

Northwest History Consortium

Bringing Civil Rights Home

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7th and 8th Grade Learning Support Population (Special Education)

**The primary goal of this course is to develop literacy skills, and the secondary goal is to include social studies content as these students are being pulled out of mainstream social studies courses so that they can address reading performance issues that are quite significantly below grade level (on average, 2nd to 4th grade reading levels).*

National Standard

Era 9: Postwar United States (1945-1970s) / Standard 4

Standard 4: The struggle for racial and gender equality and for the extension of civil liberties

Washington State Standards *This unit addresses these Washington State 7th grade GLEs for Social Studies:

Content Standard 3: Geography - *The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.*

3.1: *The student understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.*

3.2: *The student understands human interaction with the environment.*

Content Standard 4: History - *The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.*

4.2: *The student understands and analyzes causal factors that have shaped major events in history.*

4.3: *The student understands that there are multiple perspectives and interpretations of historical events.*

4.4: *The student uses history to understand the present and plan for the future.*

Content Standard 5: Social Studies Skills - *The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.*

5.1: *The student uses critical reasoning skills to analyze and evaluate positions.*

5.2: *The student uses inquiry-based research.*

5.3: *The student deliberates public issues.*

5.4: *The student creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.*

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BACKGROUND (FOR TEACHERS' EYES ONLY)

Students will complete one or two units on the American Civil Rights Movement from Teaching Tolerance, including “The Children’s March” and “Mighty Times.” These are comprehensive teaching units and video footage that address injustices in the South prior to and during the Civil Rights Movement. Students will also have some prior knowledge with document evaluation, compare and contrast of concepts, and compare and contrast of different styles of literature.

In order to link the stories they research about civil rights in the Deep South with similar events in their Pacific Northwest community, students will review the housing document (ESB 6169) signed into law by Christine Gregoire in 2006. They will be asked to answer the following questions:

- Is this a credible source?
- What is directly stated by this document?
- What is implied?
- What is your personal reaction to this document?

PROBLEM (FOR TEACHERS' EYES ONLY)

These and other questions may be processed during the course of this unit:

- What motivated housing discrimination in the Seattle area in the 1950s and 1960s?
- What can be done to avoid housing discrimination today?
- Do our communities need to take specific actions to desegregate housing in the Puget Sound area? If so, what actions would you recommend they take to allow equal housing opportunities for all? If you think not, please support your position.
- Evaluate your own community. Are there areas that you feel more or less comfortable being in or around? What drives these feelings?
- What forms of discrimination or racial bias can you identify in your community, school, or neighborhood?

SCENARIO

In the 1920s, 30s and 40s, Seattle’s Innis-BroadLaurel neighborhood was established as an affluent gated community. The neighborhood boasted gorgeous housing, safe streets, and a first class golf course. At the entrance visitors were greeted by a guard who opened the admission gate to the residents and their guests. The community also promised a neighborhood free of excess animals and pollution by allowing only one dog or cat per house and no farm animals of any kind. Residents were not permitted to build any sheds or other outbuildings. Trees were guaranteed to be properly pruned by a trained lands crew, tree height maintained at all times to preserve the spectacular water views. All new home owners were required to sign housing covenants that bound them to follow the laws of the community.

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One section of the housing covenant said this:

15. Racial Restrictions: No Hebrew, Asian, African, Hispanic, Middle Eastern or other non-white person may purchase or otherwise occupy the property unless they are on the property as an employed servant to the white land owner.

Members of the community who did not follow the rules could be fined or forced to move out of the neighborhood.

TASK

The homeowners' association of the Innis-BroadLaurel neighborhood has decided that it is important for diligent work to be done to deliberately stop racial housing segregation in their area. To address this concern, they have established a committee to start working in good faith to embrace surrounding communities and neighborhoods. They are asking for youth from the Puget Sound area to come forward and assist with one of these needs. You will select one of these areas and submit your own proposal for their consideration.

- 1) The society would like to ask for help from the local stations of KING, channel 5, and KIRO, channel 7, to air an apology/public announcement to the greater Seattle area to inform them of changes in practices and procedures in the Innis-BroadLaurel neighborhood. They want this announcement to be easy for middle and high school students to relate to. Please work with a partner to write and record an appropriate two minute video apology/public announcement from the Innis-BroadLaurel Housing Association that can be aired on local television.
- 2) Design a public art installation that represents “equality” to the youth of your neighborhood. Write a one-page letter that details why the homeowners' association should sponsor the installation of this artwork in your neighborhood.
- 3) Research a list of 30-40 books that can be donated by the Innis-BroadLaurel homeowners' association to your local library to promote an understanding of “equality” for the youth of your community.
- 4) Design a new advertisement that can be printed in the local papers and online to promote new home ownership in Innis-BroadLaurel. Your ad should be no larger than 8x10 inches and may contain up to three color photos sized 2x3 inches or smaller.

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RESOURCES

Dictionary

"Civil-rights [et al definitions]." The American Heritage® New Dictionary of Cultural Literacy, Third Edition. Houghton Mifflin Company, 2005. 15 March 2011. <[Dictionary.com http://dictionary.reference.com/browse/civil-rights](http://dictionary.reference.com/browse/civil-rights)>.

civil rights definition:

"A broad range of privileges and rights guaranteed by the United States Constitution and subsequent amendments and laws that guarantee fundamental freedoms to all individuals. These freedoms include the rights of free expression and action (civil liberties); the right to enter into contracts, own property, and initiate lawsuits; the rights of due process and equal protection of the laws; opportunities in education and work; the freedom to live, travel, and use public facilities wherever one chooses; and the right to participate in the democratic political system."

"*Note:* Efforts to redress the situation of inequality, such as the civil rights movement and the women's movement, have resulted in legislation such as the Civil Rights Act of 1964, in affirmative action, and in the creation of the Equal Employment Opportunity Commission."

equal·i·ty definition:

"Function: *noun*

the quality or state of being equal: as **a:** sameness or equivalence in number, quantity, or measure **b:** likeness or sameness in quality, power, status, or degree"

race definition:

"*-noun*

1. a group of persons related by common descent or heredity.
2. a population so related.
3. **Anthropology**
 - a. any of the traditional divisions of humankind, the commonest being the Caucasian, Mongoloid, and Negro, characterized by supposedly distinctive and universal physical characteristics: no longer in technical use.
 - b. an arbitrary classification of modern humans, sometimes, esp. formerly, based on any or a combination of various physical characteristics, as skin color, facial form, or eye shape, and now frequently based on such genetic markers as blood groups.
 - c. a human population partially isolated reproductively from other populations, whose members share a greater degree of physical and genetic similarity with one another than with other humans.
4. a group of tribes or peoples forming an ethnic stock: *the Slavic race*.
5. any people united by common history, language, cultural traits, etc.: *the Dutch race*.

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6. the human race or family; humankind: *Nuclear weapons pose a threat to the race.*
7. **Zoology** - a variety; subspecies.
8. a natural kind of living creature: *the race of fishes.*
9. any group, class, or kind, esp. of persons: *Journalists are an interesting race.*
10. the characteristic taste or flavor of wine."

"-adjective

11. of or pertaining to the races of humankind."

"Origin:

1490–1500; < F < It *razza*, of obscure orig."

"—Synonyms

1. tribe, clan, family, stock, line, breed. RACE, PEOPLE, NATION are terms for a large body of persons who may be thought of as a unit because of common characteristics. In the traditional biological and anthropological systems of classification RACE refers to a group of persons who share such genetically transmitted traits as skin color, hair texture, and eye shape or color: *the white race; the yellow race.* In reference to classifying the human species, RACE is now under dispute among modern biologists and anthropologists. Some feel that the term has no biological validity; others use it to specify only a partially isolated reproductive population whose members share a considerable degree of genetic similarity. In certain broader or less technical senses RACE is sometimes used interchangeably with PEOPLE. PEOPLE refers to a body of persons united usually by common interests, ideals, or culture but sometimes also by a common history, language, or ethnic character: *We are one people; the peoples of the world; the Swedish people.* NATION refers to a body of persons living under an organized government or rule, occupying a defined area, and acting as a unit in matters of peace and war: *the English nation.*"

per·son definition:

"-noun

1. a human being, whether man, woman, or child: The table seats four persons.
2. a human being as distinguished from an animal or a thing."

Document

State of Washington Senators Kohl-Welles, Fairley, Prentice, Schmidt, Keiser, Benson, Kline, Franklin, Pridemore, Poulsen, and Esser. "Engrossed Senate Bill 6169." 13 February 2006. University of Washington (Seattle Civil Rights & Labor History Project). ©2004 - 2011. Seattle, WA. 15 March 2011 <<http://depts.washington.edu/civilr/images/segregated/covenants/6169.PL.pdf>>.

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Internet

"The Civil Rights Project." University of California Los Angeles. ©2010 - 2011 UC Regents. Los Angeles, CA. 15 March 2011 <<http://www.civilrightsproject.ucla.edu/>>.

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"Seattle Office for Civil Rights." Seattle.gov. ©1995 - 2011 City of Seattle. Seattle, WA. 15 March 2011 <<http://www.seattle.gov/civilrights/>>.

"Teaching Tolerance: A Project of The Southern Poverty Law Center." Tolerance.org. 2011. Montgomery, AL. 15 March 2011 <<http://www.tolerance.org/>>.

"United Streaming Video Clips." Discovery Education. ©2011 Discovery Education. Silver Springs, MD. 15 March 2011 <<http://www.discoveryeducation.com/>>.

ASSESSMENT

Read the scenario with your family at home. Record at least 5 comments that were discussed by members of your family after they heard the scenario. Did this scenario trigger any memories/stories from the people in your family?

Reflect as a family on what the word "race" means to you. What feelings does your family share when they discuss this word? Is it a legitimate term? Is there a better term that could be used instead?

Your final assessment is to organize your family feedback and share it with our class. You determine the format that you would like to deliver it in (poster, audio clip, video clip, outline, paragraph, or ?).

REFERENCES/CITATIONS

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