

Out with the Old: In with the New

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INTRODUCTION

My unit will ultimately focus on the Sharpstown community; however, I want to give my students a brief overview of the history of Houston. I want my students to have a working knowledge of the Sharpstown area and of the city of Houston. They need to learn through study, discussions, activities, and hands-on experiences that a city evolves with time and over time. They also need to know that Houston can be a better place to live by what they accomplish and by the choices that they make. They can use foresight today for the future of Houston tomorrow.

Many ethnic groups help to make up the Sharpstown community. There are African Americans, Mexican Americans, and Asian Americans (Chinese and Vietnamese). Although I don't have any Asian students in any of my classes at present, there are many Asian owned businesses in the community, and there are some students of Asian descent in our school.

A Brief History of the origin of Houston

Houston is a city of change: out with the old and in with the new. I can attest to the fact that this statement is true. That statement is based on the research that we have been reading and discussing concerning Houston's past in the seminar "Reading the City: Houston in Fiction and Nonfiction." All around Houston, old buildings, houses, settlements, roads, cemeteries, landscapes, apartments, townhouses, parks, condominiums, schools, freeways, and roadways have been affected by changes in Houston.

Houston was founded August 30, 1836, on over 6,000 acres of land which was purchased using two different transactions. It was located on Buffalo Bayou by the Allen brothers, Augustus C. and John K. Allen, formerly of New York. Houston was named in honor of General Sam Houston. Sam Houston had recently become hero of the new republic. The Allen brothers bought their land for barely over \$1.00 per acre. It was their intention that Houston become the new seat of government for the republic of Texas, and in December of 1836, Houston became the new nation's capital. The site was later moved to Austin, Texas.

The Allen brothers named many of the streets of the settlement after Texas settlers and heroes and after those who fought in the Battle of San Jacinto. In order to start the capital city, the Allen brothers built three major buildings: the capitol, the county courthouse, and a long row of buildings.

Houston was incorporated as city in June 1837. It developed as a trade center of cotton and lumber from nearby areas. Houston opened its first courthouse, jail, theater, and first public school between 1837 and 1839.

Now would be a good time to discuss the origin of African Americans and Mexican Americans in Houston. Labor from both groups helped to build Houston. I have both ethnic groups in my classes, and they will be interested in their history. Both groups become very interested during the study of African American History Month and Cinco de Mayo, and this information will pique their interests and hit closer to home.

AFRICAN AMERICANS IN HOUSTON

A Brief History of the Origin of African Americans in Houston

African American Americans were instrumental in the initial exploration of Texas and Houston. “The first African American living the Houston area were slaves who arrived several decades before the city was founded. Between 1816 and 1821, first Louis de Aury and later the pirate Jean Lafitte used Galveston Island and the bayous around Galveston Bay to warehouse slaves prior to smuggling them into the United States” (Beeth and Wintz 14).

Background of Slave Trade

Estéban, who was an African survivor of the Cabeza de Vaca expedition, was involved in establishing the pattern of African American involvement in Spanish Texas. There were many African Americans on Spanish expeditions during the sixteenth and seventeenth centuries, and African Americans were also a part of most Spanish settlements in Texas during the late eighteenth century. Also during this time, African Americans made up fifteen to twenty-five percent of the population of Spanish Texas and the majority of them were free citizens. They were accepted socially and worked at whatever trade they chose, such as farming and teaching. They also worked as carpenters, miners, laborers, shoemakers, merchants, and domestic servants. Some of them also owned land and cattle.

At the beginning of the nineteenth century, a large number of African Americans came from the United States to reside in Spanish Texas in what is known today as Mexico. After Mexico won its independence from Spain in 1821, free African Americans came to Texas where there was less racial prejudice. They encountered less prejudice and more tolerance under Spanish and Mexican governments than in the United States. At this time, Texas also was accumulating a number of runaway slaves especially from Louisiana. However, the racial tolerance that African Americans faced in Mexico soon began to deteriorate under Mexican rule when the government opened the Texas border to immigrants who had been living in the United States. Many of these immigrants brought their African American servants with them. The Mexican government tried to prohibit slavery, but as more Anglos arrived who owned slaves, the law became almost obsolete as slaves outnumbered free African Americans in Texas. Because of restrictions imposed by the Texas government, free African Americans dwindled to almost none at the beginning of the Civil War.

Slaves were smuggled into Harris County long before 1836 from the Caribbean, Cuba, and the West Indies because of close proximity to Galveston. After 1850, there were more free African Americans than slaves in Houston and surrounding areas. Many African Americans, particularly women, worked as household servants or in domestic type jobs. Some of them, mostly men, held ranching jobs.

Harris County’s economic base continued to rest from around 1836 to 1860 largely on slave labor which helped to harvest cotton and sugar.

After the Civil War ended and during reconstruction, it was difficult to get an accurate count of African Americans in Houston because so many were transported to Texas from other states during the war.

Over the years, African American citizens continued to be segregated against and were treated as second class citizens in their quest to be treated fairly. Despite many obstacles African Americans attended colored-only schools at that time before segregation was done away with. Considering what African Americans have had to encounter, they have made great strides in education and other professions, but subtle prejudice is still there and often affected financially where it is felt most often. African Americans have had to participate in boycotts,

demonstrations, and sit-ins to obtain what was rightfully theirs by law but was denied because of the color of their skin.

The African American Community Today

Two significant changes have affected the African American community in Houston during the past thirty years. There has been a huge breakdown in segregation, and the African American population has grown significantly. Desegregation came about because of sit-ins and other measures and the involvement of the United States Supreme Court. Now African Americans are better educated and more own their own houses. More are in professions, such as teaching, politics, and medicine to name a few, but the crime rate is higher than in the white population and racial profiling is a big problem. African Americans are more likely to be arrested than whites.

The African American family is an integral part of the social institution and has a stronger attachment to family than whites. African Americans feel that they have been relegated to a second class status in life but do not feel that they are different from other races. Because of struggles, African Americans feel that they are more generous and compassionate and more enabled to make the most of bad situations.

MEXICAN AMERICANS IN HOUSTON

In 1845, Texas was annexed to the United States, and in 1846, the United States declared war on Mexico. When the peace treaty was signed three years later, the United States territory included New Mexico, California, and Oklahoma. Therefore, many descendants of the early Mexican American settlers became American citizens.

Railroads being built around 1850 added to Houston's commercial growth, as well as the fact that Houston began to manufacture and distribute cotton, timber, and oil products. Many workers were needed, and Mexican laborers were dependable workers.

At the beginning of the 20th century around 1910 and 1920, people of Mexican origin began migrating to Houston. Mexico was in a civil war, and many of its displaced citizens (professionals, merchants, peasants, and other workers) sought refuge in Houston. Mexicans had been arriving in Houston as early as the 1890s, and by 1900 about 1,000 people of Mexican descent were calling Houston home. They developed communities or neighborhoods known as barrios and Second Ward (one of the six wards in Houston that were not recognized as such after 1905) became a predominantly Mexican American neighborhood.

Since there are so many other groups of ethnicities from South America, people tend to group Mexican Americans with them and label them all Hispanic. In order not to lose their identity a group of influential Houstonians banded together to form the Hispanic Genealogical Society.

Today, the Hispanic population (including Mexican Americans) is very large and growing, including many illegal immigrants of Hispanic descent. The population includes Mexican Americans, Spanish Americans, Puerto Ricans, and Central Americans. They are elected to political government seats, own businesses, and many attend college to better themselves and their families. They have helped to contribute to the cultural diversity of Houston and Texas.

Houston's Business Atmosphere

Houston's business atmosphere began to improve when the Houston Chamber of Commerce was established in 1840. A year later, the Port of Houston was created, and one year later, Houston actually boasted a population of well over 4,700.

Over the intervening years, Houston has grown to become a burgeoning metropolis. It can boast numerous neighborhoods in all four corners of the city and out lying areas. Houston's

freeways have been changed and added onto by being lengthened and widened to accommodate this growing city which keeps growing as people of all nations migrate here from Mexico, South and Central America, Europe, Africa, and Asia.

As Houston continued to grow and become so widespread, freeways began to be built so that Houstonians could have access to other areas of the city. Houston can be described as a big country town with a city atmosphere, and it is very spread out. If not for Houston's freeways, there would be more traffic jams than there already are. The majority of the time, the freeways are under construction for various reasons, one of which is to try to accommodate the growing population.

The freeways join commercial areas and business centers. Wherever you go in Houston, more than likely, you will have to travel on a freeway if only for a short distance. Houston's freeways have access to frontage roads that have access to the freeways. The frontage roads can be just as busy as the freeways at times as motorists use the freeways to avoid traffic jams or congestion on the freeways.

Choosing a Title for My Unit

As I pondered how to name my topic, I could only imagine the trove of knowledge that I would glean during the study of this seminar, and since the seminar began I gained a great deal of information about past and present day Houston as I have expounded on the origin of the African American and the Mexican American communities in Houston. The presentations greatly increased my awareness of this city and the ongoing changes that have occurred. At this point, I can say that the study of Houston has become more meaningful for me.

Since I am a transplanted Houstonian, I sometimes felt at a disadvantage among so many native Houstonians; however, I can't help feeling that some of my lack of knowledge is due to the fact that I haven't taken the initiative in the past to learn about this ever-changing metropolis in which I've lived for almost twenty-five years. Nevertheless, it was with great eagerness that I explored the seminar topic for the benefit of my students, who may also be transplanted Houstonians. If they were born here, their parents may have been born in another country. The more informed they are can be an asset and beneficial to them and their parents.

I am a Special Educator of resource students at Sharpstown Middle School. I teach 6th, 7th, and 8th grade Language Arts/Reading. This assignment can be challenging on most days and requires a great deal of repeated review and drill because my students are academically challenged and in need of constant help and reassurance. The majority of my students are Hispanic with a sprinkling of African American students to round out the classes. Before the semester was over, some students from Louisiana were added to my classes, and they also were in need of a great deal of assistance.

Although my students or their parents may be transplanted Houstonians, I am almost certain that their knowledge of the history of Houston, and more specifically of the Sharpstown neighborhood, is limited to say the least. For that reason, I have opted to explore the history of the Sharpstown community and its changes to aid my students in becoming knowledgeable and appreciative of the area in which they live.

WHAT MY UNIT WILL TEACH

This unit will introduce the Sharpstown community which is located in Southwest Houston and was developed in the 1950s and early 1960s by Frank Sharp, who at that time was considered a master planner. At its inception, the area was an automobile centered community which has been duplicated in many areas for many years. At that time, this type of community was a novel idea and gained national attention in the media. The area was not only automobile centered, but it

boasted houses that characterized the post World War II period. These houses were constructed to withstand the wear and tear of the baby boomers. The Sharpstown community also boasts schools, shopping centers, and recreation areas. Houston's first enclosed air conditioned mall, Sharpstown Center, was built in the neighborhood and named after Frank Sharp. He also donated land to help build US Highway 59 for easy access from downtown Houston.

The Origin of Sharpstown

The area known as Sharpstown was once named Westmoreland Farms and was an area of 4,000 acres of land southwest of urban Houston. It was purchased in the 1940s by an oilman and wildcatter named Glenn McCarthy. Originally, McCarthy meant for the land to serve as the site for Houston's new International airport; however, due to unexpected costs on his Shamrock Hilton Hotel and other financial woes, he was forced to sell the land. Around 1954, Frank Sharp and his partners bought the land. Their plans were to develop a huge housing development that would include thousands of houses. Sharpstown's development proceeded rapidly with the building of a golf course and hospitals. The development also included high rise residential structures. Frank Sharp's intention was for Sharpstown to be a comprehensive community where residents would not have to leave the neighborhood for anything. His idea of numerous apartment projects did not fare as well as some of his other projects. One set of apartments along Gulfton Street turned out to be very disappointing, to say the least, and during the collapse of Houston's economy during the middle eighties, the complexes rented to anyone at rock bottom prices. "The Gulfton apartment zone became known as the 'Gulfton Ghetto' and became headquarters for the Southwest Cholos ('SWC') a notorious street gang" ("Sharpstown History and the Southwest Freeway"). Most of the apartments in Sharpstown became subsidized housing for low income families.

Frank Sharp had a vision of a distinct community where choices in education, religion, medical care, and recreation could be taken care of in the community. He wanted to provide schools and houses in the area where families would grow up together and not have to leave the neighborhood. Two of his main projects were the building of Hwy 59 and Sharpstown Center (Mall). Both projects came to pass although the mall has declined a great deal and several major stores have either left or moved to more prominent areas. Other neighborhoods in Houston, the state, and the world have copied Frank Sharp's ideas. He was truly a visionary.

On the negative side, there was a stock fraud scandal that greatly affected the Sharpstown area during 1971-72. The following information is a short summary of the scandal in which Frank Sharp was involved. Also involved were a bank and an insurance company that he managed. According to the SEC report, the plot was hatched by Sharp because he wanted new state banking legislation to benefit his personal finances:

The SEC said the scheme was for Sharp to grant more than \$600,000 in loans from Sharpstown State Bank to state officials, with the money then used to buy National Bankers Life stock which would later be resold at huge profits as Sharp artificially inflated the value of his insurance company's stock. The quarter-of-a-million-dollar profits were, in fact, made. But they weren't arranged by Sharp, the SEC said, until after Governor Smith made it possible for Sharp's bank bills to be considered at a special legislative session in September 1969 and Mutscher and Shannon then hurriedly pushed the bills through the legislature. (Smith later vetoed the bills on the advice of the state's top bank law experts but not until he and Braum had made their profits on the bank loan-stock purchase deal.) ("Sharpstown Stock-Fraud Scandal" 997)

The state officials involved in the scandal were Governor Preston Smith, Elmer Braum (Democratic Chairman and state banking board member), House Speaker Gus Mutscher, Jr., Representative Tommy Shannon of Forth Worth, and Rush McGinty (an aide to Mutscher).

The final outcome of the scandal was that Mutscher, Shannon, and McGinty were given five years' probation. Governor Smith was an unindicted co-conspirator and lost his bid for reelection. There were other consequences involved, but I think that is enough information for my students to digest at this time.

In writing about Sharpstown, I would be remiss if I did not mention the Sharpstown Stock-Fraud Scandal which played a great deal on how politics were run in Texas after the scandal. My students will be interested to know that adults make big mistakes by committing crimes and can be plagued by greed especially those in "high places."

The unit will also discuss the changes that have occurred in this community, such as changes in ethnicity in the neighborhood and schools, automobile centers being torn down or moved, and stores replacing other stores. We will discuss the addition of strip centers being added to many neighborhoods, hospitals being built or added onto, the addition of HOV lanes being added onto freeways, and the beginning of the Asian influx of Chinese and Vietnamese immigrants.

There have been many changes in the Sharpstown community since I started teaching at Sharpstown Middle School in 1987. I have seen Southwest Memorial Hospital change hands and become renamed, and it is now in the process of being added onto. Sharpstown Mall has changed drastically, and many prominent stores have moved to other parts of town. The Southwest Freeway has added an HOV lane to assist with the heavy flow of traffic in the mornings and in the evenings. Sharpstown Middle School has changed from mostly Asian and White to predominantly Hispanic. Although there aren't many Asian students at Sharpstown Middle School at present, there are many Asian owned businesses in the area especially along Bellaire Boulevard. Many automobile dealerships have been torn down and moved to other areas. Houston is truly living up to its name of a city that is out with the old and in with the new.

Why Teaching This Topic to My Students Is Important

It is my intention that this unit will cultivate an awareness in my students as well as a sense of pride in their neighborhood. I feel that if they develop a sense of ownership in their community, they will be less apt to "tag" it with gang symbols and try to discourage others from defacing personal property. As in areas that are heavily populated by gang activity, this area has a great deal of "tagging" and gang graffiti along fences, private property, billboards, and overpasses that the city has not yet been able to "power erase." As the students learn about the community in which they live, there is the off chance that they will develop a kinship with their neighborhood and will be less likely to deface property in the community because after all there are several minority owned businesses in the area (Hispanic and Asian).

Also learning about this area in which they live will, I hope, help them to feel more in tune with the whole community and not just the area in which they live.

As they learn more about the Sharpstown community, they will be able to make comparisons and contrasts with their native land or the land of their parents. Oftentimes they visit their relatives in other places and can be in tune as to changes that can occur.

The study of this unit will benefit my students academically because they will be introduced to the area of Sharpstown and discuss its history including the stock fraud scandal which was initiated by Frank Sharp. The scandal needs a brief mention because Sharpstown was named after Frank Sharp and the students need some background information which includes positive information as well as negative information.

I feel that being exposed to this topic will cultivate my students personally because through no fault of their own, their parents chose to settle in the Sharpstown area. Studying and learning about this particular area will, I hope, help to instill in them a sense of pride about the area in

which they live. Hopefully, they will learn and be able to make comparisons between Sharpstown then and now and discuss changes that have occurred in the area.

Furthermore, the students' academic knowledge will be enhanced because after all they will be learning about the area in which they live and can expound on some of its history if the need arises. They will be more knowledgeable of the community in which they reside and can expound on topics when writing in their journals, writing descriptive paragraphs, and comparing and contrasting changes that have occurred. The use of activities in the stock fraud scandal will be a great example for studying cause/effect relationships. Writing to explain or express an idea will also be another great example of helping the students grow academically. They will be involved in planning projects in groups of two or three or with a shoulder partner. Also they will be able to distinguish between fiction and nonfiction articles that are shared. They will develop a memorial to depict a certain area. This can be accomplished by research on the Internet and the use of other sources. They will be able to use the Internet as the need arises and learn how to type in web addresses. Use of the Internet will be done under teacher supervision because sometime students get carried away and browse the internet using inappropriate web sites.

The study of this unit will also afford them the opportunity to use prior knowledge of sentence structure, use of correct grammar, proofreading and editing symbols, and prewriting strategies. They will be allowed to use their editing skills to proofread their own writing and that of their peers.

Another teaching strategy that I plan to use is to allow them to work in groups to plan and complete assignments. I will also allow them to brainstorm ideas for writing. They can also use graphic organizers such as the Venn diagram for comparing and contrasting, and a mind map can be used to help them develop vocabulary, main idea, and supporting details.

Assignments can vary and may include having them bring photographs that they may already have of the area and compare them with the neighborhood the way it is now. An additional activity can be for them to go on a field trip in the area and make notes of changes as they see them. They can follow a particular interview format to interview their parents, teachers, and family friends on the changes that they have noticed in the area. This particular interview format will be developed by teacher and students so that they will have some input and in order for the interview process to not be too challenging or overwhelming for them. Another assignment is for the students to make "then" and "now" posters depicting the community.

Moreover, the students' academic skills will be enhanced because during the study of the Sharpstown area, they will write sentences and paragraphs using correct mechanics such as capitalization, punctuation, and spelling. Correct paragraph formation will be stressed with the use of topic sentences and supporting details. They will brainstorm to develop writing ideas and use graphic organizers to help form and develop their ideas.

Those are just a few assignments that can be completed during the course of the study of the Sharpstown community.

How Will I Teach the Unit?

Teaching Strategies

In order for the students to get a clear picture of the area relative to the city of Houston, we will locate the Sharpstown area on a city map to get a clear picture of where this community is located. I will divide them into groups of two so that they are paired for **Think-Pair-Share**. They think of what they already know about Houston and the Sharpstown community and share the information. Another learning strategy that I will use is to have them fill out a **K-W-L** chart. The chart is divided into three parts, and they fill in what they **K**now, **W**hat they want to know,

and after the unit has been taught, they fill in what they Learned from the unit. Hopefully, this information will coincide.

The students can brainstorm, discuss, or make a list of well-known streets, businesses, and main thoroughfares they travel to get to and from one area to another. It is important that they be allowed to illustrate some of those examples if they so desire. It will be entirely possible for them to define and match vocabulary words using **Quiz-Quiz-Trade**. This is a learning strategy where students quiz each other on any given topic, exchange cards, and quiz each other again to check for mastery. The teacher will have already filled in the cards with the information to be imparted.

Other learning strategies that can be used are **Rally Robin** and **Round Robin**.

Rally Robin is like playing tennis. One person gives information on a specific subject, and then the partner gives different information pertaining to the same subject. In other words they are learning from each other. **Round Robin** is used with two to four in a group, and each person in the group is afforded a chance to participate and give information or share an opinion.

Previously, several assignments have already been discussed that can be used to cultivate my students academically and enhance their academic knowledge. Many strategies have been discussed along with assignments to help them become more familiar with the Sharpstown community.

I will now go into detail and discuss some lesson plans that will give insight into how I will begin to teach this unit.

LESSON PLANS

Objective

Students will use what they already know and what they will learn about the history of Sharpstown to become more aware of their community/neighborhood.

Some Activities

- As a homework assignment, take pictures of your neighborhood
- Make a sketch of pictures taken
- Go on a field trip in the community
- Write in journals daily about activities
- Interview parents/teachers

Materials

“Find Someone Who” handouts, KWL charts (handouts), video/film clips/footage of Houston/Sharpstown area, journals, throw away cameras, handouts on history of Houston including origins of African Americans and Mexican Americans, prizes, then and now pictures, sketch paper, pencils, erasers, pictures taken with throw-away cameras.

Lesson One

- Students will complete a get acquainted handout entitled “Find Someone Who.” The handout is divided into squares which the students have to get filled in with other students’ names who can answer the question in a particular square. For example, “Find someone who was born in Houston” or “Find someone who lives on your street.” The student who gets all squares filled in first will get a prize.
- Students will be divided into groups of two to participate in Think-Pair-Share. They will think for an allotted time about what they already know about the Houston/Sharpstown area. After the allotted “think time” has passed, each person will take turns sharing the information that they have as prior knowledge.

- The students will fill out a **KWL** chart which stands for What I **K**now, What I **W**ant to Know, What I **L**earned (which will not be filled in until the unit is over).
- Discuss vocabulary words/match words with meanings. (**Vocabulary words: cul-de-sac, arch, cathedral, intersection, parallel, community, ghetto, transplanted, origin**)
- Teacher will lead a group discussion with handouts which will include pictures of buildings in the area and a brief discussion of the architecture of the buildings. Also included in the discussion and handouts will be some history of the origins of African Americans and Hispanic Americans in Houston. Students will complete a **Fill in the blank** handout from the information presented.
- Students will then be required to watch a video/film clip/footage on Houston/Sharpstown area and answer already prepared questions. (Teacher will research where a video of Houston can be found for students to view).
 **As a homework assignment, students will take pictures of their neighborhood using cameras provided while paying close attention to buildings, businesses, and streets. When pictures are developed, students will create a key map of the area of the pictures taken using key map symbols. We will already have reviewed map skills and symbols.
- **CLOSURE:** Discuss what was learned/discussed in class today about the Houston/Sharpstown area.
- Make a drawing/sketch of what was discussed.

Lesson Two

- Students will reflect orally on what was learned the previous day/changes they may have noticed as they took pictures.
- Discuss vocabulary words/meanings/Match words with meanings
- Play Fan 'n' Pick vocabulary game to help learn/remember vocabulary words. (Students can create their version of the game of create a Monopoly game)
- Return throwaway cameras to teacher for processing.
- View/discuss "then and now" pictures of Houston/Sharpstown (*Houston Pictorial Portrait*).
- Teacher and students will draft five interview questions to be asked of parents, neighbors, and teachers. These questions will revolve around changes that have been seen in the area.
- Discuss field trip (Tour R-Refer to *Houston Architectural Guide*). Students will be given a list and pictures of buildings, businesses, and houses that will be viewed on the field trip. Students can choose one of these to sketch and describe. Pictures will be matched with vocabulary that has already been discussed. Pictures will also be matched with questions such as: **Which building looks like a modern castle?** or **Which building has more windows than brick or wood?** They will also identify buildings by architecture and will have already been taught how to perform that task.
- Share "Find Someone Who" papers from Lesson One
- Trace each other on paper to get an outline of each student. This drawing can be entitled "**A Child in Houston.**" Student will then begin filling in information about themselves, paste pictures of themselves and their families, paste pictures of their neighborhood and also fill in information from their journals.
- **CLOSURE:** Reflection in journals from topics given by teacher--Journals will be used throughout the study of the unit and can be called a Journal Scrapbook for students to record ideas, paste pictures that may be drawn, pictures that may be taken, maps drawn of the area, etc. The journals will be "a work in progress."

Lesson Three

- Students will reflect orally on what was learned the previous day.
- Discuss field trip, pictures, sketches.
- Play Quiz-Quiz Trade to help learn/remember vocabulary words
- Students will participate in a Scavenger Hunt in the classroom. They will be looking for postcards of Houston, names of streets in the Sharpstown area, names of businesses, pictures of the area, maps of the area, etc.
- Discuss interview questions (homework assignment)
- Use pictures from throw-away cameras to make a complete sketch of pictures taken of the neighborhood
- Quiz on vocabulary words
- Research names of selected streets in the area and determine why those particular names were used. (Selected street names: **Fondren, Bellaire Blvd, Carvel, Triola, Tanglewilde, S. Gessner, Harwin, Hillcroft, Beechnut, Bissonnet**)
- Write a paragraph/essay on what you have learned about Houston's history/Sharpstown area/your neighborhood. Use Journal information as a resource for information.
- **CLOSURE:** Reflection in journals on topics given by teacher and any other information may be included such as listed in Lesson 2.
**As a homework assignment, interview a parent or neighbor using developed interview questions.

CONCLUSION

The study of this unit can be very beneficial for my students as well as for me. It is with great eagerness that I prepare to teach this unit about Houston and the Sharpstown community. This knowledge will empower all of my students as they learn more about where they live. In this way, they can walk with a sense of pride knowing that they are knowledgeable of their neighborhood/community and that where they live is not just an address.

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