

RACING TO CHANGE:

Oregon's Civil Rights Years

High School Unit

Lesson Four



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 4

Inner City Blues Part 1: Redlining

Overview	This lesson focuses on redlining in the Albina district and the effects of disinvestment, setting up for Lessons 5, 6, and 7. Students will rotate between three primary sources focusing on how the Black community resisted housing segregation.							
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><tr><th>Word</th><th>Definition</th></tr><tr><td>Civil Rights</td><td>The rights that every person should have, such as being treated fairly by the law</td></tr></table>		Word	Definition	Civil Rights	The rights that every person should have, such as being treated fairly by the law		
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Lesson Specific Vocabulary Note: These are terms that need to be explicitly defined with students before or during this lesson.	<table><tr><th>Word</th><th>Definition</th></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></table>		Word	Definition	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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Materials Needed	<ul style="list-style-type: none"> • Primary Document Set (three to five sets, depending on group/class size, to be displayed in classroom) • Racing to Change Lesson Closure Worksheet (digital or paper copies for each student- NOT needed if using Lesson Closure Packet) • Streaming access to NPR's Code Switch video • Lesson 4 Slide Deck • Answer Key • Sticky notes or poster paper
Background Information for Educators	<ul style="list-style-type: none"> • For background information on how Black Oregonians resisted housing segregation, read the Oregon Historical Quarterly article “A Place Under the Sun: African American Resistance to Housing Exclusion” by Melissa Cornelius Lang • For an overview on residential segregation and neighborhood disinvestment in the Albina district over a 60-year period, read “Bleeding Albina: A History of Community Disinvestment, 1940-200” by Dr. Karen J. Gibson or watch her Oregon Historical Society History Pub talk “Portland’s Black Belt: Motives and Means in Albina Real Estate, 1940-1990” • The Albina area comprises all or part of the Eliot, Irvington, Lloyd, Boise, Humboldt, King, Sabin, and Woodlawn neighborhoods. Since it includes multiple neighborhoods, Albina is not a “neighborhood.” This lesson intentionally uses the language Albina district or Albina community instead.



Step by Step Instructions

1. Warm Up:

- Show students the infographic on Black home ownership on slide 2 of the [Lesson 4 Slide Deck](#).
- Give students a minute to observe the infographic, then ask what they notice and observe.
- Students turn and talk with a partner.
- Class discussion. Call on a few students to share their thoughts.

2. Talking Point:

- *Today we will be looking at housing as a civil rights issue, specifically in the Albina community, which we will continue to talk about in future lessons. We will also continue to answer our essential questions “How did Black Oregonians use their collective power to make change occur during the Civil Rights era? How impactful were these changes?” by looking at resistance to housing segregation.*

3. Redlining Introduction:

- Tell students that they are going to watch a short video clip to help them understand the concept of redlining. They should watch the video and be ready to answer the following questions:
 - What is redlining?
 - What is one thing from the video that was new for you OR that reinforced what you already know?
- Have students watch the [Code Switch video](#) “Race and Redlining: Housing Segregation in Everything” through minute 3:58 (embedded in [slide 5](#)).
 - Note: The video starts with a clip of the comedian Chris Rock, which includes one use of profanity at the seven second mark. To avoid the profanity, start the video nine seconds in.
- After watching the video, show students the questions again. Give them time to discuss with a partner to prepare answers for the class discussion.
- Ask students what “redlining” is. Once a few students have shared ideas, show the definition from the Lesson Specific Vocabulary above (animated in [slide 6](#)).
- Call on a few students to share something they learned from the video or something that reinforced what they



already knew.

- Show students Portland's Redlining Map on [slide 7](#). MLK Blvd. (formerly Union St.) is highlighted.
- Ask: What do you notice about the redlined areas?
 - Possible answers: redlined areas are in the inner city, neighborhoods around MLK are "hazardous" or "definitely declining"
- Ask: What guesses do you have about why these particular areas were redlined?
 - Possible answers: undesirable neighborhoods, close to industry
- If students don't know, tell them the red area to the left of MLK Jr. Boulevard is the Albina district.

4. Analyzing Primary Sources Stations:

- Before class begins, display the sources in the [Primary Document Set](#) around the room. It is recommended to have enough sources printed so that groups of two to four students will each have their own to look at.
- Put students into groups of two to four students.
- Give each group sticky notes to write on.
- Go through the general directions:
 - Groups will rotate four times to look at all of the documents. They will end at the document they started with.
 - Groups will start at one document and analyze it by answering a question. They should write down their answer on a sticky note and leave it at the station.
 - When prompted by the teacher, they will move on to the next document and add on to the analysis by answering a different question.

5. Rotation 1: Observation

- For the first document, students will make basic observations.
- Directions:
 - Read through the document.
 - What are three key words/phrases?
 - Each group member writes their own sticky note.
 - Share what you wrote with your group.
 - Post sticky notes next to the source.



- Give students time to observe, write, and discuss. When finished, have them rotate to the next source.

6. Rotation 2: Summarizing

- During this rotation, students will summarize the document as a group. Sentence stems are included to support all students.
- Directions:
 - Read through the document.
 - Read through the previous group's important words/phrases sticky notes.
 - Write a group summary of the document on one sticky note. Use evidence from the source!
 - Teacher's note: randomly assign a student from each group to be the recorder. One way to do this would be to have students number off and choose a random number.
- Give students time to discuss and write. When finished, have them rotate to the next source.

7. Rotation 3: Analysis

- The focus of this rotation is for students to relate the primary source to the essential question.
- Directions:
 - Read through the document.
 - Read through the previous groups' important words/phrases sticky notes.
 - Relate the source back to the essential question: how does this source show Black Oregonians using their collective power to fight housing discrimination?
 - Write a group summary of the document on one sticky note.
 - Teacher's note: randomly assign a student from each group to be the recorder. One way to do this would be to have students number off and choose a random number.
- Give students time to discuss and write. When finished, have them return to their seats.

8. Rotation 4: Gallery Walk

- Pass out a new copy of the [Racing to Change Lesson](#)



[Closure Worksheet](#) or have students take out their [Packet](#).

- Tell students they will get one more opportunity to view each source now that they've analyzed it as a class.
- Give directions for Gallery Walk
 - Go to your original document.
 - Read the observations, summaries, and analyses the groups did
 - Fill out your [Lesson Closure Worksheet](#).
 - Rotate to the next document and repeat the steps above.
 - Continue rotating until you have viewed all three documents.
- Note: The quote from Otto Rutherford isn't from a specific organization, but it shows the Black community's response. Have students list "Black Oregonians" in the people/organizations. An example for students is on [slide 13](#). View the [Teacher answer key](#) for more guidance on how to fill it out.
- Once students finish the Gallery Walk, call on students to share what they wrote on their [Lesson Closure Worksheet](#). Capture student ideas in a class example.

1. Finish Watching the Code Switch Video:

- Tell students: *As the video in the beginning mentioned, there is a cycle with housing segregation. It was difficult for Black Portlanders to find a home and get a loan, thus the neighborhood was perceived as "hazardous" or "undesirable."*
- Ask students: How do you think this affected schools? Policing? How the city thought about the neighborhood?
- Give students time to think, then have them share ideas with a partner.
- Class discussion. Call on a few students to share out.
- Watch the rest of the [Code Switch video](#) "Race and Redlining: Housing Segregation in Everything" (minute 3:58 through the end, embedded in [slide 15](#)). This part of the video answers the question just discussed.
- After the video, ask students the same question. They should now use the information they learned from the



	<p>video to help answer the question.</p> <ul style="list-style-type: none"> • Students turn and talk with a partner about new ideas from the video. • Call on a few students to share out to the class. <p>9. End of Class Reflection and Discussion:</p> <ul style="list-style-type: none"> • End the lesson by bringing students' attention back to the infographic used in the warm up (shown on slide 17). • Ask students: How does this infographic connect to what we've learned about redlining? • Give students one to two minutes to think about connections. • Have them turn and talk with a partner. • Class discussion. Encourage all connections and ideas students have. The goal of the conversation is for students to understand how redlining/housing segregation affects many different aspects of life and also that it still affects families today.
Formative Assessments	<ul style="list-style-type: none"> • Collect students' Lesson Closure Worksheet to look for an understanding of the impacts of the collective action. Note that students will need these back for the end of unit summative assessment. Hand them back to students before starting Lesson 10. • Listen in on group discussions during the station rotations. Assess how well students are able to summarize and analyze the primary sources.
Teacher Notes	<ul style="list-style-type: none"> • The quote from Otto Rutherford in the Primary Document Set uses the word "Oriental" to describe people of Asian descent. This quote would be a great opportunity to talk with students about the historical context of language. • Union Street was renamed Martin Luther King Jr. Boulevard in 1989. The impetus for the renaming came from Bernie Foster, publisher of The Skanner News. This was actually the street's second renaming; when Albina was first established in 1873 the road was Marguretta Avenue, named after Albina founder Edwin Russell's wife.



Support for All Students	To give students time to process the primary sources, structure the station rotations with specific time for silent thinking and then for sharing ideas. For example, start the rotation with no talking for the first 30 seconds so students can focus on the document. Then have students discuss with their group for 1-2 minutes.
Extensions	Continue the conversation by looking at the relationship between housing segregation and environmental inequity. Pages 84-85 of the 2015 “State of Black Oregon” Report by the Portland Urban League have interesting infographics on this topic that could be used for discussion.
Oregon Social Science Standards Integrated with Ethnic Studies	<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 policy decisions create social, political, and economic realities for various population groups.</p> <p>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.</p>



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, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.

HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection,



	<p>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>

