



**Making Invisible Histories Visible**

**Omaha Public Schools**

**Redlining in Omaha**

**Prepared by Ms. Kisicki, Bryan High School**

**Intended Audience: students in U.S. History**

**Background:** This activity was designed in conjunction with student history projects exploring the impact of redlining on African American and working class and working poor immigrant neighborhoods in eastern Omaha. Their projects can be found here:

<http://invisiblehistory.ops.org/StudentProjects/RedlininginOmaha/tabid/1335/Default.aspx>

**Directions:** This activity would accompany Chapter 43 in the Teach TCI book. It would be the end of the unit leading up to the Civil Rights Movement allowing the teacher to show how discrimination impacted Omaha.

More information can be found about redlining and its connection to Omaha at the top of the handout.

**Suggested reading:** Dr. Greenberg's text before beginning the Map Analysis (Found in Map B)

Map Analysis	Group Activity	Whole Class Activity
Redlining maps 1950s post World War II unit  Overview	<ul style="list-style-type: none"><li>- Analyze maps from different times</li><li>- Compare and contrast the maps</li><li>- Use groups</li><li>- Graphic Organizer</li><li>- Short answer</li><li>- HLQ</li></ul>	Same
Sources needed  In the folder	<ul style="list-style-type: none"><li>- 1935 HOLC Map (attached as MAP A)</li><li>- 1950 Census Data over HOLC map (Attached as MAP B)</li><li>- Graphic organizer</li></ul>	same
How to record information/ to get students to breakdown the info	<ul style="list-style-type: none"><li>- Graphic organizer below</li></ul>	same

<p>How the activity will look</p> <p>Activity time frame: 45 minutes</p>	<ul style="list-style-type: none"> <li>- Students will get into groups (2-4)</li> <li>- Have students start with map #1 (1935 HOLC MAP)</li> <li>- Give students a time limit for each of the maps (10 minutes)</li> <li>- After the 10 minutes ask the whole group (class) What do you see? what did you write? down? (5 minutes)</li> <li>- Have students analyze map #2 (1950 census data over HOLC MAP)</li> <li>- Continue activity giving warnings for students</li> </ul>	<ul style="list-style-type: none"> <li>- Put maps on the board</li> <li>- Fill out Graphic organizer as a class following similar time frame as groups</li> </ul>
<p>Formative Individual Assessment</p>	<ul style="list-style-type: none"> <li>- Have students answer a short answer (compare/contrast)</li> <li>- What does this impact type of question</li> </ul>	<p>Same</p>

### Graphic Organizer    Redlining in Omaha

What is redlining?

What is the Great Migration?

1935 HOLC Map	Who created this map?	What does this map show? Is it biased?	When was this map created?	What are the different zones that are created?	What historical events were occurring?

1950 Census Data over HOLC map	Who created this map?	What does this map show? Is it biased?	When was this map created?	What people live where? In What zones?	What historical events were occurring?

What are your first impressions after looking at the two maps?

Now compare and contrast the two maps In the chart below:

Compare and contrast the Two maps

1935 HOLC MAP	What is similar?	1950 Census Data

How were Omaha's minority groups impacted in the Post-World War II era?

## ANSWER SHEET

### Redlining in Omaha

What is redlining? Redlining is the systematic denial of various services to residents of specific, often racially associated, neighborhoods or communities, either directly or through the selective raising of prices.

What is the Great Migration? The relocation of hundreds of thousands of African Americans from the rural areas of the South to urban areas in the North during the years between 1915 and 1930

1935 HOLC Map	Who created this map?	What does this map show? Is it biased?	When was this map created?	What are the different zones that are created?	What historical events were occurring?
	bankers and real estate agents working with the Home Owners Loan Corporation	Different areas of town broken down into 4 categories  Yes – who banks and real estate agents & help them decide who can buy house where.	1935	Best, Still desirable, definitely declining, and hazardous	1920s – lots of money and factories,  Post ww1 – more jobs in the north

1950 Census Data over HOLC map	Who created this map?	What does this map show? Is it biased?	When was this map created?	What people live where? In What zones?	What historical events were occurring?
	Census data from the government over layered	Shows where black and white residents live  It could be seen as biased but also shows the impact of redlining	More recently data is from 1935 & 1950	In the hazardous areas mainly black people  In declining-mixed mainly white in some	Start of the Civil Rights movement  Post ww1 – more jobs in the north & again with WW2

				In best/desirable white	
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What are your first impressions after looking at the two maps?

Answers will vary

Now compare and contrast the two maps In the chart below:

Compare and contrast the Two maps

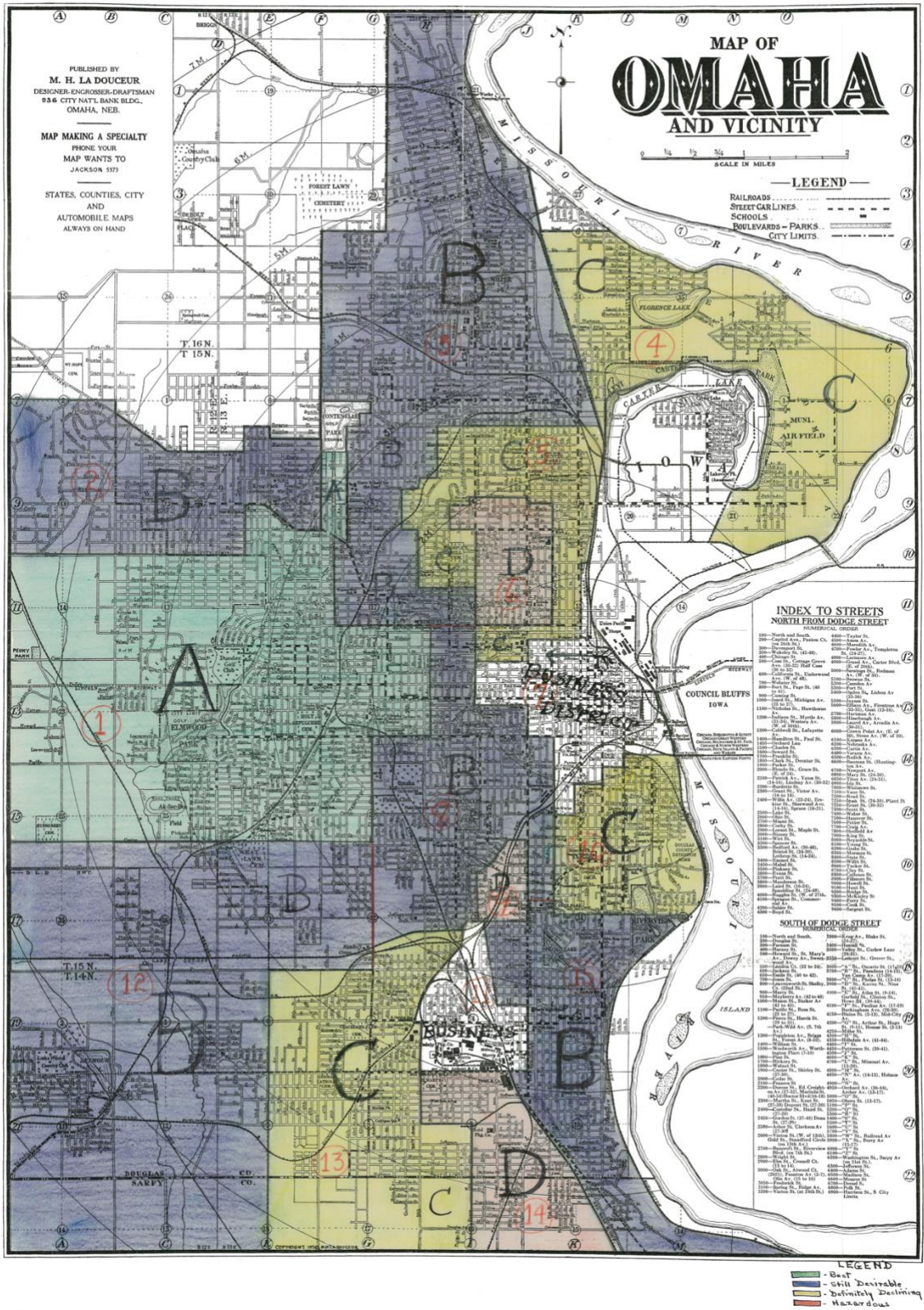
1935 HOLC MAP	What is similar?	1950 Census Data
<p>No races listed on the map</p> <p>No census data on how many people live in what areas</p>	<p>Areas split up based on desirability of the area</p>	<p>Races included</p> <p>Some of the area might have changed since 1935 and is not depicted</p> <p>You can see who was seen as undesirable by the HOLC</p>

How was Omaha’s minority groups impacted in the Post-World War II era?

Answers will vary



MAP A: OMAHA's 1935 HOLC MAP (courtesy of Palma Strand)





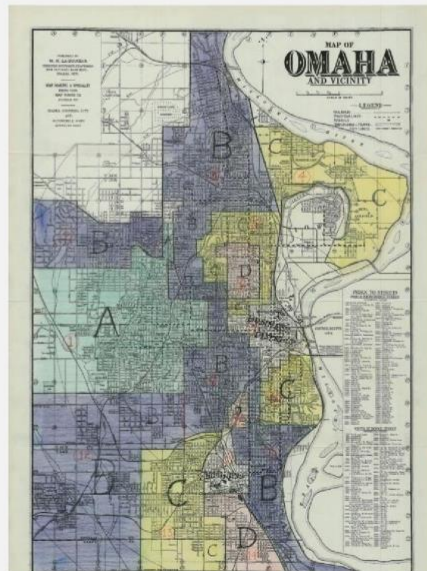
**MAP B: (courtesy of Pierce Greenberg, PhD)**

## The Lasting Impact of Redlining on Racial Segregation in Omaha

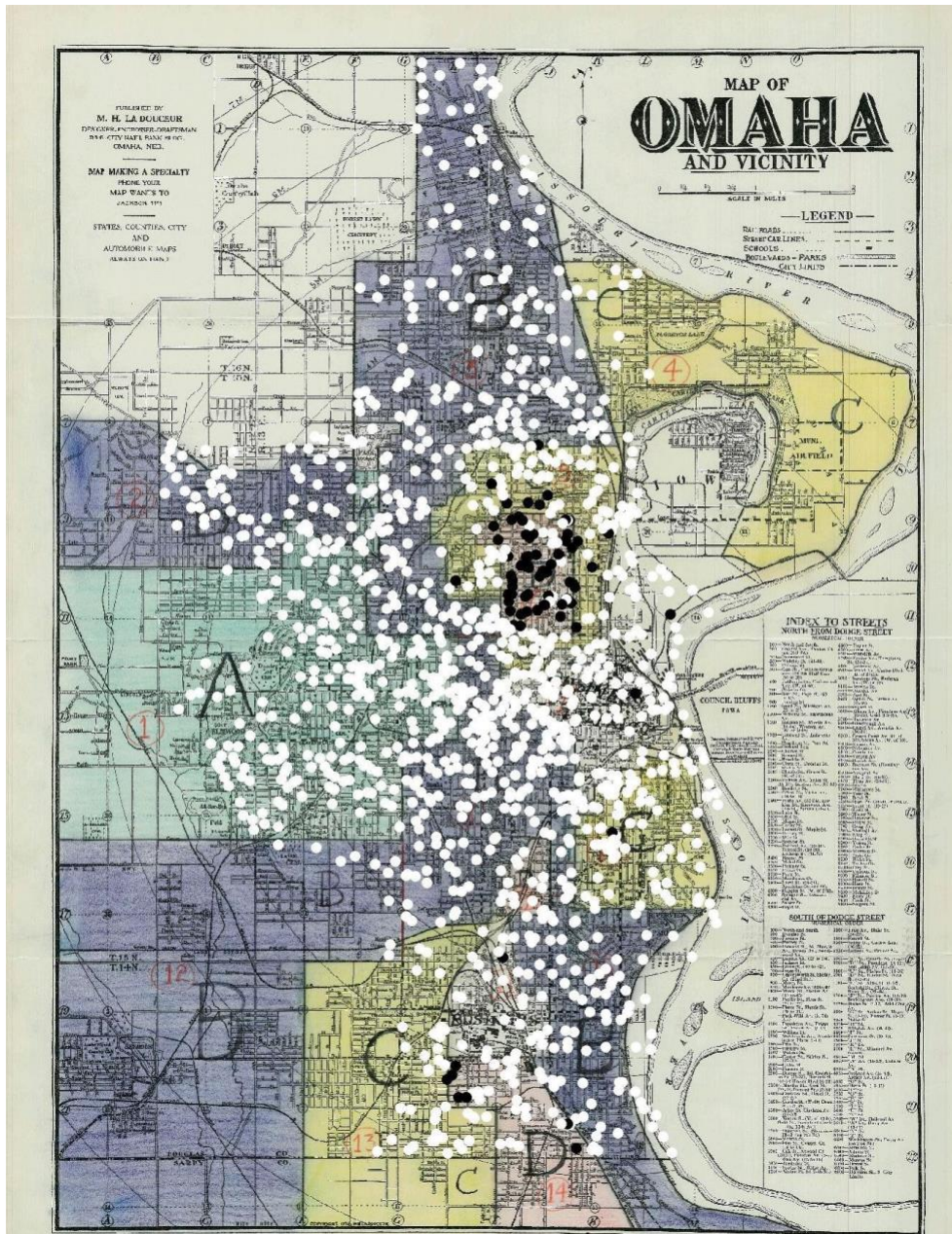
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**Introduction:** In 1935, bankers and real estate agents working with the Home Owners Loan Corporation in Omaha drew a map that would designate whether neighborhoods were worthy of receiving federal housing loans. Desirable areas were colored in green, while “hazardous” neighborhoods were drawn in red, leading to the term “redlining.” This map was drawn largely on the basis of race and led to devastating disinvestment in Omaha’s historically black near-northside. Racially restrictive covenants and other forms of discrimination also prevented black residents from purchasing homes in better-off neighborhoods—contributing to the racial wealth gap in Omaha today. The maps below show trends in the black-white racial segregation in Omaha, using the HOLC redlining map as a base map. These maps could serve as an effective teaching tool to illustrate the historical roots of racial segregation in Omaha and help city planners think about ways to reverse the discriminatory practices of the past to create a more equitable city.



### 1950s Census Data, laid over HOLC map



(Data and image courtesy of Dr. Pierce Greenberg). Dr. Greenberg's full document can be found in the Additional Resources Section at:

<http://invisiblehistory.ops.org/StudentProjects/RedlininginOmaha/tabid/1335/Default.aspx>