

The Many Faces of Gentrification

8-Minute Microteaching (EOL585 Spring 2018)

INSTRUCTOR

Rebecca
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COURSE TITLE AND STUDENTS

GEOG 104: Social and Cultural Geography

This class is an optional course for majors and is a survey course of different forms of human geography; it also fulfills a gen-ed requirement. Students are mostly freshmen and sophomores.

RESOURCES USED:

Photo from Murray, J and Murray, K [Store Front: The changing face of New York City](#)

Photo from: The Urban Lens: Documenting Gentrification's Toll on the Mom-and-Pops of Greenwich Village

<https://www.6sqft.com/the-urban-lens-documenting-gentrifications-toll-on-the-mom-and-pops-of-greenwich-village/>

ESSENTIAL QUESTIONS OR LEARNING OBJECTIVES

At the end of the session, the students will be able to:

- Define Gentrification
- Compare three different perspectives on gentrification
- Evaluate whether gentrification is a neutral process

WHAT MAKES THIS TOPIC IMPORTANT TO TEACH

Gentrification is a process that happens in neighborhoods around the world. It is an urban dynamic that changes the population, built environment, and landscape of a city. There are many different explanations of gentrification which explain different groups who benefit or suffer from gentrification. Considering these makes the topic complex, and recent developments make the outcomes expected. Critically considering these is important as a citizen.

HOW WILL YOU CREATE A WELCOMING LEARNING ENVIRONMENT?

Introduce lesson a modified scavenger hunt to engage students in the topic and relate it to their own lives.

Scavenger Hunt Instructions

Give a thumbs up/thumbs down

Have you ever lived in a neighborhood?; Have you ever noticed that any neighborhood you have lived in has changed?; Have you ever noticed new stores in your hometown?; Have you ever seen a Whole Foods or high-end grocery store? Have you ever seen a luxury apartment?

LEARNING OBJECTIVES

SUPPORTIVE TEACHING & LEARNING ACTIVITIES

SCRIPTED QUESTIONS

TIME

<p>DEFINE GENTRIFICATION</p> <p>ANALYZE DIFFERENT PERSPECTIVES ON GENTRIFICATION</p>	<p>Wrapper exercise: List words about gentrification at beginning and end of lesson. Reflect on differences in lists.</p> <p>Lecture: Define gentrification as complex. Introduce three different characters who have different viewpoints on gentrification.</p> <p>Show: Image of change over time for discussion from perspective of characters.</p>	<p>Wrapper:What do you think of when you think of gentrification?</p> <p>What roles do people, cities, and businesses play in gentrification?</p> <p>Wrapper: What has changed in the way you think about gentrification?</p>	<p>Intro & self-check (1.5 minutes)</p> <p>Scavenger hunt (30 seconds)</p> <p>Definitions of gentrification with neutrality assessments (2 minutes)</p> <p>Gentrification from different perspectives (4 minutes)</p> <p>Self-check (1.5 minutes)</p> <p>Closing reflection</p>
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EVALUATION PROCEDURES

MATERIALS AND AIDS

<p>Formative evaluations:</p> <p>Judge neutrality of gentrification based on different definitions.</p> <p>Identify perspectives of city, business, and people in neighborhood in an image</p> <p>Wrapper: perceptions before and after, then reflect on changes in perception</p>	<p>PowerPoint slides.</p> <ul style="list-style-type: none"> • Definitions • Before-after photos <p>Students need something to write on</p>
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BLOCK	LESSON CONTENT & INSTRUCTIONAL PROCEDURES	TIME
MOTIVATE	<p>Learning Objectives</p> <p>Prepare: For this lesson, you will need something to write on.</p> <p>Wrapper Exercise 1: What do you think of when you think of gentrification? (take 20 seconds and write down first words that comes to mind). If you haven't heard of gentrification, write that. Circle the list</p> <p>Motivator: Scavenger hunt (30 seconds)</p>	0:00:00
INFORM	<p>Transition: These are different kinds of neighborhood change, gentrification is a process.</p> <p>Definitions & Neutrality Assessment: Google definition; Ruth Glass Definition (students read)</p> <p>Scripted Question: "Based on this definition, is this a positive, neutral, or negative process?"</p>	0:02:00
GUIDED PRACTICE	<p>Lecture: Who has opinions on gentrification? Introduce three characters – businesses, neighborhood residents, city</p> <ul style="list-style-type: none"> • List their interests in gentrification (money, appealing neighborhood, income) • List their problems with gentrification (regulated, displacement, have to invest) 	0:04:00
CHECK-IN	<p>Discussion / Lecture: Look at a image (before and after):</p> <p>Scripted Question: What perspectives do people, cities, and businesses have on the changes in this image?</p>	0:06:30
APPLY	<p>Wrapper Exercise 2: Take 20 seconds to write down words you think of when you hear of gentrification now. (take 20 seconds and write down first words that comes to mind). Circle the list.</p>	0:07:00
WRAP-UP	<p>Wrapper Exercise 3: Review your two-word lists.</p> <p>Scripted Question: Do you notice any differences in how you perceive gentrification after encountering the article? Write 1-2 sentences reflecting on any differences.</p> <p>Cliffhanger: Cartoon with more stages of gentrification.</p>	0:07:20

REFLECTION

Introduce lesson a modified scavenger hunt to engage students in the topic and relate it to their own lives.

- How lesson went:** After the practice micro-teaching, I took the useful feedback about 1) what to do if people do not already have preconceived notions of gentrification, 2) to reduce the content a little bit.
- What to change for next time:** If this was a longer lesson, I would love to have included videos of people talking about the different perspectives. However, sound bytes on the subject tend to be longer, though interesting.