

## Lesson Plan: Gentrification

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### Featured resources

[KQED's The Lowdown: What You Need to Know about Gentrification](#)

[NowThis video: The Pros and Cons of Gentrification](#) (2:26)



Carlos Martinez/Flickr

### Opening quick write prompt:

When you hear the word “gentrification” what comes to mind? Does it have a positive or negative connotation, or both? Explain your answer.

*A quick write allows students to write down their thoughts before discussing the opening question in order to increase participation and make the discussion more accessible to English Language Learners.*

### Objective

- Students will define gentrification and analyze its positive and negative aspects.
- Students will evaluate and reflect on how gentrification can affect neighborhoods and communities.

### Essential Question and Lesson Context

#### What is gentrification and how does it affect communities?

Gentrification is a term used to describe the economic and cultural transition that often occurs when wealthier residents start to move into predominantly lower-income, urban neighborhoods. The shift typically pumps economic investment into the neighborhood, increasing its desirability and prompting rapid increases in rents and property values.

While this boost in resources can result in improved safety and services, among a host of other positive changes, it also invariably alters the character and culture of an established community. In many instances, long-term residents in the neighborhood are priced out and forced to move to more affordable communities farther afield.

Gentrification is also commonly the cause of racial tensions in many neighborhoods, as the arrival of wealthier, mostly white newcomers can indirectly result in the eventual displacement of lower-income communities of color who have lived there for generations.

## Key vocabulary

Pre-teach key vocabulary before students do the activity, especially if you have English Language Learners. After going over the simple definition, consider providing a visual aid or having students draw one. More ideas for how to pre-teach vocabulary can be found [here](#).

Word	Simple definition
<b>Gentrification</b> (n.)	A process that can occur when wealthier people move into lower-income neighborhoods, prompting cultural shifts, increases in prices, and the displacement of long-standing, lower-income residents
Displace (v.)	To compel people or animals to move out of the area where they live
Disproportionate (adj.)	Having or showing a difference that is not fair or expected
Marginalized (adj.)	To put or keep someone in a powerless or unimportant position within a society or group
Revitalization (n.)	To make something active, healthy or energetic again

## Direct instruction and guided practice

- Discuss the quick write prompt to gauge what students already know about gentrification. If your school community has experience with gentrification, encourage students to cite examples from their own lives as well as other sources.
- Define gentrification based on the quick-write discussion and other sources. Explain that students will be exploring the positive and negative effects of gentrification on communities.
- As a class, watch the video [The Pros and Cons of Gentrification](#). (The gentrification part of the video stops at 2:26.) During or after the video, create a T-chart that lists the pros and cons of gentrification as discussed in the video.
- **Transition to independent practice:** What are ways communities have responded to gentrification? (Protest and vandalism, and being displaced from the area to more distant suburbs.) What are legislative ways to ease the problems of gentrification (i.e. rent control)?

## Independent practice

- Individually or in small groups, students read [The Lowdown post](#). While reading, they should continue to list the pros and cons of gentrification on the T-chart, either on paper or in an online document. Students should also pay attention to what happens to residents in established communities when newcomers move in. (The chart and audio clip in the post address this.)

### Assessment/Reflection

- After finishing reading and completing the T-chart, students respond to the following questions in a discussion or as a written reflection:
  - What do you think is the most positive aspect of gentrification? What is the most negative?
  - What happens to established residents in communities that are gentrified? Cite at least two specific examples.
  - Is gentrification primarily a positive or negative force? Explain your answer in detail citing specific examples.
  - What role does race and class play in gentrification?
  - What is one thing you would change, if anything, about gentrification to make it a more a positive force in communities?

*Circle chats, small-group discussions and [think-pair-share](#) provide a safer space for students to practice speaking and listening, and also boost participation during whole-class discussions.*

### Extension/Homework

**Write/speak locally:** Students turn their pro or con arguments about gentrification into a letter, short speech or presentation, then research ways to make their voice heard in their community. (Example: Speaking during the public comment section of a city council meeting, posting on an online forum, etc.) For a list of how to contact local officials in your area, check out [KQED Learning's Local Election Toolkit](#).

**First 100 Days: Art in the Age of Trump:** KQED Arts is accepting submission from artists of all ages for this series. Art of all types (visual, music, dance, poetry) are welcome, and ideally submissions should focus on a specific issue, rather than the appearance or personality of a politician. Find the online submission form [here](#).

### Common Core standards

<a href="#">CCSS.ELA-Literacy.CCRA.R.1</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">CCSS.ELA-Literacy.CCRA.R.7</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">CCSS.ELA-Literacy.W1</a>	Write arguments to support claims with clear reasons and relevant evidence.