Black Lives Matter at School Week of Action 2020

*Washington History* Resource Guide

This *Black Lives Matter at School Week of Action Washington History* Resource Guide is a curated list of content from *Washington History* including:

- Profiles of famous as well as less well-known black women and men who have made their mark on Washington, D.C.;

- Articles addressing political and social issues affecting the lives of black women and men in Washington, D.C., from its founding to the near-present;

- Pieces highlighting the impact of local black women and men on the arts, business, culture and politics of Washington, D.C.

- *Teachable Moments* – short articles designed for classroom use that take a single local primary source and explore its historical context with DCPS curricular needs in mind; and

# Table of Contents

*Washington History in the Classroom* ........................................................................................................... 4

Selected profiles .................................................................................................................................................. 5

- Dorcas Allen .................................................................................................................................................. 5
- Benjamin Banneker ...................................................................................................................................... 5
- Marion Barry ................................................................................................................................................ 5
- Perry Carson .................................................................................................................................................. 5
- Charles Drew ................................................................................................................................................. 5
- Lillian Evanti ................................................................................................................................................ 5
- Ellington, Edward Kennedy “Duke” ................................................................................................................ 5
- Louis Edwin Fry, Sr. ....................................................................................................................................... 5
- Loretta Carter Hanes .................................................................................................................................... 6
- George E. C. Hayes ...................................................................................................................................... 6
- James Oliver Horton ..................................................................................................................................... 6
- Louise Daniel Hutchinson .............................................................................................................................. 6
- Elizabeth Keckly ......................................................................................................................................... 6
- Gail Sylvia Lowe ......................................................................................................................................... 6
- Mark Mack .................................................................................................................................................. 6
- James A. Miller ............................................................................................................................................ 6
- James Madison Nabrit .................................................................................................................................. 6
- Steven Cameron Newsome ............................................................................................................................ 6
- George Pointer ............................................................................................................................................ 7
- Dorothy Porter ............................................................................................................................................ 7
- Mary Johnson Sprow .................................................................................................................................. 7
- Henry O. Tanner .......................................................................................................................................... 7
- Walter E. Washington ................................................................................................................................... 7
- Ann Marie Weems ....................................................................................................................................... 7
- George Henry White ..................................................................................................................................... 7
- Garnet C. Wilkinson ..................................................................................................................................... 7
- John Francis Nicholas Wilkinson .................................................................................................................. 7
Selected articles highlighting local acts of civic activism ................................................................. 8
Selected articles addressing local arts, business, culture, and community ...................................... 9
Teachable Moments addressing compensation emancipation, racial covenants, and the civil rights era 10
Case Study: Community Policing in the Nation’s Capital, 1968-1973 ............................................. 11
Washington History in the Classroom

The Historical Society of Washington, D.C., is a 501(c)(3) educational and research organization that collects, interprets, and shares the history of our nation’s capital. Washington is known throughout the world as a monumental federal city. Less well-known are the stories of Washington’s many diverse and vital communities. The Historical Society helps make this local history readily available to the public to promote a sense of identity, place, and pride in Washington and to preserve this heritage for future generations.

*Washington History* is the only scholarly journal devoted exclusively to the history of our nation’s capital. *Washington History* is the successor to the *Records of the Columbia Historical Society*, first published in 1897. The Historical Society of Washington, D.C. began publishing today’s *Washington History* magazine in 1989, the same year the organization changed its name. *Washington History* is filled with scholarly articles, reviews, and a rich array of images. It is written and edited by distinguished historians and journalists.

*“Washington History* magazine is an essential teaching tool that brings peer-reviewed historical analysis of local topics to local students,” says Bill Stevens, a D.C. public charter school teacher. “In the 19 years I’ve been teaching D.C. history to high school students, my scholars have used *Washington History* to investigate their neighborhoods, compete in National History Day, write and produce plays based on real-life historical characters. They’ve grappled with concepts such as compensated emancipation, the 1919 riots, school integration, and the evolution of the built environment of Washington, D.C.

I could not teach courses on Washington, D.C. history without *Washington History*.”

The full run of *Washington History* is available in print as well as online through the JSTOR database, which accessible through the Kiplinger Research Library at the DC History Center as well as many public and school libraries.

For more information on *Washington History* and Kiplinger Research Library, exhibits, and other services of the Historical Society of Washington, D.C., visit the DC History Center, 801 K Street NW, or online at www.dchistory.org.
Selected profiles

**Dorcas Allen**

**Benjamin Banneker**

**Marion Barry**

**Perry Carson**

**Charles Drew**

**Lillian Evanti**

**Ellington, Edward Kennedy “Duke”**

**Louis Edwin Fry, Sr.**
Loretta Carter Hanes

George E. C. Hayes

James Oliver Horton

Louise Daniel Hutchinson

Elizabeth Keckly

Gail Sylvia Lowe

Mark Mack

James A. Miller

James Madison Nabrit

Steven Cameron Newsome
George Pointer

Dorothy Porter

Mary Johnson Sprow

Henry O. Tanner

Walter E. Washington

Ann Marie Weems

George Henry White

Garnet C. Wilkinson

John Francis Nicholas Wilkinson
Selected articles highlighting local acts of civic activism


Selected articles addressing local arts, business, culture, and community


Teachable Moments addressing compensation emancipation, racial covenants, and the civil rights era

These short articles are designed for classroom use. They take a single local primary source and explore its historical context with DCPS curricular needs in mind.

✓ Using primary sources ✓ Emancipation

✓ Using primary sources ✓ Geography ✓ Map skills ✓ Built environment

✓ Using primary sources ✓ Civil Rights

✓ Using primary sources ✓ Civil Rights ✓ Transportation changes

✓ Using primary sources ✓ Map skills ✓ Built environment

Sarah Jane Shoenfeld, “‘Blockbusting’ and Racial Turnover in Mid-Century D.C.,” 30-2 (fall 2018), 50-54
✓ Using primary sources ✓ Civil Rights ✓ Geography ✓ Map skills ✓ Built environment

What was the Pilot District Project?
The Pilot District Project (PDP) was a federally funded experiment in community policing. The program launched in 1968 with broad goals for police reform and citizen participation in a predominantly African American area of Washington, D.C., and was an early effort to intervene in the ways that police and residents interacted on the streets. Mired in internal struggle and public clashes, the PDP ended without fanfare when the funding ran out.

The PDP launched with broad goals for police reform and citizen participation. The city’s Third District (now most of today’s Ward 1) was selected as the pilot location. Although the PDP faced criticism from some District residents—resentful of attempts by white government officials to exert control over black neighborhoods—they were active in public meetings and campaigned for positions on the advisory board.

What did the PDP accomplish?
The project enacted several important innovations during its five-year run, including 24-hour police stations, citizen ride-alongs, and a series of bulletin boards to share information about police work. The program also introduced police sensitivity training along with Spanish-language training. Looking back 50 years later, the PDP serves as a timely reminder that the struggle to repair relationships between police and African Americans is not new.

However, the PDP was a short-lived, controversial program. Conceived as a pilot, it never expanded to other cities. By pretty much any standard, it was not a resounding success. But does that mean it was a failure? Looking back at this project, which operated under both liberal and conservative administrations, helps us understand how citizens and the police force have long disagreed about how we use public space.

Why study the Pilot District Project?
The PDP is a study both in federal intervention in local affairs and a look at grassroots activism. The PDP citizens advisory board was Marion Barry’s first elected office in D.C. Other prominent participants included Carlos Rosario (the leading Latino community activist in Washington, D.C. during the 1960s), Charles I. Cassell (chair of the Black United Front and founder of the D.C. Council of Black Architects), David A. Clarke (served on the first elected Washington City Council), Calvin W. Rolark (founder of the United Black Fund, Inc. and the Washington Informer), and Walter Fauntroy (Citizens Committee for Equal Justice). Fifty years on, this is a compelling and timely story of urban policing, community participation and resilience, federal intervention, and a program with good intentions that perhaps was never up to its herculean task.

How can my students learn more about the Pilot District Project and the history of interactions between the police and residents in Washington, D.C.?
The following suggested resources are available online through both free sites and fee-based databases; the latter can be accessed through the Kiplinger Research Library at the DC History Center, the DC Public Library, the Library of Congress, and through some school libraries.
www.jstor.org/stable/40073456

This excerpt analyzes a key facet of the urban environment - police /community/ City Council relations. In so doing, it captures the city’s atmosphere as it began the transition from appointed to elected city government. The author served from 1967 to 1969 as the presidentially appointed chairman of the first City Council since Reconstruction.


Since its creation in 1960, SNCC had focused on register- ing African Americans in the rural South to vote, and it had not been very active in Washington. In spring 1965, though, SNCC members sensed an opportunity to organize the black community because "no one else is doing anything effective" in D.C. despite "the existence of a body of people who want to move." Marion Barry, who came to the city in spring 1965 to take over the local SNCC office, saw the fare dispute as a local issue that could motivate people to participate in an organized protest.

Thomas L. Lalley Pilot District Project files (MS 0885) and Robert Shellow Pilot District Project files (MS 0907), Kiplinger Research Library, DC History Center, https://dchistory.pastperfectonline.com/

The records include Pilot District Project founding documents, minutes of meetings, annual reports, publications, clippings. This material covers the origin and history of the project, including background, structure, events, personnel, and results. Available at the Kiplinger Research Library in the DC History Center at the historic Carnegie Library.

CG 8225: The People and the Police  
https://www.youtube.com/playlist?list=PLugwVCjzrJsV6H33v35BFdMfxVf0Iqrqr  
https://catalog.archives.gov/id/73174

Documentary film held by the National Archives and Records Administration that captures the early, turbulent years of OEO’S experiment in police-community relations in Washington, DC.

Group Processes in Police-Community Relations, By Kenn Rogers, Ph. D.  

...“Solution,” indeed, took the form of a "law and order" campaign for the Presidency by Richard Nixon in 1968, with its strong racial overtones and the implication that more cops, more guns, more toughness, no more coddling, and presto-no crime. It did not work out that way. Something else must be tried... Across the country of America, there is a large gap between police and inner city residents. On the establishment side there is an opinion that police are justified by performing their duties by virtually whatever means necessary-on the nonestablishment side it is very widely understood that some police will do anything necessary whether justified or not. Washington, D.C., a city of 70 per cent Blacks, the capital of the nation, the place where Congress and the President dwell, is no exception to the rule of police-citizen misunderstanding and alienation on both sides. To this end there are two sides with no bridge between them-Where do we go from here? (The Pilot District Project Newsletter, Vol. 1, No. 1). This paper describes efforts to build such a bridge and in the process to develop data pointing to where to go from there. It is an analysis and evaluation of four four-day intensive working seminars conducted by the District of Columbia Government Pilot District Project (PDP). Designed to enable participants to explore the nature of authority and the problems encountered in its exercise, each seminar was attended by police officers working and civilian citizens living in Washington D.C.'s Third Police District.”