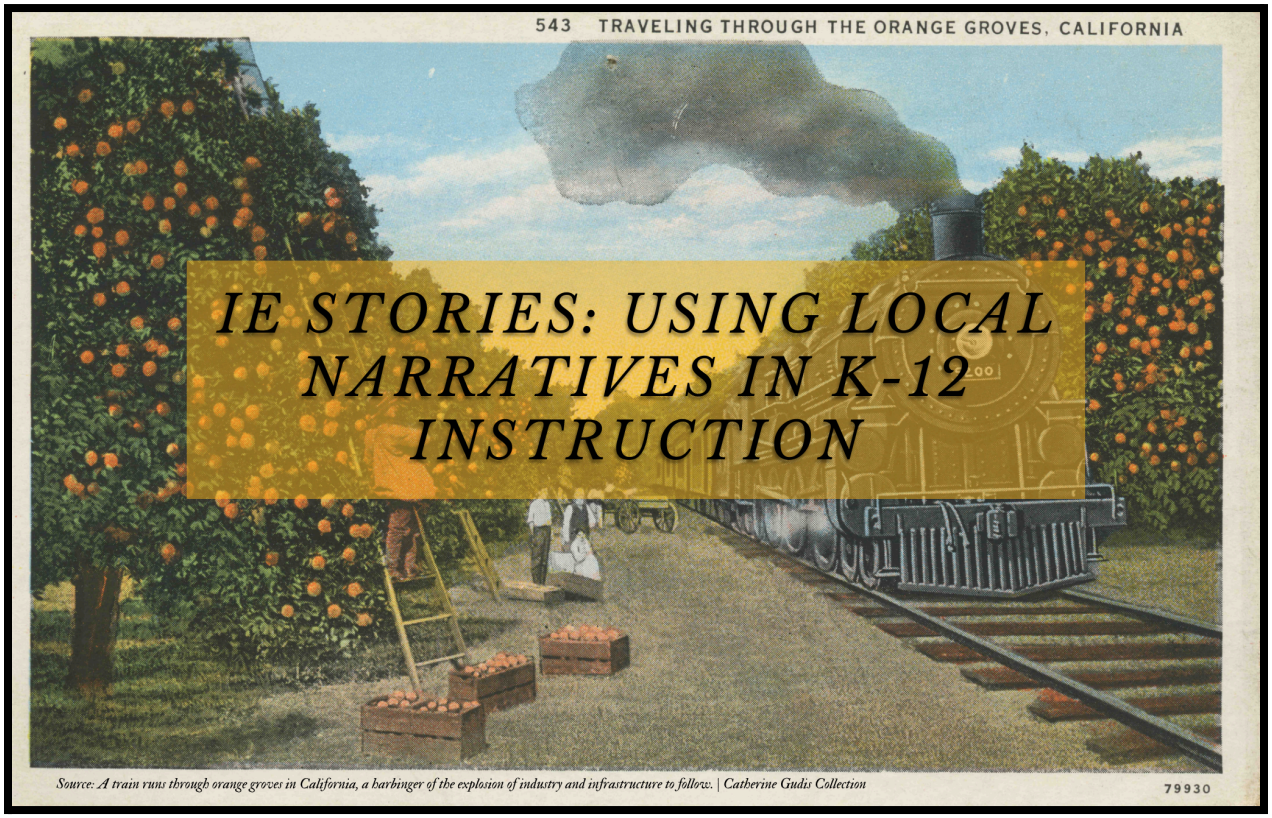

Inquiry Question

What did housing segregation look like in the Inland Empire in the 1920s-1970's?

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Additional support for this project is provided by the Pollitt Endowed Term Chair for Interdisciplinary Learning and Research at University of California, Riverside.

What did housing segregation look like in the Inland Empire in the 1920s-1970s?

Author
Vanessa Herrera, UCLA teacher leader herrerav@g.ucla.edu

Content Standards
12.3 Students analyze the influence of the federal government on the American economy.
12.3. 1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

Economics Framework
How does the economy relate to me?

Government Influence upon the American Economy
How is the American government involved in the economy? How has the American government been involved in the economy in the past?

CCSS Standards:
RH 12.7 Reading Integration of Knowledge and Ideas
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH 12.9 Reading: Integration of Knowledge & Ideas
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST 12.9 Writing: Research to Build and Present Knowledge

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Draw evidence from informational texts to support analysis, reflection, and research.

Historical Thinking Concepts: "The Big Six" *(Seixas & Morton, 2013*)

Cause and Consequence: Why do events happen, and what are their impacts?

> Guidepost 2: The causes that lead to a particular historical event vary in their influence, with some being more important than others.
> The Ethical Dimension: How can history help us to live in the present?
> Guidepost 5: Our understanding of history can help us make informed judgments about contemporary.

Ethnic Studies Guiding Values & Principles.

1. CRITIQUE empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression such as, but not limited to, patriarchy, cis heteropatriarchy, exploitative economic systems, ableism, ageism, anthropocentrism, xenophobia, misogyny, antisemitism, antiBlackness, anti-Indigeneity, Islamophobia, and transphobia.
2. CHALLENGE racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

Overview of Lesson

Students will learn about housing segregation and its effects on Black communities across the country by watching an NPR CODE SWITCH video. We don't have redlining maps for Inland Empire cities because the towns were too small in the 1930s, but we infer how these federal FHA/HOLC policies affected local communities and how local practices produced segregation from 1920-1970. Students will then explore primary source documents regarding housing segregation in the Inland Empire from 1920-1970. Students will synthesize the information to write a paragraph answering the questions - What did housing segregation look like in the Inland Empire and how do you think this history may have affected the communities you live in today?

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Sources

A. Video Housing Segregation in Everything - NPR Code Switch VIDEO: Housing Segregation In Everything: Code Switch: NPR
B. Restrictive Covenant in a Home Deed - McKinley Heights Subdivision, Redlands 1929
C. Restrictive Covenant in Advertising San Bernardino Sun Advertisement Dec 31, 1921, p. 12
D. Restrictive Covenant in Broadmoor Tract San Bernardino Sun December 14, 1944
E. Violent Defense of Color Lines
F. Real Estate Steering, Oral History of Frances Grice
G. Real Estate Steering away from San Gorgonio High School, article San Bernardino Sun 1965

Procedures

1. Think- Pair - Share
   The teacher will ask students to identify people they know who own homes in the Inland Empire and where those homes are located. Teachers may consider putting pins on a present-day map to mark where these homes are located. Teachers will then ask students to speculate why they purchased the home where they did? What might have been the push and pull factors that influenced these home purchases? (ie. to be near other family members, because they could afford a home in that neighborhood etc.)

2. Up until the 1970's Black and Brown families did not have total freedom to purchase homes in all neighborhoods of the Inland Empire. Although the Inland Empire did not have official Redlining Maps, it was racially segregated. This segregation was legal and enforced via racial covenants (laws and rules that forbid homes to be sold or rented to non-whites) and violence. The teacher will review the objectives of the lesson and introduce the inquiry question: What did housing segregation look like in the Inland Empire from the 1920-1970's?

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3. Next, students will watch “Housing Segregation in Everything” by NPR’s Code Switch. Students will take notes on why housing segregation was codified by the federal government and its effects on black communities. VIDEO: Housing Segregation In Everything : Code Switch : NPR Start the video at 0:16 to avoid a curse word. Stop the video at min 2:27 to explain that the Inland Empire did not have Redlining maps because it was such a small community in the 1930s, but was one of the suburbs where federal FHA/HOLC policies were enforced using racial covenants (laws and rules about forbidding houses/apartments to be sold or rented to Black and Brown people) and other tactics to keep certain neighborhoods white only. Continue the video to expose students to the effects of housing segregation in schools, health, wealth, and policing.

4. Have students turn and talk about what they learned what they already knew and what surprised them about the video.

5. Students will explore primary and secondary sources on housing segregation in the Inland Empire. Teachers may choose to do this by having students explore the story map or they may choose to have students explore each source via hard copy in a gallery walk. If the teacher uses the story map, make sure to give students time to explore, click to see census data, listen to the oral history, and analyze the data presented. The story map has questions embedded to prompt analysis. While students analyze the sources they will complete the graphic organizer. If students are collecting information from the gallery, the teacher may choose to modify the lesson by asking students to only look at three sources and then talk to other students to compare notes and share information.

6. The teacher will recap the three housing segregation strategies used in the Inland Empire - Racial Covenants, Real Estate Steering, and Violent Defense. It would be helpful to have these definitions written on the board so that students can clearly see each definition. Teachers will then ask students based on the gallery walk how these tactics might have affected black communities in the Inland Empire.

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7. Students will use their research findings to write a paragraph answering, “How was racial housing segregation built and enforced in the Inland Empire? How do you think this history may have affected the communities you live in today?” Teachers may choose to use the 11-sentence paragraph template to support students' writing.

8. Beyond: 1970 is the height of housing segregation nationally. In 1968 the Fair Housing Act was passed. This law slowly ended housing segregation but has done little to reverse its effects. Traditionally in the United States generational wealth has primarily been built by homeownership and rising property values. Because Blacks and other racial minorities were denied access to housing programs and forced into neighborhoods with declining property values this has affected generational wealth. Have students explore wealth gaps and present-day homeownership rates in the Inland Empire today via the consequence tab on the story map. This lesson may lead to a larger conversation on generational wealth and how home buying has traditionally been used to build generational wealth. I recommend using National Public Radio- “How home buying became a key way of building wealth in America?” segment from All Things Considered from January of 2023. How buying a home became a key way to build wealth in America: NPR This article California has a segregation problem - CalMatters from Cal Matters. Or this article from Black Voice News Part 1: The Line Begins Here: A History of Redlining in Southern California's Inland Empire for further research. Consider having students create a slide deck that shows where they see the effects of this history in their community today.

Assessment

Students will use information from the graphic organizer to write a paragraph answering, “How was housing segregation enforced in the Inland Empire prior to 1970? How do you think this history may have affected the communities you live in today?” As an alternative assessment teachers may choose to have students create a slide deck answering the assessment question.

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Bibliography

Video Housing Segregation in Everything, National Public Radio, Code Switch, 2018.
https://www.npr.org/sections/codeswitch/2018/04/11/601494521/video-housing-segregation-in-everything

What did Housing Segregation look like in the Inland Empire 1920-1970?, Jen Tilton, 2023.
https://storymaps.arcgis.com/stories/ca0d77123ede4289a9970da24f8f32fa

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Handout: Exploring Housing Segregation in the Inland Empire 1920-1970

Tactic	Definition of Tactic	Evidence of how this strategy was used in the Inland Empire.	What was the economic impact of this tactic on the Black community at the time and how did it affect their ability to accumulate generational wealth?
Restrictive Covenants			
Real Estate Steering			
Violence			

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Handout: 11-sentence paragraph template

This strategy shrinks the traditional 5-paragraph essay into 11 sentences but still provides you with the framework to practice making a historical argument.

1	**Thesis/Claim:** state the topic of your paragraph and the claim you want to make about the topic.	
2	**Supporting Claim #1:** Introduce the first reason or example that supports your thesis/claim (concrete detail).	
3	**Evidence:** Provide a quote or specific example as evidence or support.	
4	**Explaining Evidence:** Explain how the quote or example supports your supporting claim (commentary).	
5	**Supporting Claim #2:** Transition to another reason or example that supports your thesis/claim (concrete detail).	

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6	**Evidence:** Provide a quote or specific example as evidence or support.	
7	**Explaining Evidence:** Explain how the quote or example supports your supporting claim (commentary).	
8	**Supporting Claim #3:** Transition to another reason or example that supports your thesis/claim (concrete detail).	
9	**Evidence:** Provide a quote or specific example as evidence or support.	
10	**Explaining Evidence:** Explain how the quote or example supports your supporting claim (commentary).	
11	**Conclusion:** Write a concluding sentence that explains how all three of the examples above support your thesis.	

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Source A: [Housing Segregation and Redlining in America: A Short History National Public Radio](), Code Switch, 2018



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Source B: Restrictive Covenant in a Home Deed - McKinley Heights Subdivision, Redlands 1929 (Courtesy of Brandyn Alvarez)
San Bernardino County Official Record," book 45 pages 463-465.

Restrictive Covenants

Starting in the 1920s many white developers and home builders began to write many different specific rules into the deeds of homes. Some of the covenants required that specific people were prohibited, others specified uses of the land or required that homes be built in specific ways. They also often included racial restrictions like this one from the McKinley housing tract in Redlands.

> 10. Neither the whole nor any part of any lot or lots in said tract shall ever be sold, rented or leased to any person not of the White or Caucasian race; nor shall any lot or lots in said tract be occupied or used by any person not of the White or Caucasian race, except servants or employees of such persons of the White or Caucasian race using a lot or lots in said tract exclusively for residential purposes.

Note: *These legal mechanisms to create white spaces could be enforced by courts up until 1947, and were not completely illegal until the Fair Housing Act passed in 1968.*

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Source C: San Bernardino Sun Advertisement Dec 31, 1921, p. 12

Restrictive Covenants

Advertisements for properties covered by restrictive covenants became common in local newspapers from the early 1920s through the 1940s. This development just north of downtown San Bernardino was advertised in 1921 as a dream for families unable to save money to purchase a home. Low monthly payments and minimal down payments promised to bring homeownership, stability, and future wealth within the reach of working men. Explore the two clips below to see how this tract and this dream of homeownership were explicitly restricted to "the white race."



PAGE TWELVE SAN BERNARDINO DAILY SUN, SATURDAY, DECEMBER 31, 1921

RENT PAYERS REJOICE

$20 CASH

NEW YEAR'S GREETINGS

YOUR RENT FREE!

$10 MONTHLY

In Greater, Better, Busier City of San Bernardino

Christmas with its joys. The fond remembrances of father, mother, brother and sister. The desire to make the little ones happy. The tolling of church bells, bringing the whole world to realize how glorious is the happiness of a home.

THAT WAS YESTERDAY—ANOTHER YEAR HAS PASSED—TODAY COMES THE GLAD TIDINGS OF THE OPENING OF A NEW YEAR

THE YEAR OF YESTERDAY HAS PASSED AND GONE. THE CURTAIN HAS BEEN DRAWN DOWN ON ANOTHER YEAR IN THE LIFE OF THE MAN WHO HAS WORRIED AND FOUGHT TO FIND A PLACE TO EAT AND SLEEP AFTER THE STRUGGLE OF A HARD DAY'S WORK WITHOUT BEING CRUCIFIED BY THE RENT PROFITEER. A NEW DRAMA IN THE DESTINY OF YOUR LIFE IS BEFORE YOU—A YEAR OF GREAT POSSIBILITIES, A YEAR OF HAPPINESS AND GOOD FORTUNE, IF YOU WORK FOR IT—OR A YEAR OF FAILURE AND WORRY IF YOU LOSE COURAGE. IT DEPENDS UPON YOU—IT DEPENDS ON THE MAN—THE YEAR 1922. IN YOUR OWN FAMILY CIRCLE YOU ARE THE PRINCIPAL ACTOR AND IN THE RENTED HOUSE AT ANOTHER MAN'S FIRESIDE YOU STAND SURROUNDED BY THOSE WHOM YOU LOVE AND READY TO ASSIST AND FIGHT FAILURE TO GAIN SUCCESS AND A HOME. THE WORLD IS BIG, THE OPPORTUNITIES ARE MANY AND THERE IS A HOME AND A LIVING FOR EVERY MAN WHO HAS THE BACKBONE AND COURAGE TO DO THINGS. ASK YOURSELF THESE QUESTIONS—

What Did I Earn Last Year? What Happened Yesterday

How Much Did I Save?

What Became of It? What May Happen Tomorrow

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Title Absolutely Perfect

All monthly payments are made to the Consolidated Abstract Company, where upon full payment Warranty Deed and Certificate of Title will be issued free. The condition in your contract 60 days' grace on every monthly payment and reasonable extension granted in case of sickness or out of employment. Property restricted to the white race. It is the one chance of your lifetime, your greatest opportunity.

$340

50 by 127 feet

How to Get There—Take th

ALL LOTS ON PAVED STREET, A
ALL LOTS ON ALL OTHER STREE

SUBDIVIS

TELEPHONE 285

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Source D: San Bernardino Sun December 14, 1944 p. 23

Restrictive Covenants

Country Club Living at the Broadmoor Tract

In 1944, the San Bernardino Sun advertised this property in north San Bernardino near the Country Club as “one of the finest restricted tracts” with “all sidewalks, curbs, and sewers paid for,” This neighborhood would remain virtually all white through the 1970s.



99 Residential Lots

A FEW CHOICE LOTS
ARE STILL AVAILABLE IN
BEAUTIFUL
BROADMOOR TRACT

On Marshall Blvd., wes. of the Golf course; some lots facing Golf course, also lots north and south of Marshall Blvd.

This is one of San Bernardino's finest restricted tracts; all sidewalks, curbs and sewers in and paid for.

These may be purchased on terms.

PAUL A. DOBBEL

374 Highland Ave. Ph. 301-95; 233-23

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Source E: Tri-County Bulletin, January 1946

Violent Defense of Color Lines



BASS TO SPEAK ON FONTANA FIRE SUNDAY

Rev. Amos Says:

By REV. R. L. AMOS

The Voice of San Bernardino, Riverside and Imperial Counties

Tri-County Bulletin

Member Associated Negro Press

To Hold Meeting At YW

VOLUME 1 SAN BERNARDINO, CALIFORNIA, THURSDAY, JANUARY 31, 1946 PRICE 5 CENTS NUMBER 47

Marva May Be Real Winner in Louis-Conn Tilt

College Willing To Help

FBI May Handle Fire Case

Black families did not just accept these racial restrictions. Sometimes, even knowing the informal rules, they refused to follow them. In early December 1945, O'Day Short, his wife Helen, and two young daughters moved into a 5-acre property in Fontana on Randall at Pepper where they had built their own house south of Baseline, the established color line in Fontana. The Sheriff had told O'Day Short he was "out of bounds" and warned Fontana's NAACP president "Anything can happen. We can prevent a lot of trouble if we get him to move." (CA Eagle Feb 7 1946, p. 2). O'Day Short was worried enough that he contacted local Black newspapers and the FBI to warn of possible violence. Just two weeks after they moved in, the home exploded in a massive fire that killed the entire family, though O'Day Short himself lingered on for about a month (Hudson 2020).

Black communities throughout the I.E. and all across CA mobilized to try to get justice for the O'Day Short family. Black newspapers like Tri-County Bulletin rallied the community to attend rallies like the one mentioned in this issue when Charlotta Bass, an LA civil rights leader came to speak to San Bernardino's Black community.

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The effects of this violence lingered even into the early 1960s when John Coleman remembers he was warned that "Black folks in Fontana would be at risk if they were further south of Baseline."

Source F: Oral History, Frances Grice

Real Estate Steering

Frances Grice moved to San Bernardino from Detroit in 1962. She became a major civil rights leader, described as "San Bernardino's Fannie Lou Hamer." She ultimately led the effort to desegregate San Bernardino Schools, winning a court case in 1976.

"I remember driving from Detroit. It was winter. I'll never forget... when I got to Cajon Pass and I came down that mountain and I seen that valley, it was just... it came like a kinship. That this is the valley that I come to. Somehow, I knew that was San Bernardino. I came here with all the desires. I was very idealistic about California and all the golden things it could do. The city of milk and honey and plenty! I had all these perceptions about California. Only to get down that hill and come to realize... Every time I tried to find a place to stay, I'd go to a real estate office, they'd send me back across the bridge. I said, "I don't want to live over there, I want to be able to go over here." It was bright, new over there on the other side of the freeway, you know? They kept sending me back to Helen James and to Talmadge Hughes (two Black real estate agents) and said, "Oh, we got some good real estate people that can help you!" I says, "How come you can't help me?"

And that was my first feeling that something was wrong in this community, in this beautiful valley. And then I noticed that all of the Black people lived on the one side of the freeway and all of the white people lived on the other side of the freeway."

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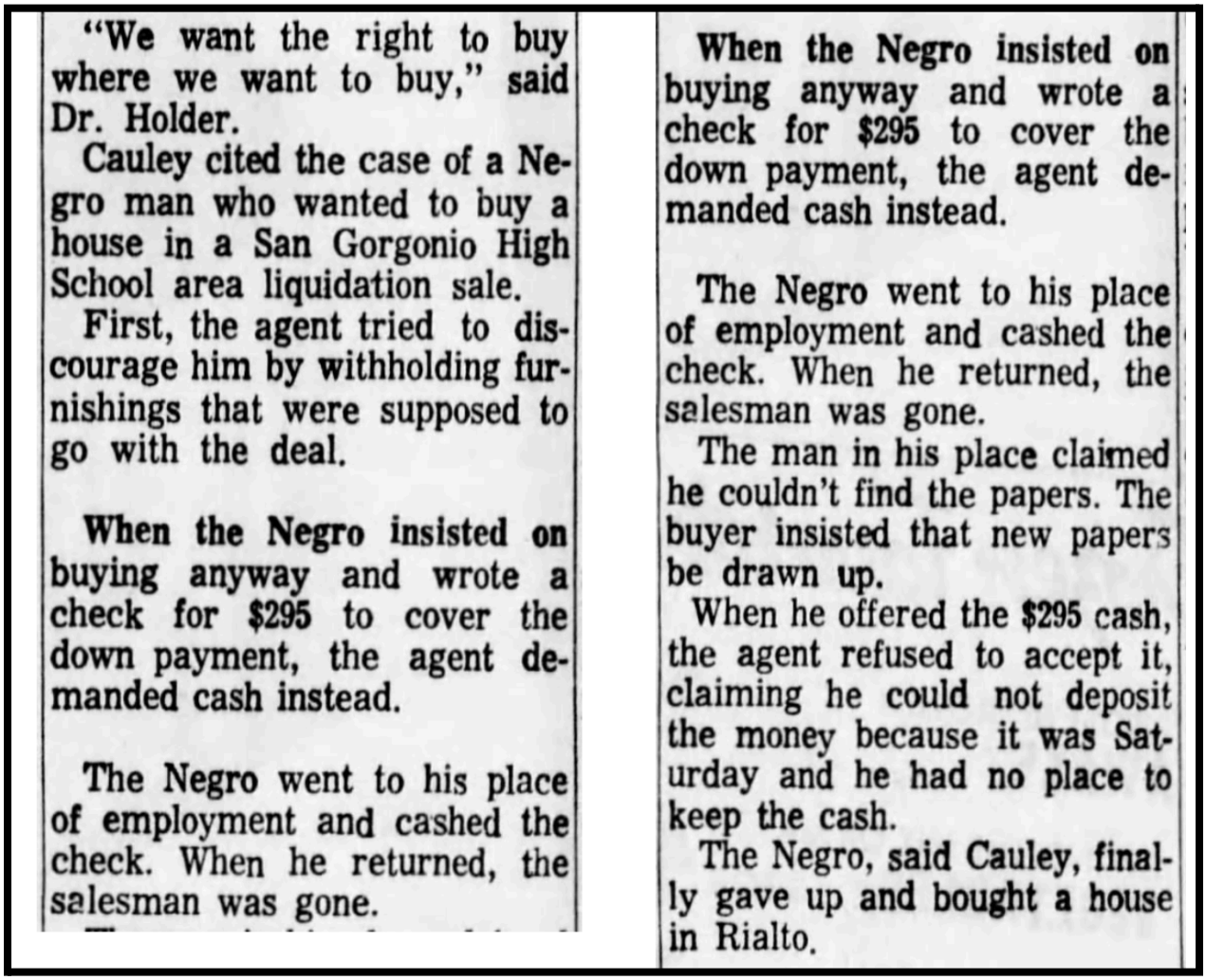
Source G: San Bernardino Sun September 5, 1965, p. 17

In this article, Amos Cauley is one of several Black leaders in San Bernardino to urge the city to respond to the Black community's need for equal access to housing, jobs, and education. This story is one of several these leaders told of how real estate agents tried to discourage Black professionals from buying homes in white neighborhoods, and these barriers ultimately pushed Black homebuyers to buy in already integrated neighborhoods. The man gave up, and the neighborhood around the new San Gorgonio High School would stay white for several more years.



"We want the right to buy where we want to buy," said Dr. Holder.

Cauley cited the case of a Negro man who wanted to buy a house in a San Gorgonio High School area liquidation sale.

First, the agent tried to discourage him by withholding furnishings that were supposed to go with the deal.

When the Negro insisted on buying anyway and wrote a check for $295 to cover the down payment, the agent demanded cash instead.

The Negro went to his place of employment and cashed the check. When he returned, the salesman was gone.

When the Negro insisted on buying anyway and wrote a check for $295 to cover the down payment, the agent demanded cash instead.

The Negro went to his place of employment and cashed the check. When he returned, the salesman was gone.

The man in his place claimed he couldn't find the papers. The buyer insisted that new papers be drawn up.

When he offered the $295 cash, the agent refused to accept it, claiming he could not deposit the money because it was Saturday and he had no place to keep the cash.

The Negro, said Cauley, finally gave up and bought a house in Rialto.

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Source H: How Buying a Home became a key way to build wealth in America? NPR, All Things Considered, 2023.



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