

INQUIRY TWO

HOW DID THE U.S. BECOME SO SEGREGATED?

A photograph of a wooden sign with the text "WE WANT WHITE TENANTS IN OUR WHITE COMMUNITY" written in large, bold, black letters. The sign is outdoors, with trees and a fence visible in the background. A red arrow points from the bottom left of the sign towards the text below.

Courtesy of the Library of Congress

INQUIRY TWO explores the compelling question of how the United States became so segregated. With three “Supporting Questions” in five lesson plans, students develop a thorough understanding of the term “segregation” and become aware of segregation patterns over the past century and a half. Using a timeline, they identify key events in the history of residential segregation and conduct research on a specific incident or event in the history of fair housing. Finally, they explore legal and policy tools that have been used to separate Americans, such as racially, religiously, or ethnically restrictive deed language and exclusionary zoning.

OVERVIEW

SUPPORTING QUESTION 1 | WHAT IS SEGREGATION?

Lesson 1: Concept Mapping

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

SUPPORTING QUESTION 2 | HOW DID SEGREGATION HAPPEN?

Lesson 2: Using Historical Evidence

Students read introductory material on the history of segregation in the U.S. and distinguish between primary and secondary sources.

Lesson 3: Building a Timeline

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

SUPPORTING QUESTION 3 | HOW HAVE PEOPLE EXPERIENCED HOUSING SEGREGATION?

Lesson 4: Reading a Historic Image

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

Lesson 5: One-Page Research Report

Students conduct research on a specific event in the history of housing access and prepare a one-pager to share their findings with others.

Cover: Sign posted directly opposite the Sojourner Truth Homes, a federal housing project, in Detroit, Michigan, 1942. White residents had attempted to prevent Black families from moving into their community.
Courtesy of the Library of Congress

TEACHER BACKGROUND

These articles from the *Unvarnished* website are intended to provide background information to prepare you for teaching Inquiry Two.

- [Article 2: “Segregation Mania”](#)
- [Article 3: “Immigration, Migration, Discrimination”](#)
- [Article 7: “Discrimination and the Suburban Boom”](#)

Student versions of all *Unvarnished* articles are also provided for your use in the classroom. These printable PDFs have simplified language, age-appropriate material, and rich visuals. If you elect to have students read the articles direct from the *Unvarnished* website, we recommend you preview each article and the links within 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.

SUPPORTING QUESTION 1 | WHAT IS SEGREGATION?

LESSON 1

CONCEPT MAPPING

Overview

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

Time: 1 class period

Materials

- **CONCEPT MAP WORKSHEET**
- Whiteboard, online idea board, or sticky notes



Instructions

1. Introduce • 5 minutes

Use a board or projector to display the word **segregation**. Ask students: What does this word mean? Ensure that students understand something about the word.

Introduce the sociological definition of segregation as the intentional separation of two or more groups of people from each other. In the United States, the word often signifies the history of systems used to separate people on the basis of differences in identity, race, gender, religion, and ethnicity.

2. Independent Student Work • 10 minutes

Distribute the **CONCEPT MAP WORKSHEET**. Ask students to think of anything and everything that occurs to them when they think about the word "segregation." Have them write down those ideas in the bubbles on the concept map. Give them 5 to 10 minutes to add ideas to their concept maps.

3. Synthesize • 10 minutes

Bring the class together to map collaboratively. You might use a whiteboard, an online mapping tool, or sticky notes on a wall. Walk around the room, asking each student to name one item from their personal maps. Add items to a shared board one by one. As you add items, ask students where to place related concepts on the board to show connections.

4. Discuss • 10 minutes

After students have added all their ideas, ask them to take in the board as a whole. Has the group captured a wide range of ideas? What's missing? Make a special point of noticing whether all the associations refer

SUPPORTING QUESTION 1 | WHAT IS SEGREGATION?

to things in the past. How does segregation show up today? Also, note 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, age, and other groupings that have been used to segregate.

Use the thinking routine “Extend, Connect, Challenge” to explore the ideas on the board. To do this, each student in turn 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 they have questions about

5. Debrief • 5 minutes

Wrap up with the background information below.

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 the freedom and opportunity of those not in the group. Ensure students know that the word for the opposite of segregation is integration. Measures of segregation show a sharp increase from 1890 to 1960. Despite an overall gradual decrease since that time, the roots of segregation are deeply entrenched and segregation’s lasting impact is still felt today.

Though the population of the U.S. today is more diverse than it has ever been, patterns of segregation persist. In recent years, trends have shown a pattern of increasing segregation. 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.”¹

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.”²

6. Extend

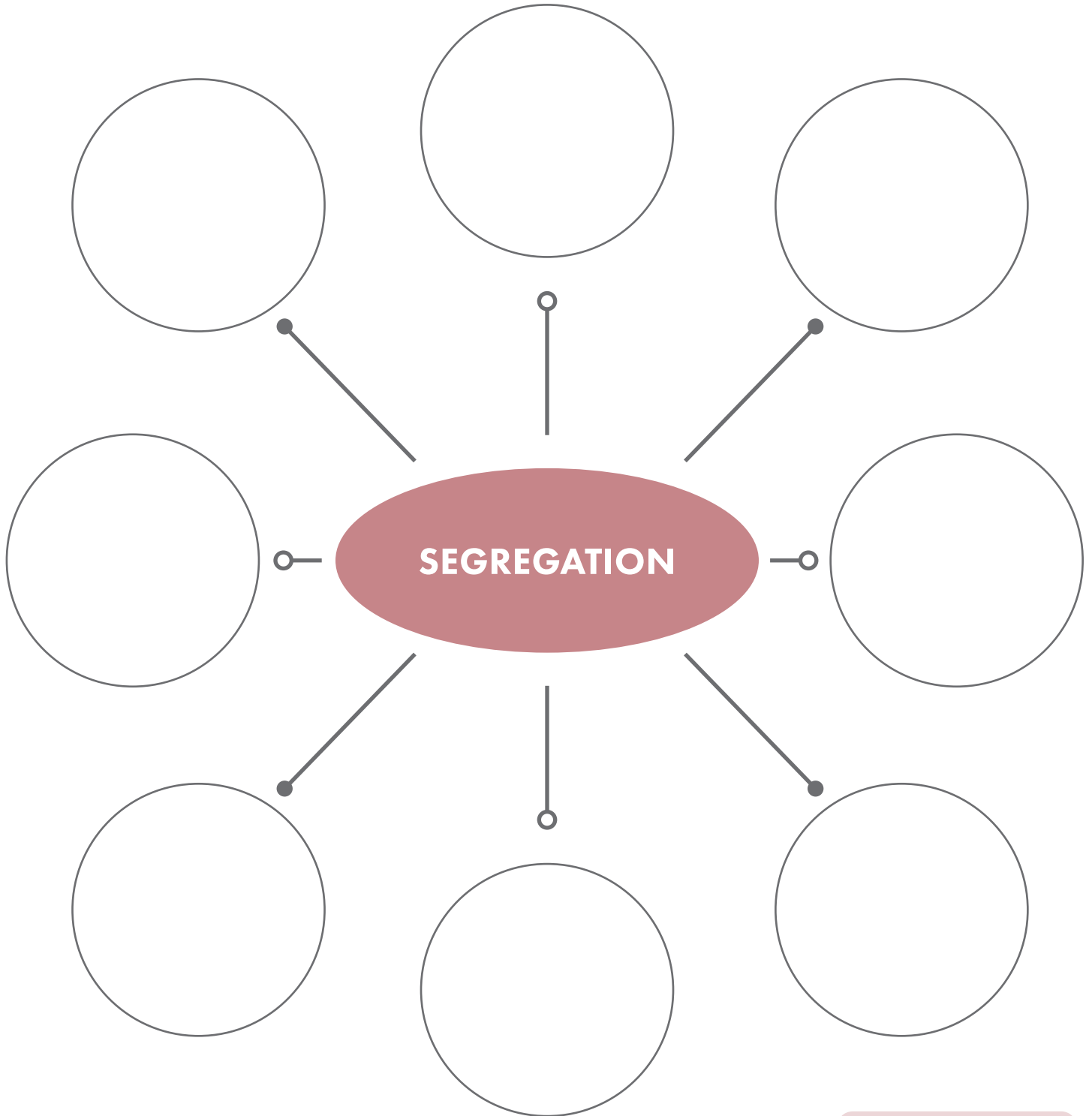
Use interactive maps in the classroom to explore contemporary racial and ethnic segregation. Explore in an open-ended way, or brainstorm questions to investigate. Some suggested web sources are below; as always, please preview them to ensure they are appropriate for your students.

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



Name: _____

Date: _____



SUPPORTING QUESTION 2 | HOW DID SEGREGATION HAPPEN?

LESSON 2

LEARNING FROM PRIMARY SOURCES

Overview

Segregation didn't just happen by accident. 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 restricting voting rights. 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 helps students begin building a sequential understanding of segregation as it intensified from the 1890s to the mid-20th century as well as 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 centuries.

Time: 2 class periods

Materials

- Copies of *Unvarnished* Student Article 2: "Segregation Mania" and *Unvarnished* Student Article 3: "Immigration, Migration, Discrimination" for each student
- Copies of **READER RESPONSE—SEGREGATION MANIA WORKSHEET**



SHARE
EXPLAINER VIDEO
"Introduction"

Instructions

1. Introduce • 5 minutes

To understand the history of segregation and how the U.S. developed such persistent patterns of separation, we must look at evidence from the past. Assign students to read the student version of *Unvarnished* Article 2: "Segregation Mania" and to pay attention to the accompanying images. Ask students to consider while they read what evidence is used in the article; you might direct them to underline phrases and photos that point to or serve as evidence.

Optional: Students may also read *Unvarnished* Student Article 3: "Immigration, Migration, Discrimination."

2. Independent Student Work • 30 minutes

Have the students complete the **READER RESPONSE—SEGREGATION MANIA WORKSHEET** by selecting their preferred responses.

SUPPORTING QUESTION 2 | HOW DID SEGREGATION HAPPEN?

3. Discuss • 15 minutes

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(s) we have just read.

Ask students: 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 such as 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 such as letters or contracts	Documentary films
Oral histories	Newspapers

4. Debrief • 15 minutes

Ask 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 those discoveries and findings as potential new evidence.

It is also important to unpack some of the content in this reading. The realities of racial segregation are often harsh. You may wish to open up discussion about how this information makes students feel. Refer to the pre-reading and post-reading questions in *Unvarnished* Student Article 2 "Segregation Mania" for discussion starters.



Name: _____

Date: _____

Choose from these options to create your response.

3 QUESTIONS: After reading this article, here are three questions I have:

- 1.
- 2.
- 3.

INVISIBLE BOUNDARIES: 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 three sentences.

IMPACT: In addition to Black Americans, what are three other racial, religious, or ethnic groups that experienced segregation?

CAUSE AND EFFECT: Segregation was one response to social changes. What are three of the changes the article lists? What are other causes that might drive segregation?

EVIDENCE: What evidence supports the claims in this article? Where could you look for corroborating information?

EVALUATION: I do/do not trust the information in this article because....

SUPPORTING QUESTION 2 | HOW DID SEGREGATION HAPPEN?

LESSON 3

BUILDING A TIMELINE

Overview

Timelines help support historical thinking. A visual representation of the history of residential segregation can help students contextualize the stories they are learning about and help to illustrate the long evolution of American conceptions of fair housing. In this lesson, students create a timeline display in the classroom or other space.

Time: 1 class period

Materials

- Projector and Internet connection
- **INQUIRY 2 TIMELINE SLIDES**, printed as PDFs, one sheet per slide

Instructions

1. Introduce • 5 minutes

Select an area in the classroom, hallway, or other exhibit location to build a lengthy timeline. Describe the use of a timeline to build an understanding of something that happened over a long period of time. A timeline helps us see events in the order they happened, which allows us to do historical thinking about cause and effect and to place events in the context of their times. Another name for this is a chronology. Explain that their timeline will begin with some of the key events in the history of fair housing and residential segregation discussed in *Unvarnished*.

2. Facilitate • 25 minutes

Ask students to name major events they have learned about in their reading. As each is named, give students the related timeline sheet and have them post it in the correct location on the wall or board.

Once events covered in the reading are posted, continue exploring the timeline. Distribute one sheet to each student until all the sheets have been handed out. Ask them to read the content to themselves and then place it in the proper location on the timeline.

After posting the timeline, give each student three to five sticky notes. Ask them to get up and walk the timeline, reading each event, and put sticky notes on at least three items with a question about that event. Compile the questions and keep them handy to explore as you progress through the *Unvarnished* content.

3. Debrief • 10 minutes

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.

SUPPORTING QUESTION 3 | HOW HAVE PEOPLE EXPERIENCED HOUSING DISCRIMINATION?

LESSON 4

READING A HISTORIC IMAGE

Overview

Experiences of housing discrimination have varied widely over time and place. In this project, students conduct individual research to become a classroom expert on one specific example of housing discrimination. They identify the issues the incident raises and connect it to other events in the history of housing access.

Time: 2–3 class periods, including research time

Materials

- Copies of *Unvarnished* Student Article 8: “Shady Real Estate Practices” for each student
- **INQUIRY 2 IMAGE DECK**, printed as PDFs, one sheet per slide
- Copies of the **READING HISTORIC IMAGES WORKSHEET** for each student

Instructions

1. Prepare • 1 hour

Before beginning, preview the **IMAGE DECK** in this module. There are 24 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.

Each image is accompanied by basic identifying information and one or two links to web sources that offer a starting point for 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.

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>

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

SUPPORTING QUESTION 3 | HOW HAVE PEOPLE EXPERIENCED HOUSING DISCRIMINATION?

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 for your classroom.

2. Introduce • 5 minutes

Housing discrimination is a human story. Before an event becomes a court case or statistic, it is something that impacts people at a personal and family level. Studying 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.

In this project, students will conduct research using library and web sources to understand a specific event of housing discrimination in the United States’ past. They will be able to choose from a selection of significant events. They will conduct a careful study of their image using a guide to reading historic photos. This will help them prepare for the next project of creating a one-page research report on their findings.

2. Independent Student Work • 30 minutes

Assign students to read *Unvarnished* Student Article 8: “Shady Real Estate Practices.”

After reading, invite students to review the **IMAGE DECK** and choose one image that interests them (or assign randomly).

Provide each student a copy of the **READING HISTORIC IMAGES WORKSHEET**. Ask them to first engage with the historic photograph on a purely visual level, without searching for additional information. Using the worksheet, allow time for them to practice finding details, considering point of view, and generating questions.

When the worksheet is complete, it is time to plan for the independent research students will do in the next lesson, the One-Pager Research Report. Have students read the identifying information again and visit the “Starting Points” links. Ask them to list keywords that could help them find additional information about the context of this image for the next lesson, their one-page research report.

3. Debrief • 5 minutes

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. Note how asking more questions can expand possible avenues of inquiry. Ask students to help one another with listing key words they can use to continue researching the photo.



Name: _____ Date: _____

Photographs are more than illustrations. They can also be used as primary sources.

In this project, you will “read” your image to gather detail, ask questions, and think about its meaning. There are three steps: **Look**, **Think**, and **Question**. Take your time with each step.

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). _____

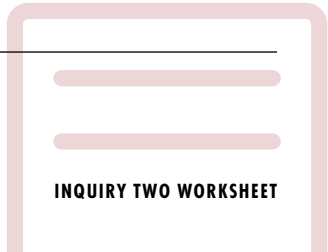
What are they doing? What are they not doing? Don't forget to notice any people who are acting differently or are off to one side.

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 period, time of day, time of year, or place?

Is it a posed photo or a candid photo? _____

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





Name: _____ Date: _____

Think

Does this photo create an emotional response in you? Can you name the 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. Who could they be? Why are they taking this photo? What do you think they want to say about the scene?

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

BEFORE

AFTER

Question

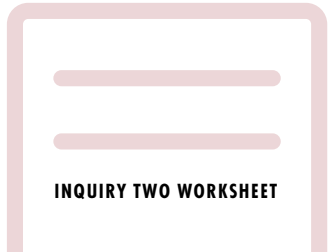
To understand a photo, we need to understand the context in which it was taken. Now that you've learned all you can by looking, think of some things you would like to know about this photo. Write at least three questions here:

1. _____

2. _____

3. _____

4. _____



SUPPORTING QUESTION 3 | HOW HAVE PEOPLE EXPERIENCED HOUSING DISCRIMINATION?

LESSON 5

ONE-PAGER 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.

Time: 1–2 class periods

Materials

- Printed images from the **INQUIRY 2 IMAGE DECK**
- Copies of **ONE-PAGER RESEARCH REPORT WORKSHEET** for each student
- Copies of **ONE-PAGER RESEARCH REPORT NOTE PAGE WORKSHEET** for each student

Instructions

1. Introduce • 10 minutes

Describe the one-pager format to students, if it is new to them. What is a one-pager? A one-pager report allows for creativity and high-impact communication, helping other viewers get the gist of a topic in a concise way. Show examples of student one-pagers. (Many can be found online.)

Emphasize that even though a one-pager is compact, the story it shares should be as complete as possible. As historians do, they should look for details that will help them present who was involved, when and where the incident took place, why the incident happened, and what happened as a result.

Discuss the process of independent research. Describe resources available to the students: library, online content, and support from museums, educators and librarians. Affirm that they will have help to discover information about the images if they need it. Some images will be more challenging than others to research and present.

2. Independent Student Work • 1–2 class periods

Distribute the **ONE-PAGER RESEARCH REPORT WORKSHEET** to each student.

Ask students to begin their research with online resources found in the “Starting Points” link. This should help them contextualize their images and generate important keywords for additional searching. If possible, work with a school or community media specialist to identify good ways to search for information and to locate information that’s not available online.

SUPPORTING QUESTION 3 | HOW HAVE PEOPLE EXPERIENCED HOUSING DISCRIMINATION?

Students can use the included **ONE-PAGER RESEARCH REPORT NOTES PAGE WORKSHEET** page to track and record the information they find.

Once students have compiled enough detail and feel they understand the image, they can begin the design process. A template is included here, but students could also 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.

3. Debrief • 20 minutes

Give students the opportunity to share the one-pagers by posting them on the wall or on a class website. Invite students to take part in a gallery walk around the room (or virtually) to view one another's reports. They will need several minutes to view and explore one another's one-pagers.

Once they've had a chance to look, reconvene the group. 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 of these histories.



Name: _____

Date: _____

What's the Story?

They say a picture is worth a thousand words. But pictures can be misleading or hard to understand without their full story. In this project, you'll conduct research to create a one-page graphic report about the event depicted in your image. 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

How to Find the Story

1. Navigate to the "Starting Points" links included with your photograph.
2. As you read the information, make notes on your "Notes" page.
3. Identify some keywords from the "Starting Points" links to use in your search. These could be names, places, dates, or events. Jot them down here. See if these terms will help you find additional information on this topic. If you get *really* stuck, ask for help from a teacher or librarian.

KEY WORDS _____

4. When your **ONE-PAGER RESEARCH REPORT NOTES PAGE WORKSHEET** is complete and you feel like you understand this image, it's time to design your one-pager, using words and artwork of your own.
5. Give your report a short title, and put it at the center.
6. 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.
7. Check to make sure you have included all the required information.



Name: _____

Date: _____

NOTES PAGE

WHO is in the photo?

WHY do you think this happened?

WHERE is the event happening?

WHAT HAPPENED because of the events?
(Include immediate outcomes and longer-term outcomes, if you can find them.)

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

How does this fit into the history of housing discrimination? **Hint: check the timeline!**

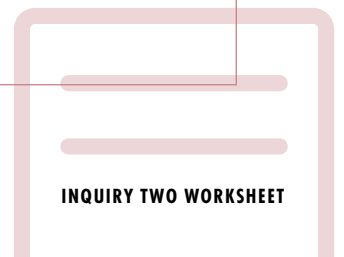
WHAT is happening in the image?

Other Information:



Name: _____

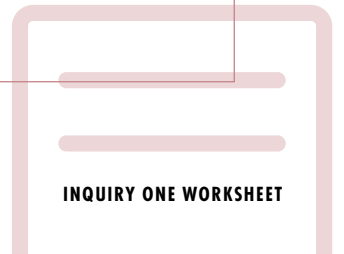
Date: _____





Name: _____

Date: _____



TIMELINE

1789

The Fifth Amendment to the Constitution of the United States protects property rights. Slaves were considered property and had no property rights. Women were not included among those with property rights. Military power, legislation, and court decisions often denied property rights to Indigenous Americans and those of African, Asian, and Latin American descent.

1830

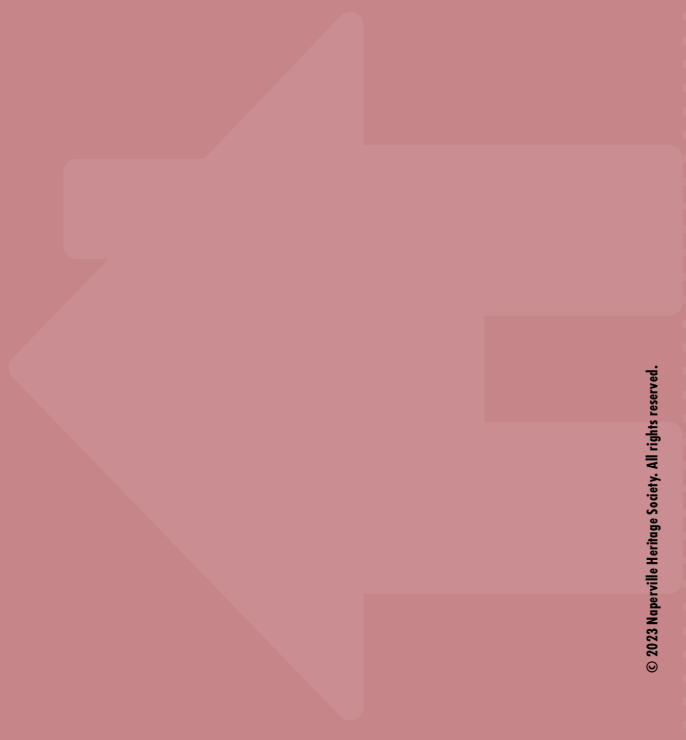
Signed into law by President Andrew Jackson, the **Indian Removal Act** authorized treaty negotiations with Native Americans to secure their lands within state borders in exchange for lands west of the Mississippi River. Jackson's administration negotiated almost 70 treaties that led to the forced relocation of 50,000 people to "Indian Territory" (present-day Oklahoma). When tribes resisted, they were subject to military violence, starvation, and death as in the Cherokee Trail of Tears and Second Seminole War. Ultimately, 25 million acres were seized—allowing for the expansion of settlement and slavery.

1877-1964

After Reconstruction ended, what is called the “Jim Crow” era began. Most overtly seen in the South, yet practiced throughout the nation, local governments constructed a legal system aimed at preventing Black people from exercising their rights. Men were largely barred from voting. Legislation separated people of color from Whites in schools, housing, jobs, and public places. Many of these laws remained in place until struck down by the Civil Rights Act of 1964.

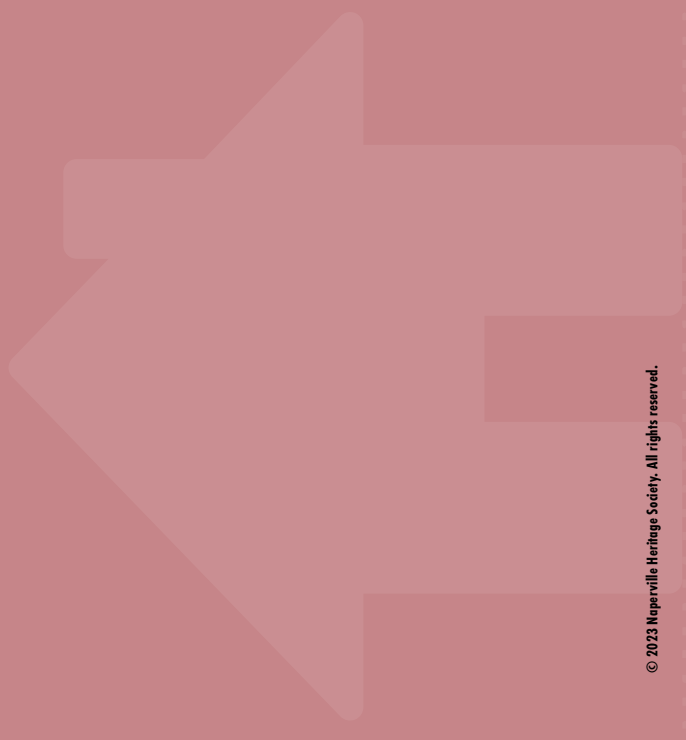
1880 - 1924

Mass immigration, mostly from Eastern, Central, and Southern Europe, brought more than 27 million new people to the United States.



1882

The **Chinese Exclusion Act** was passed, becoming the first and only U.S. federal law to explicitly prohibit immigration for a specific nationality. It was not repealed until 1943.



1887

The **Dawes Act** of 1887, also known as the General Allotment Act, allowed the federal government to break apart commonly owned reservation lands into individual allotments. Over 90 million acres were sold to non-Native people as a result of the Dawes Act—two-thirds of their former holdings. The act also forced European cultural patterns on Indigenous people, stripped those who did not meet federal definitions of “Indianness” of their legal identities, reduced sovereignty, and fractured land holdings.

1890s

Racially restrictive covenants on housing deeds first appeared in California and Massachusetts. They spread throughout the U.S. in the 1920s. In 1948, the U.S. Supreme Court declared them legally unenforceable. The Fair Housing Act of 1968 made them illegal. They remain on many deeds to this day.

1896

The Supreme Court ruled that segregation was legal in the case of **Plessy v. Ferguson**. The decision became the legal basis for restrictive Jim Crow legislation and separate public accommodations for the next 58 years.

1908

A massive riot started by a White mob killed 16 people in Springfield, Illinois. Partly in response, an interracial group of citizens met in New York City to form the **National Association for the Advancement of Colored People (NAACP)**. Among their goals was the pursuit of full legal and social equality.

1910

W. Ashbie Hawkins, a prominent Black lawyer, bought a Baltimore home and rented it to George McMechen, who became the first Black resident on an all-White block. Neighbors formed an association and pushed the city of Baltimore to create the **first racially based municipal segregation law**. It prohibited members of one racial group from buying a house in a city block already occupied by another race.

1910 - 1970

In the **Great Migration**, one of the largest mass movements in American history, an estimated six million Black Americans move from the southern states to destinations in the North, Midwest, and West. The driving force behind the mass movement was to escape racial violence, pursue economic and educational opportunities, and obtain freedom from the oppression of Jim Crow. By 1970, for the first time in history, more Black people lived outside the southern states than in them.

1913

California passed the first **Alien Land Law**, barring Asian immigrants from owning land and eventually barring land ownership by American-born children of Asian immigrant parents. In the years that followed, similar laws pass in 15 states, including Washington, Oregon, Minnesota, Utah, Wyoming, Arizona, Idaho, and Montana.

1915

The **Ku Klux Klan** was revived. From the 1920s to the 1930s, between three and six million Americans joined the Klan. It strengthened across the northern and western states with 45% of its members residing in Illinois, Ohio, and Indiana.

1917

A new racial zoning law in Louisville, Kentucky, was challenged by the NAACP. In **Buchanan v. Warley**, the U.S. Supreme Court agreed with the NAACP, ruling that racially segregated zoning violated the 14th Amendment. Zoning could no longer restrict housing by race.

1919

During the “**Red Summer**,” White mobs attacked Black communities in more than three dozen towns and cities. Over 10 months, White mobs killed approximately 250 Black people, destroyed property, and started riots in Black neighborhoods in cities around the country.

1921

In the **Tulsa Massacre**, Whites rioted for two days in the thriving Black neighborhood of Greenwood. They destroyed 35 square blocks, killing 300 people and burning more than 1,200 houses. Residents filed almost 200 lawsuits against the city and insurance companies but were unsuccessful in getting compensation for the loss of their homes and businesses.

1922

The Colored Women's Clubs of Michigan released a map titled **"The Red Record of Lynching"** as part of a petition to Congress that sought to make lynching a federal crime. It documents 3,424 extrajudicial killings in 33 years.

1924

The National Association of Real Estate Brokers published a Code of Ethics that stopped members from “introducing into a neighborhood...members of any race or nationality...whose presence will clearly be detrimental to property values.”

1925

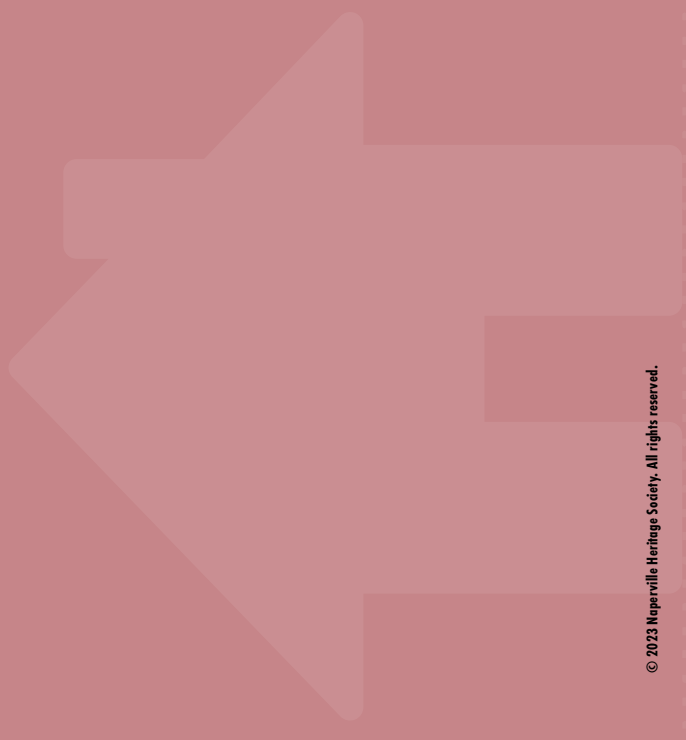
After moving into their new home in an all-White neighborhood of Detroit, **Dr. Ossian Sweet**, with his wife Gladys and a number of friends and relatives, endured a violent attack by a White mob that surrounded the house, throwing rocks and bottles. Shots fired from inside the house killed a White man in the crowd. All 11 people in the house were charged with first-degree murder. The National Association for the Advancement of Colored People (NAACP) hired famous lawyer Clarence Darrow to defend the Sweets, and they were acquitted.

1926

The power of towns and cities to create zoning laws was tested in the U.S. Supreme Court case ***Village of Euclid v. Ambler Realty Co.*** The Supreme Court declared that such laws are constitutional as long as they are reasonable and “have some relation to health, public safety, morals, or general welfare.” The decision allowed for city governments to use zoning to exclude through minimal lot and house sizes and control development by placing industry near poor neighborhoods or communities of color.

1926

In the case *Corrigan v. Buckley*, the U.S. Supreme Court ruled that racially restrictive deed covenants were legal. In the years that followed, deed restrictions became more common.



1935-1940

The Home Owners' Loan Corporation, a New Deal program, worked with real estate developers, lenders, and appraisers to rank neighborhoods in over 200 U.S. cities on investment risk. Neighborhoods marked "hazardous" appeared as red. These redlined areas included every Black neighborhood in covered areas with six known exceptions. In redlined areas, it was almost impossible to get a home loan.

1936

The **Federal Housing Administration Underwriting Manual** recommended using deed restrictions to prevent “the occupancy of properties except by the race for which they are intended” and the “infiltration of...lower class and inharmonious racial groups.”

1936

Mail carrier Victor Hugo Green began publishing *The Negro Motorist Green Book*, a travel guide listing restaurants, hotels, and services that were relatively safe for Black travelers during times of extreme racial discrimination. *The Green Book* remained in print until 1967.

1937

A federal act created the U.S. Housing Authority (USHA) to oversee the development of the **nation's first public housing**. Between 1937 and 1941, the USHA lent local housing authorities \$800 million to build 587 low-rent housing developments with more than 170,000 units. The rent was split between tenants, who were responsible for about half of it, and federal, state, and local governments.

1944

The Servicemen's Readjustment Act, or G.I. Bill, provided returning veterans with low-interest mortgages, funding for college tuition, and business loans. More than one million Black American veterans were eligible for these benefits but could not access them because they were denied home loans in Black neighborhoods and because segregated colleges, schools, and workplaces were not open to them.

1948

In the case of *Shelley v. Kraemer*, the U.S. Supreme Court declared that racially restrictive covenants were legal contracts between private parties, but concluded that courts could not enforce them because that violated the 14th Amendment.

1949

Promising “decent homes in wholesome surroundings for low-income families now living in the squalor of the slums,” the **1949 Housing Act** funded urban renewal programs. Many of these projects required tearing down “slum” housing in order to replace them with new developments. More than one million people, most of them poor people of color, were forced to leave their homes for urban renewal projects throughout the 1950s and 1960s.

1956

The **Federal Aid Highway Act** authorized the building of more than 41,000 miles of new interstate highways. Many of those roads were routed through existing neighborhoods, demolishing up to 475,000 city homes. More than one million people were displaced, a disproportionate number of them Black people.

1967

Civil unrest broke out in Los Angeles, New York City, Detroit, Chicago, and dozens of other places across the country, causing more than 150 deaths and 20,000 arrests. The **Kerner Commission** was convened to study the reasons for urban protest, reporting the main cause as frustration at the lack of opportunity for Black Americans. The report stated: “Our nation is moving toward two societies, one black, one white—separate and unequal.”

1968

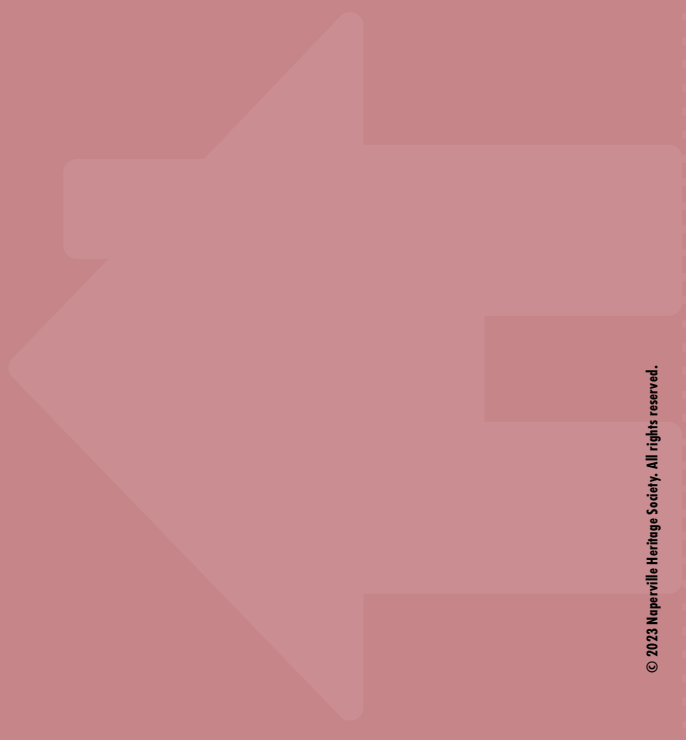
The **Fair Housing Act** was signed into law after two years of consideration, spurred into motion by the assassination of Dr. Martin Luther King, Jr. The act prohibited discrimination by landlords, real estate companies, banks, insurance companies, and governments on the basis of race, religion, or national origin. The passage of the act officially ended racially, ethnically and religiously restrictive covenants.

1971

In a California case, residents challenged the ability to use popular vote to block the construction of low-income housing. In the case **James v. Valtierra**, the U.S. Supreme Court ruled that such a vote was not racially discriminatory despite the fact that low-income residents disproportionately belong to racial minorities. The decision supported exclusionary zoning on the basis of income, not a protected category under the Fair Housing Act.

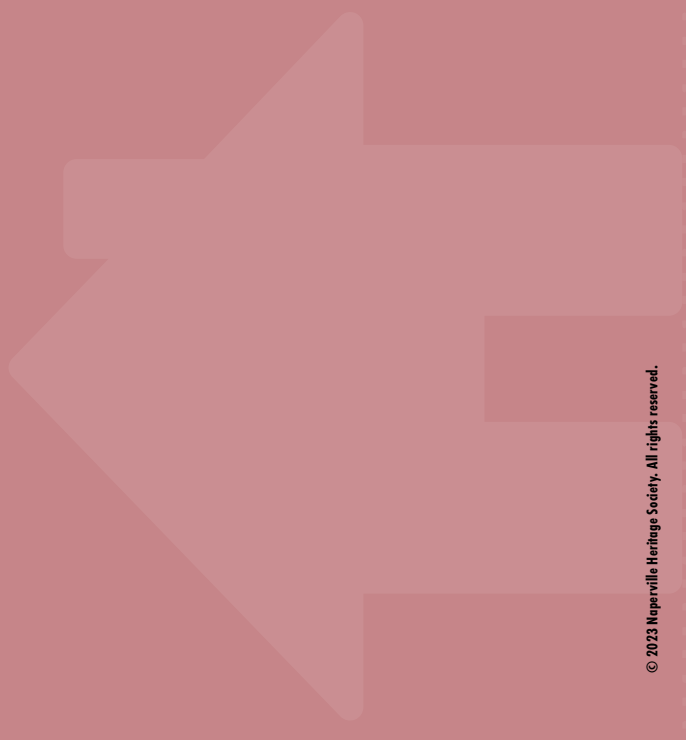
1974

Congress amended the **Fair Housing Act**, making it illegal to discriminate on the basis on sex and expanding the definition of discriminatory housing practices to include interference and intimidation.



1988

Congress amended the **Fair Housing Act**, making it illegal to discriminate on the basis of disability. It also prohibits discriminating against households with children under 18.



2020s

Despite legal protection, an estimated four million people experience housing discrimination every year. About 28,000 complaints are filed with government housing agencies.

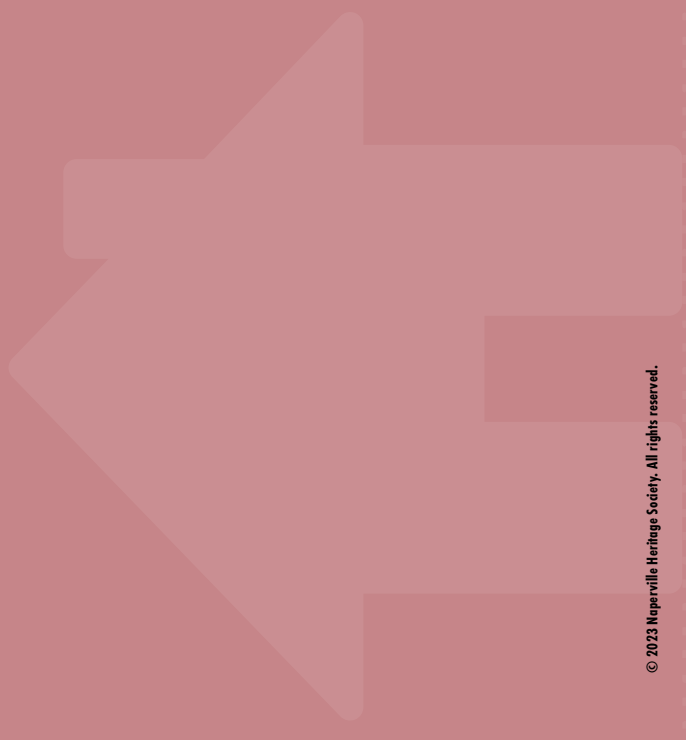


IMAGE DECK

For *Unvarnished* Supporting Question 2.3

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2 Courtesy of the Museum of History and Industry, Seattle Post-Intelligencer Collection, 1986.5.5927.1

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3 Courtesy of the Library of Congress, Prints and Photographs Division, photograph by Camilo José Vergara [LC DIG-vrg 03819]

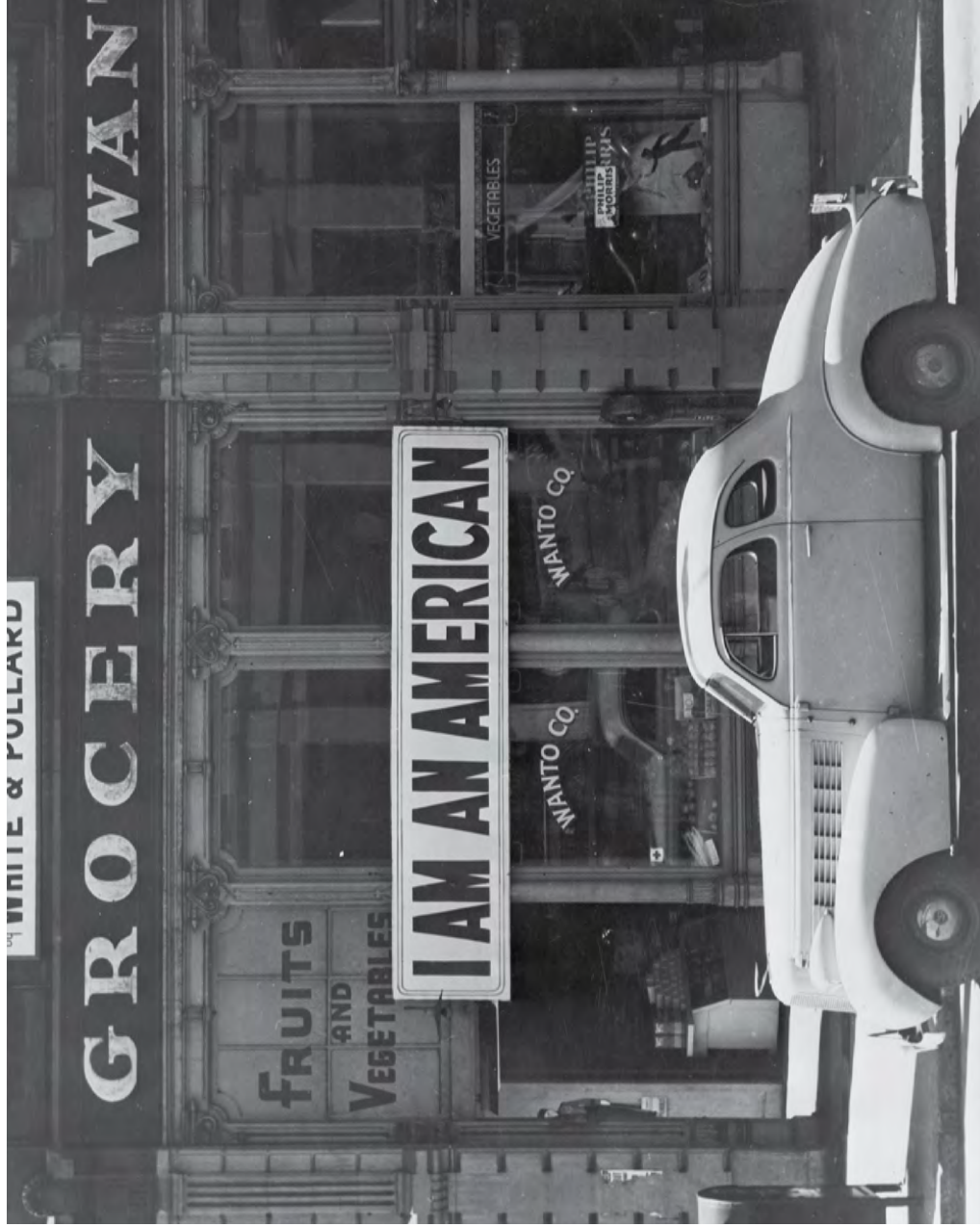
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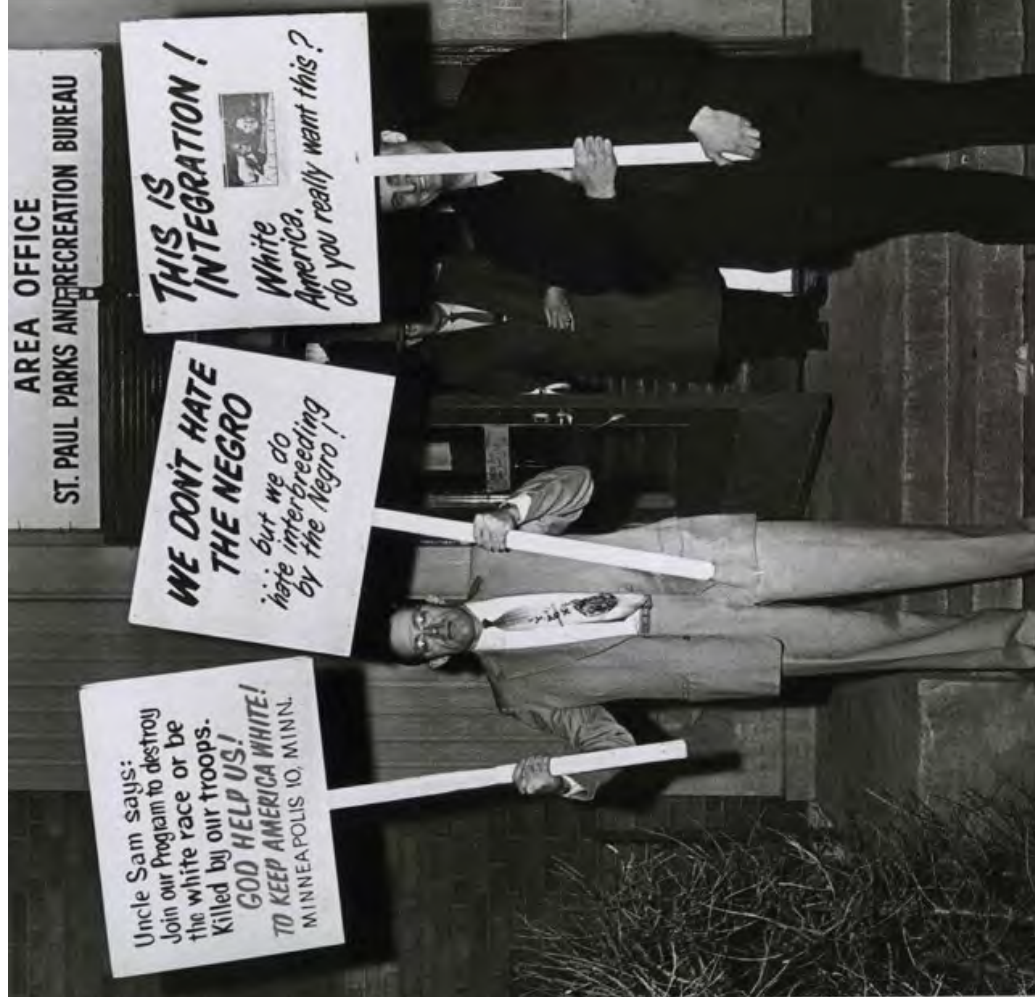
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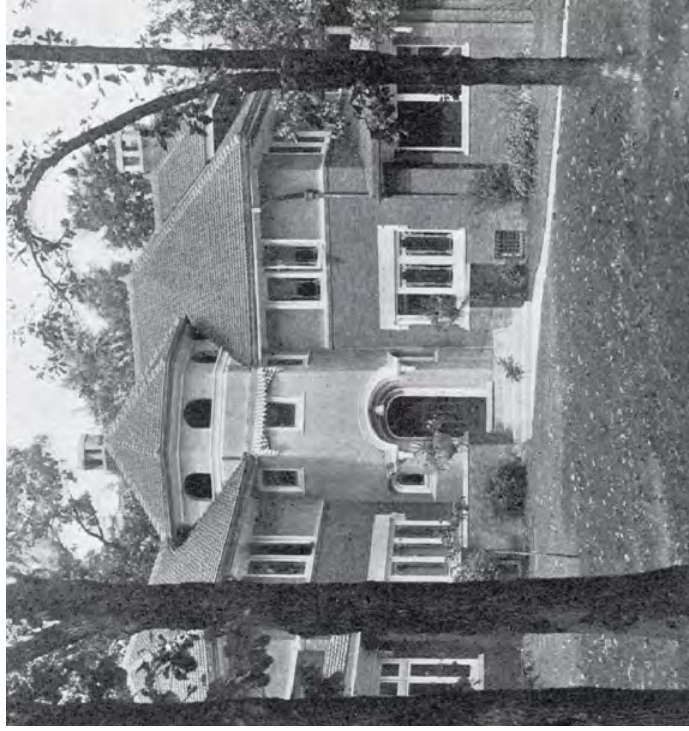
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Features
Puzzles

The Sunday Star

Magazine

WASHINGTON, D. C., JULY 31, 1932.

Fiction
Books

PART 7.

16 PAGES.

Sadness In Old Chinatown

Quaint Section of Pennsylvania Avenue Echoes the Passing of Slippered Feet—Orientals Are Forced to Move by the Government's Building Program—Old Buildings Have Housed the Chinese of Washington for the Past Fifty Years.

By H. L. Rogers

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21 Courtesy of photo-fox/Alamy Stock Photo, photograph by Margaret Bourke-White

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Captions

- 1 Activists gather at 50 United Nations Plaza outside the Federal Office Building in San Francisco, home to the regional office of the Department of Health, Education, and Welfare. The protestors took over the building to support Section 504 of the Rehabilitation Act. Over 100 protestors took over the building for 25 days to ensure access to work, public transit, and housing. April 5, 1977. Courtesy of [AboutDisability.com](https://www.aboutdisability.com), photograph by Anthony Tusler
- 2 Delores Hall, 18; Jackie Ellis, 11; Infanta Spence, 20; and Susan Van Dong, 20, participate in a sit-in on the floor in the Seattle City Council chamber to protest the city's slow progress on open housing. July 1, 1963. Courtesy of the Museum of History and Industry, *Seattle Post-Intelligencer* Collection, 1986.5.5927.1
- 3 Photographer Camilo José Vergara, named this photograph "*Protesters watching the implosion of a high-rise part of the Scudder Homes, Springfield Ave., at Prince St., Newark, 1987.*" Vergara, a sociologist, author, and photographer says, "My work asks basic questions: what was this place in the past, who uses it now, and what are its current prospects? Using insights from a variety of disciplines such as ethnography, history, and archeology, I uncover patterns shaping the nation's poorest and most segregated postindustrial cities." <https://guides.loc.gov/vergara-collection-guide>. Courtesy of the Library of Congress, Prints and Photographs Division, photograph by Camilo José Vergara, LC DIG-vrg 03819
- 4 Members of the Congress of Racial Equality (CORE) protest poor housing conditions in New York City. Courtesy of the Library of Congress, Twachtman, Phyllis, photographer, LC-USZ62 115077
- 5 On December 8, 1942, the day after the bombing of Pearl Harbor, a Japanese American business owner was ordered to close his family store in Oakland, California. In response, Tatsuro Matsuda placed a large sign reading "I am an American" in the window. Matsuda, a University of California graduate, and his family were incarcerated for the duration of WWII along with thousands of others in War Relocation Authority internment camps. Courtesy of the Library of Congress, Prints and Photographs Division, photographer Lange, Dorothea, LC-USZ62-23602.
- 6 Wearing the identification tags that they were assigned by the War Relocation Authority, members of the Mochida family await an evacuation bus to an internment camp where they were incarcerated during WWII. May 8, 1942. Courtesy of the National Archives, photographer Lange, Dorothea, National Archives Identifier, 537505
- 7 Before the Civil War, housing in Baltimore, Maryland was fairly diverse. For the most part, White people lived along the main streets and Black people lived along the alleyways. In the early 1900s, White Baltimoreans began using restrictive covenants, homeowners' association regulations, and other discriminatory housing policies and strategies to keep Black people from freely purchasing any property they wanted. This photograph, taken between 1895 and 1900, shows a group of lawyers and a minister. The group includes W. Ashbie Hawkins (2nd row middle) whose purchase of a home in a White neighborhood prompted a government policy enforcing housing segregation. Read more <https://www.mdhistory.org/baltimores-pursuit-of-fair-housing-a-brief-history/>. Courtesy of the Maryland Center for History and Culture
- 8 A riot at Detroit's Sojourner Truth homes began when White neighbors attempted to prevent Black tenants from moving in. Someone posted this sign directly opposite the Truth homes. February 1942. Courtesy the Library of Congress, Prints & Photographs Online Catalog, Siegel, Arthur S., photographer, LC-DIG-fsa-8d13572
- 9 On December 19, 1962, members of the "Committee to End Discrimination against Fourth Class Whites" protested fair housing in St. Paul, Minnesota. Learn more: <https://www.mnopedia.org/thing/racial-housing-covenants-twin-cities>. Courtesy of the Minnesota Historical Society, *St. Paul Pioneer Press*, Minneapolis and St. Paul Newspaper Negatives Collection

- 10 Evelyn Villegas and Amanda Esquiba sit outside of City Hall in Santa Fe, New Mexico during the March for Housing rally on June 26, 2019. Fighting against the high cost of housing in Santa Fe and the limited number of rental units, young, low-income, majority Hispanic, Santa Feans shared that they have been pushed from the city center, away from services such as public transit and grocery stores. Courtesy of the *Santa Fe Reporter*, photographer, Katherine Lewin
- 11 Drs. Percy and Anna Julian purchased a home in Oak Park's estate section in 1950. The house was firebombed twice. These acts of violence caused many in Oak Park to rally to the Julian family's aid and to examine community attitudes and policies on race and open housing. Courtesy of the Historical Society of Oak Park and River Forest
- 12 Since its creation in 1824, the Bureau of Indian Affairs sponsored programs that forced the assimilation of Native Americans. In the 1950s, the U.S. government began an American Indian Urban Relocation Program and pledged assistance with locating housing and employment. They ran ads to entice voluntary relocation. This Bureau of Indian Affairs Indian Relocation Record's photograph features two Native American women walking babies in strollers in a Chicago neighborhood. Promotional photographs like these were often featured in corporate employment brochures. For the Indigenous people who did relocate, many share accounts of unemployment, low-end jobs, discrimination, and loss of cultural support. The Urban Relocation Program changed the face of Chicago and other cities, as well as American Indian culture. At the beginning of the program, 8% of Native Americans lived in cities. By 2000, the U.S. Census noted that the Native American urban population rose to almost 64%. Courtesy of the Newberry Library, Edward E. Ayer Digital Collection
- 13 American Veterans Committee members protested race-based real estate covenants that barred Jon Matsuo from purchasing a house in the Oak Hill development of Northeast Minneapolis. Protestors picketed in front of the Minneapolis Board of Realtors office in July 1946 in Minneapolis, Minnesota. Courtesy of the Hennepin County Library, Minneapolis Newspaper Collection, *Minneapolis Daily Times*
- 14 Mrs. Aurora Vargas fought the eviction of her family from their home in Chávez Ravine. With the media recording the event, Los Angeles County Sheriffs forcibly evict the family in May 1959. Courtesy of the *Herald Examiner* Collection, Los Angeles Public Library
- 15 In the 1930s, the United States government's building program in Washington D.C. forced longtime residents from their homes in the first Chinatown neighborhood in the nation's capital. This newspaper headline and drawing depicts the mood as the area is slated for new development. Courtesy-reprinted with permission of the DC Public Library, Star Collection © *Washington Post*
- 16 The Love Canal environmental disaster of the late 1970s brought attention to the growing number of chemically polluted sites across the country. In this photograph, children carry protest signs urging evacuation of all residents of the residential neighborhood in Niagara Falls, New York threatened by the toxic land around their homes. Love Canal became a Superfund site. Courtesy of the University Archives, University of Buffalo, The State University of New York
- 17 In 1946, an interracial group of World War II veterans gathered in front of the Oakland Tribune building to protest the shortage of homes. They were protesting Senator William F. Knowland's lack of support for lower-income housing for veterans. This photograph was never used in the paper. For more information: <https://collections.museumca.org/?q=collection-item/h95181033>. Courtesy of the Oakland Museum of California. Unknown, *WWII Veterans Picket For Housing*, 1946. Gelatin silver print, 11 x 14 in. *The Oakland Tribune* Collection, the Oakland Museum of California. Gift of ANG Newspapers. © The Oakland Museum of California

- 18 After being evicted from their home, Mrs. Lorraine Webster holds her four-month-old son, Roger, next to her mother, Florence Koskie, and brother, 25-year-old veteran Wallace W. Koskie. The photograph, taken in spring 1947, shows them sitting at the curb, in front of their possessions. Courtesy of the Hennepin County Library, Minneapolis Newspaper Photograph Collection, *Minneapolis Morning Tribune*, Photograph by Joe Linhoff
- 19 Bernie Kleina, a civil rights activist and photographer took color photographs, unusual for the time. During the two-month open housing campaign the summer of 1966, Kleina documented the Chicago Freedom Movement, when Dr. Martin Luther King, Jr. joined the fight to improve city conditions. Kleina's photographs are significant because they are some of the only photographs of Dr. King and his wife Coretta that are in color. Photograph courtesy of Bernard Kleina
- 20 In the winter of 1939 a group of more than 1,500 evicted sharecroppers, made up of men, women, and children piled themselves and their belongings along the shoulder of Highway 60 and 61 in New Madrid County, Missouri. They were protesting New Deal agricultural policies. Forced out of their homes after years of the Great Depression, falling crop prices, and a manmade flood that favored some citizens over others, they were raising attention to their plight. Made up of Black and White tenant farmers, their protest caught the attention of First Lady Eleanor Roosevelt and the White House. For more information: <https://southernspaces.org/2010/out-yonder-road-working-class-self-representation-and-1939-roadside-demonstration-southeast-missouri>. Courtesy of the Library of Congress, Prints & Photographs Division, Farm Security Administration/Office of War Information Black-and-White Negatives
- 21 In 1937 people line up to get food and clothing after a flooding of the Ohio River destroyed their Louisville, Kentucky neighborhood, while a billboard behind them celebrates America's high standard of living. Amid the Great Depression, the irony of this was not lost on renowned photographer Margaret Bourke-White, who, with only one-hour's notice, caught the next flight to Louisville to photograph the disaster. *The Louisville Flood* became instantly recognizable when it was published in *Life* magazine in February 1937. Courtesy of photo-fox/Alamy Stock Photo, photograph by Margaret Bourke-White, *The Louisville Flood*, 1937
- 22 Sometime between 1910 and 1920, two men stand with their belongings after being evicted from their tenement home on New York's Lower East Side. The Lower East Side was heavily Jewish, with many immigrants from the Eastern European and Mediterranean Jewish diaspora. Courtesy of the Library of Congress
- 23 In 1943 Ansel Adams photographed Tojo Miatake and his family in their barracks home at Manzanar Relocation Center, located in California. During World War II, over 120,000 people of Japanese ancestry were forcibly removed from their homes and incarcerated without due process of law. Courtesy of the Library of Congress, Prints and Photographs Division, photographer, Adams, Ansel (1902-1984)
- 24 In 1969, Indians of All Tribes, an Indigenous activist group, occupied Alcatraz for 19 months. They were protesting in the name of freedom and Native American civil rights. This photograph, taken in 2022, shows the recreation and restoration of some of the graffiti that occurred on the island during the occupation. Now listed on the National Register of Historic Places, Alcatraz is a National Park Service site interpreting the complicated history of mass incarceration in the United States, the natural beauty of the island, and its history as a place of significance to Native Americans. Courtesy of *Dietmar Rabich / Wikimedia Commons / "San Francisco (CA, USA), Alcatraz, Barracks -- 2022 -- 3087" / CC BY-SA 4.0*

ENDNOTES

¹ 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>

² 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/>



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