

UNIT OVERVIEW

Unit Length	These lessons, which are a part of a larger unit around economic programs passed after the great depression, are designed to take four-five 80 minute class periods.
Grade Level(s)/Subject(s)	Grade 11/ US History II
Unit Overview	<p>The accumulation of wealth is the driving force of US Capitalistic society. The idea of the American Dream is the impetus for generations of citizens and immigrants to seek opportunities to better themselves and members of their families, which in turn, develops strong and vibrant communities. This vision and dream have not been received by all factions of society.</p> <p>This unit will examine the current realities of the American Dream and explore the historical practices and policies that aided the establishment of the current economic inequities among racial and ethnic minorities in their local communities.</p> <p>In addition to assessing the historical frameworks that were put in place from a legal lens, students will also engage in problem solving tasks that will allow them to develop solutions to long standing historical ills that are applicable in a present state of affairs.</p>
Objectives & Outcomes	<p>Objectives: At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> ● Explain how federal, state and local housing laws and policies advantaged white Americans throughout the 20th century, especially during the years from the Great Depression to the civil rights movement. ● Identify the legal structures that were put in place to create de jure segregation and the policies that were developed to remedy past injustices. ● Understand and explain how housing policies affect public schools and other community structures. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why are so many American communities segregated? ● What does segregation look like in my local community? ● What other parts of the community are affected by housing discrimination and segregation? ● What initiatives can be developed to remedy past inequities that were implemented by housing policies and laws?
Standards	<p>New Jersey State U.S. History Standards Era 6. The Emergence of Modern America: Progressive Reforms</p> <ul style="list-style-type: none"> ● 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. <p>Era 9. The Great Depression and World War II: The Great Depression</p>

	<ul style="list-style-type: none"> ● 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability. Governments and financial institutions influence monetary and fiscal policies. ● 6.1.12.EconNE.9.c: Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health. ● 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System). There are multiple and complex causes and effects of historical events. ● 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. <p>Era 10. The Great Depression and World War II: New Deal</p> <ul style="list-style-type: none"> ● 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security). Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. ● 6.1.12.EconEM.10.a: Constructs a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
Unit Resources	<p>Housing Segregation and Redlining in America: A Short History Code Switch FHA Primary Source Documents.DOCX FHA Primary Source Documents.PDF Excerpts from The Color of Law.DOCX Excerpts from The Color of Law.PDF Jim Crow of the North Documentary The 1619 Project: A New Origin Story:</p> <ul style="list-style-type: none"> ● Excerpt from “Capitalism” by Matthew Desmond ● Excerpt from “Inheritance” by Trymaine Lee
Performance Task(s)	<p>Civic Engagement Activity: Group Research Task & Oral Presentation Read the History of the Mount Laurel decision and view selected clips from Jim Crow of the North. Examine the parallels between the events around the New Jersey Supreme Court case and the current housing segregation in the State of New Jersey. Create a presentation, for an audience of New Brunswick City Council Members and New Brunswick Housing Authority, detailing 2-3 initiatives you would recommend we put in place to address the issues of inequity your group uncovered.</p>
Evaluation	<p>Oral Presentation Rubric.DOCX Oral Presentation Rubric.PDF</p>

DAILY LESSONS AND RESOURCES

Day 1: Why Housing Matters

Lesson Objective(s) or Essential Question(s)
Essential Questions Why are so many American communities segregated? What does segregation look like in my local community?
Lesson Materials & Resources
\$500, 000 Housing Grant Activity Spoken Word: “One Word at a Time” Google Slide Deck Google Classroom
Lesson Activities
Framing <ul style="list-style-type: none">• Students view the Spoken Word- “One Word at a Time”• As a class, explore the concept of Social Justice<ul style="list-style-type: none">○ Make a T-Chart with the title, “Defining Social Justice”○ Invite students to share ideas about what social justice is or isn’t.○ Provide students with 2-3 different definitions of social justice and allow them to read, annotate, and compare.○ Students analyze the definitions individually and then share in small group○ Add student ideas about what social justice is or isn’t to the chart and invite students to write their own definitions in their notes.• Explain to students that the lessons this week will focus on how the issue of housing impacts many aspects of society and why housing discrimination can be considered a social justice issue. Learning Activity <ul style="list-style-type: none">• Complete the \$500, 000 Housing Grant Activity: Congratulations! You are the recipient of a New Jersey \$500,000 Housing Grant. The grant can only be used to purchase a home. Here are the stipulations of the Grant:<ul style="list-style-type: none">○ The Home (House, Townhouse, or Condo) must be in a community in New Jersey.○ You must live in the home for a minimum of ten years, or you have to repay the entire grant.○ Your children must attend the local public schools.• Use the time allotted to research and compare different communities in New Jersey based on your interests and family needs. Select the community that you want to live in and share 5 reasons why you selected that community in the shared class google document.• Share your responses with the group. What were the main factors in your decision? What did you notice about how New Jersey communities differ from your research? Closing Reflection <p>How does this exercise make you think differently about neighborhoods in New Jersey? Is housing connected</p>

to Social Justice, based on your definition of social justice? What are some factors that influence access to housing in our society?

Day 2: History of Housing Segregation

Lesson Objective(s) or Essential Question(s)

Essential Questions

Why are so many American communities segregated?
What does segregation look like in my local community?

Lesson Materials & Resources

[Housing Segregation and Redlining in America: A Short History | Code Switch](#)
[FHA Primary Source Documents.DOCX](#)
[FHA Primary Source Documents.PDF](#)
[Google Slide Deck](#)
Google Classroom

Lesson Activities

Framing

- Students will participate in a Primary Sources: Virtual Gallery Walk - Slides 6 - 10.
- Students will then write an individual reflective historical analysis based on what they experienced with the primary sources.
- After sharing their perspectives in a small group setting, students will then share in a whole class setting if any themes emerge.

Learning Activity

- Students will view and take notes on [Housing Segregation and Redlining in America: A Short History | Code Switch | NPR](#)
- Following the conclusion of the video students will engage in a Fishbowl Activity responding to the following questions:
 - What are the key components of housing policy that the author referenced? What is surprising to you about this video?
 - What is something you learned about housing discrimination from watching this video?

(For the fishbowl activity, divide students into two groups by counting off odds and evens. The first group (odds) are listeners first while the second group (evens) become the speakers. Each group is switched after about 10/15 minutes. While the groups are listeners they must write down 5-8 noticing/wondering questions to pose at the end of the presentation.)

Closing Reflection

How can housing discrimination result in a ripple effect touching other areas of society?

Day 3: The Impacts of Housing Discrimination

Lesson Objective(s) or Essential Question(s)
Essential Questions What other parts of the community are affected by housing discrimination and segregation? What initiatives can be developed to remedy past inequities that were implemented by housing policies and laws?
Lesson Materials & Resources
Excerpts from The Color of Law.DOCX Excerpts from The Color of Law.PDF Eliminating the Black-White Wealth Gap is a Generational Challenge Access & Opportunity Podcast Community First: Building Latinx Wealth Google Classroom
Lesson Activities
Framing <ul style="list-style-type: none">● Begin class by inviting students to write and share their own definitions for the word “wealth”. Ask them if they’ve heard of “wealth gaps” before and what they think the term refers to.● Give students 15-20 minutes to explore one of the two resources relating to racial wealth gaps in the United States. Students should keep notes on what they knew before reading/listening, want to know from engaging with the information, and learned in the end. Learning Activity <ul style="list-style-type: none">● Place students into 4 different groups so that they can read excerpts from <i>The Color of Law</i> by Richard Rothstein● Each Group will read one section and report the common issue from their assigned excerpt to the class. The groups will discuss the answers to their question prompts and the long term impact of housing policies on their assigned issue area:<ul style="list-style-type: none">○ Schools - Group 1○ Health - Group 2○ Wealth - Group 3○ Policing - Group 4 Closing Reflection <p>What is wealth? How is wealth connected to housing? Is wealth accumulation based solely on individual actions? What government roles and actions have historically impacted wealth accumulation for Americans? What can be done to address wealth disparity in the United States?</p>

Day 4: Addressing Inequities in the Community

Lesson Objective(s) or Essential Question(s)

Essential Questions

What other parts of the community are affected by housing discrimination and segregation?
What initiatives can be developed to remedy past inequities that were implemented by housing policies and laws?

Lesson Materials & Resources

[History of the Mount Laurel decision](#)

[Jim Crow of the North Documentary](#)

The 1619 Project: A New Origin Story:

- Excerpt from “Capitalism” by Matthew Desmond pp.171-177
- Excerpt from “Inheritance” by Trymaine Lee pp.294-301

Lesson Activities

Framing

- Begin class by inviting students to write and share their own definitions for the word “legacy”. Explain that before students begin working on their projects, they will explore how the legacy of slavery in the United States influences the racism and discrimination they’ve been learning about through housing segregation and wealth accumulation. Explain that looking at the historical root of some of the problems should help student groups as they work to brainstorm solutions for future.
- Give students 15-20 minutes to explore one of the two chapter excerpts. Students should keep notes on what they knew before reading/listening, want to know from engaging with the information, and learned in the end.
- Transition by letting students know they will now look back on more recent and local histories. Introduce the Mount Laurel Decision and Jim Crow of the North Documentary as well as the oral presentation project.

Learning Activity: Oral Presentation & Research

- Students will remain in their 4 groups from the previous class period. With the use of the resources from both class periods, students will prepare and present an oral argument to address the historical and current issues that surround inequities in housing and wealth among racial groups in our nation.
 - Students will examine the [History of the Mount Laurel decision](#) and view selected clips from “Jim Crow of the North” to find parallels between the documentary and the Supreme Court Case.
 - Students will consider the impact of the Mount Laurel Decision on current housing segregation in the State of New Jersey and in the New Brunswick community specifically.
 - Students will recommend initiatives to be put in place to address these issues?
 - The presentation and recommendations should be created for an audience of New Brunswick City Council Members and the New Brunswick Housing Authority.

Closing Reflection

Which of the proposals from your classmates was most compelling to you? Why?