

# **Northside/Pine Knolls Community Pillars Mural Project**

## *Learning Across Generations*

***The Marian Cheek Jackson Center for Saving and Making History***

### **GRADE LEVEL: 1-3**

### **OVERVIEW & PURPOSE**

To engage students in a discussion about the meaning and importance of community through a series of interactive, creative activities including listening, drawing, discussion and movement.

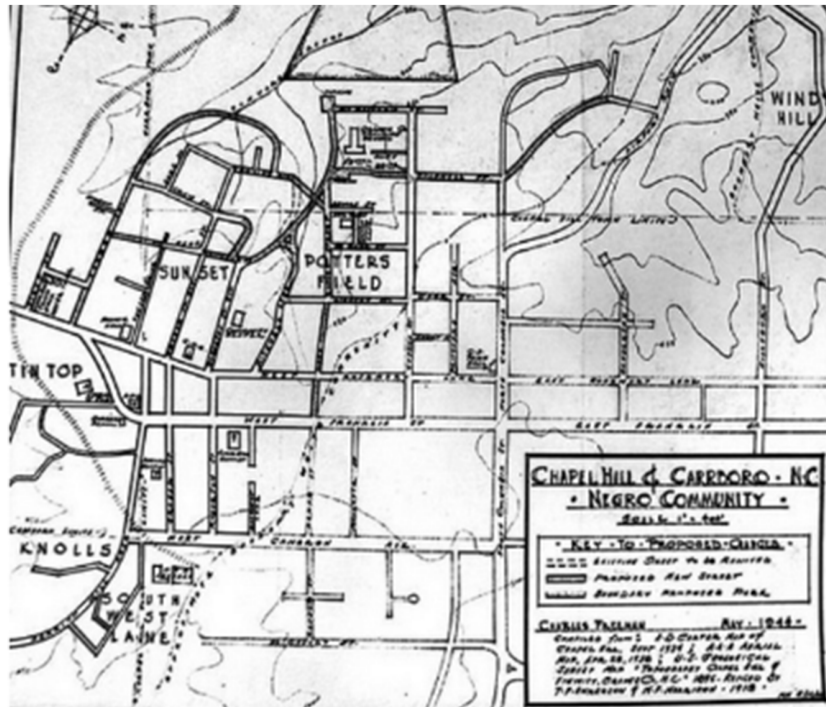
### **OBJECTIVE**

1. To introduce students to the history of segregation in Chapel Hill and the richness of the Northside and other African American communities.
2. To help students understand what community is and the four “pillars” that made up the Northside community.
3. To encourage students to reflect on the nature of their own communities.

### **MATERIALS NEEDED**

- Northside Mural Photos (print out in black and white for students to illustrate)
- Pencils, colored pencils, and markers
- Big piece of butcher paper to serve as background for mural.

# ACTIVITY



1. Ask students to engage in Turn-and-Talk about “What is community?”. After 1 minute, ask for responses and record on white board.
2. Introduce Northside neighborhood and the idea of segregation. Northside was an all-Black neighborhood in Chapel Hill very close to Franklin St and UNC. It was actually a name for a few neighborhoods: Sunset, Pottersfield, Tin Top, Knolls, and Windy Hill (see map above.) It still exists today but is now diverse. People of all ages and races live there, including UNC students. In the past, Black people were not allowed to live in other neighborhoods, go to school or church or most restaurants with white people in Chapel Hill until 1964. Schools were desegregated in 1967.
3. Introduce 4 main community pillars: home, school, church and business. Mention that each was shaped by segregation. Home- Doesn't matter how big or small. Ms Keith lived with her very large family in a small house, but it is “home.” Ask them what they think makes a house a home. Mention how homes and neighborhoods were places kids were safe from racism and were loved. Mention also that everyone knew their neighbors. Do they?

5. **School-** Importance of feeling comfortable and cared for. School is for all! You deserve to feel safe. Ask what they like about school.
6. **Church-** Ask kids if they know what people do in a church. Ask them if they think church should be for anyone and mention that white churches weren't always welcoming to black people. Mention how important the church was for the community and tell them why.
7. **Business-** point out the way that the Weavers ran a small store that sold snacks. The Weavers knew all the kids who came into the store. Ask them if it's that way for them. Mention some other businesses: movie theater, restaurants, motel, barber shops, shoe repair shops, grocery stores, ice cream shops. Mention that there was a black business district with stores owned by black people right next to Northside. When black folks wanted to shop at white-owned stores they were not treated fairly and in many cases (like restaurants and hotels) they weren't allowed to enter at all. Emphasize also how members of the community knew each other and provided support for one another. Kids were cared for and provided with sense of self-worth.
8. Introduce mural activity. Pass out mural pictures, extra paper, markers and colored pencils. Each child should color in one of the pictures and/or draw houses. Encourage them to add anything they want to include on the mural that should be part of a neighborhood. (nature, places to play, etc. )
9. Tell students to bring their pictures to the place where the butcher paper is rolled out. Instructors should help students glue their pieces to the paper. When everyone has contributed, students can admire their work! Don't forget to take a few pictures!
- 10.