

2015

Unit Plan: The Role of the Urban League of Portland in the African American Community

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Unit Plan:

The Role of the Urban League of Portland in the African American Community

Authors: Amber Ferris, Andre Hawkins, and Cari Yelvington

Designed for seven 60-90 minute classes

Target Grade Level: High School (9-12)

Target Courses: United States history, African American history, Oregon history, and Sociology

Approximate Time Needed: 7 class periods (60-90 minutes each)

Unit Essential Question: What is the role of community organizations in uplifting, developing, and sustaining African American communities?

Unit Overview:

This unit is intended for a high school social studies classroom. It can be utilized in a variety of social studies courses as it touches upon community organizing, Oregon history, and African American history. The lessons focus on the Urban League of Portland's role in "uplifting" the African American community, with particular attention to the issues of equality in housing and education. The unit materials provide some history and basic information about the Urban League of Portland as well. Developing student skill in text and chart analysis is emphasized in this unit. Formative assessments are embedded within the lessons. At the end of the unit, students complete the "National Urban League DBQ" and think critically about the influence of funding on community organizations, drawing conclusions about what happens at the local level versus the national level.

Unit Goal:

Understand the efforts of the Urban League to improve opportunity for African Americans in Portland, OR.

Prerequisite knowledge for unit:

Students will need to have some very basic knowledge about the Civil Rights Movement for desegregation and equality in voting, opportunity, and the general status of African Americans during the 1950's and 1960's. Students should be aware of some of the challenges to equality that have been faced by African Americans in the United States.

Curriculum Standards:

Oregon Social Studies Standards (<http://www.ode.state.or.us/search/page/?id=1802>)

- HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.
- HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.

- HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information.
- HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.
- USH.10 Determine the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history
- HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural).
- HS.2. Analyze the complexity and investigate causes and effect of significant events in world, US., and Oregon history.

National Content Standard:

- National Curriculum Standards for Social Studies: Chapter 2 – The Themes of Social Studies (<http://www.socialstudies.org/standards/strands>)
 - USH.5 Give specific examples of how government policies and decisions have been influenced and changed by individuals, groups, and international organization
- Common Core English Language Arts – History/Social Studies Standards (http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
 - CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
 - 9-10.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

Lesson 1 - Introduction to the Urban League

The lesson is designed to help students become familiar with history the National Urban League, including its role in working for African American equality, from the beginning of the twentieth century through the Civil Rights movement. In addition, students will learn how the goals and programs of the Urban League have changed over time. Requires 2 45-minute classes or a 90-minute block.

Handouts:

- Urban League Facts:
- Encyclopedia Britannica Urban League Overview:
- Video Guide
- Vocabulary Worksheets 1 & 2

Lesson 2 - The Urban League of Portland

The lesson is designed to help students learn how the Urban League of Portland works and benefits the African American community in Portland.

Lesson 3 - The Role of African American Community Organization in Equality in Public Education

Students are often familiar with the court case of “Brown v. the Board of Education” and with the general idea of desegregation in schools during the Civil Rights Era of United States history. Often left out of this narrative are the ways, other than segregation, in which educational opportunities for African Americans were limited. This lesson will examine the situation in Portland Public Schools, in particular Roosevelt High School, regarding equality in education in the years just after desegregation. Students will see how community organizations, in this case the Urban League of Portland, continued to play a vital role in assuring equal access to education and equal treatment of students. This lesson will follow two lessons that give a broad overview of the methods and goals of the Urban League of Portland. Requires 1 60-minute period. May be extended or shortened depending on class length.

Handouts:

- Handout1: Letter of Complaint to Portland School Board from Parents and Black Community Coalition
- Handout 2: Demands of Parents and Black Community Coalition (two pages)
- Middle School SOAPS+Claim:
- High School SOAPS+Claim:

Lesson 4 - The Role of the Urban League of Portland in Vocational Education

The purpose of this lesson is to make explicit the link between accessibility to job training and a higher standard of living. Though this is not always the case, people that are highly skilled are able to find careers that provide them with higher pay and more benefits. The Urban League of Portland recognized that simply providing equality in public education would not be enough to assure that African Americans were able to find good paying jobs. The response of the Urban League of Portland was once again to “uplift” their own community by making sure that there was access to training for skilled professions for African Americans. This lesson follows the lesson on the struggle to provide equal educational conditions for K-12 students in Portland. Requires 1 60-minute class. May be extended or shortened based on class length.

Handouts:

- Find Your Match Slips:
- Urban League Newsletter Excerpt 1956

Lesson 5 - Housing Discrimination and Development of Vanport

As World War II broke out the need for marine ships soared. The Kaiser shipyard in Portland needed a large number of new workers to meet the demands of the US Navy. The Portland community welcomed the economic boom, but didn’t want the migrating workers to live in their neighborhoods. Vanport developed as a temporary pop-up city to provide housing for the workers, but was poorly planned with no thought of future housing needs after the war. This lesson helps students understand how Portland became more racially diverse. This lesson is designed for one 60-minute class. Extend or shorten the lesson as time allows.

Handouts:

- Vanport 5 W’s +H Worksheet:
- Vanport Oregon Encyclopedia Project Entry handout:
- Vanport Challenge Activities Handout

Lesson 6 DBQ - Origins of zoning and housing discrimination in Portland DBQ

This lesson will help students understand the origins and initial purpose of zoning. This lesson will help students understand about racial discriminatory norms and laws that shaped urban planning and housing segregation. This is relevant because urban planning and discriminatory laws from Oregon's past shaped the community we live in today. This lesson is designed for two 60-minute class periods.

Lesson 1:

The Urban League

Goal: The lesson is designed to help students become familiar with the National Urban League.

Lesson or Content Question(s):

1. What is the Urban League?
2. What is the purpose of the Urban League?
3. How have the Urban League's goals and programs changed over time?

Objectives:

Students will be able to explain and discuss the overall concept and role of the Urban League and its role in the African American community.

Hook or Introduction (10 min)

1. Teacher begins class by asking: Do you know anyone who has had difficulty buying a house, finding a job, getting quality education, and/or getting treated equally because of the color of their skin? We are going to investigate an organization whose very existence is to fight these types of difficulties, especially for African Americans.
2. Ask students to pair/share and then open up to whole class discussion. Encourage students to share personal experiences or stories they have heard from others.

Time Needed: Two 45-minute class periods or one 90-minute block.

Materials Needed:

- Computers
- Internet access
- Paper
- Pens
- Projector
- Projector screen

Handouts:

- Urban League Facts
- Video Guide
- Vocabulary Terms (regular and modified)
- Websites:
 - National Urban League at 95-Part 1 (10 min) <https://www.youtube.com/watch?v=1gSI5-S03J4>
 - National Urban League at 95-Part 2 (6:36 min) <https://www.youtube.com/watch?v=1gSI5-S03J4>

Background knowledge or skills students need prior to lesson: Basic understanding of historic discrimination against African Americans including in employment, housing, and civil rights.

Instruction

1. Teacher hands out vocabulary list and instructs students to listen for definitions during videos and class discussion, filling in definitions as they hear them (1 min). (Note: pause throughout the lesson to review vocabulary terms. There are two vocabulary lists: one is shorter for students who need modifications)
2. Pass out video notes worksheet (1 min.)

3. Show *National Urban League at 95* parts 1 and 2 videos. Instruct students to take notes on the two videos as they listen. (17 min.)
4. At end of videos, ask students to share their video notes on *National Urban League at 95* with a partner. Then call on students to report out. Add information to the Video Guide and display information for all students to see (15 min.)
5. Hand out Urban League fact sheet to half the class (Note: this is an easier reading. You may consider giving this handout to students who require modifications). Hand out the National Urban League excerpt from the Internet to the other half of the class (requires stronger reading skills).
6. Model how to annotate (underlining, highlighting, writing points of interest directly on the handout). (10 min.)
7. Students do silent reading and annotate one of the two articles. (15 min.)
8. As student pairs complete the reading, ask them to share the main ideas of their articles with each other.
9. Call on students to report out key ideas about the National Urban League and the changes in the organization's focus and programs over time. (10 min.)
10. If applicable, inform students about the Urban League of Portland guest speaker scheduled for the next class. (1 min)
11. Ask students to write down three questions to ask the guest speaker based on readings, videos, vocabulary, and items of interest. (5 min.)
12. Collect student questions. (1 min)

Closure:

- Clarify student questions and/or concerns.
- Exit slip: List and briefly describe two roles of the National Urban League and how that role affects the African-American community. Students hand in as they leave. (10 min)

Assessment of Student Learning:

Vocabulary definitions, video guide, exit slip, and student participation in small group and class discussions.

Modifications and Extensions:

Students identified with a 504/IEP will be given a shorter vocabulary list, shortened assignment.

Students identified as ADHD will be given breaks as needed and assigned to work with a supportive partner.

Attention to Literacy:

Vocabulary terms, reading annotation, and video notes.

Resources

Articles

- Emerson, Will. 2000. "Urban League Elects Chair: Daniel Bernstine Ready to Take the Nonprofit Out of the Dark Ages." *The Skanner*, Jan 19, 1. (<http://search.proquest.com.proxy.lib.pdx.edu/docview/370569945/fulltext/4CC96823C1594A70PQ/1?accountid=13265>)
- Posey, James L. 1999. "IN MY CORNER: Urban League of Portland Woes Reflect Weak Black Self-Reliance." *The Skanner*, Oct 13, 4. (<http://bpareport.com/pdf/urbanleague.pdf>)
- "Carter Resigns from Urban League Post: The Organization Plans to be Thorough in Search for New President." 2002. *The Skanner*, May 15, 1. (<http://search.proquest.com.proxy.lib.pdx.edu/docview/370559262/fulltext/D46BD967F0AA4AA0PQ/1?accountid=13265>)

Jim Crow Stories

URBAN LEAGUE FACTS

Introduction | People | Narratives | Events | Organizations



In 1911, three organizations -- the Committee for Improving the Industrial Conditions Among Negroes in New York (founded in 1906), the League for the Protection of Colored Women (founded in 1906), and the Committee on Urban Conditions Among Negroes (founded in 1910) -- merged to form the National League on Urban Conditions Among Negroes. By 1919 the organization called itself the National Urban League. From its founding, the League was interracial. Its goal was to help rural Southern blacks migrating to the North find jobs and housing and adjust to city life.

Migrants to the North quickly discovered they had not escaped racial discrimination when they left the South. Most were shut out from all but menial jobs in the larger society, forced to live in poor housing and in run-down ghettos. The Urban League trained black social workers to help migrant families receive educational and employment opportunities. The primary task of helping migrants gradually evolved into larger concerns as the organization grew.



By the end of World War I, the Urban League had set up operations in 30 cities. The League dedicated its energies to find jobs for blacks the boom years of the 1920s, and the hard times of the Great Depression. Firms that refused to hire blacks were boycotted and picketed; pressure was put on schools to provide job training for young people.



In the 1930s, the League pressured government officials to include blacks in

A graphic titled "Then & Now" in a stylized font. On the left is a small historical photograph of a wooden wheelbarrow. To the right, a text box contains the following text: "The National Urban League started out as rather conservative and was aligned with Booker T. Washington. But under Whitney Young, Jr.'s leadership in the 1960s, it moved more towards the left."

the New Deal recovery program. The Urban League also fought to get segregated labor unions to accept blacks. Under Whitney Young's leadership (1961-71), the League emerged as a major player in the Civil-Rights struggle. It hosted the planning meetings of A. Philip Randolph, Martin Luther King, Jr., and other civil rights leaders for the 1963 March on Washington. Under Young's successor, Vernon E. Jordan, Jr. (1971-81), the League turned its attention to causes as environmental protection, energy conservation, and the general problems of poverty.

-- Richard Wormser

http://www.pbs.org/wnet/jimcrow/stories_org_urban.html

National Urban League

Written by [The Editors of Encyclopedia Britannica](#)
Last Updated 9-12-2013

National Urban League, American service agency founded for the purpose of eliminating [racial segregation](#) and [discrimination](#) and helping [African Americans](#) and other minorities to participate in all phases of American life. By the late 20th century more than 110 local affiliated groups were active throughout the [United States](#). It is headquartered in [New York City](#). The Urban League traces its roots to three organizations—the Committee for the Improvement of Industrial Conditions Among Negroes in New York (founded in 1906), the National League for the Protection of Colored Women (founded 1906), and the Committee on Urban Conditions Among Negroes (founded 1910)—that merged in 1911 to form the National League on Urban Conditions Among Negroes. The new organization sought to help [African Americans](#), especially those moving to New York City from rural locations in the South (*see* [Great Migration](#)), to find jobs and housing and generally to adjust to urban life. The model organization established in New York City was imitated in other cities where affiliates were soon established. By 1920 the national organization had assumed the shorter name, National Urban League.

From its founding, the league has been interracial; the organization's very establishment was led by George Edmund Haynes, the first African American to earn a Ph.D. from Columbia University, and Ruth Standish Baldwin, a white New York City philanthropist. The Urban League's primary task of helping migrants gradually evolved over the years into larger concerns. The organization emphasized employment rights for African Americans during the directorship of Eugene Kinkle Jones (1918–41); and his successor, Lester Granger (1941–61), emphasized jobs for African Americans in the defense industry and attempted to breach the colour barrier prevalent in labour unions during World War II. It was during the presidency of [Whitney M. Young, Jr.](#) (1961–71), that the league emerged as one of the strongest forces in the American civil rights struggle. Under his successor, [Vernon E. Jordan, Jr.](#) (1971–81), the league broadened its vision by embracing such causes as environmental protection, energy conservation, and the general problems of poverty. The league's interests at the turn of the 21st century included the concept of achievement as it relates to racial identity, international issues such as globalization and its economic effects on the African American community, and education.

<http://www.britannica.com/topic/National-Urban-League>

Video Guide:

Fact

Why is it important?

National Urban League at 95 (part 1)	http://www.youtube.com/watch?v=1gSl5-S03J
Conditions faced by African Americans:	
Early leaders of Urban League:	
Original goals of the Urban League:	
How did the goals and programs of the Urban League change in the last 25 years?	
National Urban League at 95 (part 2)	http://www.youtube.com/watch?v=fn7MESO3JXo
Goals of the National Urban League today under the new leader, Mark Morial:	
Policies the Urban League is promoting today:	

Name:

Vocabulary Terms

Activist

Civil Rights

Community

Discrimination

Diversity

Movement

Non-Profit

Parity

Political Organization

Power

Self-Reliant

Social Service

Name:

Vocabulary Terms

Civil Rights

Community

Discrimination

Movement

Non-Profit

Power

Self-Reliant

Lesson 2

The Urban League of Portland

Link to current web Urban League of Portland site: <http://ulpdx.org/>

Purpose/Rationale: The lesson is designed to help students learn how the Urban League of Portland works and benefits the African American community in Portland.

Objectives: Students will compare the goals and programs of the National Urban League and the Urban League of Portland.

Time Needed: two 45-minute periods or one 90-minute block.

Materials Needed:

- laptop computer
- video screen
- video projector
- guest speaker handouts

Resources:

- Marcus Mundy, President, Urban League of Portland (5 min) (http://www.youtube.com/watch?v=XNybl9hV_Vk)
- Video with CURRENT President, Michael Alexander (<https://www.youtube.com/watch?v=xjT3Q8sttCs>)
- February 2014 Urban League of Portland Newsletter (<http://ulpdx.org/news/february-2014-newsletter/>)
- 2014 Urban League of Portland Career Fair (<http://ulpdx.org/news/record-turnout-for-the-urban-league-of-portlands-career-fair/>)
- 2015 Job Fair (<http://ulpdx.org/news/the-urban-league-of-portlands-2015-career-fair/>)

Background knowledge or skills students need prior to lesson: Basic understanding of historic discrimination against African Americans in employment, housing, civil rights and the role of the National Urban League in working to solve these problems.

Hook or Introduction (10 min):

Review key points from previous class regarding the National Urban League, checking for student understanding by asking clarifying questions and giving students the opportunity to ask any questions.

Instruction:

1. Show video about the Urban League of Portland. Instruct students to take notes on the video guide as they listen (5 min). At the end of the video ask students to discuss in table groups the programs sponsored by the local Urban League. Probe for students' understanding of the political efforts the Urban League of Portland is making. (10 min)
2. Remind students that there will be a guest speaker in class later today and review behavior expectations
3. Welcome and introduce guest speaker to students; set up laptop/projection screen if needed, and pass out any handouts the guest speaker has brought. Students introduce themselves and prepare to take notes.

4. Speaker begins presentation (25 min) and students may take notes.
5. At the end of the presentation, engage students in Q&A with guest speaker. Students should also ask the questions the class created in the previous class. (15 min) Class thanks guest speaker (guest speaker may leave but is invited to stay entire class period)
6. Review vocabulary terms. If time, assign each student to create a “Four Square” table with one of the vocabulary terms from the previous class. The 2X2 table has four sections: vocabulary term, definition in student’s own words, examples, and a visual. The students’ Four Squares can be displayed in a word wall or used as a review activity. (10 min)

Closure:

- Clarification of any student questions or concerns.
- Exit slip: How has the new information you learned changed your understanding of the Urban League. List the ways the Urban League of Portland differs from the National Urban League? (10 min)

Assessment of Student Learning:

Engagement in group discussions, Q&A with guest speaker, notes on Video Guide. Vocabulary Four Square, Exit Slip

Modifications and Extensions:

Assign advanced students to read the two articles on the Urban League of Portland and develop questions for the guest speaker. The articles are the 2014 Urban League of Portland Newsletter and an article about the success of the 2014 Urban League of Portland Career Fair and a link to a page advertising the 2015 job fair. See above for links to the documents.

Supplementary Materials/Handouts:

Handouts provided by guest speaker (ex: annual report, newsletter, program information...)

Video Guide

Marcus Mundy, President, Urban League of Portland	http://www.youtube.com/watch?v=XNybl9hV_Vk
Urban League of Portland Programs:	
Urban League of Portland Political Efforts:	
Inequities in Schools:	

Lesson 3:

The Role of African American Community Organizations in Equality in Public Education

Purpose & Rationale:

Students are often familiar with the court case of “Brown v. the Board of Education” and with the general idea of desegregation in schools during the Civil Rights Era of United States history. Often left out of this narrative are the ways, other than segregation, in which educational opportunities for African Americans were limited. This lesson will examine the situation in Portland Public Schools, in particular Roosevelt High School, regarding equality in education in the years just after desegregation. Students will see how community organizations, in this case the Urban League of Portland, continued to play a vital role in assuring equal access to education and equal treatment of students. This lesson will follow two lessons that give a broad overview of the methods and goals of the Urban League of Portland.

Goal:

Learn about efforts of the Urban League of Portland to provide equal treatment in public education.

Lesson Objectives:

- Identify ways in which educational opportunities were unequal for African Americans after desegregation.
- Examine the response of community organizations to inequalities in education.

Time Needed: 60 minutes (may be extended or modified for shorter class periods)

Background knowledge or skills students need prior to lesson. Students will need to have some very basic knowledge that there was a movement for desegregation and equality in education (the Civil Rights Movement) on the part of African Americans during the 1950’s and 1960’s.

Materials required:

- Overhead projector
- Document camera or laptop
- *Handout 1: Letter of Complaint to Portland School Board from Parents and Black Community Coalition*
- *Handout 2: Demands of Parents and Black Community Coalition* (Handout is two pages)
- SOAPS+Claim (middle school) – This is appropriate for middle school and high school students with barriers to learning or less proficiency in English
- SOAPS+Claim (high school)

Hook or Introduction (10 min):

1. Display the question “Have you ever felt unfairly treated by school employees? Why do you think you were treated this way?”
2. Students will write a quick response to this prompt. After a few minutes, have students turn to a neighbor and discuss their responses.
3. If time allows, ask students to report out their responses

Instruction: 30-40 minutes

1. Describe the situation of Portland in 1970. Schools were no longer segregated and attempts had been made to move students around so that each school would have a more diverse student population. The Civil Rights laws had been passed. This means that according to law African Americans should be given equal treatment and equal access to all sectors of public and private society. (5 min.)
2. Explain that the students will work in pairs to examine a document using “SOAPS+Claim”. If students are unfamiliar with SOAPS+Claim use another analysis method that has been used previously in class or take a few extra minutes to model how SOAPS+Claim works. (5 min.)
3. In pairs, students will read Handout 1: *Letter of Complaint to Portland School Board from Parents and Black Community Coalition* and complete SOAPS+Claim procedure. (10-15 min.)
4. With the same partner, students will use the SOAPS+Claim procedure to analyze Handout 2: *Demands of Parents and Black Community Coalition*. (10-15 min.)
5. During the cooperative work time the teacher will circulate around the room to assure that students understand the material and interpreting it correctly.

Class Discussion: 10-15 minutes

1. Using their SOAPS+Claim analysis students will discuss the following questions as a class (project on screen)
2. What were some of the problems for African American students following desegregation?
3. What action did community groups take to attempt to lessen some of these problems?
4. What solutions to the problems are suggested, i.e., what does the Black Community Coalition demand?
5. The teacher will mediate the class discussion. The bulk of the conversation should consist of student responses to the material and the questions, rather than the teacher explaining the “correct” answer to each question. Allow the conversation to develop around the questions and guide it with leading questions when necessary.

Assessment of Student Learning:

The class discussion and observations of the teacher during the cooperative work time, in addition to the completed SOAPS+Claim sheets will serve as the formative assessments for this lesson. The use of SOAPS in this lesson will also help students prepare to interpret texts for the DBQ.

Modifications and Extensions:

For students with barriers to learning or low skills, use SOAPS+Claim (middle school) instead of SOAPS + Claim (high school). Also the text of one or both handouts could be truncated to fit the language and reading levels of your class. To increase the rigor of this lesson for academically gifted students, include questions about whether the demands of the Black Coalition are appropriate for the complaints that they have brought forth and if they believe that these demands will remedy the problems listed during the closing discussion.

Evidence of unacceptable practices, acts, policies and procedures in the
Portland School system as determined by the, PARENTS and BLACK COMMUNITY
COALITION

JANUARY 11, 1970

1. Wanton abuse and arrest of Black students without any efforts to ascertain facts.
2. Of prejudging Black students, as to conduct and guilt, based upon previous student experiences.
3. Arbitrary suspension of Black students who have permission to be out of class.
4. Arbitrary expulsions of Black students without just cause.
5. Failure on the part of school administrators to follow existing procedures and guidelines, dealing with suspensions and expulsions.
6. Failure on the part of school administrators to communicate and to relate to staff and students alike as to established procedures and guidelines dealing with suspensions and expulsions.
7. Of administrator and staff abuse of Black students, both physically and verbally.
8. Of False and malicious writing and submitting of reports on Black students on the part of the school investigation department.
9. Of lack of sensitivity and awareness of the delinemas and frustrations of black students, by Administrators and Staff.
10. Of capricious intent on the part of the total administration to misinterpret everything about Black people.
11. Of white students and white adults intimidating, harrassing and assaulting Black students without any efforts on the part of the school administration to take the necessary steps to alleviate such acts.
12. That the armed police in the school premises is merely aiding and abetting the unfair treatment of Black students, and is a threat to their personal safety.
13. Of discriminatory practices on the part of coaches toward Black student athletes.
14. Of discriminatory hiring practices, at all levels.

DEMANDS OF PARENTS AND BLACK COMMUNITY
COALITION

TO: Portland School Board

DATE: January 11, 1970

- I. All school employees (Teachers, Principals, etc.) will cease and desist from all treatments, insults and assaults of Black Students. This is intended to cover verbal, psychological and physical displays of disrespect, contempt and brutality.
- II. Reinstatement of all suspended and expelled Black Students until hearings on each of these matters are arranged. Adjudicating bodies for Student hearings are to be composed of:
 1. Community People
 2. School Officials.
 3. Student Representatives
 - a. Black Students who participate in demonstrations relevant to their welfare will not be punished by School officials.
- III. All Police authority must be withdrawn from surveillance over Black Students.
- IV. Provide curriculum offerings that are relevant to Black Students. Increase the number of Black Teacher Aides and Community Agents in all schools where there are white problems created for Black Students.

- V. From this point forward, the school administration must redirect its intents and efforts to reflect in all of its policies and practices, respect and receptivity for the inputs and demands of Black people to make Public Schools meaningful educational settings for Black Students.
- VI. Justice must be at the heart of all Administrative procedures used in the suspension of Black Students. Administrative follow-up in providing education for dismissed students must be adequate to guarantee the continued intellectual development of the Black Student who has been capriciously removed from school.
- VII. Provide sensitivity training for racist Teachers and antagonistic administrators in order to educate them out of their inhumane behavior patterns.
- VIII. Black persons selected by the Community Coalition will be included on all School Board deliberations that deal with the dissatisfactions of Black people in matters of public education.
- IX. Black Seniors participating in Boycotts against the Schools which are called by the Community Coalition will not be prevented from graduating.
- X. A Black Community Review Board representing the Black Community Coalition will review all complaints, charges and decisions in cases where Black Students are subject to suspension or expulsion.

SOAPS + Claim (Middle School)

Analysis of historical documents, artifacts, maps, artwork, and other visual representation of an historical nature

	Questions to Ask	Response Sentence Frames
Subject	What is the document about?	The subject of this document is:
Occasion	What is special about the time and place during which this document was created?	The author is creating this document at this specific time because: The author is creating this document at a specific place because:
Audience	Who is the author's main audience? Who does the author want to communicate with?	The author wants _____ (specific persons or groups) to see or use this document.
Purpose	Why did the author create this document? What does the author want to persuade the audience to do?	The author's purpose is to:
Speaker	Who is the author? Why should we believe what the author is saying?	The author is: We should believe what the author has to say because:
Claim	What is the author trying to prove?	The author wants to show that:

SOAPS+Claim (High School)

	Questions to Ask	Response Sentence Frames
Subject	What is the document, artifact, map, artwork all about?	The subject of this document or artifact is...
Occasions	What is special about the time and place this document, map, or artwork was created?	The occasion for creating this document/artifact is... He/she is creating this at a specific time because... He/she created this where they did because...
Audience	Who is the author/creator's main audience?	The intended audience is probably..... The creator of this document/artifact wants_____ to use or read this.
Purpose	Why did the author/creator produce this document or artifact? What does he/she want to tell or convince you of or what does he/she want to persuade you to do?	The author/creator's purpose is to convince_____to_____. The author/creator wants his/her audience to know that..... The author/creator wants to persuade the audience to do this..... I'm not sure what the author/creator's purpose is but I think it might be.....
Speaker	Who is the author/creator? What are his/her credentials? Why should you take seriously what he/she has written or produced?	The author/creator is_____ and I think this affects their attitude toward_____ because..... I find/don't find the author creator credible because..... The author/creator probably believes..... I don't know a lot about the author/creator but I can find out more here.....
Claim	What is the author/creator intending to prove or establish?	The author/creator claims that..... The author/creator wants to show that..... The author/creator may be trying to claim that..... I'm not sure what the author is claiming, but I think it might be.....

Lesson 4

The role of the Urban League of Portland in vocational education

Purpose & Rationale:

The purpose of this lesson is to make explicit the link between accessibility to job training and a higher standard of living. Though this is not always the case, people that are highly skilled are able to find careers that provide them with higher pay and more benefits. The Urban League of Portland recognized that simply providing equality in public education would not be enough to assure that African Americans were able to find good paying jobs. The response of the Urban League of Portland was once again to “uplift” their own community by making sure that there was access to training for skilled professions for African Americans. This lesson follows the lesson on the struggle to provide equal educational conditions for K-12 students in Portland.

Goal: Learn about the efforts to increase economic opportunity for African Americans in Oregon

Lesson Objectives:

- Examine the link between vocational training and a higher standard of living.
- Research specific efforts of the Urban League to improve access to vocational training.

Time Needed: 60 minutes (may be extended or modified for shorter class periods)

Materials:

- “*Find your match*” slips, cut apart
- *Handout: Urban League Newsletter Excerpts*
- Computers or other internet access
- White board or document camera for showing questions and prompts

Background knowledge or skills students need prior to lesson. Students will need to have some very basic knowledge that there was a movement for desegregation and equality in employment (the Civil Rights Movement) on the part of African Americans during the 1950’s and 1960’s.

Hook or Introduction (10 min):

1. Pre-teach Vocabulary
2. “Find your match” – students will be given either a vocabulary term or a definition on a slip. They will then find their match and stand with that person. During the searching phase the teacher should circulate and guide students if needed so that all pair up correctly. If class is uneven in numbers, the teacher can be holder of the spare slip. There are enough slips for a class of 30.
3. After everyone has found their match, each pair will read their term and definition. Refer to key below.

Professional	Person that works in a career which requires a high degree of skills or training, examples: doctor, lawyer, teacher
Blue collar	Adjective describing a person that does manual labor or a job that consists of manual labor or work in a factory
White collar	Adjective describing a person who works in an office/managerial job, or a job that is in office/management
Higher Education	Education that takes place after high school. College or university level education.
Vocation	Career that a person is drawn to and has training for
Standard of Living	The amount of income, wealth, and comfort someone has
Service Industry	Work that involves providing a service rather than a product. Currently many jobs in this type of field are not well paying
Domestic Service	Employing people to work in a household on activities such as cooking and cleaning
Intern	Someone that receives on the job training in a white-collar profession. Often does unpaid work and is not guaranteed employment after internship ends.
Discrimination	Treating people unfairly because they belong to certain group
Equal access	The opportunity to access the services of an institution such as school, government, or public business or enter a career is equal for everyone
Manual Labor	A job which consists of physical work
Apprentice	Someone learning skills of a trade on the job through a program which will assure employment in the trade later (examples: licensing or guild admission)
Workforce	People that are working or available to work in a certain area
Labor union	Group that represents workers in a certain industry or field and often negotiates disputes with employers. Membership in this group is sometimes required to work in the profession.

Instruction (45 min):

1. Teacher will ask students to provide examples of jobs or careers and write responses on a document to project or white/chalk board. After getting a list of about ten occupations, the teacher should pick a few to detail the training required after high school in order to get that type of job. (5 min)
2. Have students do a quick Internet image search using the phrase “African Americans working” on their smart phone or on computers if available. Teacher will ask students to verbally share what they found by answering the following questions: What sorts of jobs were being done by African Americans in the older pictures? How does this compare to the types of jobs in the newer pictures? (10 min)
3. This search will provide a segue into the lack of jobs and vocational training opportunities for African Americans historically. In the early 1900s a large proportion of African Americans in Portland worked as domestic servants. Many skilled jobs required union membership and/or apprenticeships that were not attainable for African Americans. Other jobs were similarly out of reach when African Americans could not obtain the training required for jobs that could improve their standard of living. Tell the class that they will be looking at the efforts of the Urban League of Portland to increase vocational training, and thus job opportunities for African Americans.
4. In groups of three students, will read *Handout 1: Urban League Newsletter Excerpts* and take notes on the efforts of the Urban League of Portland to provide vocational training and vocational training opportunities in the past. (15 min)

5. Have students explore the Urban League of Portland website. They should click on the links for the different parts of the “Workforce Program” (<http://ulpdx.org/programs/workforceprogram/>) (PDF: [Workforce Programs Portland Urban League.pdf](#)) and then take notes on what they read about current efforts of the Urban League to assure access to vocational training (10 min)
6. Call on students to report what they learned about the Urban League of Portland’s work to increase vocational education for African Americans. (5 min)

Closure: 5 minutes

- Students will write an exit slip in response to the following prompt: “How important is equal access in vocational education to support equal access to jobs that allow a higher standard of living? How did the Urban League help to assure vocational education opportunities for African Americans?”

Assessment of Student Learning:

The student exit slips will serve as a formative assessment in this lesson. Student responses should include information on the strong link between training and higher paying jobs, and thus higher standards of living. They should also discuss specific methods or actions used by the Urban League of Portland to help with the lack of access to vocational training.

Modifications and Extensions:

For students that have barriers to learning such as students on IEPs or English Language Learners, the information from the Urban League of Portland website could be printed. The teacher could then highlight what the student should take notes on in particular or have the student highlight important information rather than writing notes. The same approach could be taken for *Handout 1: Urban League Newsletters*. For academically gifted students or for those students adept at Internet research, have them do their own Internet search to find news stories about the Urban League of Portland providing job/vocational training. They should include that information in their response to the exit slip prompts.

Supplementary Materials/Handouts:

Find Your Match Slips (cut on dotted lines)

Professional (noun)	Person that works in a career which requires a high degree of skills or training, examples: doctor, lawyer, teacher
Blue collar	Adjective describing a person that does manual labor or a job that consists of manual labor or work in a factory
White collar	Adjective describing a person who works in an office/managerial job, or a job that is in office/management
Higher Education	Education that takes place after high school. College or university level education.
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Workforce	People that are working or available to work in a certain area
Labor union	Group that represents workers in a certain industry or field and often negotiates disputes with employers. Membership in this group is sometimes required to work in the profession.

Handout: Urban League of Portland Newsletter Excerpts, Dec. 1956

NEWSLETTER ITEMS

The publication of INTERRACIAL PROGRESS has been suspended for the month of December for budgetary reasons. But in order that members may be informed on some recent developments of interest, we take this means of reporting to you on agency highlights.

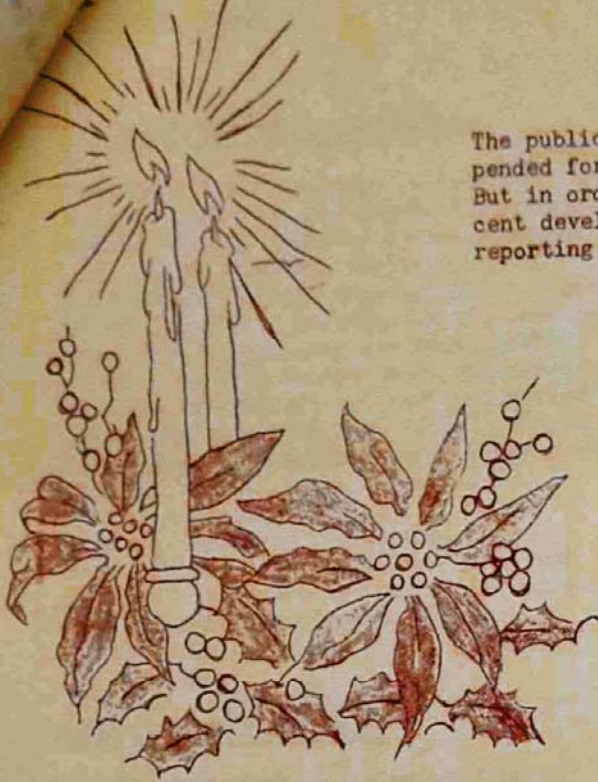
for the clearance and replacement of dilapidated and out-worn areas of the city. An Urban Renewal office has just been set up locally, with a new executive, John Kenward, and staff of assistants.

URBAN LEAGUERS ELECTED

Members will be interested to know that a brilliant list of Urban League members were elected or reelected to public office in the November elections. They included Robert Holmes, governor of Oregon; Mrs. Edith Green, U. S. Representative; Terry Schruck, mayor of Portland; Mrs. Jean Lewis and Alfred Corbett, state senators; Si Cohn, county clerk; Alfred Sulmonetti, circuit judge; and Vernon Cook, Shirley Field and Don Willner, state representatives. Francis Lambert, who was appointed by the county commissioners to replace Schruck as sheriff, has also been an Urban League member for some time. The League congratulates and wishes each of them a successful experience in the service of our state and nation.

STENOS, TYPISTS SOUGHT

Shelly Hill, director of industrial relations, has again issued a call for stenographers and typists to register with the Urban League. He reported a rash of requests, which he has been unable to fill, for persons with these qualifications. Those in need of training, or additional training, in order to qualify, are also invited to come in and see him for counseling on this matter



PRESS RECEPTION AT KAMM HOUSE

Urban League Board Member Peter Gantenbein was host for a reception at the Kamm House on November 15, when representatives of the local press, radio and TV were invited in to meet our new executive, Bill Boone, and learn something of Urban League plans in the field of housing. Joining in the informal chats were the other members of the office staff and members of the Urban League housing committee. Helpful hints on promoting our program through the mass communications media were forthcoming.

HOLLEY ON URBAN RENEWAL GROUP

Community Services Secretary John S. Holley was appointed in November to the Mayor's Advisory Council on Urban Renewal, and has attended one meeting with this group. Chaired by Albert Fonder, this important committee has a major responsibility for making recommendations

Lesson 5

Housing Discrimination and Development of Vanport

Purpose/Rationale: As World War II broke out the need for marine ships soared. The Kaiser shipyard in Portland needed a large number of new workers to meet the demands of the US Navy. The Portland community welcomed the economic boom, but didn't want the migrating workers to live in their neighborhoods. Vanport developed as a temporary pop-up city to provide housing for the workers, but was poorly planned with no thought of future housing needs after the war. This lesson helps students understand how Portland became more racially diverse.

Goal: Students will learn how communities wrestle with conflicting objectives such as a strong economic, industrial base alongside long-standing segregation.

Learning Objectives:

- Students will identify 5W's and H (who, what, when where, why, how) about major events in the history of Vanport during and immediately after WWII.
- Students will explain how WWII and Vanport changed Portland demographics.

Time Needed: 60 min

Materials/Resources Needed:

- Worksheets, journals, paper pen, computer with Internet access, projector
- Emergency broadcast video- <http://www.youtube.com/watch?v=HgAkxVxo9MU>
- Vanport part one- <http://www.youtube.com/watch?v=Bvqf4ZRLxDQ> (7 min)
- Vanport part two- <https://www.youtube.com/watch?v=LzqsM8TgQvY> (7 min)
- Abbott, C. (2014) Vanport. *The Oregon Encyclopedia*. Portland State University and The Oregon Historical Society. Retrieved from <http://www.oregonencyclopedia.org/articles/vanport/#.VIUNl0jB8hU>

Background knowledge or skills that students need prior to lesson:

Students should have prior knowledge of WWII and the Great Depression that preceded US entry into WWII.

Introduction/Hook:

1. After students are seated play the emergency broadcast video. (30 sec)
2. Teacher acts surprised and urges the students to wait for instructions. When test is mentioned cut clip and begin discussion with question:
 - a. "How would you feel if I told you your neighborhood was just flooded and you lost everything?"
3. Engage students in discussion about their feelings. (5 min)
4. Introduce the Vanport videos by explaining the dramatic increase in defense-related jobs (140,000) in Portland between 1940 and 1944 due to the shipbuilding industry. Ask students to brainstorm the effects of this rapid increase in population (42,000) on the Portland community that was not prepared for an influx of workers and their families.
5. Project or pass out the Note Taking Guide and explain that students will take notes on the 5W's + H as they watch the video. Ask students to count off into six groups; each group will be assigned one section of the handout for note taking. Encourage students to write additional questions in the margins. (5 min)
6. Play Vanport part one video (7 min)

7. After the first video, ask students to confer within their groups and complete their section of the handout. Then call on each group to report out so the rest of the class can add to their notes. (10 min)
8. Play Vanport part two video (7 min)
9. After the second video, ask students to confer within their groups and complete their section of the handout. Then call on each group to report out so the rest of the class can add to their notes. (10 min)
10. Provide this link to the Oregon Encyclopedia article about Vanport written by Portland State University historian Carl Abbott. (http://www.oregonencyclopedia.org/articles/vanport/#.VZ_tYvIVhBc)
11. Students may be assigned to read sections or the entire article. (10min)

Closure:

- Refer to the opening activity about a flood and having to leave their homes. Ask students what the community's next steps should have been and what they think happened as thousands of African Americans lost their homes and possessions and moved into Portland. (5 min)
- Students will write exit slip about how they would feel if the Vanport flood displaced them. What do they think would happen next?

Assessment of Student Learning:

Student's Note Taking Guide and exit slips

Modifications and Extensions:

- Students with an IEP could be given a pre-filled worksheet with bullet points to help formulate their own answers. Students who need a challenge activity can explore additional resources about Vanport on the Oregon
- Vanport 5 W's + H worksheet:

Lesson 6

Origins of Zoning and Housing Discrimination in Portland

Purpose/Rationale: This lesson will help students understand the origins and initial purpose of zoning. This lesson will help students understand about racial discriminatory norms and laws that shaped urban planning and housing segregation. This is relevant because urban planning and discriminatory laws from Oregon's past shaped the community we live in today.

Goal: Students will learn about the location of previous communities in Portland and how zoning laws shaped the urban landscape of Portland.

Objectives: Students will be able to explain zoning as it was initially designed and as it evolved over time. Students will use census maps and graphs to explain housing conditions in Portland neighborhoods. Students will identify racist laws. Students will list key contributions made by the Urban League to uplift and develop African American communities.

Background knowledge or skills students need prior to lesson. Students will have had two lessons on the Urban League. They will know how and why the Urban League was founded. Students will have some prior knowledge of racism in Oregon. Students will have knowledge of how Portland was settled.

Time:

Materials/Resources Needed:

- Students will need writing journals, pen/pencil
- Power Point Presentation (PDF)

Handouts:

- Zoning cards
- Map of Census Tracts
- Years of Schooling
- Condition of Housing
- Racial Identity

Hook or Introduction (5 min):

1. Students enter room and take out notebooks and write down the daily opener term.
2. Lead discussion on daily opener about the term Zoning. Open Power Point to guide lesson (See *Zoning Lesson*)
3. Explain the original intent of zoning in 1900 (5 min)

Activity

1. Prior to the beginning of class, tape off the class into two zones: a smaller zone in the corner and a larger zone that includes most of the classroom.
2. Hand out geometric shapes to students at random and ask them to stand in one of the two zones. They stand in the area that corresponds to the shape of the card they were given. (5 min)
3. Ask students how they feel about the zone in which they are standing and to hypothesize why their zone developed the way it is. (6 min)

4. Students return to their seats and pair share about the experience.

Part 2:

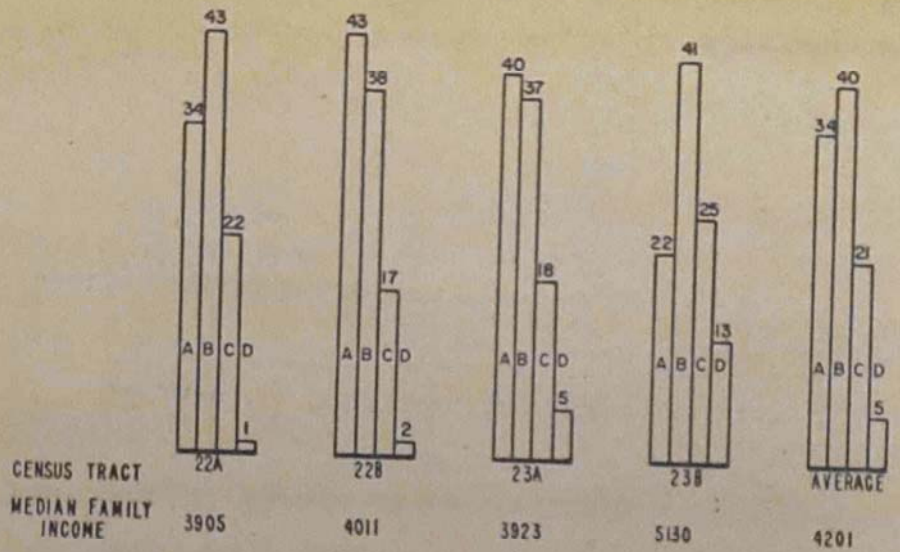
1. Assign students to groups of three or four and give each group the census map and one of the other three documents. Go over the Census Tract map. Explain what the map tells and show the area it illustrates on the larger map on power point (5 min)
2. After reading their document, students discuss: Who wrote the document? What does say? What is the time period? What issues does the document bring up about community action?
3. Circulate among the groups to monitor their discussion and then ask each group to report out. (15 min)
4. Students share out their documents while other students take notes on what their classmates are sharing.

Closure:

1. Each student will write a journal entry, pretending to be an African American wanting to purchase a home in a neighborhood close by, but having been denied a loan from the bank. The student will write a letter to a family member stating what happened, using historical events and facts to support what happened.
2. Circulate throughout the room, answering questions and helping student find resources and evidence from documents and discussion notes.
3. Modifications and Extensions: Students who have an IEP for lower level reading or writing can have a list of ideas provided to help guide their writing. Other students who need a challenge activity can write a letter to the editor arguing for or against the zoning designation in their neighborhood.

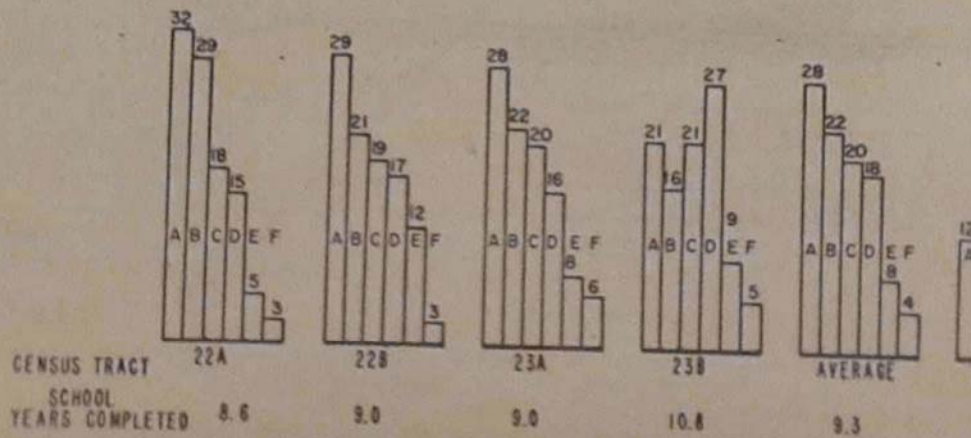
PER CENT OF FAMILIES WITH INCOME

- LESS than \$3,000 A
- \$3,000-\$4,999 B
- \$5,000-\$9,999 C
- \$10,000 and OVER D



INCOME

- ELEMENTARY
7 or less yrs. A
- Only 8 yrs. B
- HIGH SCHOOL
Only 1-3 yrs. C
- Only 4 yrs. D
- COLLEGE
Only 1-3 yrs. E
- 4 or more yrs. F



YEARS OF SCHOOL COMPLETED

The Condition of Housing Units
in Census Tracts 22A, 22B, 23A & 23B

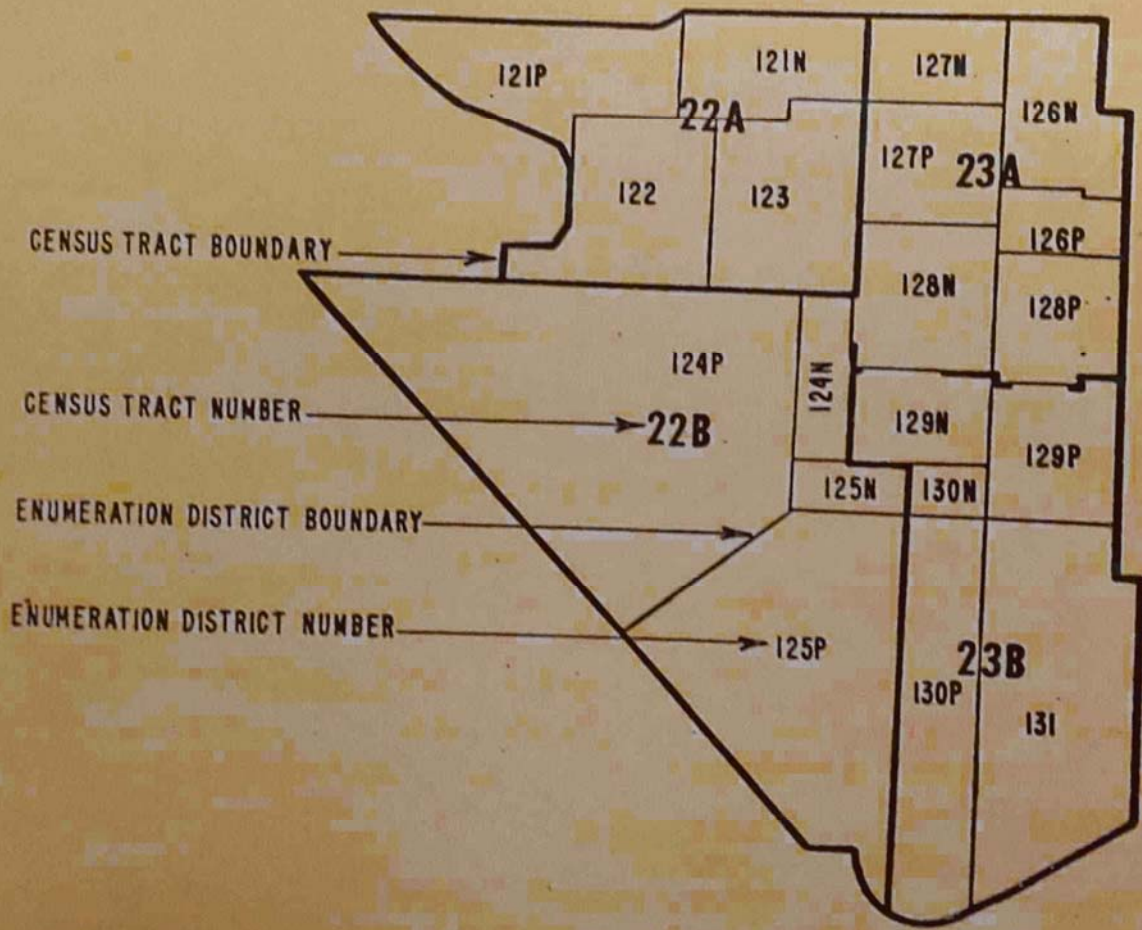
Enumeration District	Lacking Plumbing	Deteriorating	Dilapidated	Number of Housing Units
121N	4	62	26	231
121P	21	28	2	207
122	47	186	85	436
123	12	126	26	305
124N	9	21	17	126
124P	15	53	28	279
125N	4	8	-	42
125P	8	11	-	69
126N	1	54	5	235
126P	-	10	2	84
127N	-	82	21	163
127P	7	141	22	284
128N	14	99	93	291
128P	33	39	30	211
129N	3	96	68	207
129P	-	46	31	165
130N	-	10	1	37
130P	15	23	2	204
131	10	91	3	259
TOTAL	203	1186	462	3835

TOTAL Unsound Housing by % - 48.3
PORTLAND Unsound Housing by % - 19.0

The Age of Housing Units

Census Tract	Year Built 1950-1960		Year Built 1940-1949		Year Built 1939 or Earlier		Number of Housing Units
	No.	%	No.	%	No.	%	
22A	0	0.0	22	1.9	1157	98.1	1179
22B	0	0.0	0	0.0	516	100.0	516
23A	13	1.0	50	3.9	1205	95.0	1268
23B	0	0.0	4	.5	868	99.5	872
TOTAL	13	0.3%	76	2.0%	3746	97.7%	3835
PORTLAND		14.4%		13.2%		72.4%	

Source: 1960
S. Census



CENSUS TRACT BOUNDARY

CENSUS TRACT NUMBER

ENUMERATION DISTRICT BOUNDARY

ENUMERATION DISTRICT NUMBER

121P

121N

127M

126M

22A

122

123

127P

23A

126P

128N

128P

124P

124N

129N

129P

22B

125N

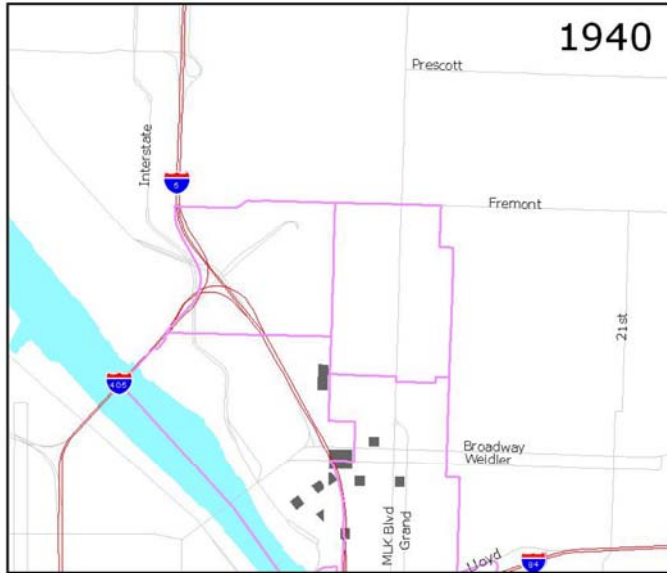
130N

125P

23B

130P

131








Portland Oregon's Albina Neighborhood (1940-1960)

Density of Non-white Residents (by block)



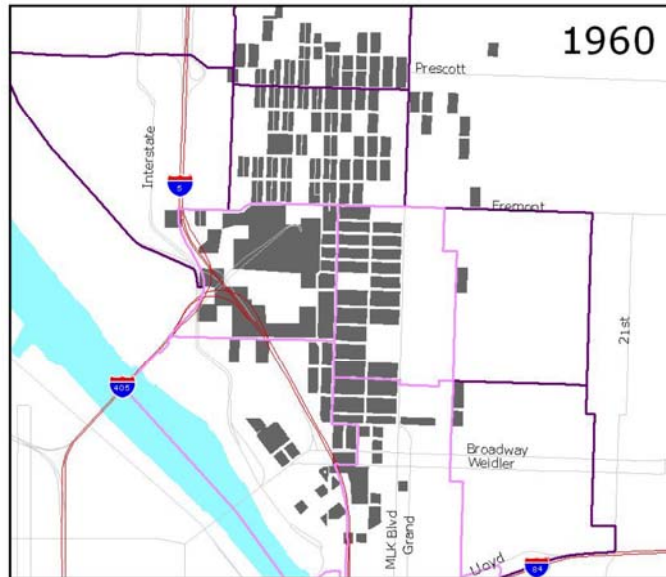
LEGEND

-  Blocks with 50%+ Non-white Residents (1940-1960)
-  Albina Neighborhood (1945)
-  Albina Neighborhood (1957)
-  Freeways
-  Major Roads

Date: July, 2009

Data Sources:
 Albina Neighborhood boundaries from the Portland Development Commission Report on the Albina Neighborhood Improvement Plan (1964-1974)
 Non-white Resident Density (by block) from the 1940-1950-1960 U.S. Census: Housing Supplements: Block Statistics

Prepared by: The Community Geography Project
 Institute of Portland Metropolitan Studies
 Portland State University



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