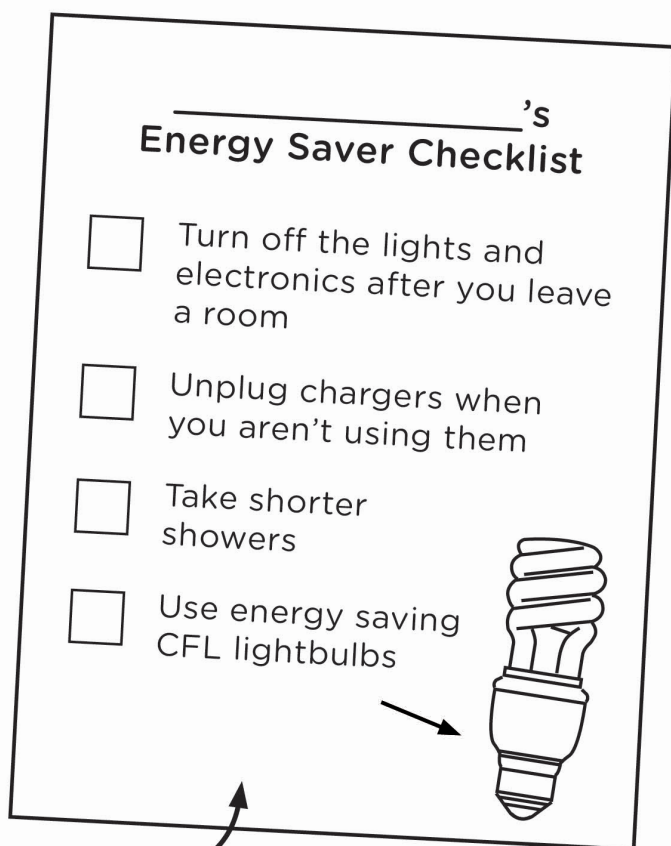
Climate change describes major changes in the weather over a decade or longer. Though the climate changes naturally, we have discovered that it is now happening faster because burning fuels like coal and gasoline to heat homes, power cars, or make electricity puts heat-trapping gas into the atmosphere.

If we continue to increase the amount of these gases in the atmosphere, bad things could happen. For example, the Inner Harbor could become flooded, there could be dangerous storms, and we could lose the crabs in the Chesapeake Bay.

Action Item!

Energy Saver Checklist

Here is a list of things you can do to use less energy and help **reduce** the amount of heat-trapping gases in our atmosphere.



Share this list
with your family!

Health and Safety 99

TEACHING TIP:

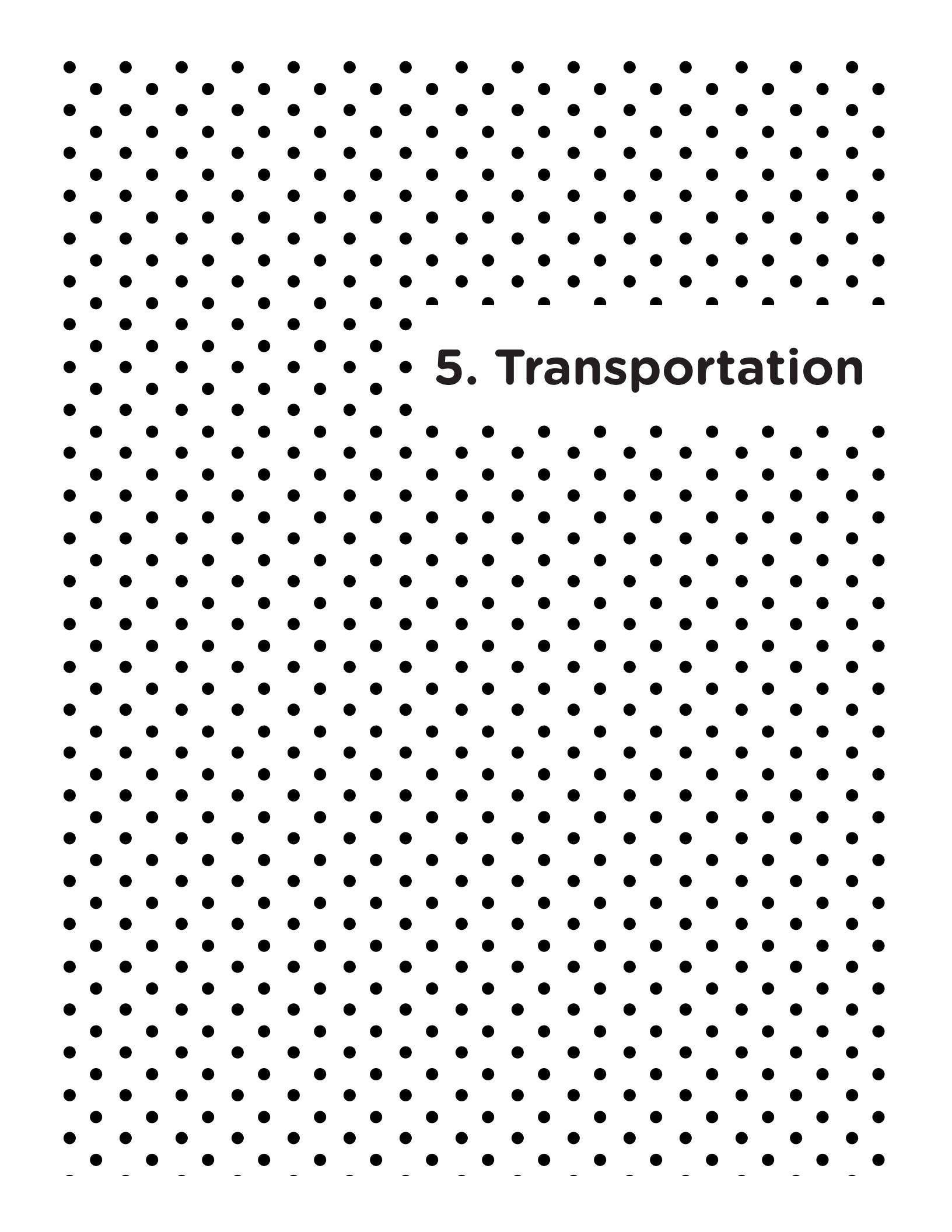
Have students
add other energy
saving ideas to
their checklist

Enduring Understandings:

- Climate change is a natural process that slowly raises or lowers the temperature of the Earth.
- Natural disasters such as floods and hurricanes impact Baltimore.
- People can do little things to make an impact by using less energy.

Resources:

- **The EmPOWERS**
madeclear.org/site/assets/files/2924/empowers_activitykit.pdf
Activities about energy, electricity, pollution and conservation in Maryland.
- **MADE Clear**
madeclear.thinkport.org/
Tips, real-life scenarios, and resources for teaching climate literacy.
- **A Student's Guide to Global Climate Change**
epa.gov/climatechange/kids
Climate Change video and emissions calculator.
- **Environmental Protection Agency**
epa.gov/education
Environmental education grants, activity books, lesson plans, posters, and projects.
- **Climate Kids**
climatekids.nasa.gov
Animations, games, and crafts about climate.



5. Transportation

Essential Question:

What are the current public transportation routes in Baltimore?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

A. Using Geographic Tools

1. Use geographic tools to locate and construct meaning about places on Earth
 - b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, legend/key, date, and author

C. Movement of People, Goods and Ideas

1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Baltimore Today

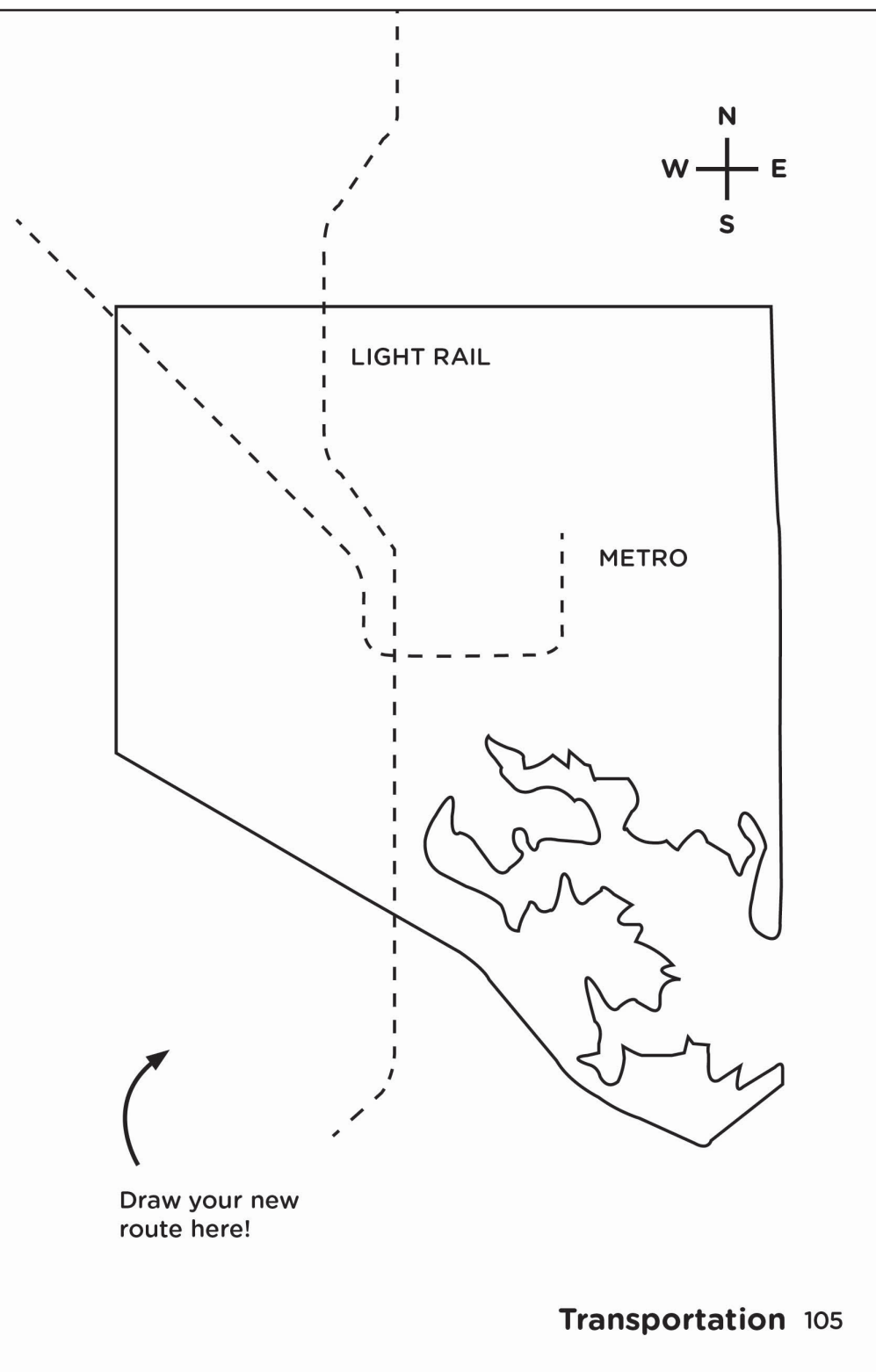
Public Transportation

Baltimore has 57 bus routes, an above ground Light Rail, and an underground Metro. Still, it can be hard to travel from place to place quickly.

If you could create your own public transportation, what would it be? Where would it go?

TEACHING TIP:

Read *My Subway Ride* by Paul
DuBois Jacob



Enduring Understanding:

- The types of public transportation available in Baltimore are the Light Rail, the Metro, the Circulator, the MTA buses.

Background Information:

The Charm City Circulator is a free bus. Other public transportation has a fee. Riders can purchase a single ride pass, day pass, or monthly pass.



Questions:

What public transportation do you use?

When do you use it?

Activity: Compare and Contrast

Have students compare and contrast Baltimore's public transit system to those with more intricate public transportation routes like New York and Washington DC. Does the bus system in Baltimore compensate for the lack of rail routes?

Essential Question:

What are the pros and cons of public transportation?

MSDE STANDARD 3.0: GEOGRAPHY

Students will use geographic concepts and processes to understand location and its relationship to human activities.

C. Movement of People, Goods and Ideas

1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

What Do You Think?

Public Transportation Pro/Con List

What do you like about public transportation? What don't you like? Make your own list of pros and cons below.

+

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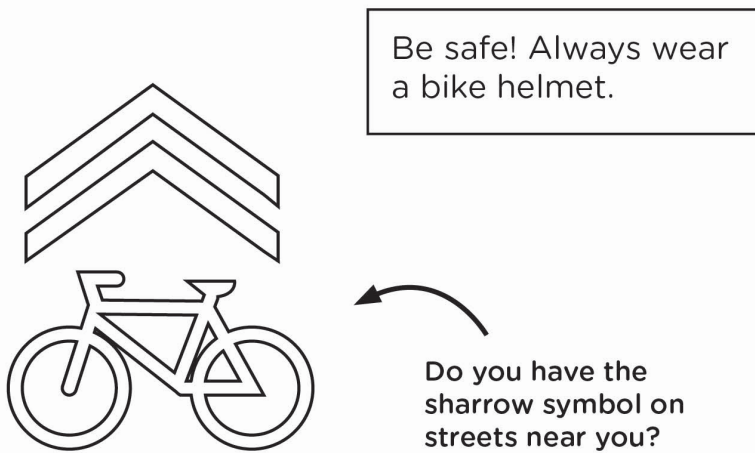
Activity: Make it Better!

Have students use the pro-con list above to brainstorm a list of ways to improve public transportation in Baltimore. Invite students to write a letter to their councilman outlining the improvements for him/her to share at the next City Council meeting.

Bikes

Separate bike lanes and lanes in the street for cars and bikes to share help to make it easier and safer to ride bikes in Baltimore.

The symbol below is called a **sharrow**. It does not mean that someone riding a bike is completely protected from cars, but it does remind drivers and bike riders to pay more attention to each other.



Transportation 107

Enduring Understandings:

- There are good and bad things about public transportation.
- Bike lanes and sharrows can help make it safer to ride bikes.

Activity: Create Your Own Bike Signage

Have students create a road sign about biking in the city. The sign could encourage individuals to bike rather than drive, could encourage cyclers to use bicycle safety, or could remind drivers to share the road safely with cyclists.

Essential Question:

What did transportation used to look like in Baltimore?

MSDE STANDARD 5.0: HISTORY

Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.

A. Individuals and Societies Change Over Time

2. Investigate how people lived in the past using a variety of primary and secondary sources
 - a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Learning From The Past

Streetcars

Did you know there used to be **streetcars** in Baltimore? A streetcar is a form of public transportation that runs on tracks in the street. Baltimore once had streetcars on major streets like North Avenue, Pennsylvania Avenue, and Charles Street.

Over time, these streetcars were removed and replaced by buses. Sometimes you can still see their tracks peeking out from under the street!

What would Baltimore be like today if we still had streetcars?

Activity: Streetcar Research

As a class, visit the Baltimore Streetcar Museum's website (baltimorestreetcar.org) to learn more about the streetcars. There are photos of streetcars and memories from individuals that once traveled the streetcars in Baltimore.



Baltimore, 1943

TEACHING TIP:

Read *Baltimore Then and Now* by Alexander D. Mitchell



Baltimore, Present day

Transportation 109

Enduring Understanding:

- Baltimore used to have streetcars.

Background Information:

Baltimoreans used streetcars not only for work and recreation, but to extend their territorial boundaries. As City Council annexed county land residents began to migrate. Electric streetcars enabled workers to live further from their jobs, facilitating the city's growth in the first half of the 20th Century.

The increase in cars created the need for better roads and highways, marking the beginning of the streetcar's decline. City engineers gradually removed trolley tracks to accommodate the influx of new automobiles.

The bus system was chosen as a preferred method of transportation. In November of 1963 the last electric streetcar to operate in Baltimore made its final run.



Questions:

Why were streetcars used?

What replaced them and why?

How are streetcars similar to and different than the Light Rail?

Activity: Oral Histories

Have students interview an older family or community member and ask them to share stories about what Baltimore was like when they were younger.

Essential Question:

What did people think about the highway plan?

MSDE STANDARD 1.0: CIVICS

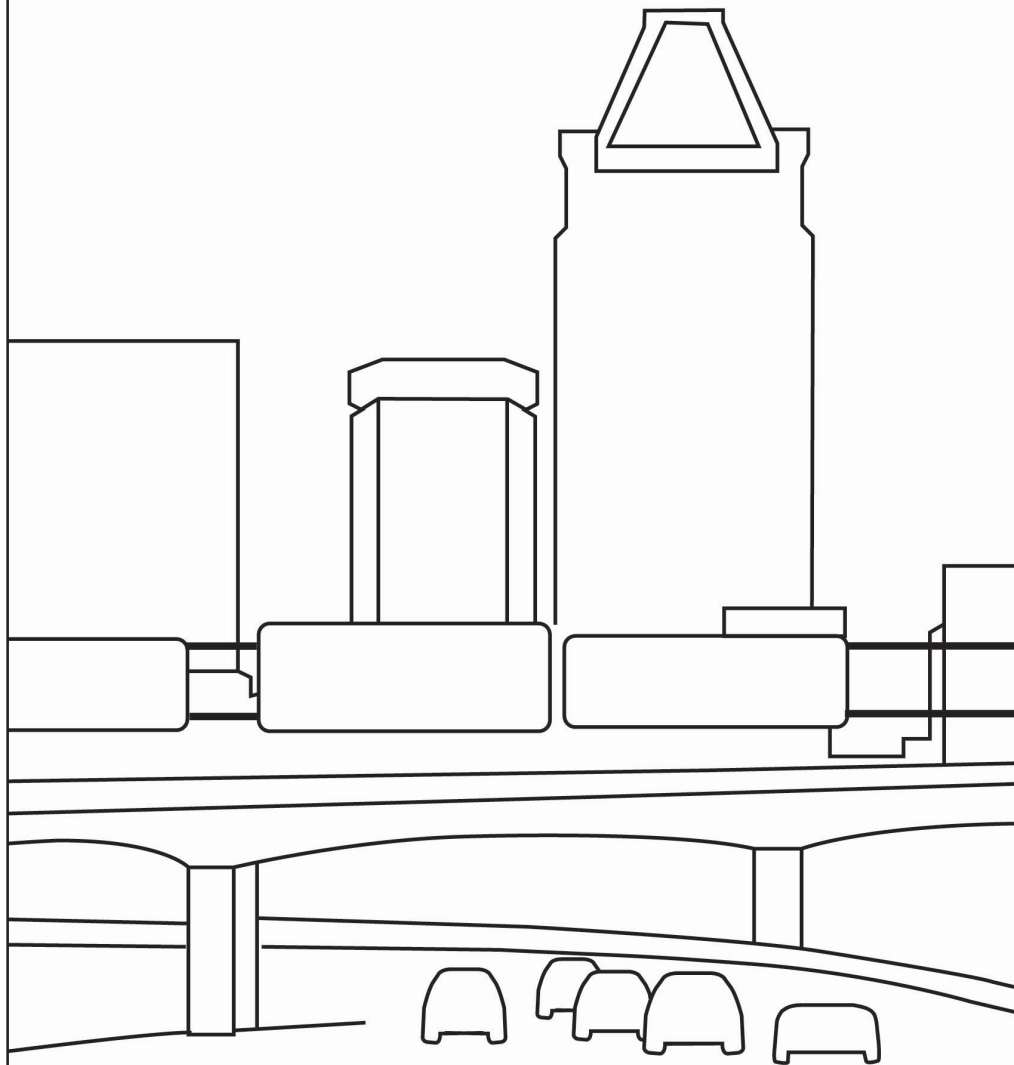
Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community
 - a. Explain the decision making process used to accomplish a community goal or solve a community problem
 - c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

Learning From The Past

Stop the Road!



110

Activity: Map It Out

Have students research the highway plan and using a map of Baltimore to draw the path that the proposed highways would take.

In the 1960s there were plans to build a highway over the Inner Harbor. People complained. The highway would help cars travel faster, but it would destroy buildings and neighborhoods that people liked. It would also bring pollution.

TEACHING TIP:

Read *Baltimore Harbor: A Picture History* by Robert C. Keith

Transportation 111

Enduring Understanding:

- There was a plan to build a highway over the Inner Harbor in the 1960s.

Background Information:

The Beltway was built in the early 1950s. Many businesses, including the Social Security Administration relocated to the county near the beltway. As a result, business in downtown Baltimore suffered.

In 1958, Phillip Darling became the head of the Baltimore Department of Planning. He and his team developed a plan to connect I-70 to I-83 and eventually the Harbor Tunnel. Though his plan would require tearing down some houses and relocating a cemetery and a power substation, it was accepted.



Questions:

How would the highway affect the neighborhoods downtown?

How would the highway change what downtown looks like today?

If there was a highway across the Inner Harbor, would it still be a point of interest for tourists?

Essential Question:

How did community members prevent a highway from being built across the harbor?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community
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CCSS.ELA-LITERACY.W.3.2

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

These people formed a group to protest the highway. They thought that the money would be better spent on public transportation that would benefit everyone.

The group handed out flyers that explained why the highway was a bad idea, and made bumper stickers and t-shirts to support their cause. Thanks to their work, construction on the highway was stopped.



How did this group make a positive difference in their community?

Transportation 113

Enduring Understanding:

- Community members can make a difference when they work together.

Background Information:

To receive federal funding for the road, an independent consulting company needed to review the plans. A group of several companies formed the “Expressway Consultants” to evaluate Darling’s plan. The revisions made by the Expressway Consultants angered the community and were not accepted. This is what caused the protests and later, the cancellation of the east to west highway project.



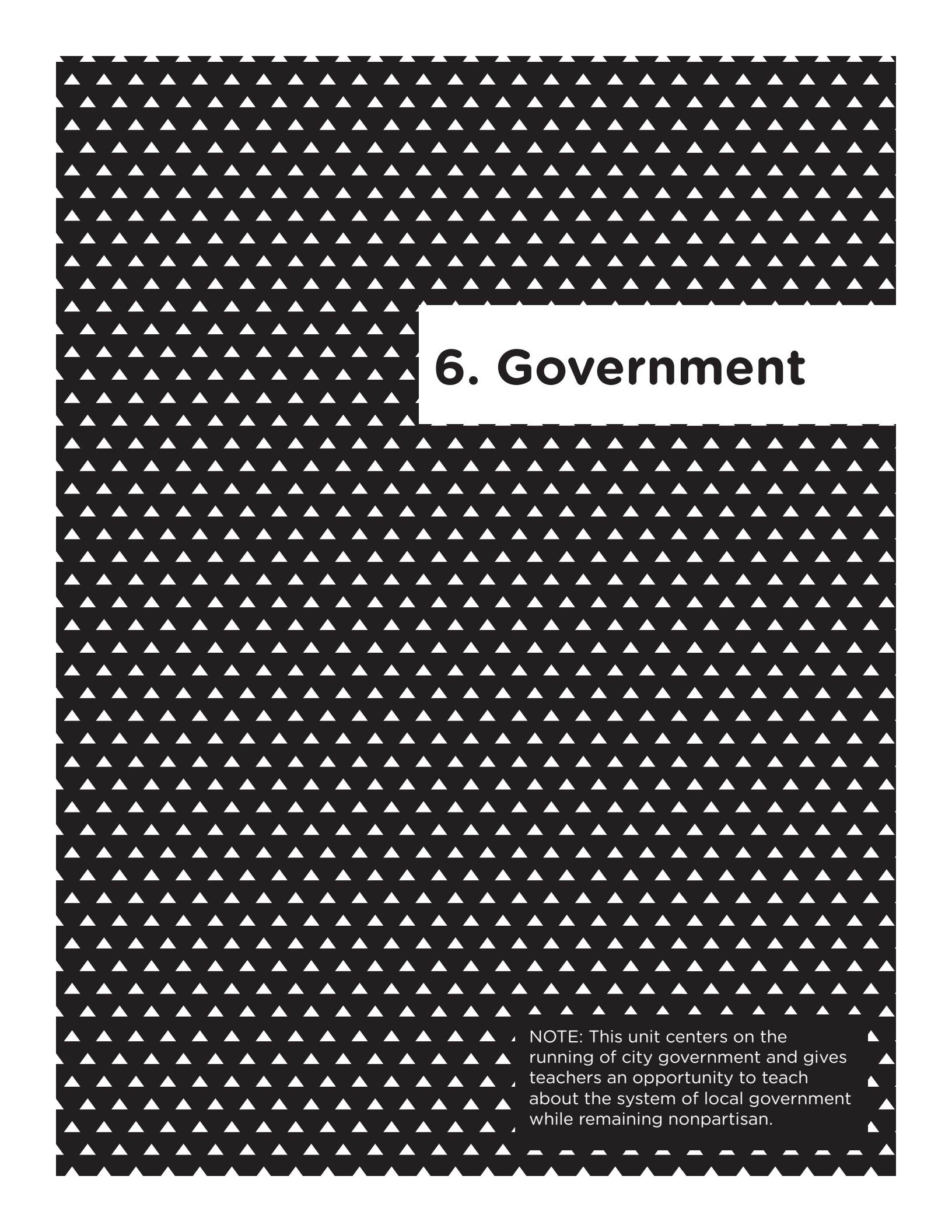
Questions:

How were the community members that protested the highway similar to the Morgan State students that held the sit-in at Read’s Drugstore?

Do people still hold protests today? Why? Are they effective? What makes a protest effective? What could make a protest ineffective?

Activity: Mock City Council

Review bills proposed at City Council Meetings. Have students take a stand either for or against the bill. Hold a class debate or a mock city council meeting about the bill.



6. Government

NOTE: This unit centers on the running of city government and gives teachers an opportunity to teach about the system of local government while remaining nonpartisan.

Essential Question:

What individuals make decisions for the city of Baltimore and its citizens?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A. The Foundations and Functions of Government

1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services
 - a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order
 - c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government
2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
 - b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles

Who Is In Charge?

Know Your Leaders!

Your city, state, and country need leaders to make sure that everything works well. During an **election**, citizens vote to decide who they want to be in charge.

A **mayor** is the leader for a town or city, a **governor** is the leader of a state, and the **president** is in charge of the country.

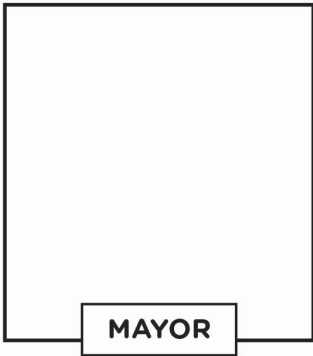
TEACHING TIP:

Have students research upcoming elections and candidates.

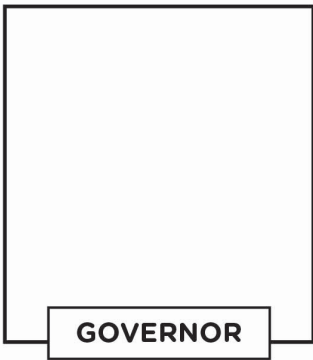
Activity: Classroom Election

Hold a classroom election for different jobs within the classroom. Have students prepare a list of responsibilities for each job and deliver speeches for why they are the best candidate.

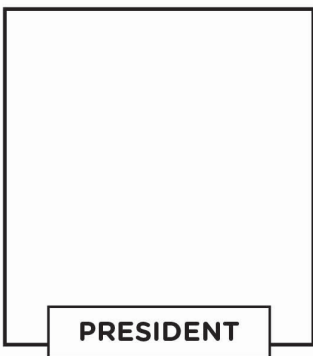
Draw them here!



The Mayor of
Baltimore is



The Governor
of Maryland is



The President
of the United
States is

Government 119

Enduring Understandings:

- Citizens that are 18 years or older can register to vote in elections that determine who is in charge of our city/state/country.
- A democracy is a government that is run by people that vote, and elected officials making decisions in the best interest of people.
- A mayor is an elected leader of a city.
- A governor is an elected leader of a state.
- A president is an elected leader of our country.



Questions:

What city/state/country do we live in?

What is the capital of Maryland?

What is the capital of The United States of America?

What is the name of the Mayor of Baltimore?

What is the name of the Governor of Maryland?

What is the name of the President of the United States of America?

Activity: Routine Writing (ELA Connection)

- What traits do you think are important for a leader, such as a city mayor to have?
- Create a brain map of the different responsibilities of Baltimore's Mayor.
- What things you would like the mayor to do for the City of Baltimore?

Essential Question:

What individuals help to make our city run?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A. The Foundations and Functions of Government

1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services

Resources:

- **Brain Pop**
educators.brainpop.com
Animations and lesson ideas on local and state governments.
- **Kids.gov**
kids.usa.gov/government
Posters and lesson plans on local government for grades K-5.
- **The Democracy Project**
pbskids.org/democracy
Activities and lesson plans about local, state, and national government.

How Things Work

City Departments

Governing a city is hard work. Different departments in Baltimore are responsible for different things.

Here are some examples:



The **Baltimore Office of Promotion and the Arts** paints murals and organizes events like Artscape.



The **Baltimore City Health Department** provides services and resources to keep Baltimore citizens healthy.



The **Department of Recreation and Parks** takes care of Baltimore's parks, playgrounds, sports fields, and recreation centers.

Activity: You're Hired!

Have students research different city departments and choose one that they might like to work for in the future. Have them write a short description of why they would be a good fit for the job.

Who Is In Charge?

City Council

The **city council** is a group of people in Baltimore that make sure the government is working. Like the Mayor, they are elected by Baltimore citizens. They have meetings in City Hall to make decisions about Baltimore's budget and laws.



Did you know?

You can watch Baltimore City Council meetings on TV! Tune in to Channel 25.

TEACHING TIP:

Plan a field trip to city hall to see a city council meeting.

Enduring Understandings:

- A City Government sets up laws to protect citizens.
- Baltimore has different departments set up to accommodate the needs of a large city.
- Each city department specializes in different aspect of the city.
- The city council is a group of elected officials that make decisions about laws, budgets and other important details about the city.
- Members of the City Council share responsibilities with the Mayor.



Questions:

What does a government do?

How are the responsibilities of a city government different than at the state or national level?

Activity: Dear City Council

Have students find the city council representative that represents their neighborhood or the school community. (baltimorecitycouncil.com) Have students write a letter to request a classroom visit or ask questions about their job.

**TEACHING
TIP:**

Cut out and use
the cards for a
matching game or
writing prompt.

**Baltimore City Health
Department**

**Baltimore Office of
Sustainability**

Baltimore Housing

**Baltimore Office of
Promotion and the Arts**

**Baltimore City Department
of Public Works**

**Baltimore Development
Corporation**

**Baltimore City
Police Department**

Baltimore City Council

**Baltimore City
Department of
Recreation and Parks**

**Baltimore City
Fire Department**

- Creates the city's sustainability plan
- Encourages citizens to plant trees, recycle, and ride bikes

- Provides services and resources to keep residents healthy

- Paints murals
- Organizes events like Artscape
- Gives grants to artists

- Manages public housing
- Runs the Vacants to Value program
- Enforces the city's housing, zoning, and building codes

- Helps build new buildings and parks

- Cleans water and sewers
- Builds and maintains streets
- Puts up traffic signs

- Adopts the city budget
- Does planning for the city
- Listens to people

- Protects people and property
- Teaches people how to be safe

- Puts out fires
- Gives first aid
- Makes sure buildings are safe from fires

- Builds parks
- Manages recreation centers

Essential Question:

How can the citizens of Baltimore take an active role making a difference in our city?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Community Involvement

Speak Up!

One way for citizens to make things better in Baltimore is to share their problems and ideas with city government.

Some citizens might share their stories at city council meetings.



Some citizens might write a letter to the Mayor.



Activity: In The News

Print out recent news articles showcasing civic participation for students to read. Have students identify the different ways that citizens are expressing their opinions on different topics in Baltimore.

Some citizens might have community meetings to plan a project.

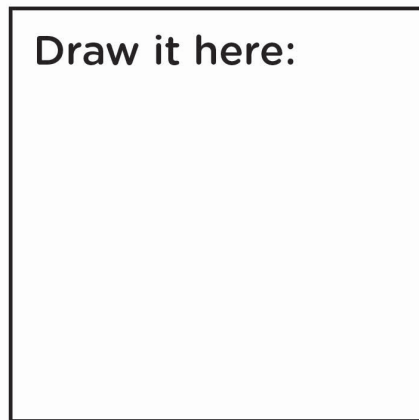


Other citizens might organize a **rally** to bring people together for a common goal.



What would you do?

Draw it here:



Government 123

Enduring Understandings:

- Beyond voting there are several things that citizens can do to share their concerns and have their questions answered.
- Citizens can attend and speak at city council meetings, write letters to the mayor and help plan community projects.
- Citizens may also gather with others to express the ideas of the group in an organized and peaceful way.



Questions:

Other than voting what are ways that citizens can express their feelings?

How can groups of people communicate their opinions in a peaceful way?

TEACHING TIP:

Have students expand on their answer for routine writing.

Essential Question:

How can 3rd grade students express their ideas and concerns with the decision makers?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Action Item!

Write a Letter to the Mayor

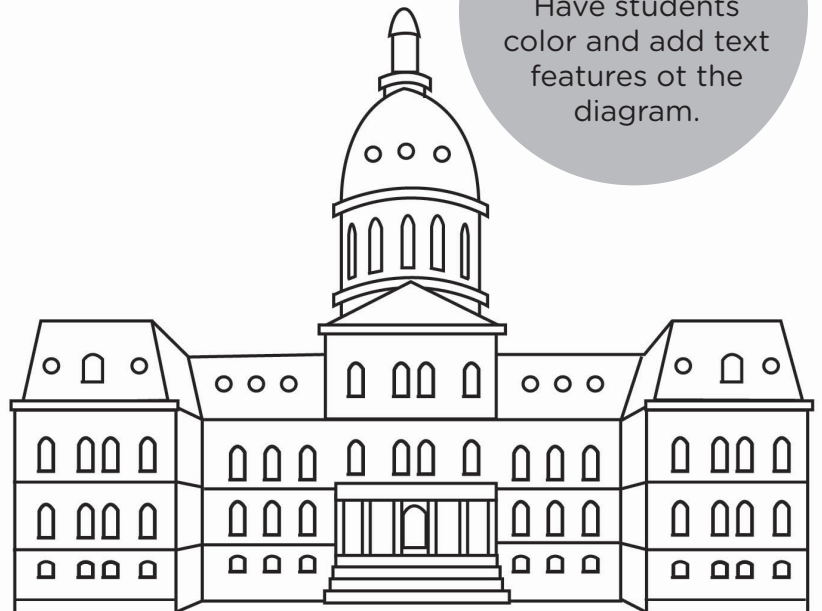
If you could change one thing about Baltimore, what would it be? Write a letter to the Mayor explaining your idea.

Send it to City Hall:

100 Holliday St #250
Baltimore, MD 21202

TEACHING TIP:

Have students color and add text features of the diagram.



Activity: Guest Speaker

Invite the mayor or other elected official into your classroom as a guest speaker, community reader, or government expert.

Date: _____

Dear Mayor _____,

Sincerely,



Enduring Understanding:

- Citizens can play an active role in decision making by contacting their government officials.



Questions:

What issues do you think need to be addressed in your school neighborhood?

How are issues that are happening in areas other than your school community still important to address for the entire city?

How can a 3rd grader share their concerns with decision makers in Baltimore City?

7. Action Plan

Essential Questions:

What do you like about your neighborhood? What would you like to change?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Action Plan

Where I Live

The name of my neighborhood is:

Three things I like about my neighborhood:

1. _____
2. _____
3. _____

Three things I would like to change about my neighborhood:

1. _____
2. _____
3. _____

Activity: Walking Tour

Bring clipboards outside and record observations from around your school community. Have students use their senses to record what they see, hear, and smell. Students can use disposable cameras to capture what they find.

What does your neighborhood look like? Draw it here!

Action Plan 131

Activity: Interview

Have students interview a community or family member. What do they like about where they live? What would they like to change?

What is Project-Based Learning?

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge.

Elements of Project-Based Learning:

From edutopia.org

- Students learn knowledge to tackle realistic problems as they would be solved in the real world
- Increased student control over his or her learning
- Teachers serve as coaches and facilitators of inquiry and reflection
- Students (usually, but not always) work in teams
- Students work on a complex task, present their work, and/or create an actual product or artifact.

Resources:

- **Edutopia**
edutopia.org/project-based-learning
Project-based learning resources, strategies, and assessment tools.
- **Design For Change**
designforchange.us
A free web portal with resources and activities for engaging young people in social change projects.

Essential Question:

What can you do to make your neighborhood better?

MSDE STANDARD 1.0: CIVICS

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Action Plan

Brainstorming

Pick one thing from the list of things you would like to change about your neighborhood. Create a web like the one below to brainstorm different things you can do to make it better.



Activity: Survey Says (Math Connection)

Create a survey to find out how your concern is affecting your school community. Have students analyze the data using charts and graphs.

Make your own web here:

Draw a ☆ next to
your favorite idea!



Action Plan 133

Sample Project Ideas:

- Rally to save a historic building
- Organize a clean up day
- Create a campaign to help your community learn about a pressing issue
- Create a video or public service announcement
- Ask hardware stores for donations of outdoor garbage cans or recycling containers
- Plant a school garden
- Volunteer at a local nonprofit
- Hold a forum at your school for an upcoming election
- Create a comic book to encourage younger students to recycle
- Design posters to remind community members to vote
- Adopt a park near your school
- Plant a tree
- Organize a storm drain stencil day
- Create a game to teach others about an important issue
- Make a tourist brochure for your neighborhood
- Organize a community block party
- Write an article for the school newsletter or website
- Create a petition

Activity: Engineer it Yourself (STEM Connection)

Have students use the engineering design process to create a new technology or an improvement to an existing technology that will address your neighborhood concern.

Essential Question:

How can you make your idea happen?

**MSDE STANDARD 1.0:
CIVICS**

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

**B. Individual and Group
Participation in the Political
System**

2. Analyze the role of individual and group participation in creating a supportive community

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Action Plan**Ideas to Action**

Pick your favorite idea from your brainstorming web. Making great ideas happen takes careful planning. Start by answering the questions below:

What is the idea?

Who will be involved?

What materials do you need?

Activity: Neighborhood Fair

Have students share their projects at a “Neighborhood Fair.” Invite family and community members, city council representatives, and other local leaders to attend.

Project Checklist

Use the space below to write a list of what you need to do to make your idea happen.

☐	
☐	
☐	
☐	
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Grant Opportunities:

- **Green, Healthy, Smart Challenge**
baltimoresustainability.org/projects/green-schools-initiative/green-healthy-smart-challenge/
Grant program for student-led sustainability projects in Baltimore City Public Schools. Students must be a part of an organized green team that meets to complete their project. Grants range from \$1,000 to \$2,500.
- **Grants for Greening**
parksandpeople.org/greening/grants-for-greening/
grants for cleaning and greening projects. Grants range from \$1,000 to \$1,500.

Activity: Reporting Out

Organize for students to report their findings and share their solutions during a local community meeting.

Standards

MSDE 3rd Grade Social Studies Standards

STANDARD 1.0

Civics

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A. THE FOUNDATIONS AND FUNCTION OF GOVERNMENT

1. **Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services**
 - a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order
 - b. Explain the consequences of violating rules and laws
 - c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government
2. **Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen**
 - a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality
 - b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles

B. INDIVIDUAL AND GROUP PARTICIPATION IN THE POLITICAL SYSTEM

1. **Explain how people and events have contributed to the American political system**
 - a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council
 - b. Describe the contributions of people who contributed to the common good of society
2. **Analyze the role of individual and group participation in creating a supportive community**
 - a. Explain the decision making process used to accomplish a community goal or solve a community problem
 - b. Explain the roles and responsibilities of effective citizens in a political process
 - c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

C. PROTECTING RIGHTS AND MAINTAINING ORDER

1. **Explain the rights and responsibilities of being a member of the school and the community**
 - a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

STANDARD 2.0

Peoples of the Nation and World

Students will understand how people in Maryland, the United States and around the world are alike and different.

A. ELEMENTS OF CULTURE

1. **Analyze and describe elements of a multicultural setting**
 - a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language
 - b. Explain how and why media such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures

B. CULTURAL DIFFUSION

1. **Identify and describe how individuals and groups share and borrow from other cultures**
 - a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

C. CONFLICT AND COMPROMISE

1. **Analyze how groups of people interact**
 - a. Identify and demonstrate appropriate social skills necessary for working in a cooperative groups such as using concern, compassion, and respect among group members
 - b. Explain how different points of view in school and community situations may result in compromise or conflict

STANDARD 3.0

Geography

Students will use geographic concepts and processes to understand location and its relationship to human activities.

A. USING GEOGRAPHIC TOOLS

1. **Use geographic tools to locate and construct meaning about places on Earth**
 - a. Describe the purposes of a variety of maps and atlases, such as transportation maps, physical maps, and political maps
 - b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, scale, legend/key, date, and author
 - c. Identify the location of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases

B. GEOGRAPHIC CHARACTERISTICS OF PLACES AND REGIONS

1. **Compare places and regions around the world using geographic characteristics**
 - a. Compare places and regions using geographic features
 - b. Identify natural/physical and human-made features of places and regions
 - c. Describe population distribution of places and regions such as rural and urban
 - d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work

C. MOVEMENT OF PEOPLE, GOODS AND IDEAS

1. **Describe how transportation and communication networks link places through the movement of people, goods, and ideas**
 - a. Explain how transportation and communication networks connect places, people, and ideas
 - b. Identify reasons for the movement of people from one community or region to another

D. MODIFYING AND ADAPTING TO THE ENVIRONMENT

1. **Explain how people modify, protect and adapt to their environment**
 - a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living
 - b. Describe why and how people make decisions about protecting the environment
 - c. Compare ways that people adapt to the environment for food, clothing, and shelter

STANDARD 4.0

Economics

Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

A. SCARCITY AND ECONOMIC DECISION-MAKING

1. **Explain that people must make choices because resources are limited relative to unlimited wants for goods and services**
 - a. Explain why people must make economic choices
 - b. Identify and apply the steps in the decision-making process
 - c. Identify the opportunity cost of a choice or decision
2. **Examine the production process**
 - a. Explain how producers make choices because of limited natural, human, and capital resources
 - b. Give examples of when limited resources affect the decisions producers make
 - c. Describe steps in the production process to produce a product
 - d. Explain how specialized work results in increased production
3. **Examine how technology affects the way people live, work, and play**
 - a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes, and online shopping
 - b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines

B. ECONOMIC SYSTEMS AND THE ROLE OF GOVERNMENT IN THE ECONOMY

1. **Describe different types of markets**
 - a. Identify markets that are not face-to-face meetings, such as Internet shopping or catalog shopping
 - b. Describe how countries around the world trade in the global market
2. **Identify goods and services provided by the government and paid for by taxes**
 - a. Classify goods and services according to who produces them, such as the government, business, or both
3. **Describe how consumers acquire goods and services**
 - a. Develop a budget indicating income and expenses
 - b. Develop a plan that shows how money is obtained, such as selling things, getting a gift, and getting allowance

STANDARD 5.0

History

Students will use historical thinking skills to understand how individuals and events have changed society over time.

A. INDIVIDUALS AND SOCIETIES CHANGE OVER TIME

1. **Examine differences between past and present time**
 - a. Develop a timeline of events in the community
 - b. Explain the relationship among events in a variety of timelines
2. **Investigate how people lived in the past using a variety of primary and secondary sources**
 - a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents
 - b. Compare family life in the local community by considering jobs, communication, and transportation

STANDARD 6.0

Social Studies Skills and Processes

Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.