



## Before visiting the exhibit Lesson A

Essential Questions/	<ul style="list-style-type: none"><li><input type="checkbox"/> EQ: Was '68 a watershed year of change for WA?</li><li><input type="checkbox"/> EQ: What was going on in the 1960s that rocked Washington and the world?</li></ul> <p><b>At the end of this lesson students will...</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Have an understanding of major events of the 1960s through the eyes of people from Washington State.</li><li><input type="checkbox"/> Be able to place important events on a timeline.</li><li><input type="checkbox"/> Categorize major events into international, national, and state events.</li><li><input type="checkbox"/> Categorize events into political, social, and cultural events.</li></ul>
Materials	<ul style="list-style-type: none"><li><input type="checkbox"/> Opener excerpts</li><li><input type="checkbox"/> Student Handout (note sheet, timeline, reflections)</li></ul>
Standards	<p><b>Common Core Reading:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</li><li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2 determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li></ul> <p><b>Common Core Writing:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li></ul> <p><b>State Social Studies Standards:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> History: Understands historical chronology.</li><li><input type="checkbox"/> History: Understands that there are multiple perspectives and interpretations of historical events.</li></ul>

Activity	<p><b>Before the Lesson:</b></p> <ul style="list-style-type: none"> <li>● <i>Elementary:</i> Students should have an understanding of major political, social, and cultural movements that were going on in the 1960's. These could include, but are not limited to Civil Rights, Women's Rights, Conservation, Anti-Vietnam War, Art and culture, etc. Teacher may want to take the approach of looking at important national figures (Dr. King, Abbie Hoffman, President Kennedy, etc.). <ul style="list-style-type: none"> <li>○ This could be done through readings, images, audio recording, video, charts, and maps.</li> <li>○ Use what is appropriate and meets the needs of students.</li> </ul> </li> <li>● <i>Middle School:</i> Students should have an understanding of events that led to the different political, social, and cultural movement that occurred in the 1960's. This could include but is not limited to the end of WWII, Rise of Communism, the Baby Boom, Brown v. Board decision, etc. <ul style="list-style-type: none"> <li>○ This could be done through readings, images, audio recording, video, charts, and maps.</li> <li>○ Use what is appropriate and meets the needs of students.</li> </ul> </li> <li>● <i>High School:</i> Students should have an understanding of how different patterns and factors lead to political, social, and cultural change. They should also have an understanding of how context influences the perspective of individuals during different historical eras. <ul style="list-style-type: none"> <li>○ This could be done through readings, images, audio recording, video, charts, and maps.</li> <li>○ Use what is appropriate and meets the needs of students.</li> </ul> </li> </ul> <p><b>Entry Task:</b></p> <ul style="list-style-type: none"> <li>● Have students brainstorm definitions and give examples of political, social, cultural movements.</li> </ul> <p><b>Activity:</b></p> <p><i>Part 1</i></p> <ul style="list-style-type: none"> <li>● Give students one of the opener excerpts, a short reading of people profiled in the 1968 exhibit.</li> <li>● Have students read and gain an understanding of the following: <ul style="list-style-type: none"> <li>○ What are the characteristics of the people that said the quote or are being discussed in the quote?</li> <li>○ Summarize what the reading says.</li> <li>○ Does the reading discuss a political, social, or cultural event?</li> <li>○ Does the reading discuss an international, national, or Washington based event?</li> </ul> </li> </ul> <p><i>Scaffolds for support:</i></p> <p>For students or classes that need more support teachers could:</p> <ul style="list-style-type: none"> <li>● Assign a smaller selection of readings to the class.</li> <li>● Edit the readings to meet the needs of students.</li> <li>● Highlight key words or phrases to help point students in the right direction.</li> <li>● Allow students to work in groups of 2 or more to come up with a common summary.</li> </ul> <p>For more advanced students teachers could:</p> <ul style="list-style-type: none"> <li>● Add higher level questions to the student handout in the summary section.</li> <li>● Have student make comparisons to current events .</li> </ul> <p><i>Part 2</i></p> <ul style="list-style-type: none"> <li>● Students will share their information from the reading they were assigned.</li> <li>● Students will participate in an activity where a student shares their information and then trades readings with another student and then shares with different student.</li> <li>● This should go on until each student has gather information from at least 4 different students.</li> </ul>
----------	--

Activity	<p><i>Scaffolds for support:</i> For students or classes that need more support teachers could:</p> <ul style="list-style-type: none"> <li>● Do the sharing of information as a whole class activity.</li> </ul> <p><i>Part 3</i></p> <ul style="list-style-type: none"> <li>● Once students have gathered information from different sources have them get into groups of 2-4 and work on the timeline portion of the student handout.             <ul style="list-style-type: none"> <li>○ <i>Note:</i> students may not get information from all of the different readings in the activity.</li> </ul> </li> <li>● On the timeline students will place events in chronological order and label them as political, social, or cultural as well as international, national, or Washington based.</li> <li>● Once students have plotted all their they should work others to add to their timeline.</li> </ul> <p><i>Scaffolds for support:</i> For students or classes that need more support teachers could:</p> <ul style="list-style-type: none"> <li>● Do this as a whole class activity.</li> <li>● Have students work in groups of 2 or more.</li> <li>● Make a list of the events and classify them as political, social, or cultural and international, national, or Washington based for the students to refer to as they put together their timeline.</li> </ul> <p>For more advanced students teachers could:</p> <ul style="list-style-type: none"> <li>● Have students make predictions about the causes and effects of the different events.</li> <li>● Have students make connections between historical events and current events.</li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>● After the students have built their timelines have students reflect on the following questions on their student handout:             <ul style="list-style-type: none"> <li>○ What surprised you about what you learned today?</li> <li>○ What changed, challenged, or confirmed your think prior to today?</li> <li>○ What questions do you still have about events from the 1960's that rocked Washington and the world?</li> </ul> </li> </ul> <p><i>Scaffolds for support:</i> For students or classes that need more support teachers could:</p> <ul style="list-style-type: none"> <li>● Have students answer one question</li> </ul>
Formative Assessment	<p>The completed student handout could be the formative assessment of this lesson</p> <p><b>Exit ticket ideas:</b></p> <ul style="list-style-type: none"> <li>● Reflection section on the student handout.</li> <li>● Students could pick one event (international, national, or Washington based) that 'they think is the most important to the people of Washington in the 1960's.</li> </ul>

## Excerpts for lesson 1

### L1.1 Stuart Elway:

“Rene Remund, now a retired lawyer, remembers the most important thing he learned when he was 22, doorbelling in the summer of ‘68: ‘That a relatively small number of people committed to a purpose can make a change. The members of Action for Washington acquired a group understanding of the dynamics of democracy and went on to affect politics in the State of Washington for years to come. It was one of the drop-the-rock-in-the-water events where the ripples go out.’”

---

### L1.2 Nat and Thelma Jackson:

“I swore that I would change the world. We lived in rural Louisiana, where Jim Crow was brutal and the kids went to segregated schools with some hand-me-down books from white schools. What mattered more was that I was raised with the understanding that being a Jackson meant you are somebody. But you can’t expect people to have opportunity when they’re discriminated against.”

Jackson and his warm and resourceful wife, Thelma, arrived in Washington State in 1968 and became a key players in the push for equal opportunity. A half century later, the Lacey residents are still in the trenches.

---

### L1.3 Polly Dyer

On October 2, 1968, amid the war protests, assassinations and riots that shook the world that year, came a bright spot, the political equivalent of a mountain meadow. With the stroke of a pen, President Lyndon B. Johnson created the North Cascades National Park, Washington’s third national park. It stretches from the Canadian border to the Lake Chelan National Recreation Area.

---

### L1.4 Wes Uhlman

He proved to be a “politician of his times and the sweeping political and cultural revolutions of the ‘60s paved the way for the changes he made.” In a few short months, Uhlman named Latino civil rights activist Cesar Chavez “first Citizen of Seattle,” flew flags at half-staff for student protesters killed at Kent State by the National Guard, and closed I-5 express lanes so University District protesters spilling onto the freeway could march downtown.

---

### L1.5 Arthur Fletcher

That 1968 was a leap year somehow fit. It was as if the furies had extracted an extra day of fear and loathing because 365 simply weren’t enough. The Pentagon upped the draft by 72,000 two weeks before the Tet Offensive... Walter Cronkite told America the Vietnam War was unwinnable; the Kerner Commission on Civil Disorders pointed to racism and economic hopelessness as the root cause of ghetto riots... the Rev. Martin Luther King was assassinated on a Memphis motel balcony. Riots raged across the nation...

---

### L1.6 Arthur Fletcher

[They] remember 1968 as the year “Negroes” became “blacks.” By year’s end, in fact, “Negro had become a pejorative applied to those who would not stand up for themselves,” historian Mark Kurlansky wrote. That October, The Seattle Times used “Afro-Americans” and “black people” for the first time. It was in a story about a new black-owned Seattle clothing store featuring Dashiki blouses and other “colorful African designs.”

---

### L1.7 Dan Evans

We are frustrated by the fourth most costly war in our history—a war in which we spend \$1 million every 20 minutes; a war which under the present administration we have not won in Saigon, cannot negotiate in Paris and will not explain to the American people. But if we are frustrated by a war on the mainland of Asia, we are even more burdened by the crisis in the main streets of America—a crisis of violence and stolen hope; a crisis of lawlessness and injustice; an impulsive reckless dissatisfaction with what we are and a desperate outcry for what we could be once again.

---

### L1.8 Karen Fraser

Being at the University of Washington in 1968 with 30,000 other human beings under 30 was like watching the seeds of change sprout in a petri dish. ... as the campus roiled with debate and dissent during one of the most tumultuous years in American history. It played out in demonstrations on the quadrangle; around the black-and-white TV sets in the Husky Union Building where students gathered to watch Walter Cronkite’s reports on the war in Vietnam; in classrooms and residence halls and in the pages of the *UW Daily* and *tyee* magazine.

---

### L1.9 Karen Fraser

On March 12, McCarthy turned the political world upside down. His strong runner-up showing to a sitting president in the nation’s first primary underscored Lyndon Johnson’s vulnerability. Two weeks later, LBJ announced he would not seek re-election, and the making of the president 1968 became a free-for-all punctuated by assassinations and rioting. For McCarthy, genuineness wasn’t enough. Come November, the “new” Nixon defeated Vice President Hubert Humphrey, who was perceived as old news, irreparably damaged by the Johnson administration’s conduct of the Vietnam War.

---

### L1.10 Norm Dicks

The struggle for civil rights and America’s escalating involvement in Vietnam stoked student activism. “In the spring of 1963, we rose up and fought to keep the bricks from being paved over in the ‘Quad’—the university’s historic main quadrangle,” Dicks remembers. “It was amazing—the first time we had really stood up for anything against the administration.” He was a member of the student Board of Control, which initiated an “Open Forum” for outdoor oratory on campus.

---

### L1.11 Norm Dicks

April was the cruelest month. Robert F. Kennedy, whom Dicks hoped would become president, announced to a stunned crowd of supporters that the Rev. Martin Luther King Jr. had been murdered in Memphis. Two months later, RFK was dead, too. “Then we had the chaos at the Democratic National Convention in Chicago... And Vietnam was on the nightly news every night. It still seems so shockingly real—the war, the protests, the riots. Television had emerged as the most powerful media. It played a huge role in bringing home the drama.”

---

### L1.12 Tom Robbins

The “Psychedelic Sixties” seems to have replaced the “Gay Nineties” and the “Roaring Twenties” as “the decade that will not die”—and for far more serious and significant reasons. In politics ..., in music and fashion, in art and advertising—and especially—in social behavior and spiritual orientations, that “decade” that in Washington State didn’t fully manifest itself until late 1965 and peaked in ’68, not only left an indelible imprint but is referenced (nostalgically, derisively, or both) more often than any other period in our history.

---

### L1.13 Pat O’Day

The Jimi Hendrix Experience returned to Seattle in unconditional triumph. *Electric Ladyland*, their new double album, rocketed to No. 1 on the Billboard charts as Election Day approached. The Nixon-Agnew ticket was pledging “Law and Order” and “Peace in Vietnam, Nixon’s way.” Vice President Hubert Humphrey, the Democrats’ nominee, struggled to free himself from Lyndon Johnson’s tattered coattails and images of Chicago cops thrashing anyone without a crew-cut. Hendrix’s virtuoso version of Dylan’s “All Along the Watchtower,” a breakout single from the album, struck millions as an anthem for the year that changed the world. There was “too much confusion” and “no relief,” Jimi lamented. “Outside in the cold distance, a wildcat did growl; two riders were approaching, and the wind began to howl!”

---

### L1.14 Jim Ellis

“By 1965 forecasters were predicting that King County’s population might double to two million in 20 years,” historian William H. Mullins wrote in a study of the Forward Thrust campaign. “The most optimistic economists thought the state could gain 60,000 jobs every year, most of them along the newly completed segment of Interstate 5 running between Tacoma and Everett through Seattle. Ellis fretted that the region was doing little to prepare for growth.”

---

### L1.15 Bryon Loucks

In my life I’ve had a number of role models. Growing up in the early 1950s one of my favorite comic book characters was Sgt. Rock, a rough-tough World War II character who was always there for his men. In Vietnam, I often thought about Sgt. Rock. During that first tumultuous baptism by fire, I was convinced there was no way I was going to come through alive. We were totally surrounded by enemy troops. Numerous attempts to extract us had failed... Although I was so afraid I could taste the fear clotting in my throat, I distinctly remember thinking to myself, “What would Sgt. Rock do in this situation?” For me the response was, “They may get me, but I’ll take a few with me.” It sounds corny now all these years later, but Sgt. Rock was there with me on that day to give me the courage to overcome my fears and fight as a team member against incredible odds.

---

#### L1.16 Ralph Munro

The next month, April 1968, Evans told reporters he wanted to encourage an army of citizen volunteers, especially in endeavors requiring compassion and understanding, such as helping with prisoner rehabilitation, aiding [developmentally delayed] youngsters and tutoring underprivileged children. "It's a known fact that a high percentage of retarded youngsters in our institutions, if they are given sufficient training and help, can improve enough to return to a home environment. But it takes volunteers such as I met recently met at Fircrest School..."

---

#### L1.17 Ralph Munro

Disabled people were still shunned by society in the 1960s and stuck in state institutions. But progress came as advocates, including Munro, positioned themselves under the umbrella of the civil rights movement.

---

#### L1.18 Phyllis Lamphere

AT THE start of 1968, when the new council members were settling into office, it was still legal in Seattle to discriminate against minorities when renting apartments or selling houses. And discrimination was rampant. Restrictive covenants and deeds blatantly barred minorities from living in large swaths of the city. 5 \* Bias in the real estate industry kept brokers from even showing houses to minorities in most areas. In 1960, more than three-quarters of Seattle's black population lived in one neighborhood, the Central Area.

---

#### L1.19 Larry Gossett

In January 1968, Gossett and others formed the Black Student Union at the UW, with the aim of organizing chapters at junior high schools, high schools and colleges throughout Washington and Oregon. Their research found that among UW's estimated 30,000 students there were about 200 blacks, 20 Native Americans, and 10 Latinos. Of the 600 counselors who advised students, none were minorities until the first black counselor came on board in early 1968. They looked at 1,100 classes and could not find one that used a book authored by a minority, Gossett said.

---

#### L1.20 Lem Howell

IN 1968 Howell was ready to go into private practice. Racism was alive and well, according to *Race and Violence in Washington State*, also known as the Kramer Commission report. Secretary of State Lud Kramer, a former activist Seattle councilman, oversaw the study. Riots and disorder were primarily rooted, the report concluded, in "long-term pervasive exclusion of those who are different from white middle-class America." This exclusion, "founded in both racial and cultural discrimination," permeated American life, the report said. Biased policing was also a factor in violence and disorder.

---

#### L1.21 Maxine Mims

The events of 1968, often characterized as "The year that changed the world," significantly impacted Mims' outlook on her role as a leader. "The murdering of a Martin Luther King and the Kennedys was very painful. But you have to re-image, 'What does that mean in terms of you, Maxine?' " She says, framing the question rhetorically. "Well, I had to increase my studies. I had to look at theology. I had to absolutely say, 'What does liberation theology mean to me?' What does it mean for me to have met Martin? What privilege I had. I had to rise with confidence and do something about it. So in me, their farewells forced me to do a capital hello. And in that, that's why you have the Tacoma campus."

## Handout: Summary, Timeline, Reflection

### Summary

Directions: After you read your excerpt, complete the questions and chart below about the reading that you were assigned.

- ❖ What are the characteristics of the people that said the quote or are being discussed in the quote?
- ❖ Does the reading discuss a political, social, or cultural event?
- ❖ Does the reading discuss an international, national, or Washington based event?

Summary of the reading	
What does the reading say?	
What does the reading mean?	

As you gather information from other students take notes about what you learned (you will not get information from all students).

Summary of Information	Event type	
	Political (P) Social (S) Cultural (C)	International (I) National (N) Washington (W)







Secretary of State  
*Kim Wyman*

Legacy Washington



## Before visiting the exhibit Lesson B

Essential Questions/ Objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: Was '68 a watershed year of change for WA?</li> <li><input type="checkbox"/> EQ: What makes a good question for research?</li> </ul> <p><b>At the end of this lesson students will...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a lens of focus for their inquiry.</li> <li><input type="checkbox"/> Design questions to guide the display visit to the <i>1968: The Year That Rocked Washington</i> display as well as further research.</li> </ul>
Materials	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handout: Focus Topic</li> <li><input type="checkbox"/> Shortened Question Formulation Technique (QFT)</li> </ul>
Standards	<p><b>Common Core Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2 determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> </ul> <p><b>Common Core Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p><b>Common Core Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>State Social Studies Standards:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History: Understands that there are multiple perspectives and interpretations of historical events.</li> </ul>

Activity	<p><b>Entry Task: Think-Pair-Share</b></p> <ol style="list-style-type: none"> <li>1. Think: Students should review the timelines they created yesterday and identify the events that seem to them to be:             <ol style="list-style-type: none"> <li>a. Most important</li> <li>b. Most interesting</li> <li>c. Most connected to our lives today</li> </ol> </li> <li>2. Pair: Students should share with a neighbor which events from the timeline they chose for each and why.</li> <li>3. Share: Teacher should ask 4-5 students to share what stood out from their paired discussion.</li> </ol> <p><b>Activity: Question Creation for Display Research</b></p> <p><b>A - Lens Selection (see handout)</b></p> <ol style="list-style-type: none"> <li>1. Assign or have students select a partner. They will work together in preparation for the exhibit visit, they will analyze the exhibit together, and they will research and create the final project together.             <ol style="list-style-type: none"> <li>a. <i>For elementary students - teachers may choose to have the class do one focus topic all together and lead the group through this brainstorm and the next question creation process as a whole group.</i></li> <li>b. <i>For high school students - teachers may choose to have each individual student pick a focus topic and create their own questions.</i></li> </ol> </li> <li>2. Read the Background information (in reading partners, as a whole class, or whatever structure works best in your classroom).</li> <li>3. Partners pick a focus topic and complete the <i>Think we know, Want to find out</i> brainstorm sheet. What they write can be very general about the groups of focus or very specific about things they know about the 1960s/1968 in particular.             <ol style="list-style-type: none"> <li>a. Teachers - Encourage an approximately equal number of groups to focus on each of the different topics, if possible. However, student choice can be a powerful motivator.</li> <li>b. Students - It is ok to be wrong on a brainstorm. It is a collection of our best-informed guesses, ideas and questions that we have at this moment. You'll get more specific and clarify any misconceptions in your learning later.</li> </ol> </li> </ol> <p><b>B - Question Formulation</b></p> <ol style="list-style-type: none"> <li>1. Students should follow the Question Formulation Technique as outlined on the handout. Teacher should determine the right division of time for students to complete each step in their partnerships.             <ol style="list-style-type: none"> <li>a. Create Essential Question using question stem and chosen topic.</li> <li>b. Create Supporting Questions.</li> <li>c. Improve Supporting Questions.</li> <li>d. Prioritize Supporting Questions.</li> </ol> </li> <li>2. Preview visit to display, use of questions, and goal of product after display visit.</li> <li>3. Collect/approve/share out focus topics and questions.             <ol style="list-style-type: none"> <li>a. If teacher wants to ensure quality questions or score the completion of the task, it should be collected.</li> <li>b. If there is some time left in the class period when questions are created, place 3-4 partnerships together to share their topics/questions and start to predict what they think they'll find out in the display visit and add these ideas to their brainstorm from earlier.</li> </ol> </li> </ol>
----------	---

<b>Formative Assessment</b>	<ul style="list-style-type: none"><li>● Knowledge demonstrated in Entry Task</li><li>● Chosen Topic</li><li>● Essential Question and four Supporting Questions developed in preparation for a visit to the Display</li></ul>
---------------------------------	--

## Handout: Focus Topic

Big Question: Was '68 a watershed year of change for WA?

Background:

The 1960s, and 1968 in particular, are years in which change and turmoil was happening in a variety of ways. You will be visiting the display *1968: The Year That Rocked Washington* with a partner. The display highlights a variety of influential Washingtonians' experiences in and around that year. As you do so, you'll focus on one topic that you choose.

Your options are:

- Gender norms: the ways in which men and women engage in society.
- Political tactics: the ways in which change is created or pushed against in the society.
- Conservation: the movement to preserve and protect the outdoor environment.
- Perspectives on Vietnam: the impact of the war on people, politics, and culture.
- Arts, culture, and inclusivity: the expressions and critique of society's values and ideas.
- Race based civil rights: the movement to increase equality between different racial groups.

Names of Partners:	
Focus Topic:	
What we already think we know:	Information we want to find out:

## Shortened Question Formulation Technique (QFT)

### Steps

#### #1 - Create Essential Question

Chosen Focus Topic = \_\_\_\_\_

Turn into Essential Question using question stem:

*Was 1968 a watershed year of change for \_\_\_\_\_ (topic)?*

Example: Was 1968 a watershed year of change for **gender norms**?

#### #2 - Supporting Question Creation

##### Rules for creating supporting questions

- Work with partner.
- Ask as many questions as you can.
- Do not stop to discuss, judge or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a question.

#### #3 - Improve Questions

Background info: Questions can be open- or closed-ended: Closed-ended questions can be answered with *yes*, *no* or with *one word*. Open-ended questions require an explanation and cannot be answered with *yes*, *no* or with *one word*.

- ❖ **3a - Categorize** questions as closed or open-ended: Find closed-ended questions and mark them with a C. Find open-ended questions and mark them with an O.
- ❖ **3b - Discuss** the value of each type of question: Identify advantages and disadvantages of closed-ended and open-ended questions.
- ❖ **3c - Change** questions from one type to another: Change at least three closed-ended questions to open-ended and at least three open-ended questions to closed-ended.

#### #4 - Prioritize Questions

Choose four Supporting questions that...

- You consider most important.
- Will help with your exploration of the Essential Question.
- Explore different aspects of the chosen lens.
- Can be answered by the display and some further reading.

Discuss and share why you selected the priority supporting questions.

#### #5 - Next Steps

- A. You will visit the *1968: The Year That Rocked Washington* Display with your Essential Question and Supporting Questions in mind.
- B. While visiting the display, you will collect notes that help answer your questions and plan for further research.
- C. After visiting the display and collecting notes, you will use those notes in a creative way to engage with the people and information you've learned.



Secretary of State  
*Tim Wymann*

Legacy Washington



## During the visit to the exhibit

Essential Questions/ Objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: Was '68 a watershed year of change for WA?</li> <li><input type="checkbox"/> EQ: How does the information from the <i>1968: The Year That Rocked Washington</i> display answer your Compelling and Supporting questions?</li> <li><input type="checkbox"/> EQ: What information is missing from the 1968 exhibit that would help you answer your questions?</li> </ul> <p><b>At the end of this lesson students will...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the 1968 display to answer their questions.</li> <li><input type="checkbox"/> Have an understanding of how the events of 1968 impacted the individuals from the display.</li> <li><input type="checkbox"/> Have an understanding of how the individuals in the display impacted the events of 1968.</li> </ul>
Materials	<ul style="list-style-type: none"> <li><input type="checkbox"/> Note sheet</li> <li><input type="checkbox"/> Access to <i>1968: The Year That Rocked Washington</i> exhibit (electronically or in person)</li> </ul>
Standards	<p><b>Common Core Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</li> </ul> <p><b>Common Core Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p><b>State Social Studies Standards:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History: Understands and analyzes the causal factors that have shaped major events in history.</li> </ul>

Activity	<p><b>Entry Task:</b></p> <ul style="list-style-type: none"> <li>● Finalize and review inquiry questions for the exhibit. Teachers need to make sure that students' questions are open-ended and are at a high level.</li> </ul> <p><b>1968 Exhibit:</b></p> <ul style="list-style-type: none"> <li>● Hand out note sheet .</li> <li>● Have students do a quick scan of the exhibit. From this scan, have students prioritize the people that they will spend time examining. Have them list their top three people and people that they will look at if they have time.</li> <li>● Once they have made their prioritized list have them do a deep-dive into the exhibit. Students will need to take notes on their note sheet.</li> <li>● After they have taken notes on their top three people have them summarize and synthesize their information.</li> <li>● If students need to look into more people than space provided either adjust the document or have students attach extra notes to note sheet.</li> </ul> <p><i>Scaffolds for support:</i></p> <p>If students are viewing the exhibit in-person teachers could:</p> <ul style="list-style-type: none"> <li>● Have student use the online exhibit prior to the field trip to make their list and use their in-person time to deep-dive into one or two people. Other people can be examined online as classwork or homework after the field trip.</li> <li>● Allow student to take picture (if allowed by the Office of the Secretary of State).</li> <li>● Have students just look at their top three people from the exhibit.</li> </ul> <p>For students or classes that need more support teachers could:</p> <ul style="list-style-type: none"> <li>● Allow student to work with a partner or in small groups.</li> <li>● Make a list of people that students would want to examine for each of the different focus topics.</li> <li>● Make a list of vocabulary that student may struggle with prior to having students review the exhibit.</li> </ul>
Formative Assessment	<ul style="list-style-type: none"> <li>● Review students note sheet. This will give information on what supports students will need for post exhibit lesson.</li> </ul>



**Note Sheet for 1968 Exhibit**

Name(s):

Essential Question:

Supporting Questions:

- 1.
- 2.
- 3.
- 4.

Do a quick scan of the exhibit. Prioritize the people that you want to investigate.

**The top 3 people that I want to examine are:**

- 1.
- 2.
- 3.

**If I have time, I will consider the following people :**

- 1.
- 2.
- 3.
- 4.

Top 3 People			
Person	What did I learn from the text	What did I learn for the images	What questions do I still have
1.			
2.			
3.			

Summary and synthesis

Using the information above outline an answer for the essential question.

What other information do I need?

Other People			
Person	What did I learn from the text	What did I learn for the images	What questions do I still have
1.			
2.			
3.			
4.			

Summary and synthesis

What new information would I add to the Essential Question answer?

What information do I still need?

*If you need to review other people in the exhibit do so and attach notes.*



Secretary of State  
*Kim Wyman*

Legacy Washington



## After visiting the exhibit (Elementary Grades 4-5)

Essential Questions/ Objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: Was '68 a watershed year of change for WA?</li> <li><input type="checkbox"/> EQ: How did individual Washingtonians contribute to the big events of 1968?</li> </ul> <p><b>At the end of this lesson students will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the causes and effects of one Washingtonian's experiences in and around 1968 through the use of a storyboard.</li> </ul>
Materials	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Assignment</li> <li><input type="checkbox"/> Storyboard Structure</li> <li><input type="checkbox"/> 1 page excerpts from each person in display (please review and decide which 5 best meet the needs of your students based on content and interest)</li> </ul>
Standards	<p><b>Common Core Reading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2 determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> </ul> <p><b>Common Core Writing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p><b>Common Core Speaking and Listening</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>State Social Studies Standards</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History- Understands that there are multiple perspectives and interpretations of historical events.</li> </ul>

Activity	<p><b>Entry task:</b></p> <ul style="list-style-type: none"> <li>● <b>Think-pair-share:</b> <ol style="list-style-type: none"> <li>a. Students should think about what story they saw in the display stood out as most important or impressive to them.</li> <li>b. Students should share with a partner or two, practicing clear communication of ideas and active listening.</li> <li>c. Teacher should ask students to share with the class either the thing they said or the thing a partner said.</li> </ol> </li> </ul> <p><b>Activity:</b></p> <p><b>Storyboard Assignment</b></p> <ol style="list-style-type: none"> <li>1. Teacher should model a storyboard that follows the instructions on the student assignment (either draft one with students as a model, or prepare ahead of time and share with students).</li> <li>2. Students choose an individual from the display to create a storyboard that represents what led to and the outcomes of that person's contribution to WA in 1968 and surrounding years.</li> <li>3. Students read additional materials about the chosen individual (1 p. summaries).</li> <li>4. Students draft storyboards - visual with written labels.</li> </ol> <p><b>Exit Task:</b></p> <ul style="list-style-type: none"> <li>● Students share their drafted storyboard with another student who focused on different individual, highlighting the thing they are most proud of about the storyboard they've created.</li> </ul>
Formative Assessment	<ul style="list-style-type: none"> <li>● Complete Storyboard Draft</li> </ul>

### **How do you show a person's impact?**

**Part A:** Lots of people made an impact on WA in 1968 and surrounding years. Pick one person to focus on. Start by brainstorming and sharing ideas with your neighbors:

1. Pick one person from the display that was impressive or important in your mind and write down all the facts you remember, why they seem important or impressive to you, and as many questions about them as you can think of:

Person from display:		
Facts you remember:  - - - -	Why important or impressive to you:  - - - -	Questions you have about them:  - - - -

2. Share with a partner and write down highlights:

Highlights from partner 1:          	Highlights from partner 2 (if applicable):          
--	--

3. Listen to classmates share about their or their partner's person. (Pay attention, because you need to pick one person to focus on for the rest of the day. It can be your initial person, your partners' or another that you hear about from a classmate).

Person of focus for the day: \_\_\_\_\_

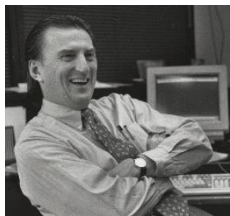
**Part B:** Read the one page summary of your person of focus and write notes related to key accomplishments, causes of those, and effects of those:

Key Accomplishments:          	Causes Leading to Accomplishments:          	Effect of Accomplishments:          
--	--	--

**Part C: Storyboard Planning Page:**

Create a 6 panel story of your person's impact on WA in 1968 and surrounding years. Be sure to include the impact/s, causes, and effects. You may use labels, but the storyboard should be mostly visual.


**Part D:** Share your storyboard draft with a partner, explaining what you are most proud of.



## Stuart Elway

From county fairs to crab feeds, Stuart Elway grew up **steeped in** politics: "Around 7, I got to be an honorary page in Olympia, sitting in the House **chamber** with the older kids. When my mom was staying with my dad during the **legislative** session, my grandma would put me on the bus in Hoquiam--I'd be wearing my little coat and tie--and my mom would pick me up at the Greyhound bus station in downtown Olympia." Some of Stuart's earliest memories are of walking through the marbled halls of the Capitol--a little boy standing in the rotunda, **marveling** at the dome. "I still get a feeling of **awe** every time I'm there. I met some amazing characters, too...

...When he turned 20 in the summer of 1968, Elway was part of a youth movement called "Action for Washington."...

...Action for Washington **mobilized** progressive young Republicans to get out the vote. Dedicated to **civil rights** and **disillusioned** by the war in Vietnam, many were as liberal as their Democratic peers...

...We **proceeded** to **assemble** 200 college students to doorbell Centralia--**blitz** the whole town--in one night. That's the kind of energy Action for Washington **generated**," Elway says. "We drove down from Seattle to Centralia in an old milk truck someone had donated. The 'grown-ups' in AFW weren't much older than we were, so they just let us do our thing."

"Art gave us a **rousing** pep talk after we finished doorbelling," Elway remembers. "And we got even more energized because he was so **charismatic**. That took place many times over the summer. He was a big man--6-4, a former NFL player--with a preacher's voice and a terrific sense of humor. He could light up a room of college kids. Man, you'd go away feeling like you were really part of something--and we were. I remember having discussions with the **elders** in big **strategy** meetings. We'd tell them how **inspirational** he was for our generation. 'If you want to keep us in, keep Art up front,' we'd say.

Other times, you'd do whatever was needed to advance the cause. Waldo remembers the day college students from Pullman and Walla Walla arrived to join collegians from the UW Seattle U to **canvass** priority **precincts** in King County for Gorton and Fletcher. "For three days 175 to 200 students worked all day, then partied into the night. We knew we were making a difference." Waldo, an **influential** Tacoma **attorney**, remembers those days as a highlight of his half century of **civic activism**.

**steeped in** soaked in (absorbing)

**chamber** room

**legislative** law-based

**marveling** (being amazed)

**awe** amazement

**mobilized** (got ready for action)

**civil rights** (the right to vote, to free speech, to fair and equal treatment, etc.,)

**disillusioned** depressed

**proceeded** went ahead/moved forward

**assemble** put together/group together

**blitz** sudden attack

**generated** created

**rousing** emotional/exciting

**charismatic** interesting and well-liked

**elders** older (people)

**strategy** (success plan(s)/way(s) of reaching goals)

**inspirational** (causing an excited desire to do something big)

**canvass** talk to people

**precincts** areas (of a city or town)

**influential** famous and important

**attorney** lawyer

**civic** (related to the responsibility of being a member of society)

**activism** (action and strong words to support or oppose something)





## Thelma & Nat Jackson

Nat Jackson and Thelma Harrison met at Southern University in Baton Rouge, Louisiana. Thelma, raised in Mobile, Alabama, shared Nat's passion for **civil rights**. She was impressed when she learned he had marched with Dr. King to a huge civil rights rally at Soldier Field in Chicago. Nat helped form a farmers' cooperative in Alabama and went on to receive a degree in **vocational agriculture** education. Married in 1966, the young couple arrived in the Tri-Cities in 1968. Thelma, a bio-chemist, had been recruited by Battelle Northwest at Richland. "And I was a ride-along," Nat jokes.

When he went looking for a job, "people told me I needed to meet Art Fletcher," Jackson says, smiling at the memory. The Pasco city **councilman**, an **ebullient** former pro football player, had **spearheaded** the East Pasco Self-Help Cooperative. Now he was running for lieutenant governor. They **bonded** over breakfast and formed a friendship that lasted for 37 years...

...Jackson, who had succeeded Fletcher as head of the East Pasco project, joined the state Office of **Economic** Opportunity. In 1972, he **campaigned tirelessly** for the state Equal Rights **Amendment** narrowly approved by Washington voters. And in 1973 he joined Governor Evans' staff as a special **assistant, specializing** in economic development...

...Jackson says he and the governor underestimated the **intransigence** of the unions and white businesses, including some large corporations, in dealing with minority- and women-owned companies. "It was a constant struggle." Disgusted, Evans signed an executive order that **mandated** specific **affirmative action** goals. Conservatives were dead set against "quotas" for minorities. "Fletcher fought the same battle in the Nixon **administration**," Jackson remembers. "But Section 8(a) of the Small Business Administration, which Nixon expanded from an LBJ program, set the goal of awarding at least 5 percent of all federal contracting dollars to **disadvantaged** small businesses each year. It became the most successful minority business program in the history of the United States."...

...Thelma Jackson was busy coordinating a Work Options for Women--W.O.W.--program based at the Olympia YWCA. "A lot of people have mistaken our program as a bunch of radical women trying to force their way into the male job market," she told a forum in 1975. "It's not that at all"--unless it was radical to try and help female **breadwinners** rise above the **poverty** level.

**civil rights** (the right to vote, to free speech, to fair and equal treatment, etc.,)

**vocational** job-related  
**agriculture** farm-related

**councilman** politician  
**ebullient** lively  
**spearheaded** started and led  
**bonded** (formed a friendship)

**Economic** Money-based  
**campaigned** a series of actions to reach a goal  
**tirelessly** very energetically  
**Amendment** Change  
**assistant** helper  
**specializing** (focusing on doing one thing very well)

**intransigence** refusal to cooperate  
**mandated** ordered  
**affirmative action** (requiring minimum percentages of minorities when hiring)  
**administration** management  
**disadvantaged** (not having money or education)

**breadwinners** (people who make enough money to support a family)  
**poverty** poorness



## Polly Dyer

On October 2, 1968, **amid the** war protests, **assassinations** and riots that shook the world that year, came a bright spot, the political **equivalent** of a mountain meadow. With the stroke of a pen, President Lyndon B. Johnson created the North Cascades National Park, Washington's third national park. It stretches from the Canadian border to the Lake Chelan National Recreation Area.

Central to the long **campaign** for the North Cascades was Polly Dyer, a cheerfully **tenacious** Seattleite whose living room became a sort of **academy** for coffee-chugging, envelope-stuffing, stamp-licking **activists**.

Scoop Jackson may have been the single most important player in creating the park. And Patrick Goldsworthy was probably the most **prominent** of local activists. But Polly Dyer, who **shied** from taking credit, is one of the less celebrated characters in the drama. She **embodied** the new breed of **conservationist**. She was at the **vanguard** of women in the movement...

...Nearly every **conservation** leader in the Pacific Northwest learned how to fight for **wilderness** in Polly and John Dyer's large living room, said Dick Fiddler, the Sierra Club's vice-president. They'd be "sitting at the long Dyer table, drinking Dyer coffee and **absorbing** Dyer wisdom."...

Dyer's **decades** of organizing, training, **strategizing** and buttonholing came at a personal cost. The thing she loved most--hiking or at least getting outside on a sparkling day--took a back seat to the endless meetings and letter-writing.

"It goes back to that cheerful **tenacity**," Danner says, "and she just didn't care about credit. She cared about the **outcome**. And when you focus on the outcome and you put your **ego** aside and you're positive, you will probably get some stuff done."

Dyer said her **militancy** had limits. "I'm not the kind who will put sawdust in the crankcases of snowmobiles, even though I might like to...I don't go so far as to **vandalize** something even though I might be **opposed** to it."

**amid the** in the middle of the  
**assassination** murder  
**equivalent** equal

**campaign** series of actions to reach a goal  
**tenacious** stubborn  
**academy** college/school  
**activists** people who use action and strong words to support or oppose something

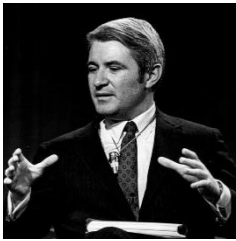
**prominent** well-known/obvious  
**shied** (backed away in mild fear)  
**embodied** clearly shown/included  
**conservationist** person who tries to reduce pollution and protect the Earth  
**vanguard** lead/leader

**conservation** (protecting something from harm)  
**wilderness** land area that has never been changed by people  
**absorbing** soaking up

**decades** at least 20 years  
**strategizing** planning

**tenacity** stubbornness  
**outcome** result  
**ego** self-image/snobbiness

**militancy** aggressiveness  
**vandalize** (damage or destroy someone else's property)  
**opposed to** against



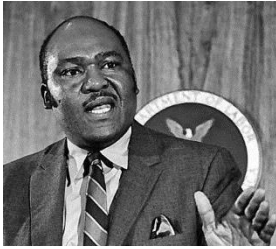
## Wes Uhlman

The political **legacy** of 1968 took shape in Seattle when Uhlman, 34, took office in 1969. He beat the establishment candidate and Chamber of Commerce leader Mort Frayn, becoming Seattle's first Democratic mayor in nearly **three decades** and its youngest mayor since Robert Moran, 31, in 1888. He proved to be a "politician of his times and the sweeping political and cultural revolutions of the '60s paved the way for the changes he made." In a few short months, Uhlman named Latino **civil rights activist** Cesar Chavez "first **Citizen** of Seattle," flew flags at half-staff for student protesters killed at Kent State by the National Guard, and closed I-5 express lanes so University District protesters spilling onto the freeway could march downtown. That was just **prologue** to two **turbulent** terms in which he **presided over** Seattle's **transformation** from "**musty** and crusty" to something more modern and tolerant. Uhlman joined a **cadre** of dashing mayors, such as Boston's Kevin White and New York's John Lindsay, trying to save cities from decay, danger and middle class flight.

"Uhlman was **arguably** the most powerful, and **perhaps** successful, mayor in the city's history," wrote Ross Anderson of The Seattle Times, in a look back at the city's first 50 mayors. Under Uhlman, Seattle saw its first Bumbershoot **festival**, first mayoral **proclamation** for Gay Pride Week, first ride-free transit zone, first Women's Commission and Office of Women's Rights, and the city's first black department heads. He **presided over** the opening of the Burke Gilman Trail, **restoration** of Pioneer Square and the Pike Place Market, construction of the Kingdome, public **funding** for **historic preservation**, arts and more. "No mayor will ever be able to put together that kind of list again," said Paul Schell, Seattle's 50th mayor. "And all this from a mayor that nobody ever liked very much."

It wasn't all Pleasant Valley Sundays for Uhlman and his young staff. They **inherited** a police payoff **scandal** that ran from **vice** cops to the top brass. Seattle led the nation in bombings. Uhlman's cops killed a black Vietnam vet who was planting a bomb, **inflaming** racial tensions in a city deeply **segregated** by **restrictive** home loans and **covenants** barring minorities from most neighborhoods. The Boeing Bust **crippled** the local **economy** and **psyche**. Voters rejected a big pile of federal funds for a light-rail system. Pioneer Square and Pike Place Market had dates with wrecking balls. Uhlman's aggressive **advocacy** of **affirmative action** and other runs around **civil service** and **cronyism** led to a **mutiny**, with firefighters and City Light workers pushing a recall vote to the ballot. Teamster **editorialist** Ed Donohoe said "our **prematurely** gray mayor is also **prematurely** dumb." If those that weren't challenges enough, the most powerful man in the free world **disdained** Seattle's mayor.

**legacy** something given to future people  
**three decades** thirty years  
**civil rights activist** fighter for equal treatment for all people  
**Citizen** Person who lawfully lives in a country, state, etc.  
**prologue** first or introductory scene  
**turbulent** full of violently swirling disorder  
**presided over** ruled over  
**transformation** change  
**musty** old and bad-smelling  
**cadre** group  
**arguably** many people would say  
**perhaps** maybe  
**festival** special celebration (with fun events)  
**proclamation** legal announcement  
**restoration** rebuilding/renewal  
**funding** money available  
**Historic preservation** protecting old things  
**inherited** received  
**scandal** shameful and disgraceful act or situation  
**vice** crime/harmful behavior  
**inflaming** making worse  
**segregated** separated (because of race, religion, etc.)  
**restrictive** serving to severely limit  
**covenant** agreement  
**crippled** badly injured  
**economy** process of people making, selling, and buying things  
**psyche**. mind.  
**funds** money  
**advocacy** fighting for something  
**affirmative action** requiring minimum percentages of minorities when hiring  
**civil service** government jobs  
**cronyism** giving friends really good jobs  
**mutiny** revolt against authority  
**editorial** written opinion  
**prematurely** before it should  
**disdained** strongly disliked



## Art Fletcher

In the space of one **campaign** stop in the fall of 1968 you could meet three different Art Fletchers: the arm-waving Baptist preacher, the spellbinding storyteller, **punctuating** his yarns with pauses that left listeners on the edge of their seats, and the **persuasive** politician who called himself "a practical **militant**."

The roadblocks to success included the widening **schism** between impatient young black **firebrands** and old-guard **civil rights** leaders. The Rev. Martin Luther King Jr. preached non-violent resistance; Huey Newton, co-**founder** of the Black Panthers, was an **unabashed revolutionary** out to destroy "both **racism** and **capitalism**." Sometimes, Newton said, "If you want to get rid of the gun, you have to pick the gun up."

Fletcher worried that **diplomacy** was losing ground to radicalism. He proudly claimed to be a militant himself. "The difference between a **militant** and **extremist**," he told the Tri-City Herald in the fall of 1967, "is the militant wants a share in developing a neighborhood while extremists are trying to burn them up. ...The longer nothing is done, the more extremists are able to convince persons to their points of view... [t]his force must be converted to technical militancy--the training of minorities with the know-how to fill these jobs."

[Governor Evan said,] "Here was this **imposing** African American man who radiated **charisma** and intelligence and preached the importance of a 'hand-up, not handout.' He was an apostle of the power of education to build **self-esteem** and change lives. I was **thoroughly** impressed with Art, his work and everything he stood for. I recruited him for our new **Urban Affairs Advisory Council**. That first meeting was just the beginning of a lifelong friendship. He should have been our state's first African American governor."

On November 7, 1967, with 59 percent of the vote, Fletcher was elected Pasco's first black **councilman**. In Seattle, Sam Smith, the **persistent** son of a Louisiana preacher, also won a City Council seat. The five-term state representative had just pushed through a state open housing law. In Tacoma, Jack Tanner, another former **standout** athlete and World War II **veteran**, got to thinking 1968 could be a **banner year** for Washington Negroes.

**campaign** series of actions to reach a goal  
**Punctuating** accenting/interrupting  
**persuasive** convincing  
**militant** aggressive, strict person  
**schism** split/division  
**firebrands** people who are bold  
**civil rights** the right to vote, to free speech, to fair and equal treatment, etc.,  
**founder** person who started something  
**unabashed** open  
**revolutionary** (related to fighting authority or causing huge, important changes)  
**racism** (treating people badly or unfairly because of their race)  
**capitalism** (a system where people own money and valuable things)  
**diplomacy** politeness and skill with people  
**militant** aggressive and strict  
**extremist** a person who feels very strongly about something

**imposing** impressive  
**charisma** interesting personality  
**self-esteem** self-confidence  
**thoroughly** completely  
**Urban** City-based  
**Advisory** (communication about what could or should be done)  
**Council** (group of people who advise or govern)  
**councilman** politician  
**persistent** (constant/not going away)  
**standout** (excellent-quality)  
**veteran** person who served in the military  
**banner year** very good year



## Dan Evans

The problems of **environment**, of **congestion**, of **urban decay** and **rural stagnation** did not suddenly occur. They are the residue of years--even of **decades**--in which we **devoted** too much of ourselves to size and **quantity** and too little to shape and quality.

They are the residue of years in which we believed that welfare was a substitute for pride and that public **charity** could replace individual opportunity. But black America and poor America are teaching us a new language--the language of participation. They say, "Let us share in your **prosperity**. Let us have not another generation of **servitude** but a new generation of opportunity." And in this process we are being reminded of something we very nearly forgot: the nobility of the American dream. There is no place in that dream for a closed **society**, for a system that denies opportunity because of race, or the **accident** of birth or **geography** or the **misfortune** of a family.

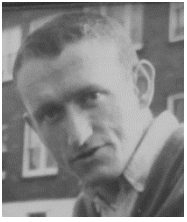
For each of our youth who has dropped out, there are a hundred more who have stayed in; some radical, some demanding, some searching, some hoping--but all concerned. To break that spirit would be to **bankrupt** our future. These are not the pleadings of a weak and useless generation; they are the strong voices of a generation, which--given a chance--can lead America to a new **unity**, a new purpose and a new prosperity.

For our direction and our leadership we must turn, not alone to government, but to a new partnership; a partnership of government, private **enterprise**, and the individual **citizen**. ...The problems of **urban** growth and rural stagnation; the need for low-cost housing, for restoring our central cities, for creating new communities, for retraining the unemployed--these needs are not apart from **private enterprise**. They are its newest and perhaps most significant challenge. Government can establish a direction, but it can't construct the solutions of the next **three decades**. Private enterprise and free labor can build, but they can't write and **administer** the laws that create profit opportunities and business **incentives**.

I'm proud of that speech. I think it is the best of my career. Re-reading it today, I am struck by the sad fact that it is still so **relevant**.

- Excerpt of Dan Evans' Speech at the 1968 Republican Convention

**environment** surrounding conditions  
**congestion** crowding and blockage  
**urban decay** when a city becomes broken-down and dangerous  
**rural** away from cities  
**stagnation** going bad from not moving  
**decade** 10 years  
**devoted** gave/reserved  
**quantity** amount  
**charity** generous kindness that helps people  
**prosperity** richness  
**servitude** slavery  
**society** community of people  
**accident** sudden unplanned bad event  
**geography** the study of mountains, rivers, hills, etc.  
**misfortune** bad luck  
**bankrupt** having no money to pay bills  
  
**unity** togetherness  
**enterprise** business/project  
**citizen** person who lives in a country, state, etc.  
**urban** city-based  
**private enterprise** private business  
**three decades** thirty years  
**administer** control or manage  
**incentives** rewards or reasons for doing something  
**relevant** clearly connected or related



## Ralph Munro

On Christmas morning, Munro decided to bring Terry a few presents and scope out Fircrest. “I was determined I would at least try to be his friend.” Munro was chagrined he wasn’t serving his country like his buddies in Vietnam. Eager to **enlist**, he had gone to the Army induction center in Seattle one morning. But he was rejected, classified 4F because of a heart murmur and pectus excavatum, or a sunken chest. “I felt terrible about it,” Munro says. “I was working at Boeing during the day and thought, ‘Yeah, I’ll start going out and working with these kids.’ And I really liked it.” So began decades of friendship between Terry and Ralph.

“Ralph led me through some **remarkable** years in advancements for the developmentally disabled in this state,” Dan Evans said when Munro retired after 20 years as secretary of state. “Ralph was the one who taught me how to care.” Munro **sidesteps** the praise from the three-term Republican governor. “He cared before me. But it was interesting that Terry became a change agent in many ways. Every **piece of legislation** that was proposed, that related to handicapped people, the governor would ask, ‘How does this relate to Terry?’ He was thinking, ‘How does this affect an individual kid?’”

Disabled people were still **shunned** by **society** in the 1960s and stuck in state institutions. But progress came as **advocates**, including Munro, positioned themselves under the umbrella of the **civil rights** movement. Munro had a hand in the state’s **revolutionary** Education for All law; it gave all children a right to public schooling, which allowed many parents to keep their kids home instead of confining them in institutions. He got Evans to spend part of a day in a wheelchair in a **crusade** for the state’s first **accessibility** requirements. He helped expand state law to protect those with “sensory, mental and physical” disabilities from **discrimination**. He co-authored and led the campaign for **Referendum** 37, steering \$25 million in state bonds to building group homes and job training facilities around the state. As the state’s top elections official, Munro even published the first Braille voters’ pamphlet in the state.

...Munro became a recurring figure in commencement speeches Evans gave... at St. Martin’s College, Eastern Washington State College and the University of Washington. “Show me the **critics**, the protesters, the youth who believe there is no hope to be found and no service to **render**—and I will show them where they can make a difference...I will show them one single individual man who **devotes** every spare hour from his job and his family in helping mentally [developmentally delayed] children to find and **grasp** the joys of life.”

**Enlist** join the military

**remarkable** amazing and interesting

**sidesteps** avoids

**piece of legislation** law

**shunned** avoided

**society** community of people

**advocates** fighters for something

**civil rights** the right to fair and equal treatment

**revolutionary** important changes

**crusade** effort to improve things or change things

**accessibility** how easy something is to get to, use, or understand

**discrimination** unfair treatment based on skin color, age, etc.

**Referendum** Public vote

**critics** people who give opinions

**render** make/give

**devotes** give/reserve

**grasp** grab/understand



## Karen Fraser

Karen Fraser, a soft-spoken yet **persuasive feminist**, would become the first female mayor of Lacey, a progressive county commissioner and for 28 years an influential state legislator—a Democrat admired on both sides of the aisle for her common sense and **civility**.

...Fraser arrived in Olympia on a snowy day in January of 1967, driving an old car with an **inoperative** heater... She had landed a spot as a Ford Foundation **legislative** intern, the only woman among the five UW political science students selected for the program by Dr. Hugh A. Bone, a **revered** longtime professor. Launched by Bone in 1956, the internship program soon became a national model. Fraser was doubly lucky that the legislative coordinator for the House interns was the **redoubtable** Rep. Mary Ellen McCaffree, a former president of the Seattle League of Women Voters and a master of what she liked to call “politics of the possible.”

...The Ford Foundation’s goal was to encourage state **legislatures** to become more co-equal with the executive branch. “Their major strategy was to improve staffing,” Fraser says. “The Washington Legislature had very little permanent staff and only a few **interim** committees. That meant interns were put in actual line positions, not just classic go-fer intern jobs.” At 22, Fraser became the sole staff person for the House Health and Welfare **committee**.

Fraser had a front row seat at the beginning of a major **transformation** in the legislative process and the growth of state government, as well as the transformation of Thurston County. Its population was growing at a 39 percent clip, with **escalating diversity**. Sleepy towns like Yelm were sprouting subdivisions. Olympia was to have a new four-year college. “Everything was changing,” she remembers. “More issues. More *complex* issues—growth management, the environment, social services, transportation. But the help-wanted ads in the newspapers still listed men’s jobs and women’s jobs. I was the only female intern. My committee had never had a woman be anything other than a secretary. I still didn’t grasp the full import of my presence.

...In 1973, she became the first woman ever elected to the Lacey City **Council**. Less than three years later, her fellow council members **elevated** her to mayor—another first for a woman.

**persuasive** convincing  
**feminist** a person who feels that women and men must be treated equally  
**civility** kindness

**inoperative** broken  
**legislative** law-based  
**revered** greatly respected  
**redoubtable** difficult

**legislature** government  
**Interim** meantime/temporary time  
**committees** (groups that decide or promote things)

**transformation** change  
**escalating** increasing  
**diversity** many different kinds of people or things

**Council** (group of people who advise or govern)

**elevated** made higher



## Norm Dicks

Dicks' years at the university are like bookends to the history of one of the most **tumultuous** decades in American history: The Sixties. "It was an incredible time to be a student at a major university," Dicks remembers—especially on the day in 1961 when he watched John F. Kennedy stride toward Edmundson Pavilion to address the university's **centennial convocation**. The young president spoke of the need for Americans to be, "above all else ... united in recognizing the long and difficult days that lie ahead." Kennedy's words were tragically **prescient**.

The struggle for **civil rights** and America's **escalating** involvement in Vietnam stoked student **activism**. "In the spring of 1963, we rose up and fought to keep the bricks from being paved over in the 'Quad'—the university's historic main quadrangle," Dicks remembers. "It was amazing—the first time we had really stood up for anything against the **administration**." He was a member of the student Board of Control, which **initiated** an "Open Forum" for outdoor **oratory** on campus...

Five years later, above all else, America was divided...Dicks joined a group called Young Washington Inc., mostly **comprised** of law school students. They had been recruited by Washington Attorney General John J. O'Connell to push an **initiative** for constitutional reform and help boost his campaign for governor. The students staged a sit-in at the state Capitol, hoping to secure a court test of the measure's constitutionality...

[After Dicks passed the bar exam he got a job working for Senator Magnuson in Washington D.C.] Norm and Suzie [his wife,] packed all their stuff into a baby blue Ford Mustang with a rooftop carrier and headed east. They arrived in D.C. on November 17, 1968.

"I was a **legislative** assistant—and a junior one at that," Dicks remembers, "but I got to spend a lot of time with the senator." ...

Every day was like a master's-degree program in the art of political deal-making. Magnuson, in action, was actually more artist than professor. In his 31 years in Congress, he had sponsored landmark consumer protection legislation, promoted **groundbreaking** medical research and, perhaps most notably, "shepherded through a deeply divided Congress the most **controversial** section of the landmark Civil Rights Act of 1964—Title II, which outlawed **racial discrimination** in public **accommodations** such as hotels, restaurants, transportation facilities, and theaters."

**tumultuous** noisy and confusing

**centennial** related to lasting 100 years

**convocation** meeting

**prescient** smart about the future

**civil rights** the right to vote, to free speech, to fair and equal treatment, etc.,

**escalating** increasing

**activism** using action and strong words to support or oppose something

**administration** management

**initiated** started

**oratory** speaking

**comprised** contained/made up

**initiative** law voted on by the people

**legislative** law-based

**groundbreaking** new and exciting

**controversial** something that causes arguments between people

**racial discrimination** treating people unfairly based on their skin color

**Accommodations** /places to live and sleep





## Phyllis Lamphere

After working at Boeing and IBM, she married **psychologist** Art Lamphere and became a leader in the League of Women Voters and Forward Thrust, a **massive** King County **infrastructure** upgrade. She **leapt** into politics and made historic changes to her **beloved** hometown.

**psychologist** mind doctor  
**massive** huge  
**infrastructure** basic equipment needed for a society to operate  
**leapt** jumped  
**beloved** loved

In her first full year on the Seattle City **Council** in 1968 Phyllis Lamphere helped push through an Open Housing law in sharply **segregated** Seattle. She had already left a huge, if little noticed imprint on the city before joining the council. She **spearheaded** a change in state law giving Seattle a “strong mayor” form of government. That **shift** of power from nine back-scratching council members to a single executive would **transform** a **decentralized** clubby City Hall to one with a **unified** vision and **accountability**. Politically, Seattle joined the big time.

**Council** group of people who advise or govern  
**segregated** separated (because of race, religion, etc.)  
**spearheaded** started and led  
**shift** move/change  
**transform** change  
**decentralized** without having one central area of command  
**unified** brought together  
**accountability** responsibility for behavior

But Lamphere’s **ambitions** weren’t always in synch with Seattleites. She was on the other side of preservationists in their historic **campaign** to save Pike Place Market from **redevelopment**. When she reached for her dream job of mayor—after **trouncing** male **opponents** in three council elections—she was judged the **eminently** qualified frontrunner. But voters **spurned** her in a stinging defeat. She lost, in part, because her own campaign took a back seat to breaking another glass ceiling. She had become the first woman president of the National League of Cities, which required **extensive** travel.

**ambitions** desires to do great things  
**campaign** series of actions to reach a goal  
**Redevelopment** re-built and improved place  
**trouncing** beating  
**opponents** fighters (against someone or something)  
**eminently** very  
**spurn** reject  
**extensive** long/big

Wounded, she didn’t stop **contributing**. She went on to be a driving force in the development of the Washington State Convention Center, built over Interstate 5 in downtown Seattle. **Roused** by a **symphony** conductor’s put-down of her hometown as a cultural “dust bin,” Lamphere kept an eye on opportunities for **enrichment**. More than anyone, she was responsible for the Convention Center’s **sophisticated** art collection and galleries, one of the largest programs of its kind—free to the public—in the U.S.

**contributing** adding/giving  
**Roused** Awakened  
**symphony** complex music for a full orchestra  
**enrichment** making better, richer, smarter, etc.  
**sophisticated** fancy (or smart)



## Larry Gossett

Gossett helped found the Black Student Union at the University of Washington, ran a community-service agency in Seattle's **predominantly** black Central Area and in 1993 was elected to the King County **Council**, from which he pushed to change the county **emblem** from an **imperial** crown to an image of the **slain civil rights** leader, and to keep county policy faithful to its namesake's principles.

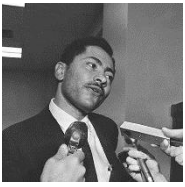
When Gossett left for Harlem [1966] he **characterized** himself as a Negro, as somebody who wanted to do well in college and get a good job, maybe teaching, so he could live comfortably. Nothing else really mattered at that time. When he returned to Seattle 15 months later he was a Black man **steeped in** racial identity. His **philosophy** changed from integrationism to Black Nationalism, from **capitalism** to democratic socialism. He did not believe black people or any **oppressed** people could gain their freedom other than by **transforming** the capitalist economic system. Karl Marx suddenly had an appealing logic. "It made sense to me when I read that the people who do the work should be the ones who **determine** how the fruits of their labor is used. That made so much sense to me as a **descendant** of slaves," Gossett says. He came to see elections as a **bourgeoisie** plan to keep black people in their place.

IN JANUARY 1968, Gossett and others formed the Black Student Union at the UW, with the aim of organizing chapters at junior high schools, high schools and colleges throughout Washington and Oregon. Their research found that among UW's **estimated** 30,000 students there were about 200 blacks, 20 Native Americans, and 10 Latinos. Of the 600 counselors who **advised** students, none were minorities until the first black counselor came on board in early 1968. They looked at 1,100 classes and could not find one that used a book **authored** by a minority, Gossett said. Their demands to UW President Charles Odegaard called for **establishing** a black studies program, recruiting more black **administrators** and **faculty** and recruiting minority and poor white students under a more flexible **admissions** policy. Gossett became a local spokesman for "black power," telling the Seattle Post-Intelligencer it meant "self-**determination**, self-respect, self-defense and power by any means necessary." He and others started attending history classes at the UW, challenging professors to talk about **colonialism** and include a black people's **perspective** in their lessons.

**predominantly** mostly  
**Council** group of people who advise or govern  
**emblem** symbol  
**imperial** related to kings, queens, emperors, etc.  
**slain** killed  
**civil rights** the right to vote, to free speech, to fair and equal treatment, etc.,

**Characterized** described  
**steeped in** soaked in  
**philosophy** way of thinking  
**capitalism** a system where people own money and valuable things  
**oppressed** badly mistreated  
**transforming** changing  
**determine** decide/figure out  
**descendant** child, grandchild, etc.  
**bourgeoisie** middle class

**estimated** guessed number  
**advised** gave opinions about what could or should be done  
**authored** wrote  
**establishing** beginning and building on  
**administrators** managers  
**faculty** teachers/professors  
**admission** act of letting someone enter  
**determination** formal decision about something  
**colonialism** a stronger country controlling and taking advantage of a weaker one  
**perspective** way of seeing things



## Lem Howell

Lem Howell, **emulating** his hero Thurgood Marshall, saw lawyering as a kind of **architecture** upon which to build a more just society. He represented black contractors in a **watershed** federal court decision, **persuaded** a jury that police were not **justified** in **fatally** shooting a young black man planting a bomb and has continued fighting for minorities facing **discrimination** and police **misconduct**.

In 1968 Howell was ready to go into private practice. **Racism** was alive and well, according to Race and Violence in Washington State, also known as the Kramer Commission report. Secretary of State Lud Kramer, a former **activist** Seattle **councilman**, oversaw the study. Riots and disorder were primarily rooted, the report concluded, in “long-term **pervasive exclusion** of those who are different from white middle-class America.” This exclusion, “founded in both racial and cultural discrimination,” **permeated** American life, the report said. **Biased** policing was also a factor in violence and disorder.

By September 1969, Tyree Scott had organized frustrated minority contractors. **Despite** all the federal Great Society money pouring into King County for public works projects, little if any landed in the wallets of black contractors. While their **flamboyant** young **attorney**, Howell, argued that government contractors had a duty to employ minorities under LBJ’s Executive Order 11246, Scott’s group had shut down almost every public project in the county. In tense **negotiations** with King County Executive John Spellman, five **influential** members of the Associated General Contractors agreed to hire one black trainee for every four **journeymen** on a job. Each craft union was to have a ratio of its own. But unions remained **defiant**. “Bright and early on the Monday after the five white contractors **endorsed** the agreement, we sent black trainees to a construction site, and the unions immediately walked off the job,” Howell said. He filed suit in federal court, **alleging** the unions were violating the black trainee’s rights. Spellman, a former labor lawyer, was **steadfast** in support, noting that unions admitted their minority membership amounted to less than 1 percent.

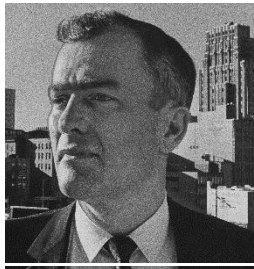
Howell’s first federal case remains the most **far-reaching** of his career. U.S. District Court Judge William J. Lindberg ordered the construction unions back to work, ruling his court had **jurisdiction** because **racial discrimination** complaints **trumped** collective-bargaining agreements. Lindberg ordered four Seattle-area construction unions to halt discrimination against any person “because of his race or color.” It marked the first time **affirmative action** was imposed on local governments and **industries**.

**emulating** copying  
**architecture** design and construction of buildings  
**watershed** very important  
**persuaded** convinced  
**justified** gave a good reason for  
**fatally** resulting in death  
**discrimination** unfair treatment based on skin color, age, etc.  
**misconduct** bad behavior

**Racism** treating people badly or unfairly because of their race  
**activist** person who uses action and strong words to support or oppose something  
**councilman** politician  
**pervasive** widespread  
**exclusion** when something is kept out or not included  
**permeated** spread through/flowed through  
**Biased** unfair-thinking

**Despite** even though there is the existence of  
**flamboyant** showy  
**attorney** lawyer  
**negotiations** back-and-forth conversations to agree on something  
**influential** famous and important  
**journeymen** experienced workers  
**defiant** angry and uncooperative  
**endorsed** supported  
**alleging** accusing  
**steadfast** unstoppable

**far-reaching** affecting lots of things in many ways  
**jurisdiction** legal control  
**racial discrimination** treating people unfairly based on their skin color  
**trumped** beat  
**affirmative action** requiring minimum percentages of minorities when hiring  
**industries** businesses



## Jim Ellis

The Space Needle and Monorail put Seattle on the cover of *LIFE* and a host of other periodicals in 1962. “But when the world’s fair was over we weren’t ready for 1970, let alone Century 21,” the **visionary** civic **activist** [Jim Ellis] said.

It was Ellis who **mobilized** a task force of young Seattleites in 1958 to rescue Lake Washington from the run-off of suburban sprawl—20 million gallons per day of raw and partially treated sewage.

His second act was an omnibus 1968 bond issue called Forward Thrust. It funded parks and recreation projects, sewer and arterial highway improvements and a sports stadium that, after some fits and starts, made Seattle a major-league city. The Forward Thrust **proposition** that failed twice—rapid transit—haunts Seattle a half century later...

“By 1965 forecasters were **predicting** that King County’s population might double to two million in 20 years,” historian William H. Mullins wrote in a study of the Forward Thrust campaign. “The most optimistic economists thought the state could gain 60,000 jobs every year, most of them along the newly completed segment of Interstate 5 running between Tacoma and Everett through Seattle. Ellis **fretted** that the region was doing little to prepare for growth.”

Ellis picked Seattle’s Downtown Rotary Club, which met at the landmark Olympic Hotel, as the **venue** for his Forward Thrust speech on November 3, 1965, because it featured 350 of the city’s movers and shakers...

Ellis worked 80-hour weeks for 18 months and inspired 40,000 man-hours of donated labor from the region’s brightest people...

On February 13, 1968, voters **authorized** \$40 million for a multipurpose stadium, \$118 million for parks and recreation, \$81 million for arterials, \$70 million for sewer projects, \$12 million for neighborhood improvements and \$6 million for a youth service center. The major **casualty** was rapid transit. With the matching funds, the measure would have **parlayed** \$385 million in local **bonds** into a total of \$1.15 billion.

**visionary** intelligent person  
**activist** person who uses action and strong words to support or oppose something

**mobilized** got ready for action

**Proposition** suggestion/possible plan of action

**predicting** describing a possible future event

**fretted** worried

**venue** location/stadium

**authorized** approved  
**casualty** death

**funds** money  
**parlayed** turned  
**Bonds** money from citizens



## Pat O'Day

If every picture tells a story, this one from February 13, 1968, should be in a time capsule as **evidence** the times were changing. The 30ish guy in the **tailored** sport coat, black slacks and tassel **loafers**, his reddish-brown hair carefully brushed back Philly-style, is Pat O'Day, the **legendary** Seattle disc jockey and concert promoter. Pat was the king of Top 40 radio from 3 to 6 weekdays in the Sixties. The jingle he wrote for his station is **nostalgic** catnip to hundreds of thousands of aging Puget Sound Baby Boomers. They can **intone** it on cue: "KJR Seattle, *Channel 95!*"

Jimi Hendrix should need no introduction. The Garfield High School dropout is on the brink of international stardom. Miles Davis, another rebel with a cause, saw him as a **masterfully** original blues guitarist... Jimi has returned to his **alma mater** for a special pep assembly on the morning after a sold-out homecoming concert at the Seattle Center Arena.

Optically, O'Day and Hendrix are as **incongruous** a pair as Dick Clark and Little Richard. Jimi, who is 25, looks like a gypsy troubadour in moccasins and British pea coat, his electric hair stuffed into a **jaunty** Western hat banded with purple ribbon and silver hoops. His slightly bent left knee, downcast eyes and shy smile betray his what-am-I-doing-here nervousness... *Pat O'Day* was going to introduce him. Jimi's song "Spanish Castle Magic" was an **homage to** O'Day's **prime** concert **venue** in the 1960s—an old roadhouse with **faux** turrets midway between Seattle and Tacoma. A combo called the Rocking Kings, with 17-year-old Jimi on a \$49.95 Sears Roebuck guitar, opened for another band at the Castle in 1960.

By 1968, O'Day's success as a concert promoter and high-key, **wisecracking** persona—not to mention KJR's Top 40 format—had bred contempt among the self-styled **cognoscenti** in the city's growing "underground." They **branded** him a greedy **opportunist** more interested in ratings and his piece of the action than "music that matters"—Buffalo Springfield, Dylan and The Byrds vs. "empty-headed crowd-pleasers" like the Beach Boys and Jan and Dean...

"But if you were a **purist** in 1968 you weren't supposed to like the Righteous Brothers *and* Jimi Hendrix." Even after *Pet Sounds*, Brian Wilson's brilliant Beach Boys album, left the Little Deuce Coupe in the dust, some people still didn't get it, O'Day says. *Helix*, Seattle's underground paper, railed that O'Day had the effrontery to stage a LOVE-IN and charge admission. "They had bumper stickers saying 'Pat O'Day's a shuck' because music 'belongs to the people' and there I was, supposedly this **crass** promoter, charging \$5 for concert tickets. Well, I know one thing for certain: Musicians appreciate getting paid. And you won't hear anyone say I didn't look out for the artists."

**evidence** event(s) or object(s) that prove something

**tailored** custom-designed

**loafers** shoes

**legendary** famous

**nostalgic** (something that shows a love for the past)

**intone** say

**masterfully** in an excellent way

**alma mater** previously-attended school

**incongruous** surprising and weird

**jaunty** energetic

**homage to** respectful and honor-filled message to

**prime** most important

**venue** location/stadium

**faux** fake

**wisecracking** joke-telling

**contempt** hatred

**cognoscenti** very knowledgeable people

**branded** called/labeled

**opportunist** someone who grabs at any opportunity

**purist** person who insists on strictly following tradition

**effrontery** bold rudeness

**crass** rude



## Bryon Loucks

In Special Forces medical school I heard a lot of exciting stories from the experienced vets who were **assisting** our **physician** instructors. Some of the doctors had never been in a combat theater, so the medics were teaching us all important lessons. The medical training we received was **rigorous**—probably one of the toughest military schools of the Vietnam **era**. It lasted just short of a year and slowly built up to the point we were memorizing an **incredible** amount of data. Today, when I review some of my notebooks it amazes me how much information we were processing. We jokingly used to say we were qualified to do anything except brain surgery or open heart surgery. And that's not far off the mark, especially by the standards of today's Special Forces combat medical schooling. We were trained to take the place of a physician in a remote situation with large groups of **indigenous** personnel for extended periods of time. That might even mean **amputations** in the field or **diagnosing** diseases and taking action. Graduates of the program all became "Doc." In Vietnam most of our teammates and all of the indigenous troops called us "Bac Si," which is Vietnamese for doctor.

I remember very little of my first week "in country" other than the fact that most Special Forces soldiers either felt sorry for me because I was headed for SOG [Studies & **Observations** Group] or treated me with more respect. All of the **outhouse** walls featured the **slogan** "Caution: C&C May Be **Hazardous** To Your Health," which I later learned was the unofficial **motto** of SOG. Soon I was on my way to Forward Operating Base 2, which later that year was renamed CCC or Command & Control Central. It was just outside Kontum in the Central Highlands of II Corps.

While Special Forces medics were trained to save lives, **primarily** we were a fighting team member just like everyone else. Our basic pack weighed 75 to 80 pounds. Sounds like a lot today, but you must remember we were so far from friendly lines that we had to be **equipped** to get out of sticky situations. A soldier involved in a firefight will go through a lot of grenades and **ammo** in a very short time period. Each team member took up to 20 clips, each one holding 20 rounds. We had additional ammo in our packs. We also carried as many as 10 grenades **apiece**, plus a couple pounds of a plastic explosive called C-4; 10 "toe-poppers," small mines to plant along the trail if we were being followed; a claymore mine and variety of smoke grenades and signal flares.

**assisting** helping  
**physician** doctor

**rigorous** difficult/strict/high quality  
**Era** time in history.  
**incredible** amazing

**indigenous** native to  
**amputations** cutting off of legs, arms, etc.  
**diagnosing** identifying a disease or its cause

**Observations** instances of watching, noticing, or making statements  
**outhouse** outdoor toilet  
**slogan** saying  
**Hazardous** Dangerous  
**motto** saying

**primarily** mostly  
**equipped** prepared  
**ammo** bullets  
**apiece** each



## Maxine Mimms

IN 1968, [Maxine] Mimms was hired as the project director for a teacher in-service sensitivity training program for Seattle schools. The effort was financed by the Civil Rights Act. The headline in *The Seattle Times*—"4 Negroes Named As **Administrators** In Seattle Schools"... Since the 1950s, **civil rights** leaders had tried to convince the Seattle School Board that the schools had to be **integrated**... In Seattle, **de facto** housing **segregation** "redlining"—resulted in neighborhood schools that were **predominantly** black. Most of Seattle's African American community was **concentrated** in the Central Area. Black parents and civil rights leaders set out to force integrated schools... At the time, Seattle had 13 "black" schools and more than a hundred "white" schools... Meantime, black students accounted for 9.1 percent of total enrollment in the School District...

Many ideas had been bounced around over the years. There was no easy solution because the de facto segregation was so entrenched. Civil rights leaders **mulled** a school **boycott**. They knew it had to be well organized. They resolved to take a **cue** from boycotts staged by civil rights leaders in the South and form "freedom schools" so students would still receive instruction...

The NAACP, the Congress for Racial **Equality** and the Central Area Civil Rights Committee **vowed** on February 23, 1966, to carry out a boycott... The groups **stipulated** that a boycott could be **averted** if Seattle Public Schools met two conditions:

- Develop and publish a **comprehensive** plan to integrate the schools within a reasonable period of time...
- Begin immediately a program of **compulsory** in-service training for all school personnel in human relations, with an emphasis on the understanding and acceptance of racial minorities in previously all-white schools.

That second stipulation brought Maxine Mimms into the picture in 1968 as director of in-service training for Seattle teachers. A year later as Black Student Unions **lobbied for curriculum** changes, Dr. Mimms declared, "The young black **militants** must wake up to the fact that what they need is not separate black history courses, but an American history course that recognizes the black. What we are doing is **assuring** separation, which is the new name for segregation."

Civil rights leaders claimed success during a brief boycott as roughly 3,000 students participated in the two-day freedom schools all around the city. So many students showed up that they had to find other spaces to open classrooms. African American students and parents **revealed** in having black history taught in the **context** of the United States.

**Administrators** Managers  
**civil rights** the right to vote, to free speech, to fair and equal treatment, etc.,  
**integrated** having different things working together as one unit  
**de facto** actual/actually  
**segregation** separating things/separating people by race, religion, etc.  
**predominantly** mostly  
**concentrated** mainly located

**mulled** carefully thought (about)  
**boycott** (refusing to spend money on a business or buy its products)  
**cue** hint/signal

**Equality** state where all things are equal  
**vowed** promised  
**stipulated** specifically said  
**averted** turned away/avoided

**comprehensive** complete and thorough  
**compulsory** required  
**lobbied for** tried to convince lawmakers about  
**curriculum** school-related  
**militants** fighters

**assuring** promising to

**revealed** showed  
**context** big picture





Secretary of State  
*Kim Wyman*

## Legacy Washington



## After visiting the exhibit (Middle School)

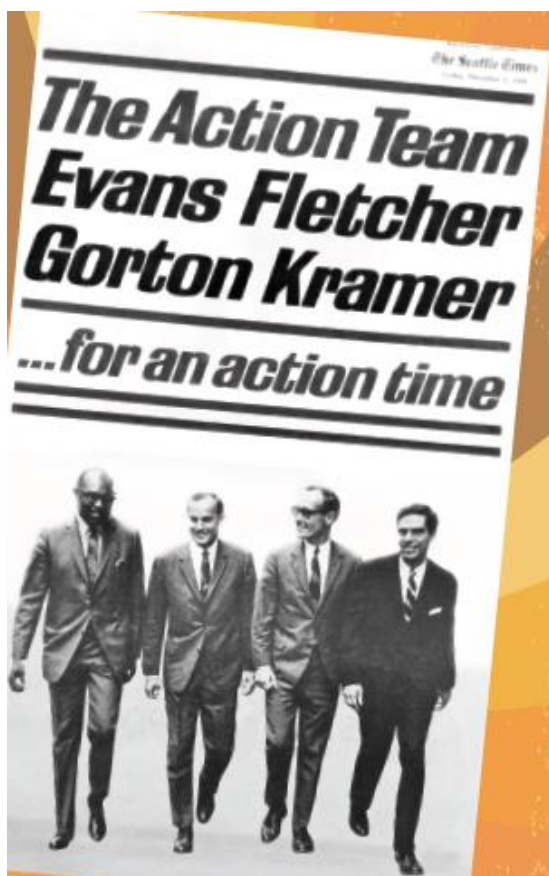
Essential Questions/ Objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: Was '68 a watershed year of change for WA?</li> <li><input type="checkbox"/> EQ: How do the impacts of various individuals impact one another?</li> </ul> <p><b>At the end of this lesson students will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Synthesize three stories of impactful people from 1968.</li> <li><input type="checkbox"/> Use historical empathy and perspective taking to understand how various people impact on another and a time period.</li> </ul>
Materials	<ul style="list-style-type: none"> <li><input type="checkbox"/> Which one doesn't belong? - images and instructions</li> <li><input type="checkbox"/> Student handout</li> <li><input type="checkbox"/> One page excerpts for each individual in display</li> <li><input type="checkbox"/> Online access to review display</li> </ul>
Standards	<p><b>Common Core Reading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2 determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> </ul> <p><b>Common Core Writing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p><b>Common Core Speaking and Listening</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>State Social Studies Standards</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History- Understands that there are multiple perspectives and interpretations of historical events.</li> </ul>



Activities	<p><b>Entry task:</b></p> <ul style="list-style-type: none"> <li>• Which one doesn't belong? (project images and instructions below)</li> </ul> <p><b>Activity: Pen Pal Time Machine</b></p> <ol style="list-style-type: none"> <li>1. Pick a primary person from the '68 display who you are most interested in.</li> <li>2. Chose two associated people from the display who you will relate to your individual of focus. (The three people should relate to the topic of focus that your notes from the display focused on)</li> <li>3. Review your notes, the display for those three people, and the one page summaries for each of the three. (Link display URL here)</li> <li>4. Write a short letter to the primary person you chose:             <ol style="list-style-type: none"> <li>a. Identify their impacts that you most appreciate and explain why you appreciate them.</li> <li>b. Ask questions about what led to their life impacts.</li> <li>c. Ask questions of the person that relates to the experience of two associated people in the display.</li> </ol> </li> <li>5. Respond to your own letter in your person of focus' voice. Be sure their response explains ways in which their work was related to work of the two other individuals you asked about.</li> </ol> <p><b>Exit Task:</b></p> <p>Write one idea of how you could continue to the work of your person of focus today. Share on sticky notes to teacher (read a few out loud).</p>
Formative Assessment	<ul style="list-style-type: none"> <li>• Letters to and from chosen individual</li> <li>• Idea for how to continue the work of the person today</li> </ul>

### Which one doesn't belong?

Discuss the four images below with a group of 3-4 students and decide which one doesn't belong and why, based on what you learned from the display. There is not one right answer, you just have to support your answer with evidence from the display.





## Pen Pal Time Machine:

### Steps:

1. You will pick one a primary person from the '68 display who you will write a letter to and then write a response back to you in their voice.
2. You will need to choose two associated people from the display who you will relate to your primary person of focus. (the three people should relate to the topic of focus that your notes from the display focused on)
3. Review your notes and, the display for those three people to help you complete the letter prep chart below and the one page summaries for each of the three.
  - a. Person of Focus: \_\_\_\_\_
  - b. Two associated People: \_\_\_\_\_ + \_\_\_\_\_

Key Facts, Accomplishments, and Causes:	Questions that you Wonder:
Person of Focus:	
Associated Person 1:	
Associated Person 2:	

4. Write a short letter to a person from display (draft on back)
  - c. Identify their impacts that you most appreciate and explain why you appreciate them.
  - d. Ask questions about what led to their life impacts.
  - e. Ask questions of the person that relates to the experience of two other people in the display.
5. Respond to your own letter in your person of focus' voice. Be sure their response explains ways in which their work was related to work of the two other individuals you asked about. (draft on back)

Letter Draft:

Dear _____,	Date:
Sincerely, _____	

Response Draft:

Dear _____,	Date:
Sincerely, _____	



## Stuart Elway

From county fairs to crab feeds, Stuart Elway grew up **steeped in** politics: "Around 7, I got to be an honorary page in Olympia, sitting in the House **chamber** with the older kids. When my mom was staying with my dad during the **legislative** session, my grandma would put me on the bus in Hoquiam--I'd be wearing my little coat and tie--and my mom would pick me up at the Greyhound bus station in downtown Olympia." Some of Stuart's earliest memories are of walking through the marbled halls of the Capitol--a little boy standing in the rotunda, **marveling** at the dome. "I still get a feeling of **awe** every time I'm there. I met some amazing characters, too...

...When he turned 20 in the summer of 1968, Elway was part of a youth movement called "Action for Washington."...

...Action for Washington **mobilized** progressive young Republicans to get out the vote. Dedicated to **civil rights** and **disillusioned** by the war in Vietnam, many were as liberal as their Democratic peers...

...We **proceeded** to **assemble** 200 college students to doorbell Centralia--**blitz** the whole town--in one night. That's the kind of energy Action for Washington **generated**," Elway says. "We drove down from Seattle to Centralia in an old milk truck someone had donated. The 'grown-ups' in AFW weren't much older than we were, so they just let us do our thing."

"Art gave us a **rousing** pep talk after we finished doorbelling," Elway remembers. "And we got even more energized because he was so **charismatic**. That took place many times over the summer. He was a big man--6-4, a former NFL player--with a preacher's voice and a terrific sense of humor. He could light up a room of college kids. Man, you'd go away feeling like you were really part of something--and we were. I remember having discussions with the **elders** in big **strategy** meetings. We'd tell them how **inspirational** he was for our generation. 'If you want to keep us in, keep Art up front,' we'd say.

Other times, you'd do whatever was needed to advance the cause. Waldo remembers the day college students from Pullman and Walla Walla arrived to join collegians from the UW and Seattle U to **canvass** priority **precincts** in King County for Gorton and Fletcher. "For three days 175 to 200 students worked all day, then partied into the night. We knew we were making a difference." Waldo, an **influential** Tacoma **attorney**, remembers those days as a highlight of his half century of **civic activism**.

**steeped in** soaked in (absorbing)

**chamber** room

**legislative** law-based

**marveling** (being amazed)

**awe** amazement

**mobilized** (got ready for action)

**civil rights** (the right to vote, to free speech, to fair and equal treatment, etc.,)

**disillusioned** depressed

**proceeded** went ahead/moved forward

**assemble** put together/group together

**blitz** sudden attack

**generated** created

**rousing** emotional/exciting

**charismatic** interesting and well-liked

**elders** older (people)

**strategy** (success plan(s)/way(s) of reaching goals)

**inspirational** (causing an excited desire to do something big)

**canvass** talk to people

**precincts** areas (of a city or town)

**influential** famous and important

**attorney** lawyer

**civic** (related to the responsibility of being a member of society)

**activism** (action and strong words to support or oppose something)



## Thelma & Nat Jackson

Nat Jackson and Thelma Harrison met at Southern University in Baton Rouge, Louisiana. Thelma, raised in Mobile, Alabama, shared Nat's passion for **civil rights**. She was impressed when she learned he had marched with Dr. King to a huge civil rights rally at Soldier Field in Chicago. Nat helped form a farmers' cooperative in Alabama and went on to receive a degree in **vocational agriculture** education. Married in 1966, the young couple arrived in the Tri-Cities in 1968. Thelma, a bio-chemist, had been recruited by Battelle Northwest at Richland. "And I was a ride-along," Nat jokes.

When he went looking for a job, "people told me I needed to meet Art Fletcher," Jackson says, smiling at the memory. The Pasco city **councilman**, an **ebullient** former pro football player, had **spearheaded** the East Pasco Self-Help Cooperative. Now he was running for lieutenant governor. They **bonded** over breakfast and formed a friendship that lasted for 37 years...

...Jackson, who had succeeded Fletcher as head of the East Pasco project, joined the state Office of **Economic** Opportunity. In 1972, he **campaigned tirelessly** for the state Equal Rights **Amendment** narrowly approved by Washington voters. And in 1973 he joined Governor Evans' staff as a special **assistant, specializing** in economic development...

...Jackson says he and the governor underestimated the **intransigence** of the unions and white businesses, including some large corporations, in dealing with minority- and women-owned companies. "It was a constant struggle." Disgusted, Evans signed an executive order that **mandated** specific **affirmative action** goals. Conservatives were dead set against "quotas" for minorities. "Fletcher fought the same battle in the Nixon **administration**," Jackson remembers. "But Section 8(a) of the Small Business Administration, which Nixon expanded from an LBJ program, set the goal of awarding at least 5 percent of all federal contracting dollars to **disadvantaged** small businesses each year. It became the most successful minority business program in the history of the United States."...

...Thelma Jackson was busy coordinating a Work Options for Women--W.O.W.--program based at the Olympia YWCA. "A lot of people have mistaken our program as a bunch of radical women trying to force their way into the male job market," she told a forum in 1975. "It's not that at all"--unless it was radical to try and help female **breadwinners** rise above the **poverty** level.

**civil rights** (the right to vote, to free speech, to fair and equal treatment, etc.,)

**vocational** job-related  
**agriculture** farm-related

**councilman** politician  
**ebullient** lively  
**spearheaded** started and led  
**bonded** (formed a friendship)

**Economic** Money-based  
**campaigned** a series of actions to reach a goal  
**tirelessly** very energetically  
**Amendment** Change  
**assistant** helper  
**specializing** (focusing on doing one thing very well)

**intransigence** refusal to cooperate  
**mandated** ordered  
**affirmative action** (requiring minimum percentages of minorities when hiring)  
**administration** management  
**disadvantaged** (not having money or education)

**breadwinners** (people who make enough money to support a family)  
**poverty** poorness





## Polly Dyer

On October 2, 1968, **amid the** war protests, **assassinations** and riots that shook the world that year, came a bright spot, the political **equivalent** of a mountain meadow. With the stroke of a pen, President Lyndon B. Johnson created the North Cascades National Park, Washington's third national park. It stretches from the Canadian border to the Lake Chelan National Recreation Area.

Central to the long **campaign** for the North Cascades was Polly Dyer, a cheerfully **tenacious** Seattleite whose living room became a sort of **academy** for coffee-chugging, envelope-stuffing, stamp-licking **activists**.

Scoop Jackson may have been the single most important player in creating the park. And Patrick Goldsworthy was probably the most **prominent** of local activists. But Polly Dyer, who **shied** from taking credit, is one of the less celebrated characters in the drama. She **embodied** the new breed of **conservationist**. She was at the **vanguard** of women in the movement...

...Nearly every **conservation** leader in the Pacific Northwest learned how to fight for **wilderness** in Polly and John Dyer's large living room, said Dick Fiddler, the Sierra Club's vice-president. They'd be "sitting at the long Dyer table, drinking Dyer coffee and **absorbing** Dyer wisdom."...

Dyer's **decades** of organizing, training, **strategizing** and buttonholing came at a personal cost. The thing she loved most--hiking or at least getting outside on a sparkling day--took a back seat to the endless meetings and letter-writing.

"It goes back to that cheerful **tenacity**," Danner says, "and she just didn't care about credit. She cared about the **outcome**. And when you focus on the outcome and you put your **ego** aside and you're positive, you will probably get some stuff done."

Dyer said her **militancy** had limits. "I'm not the kind who will put sawdust in the crankcases of snowmobiles, even though I might like to...I don't go so far as to **vandalize** something even though I might be **opposed** to it."

**amid the** in the middle of the  
**assassination** murder  
**equivalent** equal

**campaign** series of actions to reach a goal  
**tenacious** stubborn  
**academy** college/school  
**activists** people who use action and strong words to support or oppose something

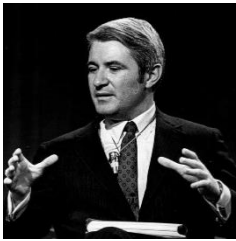
**prominent** well-known/obvious  
**shied** (backed away in mild fear)  
**embodied** clearly shown/included  
**conservationist** person who tries to reduce pollution and protect the Earth  
**vanguard** lead/leader

**conservation** (protecting something from harm)  
**wilderness** land area that has never been changed by people  
**absorbing** soaking up

**decades** at least 20 years  
**strategizing** planning

**tenacity** stubbornness  
**outcome** result  
**ego** self-image/snobbiness

**militancy** aggressiveness  
**vandalize** (damage or destroy someone else's property)  
**opposed to** against



## Wes Uhlman

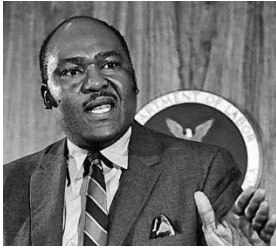
The political **legacy** of 1968 took shape in Seattle when Uhlman, 34, took office in 1969. He beat the establishment candidate and Chamber of Commerce leader Mort Frayn, becoming Seattle's first Democratic mayor in nearly **three decades** and its youngest mayor since Robert Moran, 31, in 1888. He proved to be a "politician of his times and the sweeping political and cultural revolutions of the '60s paved the way for the changes he made." In a few short months, Uhlman named Latino **civil rights activist** Cesar Chavez "first **Citizen** of Seattle," flew flags at half-staff for student protesters killed at Kent State by the National Guard, and closed I-5 express lanes so University District protesters spilling onto the freeway could march downtown. That was just **prologue** to two **turbulent** terms in which he **presided over** Seattle's **transformation** from "**musty** and crusty" to something more modern and tolerant. Uhlman joined a **cadre** of dashing mayors, such as Boston's Kevin White and New York's John Lindsay, trying to save cities from decay, danger and middle class flight.

"Uhlman was **arguably** the most powerful, and **perhaps** successful, mayor in the city's history," wrote Ross Anderson of The Seattle Times, in a lookback at the city's first 50 mayors. Under Uhlman, Seattle saw its first Bumbershoot **festival**, first mayoral **proclamation** for Gay Pride Week, first ride-free transit zone, first Women's Commission and Office of Women's Rights, and the city's first black department heads. He **presided over** the opening of the Burke Gilman Trail, **restoration** of Pioneer Square and the Pike Place Market, construction of the Kingdome, public **funding** for **historic preservation**, arts and more. "No mayor will ever be able to put together that kind of list again," said Paul Schell, Seattle's 50th mayor. "And all this from a mayor that nobody ever liked very much."

It wasn't all Pleasant Valley Sundays for Uhlman and his young staff. They **inherited** a police payoff **scandal** that ran from **vice** cops to the top brass. Seattle led the nation in bombings. Uhlman's cops killed a black Vietnam vet who was planting a bomb, **inflaming** racial tensions in a city deeply **segregated** by **restrictive** home loans and **covenants** barring minorities from most neighborhoods. The Boeing Bust **crippled** the local **economy** and **psyche**. Voters rejected a big pile of federal funds for a light-rail system. Pioneer Square and Pike Place Market had dates with wrecking balls. Uhlman's aggressive **advocacy** of **affirmative action** and other runs around **civil service** and **cronyism** led to a **mutiny**, with firefighters and City Light workers pushing a recall vote to the ballot. Teamster **editorialist** Ed Donohoe said "our **prematurely** gray mayor is also **prematurely** dumb." If those that weren't challenges enough, the most powerful man in the free world **disdained** Seattle's mayor.

**legacy** something given to future people  
**three decades** thirty years  
**civil rights activist** fighter for equal treatment for all people  
**Citizen** Person who lawfully lives in a country, state, etc.  
**prologue** first or introductory scene  
**turbulent** full of violently swirling disorder  
**presided over** ruled over  
**transformation** change  
**musty** old and bad-smelling  
**cadre** group  
**arguably** many people would say  
**perhaps** maybe  
**festival** special celebration (with fun events)  
**proclamation** legal announcement  
**restoration** rebuilding/renewal  
**funding** money available  
**Historic preservation** protecting old things  
**inherited** received  
**scandal** shameful and disgraceful act or situation  
**vice** crime/harmful behavior  
**inflaming** making worse  
**segregated** separated (because of race, religion, etc.)  
**restrictive** serving to severely limit  
**covenant** agreement  
**crippled** badly injured  
**economy** process of people making, selling, and buying things  
**psyche**. mind.  
**funds** money  
**advocacy** fighting for something  
**affirmative action** requiring minimum percentages of minorities when hiring  
**civil service** government jobs  
**cronyism** giving friends really good jobs  
**mutiny** revolt against authority  
**editorial** written opinion  
**prematurely** before it should  
**disdained** strongly disliked





## Art Fletcher

In the space of one **campaign** stop in the fall of 1968 you could meet three different Art Fletchers: the arm-waving Baptist preacher, the spellbinding storyteller, **punctuating** his yarns with pauses that left listeners on the edge of their seats, and the **persuasive** politician who called himself "a practical **militant**."

The roadblocks to success included the widening **schism** between impatient young black **firebrands** and old-guard **civil rights** leaders. The Rev. Martin Luther King Jr. preached non-violent resistance; Huey Newton, co-**founder** of the Black Panthers, was an **unabashed revolutionary** out to destroy "both **racism** and **capitalism**." Sometimes, Newton said, "If you want to get rid of the gun, you have to pick the gun up."

Fletcher worried that **diplomacy** was losing ground to radicalism. He proudly claimed to be a militant himself. "The difference between a **militant** and **extremist**," he told the Tri-City Herald in the fall of 1967, "is the militant wants a share in developing a neighborhood while extremists are trying to burn them up. ...The longer nothing is done, the more extremists are able to convince persons to their points of view... [t]his force must be converted to technical militancy--the training of minorities with the know-how to fill these jobs."

[Governor Evan said,] "Here was this **imposing** African American man who radiated **charisma** and intelligence and preached the importance of a 'hand-up, not handout.' He was an apostle of the power of education to build **self-esteem** and change lives. I was **thoroughly** impressed with Art, his work and everything he stood for. I recruited him for our new **Urban Affairs Advisory Council**. That first meeting was just the beginning of a lifelong friendship. He should have been our state's first African American governor."

On November 7, 1967, with 59 percent of the vote, Fletcher was elected Pasco's first black **councilman**. In Seattle, Sam Smith, the **persistent** son of a Louisiana preacher, also won a City Council seat. The five-term state representative had just pushed through a state open housing law. In Tacoma, Jack Tanner, another former **standout** athlete and World War II **veteran**, got to thinking 1968 could be a **banner year** for Washington Negroes.

**campaign** series of actions to reach a goal  
**Punctuating** accenting/interrupting  
**persuasive** convincing  
**militant** aggressive, strict person  
**schism** split/division  
**firebrands** people who are bold  
**civil rights** the right to vote, to free speech, to fair and equal treatment, etc.,  
**founder** person who started something  
**unabashed** open  
**revolutionary** (related to fighting authority or causing huge, important changes)  
**racism** (treating people badly or unfairly because of their race)  
**capitalism** (a system where people own money and valuable things)  
**diplomacy** politeness and skill with people  
**militant** aggressive and strict  
**extremist** a person who feels very strongly about something

**imposing** impressive  
**charisma** interesting personality  
**self-esteem** self-confidence  
**thoroughly** completely  
**Urban** City-based  
**Advisory** (communication about what could or should be done)  
**Council** (group of people who advise or govern)  
**councilman** politician  
**persistent** (constant/not going away)  
**standout** (excellent-quality)  
**veteran** person who served in the military  
**banner year** very good year



## Dan Evans

The problems of **environment**, of **congestion**, of **urban decay** and **rural stagnation** did not suddenly occur. They are the residue of years--even of **decades**--in which we **devoted** too much of ourselves to size and **quantity** and too little to shape and quality.

They are the residue of years in which we believed that welfare was a substitute for pride and that public **charity** could replace individual opportunity. But black America and poor America are teaching us a new language--the language of participation. They say, "Let us share in your **prosperity**. Let us have not another generation of **servitude** but a new generation of opportunity." And in this process we are being reminded of something we very nearly forgot: the nobility of the American dream. There is no place in that dream for a closed **society**, for a system that denies opportunity because of race, or the **accident** of birth or **geography** or the **misfortune** of a family.

For each of our youth who has dropped out, there are a hundred more who have stayed in; some radical, some demanding, some searching, some hoping--but all concerned. To break that spirit would be to **bankrupt** our future. These are not the pleadings of a weak and useless generation; they are the strong voices of a generation, which--given a chance--can lead America to a new **unity**, a new purpose and a new prosperity.

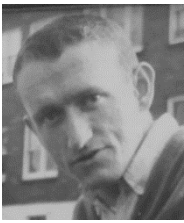
For our direction and our leadership we must turn, not alone to government, but to a new partnership; a partnership of government, private **enterprise**, and the individual **citizen**. ...The problems of **urban** growth and rural stagnation; the need for low-cost housing, for restoring our central cities, for creating new communities, for retraining the unemployed--these needs are not apart from **private enterprise**. They are its newest and perhaps most significant challenge. Government can establish a direction, but it can't construct the solutions of the next **three decades**. Private enterprise and free labor can build, but they can't write and **administer** the laws that create profit opportunities and business **incentives**.

I'm proud of that speech. I think it is the best of my career. Re-reading it today, I am struck by the sad fact that it is still so **relevant**.

- Excerpt of Dan Evans' Speech at the 1968 Republican Convention

**environment** surrounding conditions  
**congestion** crowding and blockage  
**urban decay** when a city becomes broken-down and dangerous  
**rural** away from cities  
**stagnation** going bad from not moving  
**decade** 10 years  
**devoted** gave/reserved  
**quantity** amount  
**charity** generous kindness that helps people  
**prosperity** richness  
**servitude** slavery  
**society** community of people  
**accident** sudden unplanned bad event  
**geography** the study of mountains, rivers, hills, etc.  
**misfortune** bad luck  
**bankrupt** having no money to pay bills

**unity** togetherness  
**enterprise** business/project  
**citizen** person who lives in a country, state, etc.  
**urban** city-based  
**private enterprise** private business  
**three decades** thirty years  
**administer** control or manage  
**incentives** rewards or reasons for doing something  
**relevant** clearly connected or related



## Ralph Munro

On Christmas morning, Munro decided to bring Terry a few presents and scope out Fircrest. “I was determined I would at least try to be his friend.” Munro was chagrined he wasn’t serving his country like his buddies in Vietnam. Eager to **enlist**, he had gone to the Army induction center in Seattle one morning. But he was rejected, classified 4F because of a heart murmur and pectus excavatum, or a sunken chest. “I felt terrible about it,” Munro says. “I was working at Boeing during the day and thought, ‘Yeah, I’ll start going out and working with these kids.’ And I really liked it.” So began decades of friendship between Terry and Ralph.

“Ralph led me through some **remarkable** years in advancements for the developmentally disabled in this state,” Dan Evans said when Munro retired after 20 years as secretary of state. “Ralph was the one who taught me how to care.” Munro **sidesteps** the praise from the three-term Republican governor. “He cared before me. But it was interesting that Terry became a change agent in many ways. Every **piece of legislation** that was proposed, that related to handicapped people, the governor would ask, ‘How does this relate to Terry?’ He was thinking, ‘How does this affect an individual kid?’”

Disabled people were still **shunned** by **society** in the 1960s and stuck in state institutions. But progress came as **advocates**, including Munro, positioned themselves under the umbrella of the **civil rights** movement. Munro had a hand in the state’s **revolutionary** Education for All law; it gave all children a right to public schooling, which allowed many parents to keep their kids home instead of confining them in institutions. He got Evans to spend part of a day in a wheelchair in a **crusade** for the state’s first **accessibility** requirements. He helped expand state law to protect those with “sensory, mental and physical” disabilities from **discrimination**. He co-authored and led the campaign for **Referendum** 37, steering \$25 million in state bonds to building group homes and job training facilities around the state. As the state’s top elections official, Munro even published the first Braille voters’ pamphlet in the state.

...Munro became a recurring figure in commencement speeches Evans gave... at St. Martin’s College, Eastern Washington State College and the University of Washington. “Show me the **critics**, the protesters, the youth who believe there is no hope to be found and no service to **render**—and I will show them where they can make a difference...I will show them one single individual man who **devotes** every spare hour from his job and his family in helping mentally [developmentally delayed] children to find and **grasp** the joys of life.”

**Enlist** join the military

**remarkable** amazing and interesting

**sidesteps** avoids

**piece of legislation** law

**shunned** avoided

**society** community of people

**advocates** fighters for something

**civil rights** the right to fair and equal treatment

**revolutionary** important changes

**crusade** effort to improve things or change things

**accessibility** how easy something is to get to, use, or understand

**discrimination** unfair treatment based on skin color, age, etc.

**Referendum** Public vote

**critics** people who give opinions

**render** make/give

**devotes** give/reserve

**grasp** grab/understand



## Karen Fraser

Karen Fraser, a soft-spoken yet **persuasive feminist**, would become the first female mayor of Lacey, a progressive county commissioner and for 28 years an influential state legislator—a Democrat admired on both sides of the aisle for her common sense and **civility**.

...Fraser arrived in Olympia on a snowy day in January of 1967, driving an old car with an **inoperative** heater... She had landed a spot as a Ford Foundation **legislative** intern, the only woman among the five UW political science students selected for the program by Dr. Hugh A. Bone, a **revered** longtime professor. Launched by Bone in 1956, the internship program soon became a national model. Fraser was doubly lucky that the legislative coordinator for the House interns was the **redoubtable** Rep. Mary Ellen McCaffree, a former president of the Seattle League of Women Voters and a master of what she liked to call “politics of the possible.”

...The Ford Foundation’s goal was to encourage state **legislatures** to become more co-equal with the executive branch. “Their major strategy was to improve staffing,” Fraser says. “The Washington Legislature had very little permanent staff and only a few **interim** committees. That meant interns were put in actual line positions, not just classic go-fer intern jobs.” At 22, Fraser became the sole staff person for the House Health and Welfare **committee**.

Fraser had a front row seat at the beginning of a major **transformation** in the legislative process and the growth of state government, as well as the transformation of Thurston County. Its population was growing at a 39 percent clip, with **escalating diversity**. Sleepy towns like Yelm were sprouting subdivisions. Olympia was to have a new four-year college. “Everything was changing,” she remembers. “More issues. More *complex* issues—growth management, the environment, social services, transportation. But the help-wanted ads in the newspapers still listed men’s jobs and women’s jobs. I was the only female intern. My committee had never had a woman be anything other than a secretary. I still didn’t grasp the full import of my presence.

...In 1973, she became the first woman ever elected to the Lacey City **Council**. Less than three years later, her fellow council members **elevated** her to mayor—another first for a woman.

**persuasive** convincing  
**feminist** a person who feels that women and men must be treated equally  
**civility** kindness

**inoperative** broken  
**legislative** law-based  
**revered** greatly respected  
**redoubtable** difficult

**legislature** government  
**Interim** meantime/temporary time  
**committees** (groups that decide or promote things)

**transformation** change  
**escalating** increasing  
**diversity** many different kinds of people or things

**Council** (group of people who advise or govern)

**elevated** made higher



## Norm Dicks

Dicks' years at the university are like bookends to the history of one of the most **tumultuous** decades in American history: The Sixties. "It was an incredible time to be a student at a major university," Dicks remembers—especially on the day in 1961 when he watched John F. Kennedy stride toward Edmundson Pavilion to address the university's **centennial convocation**. The young president spoke of the need for Americans to be, "above all else ... united in recognizing the long and difficult days that lie ahead." Kennedy's words were tragically **prescient**.

The struggle for **civil rights** and America's **escalating** involvement in Vietnam stoked student **activism**. "In the spring of 1963, we rose up and fought to keep the bricks from being paved over in the 'Quad'—the university's historic main quadrangle," Dicks remembers. "It was amazing—the first time we had really stood up for anything against the **administration**." He was a member of the student Board of Control, which **initiated** an "Open Forum" for outdoor **oratory** on campus...

Five years later, above all else, America was divided...Dicks joined a group called Young Washington Inc., mostly **comprised** of law school students. They had been recruited by Washington Attorney General John J. O'Connell to push an **initiative** for constitutional reform and help boost his campaign for governor. The students staged a sit-in at the state Capitol, hoping to secure a court test of the measure's constitutionality...

[After Dicks passed the bar exam he got a job working for Senator Magnuson in Washington D.C.] Norm and Suzie [his wife,] packed all their stuff into a baby blue Ford Mustang with a rooftop carrier and headed east. They arrived in D.C. on November 17, 1968.

"I was a **legislative** assistant—and a junior one at that," Dicks remembers, "but I got to spend a lot of time with the senator." ...

Every day was like a master's-degree program in the art of political deal-making. Magnuson, in action, was actually more artist than professor. In his 31 years in Congress, he had sponsored landmark consumer protection legislation, promoted **groundbreaking** medical research and, perhaps most notably, "shepherded through a deeply divided Congress the most **controversial** section of the landmark Civil Rights Act of 1964—Title II, which outlawed **racial discrimination** in public **accommodations** such as hotels, restaurants, transportation facilities, and theaters."

**tumultuous** noisy and confusing

**centennial** related to lasting 100 years

**convocation** meeting

**prescient** smart about the future

**civil rights** the right to vote, to free speech, to fair and equal treatment, etc.,

**escalating** increasing

**activism** using action and strong words to support or oppose something

**administration** management

**initiated** started

**oratory** speaking

**comprised** contained/made up

**initiative** law voted on by the people

**legislative** law-based

**groundbreaking** new and exciting

**controversial** something that causes arguments between people

**racial discrimination** treating people unfairly based on their skin color

**Accommodations** /places to live and sleep



## Phyllis Lamphere

After working at Boeing and IBM, she married **psychologist** Art Lamphere and became a leader in the League of Women Voters and Forward Thrust, a **massive** King County **infrastructure** upgrade. She **leapt** into politics and made historic changes to her **beloved** hometown.

In her first full year on the Seattle City **Council** in 1968 Phyllis Lamphere helped push through an Open Housing law in sharply **segregated** Seattle. She had already left a huge, if little noticed imprint on the city before joining the council. She **spearheaded** a change in state law giving Seattle a “strong mayor” form of government. That **shift** of power from nine back-scratching council members to a single executive would **transform** a **decentralized** clubby City Hall to one with a **unified** vision and **accountability**. Politically, Seattle joined the big time.

But Lamphere’s **ambitions** weren’t always in synch with Seattleites. She was on the other side of preservationists in their historic **campaign** to save Pike Place Market from **redevelopment**. When she reached for her dream job of mayor—after **trouncing** male **opponents** in three council elections—she was judged the **eminently** qualified frontrunner. But voters **spurned** her in a stinging defeat. She lost, in part, because her own campaign took a back seat to breaking another glass ceiling. She had become the first woman president of the National League of Cities, which required **extensive** travel.

Wounded, she didn’t stop **contributing**. She went on to be a driving force in the development of the Washington State Convention Center, built over Interstate 5 in downtown Seattle. **Roused** by a **symphony** conductor’s put-down of her hometown as a cultural “dust bin,” Lamphere kept an eye on opportunities for **enrichment**. More than anyone, she was responsible for the Convention Center’s **sophisticated** art collection and galleries, one of the largest programs of its kind—free to the public—in the U.S.

**psychologist** mind doctor  
**massive** huge  
**infrastructure** basic equipment needed for a society to operate  
**leapt** jumped  
**beloved** loved

**Council** group of people who advise or govern  
**segregated** separated (because of race, religion, etc.)  
**spearheaded** started and led  
**shift** move/change  
**transform** change  
**decentralized** without having one central area of command  
**unified** brought together  
**accountability** responsibility for behavior

**ambitions** desires to do great things  
**campaign** series of actions to reach a goal  
**Redevelopment** re-built and improved place  
**trouncing** beating  
**opponents** fighters (against someone or something)  
**eminently** very  
**spurn** reject  
**extensive** long/big

**contributing** adding/giving  
**Roused** Awakened  
**symphony** complex music for a full orchestra  
**enrichment** making better, richer, smarter, etc.  
**sophisticated** fancy (or smart)



## Larry Gossett

Gossett helped found the Black Student Union at the University of Washington, ran a community-service agency in Seattle's **predominantly** black Central Area and in 1993 was elected to the King County **Council**, from which he pushed to change the county **emblem** from an **imperial** crown to an image of the **slain civil rights** leader, and to keep county policy faithful to its namesake's principles.

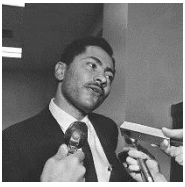
When Gossett left for Harlem [1966] he **characterized** himself as a Negro, as somebody who wanted to do well in college and get a good job, maybe teaching, so he could live comfortably. Nothing else really mattered at that time. When he returned to Seattle 15 months later he was a Black man **steeped in** racial identity. His **philosophy** changed from integrationism to Black Nationalism, from **capitalism** to democratic socialism. He did not believe black people or any **oppressed** people could gain their freedom other than by **transforming** the capitalist economic system. Karl Marx suddenly had an appealing logic. "It made sense to me when I read that the people who do the work should be the ones who **determine** how the fruits of their labor is used. That made so much sense to me as a **descendant** of slaves," Gossett says. He came to see elections as a **bourgeoisie** plan to keep black people in their place.

IN JANUARY 1968, Gossett and others formed the Black Student Union at the UW, with the aim of organizing chapters at junior high schools, high schools and colleges throughout Washington and Oregon. Their research found that among UW's **estimated** 30,000 students there were about 200 blacks, 20 Native Americans, and 10 Latinos. Of the 600 counselors who **advised** students, none were minorities until the first black counselor came on board in early 1968. They looked at 1,100 classes and could not find one that used a book **authored** by a minority, Gossett said. Their demands to UW President Charles Odegaard called for **establishing** a black studies program, recruiting more black **administrators** and **faculty** and recruiting minority and poor white students under a more flexible **admissions** policy. Gossett became a local spokesman for "black power," telling the Seattle Post-Intelligencer it meant "self-**determination**, self-respect, self-defense and power by any means necessary." He and others started attending history classes at the UW, challenging professors to talk about **colonialism** and include a black people's **perspective** in their lessons.

**predominantly** mostly  
**Council** group of people who advise or govern  
**emblem** symbol  
**imperial** related to kings, queens, emperors, etc.  
**slain** killed  
**civil rights** the right to vote, to free speech, to fair and equal treatment, etc.,

**Characterized** described  
**steeped in** soaked in  
**philosophy** way of thinking  
**capitalism** a system where people own money and valuable things  
**oppressed** badly mistreated  
**transforming** changing  
**determine** decide/figure out  
**descendant** child, grandchild, etc.  
**bourgeoisie** middle class

**estimated** guessed number  
**advised** gave opinions about what could or should be done  
**authored** wrote  
**establishing** beginning and building on  
**administrators** managers  
**faculty** teachers/professors  
**admission** act of letting someone enter  
**determination** formal decision about something  
**colonialism** a stronger country controlling and taking advantage of a weaker one  
**perspective** way of seeing things



## Lem Howell

Lem Howell, **emulating** his hero Thurgood Marshall, saw lawyering as a kind of **architecture** upon which to build a more just society. He represented black contractors in a **watershed** federal court decision, **persuaded** a jury that police were not **justified** in **fatally** shooting a young black man planting a bomb and has continued fighting for minorities facing **discrimination** and police **misconduct**.

IN 1968 Howell was ready to go into private practice. **Racism** was alive and well, according to Race and Violence in Washington State, also known as the Kramer Commission report. Secretary of State Lud Kramer, a former **activist** Seattle **councilman**, oversaw the study. Riots and disorder were primarily rooted, the report concluded, in “long-term **pervasive exclusion** of those who are different from white middle-class America.” This exclusion, “founded in both racial and cultural discrimination,” **permeated** American life, the report said. **Biased** policing was also a factor in violence and disorder.

By September 1969, Tyree Scott had organized frustrated minority contractors. **Despite** all the federal Great Society money pouring into King County for public works projects, little if any landed in the wallets of black contractors. While their **flamboyant** young **attorney**, Howell, argued that government contractors had a duty to employ minorities under LBJ’s Executive Order 11246, Scott’s group had shut down almost every public project in the county. In tense **negotiations** with King County Executive John Spellman, five **influential** members of the Associated General Contractors agreed to hire one black trainee for every four **journeymen** on a job. Each craft union was to have a ratio of its own. But unions remained **defiant**. “Bright and early on the Monday after the five white contractors **endorsed** the agreement, we sent black trainees to a construction site, and the unions immediately walked off the job,” Howell said. He filed suit in federal court, **alleging** the unions were violating the black trainee’s rights. Spellman, a former labor lawyer, was **steadfast** in support, noting that unions admitted their minority membership amounted to less than 1%.

Howell’s first federal case remains the most **far-reaching** of his career. U.S. District Court Judge William J. Lindberg ordered the construction unions back to work, ruling his court had **jurisdiction** because **racial discrimination** complaints **trumped** collective-bargaining agreements. Lindberg ordered four Seattle-area construction unions to halt discrimination against any person “because of his race or color.” It marked the first time **affirmative action** was imposed on local governments and **industries**.

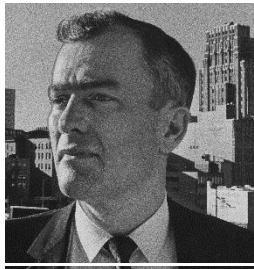
**emulating** copying  
**architecture** design and construction of buildings  
**watershed** very important  
**persuaded** convinced  
**justified** gave a good reason for  
**fatally** resulting in death  
**discrimination** unfair treatment based on skin color, age, etc.  
**misconduct** bad behavior

**Racism** treating people badly or unfairly because of their race  
**activist** person who uses action and strong words to support or oppose something  
**councilman** politician  
**pervasive** widespread  
**exclusion** when something is kept out or not included  
**permeated** spread through/flowed through  
**Biased** unfair-thinking

**Despite** even though there is the existence of  
**flamboyant** showy  
**attorney** lawyer  
**negotiations** back-and-forth conversations to agree on something  
**influential** famous and important  
**journeymen** experienced workers  
**defiant** angry and uncooperative  
**endorsed** supported  
**alleging** accusing  
**steadfast** unstoppable

**far-reaching** affecting lots of things in many ways  
**jurisdiction** legal control  
**racial discrimination** treating people unfairly based on their skin color  
**trumped** beat  
**affirmative action** requiring minimum percentages of minorities when hiring  
**industries** businesses





## Jim Ellis

The Space Needle and Monorail put Seattle on the cover of *LIFE* and a host of other periodicals in 1962. “But when the world’s fair was over we weren’t ready for 1970, let alone Century 21,” the **visionary** civic **activist** [Jim Ellis] said.

It was Ellis who **mobilized** a task force of young Seattleites in 1958 to rescue Lake Washington from the run-off of suburban sprawl—20 million gallons per day of raw and partially treated sewage.

His second act was an omnibus 1968 bond issue called Forward Thrust. It funded parks and recreation projects, sewer and arterial highway improvements and a sports stadium that, after some fits and starts, made Seattle a major-league city. The Forward Thrust **proposition** that failed twice—rapid transit—haunts Seattle a half century later...

“By 1965 forecasters were **predicting** that King County’s population might double to two million in 20 years,” historian William H. Mullins wrote in a study of the Forward Thrust campaign. “The most optimistic economists thought the state could gain 60,000 jobs every year, most of them along the newly completed segment of Interstate 5 running between Tacoma and Everett through Seattle. Ellis **fretted** that the region was doing little to prepare for growth.”

Ellis picked Seattle’s Downtown Rotary Club, which met at the landmark Olympic Hotel, as the **venue** for his Forward Thrust speech on November 3, 1965, because it featured 350 of the city’s movers and shakers...

Ellis worked 80-hour weeks for 18 months and inspired 40,000 man-hours of donated labor from the region’s brightest people...

On February 13, 1968, voters **authorized** \$40 million for a multipurpose stadium, \$118 million for parks and recreation, \$81 million for arterials, \$70 million for sewer projects, \$12 million for neighborhood improvements and \$6 million for a youth service center. The major **casualty** was rapid transit. With the matching funds, the measure would have **parlayed** \$385 million in local **bonds** into a total of \$1.15 billion.

**visionary** intelligent person  
**activist** person who uses action and strong words to support or oppose something

**mobilized** got ready for action

**Proposition** suggestion/possible plan of action

**predicting** describing a possible future event

**fretted** worried

**venue** location/stadium

**authorized** approved  
**casualty** death

**funds** money  
**parlayed** turned  
**Bonds** money from citizens



## Pat O'Day

If every picture tells a story, this one from February 13, 1968, should be in a time capsule as **evidence** the times were changing. The 30ish guy in the **tailored** sport coat, black slacks and tassel **loafers**, his reddish-brown hair carefully brushed back Philly-style, is Pat O'Day, the **legendary** Seattle disc jockey and concert promoter. Pat was the king of Top 40 radio from 3 to 6 weekdays in the Sixties. The jingle he wrote for his station is **nostalgic** catnip to hundreds of thousands of aging Puget Sound Baby Boomers. They can **intone** it on cue: "KJR Seattle, *Channel 95!*"

Jimi Hendrix should need no introduction. The Garfield High School dropout is on the brink of international stardom. Miles Davis, another rebel with a cause, saw him as a **masterfully** original blues guitarist... Jimi has returned to his **alma mater** for a special pep assembly on the morning after a sold-out homecoming concert at the Seattle Center Arena.

Optically, O'Day and Hendrix are as **incongruous** a pair as Dick Clark and Little Richard. Jimi, who is 25, looks like a gypsy troubadour in moccasins and British pea coat, his electric hair stuffed into a **jaunty** Western hat banded with purple ribbon and silver hoops. His slightly bent left knee, downcast eyes and shy smile betray his what-am-I-doing-here nervousness... *Pat O'Day* was going to introduce him. Jimi's song "Spanish Castle Magic" was an **homage to** O'Day's **prime** concert **venue** in the 1960s—an old roadhouse with **faux** turrets midway between Seattle and Tacoma. A combo called the Rocking Kings, with 17-year-old Jimi on a \$49.95 Sears Roebuck guitar, opened for another band at the Castle in 1960.

By 1968, O'Day's success as a concert promoter and high-key, **wisecracking** persona—not to mention KJR's Top 40 format—had bred contempt among the self-styled **cognoscenti** in the city's growing "underground." They **branded** him a greedy **opportunist** more interested in ratings and his piece of the action than "music that matters"—Buffalo Springfield, Dylan and The Byrds vs. "empty-headed crowd-pleasers" like the Beach Boys and Jan and Dean...

"But if you were a **purist** in 1968 you weren't supposed to like the Righteous Brothers *and* Jimi Hendrix." Even after *Pet Sounds*, Brian Wilson's brilliant Beach Boys album, left the Little Deuce Coupe in the dust, some people still didn't get it, O'Day says. *Helix*, Seattle's underground paper, railed that O'Day had the effrontery to stage a LOVE-IN and charge admission. "They had bumper stickers saying 'Pat O'Day's a shuck' because music 'belongs to the people' and there I was, supposedly this **crass** promoter, charging \$5 for concert tickets. Well, I know one thing for certain: Musicians appreciate getting paid. And you won't hear anyone say I didn't look out for the artists."

**evidence** event(s) or object(s) that prove something

**tailored** custom-designed

**loafers** shoes

**legendary** famous

**nostalgic** (something that shows a love for the past)

**intone** say

**masterfully** in an excellent way  
**alma mater** previously-attended school

**incongruous** surprising and weird  
**jaunty** energetic

**homage to** respectful and honor-filled message to  
**prime** most important  
**venue** location/stadium  
**faux** fake  
**wisecracking** joke-telling

**contempt** hatred  
**cognoscenti** very knowledgeable people  
**branded** called/labeled  
**opportunist** someone who grabs at any opportunity

**purist** person who insists on strictly following tradition  
**effrontery** bold rudeness

**crass** rude



## Bryon Loucks

In Special Forces medical school I heard a lot of exciting stories from the experienced vets who were **assisting** our **physician** instructors. Some of the doctors had never been in a combat theater, so the medics were teaching us all important lessons. The medical training we received was **rigorous**—probably one of the toughest military schools of the Vietnam **era**. It lasted just short of a year and slowly built up to the point we were memorizing an **incredible** amount of data. Today, when I review some of my notebooks it amazes me how much information we were processing. We jokingly used to say we were qualified to do anything except brain surgery or open heart surgery. And that's not far off the mark, especially by the standards of today's Special Forces combat medical schooling. We were trained to take the place of a physician in a remote situation with large groups of **indigenous** personnel for extended periods of time. That might even mean **amputations** in the field or **diagnosing** diseases and taking action. Graduates of the program all became "Doc." In Vietnam most of our teammates and all of the indigenous troops called us "Bac Si," which is Vietnamese for doctor.

I remember very little of my first week "in country" other than the fact that most Special Forces soldiers either felt sorry for me because I was headed for SOG [Studies & **Observations** Group] or treated me with more respect. All of the **outhouse** walls featured the **slogan** "Caution: C&C May Be **Hazardous** To Your Health," which I later learned was the unofficial **motto** of SOG. Soon I was on my way to Forward Operating Base 2, which later that year was renamed CCC or Command & Control Central. It was just outside Kontum in the Central Highlands of II Corps.

While Special Forces medics were trained to save lives, **primarily** we were a fighting team member just like everyone else. Our basic pack weighed 75 to 80 pounds. Sounds like a lot today, but you must remember we were so far from friendly lines that we had to be **equipped** to get out of sticky situations. A soldier involved in a firefight will go through a lot of grenades and **ammo** in a very short time period. Each team member took up to 20 clips, each one holding 20 rounds. We had additional ammo in our packs. We also carried as many as 10 grenades **apiece**, plus a couple pounds of a plastic explosive called C-4; 10 "toe-poppers," small mines to plant along the trail if we were being followed; a claymore mine and variety of smoke grenades and signal flares.

**assisting** helping  
**physician** doctor

**rigorous** difficult/strict/high quality  
**Era** time in history.  
**incredible** amazing

**indigenous** native to  
**amputations** cutting off of legs, arms, etc.  
**diagnosing** identifying a disease or its cause

**Observations** instances of watching, noticing, or making statements  
**outhouse** outdoor toilet  
**slogan** saying  
**Hazardous** Dangerous  
**motto** saying

**primarily** mostly  
**equipped** prepared  
**ammo** bullets  
**apiece** each



## Maxine Mimms

IN 1968, [Maxine] Mimms was hired as the project director for a teacher in-service sensitivity training program for Seattle schools. The effort was financed by the Civil Rights Act. The headline in *The Seattle Times*—"4 Negroes Named As **Administrators** In Seattle Schools"... Since the 1950s, **civil rights** leaders had tried to convince the Seattle School Board that the schools had to be **integrated**... In Seattle, **de facto** housing **segregation** "redlining"—resulted in neighborhood schools that were **predominantly** black. Most of Seattle's African American community was **concentrated** in the Central Area. Black parents and civil rights leaders set out to force integrated schools... At the time, Seattle had 13 "black" schools and more than a hundred "white" schools... Meantime, black students accounted for 9.1 percent of total enrollment in the School District....

Many ideas had been bounced around over the years. There was no easy solution because the de facto segregation was so entrenched. Civil rights leaders **mulled** a school **boycott**. They knew it had to be well organized. They resolved to take a **cue** from boycotts staged by civil rights leaders in the South and form "freedom schools" so students would still receive instruction...

The NAACP, the Congress for Racial **Equality** and the Central Area Civil Rights Committee **vowed** on February 23, 1966, to carry out a boycott... The groups **stipulated** that a boycott could be **averted** if Seattle Public Schools met two conditions:

- Develop and publish a **comprehensive** plan to integrate the schools within a reasonable period of time...
- Begin immediately a program of **compulsory** in-service training for all school personnel in human relations, with an emphasis on the understanding and acceptance of racial minorities in previously all-white schools.

That second stipulation brought Maxine Mimms into the picture in 1968 as director of in-service training for Seattle teachers. A year later as Black Student Unions **lobbied for curriculum** changes, Dr. Mimms declared, "The young black **militants** must wake up to the fact that what they need is not separate black history courses, but an American history course that recognizes the black. What we are doing is **assuring** separation, which is the new name for segregation."

Civil rights leaders claimed success during a brief boycott as roughly 3,000 students participated in the two-day freedom schools all around the city. So many students showed up that they had to find other spaces to open classrooms. African American students and parents **revealed** in having black history taught in the **context** of the United States.

**Administrators** Managers

**civil rights** the right to vote, to free speech, to fair and equal treatment, etc.,

**integrated** having different things working together as one unit

**de facto** actual/actually

**segregation** separating things/separating people by race, religion, etc.

**predominantly** mostly

**concentrated** mainly located

**mulled** carefully thought (about)

**boycott** (refusing to spend money on a business or buy its products)

**cue** hint/signal

**Equality** state where all things are equal

**vowed** promised

**stipulated** specifically said

**averted** turned away/avoided

**comprehensive** complete and thorough

**compulsory** required

**lobbied for** tried to convince lawmakers about

**curriculum** school-related

**militants** fighters

**assuring** promising to

**revealed** showed

**context** big picture



Secretary of State  
*Kim Wyman*

Legacy Washington



## After visiting the exhibit (High School)

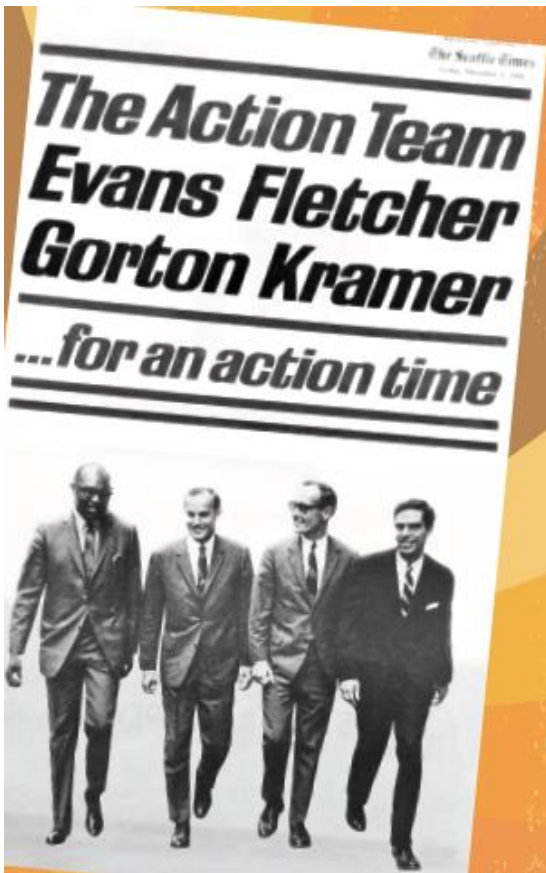
Essential Questions/ Objectives	<ul style="list-style-type: none"> <li><input type="checkbox"/> EQ: Was '68 a watershed year of change for WA?</li> <li><input type="checkbox"/> EQ: How can underrepresented stories be told?</li> </ul> <p><b>At the end of this lesson students will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify an underrepresented group and plan how to give them representation.</li> </ul>
Materials	<ul style="list-style-type: none"> <li><input type="checkbox"/> Online access to the display</li> <li><input type="checkbox"/> Student Handout: Whose Story is missing?</li> <li><input type="checkbox"/> Youth Oral History Assignment Handout</li> </ul>
Standards	<p><b>Common Core Reading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> </ul> <p><b>Common Core Writing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p><b>Common Core Speaking and Listening</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>State Social Studies Standards</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> History- Understands that there are multiple perspectives and interpretations of historical events.</li> </ul>

Activities	<p><b>Entry task:</b></p> <ul style="list-style-type: none"> <li>● <b>Which one doesn't belong?</b> (Show visual below)</li> </ul> <p><b>Processing Task:</b></p> <ol style="list-style-type: none"> <li>1. Whose story is missing?             <ol style="list-style-type: none"> <li>a. In small groups, discuss ways in which the display represented groups of people and left out groups of people from their stories (consider race, gender, religion, identity, level of education, geography, age, and any other ways that people identify with a group of people)</li> </ol> </li> <li>2. With a partner, review the guidelines of the <a href="#">Youth Oral History Project</a> and then make a plan to research, interview, write an oral history, and then create a display that would represent an individual from an under-represented group in the 1968 display.             <ol style="list-style-type: none"> <li>a. What group do you want to focus on?</li> <li>b. What was that group doing in the late 1960s in WA?</li> <li>c. Who is an individual you'd like to interview as a representative of that group?</li> <li>d. What questions do you want to ask them, about their role, experiences, thoughts about that time?</li> </ol> </li> </ol> <p>Extension: conduct the interview and write a brief "story" about your person</p>
Formative Assessment	<ul style="list-style-type: none"> <li>● Detailed plan for research, interviewing, writing, and creating a display for an underrepresented group.</li> </ul>



### Which one doesn't belong?

Discuss the four images below with a group of 3-4 students and decide which one doesn't belong and why, based on what you learned from the display. There is not one right answer, you just have to support your answer with evidence from the display.



Whose Story is Missing? Student Handout

Small Group Discussion: In what ways does the display represent different groups of people and in what ways does it leave out groups of people?

- Consider: race, gender, religion, identity, level of education, geography, age, and any other ways that people identify with a group of people

What groups are represented in the 1968 Exhibit?	Examples of how they were represented
What groups were left out?	Ideas for how to or who could represent these groups



## Partner Work:

1. Review the guidelines of the [Youth Oral History Project](#)
2. Make a plan to research, interview, write an oral history, and then create a display that would represent an individual from an under-represented group in the 1968 display.

Group of Focus and why you consider it underrepresented:	
What historical Resources will you use to find out: A. What was that group doing in the late 1960s in WA? B. Who is an individual you'd like to interview as a representative of that group?	Resource 1:  Resource 2:  Resource 3:

Draft 5+ questions you want to ask them, about their role, experiences, thoughts at that time.	
Questions	Anticipated answers
Q1.	
Q2.	
Q3.	
Q4.	
Q5.	

Sketch a plan of what the display you'll make would look like on your own paper and attach to this sheet.