

# RACING TO CHANGE:

## *Oregon's Civil Rights Years*

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### Middle 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

<p><b>Overview</b></p>	<p>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.</p>											
<p><b>Essential Question(s)</b></p>	<p>How did Black Oregonians use their collective power to make change occur during the Civil Rights era?</p> <p>How impactful were these changes?</p>											
<p><b>Delivery Time</b></p>	<p>One 60 minute class period</p>											
<p><b>Academic Vocabulary</b></p> <p>Note: Make sure that students are familiar with these words before you start the lesson.</p>	<table border="1"> <thead> <tr> <th data-bbox="480 863 708 936">Word</th> <th data-bbox="708 863 1494 936">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 936 708 1041">Civil Rights</td> <td data-bbox="708 936 1494 1041">The rights that every person should have, such as being treated fairly by the law</td> </tr> <tr> <td data-bbox="480 1041 708 1146">Eminent Domain</td> <td data-bbox="708 1041 1494 1146">The right of the government to take private property, such as houses, for public use projects like roads</td> </tr> <tr> <td data-bbox="480 1146 708 1398">Redlining</td> <td data-bbox="708 1146 1494 1398">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 data-bbox="480 1398 708 1503">Segregation</td> <td data-bbox="708 1398 1494 1503">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: <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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<p><b>Lesson Specific Vocabulary</b></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="480 1587 727 1650">Word</th> <th data-bbox="727 1587 1494 1650">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 1650 727 1755">Urban Blight</td> <td data-bbox="727 1650 1494 1755">The decay and deterioration of an area due to age and neglect</td> </tr> <tr> <td data-bbox="480 1755 727 1902">Urban Renewal</td> <td data-bbox="727 1755 1494 1902">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><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Two Column Notes Template</a> (may also have students use notebooks or binders)</li> <li>• <a href="#">Lesson 5 Primary Sources Worksheet</a> (digital or paper copies for each student)</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>• <a href="#">Lesson 5 Slide Deck</a> (for projecting)</li> <li>• <a href="#">Answer Keys</a></li> <li>• <a href="#">Oregon Black Pioneers' Racing to Change Online Exhibit</a> (students will need access to the link)</li> </ul>
<p><b>Background Information for Educators</b></p>	<ul style="list-style-type: none"> <li>• Read <a href="#">“Bleeding Albina: A History of Community Disinvestment, 1940-200”</a> by Dr. Karen J. Gibson or watch her OHS History Pub talk <a href="#">“Portland’s Black Belt: Motives and Means in Albina Real Estate, 1940-1990”</a></li> <li>• 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.</li> <li>• The photograph used in this lesson is also featured and described in the Oregon History Project entry, <a href="#">“Albina Residents Picket the Portland Development Commission, 1973.”</a></li> </ul>
<p><b>Step by Step Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Warm Up: Connect learning from Lesson 4 to today <ul style="list-style-type: none"> <li>• Show the quote from the Central Albina Plan on slide 3 of the <a href="#">Lesson 5 Slide Deck</a>. Have a student read the quote out loud.</li> <li>• Ask students: <ul style="list-style-type: none"> <li>■ What impactful words do you notice in this quote? Why are they impactful to you?</li> </ul> </li> </ul> </li> </ol>



- Do you think the person who made this comment was a member of the Albina community? Why or why not? If they are not from the 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:

- *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.*

3. Racing to Change Exhibit:

- 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 table and photos on [slide 7](#).

- 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 9](#). 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 of Albina?

#### 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 used their collective power to resist destruction of their neighborhood.*
- Show students the primary sources from the Albina Neighborhood Improvement Committee on slide 10 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.
- 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.



- 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

- Show students the photo on slide 16 of the [Lesson 5 Slide Deck](#).
- Give students time to look at the photograph and think about the three questions:
  - What do you notice in this photo?
  - Describe the people in this photo. What do they look like? What are they carrying?
  - What do you think the people are doing? What is your evidence?
- Students turn and discuss the questions with a partner.
- Class discussion on the questions. Be sure to bring up:
  - Protesting Emanuel Hospital expansion for different reasons such as not hiring black people and an end to the demolition of homes.
  - 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.
- Show the police memo on slide 17 to give students more context for who organized the protest. It is also on the second page of the [Lesson 5 Primary Sources Worksheet](#) so students can look at it more closely.
- Ask:
  - Who organized the protest?



	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ What happened at the protest? Write a one sentence summary of the police report.</li> <li>■ What does this document tell us about police attitudes towards Black Portlanders?</li> </ul> </li> <li>● Give students time to read through the document and write down their responses on the <a href="#">Lesson 5 Primary Sources Worksheet</a>.</li> <li>● Students turn and discuss the questions with a partner.</li> <li>● Class discussion on the questions.</li> </ul> <p>6. Completing Racing to Change Closure Worksheet:</p> <ul style="list-style-type: none"> <li>● Pass out a new copy of the <a href="#">Racing to Change Lesson Closure Worksheet</a> or have students take out their <a href="#">Lesson Closure Packet</a>. Give students time to fill it out.</li> <li>● Have students stand and find a partner to compare their closure worksheets.</li> <li>● Show the <a href="#">answer key</a> for students to check their work.</li> </ul> <p>7. End of Class Reflection and Discussion:</p> <ul style="list-style-type: none"> <li>● Project the following questions and prepare for a class discussion: <ul style="list-style-type: none"> <li>■ What connections do you see between housing segregation and urban renewal?</li> <li>■ Where do you see current issues of urban renewal today?</li> </ul> </li> <li>● Give students a minute to think about the questions.</li> <li>● Have students turn and talk with a partner.</li> <li>● Class discussion. Ask the questions one at a time. Call on students to share their thoughts and ideas.</li> </ul>
<p><b>Formative Assessments</b></p>	<ul style="list-style-type: none"> <li>● Collect the <a href="#">Racing to Change Lesson Closure Worksheet</a> as a formative assessment for understanding. Note that students will need it back for the end of unit assessment.</li> <li>● 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.</li> </ul>



<p><b>Teacher Notes</b></p>	<p>The statistics for the table on Slide 7 came from the following sources:</p> <ul style="list-style-type: none"> <li>• Memorial Coliseum: Racing to Change exhibit text</li> <li>• I-5 and Emanuel Hospital: <a href="#">“Cornerstones of Community: Buildings of Portland’s African American History”</a> by Darrell Millner, Carl Abbott, and Cathy Galbraith</li> </ul>
<p><b>Support for All Students</b></p>	<p>Allow partner work on the <a href="#">Lesson 5 Primary Sources Worksheet</a> so students can collaborate together and process thoughts verbally.</p>
<p><b>Extensions</b></p>	<ul style="list-style-type: none"> <li>• 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 promises. For more sources, go to the Portland City Archives for the <a href="#">Fred Hampton People’s Health Clinic relocation file</a> and read the <a href="#">Panther’s flyer posted outside the health clinic</a>.</li> <li>• 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 <a href="#">this article from Portland Mercury</a> and have a discussion about the generational effects of displacement.</li> </ul>
<p><b>Additional Educator Resources</b></p>	<p>City Commentary has good sliding photos showing the before and after of urban renewal projects in Albina, including <a href="#">Interstate Avenue and Memorial Coliseum</a> and <a href="#">Interstate 5</a>.</p>
<p><b>Oregon Social Science Standards Integrated with Ethnic Studies</b></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><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</p>



the Western Hemisphere.

**6.21** 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.

**6.23** 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.

**6.24** 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.

**6.27** 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.

**6.28** Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments.

### **7th Grade**

**7.1** Describe the role of citizens in governments.

**7.5** 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 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 systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.

**8.30** Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

**8.31** Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

**8.32** 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.

**8.33** 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><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>

