

## Lesson 6

### Origins of Zoning and Housing Discrimination in Portland

*Purpose/Rationale:* This lesson will help students understand the origins and initial purpose of zoning. This lesson will help students understand about racial discriminatory norms and laws that shaped urban planning and housing segregation. This is relevant because urban planning and discriminatory laws from Oregon's past shaped the community we live in today.

*Goal:* Students will learn about the location of previous communities in Portland and how zoning laws shaped the urban landscape of Portland.

*Objectives:* Students will be able to explain zoning as it was initially designed and as it evolved over time. Students will use census maps and graphs to explain housing conditions in Portland neighborhoods. Students will identify racist laws. Students will list key contributions made by the Urban League to uplift and develop African American communities.

Background knowledge or skills students need prior to lesson. Students will have had two lessons on the Urban League. They will know how and why the Urban League was founded. Students will have some prior knowledge of racism in Oregon. Students will have knowledge of how Portland was settled.

Time:

#### Materials/Resources Needed:

- Students will need writing journals, pen/pencil
- Power Point Presentation (PDF)

#### Handouts:

- Zoning cards
- Map of Census Tracts
- Years of Schooling
- Condition of Housing
- Racial Identity

#### Hook or Introduction (5 min):

1. Students enter room and take out notebooks and write down the daily opener term.
2. Lead discussion on daily opener about the term Zoning. Open Power Point to guide lesson (See *Zoning Lesson*)
3. Explain the original intent of zoning in 1900 (5 min)

#### Activity

1. Prior to the beginning of class, tape off the class into two zones: a smaller zone in the corner and a larger zone that includes most of the classroom.
2. Hand out geometric shapes to students at random and ask them to stand in one of the two zones. They stand in the area that corresponds to the shape of the card they were given. (5 min)
3. Ask students how they feel about the zone in which they are standing and to hypothesize why their zone developed the way it is. (6 min)

4. Students return to their seats and pair share about the experience.

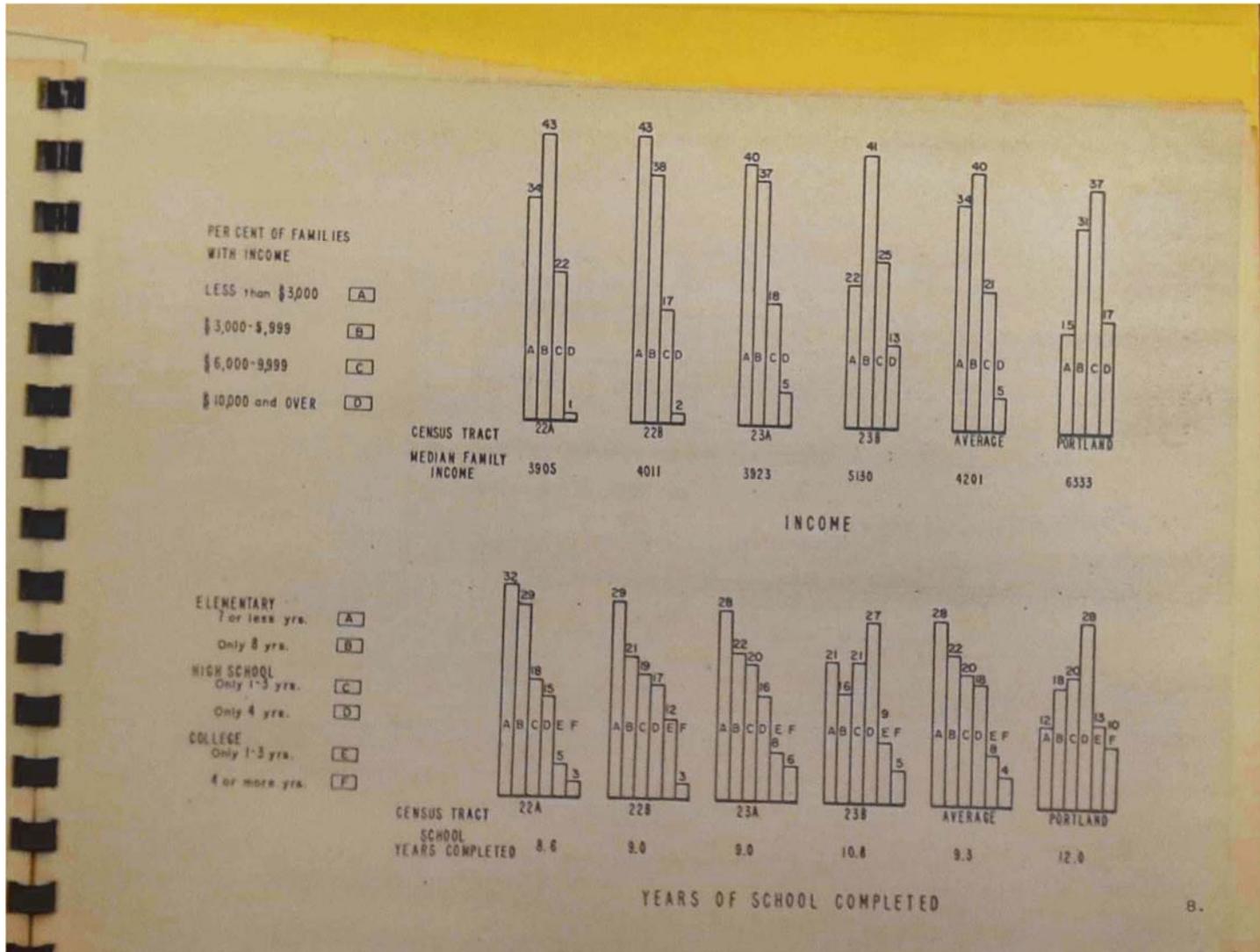
*Part 2:*

1. Assign students to groups of three or four and give each group the census map and one of the other three documents. Go over the Census Tract map. Explain what the map tells and show the area it illustrates on the larger map on power point (5 min)
2. After reading their document, students discuss: Who wrote the document? What does say? What is the time period? What issues does the document bring up about community action?
3. Circulate among the groups to monitor their discussion and then ask each group to report out. (15 min)
4. Students share out their documents while other students take notes on what their classmates are sharing.

Closure:

1. Each student will write a journal entry, pretending to be an African American wanting to purchase a home in a neighborhood close by, but having been denied a loan from the bank. The student will write a letter to a family member stating what happened, using historical events and facts to support what happened.
2. Circulate throughout the room, answering questions and helping student find resources and evidence from documents and discussion notes.
3. Modifications and Extensions: Students who have an IEP for lower level reading or writing can have a list of ideas provided to help guide their writing. Other students who need a challenge activity can write a letter to the editor arguing for or against the zoning designation in their neighborhood.

Supplementary Materials/Handouts:



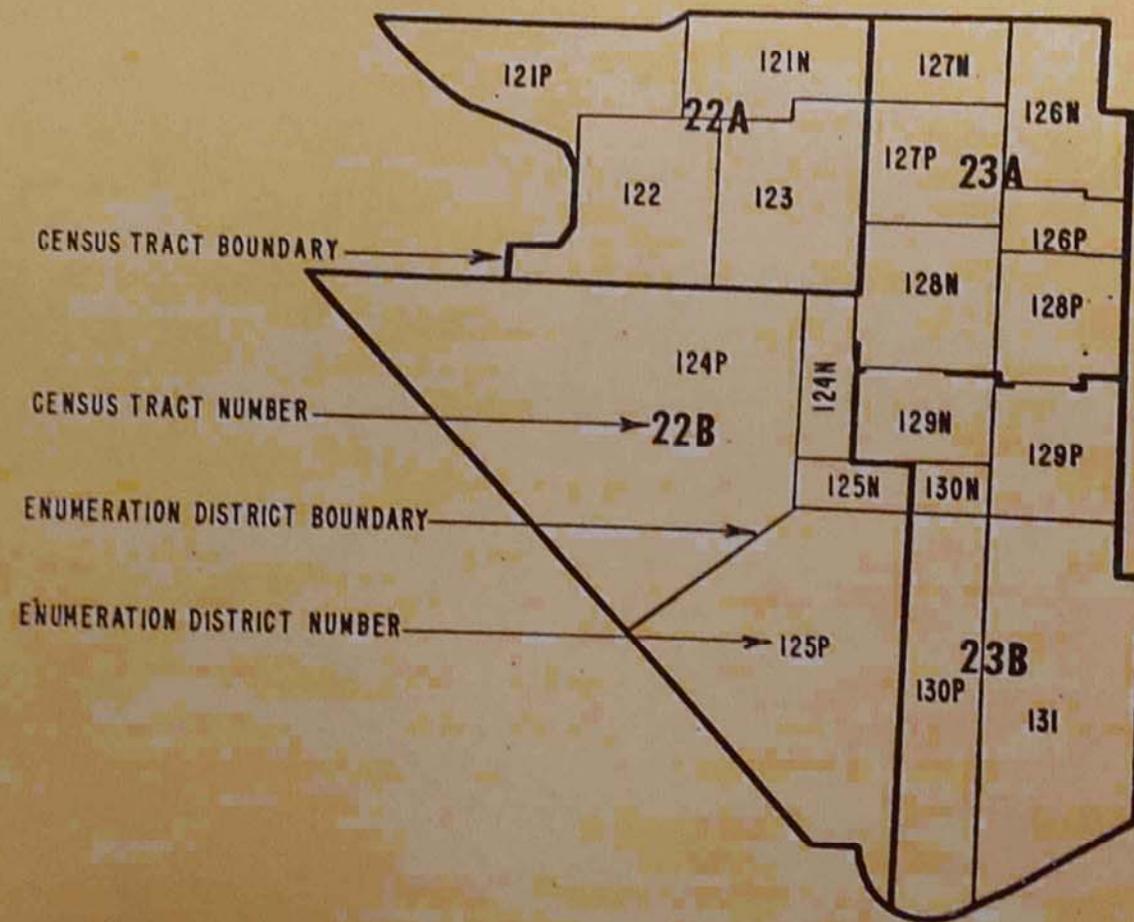
The Condition of Housing Units  
in Census Tracts 22A, 22B, 23A & 23B

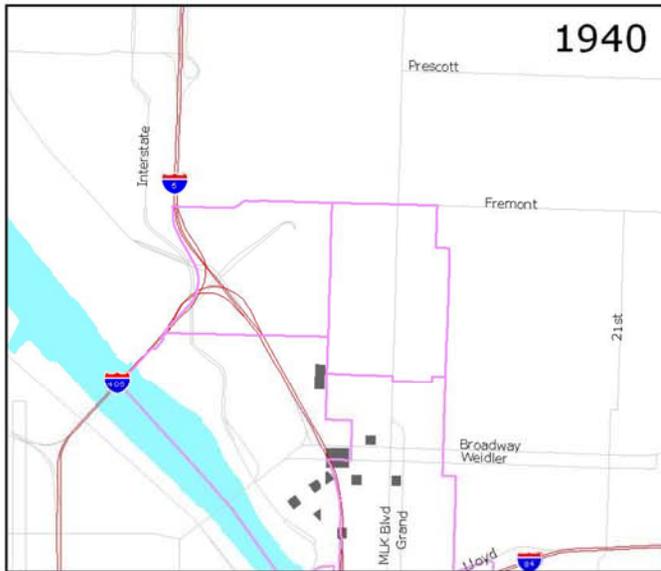
Enumeration District	Lacking Plumbing	Deteriorating	Dilapidated	Number of Housing Units
121N	4	62	26	231
121P	21	28	2	207
122	47	186	85	436
123	12	126	26	305
124N	9	21	17	126
124P	15	53	28	279
125N	4	8	-	42
125P	8	11	-	69
126N	1	54	5	235
126P	-	10	2	84
127N	-	82	21	163
127P	7	141	22	284
128N	14	99	93	291
128P	33	39	30	211
129N	3	96	68	207
129P	-	46	31	165
130N	-	10	1	37
130P	15	23	2	204
131	10	91	3	259
<b>TOTAL</b>	<b>203</b>	<b>1186</b>	<b>462</b>	<b>3835</b>

TOTAL Unsound Housing by % - 48.3  
PORTLAND Unsound Housing by % - 19.0

The Age of Housing Units

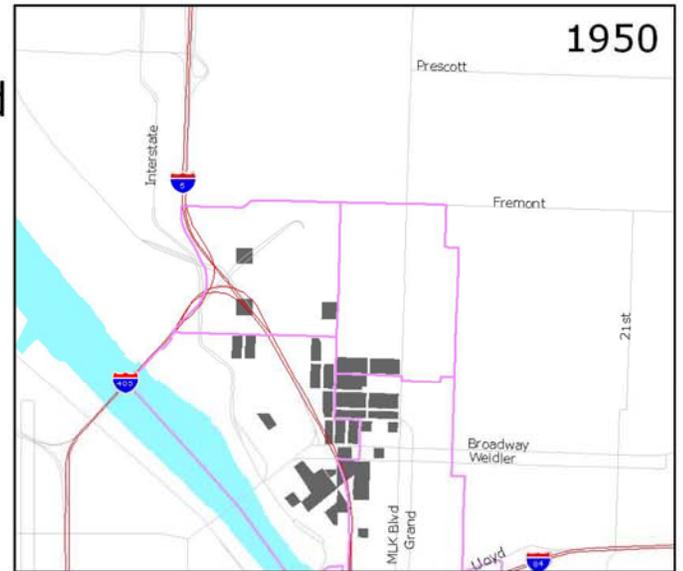
Census Tract	Year Built 1950-1960		Year Built 1940-1949		Year Built 1939 or Earlier		Number of Housing Units
	No.	%	No.	%	No.	%	
22A	0	0.0	22	1.9	1157	98.1	1179
22B	0	0.0	0	0.0	516	100.0	516
23A	13	1.0	50	3.9	1205	95.0	1268
23B	0	0.0	4	.5	868	99.5	872
<b>TOTAL</b>	<b>13</b>	<b>0.3%</b>	<b>76</b>	<b>2.0%</b>	<b>3746</b>	<b>97.7%</b>	<b>3835</b>
<b>PORTLAND</b>		<b>14.4%</b>		<b>13.2%</b>		<b>72.4%</b>	





## Portland Oregon's Albina Neighborhood (1940-1960)

Density of Non-white Residents  
(by block)



### LEGEND

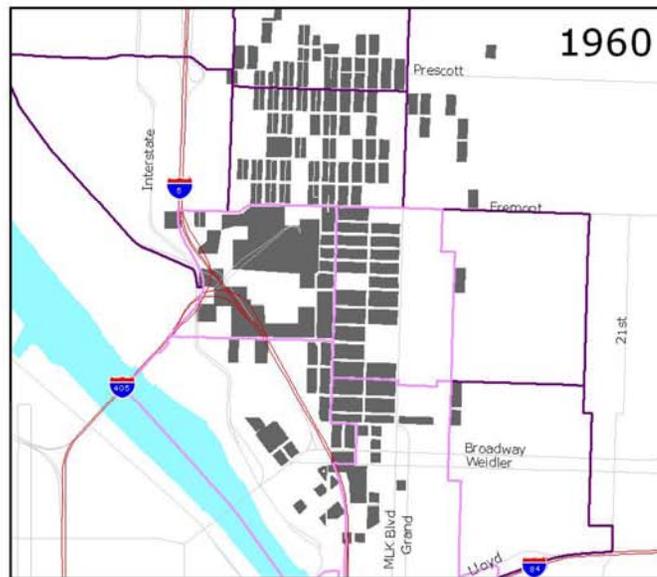
-  Blocks with 50%+ Non-white Residents (1940-1960)
-  Albina Neighborhood (1945)
-  Albina Neighborhood (1957)
-  Freeways
-  Major Roads

Date: July, 2009

**Data Sources:**

Albina Neighborhood boundaries from the Portland Development Commission Report on the Albina Neighborhood Improvement Plan (1964-1974)  
 Non-white Resident Density (by block) from the 1940-1950-1960 U.S. Census: Housing Supplements: Block Statistics

Prepared by: The Community Geography Project  
 Institute of Portland Metropolitan Studies  
 Portland State University



0.5 0 0.5 1 Miles

