



DIGITALLY WRITING NEW HISTORIES

Who is most culpable for creating segregated communities in Post-War America?



- 1. How did homeownership come to symbolize the 1950's American Dream?**
- 2. Describe the socio-political factors that contributed to housing segregation in the cities, and perpetuated in the suburbs.**
- 3. Can the effects of of the 40's and 50's housing discrimination be seen today?**

Dejure and Defacto Segregation

Designed by:	Karolyn Coffey
Unit Overview:	Students will study how both Dejure and Defacto policies during post-WWII led to housing discrimination and segregation. Parts of the unit could be used in connection with 1940's Domestic War Production on the Homefront, Post-WWII Domestic Life, or with the 1960's Civil Rights Movement.
Grade Level(s):	10th grade U.S. History
Connection to Primary Source Materials	Speeches, poetry, photos, news articles, maps, graphs all used to demonstrate various lessons within this unit.
Michigan Social Studies Standards Addressed:	<p>8.2 Domestic Policies Investigate demographic changes, domestic policies, conflicts, and tensions in postWorld War II America. 8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization</p> <p>8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges</p> <p>8.3. Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including: • the impact of World War II and the Cold War. • Responses to Supreme Court decisions and governmental actions.</p>
C3 Indicators	<p>Dimension 1: Developing Questions and Planning Inquiries</p> <p>Dimension 2: Applying Disciplinary Tools and Concepts</p> <p>Dimension 3: Evaluating Sources and Using Evidence</p> <p>Dimension 4: Communicating Conclusions and Taking Informed Action</p>

Other Relevant Standards, Connections to the CCSS, or the Context for the Unit

- 1A. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes
- 3A. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3C.. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 3D. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- 4B. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 5C. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 6A. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6B. Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6C. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Compelling Question:

Who is most culpable for creating segregated communities in Post-War America?

Supporting Question 1

How did homeownership come to symbolize the 1950's American Dream?

Supporting Question 2

Describe the socio-political factors that contributed to housing segregation in the cities, and perpetuated in the suburbs.

Supporting Question 3

Can the effects of of the 40's and 50's housing discrimination be seen today?

Lesson 1:	
Supporting Question 1:	How did homeownership come to symbolize the 1950's American Dream?
Step 1	Introduce the first supporting question using google slideshow . Construct word art to create a class representation of what the American Dream means to them. What are the most defining characteristics? Where do these ideas come from?
Step 2	View the 1950's film on suburb life in the 1950's and hold class discussion - What did you see? What didn't you see? What problems did suburbs solve? What positives/negatives are there to living in Levittown? Then view U.S. Census graphs on house ownership as a class.
Step 3	Connect homeownership to FDR's Second Bill of Rights vision using his 1944 speech. Have students read the document and answer the DBQs that follow.
Step 4	Provide brief background information to the G.I. Bill of Rights from google slide presentation . Review with class the various graphs on college and homeownership broken down by race.
Step 5	Have students complete a talk to the text exercise with document based questions on an article called How the G.I. Bill's Promise was Denied to Millions of American American Veterans .
Formative Assessment Task	Reflect on supporting question #1 with a quick write activity. Have students respond in their notebook or electronic history journal or class discussion board to the question: How did homeownership come to symbolize the 1950's American Dream and was this accessible to all Americans? Have students share their reflection with another peer, who then responds to their writing or post.

Lesson 2:	
Supporting Question 2:	What socio-political factors contributed to housing discrimination in the 40s and 50s?
Step 1	Introduce students to the SPEC chart and use the SPEC reference page to help students identify social, political, economic, or cultural factors that led to housing discrimination. Review information from the article on the G.I. Bill, and model how to complete the chart with this first example on the chart.
Step 2	Give an overview on previous knowledge on Jim Crow Laws and discuss the differences between DeJure and Defacto segregation. Explain how some textbooks neatly describe Northern discrimination in terms of a result of defacto and Southern discrimination in terms of dejure, but that this is an oversimplification viewpoint and housing patterns cannot be strictly seen strictly through this lens, Assign the reading excerpt 1.1-1.2 from book, The Color of Law by Richard Rothstein. Students are to answer comprehension questions and then add to their SPEC chart.
Step 3	Review information from the reading excerpt from the Color of Law and discuss the SPEC Chart. Highlight information about FDR's PWA and public housing projects. Use the google slide show to Introduce the background to the Sojourner Truth Housing Project as a special local example of a public housing project for African Americans only that worked in the war industry during WWII. Have students view pictures and captions of the riot that took place in 1942 as the first African American families started to move into the homes from the Detroiturbex.com project. Students will complete a photo analysis on the picture that stands out the most to them personally. Students could then design a historical marker on a separate sheet of paper that most memorializes the event in that location.
Step 4	Start the class with two poems from Langston Hughes - From Beaumont to Detroit and A Raisin the Sun . Can hold a whole class discussion on the poems, complete an independent poetry analysis sheet or complete a Jam Board on the poems.
Step 5	Use the example of the 8 mile wall in Detroit from google slide presentation to front load students with information on terms such as redlining and housing covenants. Then watch the 8 minute video on Redlining and Housing Covenants. Work with students to fill in their SPEC chart for concepts learned in the video.

Step 6	Introduce students to Mapping Inequality and review concepts learned the day before on redlining, housing covenants, and HOLC. Show the map of Detroit and discuss what each color represents on the map. Ask students what they notice and how does this reflect the communities they live in today?
Step 7	Use google slide to introduce students to Levittown and racial covenant policies. Also discuss the role of the FHA and it's underwriting manual that advocated housing discrimination as a federal government policy. Introduce students to the Myer family story and show a clip from a report on A Crisis in Levittown . Assign the primary source article from Look magazine written about the Myer family and assign the article analysis assignment .
Step 8	Mixer Activity: How Red Lines Built White Wealth from the Zinn Foundation. Students will take a role of a person or agency connected with housing discrimination to understand how federal and local policies discriminated against African Americans as well as individual prejudices and racism within the housing industry. If possible, assign students their role the day before so that students have time to read their role and feel comfortable communicating that information to other students. A detailed explanation of how to organize this lesson is in the link. Debrief the activity with questions in the google slide presentation.
Step 9	Have students read the excerpt 1.3 and 1.4 from the Color of Law book and Learning for Justice (formerly Teaching Tolerance) website. Have students complete comprehension questions. Discuss the political cartoon representing the concept of White Flight on the google slide show and review the population change of Detroit chart. Talk about how this change in population impacted the community in Detroit with regards to city services, school funding, crime, economic opportunities. Have students take out the SPEC chart and complete the chart with new information.
Formative Assessment Task:	Reflect on supporting question #2: Describe the socio-political factors that contributed to housing segregation in the cities and perpetuated in the suburbs. Students are to complete their 2nd quick write responding to the question in 5 - 6 sentences in their notebook, electronic notebook, or class discussion board and then respond to another student's post.

Lesson 3:	
Supporting Question 3:	Can the effects of of the 40's and 50's housing discrimination be seen today?
Step 1	Introduce students to the Fair Housing Act of 1968 signed by Pres. Johnson from the google slide show. Hand out a list of Supreme Court Cases related to housing discrimination. Hold a class discussion asking probing questions like: Which case did students feel was the most important? If housing discrimination is unconstitutional, why do cases continue to be presented before the court? The lack of affordable housing has led to overcrowded, unhealthy living environments. This is portrayed in the work of Terrie Bodie , who connects the overcrowded housing projects for minorities with the overcrowding of slave ships in his work, Blueprint . Is this still true and have our communities changed? Introduce students to the Racial Dot map Project and explain the activity.
Step 2	Finish the Racial Dot map activity.
Formative Assessment Task:	Reflect on supporting question #3 and complete last quick write activity: Can we see the effects of 1940s and 1950's housing discrimination today? In 5 - 6 sentences, cite two primary source materials that demonstrate housing segregation today and think of at least TWO social issues that arise from housing discrimination.

Summative Assessment

Review the compelling question: Who is most culpable for creating segregated communities in post-war America? Students can respond to this question with a final quick write response using at least three sources to back up their opinion. Each quick write will be turned in all together.

Social Justice Activity using Wakelet. [Here is the explanation of the activity](#) and a [student checklist](#).

About the Inquiry Author



Karolyn Coffey, special education teacher and teacher consultant through Plymouth-Canton Community School District. I currently work in our district's alternative education program, Starkweather Academy, where I work with special education students in grade levels 9-12th grade. My favorite aspect of teaching social studies is the ability to engage students with material that can be directly connected to their lives and the world around them with creative and thought-provoking activities.

Learn More About the Inquiry Here:



The New Deal and the American Dream
Primary Source Analysis



Franklin Roosevelt's 1944 Address to Congress-FDR's Second Bill of Rights