

# Hayti and Urban Renewal

ACCESS THIS RUBENSTEIN LIBRARY INSTRUCTION SESSION GUIDE ONLINE AT:

[guides.library.duke.edu/instruction-hayti](https://guides.library.duke.edu/instruction-hayti)

## BRIEF OVERVIEW

This teaching module looks at the history of Hayti, a historically Black neighborhood in Durham, focusing on the mid-twentieth century urban renewal project which was promoted as a benefit to the neighborhood but displaced many residents and Black-owned businesses. Students will use a range of primary sources to understand the perspectives of residents, government officials, and other local stakeholders, and work together to begin to put together a history of Hayti.

## LEARNING OBJECTIVES

- **Examine and analyze** a variety of primary sources; including oral histories, government documents, newspaper articles, maps, and ephemera.
- **Evaluate and synthesize** different, and at times conflicting, accounts in order to construct a historical narrative.
- **Understand** more about the history of Hayti, a historically Black neighborhood, connecting students to the larger Durham community.

## SESSION OUTLINE

### Timing:

This lesson can be taught synchronously in a 75-minute class session, or adapted for asynchronous learning.

### Activity:

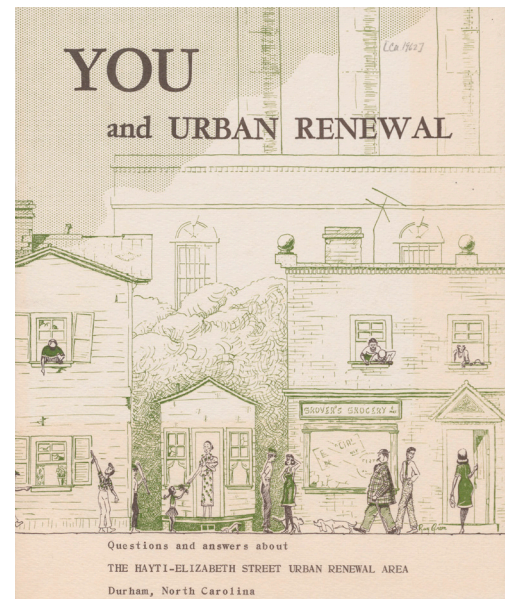
This activity is designed for five groups of four students, but can be adapted depending on class size. Students can do this work either in class, in Zoom breakout rooms, or using Sakai discussion forums, depending on the format of the class.

1. Students are split up into small groups and each group is assigned a different set of documents to examine.
2. Within their groups, students will divide up the sources in their set and will each answer the individual analysis questions about one of the documents.
3. After they've had a chance to read and analyze their documents on their own, the students work with their group to share their sources and respond to the group analysis questions.
4. Finally, each group will share their discoveries with the whole class.

### Discussion Questions:

#### INDIVIDUAL ANALYSIS QUESTIONS:

- Why was the source you're looking at created? Is there a specific point the creator was trying to make? Even if there's not an argument being made, what messages come across?



- Whose voices are present in your document? Whose voices are absent?
- What sort of information can your source tell you about Hayti or urban renewal in Durham?
- Name one aspect that stands out to you—a sentence, an image, or some other feature.

#### GROUP ANALYSIS QUESTIONS:

- You each encountered a different perspective on Hayti and/or urban renewal in Durham. How do your sources differ in how they describe or represent Hayti?
- Based on these sources, what would you tell a friend about the history of Hayti and urban renewal?
- What choices did your group make as you thought about what you'd tell a friend about the history of Hayti? Were there sources you gave more weight than others in your interpretation? Why?

### Suggested Reading:

Students should have a basic familiarity with Hayti to give them the context they need to begin to analyze their primary sources. One of these can be assigned ahead of time:

- [Brief narrated slideshow](#), developed for this module
- Jean Bradley Anderson. “Urban Renewal” section from “The Old Order Changeth, 1946–1969” in *Durham County: A History of Durham County, North Carolina*, p. 342–344. Durham: Duke University Press, 2011. [Available as an e-book through Duke University Libraries](#).
- W. Fitzhugh Brundage. Selection from “Black Memorials and the Bulldozer Revolution” in *The Southern Past: A Clash of Race and Memory*, p. 227–255. Cambridge, MA : Belknap Press of Harvard University Press, 2005. [Available as an e-book through Duke University Libraries](#).

### Suggested Follow-up Assignment:

#### CREATING AN EXHIBIT

Have students select 5 documents from the material used in this module to create a small exhibit about the history of Hayti. Students will likely need to conduct additional secondary research, using either the suggested readings listed above or sources they find on their own.

For their exhibit, students should prepare a brief introductory text to their exhibit as well as exhibit labels for each of the sources they choose, providing contextual information to help a general audience understand the history of Hayti. Students should also write a curator’s reflection paper, explaining their process and analyzing the choices they made about what sources and what information they included or did not in their exhibit.

#### QUESTIONS?

[special-collections@duke.edu](mailto:special-collections@duke.edu)

#### DEVELOPED BY:

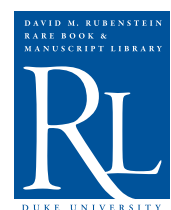
**Kate Collins**

Research Services Librarian

[kate.collins@duke.edu](mailto:kate.collins@duke.edu)



DUKE UNIVERSITY  
LIBRARIES



THIS WORK IS LICENSED UNDER THE CREATIVE COMMONS ATTRIBUTION-NONCOMMERCIAL 4.0 INTERNATIONAL LICENSE. TO VIEW A COPY OF THIS LICENSE, VISIT [CREATIVECOMMONS.ORG/LICENSES/ BY-NC/4.0/](https://creativecommons.org/licenses/by-nc/4.0/) OR SEND A LETTER TO CREATIVE COMMONS, PO BOX 1866, MOUNTAIN VIEW, CA 94042.

