

INQUIRY ONE

WHY DO WE LIVE WHERE WE LIVE?



Courtesy of the Library of Congress

INQUIRY ONE explores three “Supporting Questions” about housing through six lesson plans. Students explore the topic of housing choice using vision boards, ranked-choice organizers, and infographics. Then, they view oral history interviews with people who have experienced housing discrimination, discovering and summarizing external constraints on where people live. Finally, students use a factor-analysis tool to examine the forces that create segregated housing patterns.

OVERVIEW

SUPPORTING QUESTION 1 | WHAT MAKES A HOME?

Lesson 1: My Future Home

Students create a vision board to imagine a future home, then compare boards to discover important factors in personal housing decisions.

SUPPORTING QUESTION 2 | HOW DO PEOPLE CHOOSE A HOME?

Lesson 2: Housing Choices

Students consider the importance of neighborhood and location, using the “Choice Factors” worksheet to classify factors that influence housing patterns.

Lesson 3: What Matters Most?

Using a graphic organizer and rank-order exercise, students weigh competing values to discover what people prioritize when making housing choices.

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

Lesson 4: Learning from Lived Experience

Students listen to and analyze oral history interviews exploring housing discrimination and inequality.

Lesson 5: Push and Pull

Students complete a Push-and-Pull analysis using information from the interviews they heard.

Lesson 6: Forces at Work

Students conduct a PESTLE analysis to categorize the forces that produce housing outcomes.

Cover: Photographs of homes in a Black neighborhood in Chicago, 1941.
Courtesy of the Library of Congress

TEACHER BACKGROUND

These articles from the *Unvarnished* website are intended to provide background information to prepare you for teaching Inquiry One.

- [Article 1: "Introduction"](#)
- [Article 2: "Segregation Mania"](#)
- [Article 3: "Immigration, Migration, Discrimination"](#)
- [Article 4: "Sundown Towns, the KKK, and the Ever-Present Threat of White Violence"](#)
- [Article 9: "Driving While Black"](#)

Student versions of all *Unvarnished* articles are also provided for your use in the classroom. These printable PDFs have simplified language, age-appropriate material, and rich visuals. If you elect to have students read the articles direct from the *Unvarnished* website, we recommend you preview each article and the links within before assigning them to students, as they may contain racial epithets, academic terms associated with the study of race and ethnicity, and other elements that may require scaffolding by the teacher.

SUPPORTING QUESTION 1 | WHAT MAKES A HOME?

LESSON 1

MY FUTURE HOME

Overview

In this creative collage project, students use found images and their imaginations to express their own housing priorities on personal vision boards. As an alternative for remote teaching, this project can also be done using slides in an online presentation program as a collage board.

Time: 2 class periods

Materials

- **INQUIRY ONE SLIDES**
- Half-sheets of poster board or stiff paper, about 14" x 22"
- Drawing and writing tools
- Glue sticks or decoupage adhesive
- Wide brushes
- A brayer, roller, or ruler to flatten images
- Sources of imagery that depict varied settings, diverse people, interiors, and exteriors, such as magazines, newspapers, circulars, and images printed from websites
- Copier/scanner for reproducing images

Instructions

1. Introduce • 5 minutes

Show students the [Unvarnished Overview Video](#) to introduce the subject of housing. Conduct a quick poll, asking students to guess what percentage of household income most Americans spend on their housing. Compare their answers with studies showing that Americans, on average, spend between one-third to one-half of their take-home income on housing.¹



2. Discuss • 10 minutes

Share with students the following words by Maya Angelou (image available in **INQUIRY ONE SLIDES**).

"The ache for home lives in all of us, the safe place where we can go as we are and not be questioned."

— Dr. Maya Angelou, *Twitter*, March 10, 2014

SUPPORTING QUESTION 1 | WHAT MAKES A HOME?

Ask students for their responses to this thought. Do all homes fit this description? Is Angelou referring to a real home, a feeling, or both?

Lead a discussion on what people want from their homes. Emphasize that regardless of income or current housing status, most people bring hopes, dreams, needs, and goals to the process of finding and making a home. For most people, creating a safe, comfortable home is an aspiration and a lifelong effort we may do many times over.

Share the idea of using a vision board to identify and express hopes and desires for the future. Vision boards can help us think more specifically about future plans and be an aid in pursuing meaningful goals. Show examples of student-created vision boards. (Many can be found online.)

Invite students to create a vision board that answers the question: If you could design the perfect future home for yourself, what would it look like? Encourage students to envision an actual rather than fantastical environment.

Lead students in a short visualization exercise. Ask them to close their eyes and picture ideas in their minds as you offer prompts aloud. Suggested script:

*Picture yourself in the future. You are an adult...maybe in your 20s, maybe older.
Imagine yourself living in the home of your dreams. It's a home that makes you feel secure,
safe, unique, and well cared for. It is a place where you really thrive, and it makes you happy.
Let's imagine the details of your home...*

*Is your home in a city? In a suburb? Somewhere remote and surrounded by nature?
Near the mountains or the sea?*

*Is your home an apartment in a high-rise building? A multi-family home shared with friends
or family? A stand-alone home?*

*How big is this home? What rooms does it have? Does it have a yard? A balcony?
A roof terrace? A garden? A pool?*

*Who lives with you? Are there children, partners, parents, extended family, roommates,
tenants, or just you?*

Do you have neighbors? How do you interact with them?

Do you have pets?

What is special about this house that makes you feel relaxed and comfortable?

*What in this house reflects your unique personality? Are there spaces for your interests,
hobbies, crafts, activities? If you like to cook, what do you find in the kitchen? If you like to
exercise or play sports, where do you find space for those activities in your home?*

*Make sure you have a clear image in mind. Now, we'll translate that into a vision board to
share with others.*

SUPPORTING QUESTION 1 | WHAT MAKES A HOME?

3. Independent Student Work • 30–40 minutes

Provide students with materials and allow them time to select images, words, colors, and patterns that they find appealing. Then have students arrange their selections on the boards and affix them with adhesive. Encourage students to integrate text to help communicate their vision. Ask students to cover the whole surface and to be sure all edges are well glued down.

4. Debrief • 20 minutes

Have students break into pairs when their boards are complete and present their boards to their partner. Ask each student to practice active listening while the other describes their board. After sharing, have each student write down three things that they've learned are important to their partner in their future home.

Bring the class together. Ask a few students to draw upon their partner interviews in naming things that are important to their partner in their future home. List their responses on a board or on chart paper, grouping similar items into categories. Note any priorities that appear more than once. Identify and discuss any patterns students see. Ask students to generalize about what their peers feel is important in a home.

The boards can be displayed in the classroom as a continuing reminder of the importance of a safe and supportive home. If you have time, consider making the student responses into a "word cloud." There are word cloud generators available online.

5. Extend

If students have chosen specific locations for their future homes, have them learn more about those communities through an online search. They can look at the area's demographics (available on [U.S. Census Quick Facts](#)), explore housing prices on real estate listing websites, and use a cost-of-living calculator to estimate the financial requirements of living in those places.

SUPPORTING QUESTION 2 | HOW DO PEOPLE CHOOSE A HOME?

LESSON 2

HOUSING CHOICES

Overview

Students will expand their thinking by moving beyond the walls of the home to think about community and neighborhood. They will consider three categories of factors that influence the selection of housing.

Time: 1 class period

Materials

- Copies of **HOUSING CHOICE FACTORS WORKSHEET** for each student or group
- List of Sample Housing Factors
- **INQUIRY ONE SLIDES**

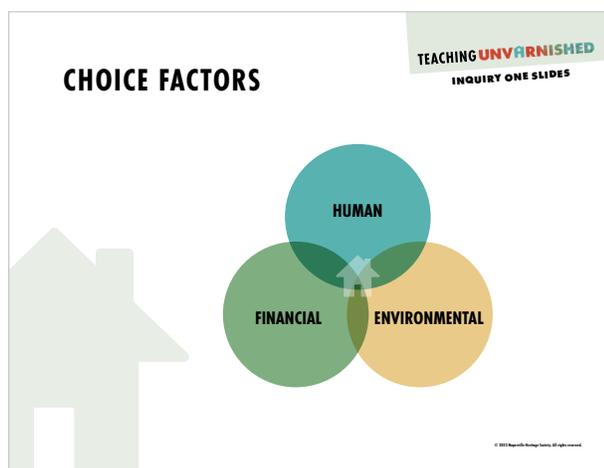
Instructions

1. Introduce • 5 minutes

Ask students: Beyond your own front door, what else is important in choosing a place to live? Lead a short discussion that guides students in thinking about community composition, distance to work, and other influences on housing choice.

2. Present • 10 minutes

Share the slide Choice Factors from **INQUIRY ONE SLIDES**.



SUPPORTING QUESTION 2 | HOW DO PEOPLE CHOOSE A HOME?

Explain that people who study housing have often asked the research question, “What considerations do people have when choosing a place to live?” Based on their findings, we can group the factors that influence housing choice into three main categories: human, financial, and environmental.

Human factors are things humans need and want from their interactions with others, such as proximity to family or good schools.

Environmental factors are things outside the physical home, such as transit, nice weather, or clean air and water.

Financial factors are things related to money, such as employment opportunities or the cost of rent.

Have students brainstorm aloud until you have a few examples for each category. For help with prompting, use the **FOR EDUCATORS SHEET** “List of Sample Housing Factors.”

3. Independent Student Work • 20 minutes

Assign students to work alone or in groups, using the **HOUSING CHOICE FACTORS WORKSHEET** to generate a list of factors someone might consider when choosing a place to live. Challenge the students to think of at least five items in each category, scaffolding up or down as needed.

4. Debrief • 10 minutes

Compile the responses into a class list of all the possible factors that might influence housing choice. The **INQUIRY ONE SLIDES** include a blank template for compiling responses. If possible, keep this list on display and add to it as you continue working on the topic.

FOR EDUCATORS: SAMPLE LIST OF HOUSING SELECTION FACTORS

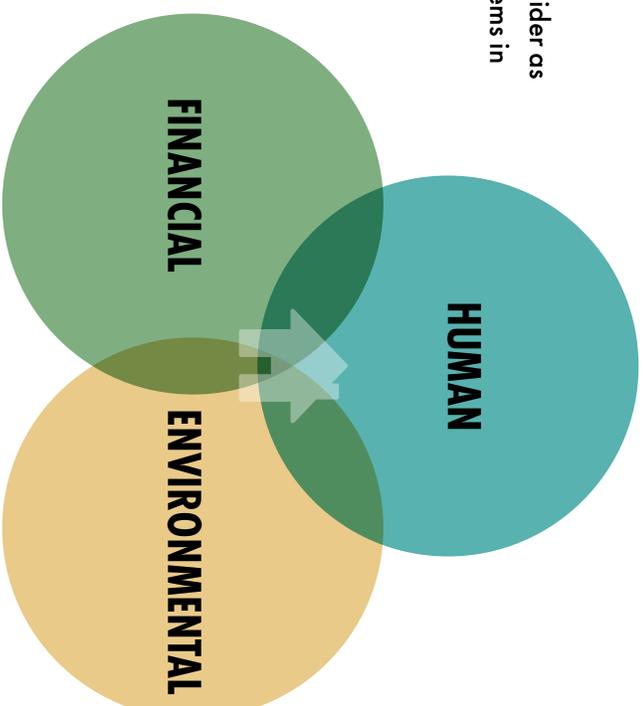
HUMAN	ENVIRONMENTAL	FINANCIAL
Proximity to family and friends	Weather and climate	Cost of housing
Cultural diversity	Length of commute	Average wages in the area
A language you understand	Cleanliness of air, water, soil	Job opportunities
Good schools and child care	Quality of available housing	Cost of commuting
Safety, a low crime rate	Type and size of available housing	Tax rates
Age diversity	Proximity to events, attractions, things to do	Local cost of living
Income diversity	Good public transit and/or access to highways	Prices at stores and restaurants
Sense of community	Walkability and bikeability	Inexpensive or free things to do
Feeling like you belong	Distance to hospitals or medical clinics	Cost of repairs or maintenance to home
Friendly neighbors	Opportunities for outdoor fun, parks, and open space	Cost of moving to this location
Places to meet people and socialize	Distance to stores and shopping centers	Cost of travel to see distant family and friends
People who share your interests	Access to fresh, healthy, familiar foods	Cost of food
Availability of good health care	History and landmarks	Utility costs for heat, electricity, water, etc.



People consider many factors when weighing the choice of a home.

Use this worksheet to think of as many items to consider as you can. Try to come up with at least five to eight items in each category.

HUMAN FACTORS



FINANCIAL FACTORS

ENVIRONMENTAL FACTORS

SUPPORTING QUESTION 2 | HOW DO PEOPLE CHOOSE A HOME?

LESSON 3

WHAT MATTERS MOST?

Overview

Students weigh competing values in housing choice and discover that some priorities are stronger drivers than others.

Time: 1 class period

Materials

- Copies of **WHAT MATTERS MOST? WORKSHEET** for each student
- **INQUIRY ONE SLIDES**

Instructions

1. Introduce • 10 minutes

Share this quotation with students:

“The place we choose to live affects every aspect of our being. It can determine the income we earn, the people we meet, the partners we choose, and the options available to our children and families.”

— Richard Florida, *Who’s Your City?*

Using a quick thumbs up/thumbs down poll, ask students whether they think this statement is true, false, a little of both, or true in some ways and not in others. Spend a few minutes discussing the quotation and why students agree or disagree, using specific real-world examples wherever possible. Document any questions that arise.

2. Present • 10 minutes

Discuss the idea that where people live matters. A growing body of research shows that many **life outcomes** such as career opportunities, future earnings, incarceration rates, chances of getting a physical illness, and educational achievement are linked statistically to where people live.

3. Independent Student Work • 10–15 minutes

Distribute the **WHAT MATTERS MOST? WORKSHEET**. Have students use the worksheet to rank the ten factors from most important (1) to least important (10) according to their personal preferences.

SUPPORTING QUESTION 2 | HOW DO PEOPLE CHOOSE A HOME?

After students have completed the rankings, have them break into pairs to share their top three priorities with a partner. Partners should ask each other for the rationales behind their choices, giving the other person a chance to explain their ranking.

4. Discuss • 15–20 minutes

Discuss the activity as a class. What patterns do students see among themselves? What differences do they have? Can we help one another understand why our priorities differ? After students saw classmates' results and heard their reasons, did they think about changing their answers?

Call attention to any **trade-offs** students made in their rankings. Most location changes involve some trade-offs and compromises. The people we'll be listening to and reading about as we continue with *Unvarnished* often had to make compromises in search of safe, welcoming homes. What if you found a place to live that offered all of your top five priorities, but you couldn't afford it? What might it mean for you and your family if you traded affordability for safety and security?

What can we learn by comparing student responses with wider research? Explain that the U.S. Census Bureau conducts an annual study called the American Community Survey. One of the questions asked in the "Residence 1 Year Ago/Migration" section is whether respondents have moved in the past year, where from and where to, and why.² We can use this data to compare the students' reasons with the average of all Americans' reasons to move. Show students the list "Americans' Top Ten Reasons to Move" and discuss their observations.

Emphasize that different people value different things in the selection of a place to live, but the data show general trends. For example, priorities vary with life stage. Ask students if they can think of how their priorities might differ at different ages, supplying more information as needed as they consider different life stages.

Younger people, ages 25 to 34, are starting their working lives and moving to be close to work. Affordability is important to them. Many are not yet caregiving for children or older adults. They face limited housing choices since home prices and rents have risen disproportionately relative to income levels. They are active with friends and may be seeking life partners, and many prefer to live near city amenities such as restaurants, cultural attractions, and parks.

People aged 35 to 54 may be raising young families and caring for elders. Safety and security, good schools, and housing that offers more indoor and outdoor space become higher priorities. Cost is still very important, as raising a family is expensive. School becomes a more important factor in housing selection.

People over 55 may be retired from work or have the goal of retiring soon. Their moves tend to bring them toward less densely settled and quieter areas, closer to nature. They may prefer smaller homes, called downsizing. Since retirement can mean a fixed income, many people move to areas with a lower cost of living. Many retirees no longer consider schools as a top priority in their housing choice.

SUPPORTING QUESTION 2 | HOW DO PEOPLE CHOOSE A HOME?

People also have preferences about the diversity of their communities. In a 2015 poll, 90% of Americans said that one of the most important attributes of a community was “providing equal chances to all people to get ahead, through educational and economic opportunities.” More than 75% of respondents said that ethnic and racial diversity were positive community attributes.³ Only about half of respondents said they preferred living among people with the same religious or political affiliations. Ask students whether these preferences are visible in communities they are familiar with.

The same poll also asked people whether they thought their communities were doing a good job delivering equal opportunity. Conduct a spot poll, asking students to respond with a thumbs up or thumbs down to the question: Thinking about our own community, would you say that equal opportunities are available for all? Count responses and compare their “yes” and “no” percentages with the national figure that 74% of Americans said they believed their community offered all people the opportunity for advancement.



5. Extend

There are nearly endless sources of data on residential migration and community comparisons. Students may want to explore:

“The Biggest Decision of All” is a short reading on the importance of where we live from Richard Florida’s 2009 book [Who’s Your City? How the Creative Economy Is Making Where to Live the Most Important Decision of Your Life](#).

[Housing Cost Burden Map](#): This interactive map shows how many Americans are “cost-burdened” by housing, meaning their housing costs are equal to or greater than 30% of their take-home income. Students can explore comparative data for their own community and neighboring ones. More maps and resources are available at the [Harvard Center for Joint Housing Studies](#).

[Interstate Migration Interactive Map](#), U.S. Census Bureau. Students can click on a county for data on the flow of migration into and out of any area. Students might enjoy the challenge of comparing this primary source map with the map developed from the 11th Decennial Census, [Interstate Migration, 1890](#).

[Mapping Migration in the United States](#): *The New York Times* compiled this map and the related map [Where We Came from and Where We Went](#). Data sets track how state populations have changed since 1900 due to migration.

[The Opportunity Atlas](#): This data-visualization project followed 20 million Americans from childhood to their mid-30s to answer the question: *Which neighborhoods in America offer children the best chance at a better life than their parents had?*

[“The Power of Place: How the Neighborhood You Grow up in Affects your Future,”](#) by Mark Kramer. This report compares neighborhoods in Pittsburgh, Pennsylvania, showing how children “just a few streets away” from one another can have vastly different experiences and outcomes.



Name: _____

Date: _____

There is a lot to think about when choosing where to move.

Most moves involve a trade-off—giving up something you want less to have something you want more. What’s most important to you? What are you willing to trade off?

Below is a list of things that people value highly when seeking a place to live. Rank these in order from 1 (most important to you) to 10 (least important to you). When you’re done, you’ll have a chance to compare your priorities with those of others.



Affordability: A home you can comfortably afford



Climate: Weather and seasons you love



Scale: The right size town or city—city center, suburbs, small town, rural



Commute: A home close to your job



Culture and Amenities: Fun things to do, places to go, a variety of foods, a vibrant cultural scene



Demographics: A sense of belonging, a rich cultural mix, languages you speak



Family and friends: Being close to the people you love



Home Type and Size: A space that suits you and your companions



Safety: A low crime rate, a feeling of comfort at home and in the neighborhood



Work: Good job opportunities doing work you love

My top 3:

- 1. _____
- 2. _____
- 3. _____

My reasons:

- _____
- _____
- _____

Partner’s Top 3:

- 1. _____
- 2. _____
- 3. _____

Partner’s reasons:

- _____
- _____
- _____

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

LESSON 4

LEARNING FROM LIVED EXPERIENCE

Overview

Students hear from people whose experiences reveal the interplay between choice and constraint. Students listen to pre-recorded oral history interviews with people who moved from one place to another and/or confronted housing discrimination to learn about constraints imposed by external forces. Next, they analyze those forces using graphic organizers to reveal elements of the housing system. As an in-depth extension, you may choose to have students conduct oral histories with family members or local people, either as a class or as a group or independent project.

Time: 2 class periods

Materials

- *Unvarnished* oral history videos, available on the website
- Projector and Internet connection
- Copies of **ANALYZING AN ORAL HISTORY WORKSHEET** for each student

Instructions

1. Introduce • 10 minutes

In this project, students become the historians, using oral history interviews to learn about housing constraints that affected real people. Previous lessons emphasized housing choices—options we can take or leave within our control. But people’s decisions about where to live and when to move have been and often are influenced by external conditions beyond individual control.

One way of learning about those experiences is through **oral history**. Oral history is the practice of documenting and interpreting history by recording individuals’ personal memories. Recording an oral history creates a **primary source**. Oral traditions are one of the oldest methods of transferring information about the past, much older than the written word. In modern practice, taking an oral history involves asking careful questions, listening to people relate their personal experiences of past events, and documenting and preserving the interview. Listening to many oral histories on the same topic can help reveal patterns and provide evidence for interpreting historical events.

View one or more sample oral history videos together as a class. We suggest one or more of the first five videos in the resource **FOR EDUCATORS: SUGGESTED RECORDED ORAL HISTORY EXCERPTS**.

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

2. Discuss • 10 minutes

After viewing one or more videos, discuss them with students. What is it like to hear people describe a personal account of history? What kinds of information do oral histories provide?

Create a simple chart on a board or chart paper. On one side, note the advantages of oral history in understanding the past. On the other side, note the disadvantages. Advantages may include: providing a fuller picture of the past not found in other documents; hearing a personal perspective about the past; understanding details; learning more about the subjective emotional experience of past events; and comprehending how people made meaning of the things that involved them. Disadvantages include the reality that memory is not a perfect recording of past events as facts, dates, names and figures may not be completely accurate; that individual perspectives are always biased; and that people do not always relate their own story clearly, linearly, or with enough context to be fully understood.

Even with those disadvantages, personal stories are an important part of what history is made of, and we can learn a lot about the past by exploring firsthand accounts.

3. Independent Student Work • 30 minutes

Students will listen to or view recorded oral history interviews to begin identifying themes and patterns, using the **ANALYZING AN ORAL HISTORY WORKSHEET** to focus their thinking.

To prepare for this exercise, preview and select interviews from the list of **SUGGESTED ORAL HISTORY EXCERPTS**. You may also want to search for additional stories, especially local ones, if available. Assign a single interview to each student or student group. More than one student can work with the same oral history.

Arrange for student access to internet-enabled computers to view and/or listen to the oral histories. Most excerpts listed here are under five minutes long. Allow up to 30 minutes for students to view their videos multiple times as they complete the worksheet.

4. Debrief • 20–30 minutes

When all students have finished viewing and reflecting on their interviews, gather them together to synthesize what they have learned. Begin by listing or mapping the places described in the oral histories. What do students observe about the range of places? Encourage them to note that speakers reference a range of places across the United States.

Next, ask them to share what they learned about the identities of the speakers. List these identities in the words of the speakers and collectors. Students should note there are a number of racial and ethnic groups represented in the oral histories, indicating that housing discrimination and segregation have affected a very wide range of people in the United States.

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

Discuss the key words students selected. Ask them to briefly read their key words aloud and compile them into a list. Define and discuss terms as needed. You may want to use many of these terms to build a running vocabulary list as the study of housing continues.

Ask students to share their questions about what was not understood. Many of their questions will be answered in the study to follow.

Revisit the **HOUSING CHOICE FACTORS WORKSHEET** and **WHAT MATTERS MOST? WORKSHEET** to look for recurring ideas. What human, environmental, and financial factors showed up in the oral histories? What values, such as safety, work, family and friends, and demographics, were mentioned?

Finally, connect what students have learned back to **Supporting Question 3: Have people always had free choice about where to live?** Ask for evidence from their interviews in support of their answers.

5. Extend

There are many possible ways to extend and deepen learning by working with oral histories.

Students can complete the **DOCUMENTING ORAL HISTORY WORKSHEET**. This extension exercise asks students to practice a method used by oral historians by writing a short abstract of an interview they've listened to.

For a more in-depth unit, students can also plan to conduct their own oral histories, either individually, in groups, or as a class. This is a more intensive project that will require support from teachers, librarians, and other adults.

Oral history interviewing is an important historical research skill. It's worth taking time to prepare well. We recommend the "[Moving Stories](#)" template created by [Reimagining Migration](#), a resource group that focuses on students of immigrant origin. Their guide [Moving Stories: An Educator's Guide to Connecting and Engaging](#) includes material you may draw on for student preparation, including student contracts, classroom norms, active listening, guidelines for interviewing, and respecting boundaries.

If possible, record the interview(s) on audio or video. This creates a valuable reference you can return to or include in a summative project. If you are creating an audio or video recording, be sure to get the participant's agreement. The Library of Congress has [sample agreement forms](#). If you wish to take photos of your interviewees, be sure to get their permission for photo use as well.

Help students complete the documentation of their interviews by using the **ORAL HISTORY ABSTRACT WORKSHEET**. Students should package the abstract together with their notes, recordings, and other materials and save them in a physical or electronic file to make it a usable part of the historical record.

FOR EDUCATOR USE: SUGGESTED ORAL HISTORY EXCERPTS

<i>Narrator's Name</i>	<i>Source</i>	<i>Topics Discussed</i>	<i>Format</i>	<i>Excerpt Time Signature</i>
Mayor Shari Cantor	UNVARNISHED	Moving homes in the same community, finding a restrictive covenant on a new home, Jews moving to areas where they were not allowed to live previously, being a Jewish family and deciding not to live in an older Jewish neighborhood and to move to a neighborhood with younger people		0:00–1:30
Dennis H. Cremin	UNVARNISHED	Childhood in Hollywood, California; Irish heritage; sundown towns; Glendale as “lily white,” silence around race relations		0:00–1:35
Charmaine Jefferson	UNVARNISHED	Sundown towns; Culver City, California; feeling unwelcome in certain neighborhoods		0:00–1:40
Sarah Long-Radloff	UNVARNISHED	Moving to Appleton, Wisconsin, for work; sundown towns; feeling unwelcome; discriminatory treatment in stores; determination to stay		0:00–1:16 and 2:10–3:55
Ray Odom	UNVARNISHED	Uncle purchasing undeveloped land in Wheaton, Illinois; Great Migration; growth of Black neighborhood; city refusal to provide utility services to Black neighborhood; father’s organization of an NAACP chapter		8:15– 11:58
Reita Smith	UNVARNISHED	Black American; growing up in Columbus, Ohio; memories of neighborhood as source of strength; Jewish families in adjacent neighborhood; segregation; real estate discrimination; White families moving away; discriminatory school zoning; being one of only a few Black students at school; lack of Black American experience in history education		0:00–4:10 5:47–10:00
Bridgett Davis	Red Line Archive	Her mother’s move from Nashville, Tennessee to Detroit, Michigan; her effort to move to an integrated neighborhood; affordability, intimidation and violence by White neighbors; difficulty securing credit; contract selling		0–2:13

FOR EDUCATOR USE: SUGGESTED ORAL HISTORY EXCERPTS

<i>Narrator's Name</i>	<i>Source</i>	<i>Topics Discussed</i>	<i>Format</i>	<i>Excerpt Time Signature</i>
Gloria Patten	Red Line Archive	Exclusion from FHA and veterans loan programs; redlining; neighborhood segregation; disinvestment		0–2:40
Peggi Nashamura Bain	Densho	Seeking housing in Chicago, Illinois after World War II; discrimination from landlords		Full video 0:00–1:29
Bernadine Jones	Rochester Voices	Community involvement in education; health, and housing; lead poisoning; seeking a home; experiencing unfair practices		4:05– 6:33
Mildred Pitts Walker	Library of Congress Civil Rights Oral History Project	Marching for fair housing in Louisiana; unfair sales practices; racial epithets; nonviolent tactics; freedom to decide where to live		57:30– 1:02:00
Harold K. Brown	Library of Congress Civil Rights Oral History Project	Moving from the South to Pittsburgh, Pennsylvania; experiences of discrimination in the neighborhood		0:00–5:47
Ricardo Sanchez	Seattle Civil Rights and Labor History Project	Moving from a mixed neighborhood in Montana to a majority White neighborhood; losing Spanish language skills		Full video 0:00– 3:25
Emelda and Manuel Brown	Washington State University Civil Rights Oral History Collection	Moving to Spokane, Washington, as a military transfer; housing discrimination on the military base and in the community; finding housing through church community		0:00– 10:44
Emily DeCory, Irwin Shiosee, Nellie Saracino, Bertha Hicks	Oral History Center of The Bancroft Library	Agreement between Laguna Pueblo and U.S. government to spare Laguna houses in exchange for living and working on a railroad site; Santa Fe Indian Boxcar Village		0:00–8:58
Mitsuru "Mits" Kataoka	Discover Nikkei	Moving from a WWII Japanese relocation camp to Rhode Island to attend the Rhode Island School of Design; housing discrimination; segregation		0–1:19
Annette Epstein Jolles	Yiddish Book Center Wexler Oral History Project	Neighborhood segregation in Washington, D.C.; restrictive covenants; anti-Semitism		9:24– 14:10

FOR EDUCATOR USE: SUGGESTED ORAL HISTORY EXCERPTS

Additional Sources for Recorded Oral Histories:

[History Makers: The Digital Repository for the Black Experience](#)

[Library of Congress Civil Rights Oral History Collection](#)

[Rochester Black Freedom Struggle Online Project](#)

[Southern Oral History Program](#)

Additional Resources for Conducting Oral History Projects:

[Library of Congress American Folklife Center: Planning an Oral History Project](#)

[National Council for the Social Studies: Oral History in the Classroom \(PDF\)](#)

[Oral History Association](#)

[Smithsonian Institution Archives: How to Do Oral History](#)



Name: _____ Date: _____

WHAT CAN WE LEARN BY LISTENING?

Preparing to Listen

Navigate to the oral history interview. Use the written material, called a transcript, to find as many of these facts about the interview as you can.

Narrator of the interview _____ Date the interview was recorded _____

Collecting organization _____ Length of the entire interview _____

Theme or focus of oral history collection _____ Subjects the narrator talks about _____

Listening

Play the oral history interview. The first time you listen, just pay attention to what the person is saying. Listen to the interview again. As you do, jot down some key words and phrases that relate to our study of housing and discrimination. Note the time signature at which those words and phrases occur.

TIME

KEY WORD or PHRASE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Do they identify themselves as a member of a racial or ethnic group? If so, what groups do they place themselves in?





Name: _____

Date: _____

Reflecting

After you have heard the interview enough times to fill out the section above, reflect on what you are taking away. A take-away is a fact, idea, or concept that you found to be important.

- This excerpt is one piece of a larger story. What questions do you have that this interview didn't answer?

- Was there anything you didn't understand? Write it in the form of a question here.

- What did you learn from this interview about the narrator's experience with housing?

- Why is this story important?



Name: _____

Date: _____

Write an abstract to summarize your oral history recording.

A short summary of an article or interview is called an abstract. It lets other researchers know the content of an interview without having to listen to the whole recording so they can decide whether it relates to their questions.

Below, write a one-paragraph summary of your interview, covering the main points and details shared. Be sure to include the date, time, and place of the interview as well as the names of the interviewee and the interviewer, if you can find them.

Example:

Title

Mildred Pitts Walter oral history interview conducted by David P. Cline in San Mateo, California, March 1, 2013.

Summary

Mildred Pitts Walter discusses her early life in Louisiana, attending Southern University, and moving to Los Angeles in 1944. Pitts recalls meeting Earl Walter whom she married two years later, her work with Earl who headed the Los Angeles chapter of the Congress of Racial Equality (CORE) from 1951 to 1963, CORE pickets of housing developers in Los Angeles, and her work as a clerk in the Los Angeles school district while getting her teaching credentials. She also discusses her career writing over 20 books for children, her work with a national association of nurses to develop culturally sensitive training, marching in the Soviet Union for peace, her ideas about civil rights and human rights.

[\(Library of Congress Interview\)](#)

Title

Summary

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

LESSON 5

PUSH AND PULL

Overview

Students use the “push and pull” framework to understand forces that contribute to the decision to move.

Time: 2 class periods

SHARE
EXPLAINER VIDEO
“Migration and
Discrimination”

Materials

- Copies of *Unvarnished* Student Article 1: “Introduction” for each student
- Copies of *Unvarnished* Student Article 3: “Immigration, Migration, Discrimination” for each student
- Copies of *Unvarnished* Student Article 4: “Sundown Towns, the KKK, and the Ever-Present Threat of White Violence” for each student
- Copies of *Unvarnished* Student Article 9: “Driving While Black” for each student
- Copies of **PUSH AND PULL WORKSHEET** for each student

Instructions

1. Introduce • 5–10 minutes

The decision to move is a big one and people usually don’t make it lightly. Geographers, sociologists, and others who study human migration identify two forces that cause people to move from one place to another, known by the shorthand “push” and “pull” factors.



Pull Factors: People usually hope to gain something from moving to a new place. Researchers call the hoped-for gains “pull factors,” as they pull people to desired locations.



Push Factors: People may also move to get away from something. Negatives that cause people to want to leave are called “push factors,” since they give people strong reasons to move away.

Some factors are personal, such as wanting to be close to family (pull). Some factors are driven by external constraints, such as being evicted from a home or having a toxic dump move nearby (push).

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

2. Independent Student Work • 30 minutes

Assign the *Unvarnished* Student Article 3: “Immigration, Migration, Discrimination.”

When students have completed the reading, give each student a copy of the **PUSH AND PULL WORKSHEET**. Ask students to draw on what they have learned from the oral history interviews and the reading to identify some push and pull factors. The worksheet asks students to organize the factors according to whether their origin is in the person (internal) or in the environment (external).

3. Debrief • 20 minutes

Compare students’ responses. Ask them to provide concrete examples from their oral history explorations that fit into each quadrant on the worksheet. To conclude, ask them to make an opinion statement, based on what they know so far, about how much control people have in their housing decisions, today and in the past.

4. Extend

Some students may be ready to explore some of the more serious push factors. Assign students to read and respond to *Unvarnished* Student Article 4: “Sundown Towns, the KKK, and the Ever-Present Threat of White Violence,” and *Unvarnished* Student Article 9: “Driving While Black.”





Name: _____

Date: _____

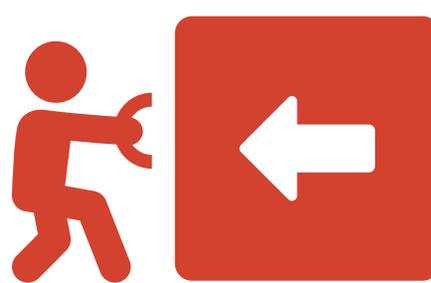
Why do people move?

People usually hope to gain something positive from moving to a new place. They may also be trying to get away from something negative. Geographers, sociologists, and others who study human migration identify two forces that cause people to move from one place to another, called “**PUSH AND PULL**” factors.



Push factors are conditions in the current location that make it difficult or even impossible to live there. Push factors might include:

- High unemployment
- Racial intolerance and harassment
- Changes in the family



Pull factors are conditions in another location that suggest it may be a better place to live. Pull factors could include:

- Better work opportunities
- The presence of family or a welcoming community
- Better educational opportunities

Some factors are personal, such as wanting to be close to family (**PULL**). Some factors are driven by external constraints, such as being evicted from a home (**PUSH**).

Thinking about what you have learned from your research, identify three push factors and three pull factors that can cause people to seek a new place to live.

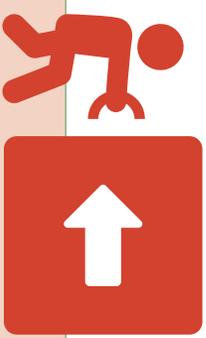


Name: _____ Date: _____

PUSH FACTORS



PULL FACTORS



INTERNAL

EXTERNAL

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

LESSON 6

FORCES AT WORK

Overview

A PESTLE analysis is a sorting tool that helps to break down the kinds of forces at work in a particular situation. In this lesson, it highlights the types of external forces that constrain housing choices. PESTLE introduces a new level of complexity, using more abstract concepts to consider how housing interacts with larger systems.

Students can complete the PESTLE analysis as a class together or through an individual worksheet. Review the six categories with your students, and explore them together to ensure they understand.

Time: 2 class periods

Materials

- Projector and Internet connection
- **INQUIRY ONE SLIDES**
- Copies of the *Unvarnished* Student Article 1: "Introduction"
- Copies of the **FORCES AT WORK WORKSHEET** for each student pair or group
- *Unvarnished* Introduction Explainer Video

Instructions

1. Introduce • 10 minutes

Create a blank PESTLE diagram on a board or chart, or use the included slide to record class input. Discuss the use of graphic organizers to map out complicated ideas. One such organizer is the PESTLE. A PESTLE is a tool that helps us find the factors that have the potential to influence a system. Each of these letters stands for a category:

P

POLITICAL

E

ECONOMIC

S

SOCIAL

T

TECHNOLOGICAL

L

LEGAL

E

ENVIRONMENTAL

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

Work with students to come up with one example of each type of force as it might impact housing. For example:

- A community group forms to lobby its city for increased funding for public housing (*political*)
- A factory closes, leaving workers without income to pay for their homes (*economic*)
- A neighborhood floods in heavy rainstorms (*environmental*)
- Apps such as Airbnb make it more profitable to rent to tourists than residents (*technological*)
- Zoning laws prevent people from living in apartments over downtown shops (*legal*)
- Families want more bedrooms and outdoor space for their children (*social*)

2. Independent Student Work • 30–45 minutes

Assign students to read *Unvarnished* Student Article 1: “Introduction.” This article introduces the overall project and asks students to begin thinking about housing segregation in their own community.

After students have completed the reading, they should move on to completing the **FORCES AT WORK WORKSHEET**. In pairs or small groups, have students brainstorm additional examples from their learning so far and add them in the appropriate categories on the worksheet. Prompt students as needed to make connections. Some potential results might look like:

Political: Past and present political decisions; government projects to develop/redevelop/build housing; tax incentives for development

Economic: Household income and affordability; profit motive in building/real estate; wealth inequality; banking policies; access to credit; supply and demand; loan rates

Social: Importance of home, neighborhoods, and communities to people; family size; population growth; large-scale migrations; personal motivations; competition; feeling of belonging

Technological: Banking and loan algorithms; home rental and sales via internet companies; increasing viability of remote work in some fields; “smart” homes

Legal: Fair-housing law; real-estate licensing; home-safety and inspection regulations; home-loan regulations; zoning; public-record laws

Environmental: Energy usage; access to open/green space; health and safety of air, water, and soil; land conservation; climate; availability of public transportation

SUPPORTING QUESTION 3 | HAVE PEOPLE ALWAYS HAD FREE CHOICE ABOUT WHERE TO LIVE?

3. Debrief • 15 minutes

Have students report the results of their brainstorming and add their factors to the class list. Eliminate duplicates and combine similar ideas. Continue until all factors are mapped.

Look at the **PESTLE** diagram as a group. Challenge students to find elements of the **PESTLE** analysis that could affect other elements. For example, legal regulations created in the political process can eliminate environmental threats. Economic growth in a city can cause social change as new people move to the area for work. Work toward the insight that changing one element of a housing system can have impacts across the whole system.

Consider keeping this list on display as you continue exploring housing discrimination. It's likely students will find information to add to it or will want to refer to it for later projects.

Finally, as a transition to the next three inquiries, show students the **UNVARNISHED INTRODUCTION EXPLAINER VIDEO**. Have them listen for key words that mention the PESTLE forces at work.





Name: _____

Date: _____

A PESTLE analysis is a tool for identifying forces that have an impact on people. We can use it to better understand the forces that have influenced people’s choices about where to live. Each letter in the acronym PESTLE stands for a different type of force.

P

POLITICAL

Factors that come from political processes. These could include government policies, government corruption, tax policy, government lending, or urban renewal initiatives.

Key Question:

Were politics and government involved in any of the conditions that influenced people’s decisions about where to live?

E

ECONOMIC

Economic factors involve money. Examples include income levels, community and real estate investments, market competition, availability of credit and loans, taxation rates, or unemployment rates.

Key Question:

How did money and credit, or the lack of it, influence who lived where?

S

SOCIAL

Social factors are behaviors, attributes, and attitudes of people. Examples include family size and structure, beliefs about racial hierarchies, relationships, religion, or social movements.

Key Question:

How does human behavior play a role in who lives where?

T

TECHNOLOGICAL

Technological factors relate to communications or physical structures. Examples include technology for safety and security, home technology such as appliances and plumbing, access to information technology, media representation, banking systems, surveillance, recordkeeping, and data analysis.

Key Question:

How have technologies influenced where people live?

L

LEGAL

Legal factors have a basis in law. Examples include laws about segregation and housing access, health and safety law, labor law, regulations on advertising, product-safety law, Constitutional guarantees, Supreme Court decisions, etc.

Key Question:

How have laws and courts played a role in where people live?

E

ENVIRONMENTAL

Environmental factors relate to natural resources and climate. They might include weather, climate, natural disasters and threats, pollution, energy sources, waste management, and open space.

Key Question:

How has the environment influenced where people live?



P

POLITICAL

E

ECONOMIC

Examples from Data

S

SOCIAL

T

TECHNOLOGICAL

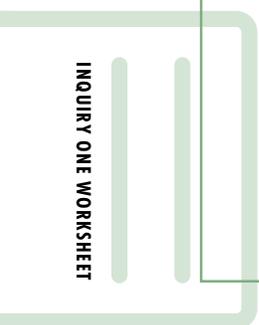
L

LEGAL

Examples from Data

E

ENVIRONMENTAL



SLIDES

**“THE ACHE FOR HOME LIVES IN
ALL OF US, THE SAFE PLACE
WHERE WE CAN GO AS WE ARE
AND NOT BE QUESTIONED.”**

— Dr. Maya Angelou, *Twitter*, March 10, 2014

PESTLE ANALYSIS

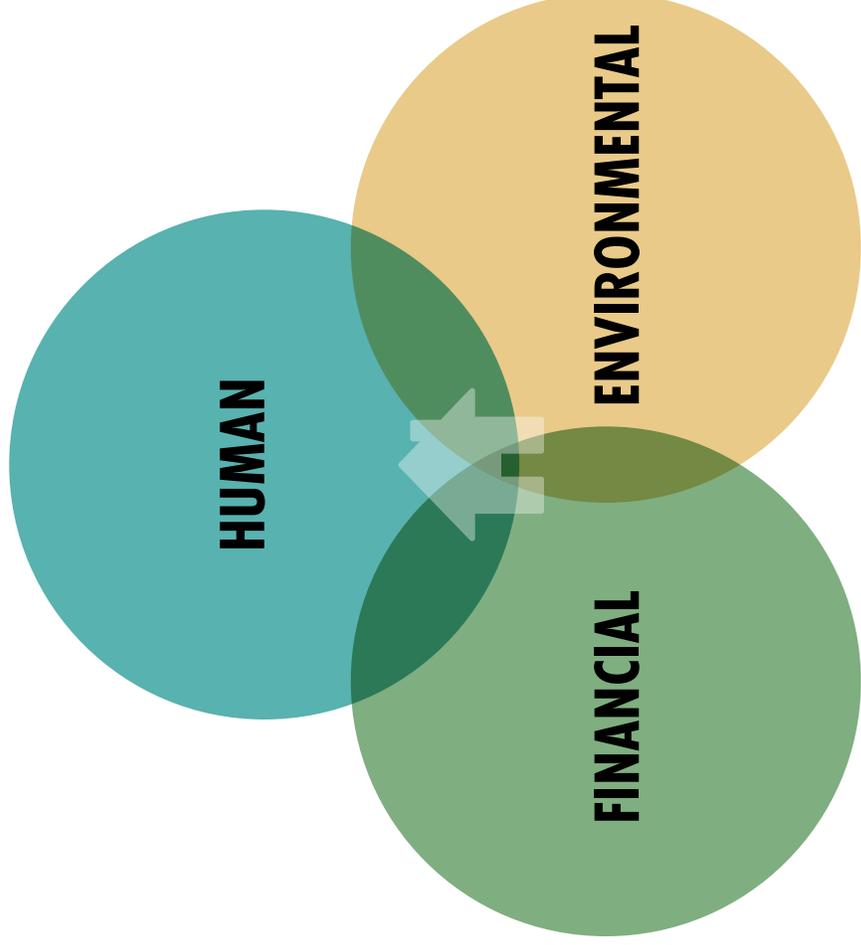
P E S T L E

POLITICAL	ECONOMIC	SOCIAL	TECHNOLOGICAL	LEGAL	ENVIRONMENTAL

CHOICE FACTORS

TEACHING **UNVARNISHED**

INQUIRY ONE SLIDES



“THE PLACE WE CHOOSE TO LIVE AFFECTS EVERY ASPECT OF OUR BEING. IT CAN DETERMINE THE INCOME WE EARN, THE PEOPLE WE MEET, THE PARTNERS WE CHOOSE, AND THE OPTIONS AVAILABLE TO OUR CHILDREN AND FAMILIES.”

— Richard Florida, *Who's Your City?*, 2008

WHAT MATTERS MOST?



AFFORDABILITY

A home you can comfortably afford



CLIMATE

Weather and seasons you love



SCALE

The right size town or city: city center, suburbs, small town, rural



COMMUTE

A home close to your job



CULTURE AND AMENITIES

Fun things to do, places to go, a variety of foods, a vibrant scene



DEMOGRAPHICS

A sense of belonging, a rich cultural mix, languages you speak



FAMILY AND FRIENDS

Being close to the people you love



HOME TYPE AND SIZE

A space that suits you and your companions



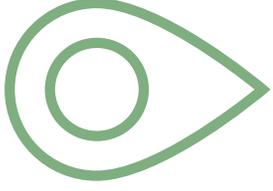
SAFETY

A low crime rate, a feeling of comfort at home and in the neighborhood



WORK

Good job opportunities doing work you love



TOP 10 REASONS TO MOVE

FROM THE 2016 AMERICAN COMMUNITY SURVEY

- 1 HOME TYPE AND SIZE
- 2 FAMILY
- 3 WORK
- 4 AFFORDABILITY
- 5 COMMUTE
- 6 SAFETY
- 7 CLIMATE
- 8 DEMOGRAPHICS
- 9 CULTURE AND AMENITIES
- 10 COMMUNITY SCALE

ENDNOTES



¹ USAFACTS 2019, "Standard of Living," 2019 Annual Report, USAFacts.org, 2 May 2019, <https://annualreport.usafacts.org/articles/36-standard-living-americans-health-housing-largest-spending-categories-families>

² US Census Bureau, "Why We Ask Questions About Residence 1 Year Ago/Migration," American Community Survey, Census.gov, accessed 30 November 2021, <https://www.census.gov/acs/www/about/why-we-ask-each-question/migration/>

³ Gillian B. White, "What Do Americans Prioritize When Picking a Place to Live?" *The Atlantic Monthly*, 12 March 2015.



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