

A Call For Dreamers

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General Application

This curriculum unit is designed to be used in an English, Leadership, Vocational Construction, or Social Studies class, grades 10-12. It may also be used as a co-curricular unit. The entire unit may be completed in a minimum of six weeks. If students are allowed to work on projects in class, it may take longer. The unit requires three field trips. If these are not possible, speakers may be used to provide the information that may be obtained on these trips.

Narrative Discourse

In a December 27, 1998 article titled "Houston Needs Dreamers," Douglas Milburn stated how Houston from the very beginning has been blessed by dreamers--people of vision whose dreams in many cases seemed "beyond the limits of rational possibilities." (Milburn 1) His partial list of dreamers included: Sam Houston, William Marsh Rice, the 1900 business community, Miss Ima Hogg, Jesse Jones, M. D. Anderson, John and Dominique de Menil, Judge Roy Hohfeinz, and Gerald Hines. He points out that there are still people in the city doing "new and creative things," however, these things are small, fragmented--not the typical grand scale projects that were typical of the pre-1980s oil bust visionaries. He urges the reader, therefore, to focus on the potential for reviving downtown city life. Here, he believes, lies the inspiration which could prompt the great dreamers to produce the grandiose vision of such luminaries as Sam Houston or Ima Hogg. But alas, there seem to be no such dreamers to be found in this fair city and this leaves Milburn pondering the plaintive query, "Where is the next generation of Houston's outrageous dreamers?"

"Where is the next generation of Houston's outrageous dreamers?" "All around us" seems to be Henry A. de la Garza's response in his article, "City Talk/Houston Still Has Plenty of Dreamers." Noting Houston's new dreamers are still being inspired by the

dreams of their predecessors and would hardly desire to be called outrageous, de la Garza presents his own “very, very” partial list of dreamers who have enriched our community. These include: Truett Latimer, Rod Canion, Reverend Kirbyjon Caldwell, Michael Feinberg, City Councilmember Martha Wong, and Nicholas Kanellos. In his closing paragraphs, he describes how, in 1986, after some 250,000 Houston Houstonians had lost their jobs within two years, Houstonians of vision began building the \$70 million dollar Gus Wortham Theatre. Every single dollar came from private funds (a visionary accomplishment to be compared with Milburn’s mention of the dream of the 1900 business community to build a port 50 miles inland). So he concludes that perhaps the image of the Houston dreamer is found in the words of the 19th century poet, Arthur O’Shaughnessy: “...We are the music makers...we are the dreamers...we are the movers and shakers.”

Today, Houston, like many other cities across the nation, has recognized that it cannot survive if its urban areas are run-down and neglected. Its citizens of vision (dreamers), like others all across the nation, are joining together to help breathe new life into old, decaying, outmoded areas and infrastructures. The need to create cities for all of the people requires that visions and decision-making must be shared. The size and sheer expense of revitalization is so huge, that it necessitates an incremental approach. The diversity of needs and communities to be served mandate that some energy and resources are directed toward smaller, less global “dreams.”

Though considerably smaller than Houston, Chattanooga, Tennessee (pop. 148,820) was once a “prime example for everything wrong with post-industrial America.” (Graham 4) In the 1970s, it was dying from smog (“air so dirty you had to drive with your headlights on at noon”), a decrepit downtown district, decaying river front, and poor mass transit. Today, as reported in the article, “Our Restored Cities, Where The Living Is Easier,” it has, through a combination of community involvement with public, nonprofit and commercial investment, solved many of its problems. In fact, the city has received two UN awards and a 1996 award from the President’s Council on Sustainable Development.

Successful revitalization efforts seem to involve a combination of community involvement with public, nonprofit and commercial investment. In the past, (re)gentrification was considered to be the key element of such change. However, today, other factors-- such as, the need to attract international business and tourists; shifting migrant populations in some areas; and an emerging younger workforce--seem to sound a death knell for (re)gentrification. Instead, today’s vision must be global; its cultural symbols and the dreamers/visionaries--age and culturally diverse.

Veterans of Chattanooga’s revitalization campaign give the following advice on how to start turning a community around:

1. Start local. Start in your neighborhood with a group of people with different perspectives.

2. Seek input through what they call “the visioning process”--a series of public meetings through which the public (dreamers) is allowed to give their ideas about the future.

3. Listen to experts who understand revitalization.

4. Start small. Start with something that can be easily done and builds a feeling of success.(Graham 5)

Clearly, if present revitalization efforts in Houston are to create a framework for a process that will give birth to the type of dynamic change needed to keep the city alive, they will not be fostered by a few “grandiose” dreamers whose vision changes the face of the community as a whole. Instead, for the most part, they will emanate from and be maintained by less formidable dreamers who collaborate with other others to produce incremental change. Many hundreds of millions of dollars and other resources are being allocated to renew the face of this city. The leadership for this effort emanates from a group of middle aged and older dreamers who, alone do not possess the longevity or resources needed to insure that such change is perpetuated. Revitalization is a dream that should be understood and espoused by all of the people as we build cities that will serve the needs of diverse populations. Therefore, if such efforts are to survive, the voices and visions of youth must be heard. Urban revitalization is an ongoing process, requiring initiation, preservation and perpetuation of a collective vision. Perhaps, if young people are included in the mechanism of change, the “life” of the city will be afforded a better chance of survival.

Unit Goals

1. To acquaint students with the early history of the city of Houston.

2. To familiarize students with the contributions of past and present city leaders and groups whose dreams have changed or will change the face of the city.

3. To allow students to view current revitalization projects in various parts of the city and assess the impact of such efforts.

4. To allow students to analyze the need for revitalization in their own community and/or around their school.

5. To assist students in creating a vision (dream) of what revitalization could mean to their own community.

6. To help students understand the role that they, as concerned citizens, may play in reviving their own community

Lesson I

INTRODUCTION

Instructional Objectives:

Upon completion of this unit, students should be able to:

1. Use context clues to define terms such as: visionary, meandering, infra-structure, modest, vibrant, vitality, nay-sayers, steed, cadre, self-empowerment, nurturing, envisioned, at-risk, random, daunting, undeterred, heady, solicited, status fledgling, calamity, sprawling, memorabilia.
2. Distinguish between what Douglas Milburn calls “outrageous dreamers” and “people doing new and creative things in the city.”
3. Name and identify the contributions of at least five (5) “outrageous” dreamers and five (5) of Houston’s “next generation of dreamers.”
4. Discuss the difference between the opinions of Douglas Milburn and Henry A. de la Garza.
5. Write a list of questions that would need to be answered about Houston and the accomplishments of its leaders; then form an opinion about Mr. Milburn’s belief that there have been no outrageous dreamers or visionaries since the 1980’s oil bust.

Time Required:

One (1) 90 minute class period.

Materials and Supplies:

Class set of: “Houston Needs Dreamers” by Douglas Milburn and “City Talk/Houston Still Has Plenty of Dreamers” by Henry A. de la Garza
Markers
Chart Pad
Adhesive Tape

Strategies:

1. Students will be asked a series of questions such as:
What do you know about the city of Houston?
Who founded the city?
Did you know that it was the first capitol of the state of Texas?

What did Houston look like at first? How much has it grown?

Can you name and cite the contributions of at least five past or present city leaders who have influenced the growth of Houston?

What is revitalization?

What is your dream about the future of Houston? your neighborhood?(These ideas may be charted.)

Is there anything that you, as an ordinary citizen, can do to help make your dream come true?

2. The teacher will then explain that there are some people who feel that Houston no longer has dreamers and others who feel that Houston has plenty of dreamers. Students will be urged to read the articles by Milburn and de la Garza and complete Handout 1-A. (Allow 30 to 45 minutes to complete this activity.)
3. Before discussion of Handout 1-A begins, the teacher may select one student to be the “expert” who will provide dictionary definitions of the terms in the hand-out once students have attempted to define them using context clues.
4. The class will discuss Handout 1-A and students will correct any erroneous definitions of terms on the back of the page. The handout will be turned in at the end of class.
5. At the end of the discussion, the teacher will chart student responses on the question: “What type of information about the city of Houston, its leaders and their accomplishments would you have to know in order to respond to the premise of Mr. Milburn’s article?” (See Handout 1-B)
6. The teacher will then give an overview of the unit and try to incorporate as many of the relevant student responses into the unit overview and planning as is practical. **Note:** The teacher may make group assignments for the following weeks at this time. This will allow students to maximize the time and resources needed to complete assigned tasks. It will also help to insure that student work is completed on a timely basis.

Assessment:

Formal assessment of Handout 1-A and class participation in discussion.

Handout 1-A

Part I. The Outrageous Dreamers

(Use the article “Houston Needs Dreamers” by Douglas Milburn to complete the following activities.)

- Use context clues to define the following terms:

A. visionaries	G. modest	M. meandering
B. rational	H. vitality	
C. leavening	I. infrastructure	
D. traumatized	J. renovating	
E. aesthetics	K. urban	
F. civic	L. post-bust period	
- Write a sentence that summarizes the whole passage.
- Identify the contributions of the following Houston dreamers:

A. Sam Houston	F. M. D. Anderson
B. William Marsh Rice	G. John and Dominique de Menil
C. the 1900 business community	H. Judge Roy Hofheinz
D. Miss Ima Hogg	I. Gerald Hines
E. Jesse Jones	
- Why does Mr. Milburn feel that Houstonians can no longer really dream? How does he distinguish between today’s dreamers and the “outrageous visionaries” of the past?
- What proposal(s) does Milburn offer to stimulate new dreamers?

Part II. The Next Generation of Dreamers

(Use the article, “City Talk/Houston Still Has Plenty of Dreamers” by Henry A. de la Garza to complete the following activities.)

- Vocabulary:** Use context clues to define the following terms.

A. heritage	G. empower	M. nurturing
B. enrich	H. at-risk kids	N. cadre
C. artifacts	I. charter school	O. random
D. envisioned	J. daunting	P. status quo
E. transform	K. fledgling	Q. solicited
F. ravaging	L. memorabilia	R. calamity
- Write a sentence that summarizes this article.

3. Identify the contributions of the following individuals.
- | | |
|---------------------------|----------------------------|
| A. Truett Latimer | E. City Councilmember |
| B. Rod Canion | Martha Wong |
| C. Rev. Kirbyjon Caldwell | F. Nicholas Kannellos |
| D. Michael Feinberg | G. 1980s Houston Community |
4. Does Mr. de la Garza agree with Mr. Milburn's view on Houston dreamers? Where is the next generation of Houston dreamers according to Mr. de la Garza? Are these visionaries the same as the outrageous dreamers identified by Milburn? Explain.

Handout 1-B

Directions: Near the end of this unit, you will be asked to write an essay that responds to the views expressed by Douglas Milburn, in the article, “Houston Needs Dreamers.” In your essay, you will be asked to either agree or disagree with his position and support your ideas with information about current community leaders, projects and/or initiatives.

On this page, list at least five (5) things that you feel you will need to know in order to respond to this issue. Also, include any questions that you feel need to be answered about Houston and its leaders, and/or their accomplishments.

Lesson II

The Outrageous Dreamers, Part I (1836 - 1899)

Instructional Objectives:

Upon completion of this unit, students should be able to --

1. Identify important sites or persons such as:
 - a. the Allen Brothers
 - b. Sam Houston
 - c. the original site of the state capitol of Texas
 - d. Gail and Thomas H. Borden
 - e. George Henry Herman
 - f. William Marsh Rice
 - g. Reverend Jack Yates
2. Discuss three reasons why Houston was, at the time it was founded, a very unlikely place to locate a city.
3. Create a timeline showing at least 20 major events that occurred in Houston history between the years, 1836-1898.
4. Visit and obtain pictures of some of the major events outlined on the timeline from the Houston Metropolitan Research Center located in the old Julia Ideleson Building, (across from the Houston Public Library).
5. Discuss at least four reasons why most people felt that the city of Houston would never succeed.
6. Use the internet to research the lives and contributions of at least four persons whose dreams contributed to the growth of Houston between 1835 and 1999.
7. Visit at least 10 of the historical sites discussed in this lesson.

Time Needed: Two (2) to three (3) ninety minute class periods

Materials and Supplies: (Optional)

Posters and Markers (for timelines)
Handouts (Outline for Visit to Historical Homes)
Computers with internet connections

Strategies:

1. The teacher will explain that students will be working in groups and doing independent and group research. Over the next few weeks, students will work to produce three major projects: a timeline showing major events in the growth and development of the city of Houston, 1836 - Present; a booklet containing information about important individuals and groups that contributed to the vision for Houston; and a tour guide to significant historical and present day sites.
2. The teacher will distribute copies of Handouts 2-A through C. Students will read and discuss the requirements for each type of group activity. (The teacher may also be prepared to provide handouts on each of the other time frames that will be studied.)
3. The teacher will divide the class into the required number of groups and allow students 20 minutes to organize their work groups. Each group should turn in a report indicating leadership, roles, and responsibilities. An additional 10 minutes should be provided to reconvene and discuss any issues that require further clarification.
4. Teacher will schedule one class period for student research in the computer lab and/or library.
5. Students will make oral presentations of their group projects. During such presentations, all students are urged to take notes. Upon the completion of all group reports, the class and students will discuss the five (5) most outrageous dreamers who affected Houston's growth during this time period. Students will complete a 250 word essay on this topic. Students will also select a certain site to be visited on a future field trip related to this lesson.
6. Students will take a field trip to related sites, such as the Rice Hotel, Sam Houston Park, Allen's Landing, Freedman's Town Historic District (Rutherford B. Yates Museum), Turning Basin off Broadway, the Houston Ship Channel, Houston Metropolitan Research Center, and/or other historical sites deemed relevant to this unit. This field trip may be delayed and taken after the completion of Unit III.

Assessment:

Achievement will be assessed through formal grading of completed handouts, student reports, completion of timelines/posters, an essay, and participation in class discussion.

Handout 2-A TIMELINES

Directions: Form three groups of 3-5 students. Each group will select one of the following time frames:

- Group A** 1836-1849
- Group B** 1850-1875
- Group C** 1876-1899

Each group member will write a short report (1/2 to one full page) about two significant events that occurred during the assigned period. Be sure to include information about the size of Houston (area) and its population at the time of each event. Extra credit will be given if you can provide pictures that relate to your events(s).

Once you have completed your individual reports, as a group, you will create a time line on a trifold poster board. Attach your report and pictures to the relevant dates on your timeline. **Title** your poster: Highlights in Houston History
(18____ to 18____)

Due Date: Your group will make an oral presentation of this project on _____ (date). Each group member is responsible for sharing his or her own work.

Resources: Ray Miller's Houston by Ray Miller
History: A History by David G. McComb
Houston Public Library (Texas and Local History Department in the Julia Ideson Building, across from the downtown public library)
University of Houston Library
Houston History,
<http://www.texasbest.com/houston/history.html>, (10 June 99)
The Handbook of Texas Online,
<http://www.tsha.utexas.edu/handbook/online/search.html>, (June 10, 1999).

Assessment: Written Report	40 points (Individual Grade)
Poster	40 points (Group Grade)
Oral Report	20 points (Individual Grade)
Pictures	3 points (Individual Grade)

(Be sure to given proper credit to any cited work. Failure to do so will result in a grade of "0".)

Handout 2-B BOOKLETS

Directions: Form three groups of 3-5 students. Each group will research the lives and contributions of certain “outrageous dreamers” who had a significant impact on the further of Houston during 1836-99. Each student will write a short report (minimum of one full page) on the life and contribution of each individual. The report will also discuss why the individual’s contribution(s) were important and how they affected the future growth and development of the city. Related pictures are required. Reports must include, but not be necessarily limited to the following individuals:

Group A	Group B	Group C
Jacob Binz	The Borden Brothers	Thomas Baggy
The Allen Brothers	William Marsh Rice	Charles Love
Charlotte Allen	George Henry Herman	Richard Allen
Sam Houston	Reverend Jack Yates	Thomas Scanlan
Colonel Hugh Rice	Charles Morgan	George T. Ruby
Ernest O. Smith	James Stevens	Lorenz de Several

Once you have completed your individual reports, then as a group, you will create a booklet. **Title** your booklet (like this lesson): The Outrageous Dreamers, 1835-1899. Place your information in a binder. **Reports must be typed. Footnotes and appropriate citations must be given.**

Due Date: Your group will make an oral presentation of this project on _____ (date). Each group member is responsible for presenting his/her own part of the project.

Resources: *The Handbook of Texas Online*,
<http://www.tsha.utexas.edu/handbook/online/search.html> (10 June 99)

Assessment: Written Report	50 points (Individual Grade)
Oral Report	20 points (Individual Grade)
Booklet	25 points (Group Grade)
Pictures	5 points each (Individual Grade)

(Proper credit must be given to all cited sources. Failure to do so will result in a grade of “0”.)

Lesson III

The Outrageous Dreamers, Part II (1900 - 1980)

Instructional Objectives:

Upon completion of the unit, students should be able to--

1. Identify the significance of persons or organizations such as:

Ms. Ima Hogg

Jesse H. Jones

Rev. Jack Yates

Ms. Anna Bell Robinson

Roy Cullen

Houston Ship Channel

Texas Medical Center

William Marsh Rice

Rev. Bill Lawson

Judge Roy Hofheinz

M. D. Anderson

Houston Chamber of Commerce

Congresswoman Barbara Jordan

2. Create a timeline showing at least 30-40 major events that occurred in Houston history between the years, 1900-80.
3. Use various resources, such as the internet, school or university library, or community resources to obtain pictures of the persons and/or events represented on the timelines.
4. Discuss at least ten (10) outrageous visionaries who impacted the growth of Houston during the years, 1900-80.

Minimum Time Needed: Two to three 90- minute class periods for project completion, reporting, and discussion. One additional period is needed for the speaker and one day for the field trip.

Materials and Supplies: Posters and Markers (for Timelines)
Handouts 3-A/B/C
Computers with internet connections

Strategies:

1. **Prior to beginning this lesson,** the teacher will use Handouts 2-A/B/C as models and prepare unit handouts 3-A/B/C using the information that is noted in Attachments 3-A/B/C.
2. Students will present their findings to the class. The class, in general, will take notes

on each presentation. At the end of the presentations, an overview of the topic to be discussed by the guest speaker will be given and students will be urged to prepare at least three (3) questions that will be presented to the speaker. (Timelines will be posted in the room.)

3. A local historian or community leader will be invited to speak to the class on the visionaries and growth of Houston during the period between 1900 and 1980.
4. Students will take a field trip to visit sites noted in their presentations and the Julia Ideson Branch of the Houston Public Library. Handout 5-A will be turned in at the end of trip.
5. Students will complete a 500 word essay in which they discuss their views on the ten (10) most important visionaries in Houston during 1900 through 1980.

Assessment:

Formal assessment will be provided through completion of projects, handouts, class participation.

Attachment 3-A

Timelines

Teacher Note: Using Handout 2-A as a model, this information must be used to create Handout 3-A. It is strongly recommended that all group assignments for this unit are assigned at the beginning of the unit, in order to expedite time and avoid lapses in instructional time. Some regrouping may be necessary since only three (3) groups were used in Handout 2-A.

Students will be divided into the following groups. There should be no more than 3-5 students in each group.

Group A 1900-1920

Group B 1921-1940

Group C 1941-1960

Group D 1961-1980

Title: Houston History (1900-1920)

Attachment 3-B

Booklets

Teacher Note: These revisions are needed to create Handout 3-B. Some regrouping will be necessary since only three (3) groups were required to complete this assignment in Handout 2-B.

Group A

Ima Hogg
Jesse H. Jones
Reverend Jack Yates
Hugh Roy Cullen
William Marsh Rice
Roy Hofheinz
Oscar Holcombe
Ninfa Laurenzo

Group B

Carter G. Wesley
Monroe D. Anderson
Dr. Lonnie Smith
Mrs. Anna Bell Robinson
Joseph F. Cullinan
Glen McCarthy
Leonel Castillo
Rev. Bill Lawson

Group C

E. W. Scripps
George Hermann
Frank and Ross Sterling
Howard Hughes
George R. Brown
James D. Ryan
Louis Welch
Bud Adams

Group D

Gerald Hines
Moses Leroy
Christia Adair
Barbara Jordan

Heman Sweatt
Kenneth Schnitzer
Dr. Lonnie Smith
Albert Thomas

Attachment 3-C

Tour Guide

Teacher Note: Only two groups are needed for this assignment.

Group A will cover 1900-1946 **Group B** will cover 1947-1980

Title of Tour Guide: A Guide to Historical Sites (1900-1980)

LESSON 4

The Next Generation of Dreamers (The Urban Dream, 1981 - Present)

Instructional Objectives:

Upon completion of this unit, student will be able to:

1. Identify the vision and contributions of individuals and groups such as:

Rev. Kirbyjohn Caldwell	Former Mayor Bob Lanier
Nicholas Kanellos	Councilwoman Martha Wong
Mayor Lee Brown	Rod Canion
The Renaissance Group	City Planning Department
The OST Redevelopment Corporation	Cultural Arts Council of Houston
Houston Sports Authority	METRO
Greater Houston Partnership	Housing and Urban Development

2. Define: revitalization, regentrification.
3. Identify four (4) steps to be taken to start turning a community around.
4. Describe at least six (6) steps taken to revitalize in other major cities to revitalize their urban areas since 1980.
6. Identify the influence that culture has on revitalization.
5. Describe and explore the cultural symbolism of at least six (6) steps that have been taken by Houstonians to revive their urban areas since 1980.
6. Write a 500 - 1000 word essay on the future of Houston.

Time Required: 2 weeks

Materials and Supplies:

Posters and Markers (For Timeline)
Glue, Scissors, and Rulers
Handouts 4 A-D

Strategies:

1. Students will read the article, "Our Restored Cities, Where The Living Is Easier" by

Lamar Graham and complete the discussion questions in Handout 4-A. Students will discuss their responses to the questions in Handout 4-D. (Optional)

2. Using Handouts 4-A/B/C, students will prepare and make their presentations for this lesson.
3. Guest speakers will be invited to speak on their vision for Houston. This may be scheduled for 2-4 45minute class segments. Topics may include. (a) How to finance revitalization efforts; (b) Where will Houstonians live in the next 10 years?; (c) What areas are being revitalized? (d) What will Houston look like in 10 years? (e) How has Houston changed in the last 20 years? (f) What changes, if any, need to be made to the Houston infrastructure to survive the next 10 years? Students will take notes.
4. Students will take a one day field trip to view revitalization efforts in the city. It will include the following areas/places: The OST/Third Ward , Medical Center/Uptown/Museum, Fourth Ward, Allen Parkway Village, Freedman’s Town, Downtown Houston (Rice Hotel, Market Square, Arts Centers, etc), site of the new Sports Stadium, Second Ward, Fifth Ward (new homes). Hopefully, a member of the City Planning and Development Department can serve as a tour guide. Students will take notes during the trip. Pictures will be taken and placed on a bulletin board or poster that depicts urban revitalization efforts in Houston. Student responses will be discussed at the next class meeting.
5. Write a 500-1000 word essay that responds to Douglas Milburn’s query, “Where is the next generation of Houston’s dreamers?”

Assessment:

Formal assessment will be provided through review of completed handouts, notes, the assigned essay, projects, and class discussion.

Attachment 4-A

Timelines

Teacher Note: Use the following information to create Handout 4-A by revising Handout 2-A. Only one group of three to five students will be needed to complete this activity.

Group A will cover 1980-Present

Title: Houston History (1980 - Present)

Attachment 4-B

Booklet

Group A

Kathy Whitmire
The Greater Houston Partnership
Rev. Kirbyjohn Caldwell
Councilperson Martha Wong
Rod Canion
Metro
Kenneth Lay
Congresswoman Sheila Jackson Lee
Renaissance Group
NAACP

Group B

Bob Lanier
Lee Brown
Cultural Arts Council of Houston
Felix Fraga
Houston Sports Authority
Frank Lorenzo
Nicholas Kannellos
Third Ward Redevelopment Corporation
LULAC
Port of Houston Authority

Title: The Next Generation of Dreamers
1980-Present

Attachment 4-C

Tour Guide

Teacher Note: Use this information to create Handout 4-C by revising Handout 2-C. You will need two groups of 3-5 students to complete this task.

Group A will identify the location of at least important historical sites.

Group B will identify the location of at least ten current revitalization project sites.

Title: A Guide to Houston (1980-Present)

Additional Resource: *The Houston Chronicle Online Archives* (only available to subscribers) <http://www.chron.com>, 10 June 99.

HANDOUT 4-D

(To be used with the reading, “Our Restored Cities, Where the Living is Easier” by Lamar Graham.)

1. Use context clues to define the following terms:

decrepit	philanthropy	capitalize	revitalization
blighted	sustainability	gentrify	
desolate	attribute	viable	
mecca	diverse	consensus	

2. Summarize this article in one sentence.
3. Cite and discuss three examples of urban revitalization mentioned in this article.
4. What advice do the veterans of the Chattanooga revitalization campaign offer for turning communities around? Explain.
5. The author states that downtown needs to be a place for everybody. What does this statement mean? Cite at least three reasons why you agree or disagree with this opinion.
6. Discuss at least three major successful revitalization efforts mentioned in the article. Comment on the Progress that Houston has made in each of these areas.
7. What other kind of evidence of urban revitalization can you cite to prove that Houston is also a “city on the move” ?

LESSON V

A Call For Dreamers **(Creating A Dream For Our Own Community)**

Instructional Objectives:

Upon completion of this unit, students should be able to:

1. Identify and discuss the efforts of at least two (2) revitalization efforts in their own neighborhood.
2. Identify the need for revitalization in their own neighborhood.
3. Propose one revitalization project and discuss the steps that they would take to get it started.
4. Create a model or picture of the proposed project.

Time Required: Two (2) Weeks

Materials and Supplies:

Posters
Drawing Paper
Map Pencils, Pencils, Chalk, Colors, Markers, Erasers, etc.
Handouts
Camera

Strategies:

1. Speakers from two local CDCs will be invited to class to speak to students about revitalization efforts in their local community. Students will take notes.
2. The class will be divided into groups of three. Each group will be assigned a block or portion of a block for which they will recommend a revitalization project. Students will take a walk down the thoroughfare nearest to the school (Scott Street). Pictures will be taken of the general area and specific sites targeted for revitalization. Students will try to visualize what this area should look like in the future; determine what steps need to be taken to improve it; and suggest a specific project that could affect their assigned part of the block. Students must also suggest how each project might be funded and what type of changes might need to occur in the

surrounding neighborhood/area to support their proposals. (Student notes on this field trip will be turned in for credit at the end of this lesson.)

3. Students will make a conceptual drawing or model of their proposal. The pictures taken during the field trip should be included to show the “before”(present) condition of the area. Each exhibit will be accompanied by a 500 word discussion of the related proposal and a picture of the group making the presentation.
4. Students will present their proposals (dreams) to the class for review and assessment.
5. All student projects produced during this unit, including the timeline will be displayed in the school library for one month.

Assessment:

Formal assessment will include review of student projects, field trip notes, and written discussion paper.

WORKS CITED

Graham, Lamar. "Our Restored Cities, Where the Living Is Easier." Parade Magazine April 25, 1999, 4-6.

Article which defines urban revitalization and discusses revitalization efforts in several cities, including Chattanooga, Tennessee.

McComb, David G. Houston: A History. Austin: University of Texas Press, 1981.

Excellent, classic urban biography of Houston which chronicles the efforts of successful Houston businessmen and events that have helped to shape the politics, economics, and culture of the city. Is interesting and full of local color.

Miller, Ray. Ray Miller's Houston. (Second Edition). Houston: Gulf Publishing Company, 1992.

Students will enjoy the conversational tone of this book. It covers the history of Houston from 1836 to around 1987. It is replete with interesting photographs and well and lesser known facts about Houston. It is an excellent resource for the timeline and guided tour groups. This book is out of print. However, it can be found in public and university libraries. Persons looking for a personal copy may contact the following out-of-print locator: Mr. William Dobbs of Lodowick Adams Bookseller, 1-800-476-2155 or by email at L.adamsbk@cwixmail.com.

Electronic Sources

de la Garza, Henry, "City Talk/Houston Still Has Plenty of Dreamers", Houston Chronicle, 3 Jan., 1999 in Outlook Section, *The Houston Chronicle Archives*, <http://www.chron.com>, (10 June, 1999).

Newspaper article which proposes that there are plenty of dreamers around even if they are not the stature of what Doug Milburn calls "outrageous" dreamers. The archives may be accessed online by persons with a Chronicle subscription number.

Houston History, <http://www.texasbest.com/houston/history.html>, (10 June, 1999).

A timeline of Houston history from 1836 to present.

Milburn, Douglas, "Houston Needs Dreamers", *Houston Chronicle*, 27 Dec. 1998 in Outlook Section, *The Houston Chronicle Archives*, <http://www.chron.com>, (10 June, 1999).

Author believes that there have been no more outrageous dreamers/visionaries in Houston, Texas since in 1980's oil bust.

The Handbook of Texas Online, <http://www.tsha.utexas.edu/handbook/online/search.html> (10 June, 1999).

A three volume "multidisciplinary encyclopedia of Texas history, geography, and culture." It contains over 23,000 articles on just about anything you'd want to know about Texas. A rare find.

The Houston Chronicle Archives, <http://www.chron.com>, (10 June, 1999).

This service is available to Houston Chronicle subscribers only. However, every school has some type of subscription with this newspaper. It is an excellent resource.

