UNVARNISHED

HOUSING DISCRIMINATION IN THE NORTHERN AND WESTERN UNITED STATES

INQUIRY FOUR: WHAT CAN PEOPLE DO ABOUT HOUSING DISCRIMINATION?

INTRODUCTION

In this Inquiry, students explore the compelling question of how citizens can interact with the housing system. They identify ways of making change in the housing system, and profile a person (present or past), who has been active in fair housing issues. They select a housing-related issue of concern to them 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.

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

Activity 2: Beginning Your Local History Research

Students craft a compelling question of their own and conduct research to locate primary sources. Several ways to present their findings are suggested.

Activity 3: Exploring the Census

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

Activity 4: Tracking Community Change

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

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Students identify repositories of local history sources online and in the community, conduct an inventory, and begin compiling evidence to answer their research question.

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

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

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

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

CONCLUDING CONVERSATION AND SUMMATIVE TASKS

EDUCATOR BACKGROUND FOR INQUIRY FOUR

UNVARNISHED ARTICLES

- Article 12: Tools of Resistance: Taking to the Streets
- Article 13: Tools of Resistance: The Power of Law
- Article 14: Past: Did anyone win the fight for fair housing?
- Article 15: Present: Who deserves to own a home?
- Article 16: Future: What kind of place will you call home?
- Local Spotlight: Appleton
- Local Spotlight: West Hartford

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

ADDITIONAL RESOURCES

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

- United Nations: Fact Sheet No.21, The Human Right to Adequate Housing
- University of Minnesota: Mapping Prejudice
- The Redline Project: Trailer, Part One (Youth Renaissance)
- PBS Learning Media: Why do We Have Public Housing?

SUPPORTING QUESTION 1:

WHAT IS OUR COMMUNITY'S HOUSING HISTORY?

ACTIVITY 1: COMPARING COMMUNITY STORIES

Overview

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

Procedure

1. Introduce Inquiry Four. 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. One of the most important things we can do is to understand how housing history happened locally and share that knowledge and history with others.

2. Assign students to read the student versions of ***Unvarnished*** **Local Spotlight** articles: **"West Hartford, Connecticut: Discrimination by Design,"** and **"Appleton, Wisconsin: From The "Free Air of Liberty" to Sundown Town."** You can assign students to read both articles or assign two groups to each read a different article and conduct the comparison as a class.

3. Let students know that each of the essays was created by a local museum, historical society, or cultural organization, using records, archives, and museum collections. Emphasize that even though people knew about bits and pieces of these stories before the research was done, they had not been told as one complete narrative before.

4. Distribute the student reproducible **Comparing Community Stories** (or post/project it for the class). Ask students to use this notes page as they read. 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 things related to both cities - for example, "zoning" or "suburbs."

Debrief

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

STUDENT REPRODUCIBLE: COMPARING COMMUNITY STORIES

Look for similarities between the two communities in the reading. List shared attributes in the "Both" columns.

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

Appleton	Both	West Hartford

It's likely that some of these themes are also reflected in our own community's history. Based on this reading, list keywords we might use to discover related stories in our local history research:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ACTIVITY 2: BEGINNING YOUR LOCAL HISTORY RESEARCH

Overview

Students and teachers work together to set the framework for a local history research project. Students embrace inquiry methods to explore local history and generate their own understandings of how housing access unfolded in their communities.

Procedure

1. Launch your Project

   Studying the local history of residential segregation is an opportunity to make history. Students can become active historians doing the detective work of local history: finding evidence, interpreting its meaning, and sharing a narrative - just as the communities participating in *Unvarnished* have done. As with any inquiry project, a little boldness is needed because you 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 hints as to your community's past. Each new discovery may lead to new questions in an ongoing historical investigation. Note that some of the patterns we've learned about elsewhere might provide clues about what to look for locally.

2. Define a Compelling Research Question

   Describe the process of doing history as one of posing questions and using primary and secondary sources to develop possible answers. As a class, work with students to define a compelling research question that may reveal stories of local residential segregation and/or housing discrimination.

You might adopt the general question of this module: "What is our community's housing history?" But keep in mind, the more sweeping the question, the more research is required. Broad projects are suitable 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 the HOLC Residential Security Map program influence our community lasting into 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 how does it relate to community change?"

3. Draft questions with students. Then, test your questions by asking:

   - Is this question specific? Do we know exactly who, what, and where we are asking about?
   - 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?

   Plan to work on developing a question until you arrive at one you can all agree on. 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."

4. Set up a Project Archive

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

5. Begin searching for sources. The next activities offer a guide for getting started.

ACTIVITY 3: EXPLORING THE CENSUS

Overview

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

Procedure

1. Introduce the Census to students. When studying populations, one of the first resources to consult is the United States 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. Show students some of the interactive maps and data visualizations available from the Census Bureau, exploring in an open-ended way with special attention your state or region. Discuss how these visualizations 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 Context

   Historical Population Change Data

   Shows populations of the US as a whole and state by state, 1910-2020, with percentage changes between censii.

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.

Before and After 1940: Change in Population Density

A set of three maps compares population density in the three decades 1930-1950, 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

10 color-coded maps show the gains and losses of populations in counties across the US 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 Context

The census is an amazing source of data, but it does come with some research challenges. 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 in 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.

Debrief

Together, brainstorm some questions that census data might be able to answer. List these questions on the board and refer to them as you continue your investigation.

ACTIVITY 4: 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.

Procedure

1. Census data can allow us to make comparisons over time. Pose the 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 . Students will need internet access and a good-sized monitor to use the second report which is interactive.

2. First, explore with students the topic of language and racial identification. In 1790, the census used only 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 appearance.

    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:

- 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?

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

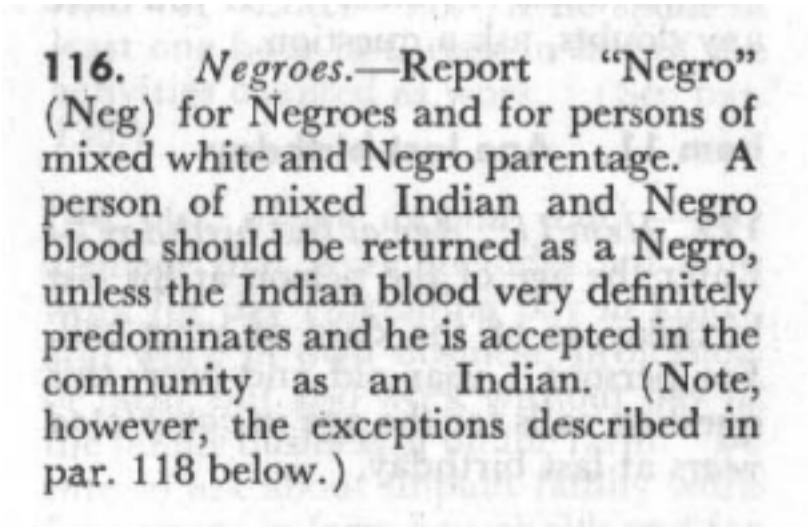
   - Measuring Race and Ethnicity Across the Decades, 1790-2010
   - What Census Calls Us, Pew Research Center

   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.*

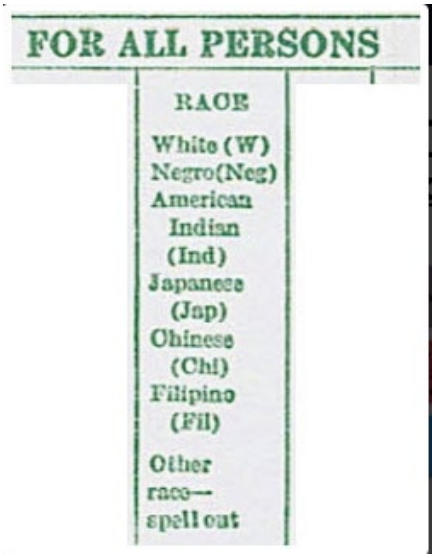
   Note that when students view information from the 1960 Census, they will see the outdated language "Negro" used to describe all Black populations.

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 (see below, 1950; image included in **Inquiry Four Slides**).



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.)

Look back at the two links above on measuring race and ethnicity in the Census. What choices were available for identifying respondents in 1960? Show students the slide containing the possible response options to the "race" questions from the 1950 and 1960 Censii:



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.

4. Distribute the student reproducible **Community Change**. Working individually or with partners, assign students to consult the online Census data to complete the worksheet.

Debrief

Talk with students about what it was like to work with this data. What were the challenges? What other questions did this generate?

Discuss their answers to questions 2 and 5. Though this 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 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 these pages:

- Negro, Black and African American Census Reports: 1950
- Negro, Black and African-American Census Reports: 1960

Extensions

1. Have students graph or chart the data they discovered in the **Community Change** exercise.

2. Students may want to use the comparison exercise to explore another population or do a breakdown of the total population of the community. This will require some good practice at 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.

3. 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?

Student Reproducible: Tracking Community Change

In this exercise, you'll compare two Census reports to see how the racial composition of your area has changed, 1960 to 2020.

- 1960 Census - Population, Supplementary Reports: Negro Population, by County 1960 and 1950
- Race and Ethnicity in the United States: 2010 Census and 2020 Census

1. Look at both reports to compare them. Notice they are in different formats. Both compile census data, but one does it in a table, while the other uses an interactive chart.

2. **Look at the 1960 report.** Scan through it to see how it is laid out. It's organized into tables to show information in multiple ways. How many tables are there? ____ List their titles below:

    1.

    2.

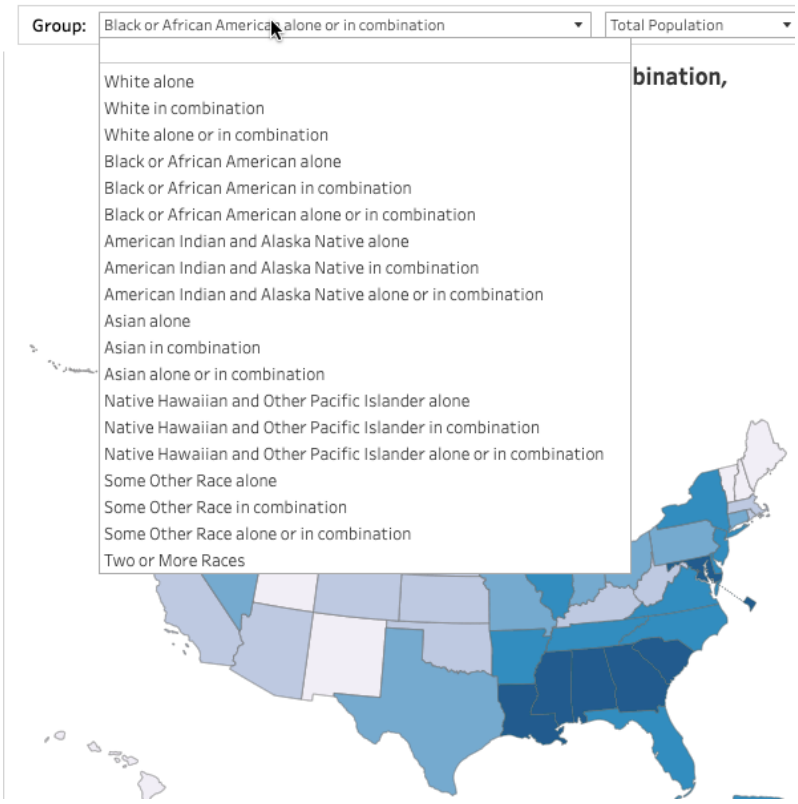
3. Look at Table 1. This is a one-page table. Find your state in the left-hand column. Then look across to find the data to fill in the matching box in the table below.

4. Now move on to Table 2. Table 2 has multiple pages, one or two for each state. Find the table for your state. Find your county in the left column. Look across to find the data to fill in the box in the table below. 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 census, 2020.** Look at the report Race and Ethnicity in the United States: 2010 Census and 2020

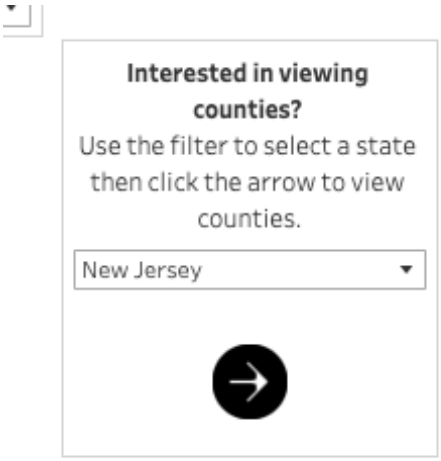
Census. On the top bar, select the question "What percentage was each group in 2020?"

Note that the 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." Note that in 1960, people with Black ancestry who were multiracial were usually categorized as "Negro."



Click on your state, at left, to open a small window containing the statistics for the Group you have chosen. Put them 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 this information for the 1960 census, but recent data is useful too. Use the 2020 Census Quick Facts search to enter a local ZIP code. If your town or city has fewer than 5000 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 "NA" for "Not Available."

	Total US Population	Nonwhite Population	Negro / Black Population	Percent of Total	Negro / Black Population	Percent Change Since 1950
1960 - US						
1960 - State						
1960 - County						
2020 - US	331,449,281					
2020 - State						
2020 - County						
2020 - Municipality						

Analyze your Data

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

1. Between 1950 and 1960 did your state's Black/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/Negro residents in your **state** change?
4. Between 1960 and 2020, how did the percentage of Black/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.

ACTIVITY 5: GETTING INTO THE ARCHIVES

Overview

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

Procedure

1. Doing Research with the Internet

Primary sources are usually 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, they are an excellent place to begin. Use the keywords students generated in Activity 1, paired with local place names, to search online archives for local historical content. 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. If your school or local library has a subscription to this website, or you can purchase a short-term classroom subscription, a vast pool of easy-to-search information opens.

What to look for:

  - 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 and 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.

2. Doing Research with Local History Organizations

It's likely that your most exciting finds will come from organizations that steward your local history. There is a wide range of organizations that 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. In most cases, 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.

To learn all you can about the organization before contacting them, assign students to find local history resources using the student reproducible **Local History Inventory**. 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?

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

- **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 significant local history resources. Many keep large collections of local newspapers, periodicals, annuals, reports, directories, and magazines that relate to your research. Newspapers are often on microfilm. Arrange a student visit to learn how to operate microfilm machines, and ask the help of the reference librarians to 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 and 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, neighborhood associations, sports leagues, parent-teacher groups, hobby and interest groups - all these might be resources of archival content as well as

introducing you to people who may have personal knowledge and oral history important to your project.

3. Analyzing Sources

Once you have amassed resources that speak to your research question, guide students in analyzing historical documents. Here are some ready-to-use resources on analysis:

- National Archives: Document Analysis Worksheets
- Library of Congress: Observe, Question Reflect - Teachers' Guides and Analysis Tools
- Facing History: Document Analysis Form

4. Sharing Your Findings

In this inquiry project, students may be discovering material that hasn't seen the light of day in decades, and it may be highly interesting and surprising to local audiences. Encourage students to share their findings, perhaps by undertaking their own *Unvarnished* project. Some projects to consider:

- 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

Debrief

Ask students for their thoughts about doing original research. What was hard? What was exciting? Were their moments 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.

Student Reproducible: Local History Inventory

Name of Organization	Contact Information	Collections Content	Research requirements

SUPPORTING QUESTION 2:
WHAT DOES IT TAKE TO MAKE CHANGE IN THE HOUSING SYSTEM?

ACTIVITY 6: 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.

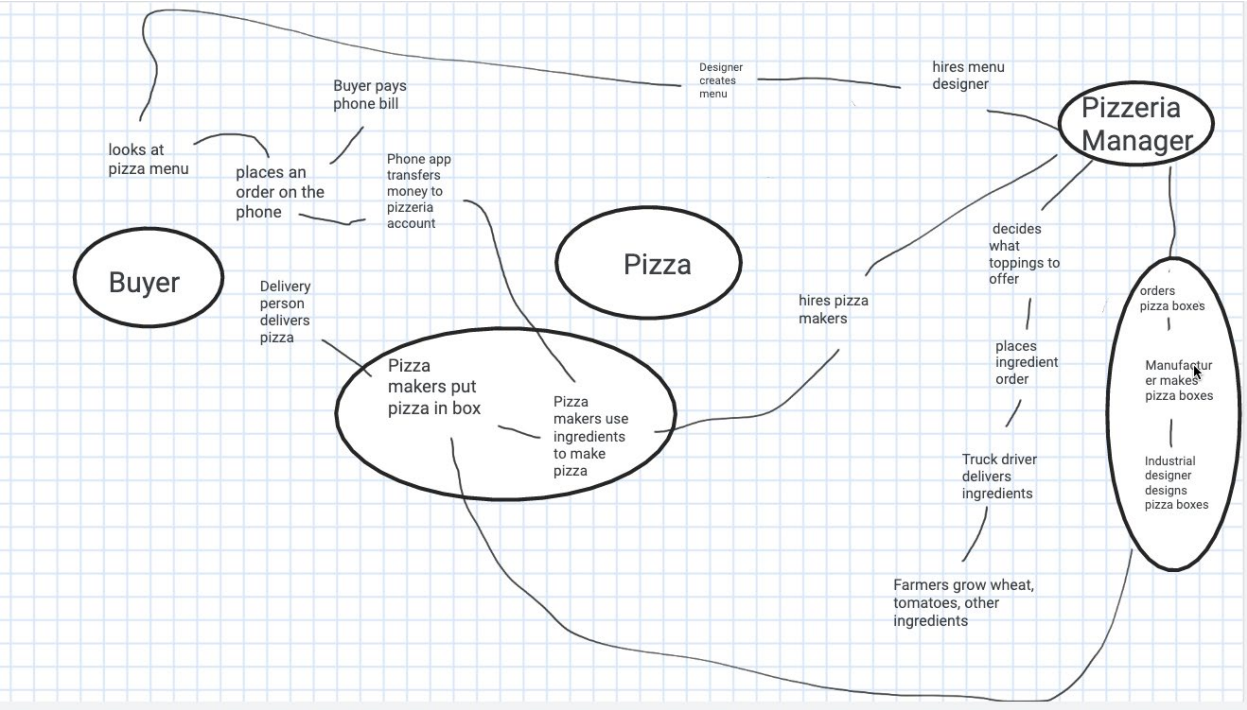
Procedure

1. Introduce Systems Mapping. A Systems Map is a graphical representation of all the parts of a system. It's a visual way of listing parts of a system and revealing interactions between the parts on that list. 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, like the environment, food access, or education often use systems mapping to see where new solutions are needed.

2. Demonstrate a system map on the board with the whole class. Choose a simple, familiar system, such as ordering pizza. 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 a circle with the word "Buyer" at the center. 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. Point out that there are 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 everything 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. You may want to color-code different components: who are the **people** in this system? What are the **resources** in this system? What are the **linkages** in this system?

4. Distribute the student reproducible **Parts of the Housing System**. Ask students to spend 5 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.

5. When the time is up, divide students into groups of about 4 to pool their ideas. Distribute large sheets of paper and markers to each group. Ask them to put a bubble in the middle 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 duplicates. Encourage them to talk to one another while drawing, and push one another to expand thinking. Allow 10-15 minutes for this process.

6. After they've covered their maps with bubbles, 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 subsystem. Let students discuss and find connections.

Debrief

Have groups share their systems maps 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. Show students an example of a housing systems map prepared for publication (included in **Inquiry Four Slides**). Ask each group: if you were going to improve the housing system to make it fairer, where on your map would you begin?

Student Reproducible: Parts of the Housing System

In 5 minutes, list everything you can think of that is related to a person or family finding a home. Try to list at least two things in each category.

PEOPLE

_____

_____

_____

RULES AND REGULATIONS

_____

_____

_____

THINGS

_____

_____

_____

RESOURCES

_____

_____

_____

SERVICES

_____

_____

_____

OTHER

_____

_____

_____

ACTIVITY 7: 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.

Procedure

1. Introduce the idea of "Changemakers" – people who make a difference in a system. Meet a Changemaker builds on the Systems Mapping exercise by identifying ways that real, individual people have found a way into those messy and complicated systems and made change for the better.

2. Show students the 5-minute video Vel Phillips & James Groppi: The Fight for Fair Housing. These two 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. Debrief the film, asking:

    - What did each of them say about their entry points to making change? What motivated them?
    - What forms did their work take? Notice: legislative campaigns, demonstrations, community organizing, peacekeeping, networking
    - What was the result of their work?

3. Invite students to discover more housing leaders through their own research. Decide whether you want to limit their choices to local people or include nationally known figures, and whether you will allow both living and historical people, only one, or only the other. 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 on these well-known people is relatively easy. Consult the **timeline in Inquiry Two** for additional ideas.

4. Find Changemakers. Work with students find local figures who worked to improve the housing system. Some resources that may be helpful:

    a. 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.

    b. Local Housing Authority: Many cities and towns have a governmentally authorized housing authority with the mission of overseeing local public housing, developing affordable housing, and getting legal attention to housing issues.

    c. The federal Department of Housing and Urban Development (HUD) has a Housing Resource Locator that can show local housing offices and facilities.

    d. 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.

    e. HUD's Fair Housing Assistance Program directory links to organizations within all 50 states who work on fair housing.

    f. Awards programs, like the National Award for Smart Growth Achievement, Great American Main Street Awards, National Urban League, United Way and others have award programs that honor people who have worked to lead housing change. Searching the ranks

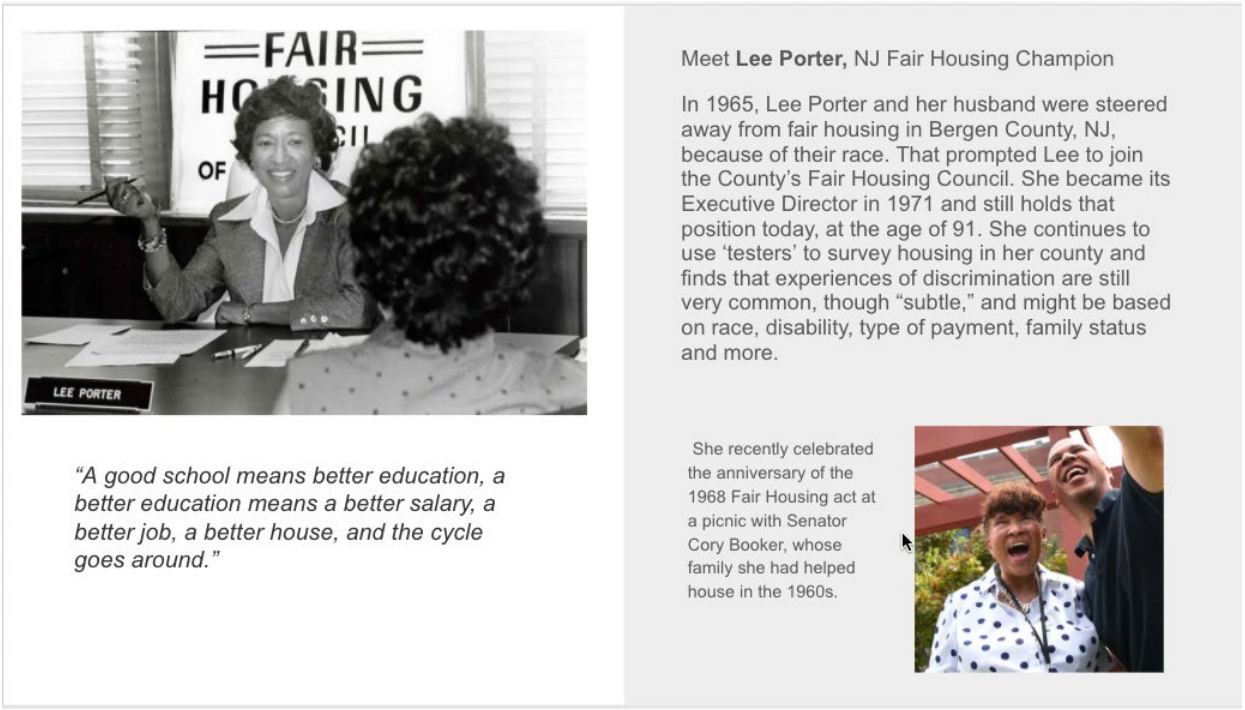
of these award program winners and others based in your community or state can turn up inspiring people.

5. **Conduct Biographical Research**

   Distribute the student reproducible **Meet a Changemaker: Biographical Research**. Students can use this to keep track of information about their changemaker and to focus on the key content they will use to create their slide. This sheet also includes space to draft a biography of no more than 200 words and a guide to designing their slide.

6. Design a Slide

*Example, also included in **Inquiry Four Slides**:*



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

7. **Complete your slide show**. Add a title slide and explanatory slide, and invite the class, parents, school staff, community partners or others for a viewing and presentation by the students. Or share the deck virtually.

Debrief

Ask students to reflect on their feelings 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 you can draw from them for your own engagement with important issues?

Extensions

- 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 students write a short monologue in the voice of their character and perform it for others.

Student Reproducible: Meet a Changemaker - Biographical Research

You will be creating a one-slide biography of your changemaker. Use this sheet to gather information and document your research.

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.

Write your changemaker's story

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

Prepare your slide

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

ACTIVITY 8: IDENTIFYING CURRENT HOUSING ISSUES

OVERVIEW

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

Procedure

1. Ask students: where are we 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. A large racial disparity in rates of home ownership persists; the rate of home ownership among Whites has increased from 65% in 1968 to 71% today, while the rate of Black home ownership remains at about 42%, unchanged in fifty years. Housing discrimination complaints are still filed at a rate of nearly 30,000 a 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. "

2. Assign the student version of *Unvarnished* **Article 14: Did anyone win the fight for fair housing?**

3. Debrief the reading together. Ask students: What are some continuing problems in fair housing? What remains to be solved? List their responses on the board. When they've referenced the issues in the article, ask them to extend their thinking. What are some other issues or problems they've noticed in their research and reading or in their own community? Add these to the running list. Prompt thinking if needed. Some of the most critical contemporary issues in housing include:

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

4. Once you have a robust list, tell students they will each adopt an issue to tell the world about. Once they understand the issue, they will create an infographic to educate others on it. Go over infographics: what they are, what

makes them effective, and how they can be used to communicate. Show students some housing-related infographics from the web as examples.

5. Distribute the reproducible **My Housing Issue.** 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.

6. Next, provide some time and resources for students to get to know 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.

7. 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 put the information to use. 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?

8. 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 do that with their issue? Below are some genres:

    - List
    - Statistics
    - How-To

- Process Description
- Timeline
- Cause and Effect
- Comparison
- Map

Using the spaces on the **My Housing Issue** reproducible, have students do a few preliminary sketches. This will help focus the idea and start envisioning how they would like their final product to look.

9. 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. A media specialist may be helpful here. See these resources for some good ideas and design recommendations:

    - How to Make Infographics with Students
    - Creative Educator: Infographics
    - Kathy Shrock: Infographics as an Assessment

Debrief

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. 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?

Extensions

- Ask students to nominate some 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.
- Publish the infographics in a handheld booklet and circulate it in your community.

Student Reproducible: My Housing Issue

1. The 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 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.

SUPPORTING QUESTION 4:

IS THERE A RIGHT TO HOUSING?

ACTIVITY 9: POINTS OF VIEW

Overview

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

Procedure

1. Introduce the question: Is housing a human right? This is one of the 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 and instead set the intention to "Affirmatively further fair housing." One of the Act's co-sponsors, Senator Walter Mondale, said it should create "truly integrated and balanced living patterns" to produce a supply of good-quality housing open to all who needed it. 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 US government has not obligated itself to provide or ensure housing for every individual who needs it. Today, we are in

a moment of ambiguity, where 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.

2. Distribute the student reproducible **Is there a right to housing?** Ask students to read and respond to the questions.

3. After reading, take a quick raised-hand vote on responses to each question to gauge the sentiment of the classroom. Then, introduce the question: Who should have the responsibility for seeing that everyone in the US is housed? Use the Four Corners teaching strategy to explore their thoughts on the question. Post a sheet of paper with these 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.
   - **Governments** should directly provide a housing option available to everyone.
   - **Banks, developers, and financial institutions** should have the most responsibility for ensuring there is enough housing.

4. Ask students to respond to the question in writing first to organize their thoughts. Going corner by corner, ask students who agree with that statement 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 return to their seats.

5. Assign a short reading of the student versions of *Unvarnished* articles **15: Who deserves to own a home?** and **16 What kind of place will you call home?**

Debrief

Ask students to write a journal entry or half-page reflection responding to the questions in Article 16, "What is your vision for fair housing in America?"

Student Reproducible: Is there a right to housing?

Below are several short excerpts about whether there is a right to housing. Read each one. After reading, check the box that most agrees with your thinking. Make a few notes below each about points you think are important.

1. **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_____

2. **Resolution on Progressively Realizing Housing as a Human Right, American Bar Association, 2013:** RESOLVED, That 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 and to prevent infringement of that right. Under the human rights framework, every right creates a corresponding duty on the part of the government to respect, protect, and promote the right. 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 _____

3. **Roger Valdez, President, 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. And if it somehow ends up being the case that housing does become enshrined as an explicit right or a right by extension, one thing won't change; when housing is scarce its price will go up. Markets solve this problem with innovation that is blind to winners and losers, while socialists rely on rationing to pick winners and losers based on criteria set by bureaucrats. Either way, when demand exceeds supply real people suffer from higher prices that consume their incomes, or waiting lists that consume their hope.

I agree ____I disagree ____ I'm not sure ____ I need to know more_____

4. **President Franklin D. Roosevelt, State of the Union Speech, 1944**: It is our duty now to begin to lay the plans and determine the strategy for the winning of a lasting peace and the establishment of an American standard of living higher than ever before known. 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 _____

5. **What would housing as a human right look like in California? Molly Solomon, KQED News, February 2020.** Scholars and activists agree that American law today provides no basis for a legal claim to housing. But they also agree such a basis could be established either via federal statute or constitutional

amendment - although many question whether a majority of Americans would be ready to make the changes needed to usher in a new understanding of rights that would include housing...Enforcing a right to housing would also be difficult given the high cost of affordable housing production. And it also runs contrary to America's longstanding capitalist approach to using housing and property as a market-influenced commodity. "The right to housing in this society comes when you have the money," Osha Neumann, an attorney with the East Bay Community Law Center, said. "If you don't show them the money, you don't have a right to housing."

I agree____ I disagree ____ I'm not sure ____ I need to know more _____

ACTIVITY 10: 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."

Procedure

1. Divide the class in half, and assign one half to be "PRO" and the other "CON." To promote perspective-taking, they must argue the position you assign, regardless of their personal views. Tell them 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.

2. 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.

3. 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 student reproducible **SPAR Debate Notes**. There should be no rebuttals in the opening statements; each side concentrates on delivering their own arguments.

4. After opening statements, students have a five-minute recess to think about questions to ask their opponent, counterpoints to make, and additional arguments to introduce. Then, they meet again. Each has three minutes to present without interruption. Following that, they have three shared minutes to discuss their points and ask questions of one another.

5. Take a 5-minute recess to prepare closing statements. Students alternate giving closing statements, with Con going first this time.

Debrief

Talk with students about whether they initially agreed with the position they argued. What new ideas did they consider because of either the Four Corners or SPAR exercises? Do they have a stronger appreciation for the different points of view on the question? Speaking as an individual, what are their 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?

Extensions

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, listen to or read speeches such as those listed below, and write their own persuasive speech about a housing issue.

- Franklin D. Roosevelt, "Second Bill of Rights," State of the Union Address, January 11, 1944
- Lyndon B. Johnson, Remarks on Signing the Civil Rights Act, April 11, 29168
- Dr. Martin Luther King, Jr., "Address to the Chicago Freedom Festival", March 12, 1966
- Becky Kanis Margiotta, 100,000 Homes
- TED Talks about Housing

Student reproducible: SPAR Debate Notes

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

My position: Pro | Con

Opening Statement Arguments:

1.

2.

Opponent's Opening Statement Arguments:

1.

2.

My Questions

My Rebuttals

My New Arguments

My Partner's Questions, Rebuttals, and New Arguments:

My Closing Statement

My Partner's Closing Statement

My personal conclusion

CONCLUDING CONVERSATION AND SUMMATIVE TASKS

Lead a concluding conversation for Inquiry 4. 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?

Talk with students about developing a summative task to put your new understandings into action. Some suggestions for building on what you have learned:

- 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 it as a self-guided tour in a paper brochure or as a cellphone 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 materials, interview city officials, and conduct a campaign.
- Hold a Community Housing Information Fair. Invite representatives from housing organizations and authorities to visit your school, give short talks and set up informational displays. Combine this with an open house, reception, or parents/community night event.

- 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.
- Brainstorm other ideas with your students. The possibilities are endless!