

EQ: Has gentrification and urban renewal changed the culture and legacy of east Denver for better or worse? How as culture been altered on the east Side because of gentrification and urban renewal?
 APHUGE 1: Characterize and analyze changing interconnections between people and places including acculturation and assimilation.
 APHUGE 2: Recognize and interpret the patterns and processes of migration, both voluntary and forced, and determine the impact that both have on development and cultural exchange.

Task 1: Learn to Speak your Truth. (2- 4 Days)

ACT Alignment: Draw inferences and conclusions, analyze connections and relationships.

Students will learn the elements of a powerful and engaging story and believe that their own stories are important, valuable and add to the foundations of the community and the legacy of East Denver.

- Students will explore their common connections, needs and wants through the *What Makes us Human?* Seminar protocol. (L&S)
- Students will identify elements of engaging story and the importance of speaking individual truths with the guidance of *Project VOYCE*.
- Create and share a personal narrative through the Life Map Activity to validate their experiences and identities.

Elements of Story: *I'm a Crip* and *Bang that Blue* by Project VOYCE (L&S)

Task 2: Scholar Up (5 – 7 Days)

ACT Alignment: Locate and accurately interpret major and minor details, analyze connections and relationships.

Students will read as geographers to determine how the causes and effects of gentrification and urban renewal and the impact that both have on cultural assimilation, acculturation and homogenization in East Denver.

- Analyze the impact of urban renewal using the *Gentrification in the Northside* Article.
- Identify the pros and cons of urban renewal through the lens of Google Maps.
- Experience change via the "East Side neighborhood tour."
- Identify the causes and effects of a strong job market on minority populations through Denver Post, NY Times and The Atlantic population growth articles.
- Examine the impact on culture and assimilation using *the Last Word Seminar*. (L&S)

Elements of Story: Gentrification Interview w/ Spike Lee. (L&S)

Task 4: Personal and Peer Review (5 – 7 Days)

ACT Alignment: Draw inferences and conclusions, Analyze connections and relationships.

Students will revise their initial gentrification stories, go through a peer review process and refine their stories in order for them to have a voice that will impact their community and self.

- Students will revise content and align to essential questions through a teacher review protocol.
- Students will revise content and align work to essential questions through a peer review.
- Students will participate in feedback loop with teacher (2 Days Draft, 1 Day Revision)

Elements of Story: *I'm Pissed the F*** Off* – National Spoken Word Competition. (L&S)

Task 3: Draft Your Story- Leave a Legacy (10 Days)

ACT Alignment: Create a critical thesis and support argument with evidence from the text.

Students will draft their gentrification stories and make connections between themselves and the patterns of migration, assimilation and acculturation in East Denver.

- Provide students with choice through assignment overview.
- Use *My East Side* model to co-create learning targets.
- Teacher feedback on ideas, not a filter for being more "academic".

Elements of Story: *My East Side Model* by Mr. DeRemer (L&S)

Task 4: Tell your Stories.

ACT Alignment: The writer generates an argument that productively engages with multiple perspectives on the given issue.

- Students will record their stories and publish them to [Facebook.com/AlteringTheEastSide](https://www.facebook.com/AlteringTheEastSide) for the purpose of community engagement and involvement.
- Add 3 – 5 community members to the Facebook Page to get community wide insight and voice.
- Partner with Colorado Public Radio and Colorado Matters to have students tell stories online.

Co-Created Learning Targets and Self-Assessment Rubric (see My East Side):

- The concepts of urban renewal and gentrification are addressed in reference to my personal experience and I used all aspects of the agreed upon elements of story.
- I made personal connections to the east side are made and conclusions about the legacy are determined through the lens of gentrification through my story.
- I examined the impact that urban renewal has on cultural assimilation, racial and ethnic transitions and socio-economic class structures in my narrative.
- I recorded and shared my story and my own experiences of gentrification, urban renewal and social/economic class conflict.