



## **Gentrification: Pros & Cons in the African American Community**

by Vashti A. Mosby, 2021 CTI Fellow  
Northridge Middle School

This curriculum unit is recommended for Science Grade 6

**Keywords:** Gentrification, segregation, integration, redlining, blockbusting, urban renewal

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards.)

**Synopsis:** This curriculum unit will make a significant contribution by exploring the pros and cons of Gentrification and the effect it has on the 4 wards of Charlotte, North Carolina. Students will explore the meaning of redlining, blockbusting, and urban renewal as it relates to communities that are in the process of being “gentrified”. Students will form their own personal views throughout this unit and decide if gentrification has a positive or negative connotation associated with it depending on if you are white or a minority. This unit included viewing a short film that focuses on how one city's housing authority wants to tear down a neighborhood to create a larger mixed income neighborhood with residential and business spaces. It also includes a lesson that will support students' understanding of the gentrification process by creating a digital mapping project that will incorporate their research of one of the four wards into a historical timeline which will include pictures, interviews, and maps. The end result will have the students understand what it means to be a community and why it is important to preserve the culture of neighborhoods.

*I plan to teach this unit during the coming year to 100 students in Science 6th grade.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## **Introduction**

This unit will be taught during my Science class. The short definition of science is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence. That is why teaching on the topic of gentrification and the pros and cons associated with it, ties into my curriculum. The ultimate goal is to make my students aware of the changes neighborhoods go through during the process of gentrification as well as exposing the pros and cons. Science is about making observations so hopefully this will encourage them to research the history of their own neighborhood and notice how their own neighborhood is changing and/or other communities. This topic is perfect because we are a coding school and using digital mapping would allow them to use prior knowledge to help navigate the websites. This topic will lead to many interesting discussions.

I am creating this unit because I am interested in learning about the history of Charlotte. This city has so much to offer culturally and educationally. My students and I can explore together. My curriculum includes teaching the effects of building structures and losing land in the process, so this would give my students a visual representation of gentrification. I also want them to know the history of the 4 wards and how gentrification has affected each one. I want them to know that many of the neighborhoods that have modern high-rises, coffee shops, boutiques, green ways and beautiful parks may have had a negative impact on the original residents.

## **Rationale**

My topic connects with my student's lives because gentrification of neighborhoods is very popular in Charlotte and in other cities. When neighborhoods gentrify, local school districts tend to lose students. It could be as little as 3% or even more depending on enrollment. This comes as a decline in low-income and Hispanic student. At least 135,000 Black and Hispanic residents including students and their families were displaced from their homes due to gentrification in the early 2000s. Students need to realize that gentrification happens when wealthier newcomers move into working - class neighborhoods. It can also heighten racial tensions in many neighborhoods as wealthier, mostly whites, lead to the eventual displacement of Blacks in low-income communities that lived there for generations. They will also learn that there are some aspects that are appealing. Gentrification can result in reduced crime and improve neighborhoods that are under -resourced and overlooked. It also invites new investment in buildings and infrastructure and a boost in local economic activity.

## **Demographics**

I am a 6th Grade Science Teacher at Northridge Middle School. I teach Science and ELA. I have 31 students in my class. There are more females than males in my class. The majority of my class are Black and Hispanic. It is a neighborhood school that opened in 1996. We have one principal and two assistant principals. My school serves 713 students in grades

6-8. The school is made up of 57.5% of African Americans, 32.9% Hispanics, 4.1% white students, 2.9% Asian, and Pacific Islander 0.3%. 99.7% of students come from low-income households. It is organized into interdisciplinary teams of teachers. We cluster our special needs students at each grade level. ESL students are also clustered for the same reason. Support staff, specialists, counselors, and administrators are assigned to each team. In 2017, Northridge became a Coding Magnet School. Scholars are offered programs like AVID and foreign languages that target high academic performers. Great emphasis has been placed on teacher training at Northridge Middle School. Many of the staff are enrolled in classes, attend district and state conferences and are members of the curriculum development teams.

### **Unit Goals**

This unit is designed to be taught to my students in sixth grade to educate them on how gentrification can have positive and negative effects on a neighborhood and its residents especially if they are Black or Hispanic. Teaching about gentrification will expose my students to its purpose and the feeling associated with the process. They will learn how gentrification impacts today's society and maybe even affect them in the future. I also want my students to create a map using an app for digital mapping. They will create a map detailing the area they live in of the roads and any points of interest and present it to the class. I will also introduce them to the 2040 Comprehensive Plan on Charlotte which is the long-range plan that will guide the development and investments made in our city over the next two decades. We will review it and analyze its content and have open discussions.

### **Content Research**

Merriam-Webster defines gentrification as the process of renewal and rebuilding accompanying the influx of middle-class or affluent people into deteriorating areas that often displaces poorer residents. Does the word "gentrification" have a positive or negative connotation? How does it affect communities, especially those that have a large percentage of minority populations? Gentrification occurs when wealthier residents move into low-income urban neighborhoods. It is then that an economic and cultural transition occurs. Although there can be powerful changes, it can alter the character and culture of an established community. If long-term residents are not able to afford the new homes, they are forced to move to more affordable communities which may be farther out than they care to live. Gentrification can displace minorities that have lived in their neighborhood for generations.

Gentrification is not a precise term. In popular discourse, it has a negative cast-one in which people describe a set of inchoate demographic and cultural changes in cities. Often, this discourse identifies "gentrification" as a type of cultural displacement, a takeover of a neighborhood that might have once been low-income, predominantly people of color, economically and racially diverse, or affordable for artists, to one that is now occupied by "monocultures"-people who work in a particular industry, for instance "techies" or "breeders." The visual markers of this displacement might be the disappearance of diners,

bodegas, and taco stands, replaced with yoga studios, craft beer bars, pour over coffee bars, and, well, artisanal taco stands (Johnson, 2021).

To better understand the gentrification that has taken place in Charlotte you have to understand the history of its four wards. A ward is an election district. In 1851 with the arrival of the region's first railroads the city was big enough to split into two election districts. In 1869 with a growth spurt, local leaders re-split the city into four election districts-the four wards. Trade and Tryon streets formed the boundaries, and each ward extends to about where I-277 runs today.

Charlotte did not have any dedicated Black neighborhoods during the Reconstruction period after the Civil War. African Americans settled all over the city in and around its four wards usually side by side with white residents.(Charlotte's Historic West End , 2021).

The First Ward is to the east of the intersection of Trade and Tryon. It was considered one of the most dangerous areas in Charlotte. Under the HUD HOPE VI grant, it became one of the most desirable neighborhoods due to gentrification. Many new developments are under construction. ImaginOn, Spectrum Center and the Levine Museum of the New South are all in that area. The First Ward has a 4-acre park, 4,600,000 square feet of office space, 1182 residential units, 250 hotel rooms and 192,000 square feet of retail space.

The Second ward is south of the intersection of Trade and Tryon. It was formerly the location of a predominantly black neighborhood, Brooklyn before an urban renewal project took place. It houses the Epicenter, convention center and the Harvey B. Gantt Center to name a few attractions. The Second Ward has 7,700,000 of office space, 840 residential units, 3682 hotel rooms and 518,000 square feet of retail space.

The Third Ward is bounded by South Tryon on the Southeast and West Trade on the northeast. This ward has a lot of entertainment and culture attractions such as the Mint Museum, and the Carolina Panthers Bank of America Stadium Trust Field. The Third Ward is also the site of The Gateway Station transportation hub. Gateway Village one of the state's largest mixed development 1.5 million square feet is also in this ward. The third ward has offices, shops, restaurants, entertainment venues and over 500 housing units. Johnson & Wales University and Johnson C. Smith University are located in this area also. It houses 7,600,000 square feet of office space, 4,397 residential units, 367 hotel rooms and 150,000 square feet of retail space.

The Fourth Ward is bounded by North Tryon on the southeast and west trade on the southeast. This was the first neighborhood to fully gentrify. It is the only one of the four quadrants that retained single family homes. It is mostly residential and has many Victorian homes. It is an official historic district and houses Old Settlers Cemetery and the 3-acre Fourth Ward Park. This ward has 380,000 square feet of office space, 4,844 residential units, 731 hotel rooms and 52,000 square feet of retail space.

At the start of the twentieth century, North Carolina's African Americans faced hard choices. Those that did not abandon the South and became a part of the Great Migration, chose to stay. Those who chose to stay turned inward, focused on self-improvement and self-reliance (Gundy, 2020).

Black businesses began to cluster in the Second Ward neighborhood and smaller groups went to the other wards. In the second ward, residents began to call their neighborhood Brooklyn, after New York City's fashionable new borough. These residents worked and always watched for opportunities.

Brooklyn had nearly 50 city blocks in the southeast quadrant of Charlotte, bounded by 4<sup>th</sup>, Brevard, and Morehead streets. It had a southeastern border defined by Long Street (which no longer exist), east of McDowell, where I-277 now runs. Sugar Creek ran along its eastern boundary and a railroad yard lined the western end. Ramshackle rental shotgun houses were near fine homes and churches.

Like other African American communities, Brooklyn had a rich mixture of hardship, ambition, and achievement. White residents sorted themselves by income and lived in wealthy suburbs such as Myers Park. Due to segregation, Black communities varied with janitors and housekeepers often living just down the street from doctors and professors. Brooklyn had parts of low-lying and swampy land. Still Brooklyn had a range of Charlotte's independent institutions-churches, dance halls and funeral homes to name a few.

Some of the independent institutions in Brooklyn were the Black-run AME Zion Publishing House, the branch office of the Afro-American Insurance Company designed by Black builder W.W Smith and headed by barber and businessman Thad Tate and the United House of Prayer for All People run by evangelist "Sweet Daddy" Grace.

Social organizations that thrived in the Brooklyn Community were the Prince Hall Shiners headed by Caesar Blake, Jr., who lived on East 1<sup>st</sup> Street and the Phyllis Wheatley YWCA on South Davidson Street, which was started by Mary McCrorey, wife of Johnson Cl Smith president, H.L. McCrorey.

"Brooklyn was the best place in the world to live. I'm telling you the truth," Connie Patton told an interviewer in 2007. "You really didn't have to go out of Brooklyn for anything. Everything was right there. Social life, everything. Right there...They didn't have many businesses, so we could walk to work. Everything was downtown (Gundy, 2020).

"We never had keys to our houses, everybody left their doors open, a skeleton key would fit everybody's door in Brooklyn.," Barbara Steele recalled. "And everybody knew everybody, and we went to each other's homes and if you were at my house when we got ready to eat my momma sat a place on the table for you to eat, I went to your house to eat your mom would do the same thing...Everybody knew everybody and everybody was somebody and God was for all, right there in Brooklyn (Gundy, 2020).

Redlining, Blockbusting and Urban Renewal impacted black culture in Charlotte. Charlotte's white leaders had set their sights on Brooklyn as early as 1912 due to its proximity to the center city. Charlotte's white business and political elite resisted federal involvement in local affairs. But when the Housing Act of 1949 paved the way to purchase and demolish "slum housing" – this was a way to dismantle the entire Brooklyn community. The white leaders had decided that the most valuable property was covered by houses that were looked at as the worst in the entire city. It was far from easy to improve building in Brooklyn.

The federal Homeowners' Loan Corporation, which underwrote a massive expansion of home ownership in the postwar era, uniformly designated Black neighborhoods as bad investments. This designation-which became known as "redlining"-made it almost impossible for African Americans to get bank loans to buy or improve property in historically Black Neighborhoods (Gundy, 2020).

When older Black citizens died out, their property was obtained by new landlords. Large lots were divided, and undesirable houses were built nearly on top of one another with hardly any space between them. New alleys were created, and creeks and ditches were used as homesites as described by a former Brooklyn resident.

Finding better homes for families was not the Redevelopment Commission's top priority. Urban renewal had more to do with white leaders' vision to remake downtown than with the welfare of Brooklyn residents. The Redevelopment Commission began buying Brooklyn land early in 1961. Due to slow movement, it left devastation by leaving hundreds of rotting vacant buildings, frequent fires, and highway construction that caused extended disruption into the neighborhoods on the Black west side.

The sweeping changes underscored African Americans' limited political and economic power. "Everybody in Brooklyn was very upset about it," Barbara Steele explained. "Somebody was always speaking out, you'd see people standing on the streets speaking out about it, how they were taking homes from people. But whatever they wanted to do that's what they did." (Gundy, 2020).

Brooklyn's residents had to find new homes. Two Black leaders, Reginald Hawkins and Kelly Alexander pressured the city to build more public housing. Federal regulations finally forced the city to build new public housing in First Ward's Earle Village, but most Black families still ended up having to fend for themselves in the open market. Urban renewal added to the problem as well as discrimination which caused Black renters to pay higher rents than whites for comparable dwellings.

With the growing number of Black renters looking for new places to live, investors began to focus on the working-class neighborhoods just outside downtown. Homeowners in Belmont, Seversville and similar communities were approached by real estate agents

wanting to make money by purchasing homes they could rent to Black tenants. Blockbusting became a common tactic.

The relatively low prices paid for Brooklyn homes also limited homeowners' choices. "From what they gave us for our house, we couldn't buy another house, we had to pay down on a house in order to move in," Barbara Steele explained. "We had to move in a house that wasn't as nice as the one we were in, but we had no choice, we didn't have enough money to get something else." (Grundy, 2020).

The decline of this community began in the late 1930's when federal guidelines red-lined African American communities and the all-white Charlotte Planning Commission re-zoned Brooklyn in 1947 as an industrial zone. Difficulty in obtaining property loans and re-zoning discouraged capital investment and precipitated Brooklyn's economic decline. By the 1960s Brooklyn's growing impoverishment, as well as its prime location in uptown, led Charlotte's Redevelopment Authority to target Brooklyn as its first urban renewal project. Between 1960 and 1977, over 1000 families, 200 businesses, and numerous social institutions of this African American neighborhood were removed or destroyed. In its place came new government buildings, a city park, thoroughfares, and private office space in what is now known as Second Ward. No new residential or commercial structures were built to replace those that had been bulldozed, leaving residents and businesses of the former Brooklyn community to find new accommodations elsewhere. While many people moved into the neighborhoods of Biddleville, Belmont, Villa Heights, Washington Heights, Wesley Heights, and Wilmore, many Brooklyn businesses never reopened (Hanchett, 1999).

Four of Brooklyn's buildings remain today. There is Second Ward High's gymnasium, Grace AME Zion Church and the offices of Mecklenburg Investment Company, and the former McCrorey YMCA. Three historically Black buildings remain in First Ward which are First United Presbyterian, Little Rock AME Zion and the United House of Prayer for All People.

In many cities, including Charlotte, civil rights gains took place against a backdrop of community destruction. On January 19, 1960, Charlotte's city council approved a "slum razing" project, funded by a massive federal program called "urban renewal." It targeted the Brooklyn neighborhood-the historic heart of Charlotte's Black community. On April 8, the city unveiled plans for a massive new highway system that routed two major expressways-I-77 and the Northwest Expressway (now the Brookshire Freeway) – through Black neighborhoods on the west side of town (Gundy, 2020).

The challenges that gentrification brings to Charlotte include a lack of affordable housing, a decrease in economic mobility for lower-income residents, the cultural and physical "homogenization" of neighborhoods, and a potential drop in mass transit ridership as a result of more affluent residents in otherwise transit-rich environments "(Cole, 2018).

The biggest concern and disadvantage that gentrification brings into the communities is the lack of affordability in certain locations. Landlords can overcharge for their units and

sellers can get more money for their properties than they did in the past. When this happens, this is called a “sellers’ market,” meaning that people who bought their homes at a low-price plan to resell as high a price that their properties can sell. The strong housing market in Charlotte has led to heavy demand gentrification factors in Charlotte’s cheaper East and West side neighborhoods. These neighborhoods are less desirable but noticeably less cheap. Newcomers are able to pay the higher rents, which threatens to reduce available housing in low-income neighborhoods. Many neighborhoods in the East and West of Charlotte have more renters than homeowners. Developers, since rents are lower in these neighborhoods, either purchase property and evict tenants or displace renters when their lease expires and cannot afford the higher rent. A study conducted during 2017 concluded that 44% of all renters in Charlotte considered themselves “cost-burdened, “or, their rents take up a much larger amount of their income than is financially comfortable (More than Four, n.d). This shows the difficulties that middle- and low-income families are having not being able to afford to live in Charlotte and staying in communities that they have lived in most of their lives. A lack of affordability can lead to displacement if gentrification continues to grow rapidly. Gentrification only increases inequality and makes it harder for poverty-stricken residents to rise.

As center city neighborhoods become further out of reach for traditional residents to remain, socioeconomic homogenization occurs, where residents of a similar economic class occupy nearly every residential unit in each neighborhood (Cole, 2018).

Homogenization of Charlotte’s neighborhood culture and built environment is another concern. This is an aspect of the changes afoot that concern all of Charlotte’s residents, regardless of whether they are gentrifiers or long-term residents. Most construction in South End, for example, has taken the form of what certain critics call a “Beige Box” - The Mid-rise apartment complex that often occupies an entire city block, built of timber and cheap facades like stick-on brick and stucco. These types of budding in some cases, replace smaller historic structures that were once part of the community fabric (Portillo, n.d.).

A lack of transit ridership is another issue that gentrification brings to Charlotte. Lyft and Uber have drawn gentrifiers from riding buses and the Lynx Blue Line. Wealthier residents in denser neighborhoods that have ample parking, choose their personal vehicles over mass transit. Due to this decrease, it could cause neighborhoods to lose bus routes. Other bus lines may be impacted because it would cause people to walk longer distances. As homes around transit stations become more expensive, residents who depend on things like busses, trains are separated from those services. This has a negative impact as it reduces the employability of those who need jobs the most.

As there are many negative impacts to gentrifying neighborhoods, there are of course positives also - if the circumstances are aligned correctly. You can gentrify a neighborhood without displacing poor people. It does not have to always be that when rich people move in, they displace residents. Gentrification can lead to commercial development, improved economic development, lower crime rates, and an increase in property values which could benefit existing homeowners.

There are many benefits that Charlotte can gain from the gentrification of certain neighborhoods which can be applied to the environmental and physical health of the city as well as the fiscal and economic outlook of Charlotte's future.

Richard Florida, prominent urbanist and author of both *Rise of the Creative Class* and later the *New Urban Crisis* defines gentrifiers as groups of people who prefer to locate in more dense locations close to jobs and amenities; this cultivates demand for new construction in core neighborhoods, on vacant lots or formally blighted properties (Florida, 2002). This type of construction makes good use of underutilized urban land, growth that would otherwise be offset into the suburbs. Dense core neighborhoods are also more walkable, and often have close access to alternative transit options like busses and trains; these modes of transit per traveler are much less emissions healthy (Brauer, 1998).

In the gentrification of the Fourth Ward in the 1970s, most of its homes that were repurposed were either abandoned or housed drug dens and adult shops. Gentrification creates a seller's market in certain Charlotte neighborhoods, and replaces blight in ways that can also preserve the historic character of Charlotte. Three historic mills in Charlotte have been adapted into other uses thanks to increased demand for commerce and housing in the neighborhood around them. Highland Park No. 3 in NoDa has been repurposed into apartments, offices, and shops; Atherton in South End is undergoing a renovation process to house condominiums and high-class shops; finally, the John Bl Ross Mill in Uptown now houses a sprawling entertainment venue known as the NC Music (McMillian & Moore, 2012). Some millhouses have been repainted with vibrant colors and bought in owners and occupants who can properly care for them.

The most important benefit that gentrification brings to Charlotte is the diversity of perspective, talent, and neighborhood resources. Top talent (millennials) is attracted to Charlotte from the financial sector, from national and international labor markets. 69 percent of adults living in Charlotte are not from North Carolina. Many international newcomers come from places like the United Kingdom, Germany, and India. The newcomers bring a diversity of experience from other parts of the country and the world and will enhance the culture of an urban place (Cole, 2021).

As a result of the pros and cons of the gentrification of Charlotte, the 2040 Comprehensive Plan on Charlotte was drafted. It addresses critical issues from housing affordability and economic mobility to environmental sustainability and transportation. It addresses the concern of gentrification with the hope that most neighborhoods will benefit from it. The hope for revitalization efforts is to remedy injustices, support existing efforts and create a more even distribution of resources while limiting forced displacement. Unlike 1960s Brooklyn, West End's residents view themselves in a central role and position themselves as advocates, investors and owners who will use their voice to shape development for their needs (Presswood, 2021).

Willie Griffin, the curator of the Levine Museum quotes, “I think the city leaders are trying to do the right thing, but I always say that Charlotte has always been held up as a progressive city,” Griffin said. I think one of the reasons that it has is because they have always tried to do the right thing and they’ve tried to do the right thing when there was no model for doing the right thing” (Presswood,2021).

## **Instructional Implementation**

### Teaching Strategies

#### *Introduction to Gentrification*

This is the first assignment that introduces students to the topic of Gentrification. It includes a discussion of what is gentrification.

#### *Entrance Ticket*

The purpose of the Entrance Ticket will be for the students to use critical thinking skills as the teacher monitors student learning and introduce or review instruction. This task is to be done immediately as the students arrive in the classroom. It focuses on the day’s topic or ask students to recall background knowledge relevant to the day’s lesson.

#### *Whole Group*

Instruct and model concepts for all students at once. It gives every student a good introduction and foundational knowledge of skills that individualize practice. It is used to address student needs and extend learning. It is used to monitor struggling students on a similar concept to deliver a whole-group mini-lesson later in the week to address it. Teachers use inquiry and discussion-based techniques to challenge students with open-ended conceptual questions, as well as guide constructive dialogue and discourse as the whole class works to solve a problem.

#### *Note-Taking*

Helps organize class notes. Taking good notes in class is an important part of academic success in college. Actively taking notes during class can help students to focus and better understand the main concepts. It will be used to write down notes while watching an instructional video. It improves active listening, comprehension of materials and retention. Taking notes on both synchronous and asynchronous material will help the students better remember what they hear and see. The main point, details, study cues, and summary are all written in one place. Notes will focus on an essential question.

### *Exit Ticket*

Used at the end of class to check students' understanding by having them summarize key points from the lesson, verify that students can solve a problem or answer a significant question based on the lesson, emphasize the essential question for the day's lesson, have students ask questions they still have about a lesson, see if student can apply the content in a new way, formulate guided groups for students who did not demonstrate understanding after the lesson and create extensions for students who demonstrate mastery after the lesson.

### *Independent Study/Project Based Learning*

Students are taught academic content knowledge and foster deeper learning, they develop 21<sup>st</sup> century skills such as critical thinking, problem solving, communication, collaboration, creativity, and innovation. It builds student agency when it comes to their own academic, personal and social development and teaches students how to approach new challenges with confidence, resilience, and a growth mindset. Gain knowledge and skills by working for an extended time to investigate and respond to an authentic, engaging, and complex question, problem or challenge.

### **Classroom Lessons/Activities and Assessments**

#### *Lesson 1: What you need to Know about the Pros and Cons of Gentrification!*

Entrance Ticket: When you hear the word **gentrification** what comes to your mind?

Objective: Define gentrification and analyze its positive and negative aspects.

Activity: I will pre-teach the vocabulary before students begin the activity. Each student will define the unit vocabulary (Appendix 2). I will begin by discussing the quick write prompt to find out what the students already know about gentrification. Next, I will define gentrification and explain to students that they will be exploring the positive and negative effects of gentrification on communities. The class will watch the video, The Pros and Cons of Gentrification, and fill out a T-Chart (Appendix 3), that lists the pros and cons of gentrification as discussed in the video. Last, they will work independently in what ways have communities responded to gentrification? (ex. displacement) and what are some legislative ways to address the problems of gentrification? (ex. rent control)

Exit Ticket: What was surprising to you about this video?

#### *Lesson 2: Relocating Residents: The Effect of Gentrification (2 days)*

Entrance Ticket: In your own words, what does “relocation” mean to you?

Objective: Students will be able to identify the main idea of a video and provide supporting details

Activity: I will explain to students that they will view Even the Walls, a short film about a low-income housing property, Yesler Terrace, in downtown Seattle. It focuses on how the Seattle Housing Authority is tearing down the site to create a larger mixed-income neighborhood with residential and business spaces. The film also explores the human connections that are within the Yesler Terrace neighborhood. The following quote will be on the board:

*Being in a space that allows for neighborhood connections like seeing your neighbors, interacting with the children, watching each other's backs and properties-these things all increase feeling of safety and ownership in a space. And these are our natural human inclinations. If our environments support us. - Saman Maydani*

I will ask students after reading that quote, to think about where they live and what are some of the physical characteristics of their housing communities? How do their neighborhoods encourage them to engage with their community? Before watching the film, students will be given focus questions to take notes. How do the residents feel about the changes and the possible relocation? What are some of the comments about the upcoming change? What are they going to miss when they are displaced or relocated? After the film, students will discuss the physical aspects of Yesler Terrace and using evidence from the film, what will the future Yesler Terrace look like? Salary says, “Growing up in Yesler, you really see what a community is.” What do you think he means by this? How would you define community in your own life? Part of the future of Yesler Terrace will destroy the current sense of community, why do you think this might be? Use evidence from the film. Students will use the note-taking sheet to record answers (Appendix 4).

Exit Ticket: What are your thoughts about the residents being forced to leave their community?

Homework: Many urban neighborhoods in the United States are undergoing major development changes like Yesler Terrace. Using your phone, if you were to take a photograph to document your neighborhood, what would you document? Write a paragraph and use specific details to describe the image you capture. Students will read aloud in class.

### *Lesson 3: Story Mapping (3 Days)*

Entrance Ticket: Students will be shown a short clip on how neighborhoods change during gentrification. (Any short YouTube clip will work)

Objective: To interpret information presented in diverse media and formats to create a digital story map.

Activity/Assessment: Students will create a digital story map using [storymap.knightlab.com](http://storymap.knightlab.com) showing the changes in one of the four wards of Charlotte. They will use neighborhood maps and historical data gathered during this unit to provide a timeline and photo journal to document the changing demographics of the ward they choose. Students may include interviews of how residents feel about leaving their neighborhood and the challenges they face. Students will be given rubric (Appendix 5) for their final project.

## **Appendix 1: Implementing Teaching Standards**

### Common Core Standards for Sixth Grade

**RL 6.1** Content Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### “I Can Statements”

- Recognize explicit textual evidence
- Recognize inferences made in text
- Analyze textual evidence which is explicitly stated
- Analyze text to infer

#### Essential Questions

- Why did the author write this piece?
- What inferences could you make?
- What information would you need to support the inference?
- Analyze the passage what can you conclude?”
- When you analyze the text, what inference can you make?
- How does the textual evidence support your conclusion?
- What was the author’s purpose?
- What can you conclude from the text?

**RL 6.2** Content Standard: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### “I Can Statements”

- Define them and central idea
- Identify supporting details of the main idea or theme or a text
- Summarize a text based on facts and opinions

- Formulate a summary based on facts from the text

#### Essential Question

- How can I use details from the text related to the theme to determine the author’s message?

**RL 6.4** Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific work choice on meaning and tone.

#### “I Can Statements”

- Identify the meaning of words and phrases including figurative and connotative as used in text
- Identify tone in text
- Interpret the meaning of words and phrases as they are used in the text
- Analyze the impact of word choice on meaning
- Analyze the impact of word choice on tone

#### Essential Questions

- How does the author’s use of specific types of figurative language and connotation affect the meaning of the text?
- How does word choice impact the tone and mood of the text?

**S.L 6.1** Content Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

#### “I Can Statements”

- Effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues
- Build on others’ ideas and express my own ideas clearly

#### Essential Questions

- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I’m prepared and engaged?

**6.E.2** Understand the structure of the Earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.

#### Essential Question

- How are humans affecting the environment?

**Appendix 2:** Unit Vocabulary

*Gentrification*

*Displace*

*Disproportionate*

*Marginalized*

*Revitalizations*

*Redlining*

*Blockbusting*

*Urban Renewal*

*Culture*

*Diversity*

*Ward*

*Housing Authority*

- The above vocabulary words for this unit will be shared digitally with each student. They will find the meaning of each one on the note-taker and will be used to reference during the unit.
- Academic conversations will require students to use the unit vocabulary as they engage in classroom discussions.

**Appendix 3: T-Chart of the Pros and Cons of Gentrification (Video)**

<b>Pros</b>	<b>Cons</b>
-------------	-------------

--	--

**Appendix 4: Note-Taking Sheet**

**Essential Question:**



<b>Timeline</b>			
<b>Images with narratives</b>			
<b>Includes at least one map of the city</b>			
<b>Contains 1 interview</b>			
<b>5 Historical pictures</b>			
<b>Minimal grammatical mistakes</b>			

**List of Materials for Classroom Use**

## Materials for Students and Teachers

### *Chromebook/Desktop Computer*

The teacher and the students will use their electronic device to complete all activities in the classroom or remotely. Students will navigate through all the activities as directed.

### *Google Drive/Microsoft Word*

Using Google Drive or Word enables the teacher and the students to write on and share digital copies used throughout the unit. Both programs allow students to organize their work.

### *Computer Headphones*

Headphones are recommended for this unit due to few students have to use the computer read-a-loud program. Since the lessons will be taught virtually, it will block out any noise whether inside or outside. The headphones will facilitate listening skills and help students to focus while reading each text.

### *Digital Calendar*

Students will use a website to organize when their assignments are due. Students can track their progress by documenting when they complete each assignment leading up to the final assessment.

### *Notebook*

Students will be able to brainstorm, reflect, and take notes while completing assignments and using online sources. This will help with their organizational skills.

## **Resources for Students**

### *Pros and Cons T- Chart*

The purpose of the Pros and Cons T-Chart is a handy graphic organizer students can use to compare and contrast ideas in a visual representation. T charts can be used in any content area or genre. It will be used in this unit to compare and contrast the pros and cons of gentrification.

<https://bit.ly/3nfzwfZ>

### *Focused Note-Taking Sheet*

This is a simple tool that helps students to start thinking about the format of the notes they are taking, processing the information by using a variety of annotations, connecting their thinking by using a variety of annotations, connecting their thinking by using leveled questions, summarizing, and reflecting and applying what they have taken to the work given. Students will use note-taking sheets throughout the unit to notes while working independently and/or watching a video.

<https://bit.ly/3DfLZ8Y>

### *Rubric*

This can be seen as a communication tool between student and teachers as it aligns expectations and outlines learning objectives for the assignment between student and teacher. It creates transparency in grading; grades will less arbitrary if students can see what grades are based upon especially if rubrics are being used in peer grading. The rubric will be used so students will reference it while completing their final project.

<https://bit.ly/3qDoi72>

### *Digital Mapping Website*

This tool is the process by which a collection of data is compiled and formatted into a virtual image. The primary function of this technology is to produce maps that give accurate representations. Students will use storymap.knightlab.com to complete their assessment.

<https://bit.ly/3CkcE39>

## **Resources for Teachers**

## *Videos*

### *The Pros and Cons of Gentrification*

This video is used to introduce the positive and negative effects of gentrification in communities. Video can be paused to encourage class discussions.

<https://bit.ly/3orihrk>

### *Even the Walls*

This is a short documentary about the multi-generational residents living within Yessler Terrace, a public-housing neighborhood in downtown Seattle grappling with the forces of gentrification. It chronicles the intimate stories and experiences from the residents of Yessler and defines the human connection to home and community.

<https://bit.ly/3FeRqW5>

### *Website*

This website is a free tool to help students tell stories on the web that highlight the locations of a series of events. Students are able to view examples of various story maps.

[storymap.knightlab.com](http://storymap.knightlab.com)

## Bibliography

Johnson, Kimberly. "Gentrification in Charlotte: See Areas Most Affected." *Patch.com*, 22 Mar. 2019.

"Charlotte's Historic West End." Charlotte's Historic West End. Accessed September 21, 2021. <https://www.westendcharlotte.org/>.

Cole, David. "Gardner-Webb University Digital Commons @ Gardner-Webb ..." The politics of Gentrification in Charlotte, NC: A New South City Meets the Urban Realities of 21st Century Prosperity. Accessed September 22, 2021. [https://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1021&context=education\\_projects](https://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1021&context=education_projects).

McMillian, Andy, and David Moore. "Old Masters a Look at Charlottes Historic Buildings." *Charlotte Magazine*, n.d.

Brauer, et al., "Healthy Neighborhoods: Walkability and Air Pollution." *Environmental Health Perspectives* 117, no. 11 (1998). <https://doi.org/10.2307/3434246>.

Portillo, Ely. "Crews Tearing down the Former Common Market Building in South End to Make Way for Offices," n.d.

*More than four in 10 Charlotte renters are cost-burdened ...* (n.d.). Retrieved November 15, 2021, from <https://www.charlotteobserver.com/news/business/article189851584.html>.

Florida, Richard L. *The Rise of the Creative Class: Revisited*. New York: Basic Books, 2002.

Florida, Richard. *New Urban Crisis*. Basic Books, 2016.

Brooklyn Oral History Project (Barbara Crawford Steele Interview)

Unjust cities? gentrification, integration, and the fair ... (n.d.). Retrieved November 15, 2021, from <https://lawreview.richmond.edu/files/2019/05/Johnson-533-TP-2.pdf>

Grundy, P. (2020, August 31). *Black history of charlotte part 2: The building of Brooklyn*. Queen City Nerve. Retrieved November 15, 2021, from <https://qcnerve.com/black-history-of-charlotte-part-2-the-building-of-brooklyn/>.

Grundy, P. (2020, September 11). *Black history of charlotte part 4: How redlining, blockbusting and 'urban renewal' victimized a community*. NewsBreak. Retrieved November 15, 2021, from <https://www.newsbreak.com/news/2058925615488/black-history-of-charlotte-part-4-how-redlining-blockbusting-and-urban-renewal-victimized-a-community>.

Presswood, Hadiya. (n.d.). *Riding streetcar to revival – or ruin – of historically black neighborhoods*. Riding streetcar to revival – or ruin – of historically Black neighborhoods. Retrieved November 15, 2021, from <https://www.thecharlottepost.com/news/2021/06/10/local-state/riding-streetcar-to-revival-or-ruin-of-historically-black-neighborhoods/>.

Hanchett, Thomas. (2020, March 16). *Sorting out the New South City: Race, Class and Urban Development in Charlotte*. History South. Retrieved November 15, 2021, from <https://www.historysouth.org/sortingbook/>.