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| Unit Topic / Problem: | | | |
| Unit Relevance: Why is this topic important for students to study?  **As urban students they risk being displaced by gentrification.**  **Loss of culture, community and identity and their homes. Students need to understand why political and economic factors that underlie gentrification and who’s responsible.**  **Understand implications for schools.** | | Quarter  . | Duration  3 Days |
| Essential Questions   1. What are the social, political, and economic incentives that drive gentrification? 2. How has gentrification empirically taken place? 3. How can students and families respond effectively to those real and potential effects? 4. What are the benefits and pitfalls of gentrification? | Learning Activities, Projects, Products  End Products (summative assessments)   * Final Project (brochure, art, painting, photos) * Writing assignment comparing photograph of current photo of gentrified Cabrini Green to current photo of Humboldt Park   Key Learning Activities (formative assessments)   * Discussions on culture in Humboldt Park, how gentrification will effect the students, Humboldt Park vs. Cabrini Green, and Cabrini Green * Final project involving community awareness * Questionnaire * Bell Assignment | | |
| Essential Threads (check those that most apply)  Race  Class  Gender  Culture  Economics  Politics / Gov.  Oppression  Resistance  Resources  Immigration  Labor  Land / Geography |
| Other Understandings Students Will Gain  Local – Current Real World Understandings   * Have students understand how gentrification in Humboldt Park will affect them and their school. * Have students understand the meaning of gentrification   Local – Historical / Culturally Relevant Understanding   * Understand current neighborhood’s culture * Compare and Contrast Pre and Post Gentrification neighborhoods   Global Connections (past and/or present)   * Explain the gentrification of Paris and compare it to the gentrification that is happening in Humboldt Park. | Essential Learning Standards (list others on back)  Integrate literacy, social sciences, arts, & others:  Essential Illinois History Standards   * 16.A.4b Compare competing historical interpretations of an event * 16.A.4a Analyze and report historical events to determine cause and effect relationships * 16.D.4b. Describe unintended social consequences of political events in US history * 18.A4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies | | |
| Main Text (readings, visuals, video. music, etc.)   * Pictures of pre and post gentrification in Chicago * Video of the gentrification of Cabrini Green * Artwork through the gentrification period of Paris |
| Primary Instructional Approaches   * Engage students with real life examples of gentrification * Students will have to demonstrate and apply their knowledge of gentrification in both Cabrini Green and Humboldt Park, and in addition to their own lives   Other Modes of Learning (field trips, speakers, etc.)  We will be having Mr. Arocho from DSBOA in to talk about the gentrification in Humboldt Park. | Critical Vocabulary Terms  Culture, Ethnicity, Community,  Perspective, Gentrification, Social Networks, Up and Coming Neighborhoods, Land Grabs, Displacement  Important Supplies / Resources  White drawing paper, colored construction paper, markers, colored pencils, watercolors, brushes, acrylic paint, tables, overhead projector, computer for teacher, printer. | | |