

# RACING TO CHANGE:

## *Oregon's Civil Rights Years*

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### Middle 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

<b>Overview</b>	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.									
<b>Essential Question(s)</b>	How did Black Oregonians use their collective power to make change occur during the Civil Rights era?  How impactful were these changes?									
<b>Delivery Time</b>	One 60 minute class period									
<b>Academic Vocabulary</b>  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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<b>Lesson Specific Vocabulary</b>  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>Property Devaluation</td><td>The value of a house decreasing</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: <a href="#">Learning for Justice</a>)</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	Property Devaluation	The value of a house decreasing	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: <a href="#">Learning for Justice</a> )	Segregation	When people of different races are kept apart so that they live, work, or study separately
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<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• <a href="#">Primary Document Set</a> (three to five sets, depending on group/class size, to be displayed in classroom)</li> <li>• <a href="#">Racing to Change Lesson Closure Worksheet</a> (digital or paper copies for each student- NOT needed if using <a href="#">Lesson Closure Packet</a>)</li> <li>• Streaming access to NPR's <a href="#">Code Switch</a> video</li> <li>• <a href="#">Lesson 4 Slide Deck</a></li> <li>• <a href="#">Answer Keys</a></li> <li>• Sticky notes or poster paper</li> </ul>
<b>Background Information for Educators</b>	<ul style="list-style-type: none"> <li>• For background information on how Black Oregonians resisted housing segregation, read the Oregon Historical Quarterly article <a href="#">“A Place Under the Sun: African American Resistance to Housing Exclusion”</a> by Melissa Cornelius Lang</li> <li>• For an overview on residential segregation and neighborhood disinvestment in the Albina district over a 60-year period, read <a href="#">“Bleeding Albina: A History of Community Disinvestment, 1940-200”</a> by Dr. Karen J. Gibson or watch her Oregon Historical Society History Pub talk <a href="#">“Portland’s Black Belt: Motives and Means in Albina Real Estate, 1940-1990”</a></li> <li>• 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.</li> </ul>



## 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.
- Have 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.
  - Note: The video starts with a clip of the comedian Chris Rock, which includes one use of profanity at the 7 second mark. To avoid the profanity, start the video 9 seconds in. The video clip embedded in [slide 5](#) is set to start at this point.
- 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.
  - 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: 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

- 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



[Lesson Closure 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 a Gallery Walk:
  - Go to your original document.
  - Read the observations, summaries, and analyses comments.
  - 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 [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.

9. 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 video to help answer the question.
- Have students turn and talk with a partner about new





	<p>ideas from the video.</p> <ul style="list-style-type: none"> <li>• Call on a few students to share out.</li> </ul> <p>10. End of Class Reflection and Discussion:</p> <ul style="list-style-type: none"> <li>• End the lesson by bringing students' attention back to the infographic used in the warm up (shown on <a href="#">slide 17</a>).</li> <li>• Ask students: How does this infographic connect to what we've learned about redlining?</li> <li>• Give students one to two minutes to think about connections.</li> <li>• Have them turn and talk with a partner.</li> <li>• 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.</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Collect students' <a href="#">Lesson Closure Worksheet</a> 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.</li> <li>• Listen in on group discussions during the station rotations. Assess how well students are able to summarize and analyze the primary sources.</li> </ul>
<b>Teacher Notes</b>	<ul style="list-style-type: none"> <li>• The quote from Otto Rutherford in the <a href="#">Primary Document Set</a> 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.</li> <li>• Union Street was renamed Martin Luther King Jr. Boulevard in 1989. The impetus for the renaming came from <a href="#">Bernie Foster, publisher of The Skanner News</a>. 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.</li> </ul>
<b>Support for All Students</b>	<p>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.</p>





<b>Extensions</b>	<p>Continue the conversation by looking at the relationship between housing segregation and environmental inequity. Pages 84-85 of the <a href="#">2015 “State of Black Oregon” Report</a> by the Portland Urban League have interesting infographics on this topic that could be used for discussion.</p>
<b>Oregon Social Science Standards Integrated with Ethnic Studies</b>	<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><b>6th Grade</b></p> <p><b>6.4</b> Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.</p> <p><b>6.20</b> Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.</p> <p><b>6.21</b> Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere.</p> <p><b>6.23</b> Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.</p> <p><b>6.24</b> Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.</p> <p><b>6.27</b> Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes.</p> <p><b>6.28</b> Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments.</p> <p><b>7th Grade</b></p> <p><b>7.1</b> Describe the role of citizens in governments.</p> <p><b>7.5</b> Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically</p>



underrepresented groups.

**7.27** Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

**7.28** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**7.29** Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

**7.30** Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments.

### **8th Grade**

**8.6** Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.

**8.7** Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.

**8.9** Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

**8.22** Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.

**8.27** Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.

**8.28** Critique and analyze historical events to recognize power, authority, religion, economics, and governance as they relate to



	<p>systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.</p> <p><b>8.30</b> Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.</p> <p><b>8.31</b> Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p> <p><b>8.32</b> Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.</p> <p><b>8.33</b> Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.</p> <p><b>8.36</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.</p>
<p><b>Holocaust and Other Genocides Learning Concepts:</b></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>

