

Fair Housing Lesson

Timing: This lesson is designed for an 80-minute block schedule

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

- **9-12b:** Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

Context for Lesson: This lesson has students hone their skills reading primary sources while applying their knowledge of ways to engage in the civic process. Students will be exposed to three forms of housing discrimination. They will then examine the ways in which Delawareans sought to gain support for fair housing legislation.

Civic Participation Vocab to Pre-Teach: This lesson assesses student application of these forms of civic participation. It is meant to foster application of terms to a historical context.

Potential forms of Civic Participation
<ul style="list-style-type: none">• Peaceful Assembly• Working with a citizens group• Sit Ins• Letter writing• Religious Organizations• Working with a commission

Procedure:

Warm Up: Students read a story about the fictional Jackson family. They need to identify TWO ways the family faced discrimination in trying to acquire housing. Have them do this individually, then as a small group, then do a whole group review.

Activity:

- Review notes about the forms of housing discrimination.
- Have students check their understanding of each by having the students match the type of discrimination to the primary source on the three slides following. Have students work in groups to discuss each one. Do a 3,2,1 count down and have them write their groups response on a group whiteboard and then hold up to review.
- Give each student a copy of the fair housing law. Have them work individually and then check as a group. Have students complete the following tasks...
 - Summarize each section in B in their own words
 - Identify the sections of the law that would prevent each type of housing discrimination.
- Primary Source Race Activity
 - Set Up:

- Print out and label each document set. There are three sets of documents for three teams. If your class size is larger, just create two of each set and label the second set 4-6.
- Make sure to label each document at 1a, 1b, etc. this will make it easier for you to check their answers on the key as they do the activity.
- Place them in a folder labeled with the document set # and put the docs in order in the folder.
- Create a place where students will place the documents to correspond to the correct form of participation. The samples are laminated posters that are hung up on white boards.
- Students used magnets to place their document on the correct poster.
- As each group begins the race, give them their first document. Students will discuss in groups the form of protest it could be. Once they have decided, they will check with the teacher. If correct, they will receive the magnet to stick to primary source under the correct form of civic participation and they can complete that row of their graphic organizer.
- Repeat until all groups have placed all of their documents.
- Tips:
 - Keep the documents in order in the folder.
 - Make the student tell you their group number when they come to the table, so you ensure you give them the correct document.
 - Keep the key on your desk so you can check the answer quickly.
 - Some can be more than one form of participation, but they are in the order to make it so that each form of participation poster has documents for students to complete Part B. That is why the form can only be used once.

Exit Ticket:

- In partners or groups, have students go to one of the posters and explain how Delawareans used that form of protest to advocate for fair housing. They should use 1-2 of the documents to support their response.
- Encourage them to use the criteria for success to evaluate their response.
- A good response includes...
 - A claim that identifies the form of protest_____
 - And introduction to the source/document_____
 - A summary of the document_____
 - An explanation of how that method of participation made change in Delaware_____