

FAIR HOUSING CURRICULUM

MIDDLE AND HIGH SCHOOL LEVELS

Presented to:

WORCESTER COUNTY PUBLIC SCHOOLS

Developed by:

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August, 1999

**FOR MORE ASSISTANCE
USING THIS FAIR HOUSING CURRICULUM**

This Fair Housing Curriculum has been developed by the Greater Baltimore Community Housing Resource Board, Inc. (GBCHRB), and the Coastal Counties Community Housing Resource Board, Inc. We actively wish to support the Curriculum's full utilization in the classroom. In particular, the Coastal Counties CHRB can provide:

- Speakers for the classroom on any of the topic areas covered by the Curriculum. A Speakers Bureau listing is found in the Appendix to this Curriculum.*
- Additional information, data, and/or material to supplement individual topic areas/modules.*
- Discussion and/or technical assistance concerning individual topics, laws, and/or applications in this Curriculum.*
- Updated information about topic areas.*

For assistance, contact either Tom Davis of the Coastal Counties CHRB at 800-652-6312 or Bill Kladky of the GBCHRB at 410-929-6533.

We also are very interested in receiving comments and suggestions regarding the usage of the Curriculum.

ACKNOWLEDGMENTS

This Fair Housing Curriculum was originally developed by the Howard County Community Housing Resource Board, Inc., under a grant from the U. S. Department of Housing and Urban Development (HUD). The GBCHRB adapted, supplemented, and further developed the Curriculum - with the assistance of the Coastal Counties CHRB - for specific usage in Worcester County, Maryland.

Also, parts of this Curriculum were adopted from "Youth Leadership in Achieving Fair Housing," a curriculum developed by One America, Inc., under contract HUD/HC-#14512 with the HUD Office of Fair Housing and Equal Opportunity.

TABLE OF CONTENTS

MIDDLE SCHOOL LEVEL

Page 3

Timeline of Events - Historical Background of Fair Housing

Fair Housing Overview

Pictorial Essay - Fair Housing Laws

Enforcement of Fair Housing Laws

Industrial Arts/Pre-Vocational Fair Housing Issues Awareness

Career Options Impacting Fair Housing

Consumer/Home Economics Issues in Fair Housing

HIGH SCHOOL LEVEL

Page 95

Discrimination and Protection Agencies

Housing Statistics

Problems in Housing

Investigatory Reporting on Fair Housing Issues

Designing a Barrier-Free Home for People with Disabilities

Survey of Public Buildings Accessible to Persons with Disabilities

Budgeting Housing Costs

Urban Development and Fair Housing

"Making the Right Moves"

Testing Fair Housing Practices - Contemporary Case Studies

MIDDLE SCHOOL LEVEL

LIST OF FAIR HOUSING ACTIVITIES

1. Timeline of Events - Historical Background of Fair Housing
2. Fair Housing Overview
3. Pictorial Essay - Fair Housing Laws
4. Enforcement of Fair Housing Laws
5. Industrial Arts/Pre-Vocational
6. Fair Housing Issues Awareness
7. Career Options Impacting Fair Housing
8. Consumer/Home Economics Issues in Fair Housing

ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES WITH TARGETED CURRICULUM AREAS

MIDDLE SCHOOL LEVEL

Timeline of Events - Historical Background of Fair Housing

Learning Objectives

- A. Knowledge of events highlighting the historical background of the Fair Housing Law passed by Congress in 1968.
- B. Knowledge of the impact of the Civil Rights Movement on housing for minority groups.
- C. Identification of key U. S. Supreme Court decisions which eliminated various discriminatory practices in housing.
- D. Comparison and contrast of the Civil Rights Act of 1866 to the Fair Housing Law of 1968 and the Fair Housing Amendments Act of 1988.

Activities

- A. Pretest on Fair Housing rights, case law, terms, and agencies.
- B. Reading Fair Housing materials ("How Can Laws Help Minorities Gain Better Housing" and Minorities: USA).
- C. Discussion of Fair Housing and Civil Rights laws and landmark Supreme Court cases.
- D. Comparison of the Civil Rights Act of 1866 and the Fair Housing Law of 1968.
- E. Development of timeline for critical impacts of Fair Housing history.

Curriculum Areas

Citizenship Objectives (3.0)

Principles of democracy.

Citizenship Objectives
(continued)

Value of individual differences in maintaining a democratic society.

Benefits a citizen received from a system of law.

Property rights.

Legal means of resolving conflict.

Legal means of dissent and protest against violation of rights.

FAIR HOUSING EDUCATION

Middle School Level

TOPIC OF LESSON: Timeline of Events - Historical Background of Fair Housing

OVERALL LEARNING OBJECTIVES: Project Basic Citizenship Goals. Grades 6-8

- 3.1.1.1 Identify the principles of democracy.
- 3.1.1.6 Explain the value of individual differences in maintaining a democratic society.
- 3.2.1.2 Identify the benefits that a citizen receives from a system of law.
- 3.2.1.3 Explain property rights.
- 3.2.1.10 Identify the legal means of resolving conflict .
- 3.3.1.8 Explain ways to protect rights of individuals.
- 3.3.1.10 Identify legal means of dissent and protest against violation of rights.

SPECIFIC LEARNING OBJECTIVES

At the end of the activity. the student will:

1. Construct a timeline of events highlighting the historical background of the Fair Housing law passed by Congress in 1968.
2. Explain the impact of the Civil Rights movements on housing for minority groups.
3. Identify key U.S. Supreme Court decisions which eliminated various discriminatory practices in housing .
4. Compare and contrast the Civil Rights Act of 1866 to the Fair Housing law of 1963.

SUBJECT CONTENT (Curriculum Area): 8th grade Social Studies

PRETEST

Directions: Select the correct answer.

Today the right to buy, sell or rent property is given by law to (a) white persons only.
(b) all persons, (c) black persons only.

2. The case of Jones v. Alfred H. Mayer Co. gave persons the right to (a) sell their property

- to anyone they pleased. (b) buy property wherever they pleased. (c) make any agreement they pleased about selling or not selling their property.
3. Racial and religious restrictive covenants tried to (a) keep certain groups out of a neighborhood, (b) open a neighborhood to all, (c) get some people to move out of a neighborhood.
 4. The right to rent or buy a home is now guaranteed by (a) real estate agents. (b) a federal law. (c) all landlords.
 5. The Fair Housing law makes it a crime to (a) buy property in a restricted neighborhood. (b) engage in blockbusting for a profit. (c) refuse to sell or rent to a person who cannot pay a month's rent in advance.
 6. Open housing means that (a) any person should be able to live anywhere. (b) buildings should be open to visitors of any race, religion or national origin. (c) the courts should be open to all law suits about any housing problem.
 7. If you believe you have been discriminated against in buying or renting a home. you should complain to (a) your mayor, (b) your district attorney. (c) the Maryland Commission on Human Relations.
 8. The end of restrictive covenants was decided by the Supreme Court in (a) Shelley v. Kraemer. (b) Buchanan v. Warley, (c) Plessy v. Ferguson.

TEACHING/LEARNING ACTIVITIES: (3 class periods)

1. Administer the pretest.
2. Have the students read silently "How Can Laws Help Minorities Gain Better Housing?--- from Finkelstein, Sandifer. and Wright's *Minorities:USA*, New York. Globe Book. Co.. Inc. 1976. (Copy attached)
3. Have the students correct their answers on the pretest and make a list of important events leading up to the Fair Housing law of 1968.
4. Go over answers to pretest after the students have completed the reading. (1b, 2b, 3a, 4b, 5b, 6a, 7c, 8a)

5. Discuss the reading with students emphasizing the following :

Factors which contributed to the rise of ghettos in the cities.

Discriminatory practices which denied black Americans opportunities for better housing:

- Jim Crow laws.
- Plessy v. Ferguson (separate but equal doctrine).
- State and local laws segregating housing.
- Restrictive covenants.
- Realtors and homeowners refusal to sell to black Americans.

6. Ask the students to give examples of the effect of the Civil Rights Movement on housing.

7. Discuss with students these U.S. Supreme Court cases and the discriminatory barriers removed by these cases :

- Buchanan v. Warley
- Shelley v. Kraemer .
- Jones v. Alfred H. Mayer Company.

8. Ask the students to compare the Civil Rights Act of 1866 to the Fair Housing Law of 1968.

9. Give the students the following list of events and have them construct a timeline:

1866 - Civil Rights Law.

1877 - End of Reconstruction.

1896 - Plessy v. Ferguson.

1910 - National Association for the Advancement of Colored People.

1915 - Black Americans forced to live in ghettos in every large city in the South.

1917 - Buchanan v. Warley.

1941 - Black Americans begin mass migration to northern cities.

1948 - Shelley v. Kraemer.

1968 - Fair Housing Law.

Jones v. Alfred H. Mayer Company.

EVALUATION

Completed timelines.

ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES WITH TARGETED CURRICULUM AREAS

MIDDLE SCHOOL LEVEL

Fair Housing Overview

Learning Objective

Knowledge of the protection provided by federal, state and local laws prohibiting discriminatory housing practices.

Activities

- A. Pretest (oral or written) on issues related to protection provided by the Federal, State, and City laws prohibiting discriminatory housing practices.
- B. Discussion and research of Fair Housing resource materials (laws, brochures).
- C. Development of Fair Housing Mind Map.

Curriculum Areas

Citizenship Objectives (3.0)	Ways to protect individual rights.
	Legal means of dissent and protest.
	Sources of information.
Language Arts	Reading, quality thinking, expressive language.

**ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES
WITH TARGETED CURRICULUM AREAS**

MIDDLE SCHOOL LEVEL

**Overview of Federal, State, and Local Fair Housing Laws
(Guest speaker recommended by Coastal Counties CHRB)**

Learning Objective

Knowledge of federal, state, and local Fair Housing laws pertaining to buying, selling, financing, and renting real estate; listing protected classes.

A. PRETEST

Mini-quiz (oral or written).

Student Directions:

1. If you and your family had enough money to buy or rent a home in the community of your choice and someone refused to rent or sell, what do you think would be the reason?
2. What could you or your family do if someone refused to rent or sell the home that you and your family wanted?
3. What gives people the right to live in the neighborhood of their choice?

B. TEACHING / LEARNING ACTIVITIES

1. Have the students share their thoughts after completion of the Pretest.
2. Distribute the enclosed FAIR HOUSING FACT SHEET (3 pages) or the enclosed Fair Housing informational brochures and posters (attached) for the students to read. Review the enclosed Maryland Commission on Civil Rights Fair Housing Regulations (13 pages).
3. Do the enclosed Mindmap exercise (3 pages).

**ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES
WITH TARGETED CURRICULUM AREAS**

MIDDLE SCHOOL LEVEL

Pictorial Essay - Fair Housing Laws

Learning Objective

Knowledge of the Maryland Fair Housing Law through illustrations in a pictorial essay, naming 8 of 11 protected classes in the Law, and identifying at least 3 of the discriminatory practices which are prohibited by the Law.

Activities

- A. Pretest on incidents covered by the Maryland Law.
- B. Discussion of discrimination, specific protected classes and illegal acts defined in the Maryland Law.
- C. Development of pictorial essay.

Curriculum Areas

Citizenship Objectives

Benefits a citizen
receives under a system of law.

Property rights.

Ways to protect
individual rights.

**ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES
WITH TARGETED CURRICULUM AREAS**

MIDDLE SCHOOL LEVEL

Enforcement of Fair Housing Laws

Learning Objectives

- A. Knowledge of how Worcester County citizens are protected against discrimination in the areas of housing by the Federal and Maryland.
- B. Knowledge of the role the Fair Housing enforcement agencies, including the Maryland Commission on Civil Rights, the U. S. Department of Housing and Urban Development (HUD), and the courts.
- C. Knowledge of the ways the Federal Government, the State of Maryland, and the Coastal Counties CHRB seek voluntary compliance to Fair Housing laws.

Activities

- A. Pretest (oral with discussion) on specific incidents and which agency/organization should be involved.
- B. Group review of news articles on issues related to discrimination/hate violent activities in housing.

Curriculum Areas

Citizenship Objectives

Benefits a citizen receives from a system of law.

Property rights.

Legal means of resolving conflict.

Ways to protect rights of citizens.

FAIR HOUSING EDUCATION

Middle School Level

TOPIC OF LESSON: Enforcement of Fair Housing Laws

OVERALL LEARNING OBJECTIVES: Project Basic Citizenship Goals, Grades 6-8

- 3.2.1.2 Identify the benefits that a citizen receives from a system of law.
- 3.2.1.8 Explain property rights.
- 3.2.1.10 Identify the legal means of resolving conflict.
- 3.3.1.8 Explain ways to protect rights of individuals.

SPECIFIC LEARNING OBJECTIVES

At the end of the activity, the student will:

1. Explain how Baltimore County citizens are protected against discrimination in the area of housing by federal, state, and city laws.
2. State the role of Fair Housing enforcement agencies: the Maryland Commission on Civil Rights (MCCR), the U. S. Department of Housing and Urban Development (HUD), and the courts.
3. Describe the ways the Coastal Counties Community Housing Resource Board seeks voluntary compliance to Fair Housing laws.

SUBJECT CONTENT (Curriculum Area): Middle School reading classes.

PRETEST

Directions: Respond orally to all four parts of the questions below.

Where can Worcester County citizens go for help if any of these situations occur?

1. A real estate agent tells a minority couple that the house they want to buy is sold when it really isn't.

MCCR, HUD.

2. A cross is burned on the lawn in front of a Black person's home.

Police Department, MCCR, HUD.

3. A real estate company excludes minorities in its advertisements.

MCCR, HUD.

TEACHING/LEARNING ACTIVITIES: (2 class periods)

1. Tell the students that discrimination in housing, as in all other areas of life such as employment, education, etc., is illegal if it is based on race, color, religion (i.e., creed), sex (including sexual harassment), age, national origin, and physical or mental disability. The focus of this lesson is on housing and how Federal and State laws protecting citizens from discrimination are enforced.

2. Give the pre-test orally. As each situation is discussed, write the name of the agency responsible for enforcing the law and a description of its function. The students take notes.

The U. S. Department of Housing and Urban Development (HUD) investigates and attempts to settle complaints.

The Maryland Commission on Civil Rights (MCCR) does the same in the State of Maryland as does HUD in the country as a whole.

The Police Department handles all violent acts against persons or property; law-breakers are prosecuted by the courts.

The Coastal Counties Community Housing Resource Board, Inc. (CCHRB) works with real estate companies to get them to voluntarily comply with Fair Housing laws and provides public education (see enclosed brochures); it has no enforcement powers.

The courts settle complaints, usually the last step, but not always.

3. Divide the students into groups, and assign each group one of the attached articles pertaining to violations of the Fair Housing laws. The students will read and answer

questions about their assigned articles. Each group will discuss its article with the class along with the answers to the questions.

**ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES
WITH TARGETED CURRICULUM AREAS**

MIDDLE SCHOOL LEVEL

Seeking Relief for a Discriminatory Housing Practice

Learning Objective

Knowledge of process for seeking relief from a potential discriminatory housing practice, through role playing.

Activities

- A. Pretest on what can be done in cases of alleged discrimination.
- B. Discussion of information/resources.
- C. Role play/development of script.

Curriculum Areas

Language Arts 1.0

Writing paragraphs -
through narration.

in response to question.

Describing person, place, object.

Summarizing ideas read or heard.

Citizenship Objectives (3.0)

Benefits from a system of law.

Property rights.

Legal means of resolving conflict.

Legal means of dissent & protest.

Citizenship Objectives

Evaluating reliability of

(continued)

public information.

Sources of information.

**ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES
WITH TARGETED CURRICULUM AREAS**

MIDDLE SCHOOL LEVEL

Industrial Arts/Pre-Vocational Fair Housing Issues Awareness

Learning Objective

Knowledge of a basic house floor plan to include general modifications necessary for persons with mobility limitations to assure accessibility.

Activities

- A. Pretest (oral or written) on provisions to be considered in making a home accessible to persons with mobility limitations.
- B. Discussion/research of methods of adaptations (*The Handbook for Design*, etc.).
- C. Guest speakers on Disability Awareness.
- D. Development of modifications for blueprint.

Curriculum Areas

Industrial Arts.

Home Economics.

Mathematics (as related to blueprint reading).

**ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES
WITH TARGETED CURRICULUM AREAS**

MIDDLE SCHOOL LEVEL

Career Options Impacting Fair Housing

Learning Objective

Knowledge of specific occupational areas which may be related to careers having an impact on Fair Housing in the community.

Activities

- A. Pretest on what careers (besides the construction field) which exist in housing, and where more information about these careers can be found.
- B. Discussion of personal career goals, research of listings in clusters which could be related to Fair Housing, such as Finance, Government, Real Estate (*Occupational Handbook, Dictionary of Occupational Titles, etc.*).
- C. Development of occupational awareness activities for personal folder.

Curriculum Areas

Career Exploration.

Functional Writing Objectives.

**ABSTRACTS OF FAIR HOUSING LEARNING OBJECTIVES AND ACTIVITIES
WITH TARGETED CURRICULUM AREAS**

HIGH SCHOOL LEVEL

**Consumer and Home Economics Issues in Fair Housing
(The High Price of Discrimination)**

Learning Objective

Knowledge of how discriminatory practices in credit, advertising, fair marketing, and financing may inhibit access to affordable housing as determined through computation.

Activities

- A. Pretest on income and money available for housing, financial practices which might affect Fair Housing, expense to persons who discriminate.
- B. Discussion and computations based on formulas for affordable housing using varied incomes.
- C. Discussion on impact of discriminatory practices in credit, advertising, fair marketing, and financing.

Curriculum Areas

General Math

Computing/solving number sentences.

Reading data.

Problem solving.

Consumer/Home Economics.