

## Lesson 5

### Housing Discrimination and Development of Vanport

*Purpose/Rationale:* As World War II broke out the need for marine ships soared. The Kaiser shipyard in Portland needed a large number of new workers to meet the demands of the US Navy. The Portland community welcomed the economic boom, but didn't want the migrating workers to live in their neighborhoods. Vanport developed as a temporary pop-up city to provide housing for the workers, but was poorly planned with no thought of future housing needs after the war. This lesson helps students understand how Portland became more racially diverse.

*Goal:* Students will learn how communities wrestle with conflicting objectives such as a strong economic, industrial base alongside long-standing segregation.

#### *Learning Objectives:*

- Students will identify 5W's and H (who, what, when where, why, how) about major events in the history of Vanport during and immediately after WWII.
- Students will explain how WWII and Vanport changed Portland demographics.

Time Needed: 60 min

#### Materials/Resources Needed:

- Worksheets, journals, paper pen, computer with Internet access, projector
- Emergency broadcast video- <http://www.youtube.com/watch?v=HgAkxVxo9MU>
- Vanport part one- <http://www.youtube.com/watch?v=Bvqf4ZRLxDQ> (7 min)
- Vanport part two- <https://www.youtube.com/watch?v=LzqsM8TgQvY> (7 min)
- Abbott, C. (2014) Vanport. *The Oregon Encyclopedia*. Portland State University and The Oregon Historical Society. Retrieved from <http://www.oregonencyclopedia.org/articles/vanport/#.VIUN10jB8hU>

#### Background knowledge or skills that students need prior to lesson:

Students should have prior knowledge of WWII and the Great Depression that preceded US entry into WWII.

#### **Introduction/Hook:**

1. After students are seated play the emergency broadcast video. (30 sec)
2. Teacher acts surprised and urges the students to wait for instructions. When test is mentioned cut clip and begin discussion with question:
  - a. "How would you feel if I told you your neighborhood was just flooded and you lost everything?"
3. Engage students in discussion about their feelings. (5 min)
4. Introduce the Vanport videos by explaining the dramatic increase in defense-related jobs (140,000) in Portland between 1940 and 1944 due to the shipbuilding industry. Ask students to brainstorm the effects of this rapid increase in population (42,000) on the Portland community that was not prepared for an influx of workers and their families.
5. Project or pass out the Note Taking Guide and explain that students will take notes on the 5W's + H as they watch the video. Ask students to count off into six groups; each group will be assigned one section of the handout for note taking. Encourage students to write additional questions in the margins. (5 min)
6. Play Vanport part one video (7 min)

7. After the first video, ask students to confer within their groups and complete their section of the handout. Then call on each group to report out so the rest of the class can add to their notes. (10 min)
8. Play Vanport part two video (7 min)
9. After the second video, ask students to confer within their groups and complete their section of the handout. Then call on each group to report out so the rest of the class can add to their notes. (10 min)
10. Provide this link to the Oregon Encyclopedia article about Vanport written by Portland State University historian Carl Abbott. ([http://www.oregonencyclopedia.org/articles/vanport/#.VZ\\_tYvIVhBc](http://www.oregonencyclopedia.org/articles/vanport/#.VZ_tYvIVhBc))
11. Students may be assigned to read sections or the entire article. (10min)

Closure:

- Refer to the opening activity about a flood and having to leave their homes. Ask students what the community's next steps should have been and what they think happened as thousands of African Americans lost their homes and possessions and moved into Portland. (5 min)
- Students will write exit slip about how they would feel if the Vanport flood displaced them. What do they think would happen next?

Assessment of Student Learning:

Student's Note Taking Guide and exit slips

Modifications and Extensions:

- Students with an IEP could be given a pre-filled worksheet with bullet points to help formulate their own answers. Students who need a challenge activity can explore additional resources about Vanport on the Oregon
- Vanport 5 W's + H worksheet: