

Where the Neighborhood Ends

Lesson 1: Mapping History

Focus Questions

What did Chicago's South Side look like in the 1950s? How did housing segregation manifest itself in Chicago in the 20th century? How did Chicago's urban-renewal programs change the city? What can artifacts teach us about the past?

Core Understandings

Students will understand the history of housing segregation in Chicago. They will understand that both race and class had a significant impact on the formulation of Chicago's urban-renewal programs. They will understand that artifacts provide evidence for the conclusions historians draw about the past.

Knowledge

Students will know what Chicago's South Side looked like in the 1950s. They will know the methods and reasoning used to segregate African Americans in circumscribed neighborhoods. They will know that Chicago's urban-renewal programs reflected both positive intentions and negative stereotypes in their formulation.

Skills

Students will use their observation and research skills to uncover information about Chicago's social and political history. They will be able to compare and interpret primary and secondary source materials and use their verbal and writing skills to summarize their interpretations.

Common Core ELA Standards

CCSSR1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

ISBE Social Science Standards

Goal 15: Understand economic systems, with an emphasis on the US.

Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the US, and other nations.

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the US.

Goal 18: Understand social systems, with an emphasis on the US.

In This Lesson

By exploring the interactive history map for *Where the Neighborhood Ends*, students will gain an introduction to the issues of segregation and public housing in 1950s Chicago. The story element of setting is addressed. This lesson was researched and written by Jackson Potter.



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Activity

As a bell-ringer activity, distribute printouts of the *Where the Neighborhood Ends* artifact image set. http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_neighborhood.pdf Using the images as discussion starters, brainstorm prior knowledge of housing segregation and urban renewal in 1950s Chicago. Also brainstorm prior knowledge of the second Great Migration, which brought large numbers of southern African Americans to Chicago.

Next, distribute copies of the background information for *Where the Neighborhood Ends*. Choose a student volunteer to read the information aloud or do a read-around. http://www.chicagohistory.org/greatchicagostories/pdf/background/Neighborhood_Background_Information2.pdf

As a class, explore the interactive history map for *Where the Neighborhood Ends* on a computer with projection capability. <http://www.chicagohistory.org/greatchicagostories/site/storymap/index.html?story=12> Begin with the “Lane’s Neighborhood” tab before moving on to the “Slums” and “Public Housing” tabs. Be sure to pause for discussion and to answer the look-closer questions you think your students will find most intriguing.

Finish by having students fill out Artifact Analysis worksheets for the three artifacts they found most compelling. Worksheets can be downloaded from the Classroom Activities section of the *Great Chicago Stories* website. <http://www.GreatChicagoStories.org/classroom/artifact.php>

Lesson 1 Home Connection

Journaling assignment: What do the artifacts you saw today suggest about the history of segregation in Chicago? How and why do you think Chicago became a segregated city?

Materials & Resources

- **Printouts of the *Where the Neighborhood Ends* artifact image set:**

http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_neighborhood.pdf

- **Printouts of the *Where the Neighborhood Ends* background information:**

http://www.chicagohistory.org/greatchicagostories/pdf/background/Neighborhood_Background_Information2.pdf

- **Artifact-Analysis worksheets:**

<http://www.chicagohistory.org/greatchicagostories/classroom/artifact.php>

Instructional Notes

You may also do this lesson in your school's computer lab, where students can explore the interactive history map individually or in small groups.

It might be a good idea to distribute copies of *Where the Neighborhood Ends* for students to preview before the Lesson 2 reader's theater performance. http://www.chicagohistory.org/greatchicagostories/pdf/story/Where_the_Neighborhood_Ends_by_Melody_Herr.pdf

Extension Activities

Have students read along with the story audio for *Where the Neighborhood Ends*.

<http://www.chicagohistory.org/greatchicagostories/site/storyaudio/index.html?story=12>