

## Social Studies – African American Studies

### Lesson Title- Post WWII Society & Economy: Interstate Highway System

#### MASTERY FOCUS

Inquiry/Compelling Question	
1. <b>Inquiry/Compelling Question:</b> How did the Interstate Highway System Impact Post WWII Houston?	
Standards – Texas Essential Knowledge and Skills / Student Expectations (TEKS/SEs)	
<ul style="list-style-type: none"> <li>7(C ) and (D) Geography; 8 (G) and (I) Economics; 9(D) Government; 16, 17, &amp; 18 Social Studies Skills.</li> </ul>	
Learning Targets	
<ul style="list-style-type: none"> <li>I can list the economic and social conditions in the United States Post-WWII.</li> <li>I can compare government and commercial activities that promoted suburban growth in the 1950s.</li> <li>I can support a claim with evidence about both the positive and negative effects of suburbanization.</li> </ul>	
Vocabulary	
<ul style="list-style-type: none"> <li>Urban</li> <li>Interstate Highway</li> <li>Eminent Domain</li> <li>Covenant</li> <li>Wealth Gap</li> </ul>	<ul style="list-style-type: none"> <li>Suburb</li> <li>Baby Boom</li> <li>GI Bill</li> <li>De Jure Segregation</li> </ul>
<ul style="list-style-type: none"> <li>Rural</li> <li>Private Sector</li> <li>Redlining</li> <li>De Facto Segregation</li> </ul>	
Sources Utilized	
Suggested Pre-Reading: <a href="#">How the GI Bill's Promise Was Denied to a Million Black WWII Veterans by Erin Blakemore.</a>	
PowerPoint: <a href="#">Post WWII Society and Economics</a>	
<a href="#">Cause and Effect Graphic Organizer:</a>	
Primary Sources	Secondary Sources
<a href="#">Gulf Freeway- 1953</a> <a href="#">Political Cartoon- 1968</a> <a href="#">Houston Chronicle Article 1971- Riverside pg. 63 and 64</a> <a href="#">Sharpstown Advertisement 1955</a> <a href="#">1955 Media Coverage of Sharpstown Grand Opening</a> <a href="#">Sharpstown Planned Subdivision</a>	<a href="#">Mapping Inequality Redlining- Houston 1950s Houston</a> <a href="#">Opportunity Atlas</a> <a href="#">Right in the Way: Generations of Highways Impact Houston</a> <a href="#">Texas Freeways: Historic Photos of the Houston Area</a> <a href="#">How the I-45 Project Will Affect Two Affordable Housing Communities</a> <a href="#">Playing on Fears of Crime and Poverty by Playing Up the Myth of the Suburb</a> <a href="#">Graph: Live Births 1930 to 2008</a>
Additional Resources:	
<a href="#">Wikipedia- I-10 in Texas</a>	



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[Wikipedia- HWY 288 History](#)

[Wikipedia- HWY 59 History](#)

[Podcast: H-Town Progressive Episode 45- Interview with Dr. Kyle Shelton](#)

#### Performance Task

Summative Performance/Reflection. Students will create one of the following: a 3-4 paragraph written response, 1–2-minute audio recording, or infographic.

#### LESSON CYCLE

Lesson Title	Teacher Moves
<b>1 Engage</b>	
<p><b>Flipped Classroom:</b> students will read and annotate the article, <i>How the GI Bill's Promise Was Denied to a Million Black WWII Veterans</i> by Erin Blakemore.</p> <p><b>Warm Up:</b> Vocabulary Building using Visual Vocabulary activity.</p> <ol style="list-style-type: none"> <li>1. Students are assigned the vocabulary words in the above labeled box.</li> <li>2. Students research the definition of one of the words from the dictionary. With a group/partner, students discuss the word and rewrite the definition in their own words.</li> <li>3. Students discuss with group/partner examples of the word.</li> <li>4. Students discuss what visual/symbol best represents the word.</li> <li>5. Students will create a poster to include: the word, a visual representation of the definition or example of the word, and a sentence using the word.</li> <li>6. Have a whole class discussion or gallery walk to share the student definitions and visual examples.</li> </ol>	<p>Check the annotations as an entrance ticket.</p> <p>Check for understanding as students work on their visuals.</p> <p>Consider creating an example to demonstrate expectations. Add or delete words to accommodate for your students.</p>
<b>2 New Learning/Direct Instruction</b>	
<p><b>Present PowerPoint:</b> <a href="#">Post WWII Society and Economy</a>. Students will record notes using the <b>Cornell note-taking system</b>. Preview the videos and omit if needed for time.</p> <p><b>Use the Notes.</b> Save and revisit the notes as a resource to help answer the essential question.</p>	<p>Alternatively, students may start recording the information on their cause/effect graphic organizer.</p>
<b>3 Guided Practice/Modeling/Cooperative Learning</b>	



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<p><b>Cause and Effect Organizer</b></p> <p><b>Instructions:</b> Students record the essential question at the top of the graphic organizer. In the center box, students write the main event they are investigating in their own words. Students will read and analyze the documents and record the causes and effects in the appropriate boxes. Include “how” on the arrows, symbols, pictures, or quotes.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> <li><b>1. What were the causes of this event?</b></li> <li><b>2. What are the effects of this event?</b></li> <li><b>3. Which causes are directly related to which effect?</b></li> </ol>	<p>After reviewing the documents consider shortening them or the number given to the students to meet your classroom needs.</p> <p>Optional Instructional Practice: <b>Says, Means, Matters by AVID. (Scaffold learning for citing text, analyze deeper meaning, and making-connections).</b></p> <p><b>Say:</b> What does the text say? What happened? Cite text or paraphrase.</p> <p><b>Means:</b> What does the author mean? How can this information be interpreted? What can be inferred?</p> <p><b>Matters:</b> Why does this information matter? Why is this important? What is significant about this? What are the implications of this information? How does this connect to other content we have learned?</p>
<b>4 Application/Performance Task</b>	
<p><b>Summary Reflection:</b> students will construct an argument answering the essential question (How did the Interstate Highway System Impact Post WWII Houston?). Options for submission include a 3-4 paragraph written response, 1–2-minute audio recording, or infographic.</p>	<p>Responding to the Essential Question:</p> <ol style="list-style-type: none"> <li>1. Understand the question.</li> <li>2. Complete the Cause &amp; Effect Organizer to analyze the documents.</li> <li>3. Write a thesis.</li> <li>4. Organize your response with a beginning, middle, and end.</li> <li>5. Support and cite your argument with the documents.</li> <li>6. Read, review, and revise.</li> <li>7. Submit!!</li> </ol>
<b>6 Closure</b>	
<p><b>Think &amp; Reflect:</b></p> <ol style="list-style-type: none"> <li>1. How did the space that you grew up in affect the person you are today?</li> <li>2. Reflective Journal:</li> </ol>	<p>Think and Reflect: There are two options and informed action steps that are optional.</p>

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<p>Instructions: Divide paper into four boxes. Students will record their thoughts under the headings: “What I did,” “What I learned,” “What Questions Do I have?” “What Surprised Me?” and “Overall Response.” Submit as an exit ticket or discuss in small groups/whole class.</p> <p><b>Taking Informed Action:</b></p> <ol style="list-style-type: none"> <li>1. Students can engage with the public/government officials to see what policies are now in place to ensure equitable access to land and home ownership. For example, the proposed expansion of Highway 45.</li> <li>2. Record oral histories with family members about housing in Houston. See the African American Research Center of Houston to submit family archival material.</li> </ol>	<p>more green space = better mental and physical health. Do you have green space? Low/high noise pollution? Access to clean water/air? Crowded spaces? No green spaces? High/low crime? How were your schools rated? Number of grocery stores? Distance to doctor, dentist, place of worship?</p> <p><a href="#">Importance of green space on health</a></p> <p>Teaching Redlining, Segregation, and institutional racism is often emotional and can be traumatizing due to the extreme racial terrorism. Consider adding self-reflecting or journaling. Students often struggle sharing as a whole group.</p>