

**THE HISTORY OF THE “BLACK BUTTERFLY” IN BALTIMORE  
FOR EDUC 202  
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**IN THIS PACKET YOU WILL FIND:**

- 1. OUTCOMES ASSOCIATED WITH EDUC 202**
- 2. GUIDING QUESTIONS FOR DISCUSSION**
- 3. LESSON PLANS THAT CAN BE SHARED WITH OR ADAPTED FOR 202 STUDENTS**
- 4. MATERIALS/RESOURCES**

This set of lessons identifies historical impact of socioeconomic, environmental, and political factors that shaped the maps of Baltimore and indicate gross disparities in health and wealth outcomes for segregated Black neighborhoods (the butterfly wings) when compared with what is referred to as the “White L.” These factors and outcomes have a significant impact on the educational opportunities and outcomes for students today.

**1. Learning Outcomes associated with EDUC 202**

Explain **characteristic features of a metropolis** and explore how **persistent problems**, institutional transformations, and creative expression may emerge from this environment.

**Apply critical analysis** to a specific topic or question in order to delineate constituent elements of the situation, to **define challenges that are faced**, and to **examine the potential for constructive resolution** or development.

***How this lesson can be used to discuss with EDUC 2020 students:***

- 1. student-centered learning** (the approach to teaching about the Black Butterfly involves student-directed inquiry and interests)
- 2. collaborative action research** (since you and the students wanted to find out more about different neighborhoods and are now actively researching them using principles of math and technology)
- 3. social studies** (geography, history, sociology, and human anthropology -- the whole lesson centers on policies and practices that shape how urban neighborhoods are designed and managed, and how does that history shape the lives of urban students today)

## 2. Discussion Questions for EDUC 202:

Which data describes the quality of life in Baltimore?

How do other factors such as businesses, natural resources and cost of housing effect quality of schools in a community?

How does quality of life affect student learning?

How can we use data to inform policy around neighborhood schools?

What data do I need to collect when choosing a neighborhood to live in?

## 3. Original k12 Lesson Plans:

Boxplots of Baltimore's Black Butterfly Project Guide

**Purpose:** The purpose of this project is to teach students about the structure of neighborhoods in Baltimore City. It de-centers whiteness by discussing the history of Baltimore's Black neighborhoods and their rich history. It is also designed to dismantle some of the myths around homeownership and wealth accumulation in the United States. In addition, tells the story of Baltimore's neighborhoods and how the city has been shaped over time.

**Vision:** The vision for this project is to present the concept of hyper-segregation in Baltimore City using both Math and Art. While completing this project students have an opportunity to talk about the human experience behind real-world statistics and explore how we can use data to discuss historical events that impact on communities. In addition, it is designed to highlight the hidden treasures of history and culture in Baltimore City.

**Essential Questions:** Is Baltimore City really "a rat and rodent infested mess" (as former president Trump tweeted)? What Baltimore is your Baltimore? How are White neighbors protected in Baltimore City? Which data describes the quality of Life in Baltimore? How can we use data to inform policy around residential neighborhoods? What data do I need to collect when choosing a neighborhood to live in?

**Objective:** At the end of this project, students will demonstrate the ability to analyze the conditions of Baltimore City's neighborhoods.

SEE ENTIRE LESSON IN DETAIL in “Black Buttery Project Guide” (pdf)

#### **4 Materials/Resources**

See in Black Butterfly folder: a) “Lead Maps Butterfly” (png); b) “White L Map” (png); c) “Black Butterfly Example” parts 1 and 2 (WEBM file)