

## INQUIRY FOUR

# WHAT CAN PEOPLE DO ABOUT HOUSING DISCRIMINATION?



Courtesy of the Jerome Friar Photographic Collection and Related Materials (P0090), North Carolina Collection Photographic Archives, The Wilson Library, University of North Carolina at Chapel Hill

In **INQUIRY FOUR**, students bring the topic home. They explore the ways people can make change in the housing system, and they profile a person (present or past) who has been active in fair housing issues. Students select a housing-related concern and create an infographic to raise awareness about that issue. Finally, students use what they've learned to debate the idea of housing as a human right. As an optional summative project, the class can undertake a study of their own local housing history and create a final project to share with the community.

## OVERVIEW

### SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

#### Lesson 1: Systems Mapping

Students map the housing system to identify components and highlight points of leverage for making change.

#### Lesson 2: Meet a Changemaker

Students create a short biographical profile of a local or historical figure who has been a changemaker in housing access.

#### Lesson 3: Become an Issue Expert

Students select an issue to become a classroom expert and create an infographic to raise awareness about that issue.

### SUPPORTING QUESTION 2 | IS THERE A RIGHT TO HOUSING?

#### Lesson 4: Points of View

Students analyze short texts for points of view and take a position on housing questions based on informed opinion.

#### Lesson 5: SPAR (SPontaneous ARGumentation) Debate

Students conduct a short-form, structured debate on the contemporary question of housing as a human right and the role governments play in ensuring housing access.

### SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

#### Lesson 6: Comparing Community Stories

Students compare two *Unvarnished* community stories, using a graphic organizer to identify common themes and unique attributes.

#### Lesson 7: Exploring the Census

Students explore the U.S. Census as a data source and compare census reports to trace change over time.

#### Lesson 8: Tracking Community Change

Students use census reports and data tables to track changes in local demographics between 1960 and 2020, discovering how changing data collection methods affect historical thinking.

Cover: PCB landfill protest in Warren County, Afton, North Carolina in September 1982.  
Courtesy of the Jerome Friar Photographic Collection and Related Materials (P0090), North Carolina Collection Photographic Archives, The Wilson Library, University of North Carolina at Chapel Hill

## Lesson 9: Beginning Your Local History Research

Students craft a compelling question of their own, conduct research to locate primary sources, and present their findings.

## Lesson 10: Get into the Archives

Students identify repositories of local history sources locally and online, conduct an inventory, and compile evidence to answer their compelling research question.

## TEACHER BACKGROUND

### *Unvarnished* Articles

- [Article 12: "Taking to the Streets"](#)
- [Article 13: "The Power of Law"](#)
- [Article 14: "Did Anyone Win the Fight for Fair Housing?"](#)
- [Article 15: "Who Deserves to Own a Home?"](#)
- [Article 16: "What Kind of Place Will You Call Home?"](#)
- [Local Spotlight: "Appleton"](#)
- [Local Spotlight: "West Hartford"](#)

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 DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

### LESSON 1

### SYSTEMS MAPPING

#### Overview

Students use Systems Mapping to represent the actors and relationships within the housing system. Then, they identify and profile a local or state changemaker who has been a leader in establishing fair housing.

**Time: 2 class periods**

#### Materials

- **INQUIRY FOUR SLIDES**
- Copies of *Unvarnished* Student Article 13: “The Power of Law” for each student
- Copies of the **PARTS OF THE HOUSING SYSTEM WORKSHEET** for each student
- Chart paper
- Markers in several colors

#### Instructions

##### 1. Introduce • 20–30 minutes

Assign the *Unvarnished* Article 13: “The Power of Law.” After students have read the article, discuss how activists used the legal system to address inequalities in the housing system.

How did they know where to start? Introduce the idea of **systems mapping**. A systems map is a graphical representation of all the parts of a system. It’s a visual way of identifying the parts and revealing interactions between them. **Systems mapping** can help generate insights and identify problems to work on, such as missing parts, parts that are no longer working, or parts that need more support or adjustment. People who work on complex issues, such as the environment, food access, or education, often use systems mapping to see where new solutions are needed.

##### 2. Facilitate • 20 minutes

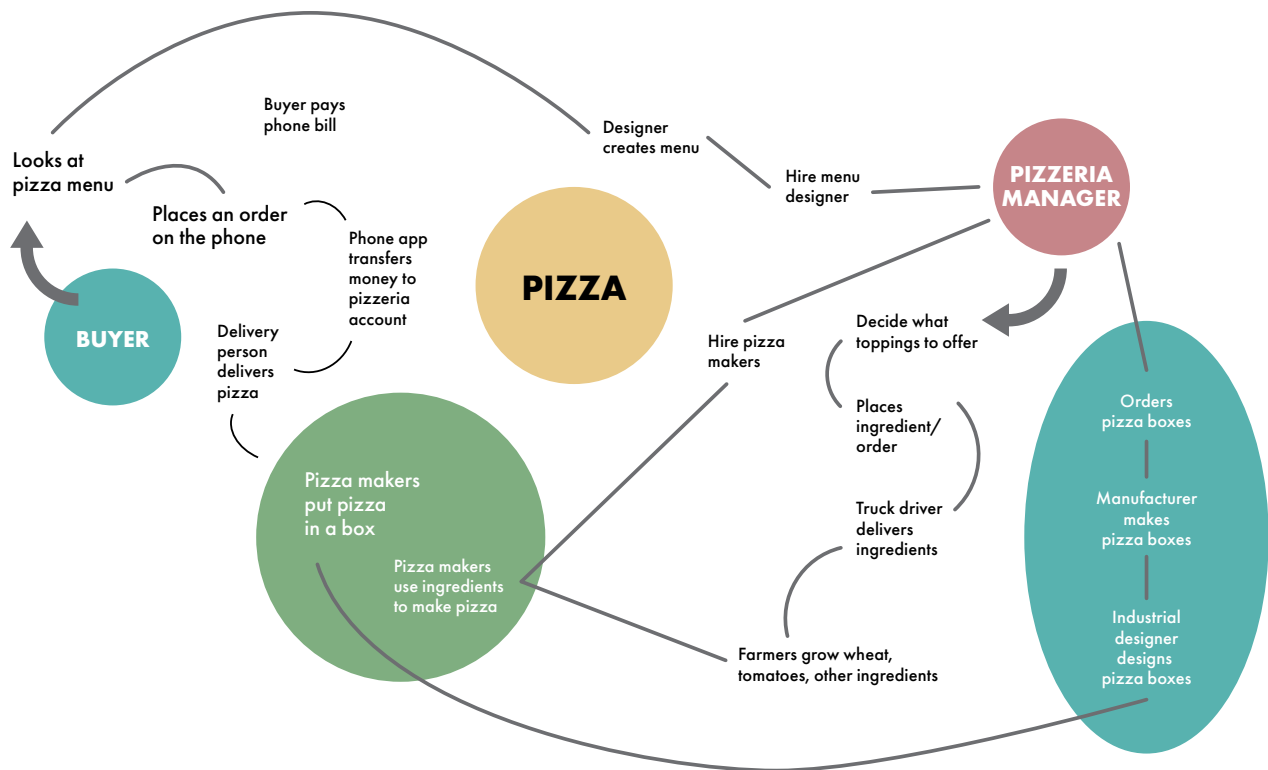
Demonstrate a **systems map** on a board with the whole class. Choose a simple, familiar system, such as ordering pizza (see example in **INQUIRY FOUR SLIDES**).

Write “PIZZA” at the center of the board and surround it with a circle. Ask the class to imagine they’re ordering a pizza, and draw another circle with the word “BUYER” at the center.

## SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

Now, ask the students to think about all the steps involved in getting the pizza prepared and delivered to them. This will create a picture of the pizza-delivery system. Let students call out elements as they think of them. Ask a student partner or two to draw the additions in new bubbles as they are called out.

The result might look something like this:



This exercise can go on indefinitely, so stop the students once they have represented a good range of actors, causes, and effects in the system.

### 3. Discuss • 10 minutes

Point out that there are many **subsystems** within the pizza system, such as the making of pizza boxes. Every system has subsystems, and every system is part of larger systems. When we map social systems, we don't need to go so far as to map every single thing in the world that is part of a system. What we are aiming to do is to identify the major parts, people, and interactions within a system.

## SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

### 4. Independent Student Work • 30 minutes

Distribute the **PARTS OF THE HOUSING SYSTEM WORKSHEET**. Ask students to spend five minutes in silence jotting down everything they can think of in the listed categories. Challenge them to find at least two items for each category.

When time is up, divide students into groups of about four to pool their ideas. Distribute large sheets of paper and markers to each group. Ask them to put a bubble in the middle of their sheet labeled “HOUSING.” Then, ask students to add parts of the housing system in new bubbles.

Instead of having one person write, ask them to be sure that everyone contributes to the map. This means they need to watch what others are adding and where, so they can extend those ideas and avoid duplication. Encourage them to talk to one another while drawing and push one another to expand thinking. Allow 10 to 15 minutes for this process.

After they’ve covered their maps with bubbles, have them switch to new marker colors and ask them to find connections. Which parts belong to the same subsystem? For example, money, finance, banking, loans, down payments, etc., are all part of a financial subsystem. Let students discuss and find connections.

### 5. Debrief • 10–15 minutes

Have groups hang up their systems maps for everyone to compare and discuss what they discovered in the process.

Systems maps will always be messy and a little disorganized, but they are a great way to develop a working understanding of anything that is complex.

Ask each group the following questions: If you were going to improve the housing system to make it more fair, where on your map would you begin? Often, changemaking begins by finding a “lever,” or key component of a system, that will influence other parts of the system for the better. Can you identify any items in the system maps that could serve as levers?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**How does housing happen?**

It takes many people, goods, and resources to create a “housing system” that provides homes for a community. What makes up a housing system?

In five minutes, list everything you can think of that is involved in a person or family finding a home. Try to list at least two things in each category.

**PEOPLE**

Who are the people involved in creating, buying, selling, and renting homes?

**Examples:** Landlords • Planning boards

**THINGS**

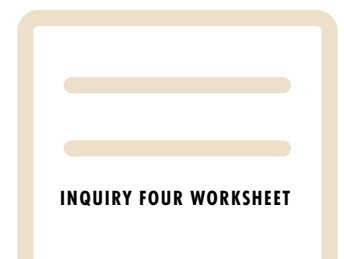
What are the material things needed to provide housing?

**Examples:** Lumber • Pipes

**SERVICES**

What services are part of providing a home?

**Examples:** Real estate listings • Heating fuel delivery





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**RULES AND REGULATIONS**

What laws and rules affect homes?

Examples: Fire codes

**FINANCIAL RESOURCES**

How is money involved in building, buying, selling, or renting homes?

Examples: Investors • Savings

**OTHER**



# SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

## LESSON 2

## MEET A CHANGEMAKER

### Overview

Students create a brief biographical profile of a person (historical or contemporary) who has been a leader on local or state housing issues.

**Time: 2–4 class periods**

### Materials

- Copies of *Unvarnished* Student Article 9: “Driving While Black” and *Unvarnished* Student Article 12: “Taking To the Streets” for each student
- Projector and Internet connection
- Copies of the **MEET A CHANGEMAKER: BIOGRAPHICAL RESEARCH WORKSHEET** for each student

### Instructions

#### 1. Prepare • 30 minutes

Decide whether you want to limit student choices to local people or allow them to include nationally known figures. Also decide whether you will allow living, historical, or both kinds of people. Discovering local and state changemakers may be most meaningful for students, adding additional importance to their original local history research. But students might also want to select a nationally known changemaker, such as Ethel Shelley or Maria Cisneros. Finding material about these well-known people is relatively easy. Consult the **INQUIRY TWO TIMELINE** for additional ideas.

Select a platform to use for student slides, such as PowerPoint or Google Slides.



#### 2. Introduce • 5 minutes

Describe the idea of “changemakers”—people who make a difference in a system. The **MEET A CHANGEMAKER WORKSHEET** builds on the **Systems Mapping** exercise by identifying ways that real people have found a way into those messy and complicated systems and made change for the better.

In the articles to follow, students will meet people who made changes using different methods. Remind students that in previous lessons, they have already studied a number of people who led change using the legal system.

## SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

### 3. Independent Student Work • 20 minutes

Assign students to read *Unvarnished* Student Article 9: “Driving While Black” and/or *Unvarnished* Student Article 12: “Taking to the Streets” and respond to the reflection questions.

### 4. Present • 20 minutes

Show students the five-minute video [Vel Phillips & James Groppi: The Fight for Fair Housing](#). The featured leaders were instrumental to Milwaukee’s progress on fair housing. The film features the voices of these two leaders, demonstrating how much impact an individual can have by organizing their communities for change.

Review the short film, asking students:

- What did each of the featured leaders say about their entry points to making change? What motivated them?
- What forms did their work take? Have them take note of legislative campaigns, demonstrations, community organizing, peacekeeping, and networking.
- What was the result of their work?

Invite students to discover more housing leaders through their own research. Ask students to create a one-slide introduction to their changemaker. Invite students to give their slides some flair, making sure the required information is present and easy to read.

Show students an example of a final product: a single slide introducing their changemaker (example below, from **INQUIRY FOUR SLIDES**).

**TEACHING UNVARNISHED**  
**INQUIRY FOUR SLIDES**



In 1965, Lee Porter and her husband were steered away from fair housing in Bergen County, NJ, because of their race. That prompted Lee to join the County’s Fair Housing Council. She became its executive director in 1971 and still holds that position today at the age of 96. Her housing agency serves 4,000 clients annually. She continues to use ‘testers’ to survey housing in her county and finds that experiences of discrimination are still very common, though “subtle,” and might be based on race, disability, type of payment, family status, and more.

**MEET LEE PORTER, NJ FAIR HOUSING CHAMPION**

**“A GOOD SCHOOL MEANS BETTER EDUCATION, A BETTER EDUCATION MEANS A BETTER SALARY, A BETTER JOB, A BETTER HOUSE, AND THE CYCLE GOES AROUND.”**

She recently celebrated the anniversary of the 1968 Fair Housing Act at a picnic with Senator Cory Booker, whose family she had helped house in the 1960s.

Courtesy of © Anne-Marie Cazuso - USA TODAY NETWORK

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## SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

### 5. Independent Student Work • 2–3 class periods and/or research time as needed

Distribute the **MEET A CHANGEMAKER: BIOGRAPHICAL RESEARCH WORKSHEET**. Students can use this document to keep track of information about their changemaker and to focus on the key content they will use to create their slide. This worksheet also includes space to draft a biography of no more than 200 words and serves as a guide to designing their slide.

Work with students (and, if possible, history museums, librarians, and community resource people) to find local figures who worked to improve the housing system. Some resources that may be helpful:

- Newspapers: Students can search local newspaper archives to find people who have formed organizations, brought court cases, or received awards for their work on housing. Recent newspapers are likely searchable online; databases or a visit to the local library might be needed for historical newspapers.
- Local housing authority: Many cities and counties have a governmentally authorized housing authority with the mission of overseeing local public housing, developing affordable housing, and getting legal attention to housing issues.
- The federal [Department of Housing and Urban Development](#) (HUD) has a Housing Resource Locator that can show local housing offices and facilities.
- Local credit unions and banks: As financing organizations, local credit unions and banks often interact with many players in the housing system. Loan officers may be involved in creating affordable housing solutions and in community development.
- [HUD's Fair Housing Assistance Program directory](#) links to organizations within all 50 states that work on fair housing.
- Awards programs such as the [National Award for Smart Growth Achievement and Great American Main Street Awards](#) as well as organizations that have award programs, including the [National Urban League](#), [United Way](#) and others, honor people who have worked to lead housing change. Searching the ranks of these award program winners and others based in your community or state can turn up inspiring people.

### 6. Present • 30–45 minutes

Compile student slides into a single deck. Add a title slide, explanatory slide, and closing slide. Find an opportunity to present this research to other classes, parents, school staff, community partners, or others for a viewing and presentation by the students. Or share the deck virtually.

## SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

### 7. Debrief • 10 minutes

Ask students to reflect on what they learned about the leader they have chosen. Did they accomplish all they set out to do? How did they get their work done? What is one lesson they can draw from them for their own engagement with important issues?

### 8. Extend

The subjects students have chosen for slides could become the basis of a more in-depth research project suitable for a National History Day entry, op-ed or essay, or other presentation.

Have each student write a short monologue in the voice of the person they researched and perform it for an audience.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Who's fighting for fair housing?

Use this sheet to gather information and document your research on your selected changemaker.

#### Changemaker's Full Name

#### Places important to their story

Where was your changemaker born? Where did they grow up? Where did their work take place? Add as much as you can find out.

#### Notable achievements

What is your changemaker known for? What are some important things they have done?

#### How they made a difference

What impact has your changemaker had? What is different because of their work?

#### Quotations

Have you found anything your changemaker said in their own words? If not, can you find something someone else said about them? Choose a quotation to include.

#### Images

Find an image or two to represent your changemaker. This could be a photo of the person, an image of a house or other location they were involved with, an archival document, or a photo of an important event in their lives.

#### My Sources

Where did you find this information?  
List all your sources here so you can go back and verify your information.

1

2

3

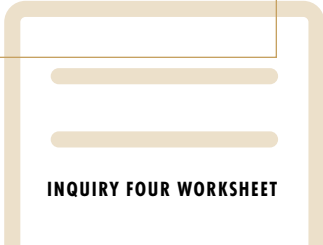


Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Write your changemaker's story**

Describe your changemaker in your own words. Draft a paragraph between 150 and 200 words.  
Highlight the most important things to know about your changemaker.



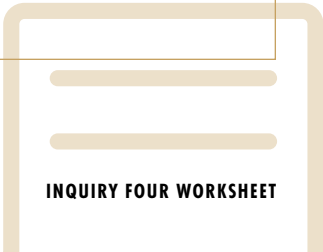


Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Design a slide including:**

- 1 or 2 images
- Your changemaker's story, no more than 200 words
- One quotation
- Any other elements you feel are important without making your slide too crowded
- Your major sources in the Notes pane



# SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

## LESSON 3

## BECOME AN ISSUE EXPERT

### Overview

Students recognize the unfinished work of fair housing access. They gather information on a housing issue and use it to create an infographic to raise awareness of the issue.

**Time: 2–4 class periods**

### Materials

- Projector and Internet connection
- Copies of *Unvarnished* Student Article 14: “Did Anyone Win the Fight for Fair Housing?” and *Unvarnished* Student Article 16: “What Kind of Place Will You Call Home?”
- Copies of the **HOUSING ISSUE EXPERT WORKSHEET** for each student

### Instructions

#### 1. Introduce • 10 minutes

Ask students how the U.S. is doing on housing today: The Fair Housing Act celebrated its 50th anniversary in 2018, but the fight for fair housing isn’t over. Despite the many gains made over the past century, many housing issues are not yet resolved. There is still a large racial disparity in rates of homeownership. Homeownership among Whites has increased from 65% in 1968 to 71% today. Black homeownership remains about 42%, unchanged in 50 years. Nearly 30,000 housing discrimination complaints are filed each year. A national shortage of affordable housing leaves about 7 million families in unstable or inadequate living situations. Housing safety is an issue, too. In some places, environmental hazards damage residents’ health. Social isolation, segregation, and transit challenges persist. Richard Rothstein, policy expert and author of *The Color of Law: A Forgotten History of How Our Government Segregated America*, has said that “Housing remains the major unfinished business of the civil rights movement.”<sup>1</sup>

#### 2. Independent Student Work • 20–30 minutes

Assign students to read *Unvarnished* Student Article 14: “Did Anyone Win the Fight for Fair Housing?” and *Unvarnished* Student Article 16: “What Kind of Place Will You Call Home?”





## SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

### 3. Debrief • 10 minutes

Review the readings together. Ask students the following questions. What are some continuing problems in fair housing? What remains to be solved? What are some other issues or problems they've noticed in their research and reading, or in their own communities? List their responses on a board.

Prompt thinking if needed. Some of the most critical contemporary issues in housing include:

- Affordable Housing Shortage
- Extreme Eviction Rates
- Homelessness
- Environmental Dangers
- Climate Change
- Veterans Housing
- Gentrification
- Homeownership Disparity
- Racial Discrimination
- Exploitive Lending
- Housing Poverty
- Loneliness and Social Isolation
- Unsafe Housing
- Disability Access
- Threats of Climate Change
- Shortage of Urban Open Space
- Lack of Transit Near Housing

Once you have a robust list, tell students to choose an issue to tell the world about. Once they understand the issue, they will create an infographic to educate others. Go over infographics: what they are, what makes them effective, and how they can be used to communicate. Show students some housing-related advocacy infographics from the web as examples.

### 5. Independent Student Work • 1–2 class periods and additional research and design time

Distribute the **HOUSING ISSUE EXPERT WORKSHEET**. Invite students to select an issue from the class list, or identify their own issue to research. They can fill out Questions 1 and 2 immediately.

Provide time and resources for students to inform themselves about their chosen issue. They may want to get assistance from a media specialist, search online, or read current periodicals. Using this information, they can fill out Question 3.

In Question 4, students decide what the key message will be. You may want students to work with you on refining their idea for the key message to be sure it's simple, clear, and easy to communicate. You may also want to consult on Question 5, the call to action. This is an important part of an infographic, as its goal is to get people to act on the information presented. Students should think about what they want people to do. Learn more? Tell a friend? Write to a local official? Clean up the environment? Volunteer at an organization?

Have students begin thinking about what type of infographic will best suit their data and the point they want to communicate. Remind them that their infographic is intended to raise awareness, inform, and create a call to action. Which style will best help them to do that with their issue? Below are some genres:

## SUPPORTING QUESTION 1 | WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

- List
- Statistics
- How-To
- Process Description
- Timeline
- Cause and Effect
- Comparison
- Map

Have students use the spaces on the worksheet to do a few preliminary sketches. This will help them to focus their idea.

Once they have the major elements figured out, students can use a design tool such as Canva, Microsoft PowerPoint, or Google Slides to create a final, polished infographic. See these resources for some good ideas and design recommendations:

[Creative Educator: Infographics](#)

[How to Make Infographics with Students](#)

[Kathy Shrock: Infographics as an Assessment](#)

[5 Ways to Use Word Clouds in the Classroom](#)

### 6. Share • variable

Display the class's completed infographics in the classroom, school library, or on a hallway board. Have the class do a gallery walk to view others' infographics.

### 7. Debrief • 20 minutes

Reconvene to ask questions prompted by the graphics. Discuss the challenges of boiling a complex issue down to a few components. Why do people use these approaches to communicate?

### 8. Extend

Ask students to nominate three to five issues that seem particularly urgent to them based on their classmates' infographics.

Arrange to show student infographics in a local public space, such as a library, community center, senior center, or public housing office, or publish the infographics in a handheld booklet and circulate it in your community.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Lead the conversation!**

**1** The housing issue I've chosen is:

**2** I care about this issue because:

This is your motivation for researching and communicating this issue. Think about how it impacts you and the people you care about.

**3** Important facts, data, or ideas about this issue include:

Consider using statistics, numbers, icons, process illustrations, or other methods to simplify the issue and make it clear.

**4** The most important thing for people to understand about this issue is:

This is your key message. Everything in your infographic should support this message—and it should be very easy to see.

**5** What I want people to do after learning about this issue:

This is your call to action. Make sure people know how they can support a solution or take action.

**6** Begin sketching some visual ideas for your infographic here on the back of this sheet.



**UNVARNISHED**

**BECOME AN ISSUE EXPERT**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## SUPPORTING QUESTION 2 | IS THERE A RIGHT TO HOUSING?

### LESSON 4

### POINTS OF VIEW

#### Overview

Students consider perspectives on the contemporary question of whether housing should be considered a human right, and, if it is, who is responsible for ensuring that people are housed. They respond to varied points of view and engage in a short-form debate.

**Time: 1–2 class periods**

#### Materials

- Copies of *Unvarnished* Student Article 15: “Who Deserves to Own a Home?” for each student
- Copies of the **IS THERE A RIGHT TO HOUSING? WORKSHEET** for each student
- Large chart paper sheets and markers

#### Introduce • 5 minutes

Ask students the question: Is housing a human right?

This is one of the most critical questions facing Americans—and the world—today. Since at least the 1930s, American leaders have recognized that an inadequately housed population contributes to national instability and poor social outcomes. The Fair Housing Act of 1968 aimed to go beyond just requiring government agencies not to discriminate by setting the intention to “affirmatively further fair housing.” One of the act’s co-sponsors Walter Mondale quoted the law when he said it should create “truly integrated and balanced living patterns” to produce a supply of good-quality housing open to all who needed it.<sup>2</sup>

The federal Department of Housing and Urban Development declares that it has a responsibility to “undo the effects of policies, practices, and procedures that result in a lack of equity.” Yet “affirmative furtherance” requires the government only to make progress toward fair housing and stops short of establishing housing as a right. The U.S. government has not obligated itself to provide or ensure housing for every individual who needs it.

Today, we are in a moment of ambiguity. Federal, state, and local governments all take a hand in promoting housing security and preventing housing discrimination, but the direct responsibility to provide housing is unclear, unevenly shared, and does not manage to shelter everyone. People have rights related to housing but not a right to housing.

## SUPPORTING QUESTION 2 | IS THERE A RIGHT TO HOUSING?

### 2. Independent Student Work • 15–30 minutes

Assign students to read *Unvarnished* Student Article 15: “Who Deserves to Own a Home?”

Distribute the **IS THERE A RIGHT TO HOUSING? WORKSHEET**. Ask students to read the worksheet.

### 3. Discuss • 5 minutes

Once students have read the article and reviewed the worksheet, take a quick raised hand vote to gauge the sentiment of the classroom. Have students explore further by asking a follow-up question. Who should have the responsibility for seeing that everyone in the U.S. is housed?

### 4. Facilitate • 15–20 minutes

Use the [Four Corners](#) strategy to explore their thoughts on the question. Post a sheet of paper with one of each of the following responses in the four corners of the room:

- Individuals should take on the most responsibility for housing themselves, paying for it out of their own earnings or wealth.
- Governments should not provide housing but should use incentives, funding, and programs to promote housing for all.
- Banks, developers, and financial institutions should have the most responsibility for ensuring there is enough housing.
- Governments should directly provide a housing option available to everyone.

Going corner by corner, ask students who agree with the statement posted there to move to that corner. Once all students are in place, call on one student from each corner to give a rationale for their position. Allow students to change corners if they find themselves convinced by another’s point of view.

Do another round or two if students are still engaged. After every corner has been heard from, give students one more chance to swap corners, and then have them return to their seats.

### 5. Debrief • 10 minutes

Ask students to write a journal entry or half-page reflection in response to this question from Article 15: “Who is most responsible for ensuring that everyone has someplace to live?”

Lead a concluding conversation for the study of *Unvarnished*. Use [Poll Everywhere](#) or an analog voting method to ask:

- On a scale of 1 to 10, how complex do you think housing issues are?
- On a scale of 1 to 10, how confident are you that solutions can be found?
- What is one thing you think you can do to support fair housing, now or in the future?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read each of the short statements below. After reading, check the box that most agrees with your thinking. Make a few notes below each about points you think are important.

**Universal Declaration of Human Rights (UDHR) adopted by the UN General Assembly of the United Nations in 1948, Article 25 (1):** "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control."

Note: The declaration has been signed by all 192 member states of the United Nations, including the United States, although it is not a binding treaty.

I agree  I disagree   
I'm not sure  I need to know more

**Resolution on Progressively Realizing Housing as a Human Right, American Bar Association, 2013:** "The American Bar Association urges governments to promote the human right to adequate housing for all through increased funding, development, and implementation of affordable housing strategies...In the U.S., we value the right to a fair trial in criminal proceedings, so for those who cannot afford one, the government pays for a lawyer. Having the right to housing does not mean that the government must build a house for every person in America and give it to them free of charge. It does, however, allocate ultimate responsibility to the government for ensuring all people have access to adequate housing."

I agree  I disagree   
I'm not sure  I need to know more

**Roger Valdez, president of Seattle for Growth, in Forbes magazine, May 2019:** "Housing, like smoking and many other things, is not a right. The Fair Housing Act banned discrimination when providing housing or making housing policy, but it did not allocate a 500 square foot unit or guarantee automatic qualification for a mortgage. Housing has remained, to the chagrin of many, a commodity."

I agree  I disagree   
I'm not sure  I need to know more

**President Franklin D. Roosevelt, State of the Union Speech, 1944:** "We cannot be content, no matter how high that general standard of living may be, if some fraction of our people—whether it be one-third or one-fifth or one-tenth—is ill-fed, ill-clothed, ill-housed, and insecure...We have accepted, so to speak, a second Bill of Rights under which a new basis of security and prosperity can be established for all—regardless of station, race, or creed. Among these are... the right of every family to a decent home."

I agree  I disagree   
I'm not sure  I need to know more

## SUPPORTING QUESTION 2 | IS THERE A RIGHT TO HOUSING?

### LESSON 5

### SPAR DEBATE

#### Overview

Students engage in a partnered short-form debate representing a pre-assigned position on the question: “RESOLVED: The United States should pass a constitutional amendment guaranteeing the right to housing.”

**Time: 1 class period**

#### Materials

- Copies of the **SPAR DEBATE NOTES WORKSHEET**

#### Instructions

##### 1. Introduce • 5 minutes

Tell students they will be participating in a short-term debate called a SPAR (SPontaneous ARGumentation) debate. This means they debate without doing additional research, drawing on what they already know.

Divide the class in half, and assign one half to be “pro” and the other “con.” To promote perspective-taking, students must argue the position you assign, regardless of their actual personal views.

##### 2. Independent Student Work • 5 minutes

Give students five minutes to quietly brainstorm two strong arguments in support of their position. Then, have them pair off with an opponent from the opposite side for a one-on-one debate.

##### 3. Facilitate • 15 minutes

Keep time and cue students as they move through the stages of the debate.

Students present one-minute opening statements about their position, with the pro side going first. While each student speaks, the other student listens attentively and takes notes on the reproducible **SPAR DEBATE NOTES WORKSHEET**. There should be no rebuttals in the opening statements; each side concentrates on delivering their own arguments.

After opening statements, give students a five-minute recess to think about questions to ask their opponent, counterpoints to make, and additional arguments to introduce.



## SUPPORTING QUESTION 2 | IS THERE A RIGHT TO HOUSING?

Once the groups reconvene, each side has three minutes to present without interruption. Following that, they have three shared minutes to discuss their points and ask questions of one another.

Take a five-minute recess to prepare closing statements. Students alternate giving closing statements, with con going first this time.

### 4. Debrief • 20 minutes

Talk with students about whether they initially agreed with the position they argued. What new ideas did they consider because of the Four Corners and/or SPAR exercises? Do they have a stronger appreciation for the different points of view on the question? What are their individual perspectives on housing as a civil right/human right? What would they be willing or prepared to do to advance the goal of safe, good-quality housing for everyone?

### 5. Extend

There are many stirring examples of housing-related speeches in American history. Have students read "[Fair Housing Now! How the Rhetoric Shaped Resistance to Urban Renewal](#)". Then, have students listen to or read speeches such as those listed below, and ask them write their own persuasive speech about a housing issue.

- Lyndon B. Johnson, [Remarks on Signing the Civil Rights Act, April 11, 1968](#)
- Becky Kanis Margiotta, [100,000 Homes Campaign Speech, July 29, 2014](#)
- Dr. Martin Luther King, Jr., "Address to the Chicago Freedom Festival", March 12, 1966
- Franklin D. Roosevelt, "[Second Bill of Rights," State of the Union Address, January 11, 1944](#)
- TED Talks about housing



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**My position: Pro | Con**

**ROUND 1: OPENING STATEMENTS**

Mine:

1.

2.

My Opponent's

1.

2.

**ROUND 2:**

My Counterpoints

My Opponent's Counterpoints

My Questions

My Opponent's Questions

My New Arguments

My Opponent's New Arguments



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Proposed Resolution: "RESOLVED: The United States should pass a Constitutional Amendment guaranteeing the right to housing."

**ROUND 3**

My Closing Statement

**MY PERSONAL CONCLUSION**

My Opponent's Closing Statement

## SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

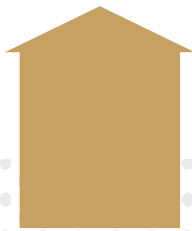
As an optional summative experience, we invite every classroom to find and share its community's own *Unvarnished* history using project-based learning.

Undertaking a community research project takes a little boldness. As with any authentic inquiry learning, you and your students must begin without the end in sight. There is no way to know what, or how much, you will discover. You may not be able to piece together a complete narrative about your town or city, but you will likely find interesting and curious stories in your community's past. Each new discovery may lead to new questions in an ongoing historical investigation.

Begin by defining the scope and scale of a research project. How much time do you have to devote? What are your resources to support student open-ended research? You can define a research question that is narrow enough to answer in a few days or a week or large enough to become the basis of a months-long unit of study. Some questions can be readily answered with a little internet research, while others will require the partnership of librarians and media specialists, local history organizations, community historians, and others.

Project-based learning of history is intensive but meaningful. A community history project requires students to use historical thinking, practice perseverance, and learn research skills. Your students will not only be studying history, they will be doing history.

### THE FOLLOWING LESSONS ARE DESIGNED TO SUPPORT YOUR COMMUNITY HISTORY LEARNING.



# SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

## LESSON 6

## COMPARING COMMUNITY STORIES

### Overview

Students read two community histories of housing segregation and complete a comparative analysis worksheet.

**Time: 1 class period**

### Materials

- Copies of *Unvarnished Student Articles*: “West Hartford, Connecticut” and “Appleton, Wisconsin” for each student or student group
- Copies of the **COMPARING COMMUNITY STORIES WORKSHEET** for each student

### Instructions

#### 1. Introduce • 5 minutes

All history is local and that includes the history of housing discrimination. Large-scale national events deeply influenced the history of housing and affected real people in all communities. It's important to understand how housing history happened locally and share that history with our neighbors.

#### 2. Independent Student Work • 30 minutes

Assign students to read the *Unvarnished Student Articles*: “West Hartford, Connecticut,” and “Appleton, Wisconsin.” Assign students to read both articles or assign two groups to each read a different article and conduct the comparison as a class.

Explain that each of the essays was created by a local museum, historical society, or cultural organization, using records, archives, and museum collections. Emphasize that these stories have not been told as one complete narrative before.

Distribute the **COMPARING COMMUNITY STORIES WORKSHEET**. In the left and right columns, students jot down brief phrases/notes about the community's history of residential segregation. In the center column, students should identify topics related to both cities, for example “zoning” or “suburbs.”

#### 3. Debrief • 10 minutes

Discuss the differences and similarities between the two stories. Ask students to look at their notes and circle key words or topic words that could help them find related stories in their own research. Compile a classroom list of key words to guide your local history research.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What history do these two communities share?**

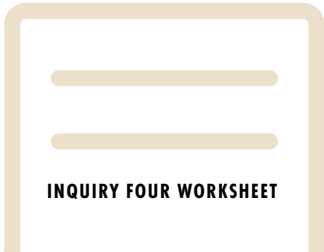
As you read, look for similarities between the two communities. List shared attributes in the "BOTH" column.

Also, look for unique events and themes that affected only one community. Note those in the column for that city.

APPLETON, WI	BOTH	WEST HARTFORD, CT

Does our community history include some of these attributes? List five key words we can use to discover similar stories in our local history research:

- 1.
- 2.
- 3.
- 4.
- 5.



# SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

## LESSON 7

## BEGINNING YOUR LOCAL HISTORY RESEARCH

### Overview

Students and teachers work together to identify a research question and plan a local history research project. Students use inquiry methods to explore local history and generate their own understandings of how housing access unfolded in their communities.

**Time: 2–4 class periods or more, depending on scope**

### Materials

- Chart paper
- Markers
- Projector and Internet connection
- Access to library resources

### Instructions

#### 1. Introduce • 5 minutes

Studying the local history of residential segregation is an opportunity to make history. Invite students to become active historians doing the work of local history—finding evidence, interpreting its meaning, and sharing a narrative—just as the communities participating in *Unvarnished* have done.

#### 2. Facilitate • 20–30 minutes

Describe the process of doing history as one of posing questions and using primary and secondary sources to develop possible answers. It is something like doing a puzzle, without a picture on the box to follow.

As a class, work with students to define a compelling research question that may reveal stories of local residential segregation and/or housing discrimination. We recommend using the [Question Formulation Technique \(QFT\)](#) developed by the Right Question Institute to develop productive, open-ended research questions.

Assign students to groups of about four. Give each group a large piece of paper and markers. Have them nominate one person as the scribe. Let them know they will be generating questions as a group, using the rules of the QFT:

1. Ask as many questions as you can
2. Don't stop to discuss, judge, or answer questions

## SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

3. Record the question exactly as the person stated it
4. Change any statements into questions
5. Number each question

Give the students their question focus: the history of housing in their community. All their questions should relate to this in some way. Set a timer for 10 minutes and have students begin generating questions in their groups. After 10 minutes, ask them to stop. In the next stage, have them work to improve their questions. Have each group read back its questions out loud. If they find any that are closed-ended, have them rephrase that question into an open-ended question. Remind them that a closed-ended question can be answered with one word: yes, no, or a fact. An open-ended question requires a longer explanation and may have more possible answers.

Next, ask students to prioritize their questions. Have each group choose three that they think are most interesting. Collect these and prioritize again. As the teacher, you may choose for the class to work on a single question, or you may choose a different question for each group. As you evaluate questions, ask yourselves:

- Is this question specific? Do we know exactly about whom, what, and where we are asking?
- Are we likely to find the evidence we need to answer this question? Where might that be?
- Is it likely to generate other questions as we go?
- Does the scale of this project fit our available time?
- Can we easily explain to people why this question matters?

As you prioritize, keep in mind that the more sweeping the question the more research is required. Broad projects are good for long-term inquiries, but if time is limited they are likely to produce a result with lots of leads but not much depth. You may find it more productive to ask specific questions, such as “How did federal housing policies influence our community for the next 50 years?” or “How have Mexican Americans experienced the process of finding housing in our city over time?” or “What is the history of our school building and the land it’s on and how does it relate to community change?”

Help the students recognize that research is iterative and their questions will evolve as they go. As you discover sources, you’ll inevitably develop new questions that lead to other investigations. That is a normal part of what English historian Edward Hallett Carr called the “unending dialogue between the present and the past.”

### 3. Prepare • 1 class period

The next activities offer starting points for exploring local history. You and your students will soon amass a collection of internet links, photographs, maps, documents, and manuscripts. You’ll need a way to keep track of your finds so that you can always locate them again and trace them back to their sources. Consider working with the school or community librarian to plan this process and learn ways to document your work as you go.

You and the students will need to set up a project archive. A simple shared spreadsheet may be all you need to get started. If your classroom allows, set up folder structures in your online learning systems for keeping copies of photos, news clippings, and PDFs. Make sure students know where and how to log their findings as they go.



# SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

## LESSON 8

## EXPLORING THE CENSUS

### Overview

Students explore the U.S. Census as a data source and compare census reports to trace community change over time.

**Time: 2 class periods**

### Materials

- Projector and Internet connection

### Instructions

#### 1. Introduce • 5 minutes

When studying populations, one of the first resources to consult is the U. S. Census Bureau. Review basic census facts and how to find and read census records, using the resources at [Learn about the Decennial Census](#). The Census Bureau website [Statistics in Schools](#) offers resources for educators, data visualizations, and useful datasets.

#### 2. Explore • 20 minutes

Show students some of the [interactive maps](#) and [data visualizations](#) available from the Census Bureau, engaging in an open-ended exploration with special attention to your state or region. Discuss how these visual resources can help build context for what has happened in the past in your town, city, or region. Ask students how they might use census data to understand local populations and how they've changed. Help students discover that they can compare data from different census years to draw conclusions about change. Below are some starting points.

### NATIONAL DATA

#### [Historical Population Change Data](#)

Shows populations of the U.S. as a whole and state by state from 1910 to 2020, with percentage changes between censuses.

#### [Migration Flow Mapper](#)

Interactive map that allows county-level views of inbound, outbound, or net migration, 2006–2020.

#### [Increasing Urbanization](#)

Shows the growth of American city populations, 1790–1890, in a simple animated visualization.

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### [Before and After 1940: Change in Population Density](#)

A set of three maps compares population density in the decades between 1930 and 1960, showing the dramatic shift after World War II when 21.5% of Americans moved to different counties or states.

### [Population Change by Decade, 1910–2010](#)

Ten color-coded maps show the gains and losses of populations in counties across the U.S. over a century.

### [1940–2010: How Has America Changed?](#)

Infographic showing large-scale trends in diversity, housing, education, and other areas of change.

## REGIONAL AND LOCAL DATA

Using the census for local history is often a process of creative detective work. Encourage your students to be creative and resilient in their census research.

Census information is tabulated by county and by “census district,” which does not always correspond to municipal boundaries. However, you can begin building a picture of what makes your county and local area distinct by exploring recent data and comparing it with historical data. A librarian or historian can be a great help here!

Here are some places to begin looking for local data:

### [State Profiles 2020](#)

Offers an overall picture of change in the state, along with searchable tables giving county-level data on race and ethnicity, population change, etc. An excellent resource for a snapshot of your county as it was according to a recent survey.

### [2020 Census Demographic Map Viewer](#)

This interactive map allows users to explore the 2020 data using tabs to find detail on racial identification and population change by county and by census district.

## 3. Debrief • 20 minutes

Together, brainstorm some ways that census data might be able to help you answer your compelling question(s). List these questions on a board and refer to them as you continue your investigation.

# SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

## LESSON 9

## TRACKING COMMUNITY CHANGE

### Overview

Students use two kinds of census reports—a data table and an interactive chart—to compare the racial and ethnic composition of their state or local community over time.

**Time: 2 class periods**

### Materials

- **INQUIRY FOUR SLIDES**
- Projector and Internet connection
- Copies of the **COMMUNITY CHANGE WORKSHEET** for each student or group

### Instructions

#### 1. Introduce • 5 minutes

Census data can allow us to make comparisons over time. Pose this research question: How has the racial composition of our state/community changed between the years 1960 and 2020? To answer, students will refer to the reports [1960 Census - Population, Supplementary Reports: Negro Population, by County 1960](#) and [1950 and Race and Ethnicity in the United States: 2010 Census and 2020 Census](#).

#### 2. Present • 20 minutes

Explore with students the topic of language and racial identification. In 1790, the census used only these four categories to count people:

- Free White males
- Free White females
- All other free persons
- Slaves

Until 1960, census respondents could not self-identify. Census takers made their best guesses by observing people's outward appearances.

Ask students whether they see themselves in these categories today. What are some of the problems with bundling people of different races and ethnicities into categories? Encourage them to identify issues, including:

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- Erasure of distinctions between races and ethnicities
- Impossibility of recognizing multiracial identities
- Inability to see important shifts and changes affecting a subset of one of these groups
- Difficulty comparing present to past as data is not consistent
- What else?

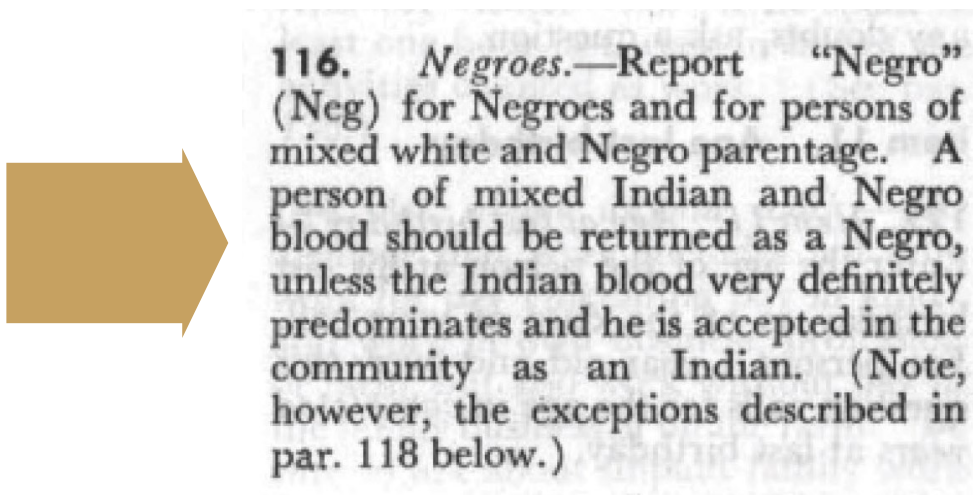
The Census Bureau responded to concerns about inclusion in its data by gradually becoming more granular over time. Explore the following two graphics with students to see how racial categorization has changed.

- [Measuring Race and Ethnicity Across the Decades, 1790–2010](#)
- [What Census Calls Us, Pew Research Center](#)

The Census Bureau includes “A Note on Language” on many of its web pages, as follows:

*A Note on Language: Census statistics date back to 1790 and reflect the growth and change of the United States. Past census reports contain some terms that today’s readers may consider obsolete and inappropriate. As part of our goal to be open and transparent with the public, we are improving access to all Census Bureau original publications and statistics, which serve as a guide to the nation’s history.*

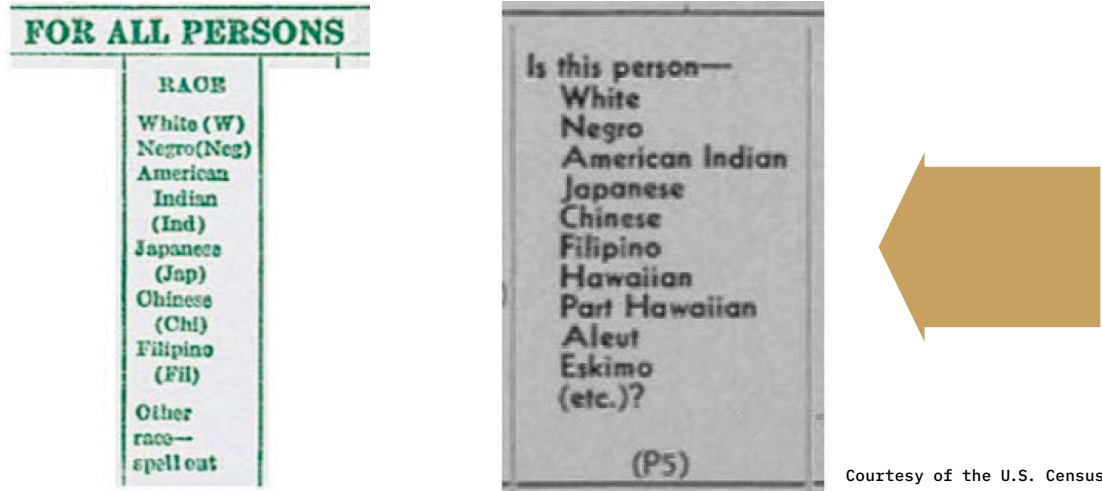
Show the image below from **INQUIRY FOUR SLIDES** from the 1950 census. Note that when students view information from the 1960 census, they will see the outdated language “Negro” used to describe all Black populations. The term “Black” was not used until the 1970 census. Also, point out that census enumerators instructed respondents in 1950 and 1960 to report their race as “Negro” even if they were multiracial, except in certain cases.



Courtesy of the U.S. Census

## SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

Look at the two links provided above that relate to measuring race and ethnicity in the U.S. Census. What choices were available for identifying respondents in 1960? Show students the **INQUIRY FOUR SLIDES** containing the possible response options to the “race” questions from the 1950 and 1960 censuses:



Courtesy of the U.S. Census

Note that the changing categorization of race can make it difficult to match data from one census to another. For example, until 1970 it was not possible to use census data to identify people as belonging to a Hispanic or Latino group. In many cases this limits the kinds of historical questions we can investigate with census data. For that reason, we've chosen a comparison project that does have data to support this question.

### 3. Independent Student Work • 30–40 minutes

Distribute the **COMMUNITY CHANGE WORKSHEET**. Working individually or with partners, assign students to consult the online census data to complete the worksheet.

### 4. Debrief • 10 minutes

Talk with students about their experiences working with this data. What were the challenges? What other questions did this exercise generate?

Discuss their answers to Questions 2 and 5. Though the information may or may not be true for your community, you can use the tables to show students that in many northern, midwestern, and western states the number of respondents identified as “Negro” jumped up significantly between 1950 and 1960. This trend reflects forces they have been learning about, such as urbanization and the Great Migration. The census produced additional reports on mobility in this population during this decade. More maps and data on these topics are available on the following links:

- [Negro, Black and African-American Census Reports: 1950](#)
- [Negro, Black and African-American Census Reports: 1960](#)

## SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

### 5. Extend

Have students graph or chart the data they discovered in the **COMMUNITY CHANGE WORKSHEET**.

Repeat the comparison exercise to explore another population or do a breakdown of the total population of the community. This will require some practice on framing a research question and manipulating data to create categories that can be compared. For example, in 1960 people could be identified as "Japanese," "Chinese," "Filipino," or "Other." In 2020, there were seven subgroups within the "Asian" category. Students can work with this data and discover ways of regrouping and "smoothing" it to produce more complex categorizations.

In 1950, the census offered states the opportunity to purchase special reports to guide local housing authorities. The report 1950 [Census of Housing: Special Tabulations for Local Housing Authorities](#) does not have comprehensive data for all states, but you can explore it with students to see if it offers information related to your area. Even if there is no local data, explore the content of the report for a nearby location. What were they evaluating? What "facilities" were they looking for? How did they characterize housing? What do the relative rents suggest?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**What difference can 60 years make?**

Compare two census reports at the links below to see how the racial composition of your area has changed from 1960 to 2020. As you find data, fill it in on the comparison table below. Use the questions to guide your search.

[1960 Census - Population, Supplementary Reports: Negro Population, by County 1960 and 1950 \[PDF download\]](#)

[Race and Ethnicity in the United States: 2010 Census and 2020 Census](#)

	Total U.S. Population	Non-White Population	Negro/ Black Population	Percent of Total	Percent Change Since 1950
<b>1960 U.S.</b>					
<b>1960 STATE</b>					
<b>1960 COUNTY</b>					
<b>2020 U.S.</b>	<b>331,449,281</b>				<b>NO DATA</b>
<b>2020 STATE</b>					<b>NO DATA</b>
<b>2020 COUNTY</b>					<b>NO DATA</b>
<b>2020 MUNICIPALITY</b>					<b>NO DATA</b>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Gather Your Data

- 1** Look at both reports to compare the way the data are presented. Notice the different formats. Both reports compiled U.S. Census Bureau data, but one does it in a table, while the other uses an interactive chart.
- 2** Look at the 1960 report. It's organized into tables. How many tables are there? \_\_\_\_ List the titles below:
  - 2a**
  - 2b**
- 3** Look at Table 1. This is a one-page table. Find your state in the left-hand column. Then look across to find the data to fill in the matching box in the table.
- 4** Now move on to Table 2. Table 2 has one or two pages for each state. Find the table for your state. Find your county in the left column. Look along the row to find the data to fill in the box of your comparison table. Note: You might find the abbreviation "(B)" in some of the columns. Look on page 3 for the table key to tell you what "(B)" means.
- 5** Now compare this information with the most recent 2020 census. Look at the report [Race and Ethnicity in the United States: 2010 Census and 2020 Census](#). On the top bar, select the question "What percentage was each group in 2020?"

*Note that the U.S. Census category "Negro" has changed, and many more categories have replaced it. Using the drop-down menu for "Group," decide which category is probably most similar to the 1960 category "Negro." In 1960, people with Black ancestry who were multiracial were usually categorized as "Negro."*

Group:  Total Population:

- White alone
- White in combination
- White alone or in combination
- Black or African American alone
- Black or African American in combination
- Black or African American alone or in combination
- American Indian and Alaska Native alone
- American Indian and Alaska Native in combination
- American Indian and Alaska Native alone or in combination
- Asian alone
- Asian in combination
- Asian alone or in combination
- Native Hawaiian and Other Pacific Islander alone
- Native Hawaiian and Other Pacific Islander in combination
- Native Hawaiian and Other Pacific Islander alone or in combination
- Some Other Race alone
- Some Other Race in combination
- Some Other Race alone or in combination
- Two or More Races

**Interested in viewing counties?**  
Use the filter to select a state then click the arrow to view counties.

Courtesy of the U.S. Census






Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Interested in viewing counties?**  
Use the filter to select a state then click the arrow to view counties.

Illinois ▾



Courtesy of the U.S. Census

Click on your state, at left, to open a small window containing the statistics for the group you have chosen. Put the figures into the appropriate box on your table.

6

Next, look at your county data. In the box "Interested in viewing counties?" use the drop-down menu to select and click on your state. Find the data for your table there and enter it below.

7

Finally, see if you can find data for your town or city. It is difficult to access information by town or city for the 1960 U.S. Census, but recent data are useful too. Use the [2020 Census Quick Facts](#) search to enter a local ZIP code. If your town or city has fewer than 5,000 people, it might not show up in this search. In that case, use a nearby larger city, or try searching your town name on Wikipedia and looking for a section titled "Demographics." If you can't find any data on the town you're looking for, mark those boxes "N/A" for "Not Available."



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Analyze Your Data

Now that you have comparative data, let's think about what these numbers mean. Use your comparison table to respond to the following questions.

**1**

Between 1950 and 1960 did your state's Black (U.S. Census may use the term "Negro.") population grow, shrink, or stay the same?

**2**

Why do you think the 1960 report was created? You may want to look at data for surrounding counties or other states to make an informed guess.

**3**

Between 1960 and 2020, how did the percentage of Black (U.S. Census may use the term "Negro") residents in your state change?

**4**

Between 1960 and 2020, how did the percentage of Black (U.S. Census may use the term "Negro") residents in your county change?

**5**

Can you think of some possible forces that created change (or lack of change)? List three ideas here.

# SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

## LESSON 10

## SEARCH FOR SOURCES

### Overview

Students use both online sources and local history organizations to find primary and secondary sources to answer their research questions.

**Time:** 2–3 class periods, plus additional research time

### Materials

- Copies of the **LOCAL HISTORY INVENTORY WORKSHEET**
- Internet connection

### Instructions

#### 1. Introduce • 5 minutes

How can we find information about our local history of housing? We will need primary sources. Primary sources are often found in **archives**. Even though documents are always being digitized, when it comes to historical material a relatively small proportion of useful items are online. Even so, online archives are an excellent place to begin. Use the key words students generated in Lesson 1, paired with local place names, to search online archives for local historical content.

#### 2. Explore • 20–40 minutes

Working as a class, in groups, or as individuals, begin exploring online archives for information about local housing. Some of the richest repositories with digitized content are:

##### General

The Library of Congress offers [Research Guides](#) for many states and localities

The [National Endowment for the Humanities' EDSITEment](#) offers local history starting points, such as directories of online state encyclopedias and state organizations with historical resources on the web.

##### Newspapers

[Chronicling America](#): A free resource of digitized newspapers from the Library of Congress

[Newspapers.com](#): Most digitized historical newspapers are behind a paywall. See if your school or local library has a subscription to this website. You can also purchase a short-term classroom subscription to open up a vast pool of easy-to-search information.

## SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

What to look for in newspapers:

- Real estate advertisements
- Articles about housing topics and issues
- Articles about urban renewal projects, local development, and new construction
- Articles about court cases related to housing
- Letters to the editor and op-eds about community change
- School-related housing issues

### Maps

The [Library of Congress Map Collection](#) contains [Sanborn Fire Insurance Maps](#) for many cities as well as other historical maps that could inform your project.

The [David Rumsey Map Collection](#) offers historical maps for online viewing and sale.

### Books and Other Print Material

[Google Books](#) contains a surprising amount of free local history content. Use the Tools button to limit your search by a specific time frame. You may find housing reports, local histories, newspapers, magazines, and other useful resources.

The [Internet Archive](#) is another repository that contains digitized print material as well as historic film and audio.

### Photographs

The [Digital Public Library of America](#) compiles historic photos from several sources.

The [National Register of Historic Places](#) publishes 20,000 historic photos online from locations across the country. Many state archives also have digitized photo collections. Search for “state name” + “historic photographs” to find these sites.

## 3. Reach Out • variable

Your most exciting finds will probably come from organizations that steward your local history. A wide range of organizations undertake this work. **Local history organizations** (LHOs) come in all shapes and sizes, and each one you interact with will be unique.

Begin by establishing relationships with a contact person at each organization. Many LHOs will be delighted to work with you on student projects. Make an initial contact call or visit to meet staff or lead volunteers, describe your project, and ask what they have in their collection. Most LHOs need time to find and organize materials in their collections for you to see and might have special requirements for getting things out of storage or arranging visits. Starting a good relationship early will pay off by increasing the richness of the resources available to students.

There are many kinds of LHOs. Collecting may be their main responsibility or they may have a much wider mission. But don't overlook these possible sources of information.

## SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

**Museums and Historical Societies:** Most states have a state historical society and/or a state museum. In some cases, these are publicly funded organizations, in others they are privately run. Some states have both. Use [Wikipedia's List of State Historical Societies and Museums](#) to find them. Wikipedia also maintains a [List of Museums in the U.S.](#), organized by state. Some have a large staff, exhibitions, and collections, while others may be volunteer-run or have a specific focus. Most will be able to detail what their collections contain and help you identify possible topics, next steps, or other organizations to work with. What to look for:

- Old phone books and city directories
- Advertisements
- City planning documents
- High school yearbooks
- Photographs
- Model buildings or streets
- Objects

**Preservation Organizations:** States and tribal nations are legally mandated to have an Office of Historic Preservation. [Preservation Directory](#) can help you find those by state. [The National Trust for Historic Preservation](#) may also have resources about sites near you. What to look for:

- Historic structures reports
- Site surveys
- Cultural resource maps
- Nominations for landmark status for buildings, sites, districts, structures, and objects
- [National Historic Landmarks Program \(U.S. National Park Service\) \(nps.gov\)](#)

**Local Libraries:** Libraries often have local history resources. Many keep collections of local newspapers, periodicals, annuals, reports, directories, and magazines. Newspapers are often on microfilm. Arrange a student visit to learn how to operate microfilm machines, and ask reference librarians to help students find relevant content.

**National History Day Affiliates:** The student program National History Day has research affiliates in most states. Use the [drop-down menu](#) at the link to discover state affiliates and contact people who can help students find resources.

**Court Records Repositories:** Many housing issues intersect with court cases and the long legal fight for civil rights. Local and county courts may contain relevant records. [FamilySearch](#) publishes a useful guide to finding local court records.

**Community Organizations:** Many community organizations maintain their own history, archives, and exhibits that they might be willing to share. Think about what kinds of groups might have content related to your research question. Fraternal and mutual aid organizations, houses of worship, cultural societies,

## SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

neighborhood associations, sports leagues, parent-teacher groups, hobby and interest groups—all of these might be resources of archival content as well as sources of introduction to people who may have personal knowledge and oral histories important to your project.

### 4. Independent Student Work • 30 minutes

Assign students to learn all they can about local history resources by using the **LOCAL HISTORY INVENTORY WORKSHEET**. Students may work with a media specialist, use directories, or search online sources to identify local history sites. Ask them to find all the contact information available, describe the LHO's collections, and detail the requirements for research. For example, is an appointment needed? Are there limits on the number of people who can visit at one time?

### 5. Facilitate • variable

Work with students on the process of identifying and gathering documents and data related to your compelling research question. You may want to plan in-person visits to local sites, classroom visits by experts, or library sessions with a media expert.

### 6. Analyze • variable

Guide students in analyzing historical documents. Here are some ready-to-use resources on document analysis:

[National Archives: Document Analysis Worksheets](#)

[Library of Congress: Observe, Question Reflect - Teachers' Guides and Analysis Tools](#)

[Facing History: Document Analysis Form](#)

### 7. Plan and Produce

Students may be discovering material that hasn't seen the light of day for decades. It may be highly interesting and surprising to local audiences. Make plans with students to share their findings through a summative task that interprets the history they have uncovered.

- Create a walking tour of sites related to fair housing, residential segregation, housing discrimination, housing rights, or community change in your city. Deliver the tour as an event, or publish a self-guided tour as a paper brochure or as a cell-phone tour.
- Learn whether there are racially restrictive deed covenants in your town or city and get involved in the effort to make it possible for residents to remove them. Students can design educational materials, interview city officials, and conduct a campaign.

## SUMMATIVE PROJECT | WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

- Create a digital exhibit of material discovered in your local history work. Use an [ArcGIS StoryMap](#), [Scalar](#), [Omeka](#), or a simple slide presentation to present images and text that walk readers through the narrative you have developed.
- Mount an exhibit in the school building, a local library, or a community center.
- Publish your research in a local newspaper or magazine.
- Create a short documentary video or narrated slide presentation.
- Enter projects in the National History Day competition.
- Make a presentation to local officials or community groups.
- Brainstorm other ideas with your students. The possibilities are endless!

### 8. Debrief

Ask students for their thoughts about doing original research. What was hard? What was exciting? Were there moments when they were discouraged? Are they thinking about the implications of what they are finding and the possible uses of this information? Let students know that these are all part of the process of doing original historical investigation, and highlight the benefits of the work they have done uncovering and presenting important histories that might otherwise have been overlooked.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Organization	Contact Information	Collections Content	Research Requirements





Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Organization	Contact Information	Collections Content	Research Requirements



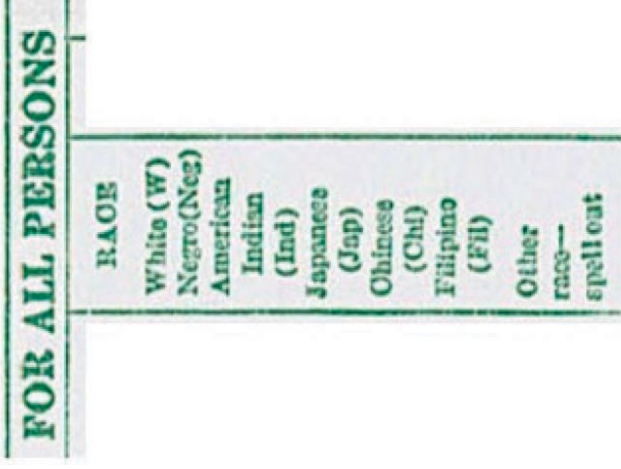
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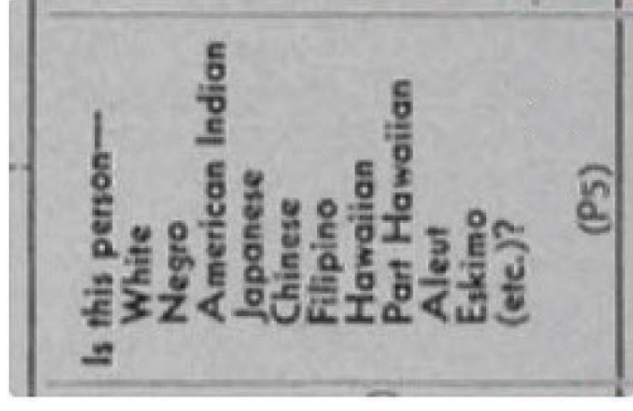
Name of Organization	Contact Information	Collections Content	Research Requirements

# SLIDES

# RACIAL IDENTIFICATION RESPONSE OPTIONS



1950



1960

# CENSUS INSTRUCTIONS, 1950

116. *Negroes.*—Report “Negro” (Neg) for Negroes and for persons of mixed white and Negro parentage. A person of mixed Indian and Negro blood should be returned as a Negro, unless the Indian blood very definitely predominates and he is accepted in the community as an Indian. (Note, however, the exceptions described in par. 118 below.)



Courtesy of Lee Porter

In 1965, Lee Porter and her husband were steered away from fair housing in Bergen County, NJ, because of their race. That prompted Lee to join the County's Fair Housing Council. She became its executive director in 1971 and still holds that position today at the age of 96. Her housing agency serves 4,000 clients annually. She continues to use 'testers' to survey housing in her county and finds that experiences of discrimination are still very common, though "subtle," and might be based on race, disability, type of payment, family status, and more.

## MEET LEE PORTER, NJ FAIR HOUSING CHAMPION

**"A GOOD SCHOOL MEANS BETTER EDUCATION, A BETTER EDUCATION MEANS A BETTER SALARY, A BETTER JOB, A BETTER HOUSE, AND THE CYCLE GOES AROUND."**



She recently celebrated the anniversary of the 1968 Fair Housing Act at a picnic with Senator Cory Booker, whose family she had helped house in the 1960s.

Courtesy of © Anne-Marie Caruso - USA TODAY NETWORK

## ENDNOTES

<sup>1</sup> Elizabeth Winkler, “‘Snob Zoning’ is Racial Housing Segregation by Another Name,” Washington Post, 25 September 2017. <https://www.washingtonpost.com/news/wonk/wp/2017/09/25/snob-zoning-is-racial-housing-segregation-by-another-name/>

<sup>2</sup> “Affirmatively Furthering Fair Housing,” U.S. Department of Housing and Urban Development, 9 February 2023. <https://www.hud.gov/AFFH>



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