

UNVARNISHED

HOUSING DISCRIMINATION IN THE NORTHERN AND WESTERN UNITED STATES

INQUIRY TWO: HOW DID THE U.S. BECOME SO SEGREGATED?

INTRODUCTION

Inquiry Two explores the compelling question of how the United States became residentially segregated. Students develop a thorough understanding of the term “segregation” and become aware of patterns visible in segregation over the past century and a half. They identify key events in the history of racial residential segregation using a timeline and conduct a research project on a specific incident in the history of fair housing. Finally, they will explore legal and policy tools that have been used to separate Americans, such as racially, religiously, or ethnically restrictive deed language and exclusionary zoning.

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Students develop a concept map to explore the breadth of the topic of segregation, past and present.

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SUPPORTING QUESTION 2: HOW DID SEGREGATION HAPPEN?

Activity 2: Learning from Primary Sources

Students read introductory material on the history of segregation in the US.

Activity 3: Building a Timeline

Students explore major events in the long history of housing access.

SUPPORTING QUESTION 3: HOW HAVE PEOPLE EXPERIENCED HOUSING SEGREGATION?

Activity 4: Reading a Historic Image

Students analyze historic images from an image bank, make inferences, and search for context.

Activity 5: One-Page Research Report

Students create a one-page research report on the history of a specific incident of housing discrimination.

EDUCATOR BACKGROUND FOR INQUIRY TWO

UNVARNISHED ARTICLES

- Article 4: Tools of Exclusion: Sundown Towns, the KKK, and the Ever-Present Threat of White Violence
- Article 5: Tools of Exclusion: Discriminatory Zoning
- Article 6: Tools of Exclusion: Racially Restrictive Covenants
- Article 7: Discrimination and the Suburban Boom

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Note to Educators: Student versions of the *Unvarnished* articles are provided for your use in the classroom. These PDFs have simplified language, age-appropriate material, and reproduced visuals. If you elect to use the articles direct from the *Unvarnished* website, you will need to preview each article and the links before assigning them to students as they may contain racial epithets, academic terms associated with the study of race and ethnicity, and other elements that may require scaffolding by the teacher.

ADDITIONAL RESOURCES FOR EDUCATOR BACKGROUND:

These resources are intended for educator background and may not be suitable for use in your classroom. Preview this content before determining whether to share it with students.

- Civil Rights Teaching: [Teaching Segregation and Inequality in Housing and Education](#)
- Education Week: [It's One of the Most Fraught Words in Education - What Does it Mean?](#)
- University of California Berkeley Othering & Belonging Institute: [The Roots of Structural Racism Project](#)
- [Nicholas Guyott, Smithsonian Institution and Arizona State University: "What it Means to Be American: American Segregation Started Long Before the Civil War"](#)
- [Guide to Concept Mapping](#)
- [Kids Talk About Segregation](#)

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SUPPORTING QUESTION 1: WHAT IS SEGREGATION?

ACTIVITY 1: CONCEPT MAPPING

Overview

Students develop a concept map to explore the breadth of the topic of segregation, past and present.

Procedure

1. Use the board or projector to display a definition of *segregation*. Ask students: *What does this word mean?* Ensure that students understand something about the word. Introduce the sociological definition: *segregation is the practice in society of separating groups of people based on such attributes as race, religion, or ethnicity.*
2. Distribute the student reproducible Concept Map. Ask students to think of anything and everything that occurs to them when they think about the word and its definition and to write those ideas down in the bubbles on the concept map. Give them 5-10 minutes to add ideas to their Concept Maps.
3. Bring the class together to map collaboratively. You might use a whiteboard, an online mapping tool, or sticky notes on a wall. Wrap around the room, asking students to each name one item from their personal maps. Add items to a shared board one by one. As they add items, ask students where to place related concepts on the board to show connections.

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4. After students have added all their ideas, ask them to step back and look at the board. Has the group captured a wide range of ideas? What's missing? Make a special point of noticing whether all the associations refer to things in the past. How does segregation show up today? Also, make a note as to whether all the ideas are about racial segregation. Are there other ways that people are separated into groups? Prompt students to consider religion, income, lifestyle, gender, and other groupings that have been used to segregate.
5. Use the thinking routine *Extend, Connect, Challenge* to explore the ideas on the board. In turn, each student chooses one of three actions:
 - Extend:** Add a new idea to the board, or build further on an idea already there
 - Connect:** Make a connection between two ideas already on the board
 - Challenge:** Identify an idea that is challenging, confusing, or that you have questions about
6. Identify some key questions to explore and note them on the board.

Debrief

Wrap up by sharing some background information if it has not already come up in the conversation.

Sociologists, historians, and others study segregation to understand relationships between groups. Segregation can help explain inequalities between different groups as dominant groups sometimes use their power to limit and restrict freedom and opportunity of those not in the group. Ensure students know that the word for the opposite of segregation is *integration*.

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Though the population of the US today is more diverse than it has ever been, patterns of segregation persist. One common measure of segregation shows a sharp increase from 1890 until 1960 with a gradual decrease in the decades since. Other analysis shows that rates of segregation have recently increased. A [2020 report](#) found that “out of every metropolitan region in the United States with more than 200,000 residents, 81 percent (169 out of 209) were more segregated as of 2019 than they were in 1990.”ⁱ Americans in many regions are segregated along lines of race, ethnicity, and income. In 2011, another report found that “7 percent of poor Whites lived in high poverty neighborhoods, where more than 40 percent of the residents are poor, up from 4 percent in 2000; 15 percent of poor Hispanics lived in such high poverty neighborhoods in 2011, up from 14 percent in 2000; and a breathtaking 23 percent of poor blacks lived in high poverty neighborhoods in 2011, up from 19 percent in 2000.”ⁱⁱ

Variations

There are many ways to make a concept map or mind map. Use a web tool such as Miro or Jamboard to concept map as a group or in virtual learning. Consult this [guide to concept mapping](#) in the Background for Educators below for additional ideas.

Extensions

Use interactive maps in the classroom to explore contemporary racial and ethnic segregation. Explore in an open-ended way, or brainstorm questions to investigate. Some suggested sources are below; as always, please preview them to ensure they are appropriate for your students.

- [Mapping Segregation](#)
- [Segregated, Really Segregated, or Ultra Segregated?](#)
- [Geographies of Education](#)
- [Diversity in America’s Communities](#)

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- [Mapping Race in America](#)

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SUPPORTING QUESTION 2: HOW DID SEGREGATION HAPPEN?

ACTIVITY 2: LEARNING FROM PRIMARY SOURCES

Overview

Segregation didn't "just happen." It was not limited only to the South, nor was it the work of just a few bad actors. Its roots go deep into American history, long predating the Civil War. Even after the 1776 Declaration of Independence founded a new government on the principle that "all men are created equal," laws and practices kept different groups of Americans apart, preventing intermarriage, limiting property ownership and voting rights, and more. Many White leaders in the early 19th century proposed to end slavery by sending Black Americans away to new colonies elsewhere, reflecting separationist sentiments.

This reading and timeline activity allows students to begin building a sequential understanding of segregation as it intensified from the 1890s to the mid-20th century and the increasing resistance mounted against it over time.

Though the story of segregation in the United States is much longer and broader, *Unvarnished* focuses specifically on housing and residential segregation, 1890 to the present. The resources here will take students back as far as the 1890s, after the end of Reconstruction, and through the 20th and early 21st century.

Procedure

1. Assign students to read the student version of *Unvarnished* "Article 2: Segregation Mania," and to pay attention to its accompanying images.

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Optional: Advanced students may also read “Article 3: Immigration, Migration, Discrimination.”

2. Have the students complete the reproducible Segregation Mania: Reader Response by selecting their preferred responses.
3. Lead a discussion about using evidence in historical thinking. *Unvarnished* draws on many kinds of evidence. The project scholars, who are experts in their fields, drew on that evidence to provide the interpretive article we have just read. What are some of the types of evidence the article refers to? Work with students to group their responses into the categories of primary and secondary evidence using a simple table like the one below.

Primary	Secondary
Informational pamphlets and booklets	Historical summaries
Photographs	Statistical analyses
Advertisements	Articles in scholarly and popular press
Court cases and laws	Reports
Census data	Books and Textbooks
Documents like letters or contracts	Documentary Films
Oral Histories	

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Debrief

Discuss with students what might be missing from primary sources. What gets put on the record? What's less likely to be documented? Are there ways we can fill in the gaps by asking questions about the missing pieces? If your students completed the oral history project, note some of the discoveries they made there as potential new evidence.

ACTIVITY 3: BUILDING A TIMELINE

Overview

A visual representation of moments in the history of residential segregation can help students contextualize the stories they are learning about. It also helps illustrate the long evolution of American conceptions of fair housing.

Procedure

1. Invite students to begin gathering evidence from the text and organizing it using a timeline. The Inquiry Two materials include a timeline of key events in the history of fair housing and residential segregation, one slide/sheet per event. This can be used to create a timeline display in the classroom or other nearby space or as a slide presentation.
2. After students have completed the readings, ask them to name major events they learned about in the text. As each is named, give students the related timeline sheet and have them post it on the wall or board.
3. Once events covered in the reading are posted, continue exploring the timeline. Distribute one sheet to each student. Ask them to read and share the content and then place it in the proper location.

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Debrief

After posting the timeline, give students sticky notes. Ask them to read each event, and put sticky notes on at least 3 items with a question about that event. Compile the questions and keep them handy to explore as you move through the Unvarnished content.

Ask students: *What does it feel like to see the entire timeline posted? Do they feel hopeful, discouraged, a little of both? Emphasize that there has been gradual progress toward fair housing, driven by the actions of thousands of people who took leadership. Even so, work remains to be done.*

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Student Reproducible: Reading Response - Segregation Mania

Choose from among these options to create your response.

<p>3 Questions:</p> <p>After reading this piece, here are three questions I have:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Invisible Boundaries:</p> <p>One paragraph talks about “invisible boundaries” drawn around neighborhoods. Can you think of any neighborhoods where you know of “invisible boundaries” today? Describe that boundary in 3 sentences.</p>
<p>Impact:</p> <p>In addition to Black Americans, what are three other racial, religious, or ethnic groups that experienced segregation?</p>	<p>Cause and Effect:</p> <p>Segregation was one response to social changes. What were three of the changes the article lists? Can you think of any other causes that might drive segregation?</p>
<p>Evidence:</p> <p>What evidence supports the claims in this article? Where could you look for corroborating information?</p>	<p>Evaluation:</p> <p>I do/do not trust the information in this article because....</p>

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SUPPORTING QUESTION 3:

HOW HAVE PEOPLE EXPERIENCED HOUSING DISCRIMINATION?

ACTIVITY 4: READING A HISTORIC IMAGE

Overview

Experiences of housing discrimination have varied widely over time and place. In this project, students become a classroom expert on one specific example of housing discrimination, articulate the issues it raises, and connect it to larger events in the history of housing access.

Housing discrimination is a human story. Before it becomes a court case or statistic, it is something that impacts people at a personal and family level. Studying these individual stories using primary and secondary sources can help us understand the many facets of how housing issues and discrimination impact the everyday lives of people.

Procedure

1. Preview the Image Bank in this module. There are 40 images representing a wide range of events, places, and times from 1910 to 2021. Some of the images show scenes of protest or struggle, and some contain racially charged content. Please review the images carefully and select those that you think are appropriate for your students.

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Each image is accompanied by basic identifying information and links to web sources to support student research (example below).

Caption: 200 NAACP Youth Council members and supporters march across Milwaukee's 16th Street Bridge in support of fair housing, August 28, 1967

Source: <https://collections.lib.uwm.edu/digital/collection/march/id/666/rec/36>

Starting Points:

<https://uwm.edu/marchonmilwaukee/keyterms/16th-street-bridge-viaduct/>

<https://archive.jsonline.com/greensheet/marching-across-milwaukees-mason-dixon-line--in-1967-b99562092z1-322893761.html>

You should also preview the provided "Starting Point" links to be sure they are appropriate for your students and accessible through any firewalls. Whenever possible, we have provided links that draw on historical societies, archives, and other trustworthy sources. In some cases, links go to journalistic articles or blogs. Select an alternative photo for any links that pose issues.

1. Invite students to review the images and choose one that interests them (or assign randomly).
2. Have the students study the photo at a purely visual level first. Assign the student reproducible **Reading Historic Images**. Allow them to spend time practicing ways of using images to find details, consider points of view, and generate questions.

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3. When the worksheet is complete, have students read the identifying information again and visit the “Starting Points” links. Ask them to think of keywords that could help them find additional information about the context of this image.

Debrief

Ask a few students to share their image and some of the questions they've identified. Invite other students to ask questions about the image. Notice with students how asking more questions can expand their possible areas of inquiry. Ask students to help one another with listing keywords they can use to continue researching the photo.

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Student Reproducible: Reading Historic Images

Photographs are more than illustrations. They can also be used as primary sources. In this project, you will “read” your chosen photo to gather detail, ask questions, and think about its meaning. There are three steps: Look, Think, and Question. Take your time with each step.

1. Look

Observe the photo as a whole. Look slowly. What are your first impressions? Jot down a few descriptive words.

Continue looking. What can you confidently identify in the photo? List the main elements.

Count the people (if any). What are they doing? Don’t forget to notice any people who are acting differently, or off to the side.

What kind of setting are they in?

Look at the photo for clues about time and place. How much do these tell you? Can you identify the time of day, time of year, or place?

Is it a posed photo or a candid photo?

Now, read the caption for information. What new information does this add?

2. Think

Does this photo create an emotional response in you? Which emotions?

Photos are not neutral depictions of reality. They reflect the intentions of the person who took the photograph. Think about the person who took this photo.

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Who might they be? Why are they taking this photo? What do you think they want to convey about the scene?

Take a guess at what might be happening in this image. Write your hypothesis here:

What do you think happened before the image was taken? What might have happened after?

3. Question

We can't fully understand a photo without understanding the context it was taken in. Now that you've learned all you can by looking, think of some questions you would like to answer about this photo. Write at least three questions here:

1.

2.

3.

4.

5.

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ACTIVITY 5: ONE-PAGE RESEARCH REPORT

Overview

Using a creative, succinct one-pager format, students summarize historical information to tell the story of their image to viewers. This exercise asks them to highlight the important facts surrounding an image.

Procedure

1. Go over the one-pager format with students. A one-pager allows for creativity and high-impact communication, helping other viewers get the gist of a historical event in a concise way. Even though the format is compact, emphasize that the story they share should be as complete as possible. As historians do, they should be looking for the details that will help them share who, what, when, and where the incident took place, why the incident happened, and what happened as a result.
2. Distribute the student reproducible **One-Page Research Report**. Beginning with the “Starting Points” links, ask students to research in online resources to contextualize their images. As they go, they can use the included Notes page to track and record the information they find. If possible, work with a school or community media specialist to identify good ways to search for information and to locate information not available online.
3. Once students have compiled enough detail and feel they understand the image, they can begin the design process. Students should design their own templates in ways that support the themes of their stories. Encourage students to use color, lettering, art, and other creative flourishes to generate interest in their story.

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Debrief

Share the one-pagers. This can be done by discussing them in groups or pairs, adding them to the class timeline, scanning and posting online, or posting on the walls. Host a Gallery Walk to give students time to explore one another's reports. Once they've had a chance to look, ask:

- What patterns are you seeing?
- What questions are coming up?
- What topics do we need to know more about?

Compile the responses in a list to refer to.

Finally, take some time for social-emotional processing. The images and stories are often unpleasant to learn about. Make room for students to process their reactions. Highlight the goodwill of people helping others, and note that there are lots of stories of positive change and inclusion that grew out from these histories.

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Student Reproducible: One-Page Research Report

Your photo helps to tell a story, but photos need context so that viewers can fully understand them. In this project, you'll conduct the research to create a graphic one-page report about the event in your photo. Your one-pager **MUST** describe:

- WHO is depicted in the image
 - WHERE it was taken
 - WHEN it was taken
 - WHAT is happening in the image
 - WHY these events happened
 - WHAT HAPPENED as a result of the events shown
 - HOW it fits into the history of housing discrimination
1. Read the information at the "Starting Points" links included with your photo. As you read, begin making notes about the information on your **Notes Page**. If you get stuck, identify some **keywords** from the Starting Points to use in your search. Jot them down here. See if these will help you find additional articles on this topic. If you get *really* stuck, ask for help from a teacher or librarian.
 2. When your Notes page is complete and you feel like you understand this image, it's time to design your one-pager. This is a chance to help tell the story of the image in words and artwork of your own.
 3. Give your report a short title, and put it at the center. Then add phrases, sentences, and artwork to share the different categories of information. Keep your viewer in mind. Someone looking at your one-pager should be able to understand the photo based on what you have included.
 4. Check to make sure you have included all the required information.

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Notes Page

WHO is in the photo?

WHERE is the event happening?

WHEN was this event? (Include whatever you can find out - year, month, day, time of day, related events)

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WHAT is happening in the image?

WHY do you think this happened?

WHAT HAPPENED because of the events?

(Include immediate outcomes and longer-term outcomes if you can find them.)

How does this fit into the history of housing discrimination?

(Hint: check the timeline!)

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OTHER INFORMATION:

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Student Reproducible: One-Page Research Report Template

INQUIRY TWO NOTES

ⁱ Stephen Menendian, Samir Gambhir and Arthur Gales, "Twenty-First Century Racial Residential Segregation in the United States," Roots of Structural Racism Project, Othering & Belonging Institute, 30 June 2021. <https://belonging.berkeley.edu/roots-structural-racism>

ⁱⁱ Richard Rothstein, "The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods – A Constitutional Insult," Economic Policy Institute, 12 November 2014, <https://www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/>