

Learning Experience: Johnson County Historical Society

Redlining and Community Boundaries

A lesson in boring revolutions and systems change

Johnson County Museum

Guiding Questions	Who gets to decide who lives where? How are communities made? For whom?	Date	September 2020
Objective	Understand impact of legal and economic decisions on society as a whole	Theme	Belonging and Community

Entice <i>(Hook)</i>	<p>Set Up: Print or show a local map of COVID infection rates along with a short newspaper article on racial disparities in health outcomes.</p> <p>Introduce the Theme of the Experience: Exploring what influences the lived experience of people in our communities, and what creates division.</p>	8 mins
Enter <i>(Intro to New Material/Do)</i>	<p>Video: JoCo DHE History, Housing & Health video -- https://vimeo.com/394478562</p> <p>Ask students to individually reflect on and record their answers to the following questions</p> <ul style="list-style-type: none"> Why are people of color disproportionately impacted by COVID in our community? 	5 mins

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	<ul style="list-style-type: none"> Do you see any possibilities of influencing these problems? 	
Engage (Guided Practice/We Do)	<p>Virtual Visit with Andrew, Curator of Interpretation</p> <ul style="list-style-type: none"> Discuss FHA Map of Greater Kansas City Real Estate Agent Story: Mission Suburb Story; Donald Sewing JC Nichols Blog https://jocohistory.wordpress.com/2020/07/29/j-c-nichols-johnson-county/ <p>This experience will blow their mind, by guiding them through the reality of redlining, the power structures and political interests that created this situation in Kansas City.</p> <p>Book this visit at Explorable Places</p> <p>Debrief: (Select 2)</p> <ul style="list-style-type: none"> What struck you about this experience? What did you learn that you did not know before? What surprised you? What didn't surprise you? What clarifying questions do you have? Did this change or challenge any of your beliefs? 	35 mins
NEXT LESSON		
Exit (Independent Practice/You Do)	<p>Revisit Debrief, cover any other responses and questions</p> <p>Build Empathy</p> <p>Have kids work in groups to fill out a worksheet on</p> <ul style="list-style-type: none"> Why is it important to be able to live where ever you want? How would you feel if you were told you can't live somewhere? What would happen if your kids were not allowed to school where you want them to go? 	10 mins
Extend	<p>THE POWER OF ADVOCACY: HOW CHANGE HAPPENED</p> <p>Who made change happen? How did this fight look? Who were the heroes? Why was the law so important?</p> <p>WHAT IS THIS LIKE TODAY AND WHAT CAN YOUR ROLE BE (Homework)</p> <p>Ask your students:</p> <ul style="list-style-type: none"> Does your neighborhood have an HOA, and who was it made for? How can lawyers and real estate agents be seen as systems changers? 	30 mins

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C3 Standards Addressed:

- D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- **D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.**
- D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
- **D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.**
- D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- **D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.**
- D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- **D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.**