

RACING TO CHANGE:

Oregon's Civil Rights Years

High School Unit

Lesson Five



THE OREGON
HISTORICAL
SOCIETY
FOUNDED 1898



A collaboration between the Oregon Historical Society and Oregon Black Pioneers

Developed by Emilie Krutzik and Zachary Stocks

Lesson 5

Inner City Blues Part 2: Urban Renewal

Overview	Students will look at the urban renewal projects of the 1950s, 1960s, and 1970s that destroyed parts of the Albina district. They will connect the city’s choice of Albina as the site for urban renewal to housing segregation and look at the ways the community fought back. Later in the unit, students will use the change actions and primary sources from this lesson as evidence during the end of unit Socratic Seminar.										
Essential Question(s)	How did Black Oregonians use their collective power to make change occur during the Civil Rights era? How impactful were these changes?										
Delivery Time	One 60 minute class period										
Academic Vocabulary Note: Make sure that students are familiar with these words before you start the lesson.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: left;">Definition</th> </tr> </thead> <tbody> <tr> <td>Civil Rights</td> <td>The rights that every person should have, such as being treated fairly by the law</td> </tr> <tr> <td>Eminent Domain</td> <td>The right of the government to take private property, such as houses, for public use projects like roads</td> </tr> <tr> <td>Redlining</td> <td>A discriminatory practice by which banks and insurance companies, among other industries, refuse or limit loans, mortgages, and insurance coverage within specific geographic areas with high populations of people of color (Source: Learning for Justice)</td> </tr> <tr> <td>Segregation</td> <td>When people of different races are kept apart so that they live, work, or study separately</td> </tr> </tbody> </table>	Word	Definition	Civil Rights	The rights that every person should have, such as being treated fairly by the law	Eminent Domain	The right of the government to take private property, such as houses, for public use projects like roads	Redlining	A discriminatory practice by which banks and insurance companies, among other industries, refuse or limit loans, mortgages, and insurance coverage within specific geographic areas with high populations of people of color (Source: Learning for Justice)	Segregation	When people of different races are kept apart so that they live, work, or study separately
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<p>Lesson Specific Vocabulary</p> <p>Note: These are terms that need to be explicitly defined with students before or during the lesson.</p>	<table border="1"> <thead> <tr> <th data-bbox="483 121 727 195">Word</th> <th data-bbox="727 121 1515 195">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 195 727 310">Urban Blight</td> <td data-bbox="727 195 1515 310">The decay and deterioration of an area due to age and neglect</td> </tr> <tr> <td data-bbox="483 310 727 478">Urban Renewal</td> <td data-bbox="727 310 1515 478">The clearing out of blighted areas in cities to build newer and more expensive houses, businesses, and other developments</td> </tr> </tbody> </table>	Word	Definition	Urban Blight	The decay and deterioration of an area due to age and neglect	Urban Renewal	The clearing out of blighted areas in cities to build newer and more expensive houses, businesses, and other developments
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<p>Materials Needed</p>	<ul style="list-style-type: none"> • Two Column Notes Template (may also have students use notebooks or binders) • Lesson 5 Primary Sources Worksheet (digital or paper copies for each student) • Racing to Change Lesson Closure Worksheet (digital or paper copies for each student- NOT needed if using Lesson Closure Packet) • Lesson 5 Slide Deck (for presenting) • Answer Keys • Oregon Black Pioneers' Racing to Change Online Exhibit (students will need access to the link) 						
<p>Background Information for Educators</p>	<ul style="list-style-type: none"> • Read "Bleeding Albina: A History of Community Disinvestment, 1940-200" by Dr. Karen J. Gibson or watch her OHS History Pub talk "Portland's Black Belt: Motives and Means in Albina Real Estate, 1940-1990" • The Albina Neighborhood Improvement Committee (ANIC) was founded in 1960 to seek federal funds for community revitalization rather than demolition. The ANIC created the Albina Neighborhood Improvement Project (ANIP) in 1961, which sought to revitalize rather than demolish dilapidated areas of the community. In turn, the Portland Development Commission (PDC) approved a 35 block section of Albina for ANIC to lead community efforts of the ANIP. The Council provided information and help getting home improvement loans, organized neighborhood meetings about the project, published a newsletter, and lobbied the city for infrastructure improvements. By 1972, these had resulted in wide scale community clean up efforts, tree planting, and restoration efforts on over 90% of the homes in this zone. The program also created Unthank Park, named after Black community leader Dr. DeNorval Unthank. • The photograph used in this lesson is also featured and 						



	<p>described in the Oregon History Project entry, “Albina Residents Picket the Portland Development Commission, 1973.”</p>
<p>Step by Step Instructions</p>	<ol style="list-style-type: none"> 1. Warm Up: Connect learning from Lesson 4 to today <ul style="list-style-type: none"> • Show the quote from the Central Albina Plan on slide 3 of the Lesson 5 Slide Deck. Have a student read the quote out loud. • Ask students: <ul style="list-style-type: none"> ■ What impactful words do you notice in this quote? Why are they impactful to you? ■ How can you tell the person who made this comment is not a member of the Albina community? What bias might they have? How can you tell? ■ This may also be a good time to define “urban blight” for students. • Have students turn and discuss with a partner. • Class discussion. Call on a few students to share their thoughts. Make sure students are connecting yesterday’s lesson on housing segregation in Albina as one of the main reasons for Albina’s “blight.” 2. Talking Point: <ul style="list-style-type: none"> • <i>In this lesson we will continue looking at issues in the Albina district. Yesterday we learned about housing segregation in Albina. Today we will connect that discrimination to the urban renewal projects of the time period. We will also continue to answer our essential question by thinking about how Black Oregonians used their collective power to resist urban renewal and the impacts of their actions.</i> 3. Racing to Change Exhibit: <ul style="list-style-type: none"> • Have students set up their two column notes or use the Two Column Notes Template. In the left column, students will write down questions and reactions to the exhibit/images, connections they make to other historical events, and inferences/predictions. In the right column, students will focus on the information presented in the exhibit. More specifically for today, they should write down the urban renewal projects that happened in



Albina, change actions they read about, and summarize the section.

- Assign students to read the “Inner City Blues” section in the [Racing to Change Online Exhibit](#). Give independent work time for students to read and take notes.
- After students read through the exhibit, ask the question: What urban renewal projects targeted the Albina district?
- Have students turn and talk first with a partner. Then call on students to share answers.
- Once students have named the three urban renewal projects, show them the photos and table on [slide 6](#).
 - Discuss the information in the table.
 - Explain that the image series was taken in 1961 documenting neighborhood destruction.
 - Discuss: What story do the table and the images tell about urban renewal in Albina?
- Next, ask students what images stood out to them. Lead students to answer the destruction of the Hill-Block building.
 - Show the short (30 second) video clip from “Lift Ev’ry Voice” that’s embedded in [slide 8](#). The clip gives context for what the Hill-Block building meant for the community.
 - Discuss: How do you think the destruction of the Hill-Block building affected the Black community?

4. Resistance: Albina Neighborhood Improvement Committee and Project

- Tell students: *Now that you’ve seen what urban renewal took away, let’s look at ways Black Portlanders resisted destruction of their neighborhood.*
- Show students the primary source from the Albina Neighborhood Improvement Project on slide 9 of the [Lesson 5 Slide Deck](#). Tell students the Albina Neighborhood Improvement Committee was one organization that fought against the Central Albina Plan. These images are from their monthly newsletters. Ask students:
 - What do you notice about the images?
 - How do you think the Albina Neighborhood Improvement Committee helped fight against



urban renewal?

- Have students turn and discuss with a partner.
- Lead a class discussion. Push for students to use evidence from the images to support their ideas.
- Hand out a [Lesson 5 Primary Sources Worksheet](#) to each student. As a class, read through the introduction about the Albina Neighborhood Improvement Project.
- Tell students to underline change actions as they read.
- Give students time to read through the Albina Neighborhood Improvement Committee report primary source and answer the three questions.
- Have students turn and share their responses with a partner.
- Call on a student to share their answers for the questions in the [Lesson 5 Primary Sources Worksheet](#). Have a class discussion about their ideas.
 - Teacher’s Note: For question 2, it’s important for students to understand that the Albina district improved because of grassroots organization.

5. Resistance: Protests by Black Panther Party

- Tell students to continue working on the [Lesson 5 Primary Sources Worksheet](#) by moving on to the next two sources.
- Give students work time to answer the questions on the [Lesson 5 Primary Sources Worksheet](#).
- Once students finish, have them turn and discuss the questions with a partner.
- Class discussion on the questions. Be sure to bring up:
 - Protesting Emanuel Hospital expansion, but mainly that they are not hiring Black people.
 - Man on the left is holding a sign that mentions “The Clinic.” Students may realize this is a reference to the Black Panthers’ Fred Hampton Medical Clinic. If not, point it out at the end of the discussion.

6. Completing Racing to Change Closure Worksheet:

- Pass out a new copy of the [Racing to Change Lesson Closure Worksheet](#) or have students take out their [Packet](#).



	<ul style="list-style-type: none"> • Give students time to fill it out. • Have students stand and find a partner to compare their closure worksheets. • Show the answer key for students to check their work. <p>7. End of Class Reflection and Discussion:</p> <ul style="list-style-type: none"> • Project the following questions and prepare for a class discussion: <ul style="list-style-type: none"> ■ What connections do you see between housing segregation and urban renewal? ■ Where do you see current issues of urban renewal today? • Give students a minute to think about the questions. • Have students turn and talk with a partner. • Class discussion. Ask the questions one at a time. Call on students to share their thoughts and ideas.
<p>Formative Assessments</p>	<ul style="list-style-type: none"> • Collect the Racing to Change Lesson Closure Worksheet as a formative assessment for understanding. Note that students will need it back for the end of unit assessment. Hand them back to students before starting Lesson 10. • Turn the End of Class Reflection and Discussion into a written exit ticket to determine how well the class understood the topics presented in the lesson.
<p>Teacher Notes</p>	<p>The statistics for the table on Slide 6 came from the following sources:</p> <ul style="list-style-type: none"> • Memorial Coliseum: Racing to Change exhibit text • I-5 and Emanuel Hospital: “Cornerstones of Community: Buildings of Portland’s African American History” by Darrell Millner, Carl Abbott, and Cathy Galbraith
<p>Support for All Students</p>	<p>Allow partner work on the Lesson 5 Primary Sources Worksheet so students can collaborate together and process thoughts verbally.</p>
<p>Extensions</p>	<ul style="list-style-type: none"> • The Portland Black Panther Party’s free health clinic was one of the buildings that was set to be demolished as part of the Emanuel Hospital expansion project. A deal was worked out in 1973 where the Panthers would move into a new building on N. Williams Avenue rent free for 5 years. Soon after the finalized deal, the Panthers felt that the Portland Development Commission was going back on some of their



	<p>promises. For more sources, go to the Portland City Archives for the Fred Hampton People’s Health Clinic relocation file and read the Panther’s flyer posted outside the health clinic.</p> <ul style="list-style-type: none"> • PSU urban planning graduate students completed a study documenting the financial and emotional harm done to the Black community of Albina because of the Emanuel Hospital expansion project. The report estimates that displaced Albina families are owed at least \$89 million. Have students read this article from Portland Mercury and have a discussion about the generational effects of displacement.
<p>Additional Educator Resources</p>	<p>City Commentary has good sliding photos showing the before and after of urban renewal projects in Albina, including Interstate Avenue and Memorial Coliseum and Interstate 5</p>
<p>Oregon Social Science Standards Integrated with Ethnic Studies</p>	<p><i>The listed standards are pertinent to the entire unit. Please use your discretion for discerning applicability for each individual lesson.</i></p> <p>Civics and Government</p> <p>HS.2 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.</p> <p>HS.3 Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.</p> <p>HS.9 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.</p> <p>HS.11. Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.</p> <p>Geography</p> <p>HS.41 Analyze migration patterns to understand the relationships among major events, government policies, private action, and spatial diffusion of ideas, technologies, and cultural practices, in the distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups.</p> <p>HS.42 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>HS.50 Identify and analyze how map-making, zoning, and other</p>



policy decisions create social, political, and economic realities for various population groups.

HS.51 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

Historical Knowledge

HS.52 Evaluate continuity and change over the course of world and United States history.

HS.53 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

HS.60 Analyze and explain the historic and contemporary examples of social and political conflicts and compromises including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.

HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.

HS.65 Identify and explain strategies of survivance, resistance and societal change by individuals

and traditionally marginalized groups confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender.

HS.66 Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world.

Historical Thinking

HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.

HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.

HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.

Social Science Analysis

HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media,



	<p>and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.</p> <p>HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.</p> <p>HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p> <p>HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.</p> <p>HS.78 Identify and critique how implicit bias, institutional racism, racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events.</p>
<p>Holocaust and Other Genocides Learning Concepts:</p>	<p>(d) Stimulate students’ reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration.</p> <p>(f) Enable students to understand the ramifications of prejudice, racism and stereotyping.</p> <p>(h) Provide students with a foundation for examining the history of discrimination in this state.</p>

