

Follow up questions for student discussion to establish the vision of 1950s suburbanization captured in the film:

- What kind of people do we see in the film?
- What kind of people do we not see in the film?
- How would you explain this?

Activity 2: Redlining and the Suburbs

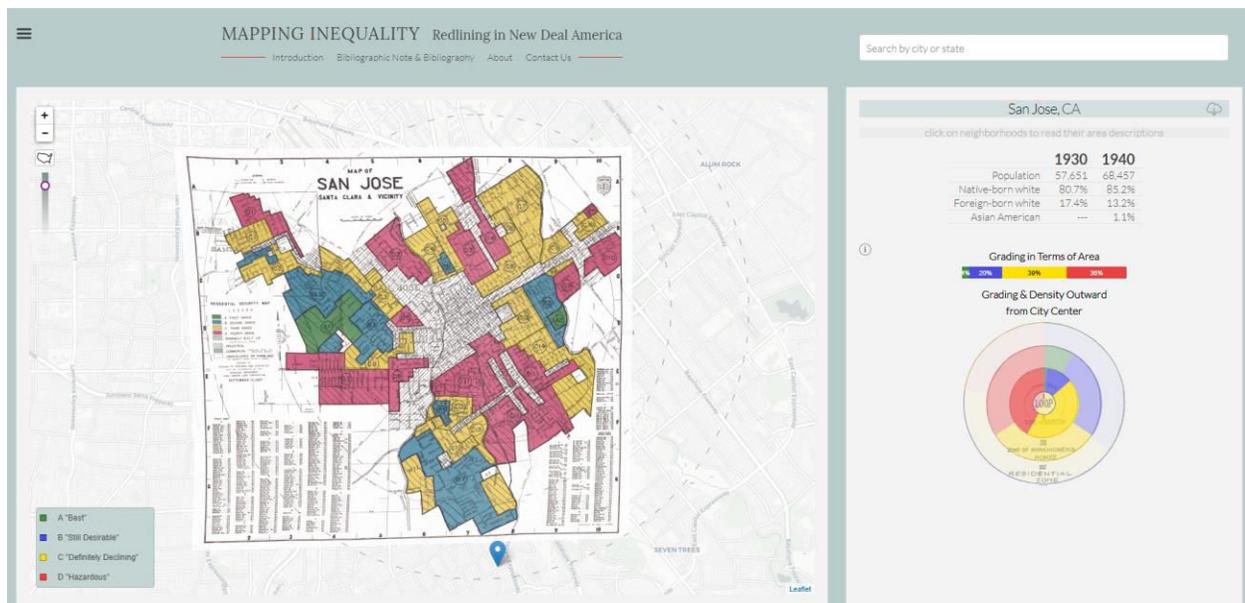
I usually provide a short recap of New Deal era programs and creation of Federal Housing Authority to bridge to next activity

Next, this short film is a concise (and humorous) introduction to the practice of “redlining” neighborhoods (Adam Ruins Everything: The Suburbs)

<https://www.youtube.com/watch?v=e68CoE70Mk8>

Students then are given 5-10 minutes in class to explore the actual redlining maps and reports produced by the Home Owners Loan Corporation, digitized by the University of Richmond’s Digital Scholarship Lab. Through these maps, students can explore the zoning of cities into color coded areas from blue to red and read the reports submitted by insurance agents, as below:

<https://dsl.richmond.edu/panorama/redlining/>



Student poll question for a short answer text response: What kinds of conditions or inhabitants made an area a green or blue zone? What kinds of conditions or inhabitants made an area redlined?

Follow up questions for class discussion:

- What stood out to you about zoning patterns in the city you investigated?

- Who lived in redlined neighborhoods in your city?
- How do you relate these maps to the vision of the suburbs presented by Redbook (in the first film)?
- Do you see any relationship between the residential patterns in the maps and present day patterns in the city you investigated?