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Document Based Question: How did local and national governmental organizations help to create and maintain segregation in Milwaukee?

Content Area	Social Studies
Grade Band	9-12
Objectives	<p>We are learning to understand the roots of segregation from a historical perspective.</p> <p>Students will be able to identify multiple causes of segregation in Milwaukee and other cities, including governmental policies, and understand the historical roots of segregation in urban areas today.</p>
Length	90 minutes
Standards	<ul style="list-style-type: none">• SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.• SS.Geog2.a.h Evaluate population policies by analyzing how governments affect population change.• SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.• SS.Geog2.d.h Evaluate the impact of spatial inequality as a result of urbanization, and develop various solutions to address these inequalities.• SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.• SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events
Creator	Heather Godley

This lesson introduces the root causes of segregation in Milwaukee and many other urban areas in the United States. In exploring the historical context that created and maintained segregation, students will gain understanding of the causes of segregation in Milwaukee and many other urban areas and begin to think about how these issues could be addressed today. Most importantly, they will learn that segregation did not “just happen,” but rather was the result of deliberate policies that were designed to 1) help white Americans and exclude African Americans and 2) discriminate against African Americans.

Procedure:

1. Hook (20 minutes):
 - a. Use the “Mapping Inequality” website (<https://dsl.richmond.edu/panorama/redlining/>) to explore segregation in Milwaukee today and accompanying Slides (#1-6) at <https://docs.google.com/presentation/d/1BewZVp6XSEmCCoPMqoBma0hQQ2YR3AQj-yB5M8I0sm4/edit?usp=sharing>



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- Students should explore the racial dot map of their area and examine the current level of segregation in their community. The map is available at <https://demographics.virginia.edu/DotMap/>. They should then zoom in on the city of Milwaukee, which is ranked among the top five segregated cities in the United States. Create a KWL chart about what students know and want to know about the origins of segregation. Teachers may want to provide prompts like “Did segregation ‘just happen’?” and “What is hidden by using the passive voice when talking about segregation?”
- b. Students should then watch “Adam Ruins the Suburbs” at <https://www.trutv.com/shows/adam-ruins-everything/videos/the-disturbing-history-of-the-suburbs.html> as an introduction
 - Students should then watch the 6 minute, 20 second episode of “Adam Ruins Everything” entitled “The Disturbing History of the Suburbs” at <https://www.youtube.com/watch?v=ETR9qrVS17g>. Students should add to the final section of the KWL chart to show what they have learned, as well as add any additional questions to the middle column.
- 2. Procedure: (up to 90 minutes)
 - a. Students will then read 12 short documents, both primary and secondary sources, and write a DBQ essay about the following question: ***How did local and national governmental organizations help to create and maintain residential segregation in the inner city?***
 - This could be done as a timed exercise without the “hook” if they are using this as preparation for the College Board’s AP US History exam), or done without the time constraints.
- 3. Suggested adaptations to provide additional support:
 - a. Read the documents together as a class, using the accompanying Slides can be used with the documents to give more context.
 - b. Give students time to read and annotate the documents; then brainstorm how to structure an essay.
 - c. Provide students with the attached questions and/or graphic organizer to help guide their reading.
 - d. Adaptation for collaborative work: Organize students into small groups of 3-4 students, and give each person in the group a different set of the documents. After reading their assigned documents, students can report out to the group and then collaboratively outline an essay.
- 4. Other resources that students could explore include the Home Owner’s Association guidance that led to redlining at <https://dsl.richmond.edu/panorama/redlining/#loc=10/43.0295/-87.9655&opacity=0.8&city=milwaukee-co.-wi> and/or samples of racially restrictive covenants in Milwaukee suburbs at <https://www4.uwm.edu/eti/Archives/RaciallyRestrictiveCovenants.pdf>



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Examining the documents

Document 1

1. What did the Federal Housing Administration provide that enabled many Americans to own their first homes?
2. How did the GI Bill help white Americans?
3. Why did most African Americans NOT benefit from these programs provided by the federal government?

Document 2

1. Which president established the village of Greendale just outside of Milwaukee?
2. Why did African Americans NOT benefit from this federal government initiative?

Document 3

1. What is a racially restrictive covenant and who helped homeowners develop these?
2. How many of Milwaukee's suburbs had racially restrictive covenants?
3. Why couldn't new homeowners buy a house then sell it to an African American family?

Document 4

1. What two requirements did someone have to meet to be able to buy a home in this subdivision?
2. When was this racially restrictive covenant recorded?
3. For how long was it supposed to be in effect? (In what year did it expire?)

Document 5

1. What was redlining?
2. What level of government was responsible for these redlining policies?
3. What percentage of FHA loans went to white borrowers?

Document 6

1. How did lack of financing affect people who wanted to purchase a home?
2. In addition to redlining and racially restrictive covenants, what were less formal ways that segregation was enforced?
3. To what extent do you agree with the statement that neighborhoods were "impoverished by design?" Explain your reasoning.

Document 7

1. Where does the word "redlining" come from?
2. How many areas of Milwaukee were redlined in 1938?



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3. Look at the FHA residential security map of Milwaukee. What effect do you think redlining had on establishing Milwaukee's segregation and its legacy as the most segregated city in the US even today?

Document 8

1. How many of the redlined areas of Milwaukee were designated as such because of the government's view of the people living there?
2. What percentage of people in this redlined area were African American?
3. According to Reggie Jackson, how many Blacks lived in redlined areas?

Document 9

1. Why were redlined areas often so crowded?
2. What effect did this have on rental prices in those areas?
3. How did municipal governmental policies affect the lives of people living in those areas?

Document 10

1. What else kept African Americans from moving, even if they had permitted to do so?
2. Why is it not enough to try to explain segregation by saying that some white people with prejudices fled the inner cities?

Document 11

1. What percentage of African Americans in Chicago purchased homes on contract in the early 1960s?
2. How did contract selling affect African Americans and ensure that African Americans were kept from accruing wealth?
3. To what extent do you agree with the statement that these rules "preyed upon" African Americans?

Document 12

1. What is the difference in median net worth between whites and blacks?
2. How does historical discrimination in housing lead to inequalities in net worth today?



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The American government played a direct role in helping to create the racial inequalities that we see today.

Docs	Point	Evidence	Analysis
1, 2	Local and national governments assisted white citizens and excluded African Americans from these benefits.	How did the government use Social Security, the GI Bill, and/or government-supported model communities to help people?	Why didn't these governmental assistance programs help African Americans as much?

Docs	Point	Evidence	Analysis
3, 4 6	Point:	What are racially restrictive covenants and what did they do?	How did these practices help create and maintain segregation in Milwaukee?



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Docs	Point	Evidence	Analysis
5, 6, 7, 8	Point:	What were redlining insurance maps and discriminatory mortgage practices, and who was responsible for them?	How did these policies and practices help create and maintain segregation?

Docs	Point	Evidence	Analysis
9, 10, 11	Point:	How did the following practices impact African Americans: placement of interstates, building/supporting suburbs instead of investing in infrastructure in cities, building low-income housing only in cities:	How did this help create and maintain segregation?



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Relating to today (Document 12): What does home-owning have to do with continued difficulties in overcoming racism today?