



Segregation: Understanding the Lasting Effects of the Explicit Governmental Policies that Created Segregation

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This curriculum unit is recommended for:
IB MYP Civics & Economics, IB MYP Civic Literacy, American History, grades 9-12

Keywords: social studies, history, gentrification, digital mapping, Brown v. Board of Education, Swann v. CMS, De Jure, De facto, desegregation, integration, redlining, blockbusting

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this curriculum unit, Civics and Economics students will explore how 20th century federal housing policies systematically segregated nearly every major city across the United States, and how federal courts helped maintain such policies. The unit begins broadly, building necessary historical context and addressing the traditional myth that racial segregation is a result of the primarily private practices of *de facto* segregation. After students build a knowledge base, investigate key concepts like *redlining*, and are exposed briefly to how redlining and other racist housing policies contribute to the wealth inequality that exists today, they will begin to look at the connection between these federal policies and segregation of public schools in the country. Being that students live in Charlotte, they will then explore the local implications of segregation by looking at their neighborhood and our school system demographics. The hope is that students begin to understand *why* certain settling patterns among groups of people exist, and how the effects of racist and discriminatory housing policies have lasted for decades after their inception.

I plan to teach this unit during the spring semester of the 2021-2022 school year to approximately 35 9th grade IBMYP Civics & Economics students

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Charlotte, NC: From Exemplar of Integration to Re-segregation

By Kathryn Kinser

Introduction

“As I was growing up in rural Alabama, I saw all around me the system of segregation and racial discrimination. The visible signs in the little town of Troy, the population of about 7,000, we saw the sign that said ‘colored only.’ White only. Colored waiting. In a little 5&10 store was a civil fountain, a clean fountain for white people to come and drink water, but in another corner of the store there was a little spigot, a rusty spigot, (that) said ‘colored drinking.’ And I became resentful of the sign and all the visible evidence of segregation and racial discrimination.”¹

Rationale

The way that Representative John Lewis describes his hometown encompasses the full extent to what most students know about segregation. Most of the students that have passed through my doors have understood segregation as Jim Crow Laws in the South, nothing more, nothing less. Their understanding of segregation does not include the calculated and intentional role that federal, state, and local policies have played in creating physical separation between Black and White people in the United States. In my Civics classes, we talk daily about current events in our local, state, and global communities, and every year, the topic of segregation comes up. I hear students talk about parts of Charlotte being either “Black areas” or “White areas”. Students talk about how some schools in our district are predominantly one race. Getting students talking about what is going on around them is what most energizes me in the classroom, but I’ve never had the tools to facilitate meaningful conversations about these things they notice, to help them understand *why* things are the way that they are in our city, state, and country.

Each year in my Civics class we start off with a basic overview of “American values” in our first unit. We discuss *E Pluribus Unum*, equal justice for all and a slew of other concepts relating to equality for inhabitants of this country. Without fail, there are always students who slowly raise their hands and begin to ask questions about the obvious inconsistencies between these proposed “ideals” and what governance actually looks like on a day to day

¹ “Eyes on the Prize; America, They Loved You Madly; Interview with John Lewis,” 1979-05-14, Film and Media Archive, Washington University in St. Louis, American Archive of Public Broadcasting (GBH and the Library of Congress), Boston, MA and Washington, DC, accessed September 25, 2021, <http://americanarchive.org/catalog/cpb-aacip-151-hd7np1xb3j>.

basis in the United States of America. Our founding documents are filled with declarations of equality and protections against injustice, but to what extent has the United States government lived up to these claims? To what extent has the United States government actually played an active and intentional role in creating policies that create, encourage, and maintain inequality by means of segregation? Students will explore a plethora of Civics concepts like federalism, judicial review, equal protection of the law, the Bill of Rights and many others in a real-world context.

School/Student Demographics

East Mecklenburg High School is located in the Southeast Learning community of the Charlotte-Mecklenburg School system. East Meck was founded in 1950, and currently serves students in grades 9-12. East Meck has had an International Baccalaureate (IB) Program since 1998, offering both the Middle Years Program (grades 9 and 10) and the Diploma Program (grades 11 and 12). East Meck has also offered the Academy of Engineering program since 2011. Based on the statistics for the 2020-2021 school year, there are currently 2,106 students enrolled. 21% are white, 38% African-American, 7% Asian, 33% Hispanic, and 1% Multi-racial. We have one principal, three assistant principals, one dean of students, five counselors, one IB Coordinator, and one Career Development Coordinator. East Mecklenburg High School uses the Common Core State Standards and North Carolina Essential Standards for all subjects.

I have one IB MYP level Civics class that is made up of 29 ninth grade students. Next semester I am projected to have around 35 students in the same level and course. This is the first year that Civics has been taught to ninth graders, and they have been virtual for the past 1.5 years. This semester I have 2 students with 504 plans, and 2 students with IEPs.

Unit Goals

The focus of this curriculum unit will be providing students with the context and background they need to start to understand the segregation we see around us. The unit will help students develop a deep understanding of both *de jure* and *de facto* segregation. We will explore how state-sanctioned policies and federal directives that were upheld by the Supreme Court of the United States, created the system under which segregation propagated and is allowed to continue to this day.

After students build background knowledge and have basic understandings of these government-issued policies, we will look at the city of Charlotte as a case study. First, students will explore how Charlotte went from being a shining example of what school integration could be, after the *Brown v. Board of Education* and subsequent *Swann v. Charlotte-Mecklenburg Board of Education*, to one of the most highly segregated districts in the country. Lastly, students will explore the challenges, benefits, and consequences of gentrification of Charlotte neighborhoods through digital mapping and oral histories.

In terms of skills, I want students to practice analyzing and synthesizing a variety of primary and secondary sources. They will be exposed to a diverse range of sources

including newspaper ads and articles, video documentaries, digital maps, maps from the early 20th century that have been digitized, Supreme Court Case briefs, government publications, research data and artifacts. Another goal of mine is for students to develop their abilities to write arguments. They will complete several CER (Claim-Evidence-Reasoning) writing tasks that ask them to consider multiple perspectives and evaluate evidence in order to make a claim.

Content Research

Overview of Unit Specific Terms and Phrases

The Color of Law

In his book, *The Color of Law*, academic and author Richard Rothstein argues against the traditional myth that racial segregation is a result of the primarily private practices of *de facto* segregation (racist and unethical mortgage lenders and real estate agents, redlining, and “self-segregation”). Rothstein proposes that, in order to understand the complete story of racial segregation in the United States, we have to consider the systematic and intentional design of segregation proposed by local, state, and federal governments, *de jure* segregation. The *de jure* racial segregation Rothstein explores in his book is a direct violation of the U.S. Constitution, specifically the 5th, 13th, and 14th amendments.²

Rothstein begins by discussing the origins of Public Housing, initiated by Franklin D. Roosevelt’s administration, created to combat housing shortages after the Great Depression. Race was at the center of the New Deal program’s design.³ The program, designed by Secretary of the Interior Harol Ickes mandated a nominal rule that “federal housing projects should reflect the previous racial composition of their neighborhoods”.⁴ The Federal Housing Administration (FHA) was created in 1934 in attempts to help middle class renters buy homes. The FHA refused to ensure mortgages located within or near Black neighborhoods, a scheme that would come to be known as *redlining*.⁵

Redlining

The government used color-coded maps that showed ranking of loan worthiness of neighborhoods in cities all across the country. Neighborhoods were given a ranking of A through D, evaluating their risk level in terms of decreasing property values. The riskiest areas were graded as “D”, and marked with the color red. These neighborhoods would not

²Richard Rothstein, *The Color of Law : A Forgotten History of How Our Government Segregated America* (New York ; London: Liveright Publishing Corporation, A Division Of W. W. Norton & Company, 2017), viii.

³ Ibid., 19.

⁴ Ibid., 21.

⁵ Ibid., 65.

be included in these homeownership programs being pushed by the government. The majority of these “red” areas were Black neighborhoods.⁶

Blockbusting

“Blockbusting” is a method used by real estate agents to scare white homeowners into thinking that Black residents would soon be integrating their neighborhoods, leading to a drop in property values.⁷ Scare tactics played on Whites biases and prejudices toward Black people, including paying Black mothers to stroll their babies through white neighborhoods, and hiring African American men to drive through these neighborhoods blasting loud music. When neighborhoods started to integrate, white people would sell their homes, continuing the state of segregated communities.

Real estate companies bought these properties, and then turned around and sold them to Black families. Because many Black families didn’t qualify for the government-backed FHA mortgages, they were forced to buy their homes on contract sales, which were more costly than what white families paid for their houses. Quite the opposite of the messages real estate firms were trying to spew to Whites, these inflated home prices raised property values. This allowed banks to sell homes at higher prices to Black families.⁸

Gentrification

Gentrification is defined as “a process of neighborhood change that includes economic change in a historically *disinvested neighborhood* —by means of real estate investment and new higher-income residents moving in - as well as demographic change - not only in terms of income level, but also in terms of changes in the education level or racial make-up of residents”.⁹ To put it plainly, gentrification happens when wealthier people move into an established area and cause rising rent prices, increased property values, and an inevitable change in community culture. Charlotte is no stranger to gentrification, and understanding the historic conditions that make specific neighborhoods vulnerable to gentrification is essential. It is important to recognize that there are both benefits and major drawbacks to gentrification where there are some parties who come out as winners, and inevitably others come out as losers.

Displacement

⁶ Candace Jackson, “What Is Redlining?,” *The New York Times*, August 17, 2021, sec. Real Estate, <https://www.nytimes.com/2021/08/17/realestate/what-is-redlining.html>.

⁷ Rothstein, 12.

⁸ Ibid., 95-96.

⁹ “Gentrification Explained | Urban Displacement Project,” www.urbandisplacement.org, n.d., <https://www.urbandisplacement.org/gentrification-explained#:~:text=Gentrification%3A%20a%20process%20of%20neighborhood>.

Residents in the already established communities bear the brunt of the negative effects of gentrification. When the influx of wealthy citizens causes prices to increase, renters are pushed out via eviction and spikes in their monthly rent. Even community members that own their homes are oftentimes pressured into moving when offered attractive prices by investors.¹⁰

Brown vs. Board of Education

The United States Supreme Court ruled that having separate school spaces for White and non-White students was unconstitutional because doing so was “inherently unequal”. With the decision, American school integration was mandated. Though the highest court in the country ruled for the integration of schools, the combination of pushback from racist local leaders and long-established racially segregated housing patterns meant that schools remained nearly as segregated into the late 1960s. Mounting pressure from political groups and energy from the Civil Rights movement were the catalyst for change in the status of integration in our nation’s schools.¹¹

Swann vs. Charlotte-Mecklenburg Board of Education

Reverend Darius Swann and his wife wanted to enroll their son into a school closer to their home, Seversville Elementary. The school was one of the only integrated schools in Charlotte at the time. The family’s request was denied, and their son was ordered to attend the all-black school Biddleville Elementary. Charlotte Civil Rights attorney Julius Chambers filed the lawsuit against the school district on behalf of 10 families, including the Swanns.

In 1969, the federal courts ordered the school district to design a plan to integrate their schools. The initial plans the district devised were deemed inadequate by judge James McMillan. The plan involved using busing to integrate Charlotte schools. The plan served as a model of racial integration for public school districts across the country.

Capacchione v. Charlotte-Mecklenburg

Charlotte used to be a shining example of what school integration could be (in 1989 0.1% of schools were 90-100% non-White). Today CMS is the most segregated school district in the state with, over 20% of schools being 90-100% non-White.¹² The successful

¹⁰ POV, “What Is Gentrification? | Flag Wars | POV | PBS,” POV | American Documentary Inc. (POV, January 17, 2003), <http://archive.pov.org/flagwars/what-is-gentrification/>.

¹¹ Clint Smith, “The Desegregation and Resegregation of Charlotte’s Schools,” *The New Yorker*, October 3, 2016, <https://www.newyorker.com/news/news-desk/the-desegregation-and-resegregation-of-charlottes-schools>.

¹² Keith Poston, “When School Desegregation Mattered in Charlotte,” *WRAL.com*, October 24, 2018,

implementation of the desegregation program lasted until a white parent by the name of William Capacchione sued CMS after her daughter was denied admission to a local magnet school on the basis of race. In 1999, the Federal District court ruled that the district cease the use of race in student assignment. Fearful of losing the thirty years of desegregation efforts, the district appealed the decision but lost. The mandatory school busing program had come to an end.

The school assignment plan that replaced busing programs was referred to as the “Family Choice Plan”. Under the plan, most students had to attend their neighborhood schools. Charlotte neighborhoods are profoundly segregated, so the new plan meant that once-integrated high-performing schools quickly became once again segregated not only racially, but also economically.¹³

Instructional Implementation

Teaching Strategies

Gallery Crawl

By placing a variety of sources around the room, students have the opportunity to extract key information and expose themselves to multiple perspectives while collaborating with their peers. As students visit each document, they will have a handout to complete to scaffold the process of extracting information that is essential. In some of my quietest classes, Gallery Crawls are the only instances where students feel more comfortable interacting with their peers since they can choose to be in small groups of 2 or three, or work by themselves.

CER Writing

CER stands for Claim- Evidence- Reasoning. It is a writing framework that is most often used in science classes, but it can definitely work in any content area. This framework can be used in many types of academic writing including persuasive, argumentative and research-based writing. My students typically struggle with organizing their ideas, and this formulaic writing style is a great scaffold. To see more specifics on how to teach CER writing, see [Teacher Resources](#). CER quick writes provide students with a base to eventually transition into longer essays for various writing styles later in the course.

See, Think, Wonder

This is a strategy to break down students’ analysis of images. The goal is for students to attack a

<https://www.wral.com/keith-poston-when-school-desegregation-mattered-in-charlotte/17941436/>

¹³ Smith.

visual stimulus in a slower more careful manner than they may be used to. “See” is where students look at the action and physical surroundings in the picture. They write down what they see and only what they see (these are observations, not interpretations or assumptions). “Think” is where students explain what they think is going on and tell what makes them say that. What makes you think that? “Wonder” is the last step where students describe what questions they have after looking at the image. This is the place where the teacher can share any specific knowledge they have in response to student questions and provide important context.

Text Graffiti

In this strategy, students look typically at written text, but could also approach maps, photos, and other visual stimuli using the approach. The text/image is printed out and then placed on a larger sheet of paper/butcher paper/poster around the room in the form of a gallery crawl or stations at student desks. Students are to go from station to station and review the texts/images. At each station students should read and comment on the text. Teachers can provide somewhat of a scaffold to help students know how to go about examining a text. (Write what you think the text means, and explain why you think that. Write a prediction about what you think will happen. Explain how this line reminds you of something in your personal life or in current events. etc...) Students should also respond to other students’ comments, creating a sort of thread. A group discussion can be had at the end.

Text-Dependent Questions

As students are grappling with the text excerpts from *The Color of Law*, text-dependent questions will force them to refer back to the text and answer the questions using evidence from the reading to support their answers. To do this effectively, students will usually need to read the text several times. When reading challenging texts, my students tend to be hesitant and doubt their abilities. One way that you can build confidence is by sequencing the text-dependent questions in a way that will ask students to think more deeply over time. The first questions can be clarifying questions so students get the basic elements of a piece, then move toward asking questions that ask students to analyze and interpret.

Classroom Lessons/Activities

Day 1: Breaking the Myth of *De Facto* Segregation

Purpose & Objective

Students will need to build a lot of background knowledge and be given a lot of context in order to begin to understand the complicated themes of segregation in the unit. The goal for this first lesson is to help students see that segregation in this country is a product of government policy (*de jure*), not solely the product of individual choice and private discrimination by civilians (*de facto*).

Procedure

1. Begin class with a Warm-Up to get them thinking about the topics to be covered in the upcoming lessons.
 - What do you think of when you hear the words “segregated”/”segregation”/”integration”? You may want to scaffold the students’ thinking by asking them if the words have more negative or positive connotations, where they’ve heard the words before etc...
 - Then ask students if they would describe their neighborhoods as segregated or integrated.
 - Allow students to share out their responses to each of the warm-up questions and explain that they will be exploring the history of housing segregation, and how “redlining” shaped the development of neighborhoods
2. Students will watch Mark Lopez’s 18-minute film [“Segregation by Design”](#)¹⁴ as an opener to the unit. The video summarizes the main arguments in Richard Rothstein’s *The Color of Law*.
 - As students watch, they will answer questions on a video guide ([Appendix 2](#))
 - You could watch the video and answer questions in class together, or assign students the video to watch at their own pace on a platform like “Edpuzzle”. The advantage to using a site like Edpuzzle is that students can pause to answer questions as they need to and go back to better understand a certain part of the video they need more clarity on.
3. Optional-Have students complete a word cloud on a site like ([Mentimeter.com](#)) as a way for students to quickly share their key takeaways in a visual way.
4. Have students read excerpts from *The Color of Law*.
 - [Excerpts 1.1 and 1.2](#) compiled by *Learning for Justice* (formerly *Teaching Tolerance*).¹⁵
 - There are text-dependent questions after each of the selected readings that students can complete, or you could come up with your own.
5. Students will complete an exit ticket answering the following prompt: In what ways is housing segregation a result of governmental policy?

Days 2-3: Redlining & Housing Discrimination Deep Dive

Purpose & Objective

Now that students have some context about the ways in which the U.S. government implemented policies to racially segregated neighborhoods, they will now further explore the specific policy of *redlining* by looking at primary & secondary sources, as well as an array of maps.

Procedure

1. Have students watch this short NPR video clip as they fill out the handout that goes along

¹⁴Silkworm, “Segregated by Design,” *Vimeo*, April 5, 2019, <https://vimeo.com/328684375>.

¹⁵ “The Color of Law: Creating Racially Segregated Communities,” *Learning for Justice*, October 9, 2019, <https://www.learningforjustice.org/classroom-resources/lessons/the-color-of-law-creating-racially-segregated-communities>.

with it in [Appendix 3](#)

- a. Go over the answers to the video questions and key vocabulary
2. Student will create a gallery crawl and accompanying question([Appendix 4](#))
 - a. Students will be exposed to a variety of sources from excerpts of the FHA, racial covenants, newspaper ads etc.
 - b. The images can be placed around the room for students to move from one to the next, or alternatively teachers could give the students the images via a platform like Canvas or Google Classroom.
 - c. The questions that go along with the gallery crawl are meant to have students analyze what they learned about in the NPR video from Day 2, along with the sources they are given.
3. Students will likely need into the next class period to finish the Gallery Crawl. I will leave time to discuss key takeaways and clarify any questions students may have.
4. Next, students will have a CER writing practice to recap what they learned about on Days 1-2 of the unit. If you are unfamiliar with the CER writing format, see [Teacher Resources](#). See [Appendix 5](#) for a CER writing rubric.
 - a. Students will be asked to complete a CER writing response to the following question: **Based on what you have learned so far, do you believe that segregation in the United States is a product of *de jure* or *de facto* segregation?**

Day 4: Long-Term Impacts of Redlining & Housing Discrimination

Purpose & Objective

Now that students have explored the history of redlining and housing discrimination, they will look at the long-lasting impact these government-implemented policies have had on communities.

Procedure

1. Students will begin by comparing the [HOLC \(Home Owners Loan Corporation\)](#) map of their city to the [Racial Dot Map](#) map of the same city based on the 2010 census. The map shows the change (or lack thereof) that has happened in cities over the past seven decades. The instructions and handout are in Appendix 7
 - a. Have students answer the following questions after exploring the maps: Do you feel that the Fair Housing Act was effective at preventing housing discrimination and segregation? Explain why or why not.
2. Set the stage for the transition in the lesson by explaining to students that they will explore the differences in wealth and homeownership across various racial demographics in the United States.
3. Have students look at the Wealth Inequality & Home Ownership Handout ([Appendix 6](#))
 - a. Students will answer the questions that go along with the short reading and the 2 charts included on the handout.
4. If time permits, have students listen to a short clip of [NPR's Fresh Air interview](#) with *Color of Law* author, Richard Rothstein. There is also a transcript on the website linked above if you prefer students read the text.

- a. We now know what wealth inequality is. How does Rothstein explain that discrimination in housing play a role in the existing wealth inequality in the US?
- b. What was the result of Black people not being allowed to buy homes in suburbs?
- c. Based on the interview we just listened to, and what you've learned so far, how do you think inequality in access to homeownership and home equity between white and Black people contributes to the wealth inequality of today?

Days 5-7: School Segregation & Desegregation

Purpose & Objective

The unit now shifts toward a focus on the history and evolution of segregation by looking at three specific U.S. Supreme Court cases, *Plessy v. Ferguson*, *Brown v. Board of Education*, and *Swann v. CMS*

Procedure

1. Students should start class by learning about the [Plessy v Ferguson SCOTUS case](#) that established the constitutionality of segregation. This can be done at the start of class, or assigned as homework the night before.
 - a. The assignment that is linked above has a short embedded video with questions, and has students look at the Supreme Court's dissenting opinion
2. Students will receive direct instruction via Powerpoint lecture on the *Brown vs. Board* case and fill out guided notes as they listen.
3. Discuss with the class the ideas of precedents and how time and context have led to overturning of previous rulings like in the case of *Plessy* and *Brown*.
4. Students now understand the ruling in the *Brown* case, and that, in theory, this case was to force all states to desegregate. As we all know, that is not what happened in practice. States, especially in the South, were sluggish, if not resistant to integration of schools. I will introduce students to local, Charlotte, desegregation issues by going through sides 5-7 of [this powerpoint](#). The slides begin with a comparative look at overall racial demographics of the United States and the city of Charlotte. Then, the next slides provide racial demographics of schools across the Charlotte-Mecklenburg Schools District, and lastly a look at the statewide uneven distribution of Black and White students.
5. As a class, read through the [Swann vs. CMS Case Summary](#)
 - a. Providing students scaffolding questions may be necessary, depending on the level of students you teach
 - b. Use slides 1-4 on [this powerpoint](#) to re-cap key ideas from the reading.
6. Next, students will watch a short documentary on the *Swann* Case. The video will give students a chance to see interviews with key players in the case and first-hand accounts of key events surrounding the case. The video and discussion questions can be found on slide 8 of [this powerpoint](#).
7. After reading the background of the *Swann* case, and watching the short documentary, I introduce students to the "aftermath" of *Swann*. Students will receive direct instruction via [Powerpoint](#) (slides 9-10) and take notes on what has happened in Charlotte since the *Swann* ruling.

8. Next, students will read [“Did busing for school desegregation succeed? Here’s what research says”](#) and complete questions that go along with it. The questions can be found in [this powerpoint](#) on slide 11.
9. Lastly, students will complete a CER style question to assess their understanding of the previous few days of the unit. Question: Take into account the background information about Swann vs CMS, the court cases we studied and the article you just read. **Determine if schools have an obligation to create integrated schools.** In your response you should consider the history/context, arguments for & against and the outcomes of the process.

Days 8-9: Choice Project

Purpose & Objective

Students will have the opportunity to demonstrate their understanding of the topics covered in this unit in a format of their choice.

Procedure

1. Students should first choose the topic of their project. They will need to decide what they will focus on before deciding the format of their final product format.
 - a. Students may choose to focus on a more specific topic that interests them (Federal housing policies and laws, redlining, school desegregation etc...), or to have a product that displays their understanding of the entire unit.
2. Once students have chosen a topic, they should engage in research. I typically provided students with a form or document they have to take notes on and document sources and organize information they have already gathered in the unit.
3. Students then need to choose the specific product they will use to demonstrate their understanding.
 - a. Ideas for the weir variety of products that students could choose for the product can be accessed [here](#).
4. See [Appendix 8](#) for a rubric that can be used to evaluate this summative assessment.

Assessments

I will assess students in multiple ways both formally and informally throughout the progression of the unit. The Choice project will be a formal assessment using the rubric found in Appendix 8. The CER writing prompts, text-dependent questions, video guides, Gallery Crawl, and CER short answer questions will be informal assessments to check that the assignments were completed accurately.

Appendix 1: Implementing Teaching Standards

FP.C&G.2.3 Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, Stare decisis, judicial review, supremacy, equal protections, “establishment clause,” symbolic speech, due process, right to privacy, etc.).

- This standard is applied to the unit as students explore how the Supreme Court of the United States ruled in various cases surrounding housing policies and the topic of school desegregation.

FP.C&G.3.3 Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.).

- This standard is applied to the unit as students analyze explicitly discriminatory governmental policies and legislation passed in the 20th century.

FP.C&G.3.4 Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.).

- This standard is applied to the unit as students explore the constitutionality (rather *unconstitutionality*) of the federal housing policies implemented throughout the 20th century. Specifically, students will explore how the 5th, 13th, and 14th amendments can be applied to the segregation of people.

FP.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States.

- This standard is applied to the unit as students grapple with the extent to which the government has protected the rights of black citizens in the country. The unit also briefly explores the grassroots efforts made for years that lead to the eventual passage of the Fair Housing Act of 1968.

Appendix 2: “Segregation by Design” Video Questions

Part 1: A Forgotten History

1. What is the difference between *de jure* and *de facto* segregation policies?

Part 2: The Policies

2. Explain how “New Deal” programs influenced and encouraged the creation of segregated housing
 - a. Civilian Public Housing Program
 - b. Lyndon B. Johnson & United States Housing Authority
 - c. FHA (Federal Housing Administration)

Part 3: Racial Zoning

3. Define “Redlining”:
4. What did the builder in Detroit do in order to get FHA insurance near a zone that was redlined?
5. The film mentions a 1946 magazine article. Explain what tactic landlords used so that they would get a larger return (profit) on their properties. Describe the tactic that landlords used to get a larger return on their properties.

Part 4: The Slums

6. Explain how “slums” are a result of governmental policies.
7. Define “blockbusting”:

Part 5: Slum Clearance

8. Explain how getting rid of these slums played a role in the creation of segregated neighborhoods.

Part 6: State-Sponsored Violence/Wealth Gap

9. Give 2 examples of how state-sponsored violence was used to prevent neighborhoods from desegregating.
10. Identify the reason given in the film for the difference in White and African American wealth.

Part 7: Effects of Segregation

11. Explain how segregation impacts education.

12. Explain ways in which segregation impacts politics

Part 8: Constitutional Remedy

13. Explain how these 3 provisions in the U.S. The Constitution prohibit the policies implemented by the U.S. government that racially segregate citizens.
 - a. 5th amendment

 - b. 14th amendment

 - c. 13th amendment

Appendix 3: NPR Video Questions- Day 2 Lesson

1. What did the Home Owners Loan Corporation (HOLC) do?

2. What did each color mean on the HOLC residential security map?
 - a. Green

 - b. Blue

 - c. Yellow

 - d. Red

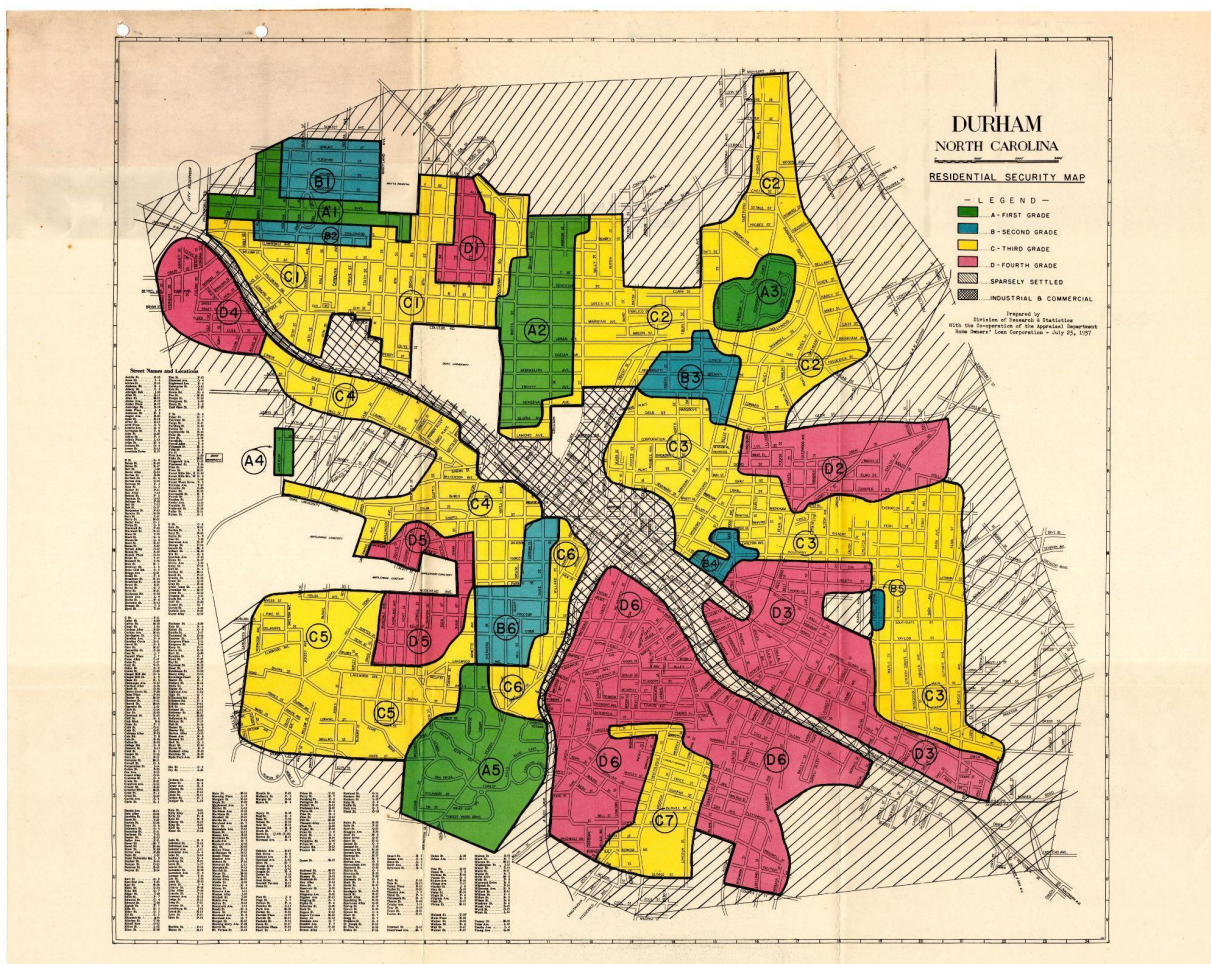
3. What were the commonalities of the people in the redlined areas?

4. Why caused more white people than Black people to move to the suburbs between the 1930s-1960s?

5. What were “racial covenants” that were implemented in the suburbs?

Appendix 4: Gallery Crawl Sources + Questions

**HOLC City Redlining Maps & Primary Source
Documents**



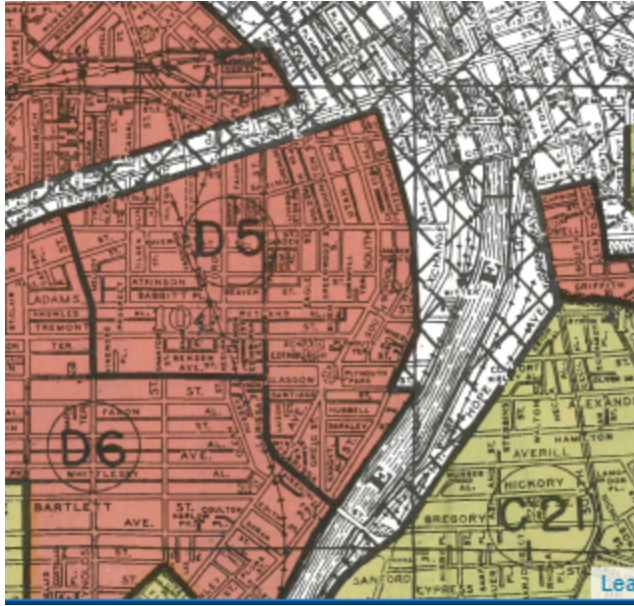
Source 2: Durham, NC Residential Security Map

1. NAME OF CITY Durham, N. C. SECURITY GRADE D AREA NO. 6
2. DESCRIPTION OF TERRAIN. Rolling
3. FAVORABLE INFLUENCES. All city conveniences, adequate transportation, schools located in area, also community business center.
4. DETRIMENTAL INFLUENCES. Industrial area along railroad tracks on North and West.
5. INHABITANTS: Clerks, mechanics, a. Type laborers, domestics; b. Estimated annual family income \$300. - \$2500.
- c. Foreign-born None; % 0; d. Negro Yes; 90 %;
- (Nationality) (Yes or No)
- e. Infiltration of Negro population slowly increasing; f. Relief families Many; g. Population is increasing; decreasing; static.
6. BUILDINGS: a. Type or types Small singles and some large singles; b. Type of construction Frame; c. Average age 30 years; d. Repair Fair to Poor
7. HISTORY: SALE VALUES RENTAL VALUES
- | YEAR | RANGE | PREDOMINATING | % | RANGE | PREDOMINATING | % |
|------------|-------------------|---------------|------|---------------|---------------|------|
| 1929 level | \$1000. - \$5000. | \$2000. | 100% | \$10. - \$35. | \$20. | 100% |
| 1933 low | \$ 800. - \$4000. | \$1500. | 70% | \$8. - \$25. | \$15. | 70% |
| current | \$1000. - \$4000. | \$ 1750. | 85% | \$10. - \$30. | \$17.50 | 85% |
- Peak sale values occurred in 1929 and were 100 % of the 1929 level.
- Peak rental values occurred in 1929 and were 100 % of the 1929 level.
8. OCCUPANCY: a. Land 60 %; b. Dwelling units 98 %; c. Home owners 15 %
9. SALES DEMAND: a. None; b. None; c. Activity is None
10. RENTAL DEMAND: a. Good; b. \$15. - \$25. singles; c. Activity is Good
11. NEW CONSTRUCTION: a. Types Some small duplexes; b. Amount last year Mediocre
12. AVAILABILITY OF MORTGAGE FUNDS: a. Home purchase Limited; b. Home building Limited
13. TREND OF DESIRABILITY NEXT 10-15 YEARS Static
14. CLARIFYING REMARKS: White population largely on McMannen Street for about 2 blocks South of railroad and some on South Street, and on McMannen Street are several fairly nice homes. This was formerly a good white residential street but negroes are gradually taking up the area.
15. Information for this form was obtained from Leon W. Powell, Realtor

Date May 25, 193 7.

(Over)

Source 3:
This is an
HOLC
Security map
of Area 6 of
Durham, NC.



Source 4:

AREA DESCRIPTION

Security Map of Rochester, New York

1. POPULATION: a. Increasing _____ Decreasing _____ Static Yes _____
- b. Class and Occupation Daily workers & laborers with incomes of \$1000-1500
- c. Foreign Families 10 % Nationalities Italian d. Negro 75%
- e. Shifting or Infiltration _____ None _____

2. BUILDINGS:
- | | PREDOMINATING | 100 % | OTHER TYPE | % |
|---|--|-----------------|------------|-----------------|
| a. Type and Size | <u>Medium & large sized 1-family</u> | | | |
| | <u>2-4 stories, 7 rooms & up</u> | | | |
| b. Construction | <u>Frame & few brick</u> | | | |
| c. Average Age | <u>60+ years</u> | | | |
| d. Repair | <u>Poor</u> | | | |
| e. Occupancy | <u>95%</u> | | | |
| f. Owner-occupied | <u>30%</u> | | | |
| g. 1935 Price Bracket | <u>\$ 750-4000</u> | <u>% change</u> | <u>\$</u> | <u>% change</u> |
| h. 1937 Price Bracket | <u>\$ 500-3500</u> | <u>-16 %</u> | <u>\$</u> | <u>%</u> |
| i. 1939 Price Bracket | <u>\$ 500-3000</u> | <u>-12 %</u> | <u>\$</u> | <u>%</u> |
| j. Sales Demand | <u>Poor up to \$2500 on 2nd hand</u> | | | |
| k. Predicted Price Trend (next 6-12 months) | <u>Stable in lower & downward in upper bracket</u> | | | |
| l. 1935 Rent Bracket | <u>\$10 - 20</u> | <u>% change</u> | <u>\$</u> | <u>% change</u> |
| m. 1937 Rent Bracket | <u>\$10 - 25</u> | <u>+17 %</u> | <u>\$</u> | <u>%</u> |
| n. 1939 Rent Bracket | <u>\$10 - 25</u> | <u>0 %</u> | <u>\$</u> | <u>%</u> |
| o. Rental Demand | <u>Poor up to \$15</u> | | | |
| p. Predicted Rent Trend (next 6-12 months) | <u>Stable</u> | | | |

3. NEW CONSTRUCTION (past yr.) No. 0 Type & Price _____ How Selling _____
- HOLC Loans: 57 at \$2,171 - 56% in default

4. OVERHANG OF HOME PROPERTIES: a. HOLC 17 at \$5,260 b. Institutions 73

5. SALE OF HOME PROPERTIES (3 yr.) a. HOLC 4 at \$1,875 b. Institutions 21

6. MORTGAGE FUNDS: None 7. TOTAL TAX RATE PER \$1000 (1939) \$41.73

8. DESCRIPTION AND CHARACTERISTICS OF AREA: based on 158 sales \$74.70

Years ago this was a section of beautiful old homes. Some still remain - massive structures and still handsome but with no value except for conversion purposes. Negroes have come into the area and today it is the poorest section of the entire city. The most that can be said for it is that it is convenient. The terrain is generally flat and the streets are shaded. There are all city facilities and plenty of schools, stores and churches. Transportation is good. Dwellings are detached with small front lawns. Lots are of medium size. Pride of ownership is lacking. There are a very few small apartments and flats. Many properties have only nominal values or values for min. cost shelter. There are several factories in the area of which the largest are Folmer-Graflex, Kee Lox, and Lawyers Cooperative Publishing Co.

9. LOCATION Rochester SECURITY GRADE 4th AREA NO. D-5 DATE 11/1/39

Source 5: This is an HOLC Security map of Area 5 of Rochester, NC.

SECTION 2.
REQUIRED COST OF RESIDENCES.

Any residence erected wholly or partially on any of said land hereby restricted shall cost not less than \$3500.00.

SECTION 3.
OWNERSHIP BY NEGROES PROHIBITED.

None of said land may be conveyed to, use, owned, nor occupied by negroes as owners or tenants.

SECTION 4.
BILL BOARDS PROHIBITED.

No signs, advertisements, bill boards or advertising structures of any kind may be erected or maintained on any of the land herein restricted without the consent in writing of The J. C. Nichols

- 84 - 100

Source 6: An example of the racial restrictive covenant found in the declaration of restrictions for a neighborhood near Kansas City. Johnson County Museum.

Old price \$4,000. Today's discount \$1,250. New price **\$2,750.**
Terms, \$750 down, balance on or before 3 years; 6% interest.

I appeal to the instincts of those about to marry. Isn't this the most remarkable offering you ever heard of. Restrictions—

The party of the second part hereby agrees that the premises hereby conveyed shall not at any time be conveyed, mortgaged or leased to any person or persons of Chinese, Japanese, Moorish, Turkish, Negro, Mongolian, Semetic or African blood or descent. Said restrictions and covenants shall run with the land and any breach of any or either thereof shall work a forfeiture of title, which may be enforced by re-entry.

Lake Street Frontage

Source 7: This newspaper ad from 1919 for a new Minneapolis neighborhood defined exactly which groups would be banned from living there by the community's legal covenant.

The *advantageous* location of Eagle Rock is unexcelled! (Note Map) Eagle Rock is a *corporate part* of the great city of Los Angeles! Our hills and dales provide the most favored of "*view*" homesites! Eagle Rock is *400 feet higher* than 7th and Broadway! (Out of Fogs) Favorable *Restrictions* help create a community of *beautiful Homes*! The Residents of Eagle Rock are *all of the White or Caucasian race*! With prices now *LOW*, property values promise *substantial increase*!

If space permitted, we could give you reason after reason why *Eagle Rock* is the most favored residential community in the Southland! It will be very much *worth your while* to learn those reasons—either by a *personal visit*—or through literature which we will be glad to send upon request. **INVESTIGATE EAGLE ROCK NOW!**

~for further particulars write~
The Greater Eagle Rock Club
 ~Eagle Rock [Los Angeles] California



Source 8: Los Angeles 1920's- a real estate ad exclaiming, "The Residents of Eagle Rock are all of the White or Caucasian race! With prices now low, property values promise substantial increase!"

Source 9: This 1926 ad refers to the U.S. Supreme Court ruling in the *Corrigan v. Buckley* case. This Supreme Court decision held that a racially restrictive covenant was a legally binding document which made sellin a void contract. This ruling set a precedent upholding racially restrictive covenants which soon flourished around the nation.

Attention White Home Buyers!

The Largest Restricted White Community in Washington

Invites your attention
to the decision of

The U. S. Supreme Court

—that negroes cannot buy
in a restricted white section

Buy or Rent
in the section known as

**Eckington High View
Bloomingdale Edgewood**

For further information apply to:

Executive Committee of

Bloomingdale Owners	North Capitol Citizens' Association
P. W. Pritchett, Chairman	Henry Gilligan, President
2651 North Capitol St.	2304 1st St. N.W.
W. T. Richardson, Secy.	Jesse W. Morgan, Secy.
78 S St. N.W.	47 Seaton St. N.W.



Source 10: White tenants seeking to prevent Black families from moving into the Sojourner Truth housing project put up this sign in Detroit, 1942

Source 11: Excerpts from the Fair Housing Act of 1968

Sec. 804. [42 U.S.C. 3604] Discrimination in sale or rental of housing and other prohibited practices

As made applicable by section 803 of this title and except as exempted by sections 803(b) and 807 of this title, it shall be unlawful--

- a) To refuse to sell or rent after the making of a bona fide offer, or to refuse to negotiate for the sale or rental of, or otherwise make unavailable or deny, a dwelling to any person because of race, color, religion, sex, familial status, or national origin.
- b) To discriminate against any person in the terms, conditions, or privileges of sale or rental of a dwelling, or in the provision of services or facilities in connection

therewith, because of race, color, religion, sex, familial status, or national origin.

- c) To make, print, or publish, or cause to be made, printed, or published any notice, statement, or advertisement, with respect to the sale or rental of a dwelling that indicates any preference, limitation, or discrimination based on race, color, religion, sex, handicap, familial status, or national origin, or an intention to make any such preference, limitation, or discrimination.
- d) To represent to any person because of race, color, religion, sex, handicap, familial status, or national origin that any dwelling is not available for inspection, sale, or rental when such dwelling is in fact so available.
- e) For profit, to induce or attempt to induce any person to sell or rent any dwelling by representations regarding the entry or prospective entry into the neighborhood of a person or persons of a particular race, color, religion, sex, handicap, familial status, or national origin.

Sec. 805. [42 U.S.C. 3605] Discrimination in Residential Real Estate-Related Transactions

(a) In General.--It shall be unlawful for any person or other entity whose business includes engaging in residential real estate-related transactions to discriminate against any person in making available such a transaction, or in the terms or conditions of such a transaction, because of race, color, religion, sex, handicap, familial status, or national origin.

“Your Home is Your Castle— Protect It!”

If an open housing bill is passed, you can be fined and sent to jail if you violate the law. I am in complete and utter opposition to any law which takes away the homeowner's right to sell or rent the home in which he lives in any way he chooses . . . I PROMISE TO VETO ANY STATE BILL WHICH TAKES AWAY THE RIGHT OF THE HOME-OWNER TO SELL OR RENT HIS PROPERTY TO WHOMEVER HE WANTS! Your home is your castle . . . protect it! — George P. Mahoney

Source 12: This is an ad run by George Mahoney (segregationist gubernatorial candidate on of many opponents of the Fair Housing Act) Opponents of the Fair Housing Act included George Mahoney, a segregationist candidate running for Governor of the state of Maryland in 1966.

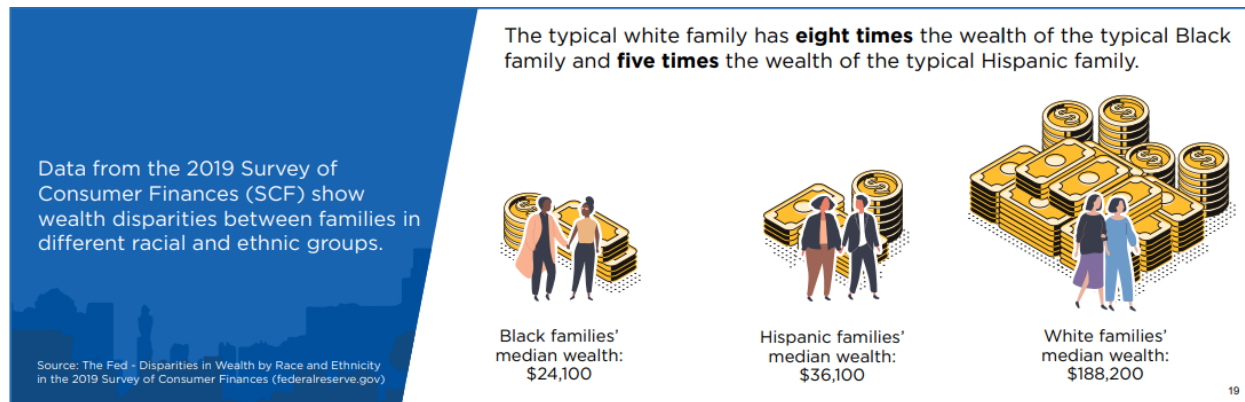
**GEORGE P.
MAHONEY** Democrat
for
Governor
Keeps His Word!

- 1. Record two of your observations about the Source 1 Charlotte, NC Map**
- 2. Look at the Durham, NC Redlining Map & Security Map document.**
 - a. What is the security grade on Area 6? What does this mean?**
 - b. Read the Clarifying Remarks". What attitude is being reflected in these remarks?**
- 3. Look at the Rochester, NY Sources.**
 - a. What is the security grade on Area 6?**
 - b. Read the Clarifying Remarks". What attitude is being reflected in these remarks?**
- 4. What impact did the Supreme Court *Corrigan v. Buckley* ruling on housing?**
- 5. What did the Fair Housing Act of 1968 do to end housing discrimination?**
- 6. How did segregationists like George Mahoney & frame their argument against the Fair Housing Act of 1968?**

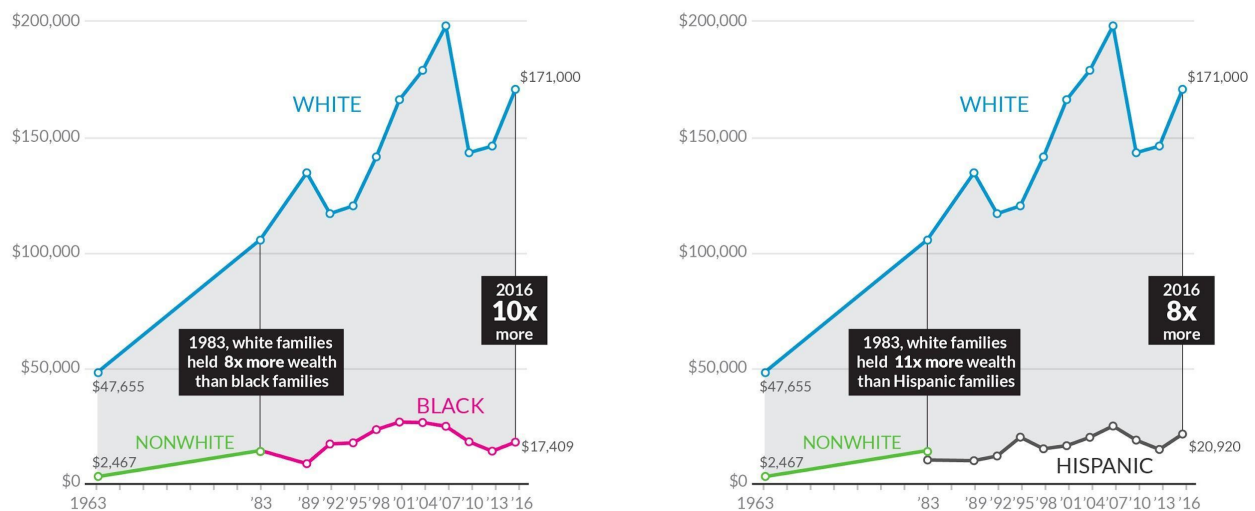
Appendix 5: CER Writing Rubric

Sections	Advanced-4	Goal-3	Basic-2	Below Basic-1
Claim (Thesis Statement)	Claim is clear, relevant, detailed and includes 2 reasons.	A clear and relevant claim is provided and includes at least two reasons .	The claim is present but it is not clear or is not relevant and includes one reason .	An attempt is made to make a claim, but it is not clear or relevant; does not include reason.
Evidence	The thesis is fully supported by evidence. TWO or more pieces of specific evidence(events, ideas, people, etc) are included.	The thesis is fully supported by evidence. ONE piece of specific evidence(events, ideas, people, etc) is included.	Evidence is provided but does not fully support the thesis. It is vague or not specific- Does not provide names, events, ideas, etc.	Evidence is not factual(mainly opinion based) and does not support the thesis. It is vague or not specific- Does not provide names, events, ideas, etc.
Reasoning	The reasoning clearly and directly connects the evidence back to the thesis for BOTH pieces of evidence. Does this by EXPLICITLY explaining how the evidence supports the argument.	The reasoning clearly and directly connects the evidence back to the thesis for ONE piece of evidence. Does this by EXPLICITLY explaining how the evidence supports the argument.	The reasoning clearly and directly connects the evidence back to the thesis for ONE piece of evidence. ATTEMPTS TO explain how the evidence supports the argument.	The reasoning DOES NOT clearly and directly connects the evidence back to the evidence. LITTLE EFFORT is used to connect evidence back to argument.
Total				/12

Appendix 6: Wealth inequality & Homeownership Handout



Median Family Wealth by Race/Ethnicity, 1963–2016



Source: Urban Institute calculations from Survey of Financial Characteristics of Consumers 1962 (December 31), Survey of Changes in Family Finances 1963, and Survey of Consumer Finances 1983–2016.

Notes: 2016 dollars. No comparable data are available between 1963 and 1983. Black/Hispanic distinction within nonwhite population available only in 1983 and later.

URBAN INSTITUTE

These charts show how the “typical” family is doing and that racial and ethnic wealth disparities persist and grow.

Inequality: a social or economic disparity (difference) in distribution of opportunity.

- For example: If Person 1 has an income of \$250,000, and Person 2 has an income of \$20,000, there is a large disparity in income.

Wealth is defined as the difference between assets (what you own) and liabilities (what you owe). We will describe patterns at the median (the typical household within each group) and at the mean (the average among households in each group).

In the 2019 survey, white families have the highest level of both median and mean family wealth: \$188,200 and \$983,400, respectively. Black and Hispanic families have considerably less wealth than white families. Black families' median and mean wealth is less than 15 percent that of white families, at \$24,100 and \$142,500, respectively. Hispanic families' median and mean wealth is \$36,100 and \$165,500, respectively.

Homeownership

For many families, housing is the biggest component of wealth.... [The] ability to purchase a home is a reflection of wealth a family already has (or their parents' wealth...), as significant funds are generally required for a down payment and closing costs.

[H]omeownership has also been found to yield strong financial returns on average and to be a key channel through which families build wealth (Goodman and Mayer 2018). Among young families, about 46 percent of white families own their home, compared to just 17 percent of Black families. This gap may partially reflect differences in parental wealth, as previous research has found that Black families are far less likely to receive down payment assistance from their parents, delaying transition into homeownership (Charles and Hurst 2002).

Questions:

- 1. Based on the reading, how can you define “wealthy inequality”?**
- 2. Since most families build wealth through homeownership, what long-term impact has housing discrimination had?**

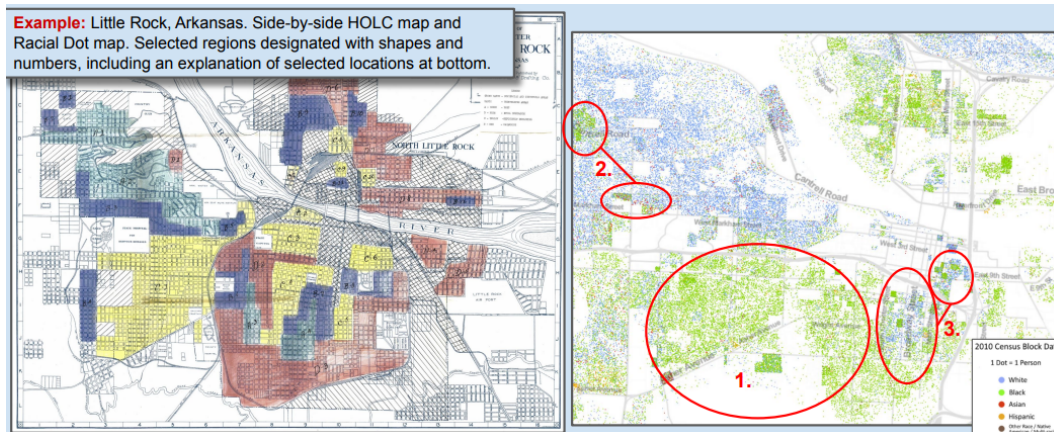
Reading adapted from www.federalreserve.gov

Appendix 7: Map Comparison- HOLC Maps & Racial Dot Map

Step 1: Go to the [Mapping Inequality site](#) that shows HOLC maps for cities across the United States. Once you have found a map of your city, take a screenshot and paste it below. Select 3 areas that are redlined in the city and screenshot the notes that specifically use racial or ethnic reasoning in the creation of its zones. Place those in the space below.

Step 2: Go to the University of Virginia's [Racial Dot Map](#). Try to zoom in to the same scale as your HOC map above. This is pretty difficult but I suggest you try to find major roads to help you move and size your racial dot map. Once you feel confident in the map you've pulled up, screenshot it. Now, place your Racial Dot & HOLC maps side by side below.

HOLC Map of your city	Racial Dot Map of your city



Example above is adapted from thehumanimprint.com

Step 3: You should now have the two maps beside one another. Start to look for patterns between the two maps. Pay close attention to the description summaries from the HOLC maps. Choose at least two areas of interest to you. Use bullet points to note your observations about your HOLC sections and modern patterns you notice when comparing the same city area to the 2010 Racial Dot Map.

Appendix 8: Project Rubric

Criteria	Full Credit 10 - Points	Half Credit 8 - Points	No Credit 6 - Points	Grade:
Content: Is the content of the product well chosen?	Content chosen represents the best choice for the product. Graphics are well chosen and related contents.	Information or graphics are related to content, but are not the best choice for the product.	Information or graphics presented does not appear to be related to topic or tasks.	
Completeness: Is everything included in the product?	All information needed is included . Product meets the product criteria and the criteria of the task as stated.	Includes most important information Product meets the product criteria and the criteria of the task as stated.	Includes less than 50% of the important information. The product does not meet the task, or does not meet the product criteria.	
Creativity: Is the product original?	Presentation of information is from a new perspective. Graphics are original. Product includes an element of fun and interest.	Presentation of information is from a new perspective. Graphics are not original. Product has elements of fun and interest.	There is no evidence of new thoughts or perspectives in the product.	
Correctness: Is all the information included correct?	All the information presented in the product is correct and accurate	N/A	Any portion of the information presented in the product is incorrect.	
Appropriate Communication: Is the information in the product well communicated?	All information is neat and easy to read. Product is in appropriate format and show significant effort. Oral presentations are easy to understand and presented with fluency. NO COPY AND PASTED INFORMATION!	Most of the product is neat and easy to read. Product is in appropriate format and show significant effort. Oral presentations are easy to understand, with some fluency.	The product is not neat and easy to read or the product is not the appropriate format. It does not show significant effort. Oral presentation was not fluent or easy to understand.	
Total Grade (50 points possible):				

Materials List

Chromebook/Laptop- Teachers have the option to post any of the materials and texts included in the unit on a site like Canvas or Google Classroom. Some project options also require students to use a laptop to access various online platforms

Printed Copies of video guides/rubrics/readings- Though teachers can post all of these materials for students in a digital format, I prefer to give students physical copies that are easy for me to look over and give feedback on AS students work on them. I also find it helpful when students have a physical copy of activities they complete as they work on a final summative project for a learning sequence.

Headphones- Videos can be shown in a whole-group format, but if not, students will need access to headphones to watch the videos provided in the unit.

Edpuzzle- this platform allows students to access videos at their own pace, which is a huge benefit as students typically are panicking and scrambling to catch the answer and rush to write it down when traditional whole-group videos are shown in class. Teachers have the ability to build in questions, provide links to more information, and include voiceovers to clarify anything they students might need help on.

Student Resources

The Color of Law by Richard Rothstein- This is the “backbone” text of the unit. Specific excerpts and text dependent questions are included to help break down the text.

Vocabulary Support- Many of the terms covered in the unit will be new to students, so providing these “glossaries” may be helpful.

- [Vocabulary Part 1](#)
- [Vocabulary Part 2](#)

Understanding how to use “Mapping Inequality” digital mapping platform- Students can watch [this video](#) to understand how to navigate the maps and search for the city of interest. The video explains the various tools and features of the website that students will need to complete their assignments in the unit.

Teacher Resources

Alternative Project Idea

- Instead of the Project Choice proposed, you could alternatively have students create a [Padlet](#) to document the evolution and eb and flow of segregation in the United States, as it related to the three SCOTUS cases they learned about.
 - This [video](#) can be given to students to help them with creating the timeline

Writing Resources

- [Powerpoint overview of CER Writing Strategy](#) : I have used the CER writing for the past couple of years in my Civics & Economics classes in an attempt to help students with analytical thinking and argumentative writing. This strategy focuses on formation of arguments/claims, providing evidence to support claims, and reasoning where students explain why the evidence supports the claim by providing logical conclusions.
- [CER Student Writing Handout](#): This is the handout that I give students at the beginning of the year that serves as their reference sheet for writing expectations in class. It provides the “Dos” and “Don'ts” of writing, as well as a breakdown of the CER writing format.

Digital Mapping

- “Charlotte Mecklenburg Quality of Life Explorer”
 - <https://mcmap.org/qol/>: This website will take you to the Charlotte-Mecklenburg City of Life Explorer that is an excellent interactive tool to explore 9 dimensions of quality of life in our city. (Demographics, Economy, Health, Safety, Transportation, Engagement, Education, Environment, and Housing. I have used this as a way for students to explore the demographic makeup of their own neighborhoods over time.
- “Mapping Inequality”
 - <https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>: “Mapping Inequality” is an interactive mapping tool that allows students to see the Home Owners’ Loan Corporation (HOLC) maps that rate the residential security of major cities across the U.S. These maps are crucial for students as they dive into *redlining*.
- “Racial Dot Map”
 - <http://racialdotmap.demographics.coopercenter.org/> : The Racial Dot Map uses 2010 Census data and has great maps that students can use to compare to the

HOLC maps on the site above and see the extent to which these areas have changed over the past seven decades.

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