

# Where the Neighborhood Ends

## Lesson 3: Historical Heads

### Focus Questions

Was Chicago a racially integrated city in the 1950s?  
How did housing segregation manifest itself in Chicago?  
How did Chicago's urban-renewal programs affect the lives of its citizens?

### 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 how housing discrimination affected the lives of both poor and affluent African Americans.

### Knowledge

Students will know the methods and reasoning used to segregate African Americans in circumscribed Chicago neighborhoods. They will know the variety of perspectives regarding public housing within the African American community of the 1950s. They will know that Chicago's urban-renewal programs reflected both positive intentions and negative stereotypes in their formulation.

### Skills

Students will use their language arts skills to interpret the past and their analytical skills to discern fact from fiction. They will summarize their interpretations in writing.

### Common Core ELA Standards

CCSS.R.1. 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.  
CCSS.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  
CCSS.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  
CCSS.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.

### 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

This lesson uses the "historical head" conceptual framework derived from the work of James Percoco to explore the thoughts and feelings of the characters in *Where the Neighborhood Ends*. The story elements of setting, character, and obstacles/problems are addressed. This lesson was researched and written by Jackson Potter.



## Activity

Begin by conducting a class discussion to review what students have learned so far about housing segregation in Chicago. Have students share some of their reflections from the Lesson 2 Home Connection.

Next, divide the class into small groups and give each a blank “historical head” representing one of the story’s major characters: Lane, Lydia Jane Cross, Henry Cross, Robert, Alice, Cobie, and Esau. Blank heads should be drawn in profile using a heavy black marker on full-size, easel-board sheets. Instruct students to fill in the head with the various ideas, attitudes, hopes, and dreams of the character. Both words and images are acceptable additions. Encourage students to reference the story as much as possible and suggest they quote directly from the story as needed. (For examples, see Lesson 2 of the *Angelo’s Saturdays* unit).

### **Lesson 3 Home Connection**

Have students write a brief explanation of their character’s viewpoint as generated by the exercise. They should be prepared to share their writing in class the following day.

## Materials & Resources

- **Printouts of the *Where the Neighborhood Ends* narrative:**  
[http://www.chicagohistory.org/greatchicagostories/pdf/story/Where\\_the\\_Neighborhood\\_Ends\\_by\\_Melody\\_Herr.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/story/Where_the_Neighborhood_Ends_by_Melody_Herr.pdf)
- **Easel-board paper**
- **Markers and other art supplies**

## Instructional Notes

For more information about James Percoco’s “historical head” activity, see page 31 of his book *A Passion for the Past: Creative Teaching of U.S. History* (Portsmouth, N.H.: Heinemann, 1998).

## Extension Activities

Have students listen to Studs Terkel’s interview of Timuel Black concerning racial segregation in Chicago. <http://www.studsterkel.org/race.php> Discuss Black’s views and have students share their own thoughts, reflections, and personal experiences.