

Learning Experience: Johnson County Museum

Redlining and Community Boundaries

A lesson in the lasting impact of housing restrictions.

Johnson County Museum

Guiding Questions	How are communities made? For whom? Who decides?	Date	September 2020
Objective	Understand how policy framed the communities we live in and how that framework affects our lives today.	Theme	Belonging and Community

Entice (Hook)	<p>Set Up: Show a local map of COVID-19 infection rates along with a short newspaper article on racial disparities in health outcomes.</p> <p>Introduce the Theme of the Experience: Exploring how where people live influences their lives and what factors create different lived experiences in a community.</p>	8 mins
Enter (Intro to New Material/I Do)	<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-19 in our community? • What has shaped this reality? Can it be reshaped? 	5 mins

Like this lesson? The education staff at the Johnson County Museum would love to work with you on a live experience to complement this lesson! Call (913)715-2570 to learn more.

<p>Engage (Guided Practice/We Do)</p>	<p>Virtual Visit with Andrew, Curator of Interpretation</p> <ul style="list-style-type: none"> • Discuss HOLC Map of Greater Kansas City • Real Estate Agent Story: Mission Suburb Story; Donald Sewing • JC Nichols Blog https://jocohistory.wordpress.com/2020/07/29/i-c-nichols-johnson-county/ <p>This experience will open their eyes to the intentional process of community building, by guiding them through the reality of redlining and the power structures and political interests that created community boundaries in Kansas City.</p> <p>Debrief: (Select 2)</p> <ul style="list-style-type: none"> • What is your first reaction this experience? • What did you already know and what was new information? • What surprised you? What didn't surprise you? • What clarifying questions do you have? • Did this change or challenge any of your beliefs? 	<p>35 mins</p>
<p>NEXT LESSON</p>		
<p>Exit (Independent Practice/You Do)</p>	<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 the following prompts.</p> <ul style="list-style-type: none"> • What is influenced by the neighborhood you live in? (access to grocery stores, education, transportation) • What challenges can come from lack of access to resources? • What are the potential outcomes when a community lacks access to resources? 	<p>10 mins</p>
<p>Extend</p>	<p>THE POWER OF ADVOCACY: HOW CHANGE HAPPENED</p> <p>Who made change happen? How did they affect change, did they work within the structures in place or challenge them?</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"> • Find a historic change maker and report out to class. https://www.facebook.com/hashtag/jocochangemaker • What changed as a result of their efforts? • How did they create change? • What is the role of individuals and organizations in future change? 	<p>30 mins</p>

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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.**

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