

The Hill District: A Mathematical Approach to Then and Now.

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Pittsburgh Vann K - 8

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Introduction

As February rolls around I am reminded in every corner of the school that it is Black History Month. Without thinking of the ramifications I breathe a long sigh of relief and remind myself “You, my dear, are the math teacher. You can’t do Black History.” This is my second year teaching in the Hill District and I can honestly say that there is not only emptiness in my heart but hollowness in my math classes. The hustle and bustle of the African American Show at my school left me with a need to participate. I have an overwhelming need to find out everything I can about The History of my students and my environment away from home. With my new found desires and goals I began to search the Internet for Black History Math lessons to get a feel for what have already been done. Within several seconds I found dozens of Literature, Science, History, and Poetry lessons. The extent of the math lesson was to measure the squares to make a quilt similar to the quilt in the story “*The Patchwork Quilt*”. My work is cut out for me. I will design the unit to fit my students exactly and then other teachers can take what I did in my school’s neighborhood and work it to fit theirs. If I make it personal to the students it will bring respect to their needs and struggles and most important their culture through Mathematics. Then when a student should happen to say, “Why do I need math this has nothing to do with what I want?” I will be able to respond “Oh! But! It is all about you!”

Rationale

Junior Highs which include 7th, 8th, and 9th grade; Middle with 6th, 7th, and 8th; schools which are K-5, K-6, K-8 --- we’ve tried them all over the past forty years, yet we’re still trying to figure out how best to reach and teach the twelve year old child. Teachers and educators have yet to come up with the perfect environment and program for the beginning of adolescence.

Twelve year olds, caught up in the world of lockers, and fifty minute classes are often lost and confused, scared and alone. But in self-contained classrooms, they can appear bored and aloof, disengaged and challenging to adult authority. This age group needs plenty of physical activity, structured groups and time with peers. They define themselves by jackets, hairstyles, shoes, CD's, movies, music videos, the mall and what the older kids are doing. School becomes the place to be, but not always for our intended purposes. Teachers need to monitor and adjust to the needs of the individual student. Whether the student needs to interact with peers in a group activity or independently needs to be a key instructional pathway for a teacher of the Middle school student.

We also live in a high tech world. Students are constantly being entertained and stimulated by both active and interactive shows and games. Students come to school expecting the same type of programming. When it is not received the students become bored, have unfinished assignments, and suffer academically. It is our job as teachers to find activities that will stimulate their needs and get them to become active learners. Children today need to know who they are, where they come from, and the struggles of the past. Children today need to not just dwell on the future but take what was done in the past and make a better future. Not only the mistakes but the successes need to be used to develop a pride in the students that will help them to make the right choices.

Strategies

The idea of the unit is to keep the student engaged at all times. It is designed for the middle school students but can easily be adapted for both high school and elementary students. I will begin each lesson with a "What do you think?" question which will keep the interest alive. This strategy will let the students know that their opinion matters. Another strategy is to make each lesson personal to the students. If the students are able to find out more about their neighborhood and the origins of some of the neighborhood traditions they are more likely to do the work behind the lesson. The biggest strategy of all is to show how important this unit is to me. My knowledge of the Hill needs to be so deep that I know just as much, if not more, as the students do. Showing the students that I care about who they are and where they are from can have the biggest impact of all.

Overview

At the beginning of my research a passage jumped out at me to be the stating point of my unit. A comment from Thomas Nelson Page, a writer for *Harper's Weekly*, said:

The Negro has not progressed, not
Because he was a slave but because he
Does not possess the faculties to raise
Himself above slavery. He has not yet
Exhibited the qualities of any race which
Has advanced civilization or shown
Capacity to be greatly advanced.

My unit will be designed to have the students decide whether the data they analyze will disprove this heart wrenching statement. The first remarks, I speculate, when I share this with the class will be outrage. They will want to know who wrote this and if the person was white. They may even ask if I wrote it. I expect a huge discussion around this very quote and by getting them to be debaters on a subject that they are so passionate about will hopefully be the hook that is needed to get them excited about the unit. The initial debate needs to come eventually to the point that an educated debater must have documentation to support a conviction. The students need to have educated opinions.

As the unit progresses I will supply the students with data and documents that they will be able to read and discuss about the Hill District in the 1930's. There will be several major topics we will discuss to get a better understanding of the Hill District. These topics will include housing, jobs, money, and food of the Hill District. Two very important "money men" will be discussed as one of the lessons. One of the prominent men of the era is Gus Greenlee and the other is Robert Lavelle of the Dwelling House Savings and Loan. These two men made a huge impact on the Hill District with monetary assistance, something that many black men would have loved to do for their fellow Hill District. Each topic will be listed in the unit as a separate entity and I will provide the documentation to give to the students as well as a complete lesson plan around the topic. The data will be collected, organized, graphed and discussed to create a better understanding of the Hill District. This data will then help the students to write a factual document on "*A Day in the Life of a 1930 Hill man/woman.*"

The next step will be to do the same research about the Hill District today. This can be done through current documents or by interviewing parents and grandparents. The same topics will be used to create a comparison of the two time periods. The factual document will be "*A Day in the Life of a 2008 Hill man/woman.*"

History of Blacks in Pittsburgh

The decline of slavery in Pennsylvania was one of the reasons why blacks moved to Western Pennsylvania. The Abolition Act was enforced gradually in Pennsylvania in 1780. This act said that no African-American born in Pennsylvania would be a slave, however a child born to a slave must be a servant until they became 28. Another part of this Abolition act was that the masters must register their slaves by November 1, 1780 or they would become free. Through the hard work of abolitionists over the years and the use of the Underground Railroad many southern slaves became free men and women in Pittsburgh. Pittsburgh was a popular stop on the Underground Railroad because of its central location on the Ohio, Allegheny and Monongahela rivers. It was the custom of some station masters on the Railroad to place a small statue of a Black boy holding a lantern on their properties to alert runaways that their homes were a safe 'station'. The runaway slave would look for a sign to know if they were welcome or not: Green ribbons were tied to the arms of the statue to indicate safety; red ribbons meant to keep going. Over the years there has been controversy as to whether these statues should still be

allowed to be displayed. The legend behind them tells a story of hope for many fugitive slaves. As of 1793 all slaves who ran away into free states could be seized and returned to their owners without any court proceedings. Anyone helping a slave could also be sent to jail. To these strong men and women the freedom they received after the risks was worth the attempt. This freedom was hoped to be a deliverance to the land of milk and honey but instead, with freedom came struggle and strife. Freedom meant free from slavery but unfortunately did not mean freedom of choice, speech and vote allowed by other nationalities.

By 1870 Pittsburgh reported 2,155 African-Americans and by 1890 10,387 lived in Pittsburgh. Between 1915 and 1917 more than 18,000 African Americans moved to Pittsburgh and again between 1922-23 another 25,000 moved to Pittsburgh.

The Hill District: Background information

The irregular hills and valleys of Pittsburgh's region divide the city into numerous small areas, resulting in a strong sense of community within these different neighborhoods. On the other hand, the hills and valleys dividing the city also lead to an overall sense of disunity within Pittsburgh. Whereas most blacks lived in one area in other Northern cities, Pittsburgh's topography divided the black community into numerous small neighborhoods, such as the Hill, Homewood-Brushton, Beltzhoover, and Manchester. This division became a major stumbling block for black Pittsburghers in terms of achieving power, a sense of unity, and self-sufficiency as a community. Specifically, the topography of Pittsburgh reinforced the many divisions along class and culture lines, specifically the division between migrants and Pittsburgh-born blacks. Another factor working against the development of a strong and stable community was that most blacks from the south used Pittsburgh as a mere "pit stop" on their way to other northern cities such as Cleveland, New York and Detroit.

The Hill district's black community can be traced back to the Revolutionary War era when 150 slaves were brought to Pittsburgh from Virginia and freed. The Hill district was a city within a city, offering its residents an arena for both social and economic opportunity. By the 1930's, the Hill was a bustling community comprised primarily of African Americans, Jews and Italians. Black businesses flourished in the Hill during the 1930s and the needs of African Americans could virtually be met without leaving the Hill District. There were Black-owned drug stores, restaurants, cleaners, clubs, barbershops, funeral homes, a bank, jewelers and doctors.

1. Housing

Most lower hill dwellers rented either meager wood houses or rented single rooms from a home owner. The rent was \$18 to \$25 per month (pg 220). Rooms were rented for a few dollars each week. Men in the steel mill often shared a room with other steelworkers that worked the opposite shifts so they could share the rent and use the same bed. Boarders were taken into homes to help offset the financial difficulty of large families. Many of the homes did not have indoor plumbing and heat, furnishings were meager and several people stayed in each room.

2. Jobs:

The unions prevented most African Americans from moving up in the crafts and limiting the number of African American men who could work there at all. Consequently, many African Americans turned their hand to unskilled domestic work, which also reduced their choice of communities to live in. The majority settled in the eastern hill section of the city closest to downtown – The Hill District.

3. Money

Based on a National Urban League survey done on The Hill in 1930, the average weekly wage of 104 black, male laborers on The Hill was \$28.20. The money was then used for rent, food, clothing, and daily necessities.

4. Food: <http://www.thepeoplehistory.com/30sfood.html>

Imagine you could go shopping for food and groceries in the 1930's these are some of the foods you may have bought to feed a family. It wasn't that prices were high during the Depression. Many people simply had no money to buy even the most inexpensive items. In the Depression, barbecue stands that lined Wylie Avenue sold navy bean sandwiches for five cents, or a plate of chitterlings for dime.

Imagine how difficult it was for a black person to get a loan from a bank, to make a house payment or even buy groceries. Gus Greenlee was there to help.

About 1926, Gus Greenlee and partner William “Woogie” Harris started a numbers business. They were “one of the pioneers of the numbers business in Western Pennsylvania.” Greenlee and Harris proved quite adept at their new trade, soon spreading their business far and wide. At their height the pair administered close to 100 individual clearing houses where bets were placed and money changed hands. The numbers business flourished during the 1920s and '30s. People would pick three numbers. For as little as a penny, one could win between \$5 and \$6. The organizations that ran the number rackets paid players on 500 to 1 odds. Therefore if a person bet a dime they could win up to fifty dollars. The winners were defined by the final digits of that day's New York Stock Exchange volume index or some other measure. There were some banks, which were willing to pay against 600 to 1 odds. The numbers brought revenue into the community. However, Greenlee was not above manipulating the numbers in his favor.

By 1933, Greenlee owned two hotels, several nightclubs and other enterprises including the Pittsburgh Crawford baseball club. Despite this financial rapping of his community, Greenlee was portrayed as a community benefactor. He was respected and admired for his charitable contributions and holiday giveaways to the Hill District. In fact, the clearing houses were the banks of the black community, since African Americans were typically shunned by white bankers. In essence, Greenlee was the Hill District's leading banker.

He was known to help some with rent, college costs, medical care, and with basic

needs such as food and heating and operation of a soup line during the Depression. Greenlee also supported local hospitals and the NAACP and provided the start-up capital for many entrepreneurs. Greenlee was one of the leading employers of African Americans in the area, providing income for nearly 500 individuals. He was also known as a philanthropist who helped fellow blacks in his community with scholarships for schooling and with grants to buy homes.

Greenlee was not just a crooked businessman, he did great community works with his money. It is noted that he gave money to all sorts of people in the Hill to help during the depression. Many frequented the soup kitchens that he started or went to college on money he gave. He served as a sort of community bank to the people of the Hill, most of the time not wanting any payment in return on the loans and grants to the community. He was named Businessman of the Year in 1948.

Another great Hill Leader is Robert Lavelle. Lavelle, a black 90+ year-old businessman, runs the Dwelling House Savings & Loan and Lavelle Real Estate in Pittsburgh. Despite his desire to make money, Lavelle dropped out of high school and took a job shining shoes. Still, his parents' heritage and reputation dogged his steps. Eventually, after years of night school, he got two degrees and opened a real estate office, eventually taking over a faltering savings and loan. He began to put his vision of low-interest loans for poor people into practice.

Both businesses are located in that city's tough Hill District, where the major business is usually drugs. Despite the neighborhood, neither business has the standard metal grille to protect it from thieves. Lavelle believes that would send the wrong message to the neighborhood's inhabitants. "They're the only businesses in the poor black community of Pittsburgh, and maybe the country, that don't have one," he points out. "But you see, if I put that grille around me, I'd be telling this community that I'm afraid of them, that I don't trust them. I'm not afraid of them, and I do trust them. I'm trying to help them see that. Because I love them, I trust them. My very vulnerability is my protection."

Lavelle deliberately located his businesses in Pittsburgh's ghetto. There, he invests in poor black people, those whose risk is too high and assets too low to qualify for a conventional bank loan. Dwelling House loans are offered at a realistic rate for the individual consumer. For most poor African-Americans, that means at rates considerably below the market. "We help them economically so that they will have physical needs met in terms of housing and shelter," he explains. "We hope that by meeting that need, other social ills will be addressed. Ills like the break-up of the family—particularly the black family—and the necessity for marriage, for babies not having babies and children growing up without any values at all. Offering very low-interest loans to high-risk individuals is only the beginning for Lavelle. He gets personally involved with each loan applicant, meeting with them to discuss money issues. This one-to-one contact enables him to see up close what the individual's needs are and to help meet those needs.

Hill District Now

Low levels of achievement lead to greatly reduced life opportunities and social disorganization that stems from a neighborhood of less-educated youth and adults, which drives more youths to the streets. Larger cities, like Philadelphia, Detroit and Washington have higher rates of crime and poverty among black residents. But they differ from Pittsburgh in that they also have significantly larger, more politically active black middle-class communities, which can push policy changes that benefit blacks in employment and education, and a beefier core of black business owners who provide an economic backbone. That dynamic is missing from Pittsburgh, said John Wallace, a Pitt professor and one of the authors of the report. While waiting for policy change, Dr. Wallace said black residents need to "use their existing resources to educate their kids, support one another and could demand and expect more" from government. The report found that blacks here are three times more likely to be poor, greatly impacting their diet, health care, housing and child care. The impact of poverty, unemployment and criminal involvement, said Dr. Wallace, breeds stereotypes and dooms neighborhoods to long-term deterioration and even negatively impacts the views of people who live there.

The following information was taken from *Pittsburgh's Racial Demographics: Differences and Disparities*" By Ervin Dyer, Pittsburgh Post-Gazette. The article gave a very grim description of The Hill and other predominantly black neighborhoods. As part of a more personal connection for the students a more in-depth discussion will take place with the students doing an interview with parents and neighbors to create a reality check. The lesson for this part of the unit is in the lesson plan part of the document.

1. Housing

According to the study, blacks here live largely in segregated communities where they are disadvantaged by poor transportation and waning public safety and where 75 percent of the households are headed by black females.

2. Jobs

The median black household income was \$20,000 -- \$10,000 less than the average income for white households. Black males have unemployment rates that are two to three times higher than their white counterparts and when they are working, nearly 60 percent are employed in low-paying service or sales positions.

3. Food:

Using the inflation calculator on the website <http://data.bls.gov/cgi-bin/cpicalc.pl> and the cost of food and supplies from the 1930s any item can be compared to the price for the same item for today. The students can also find prices at the store or in advertisements

Tables and Charts

Black Migration to Pittsburgh in 1900 and 1916 according to age

Age	1900	1916
Under 30	41%	52%
Thirties	31%	27%
Forties	16.8%	14%
Fifties	6.9%	6%
60 and over	2%	1%

Poverty Rate (Percent)

	Pittsburgh
1969	15.0
1979	16.5
1989	21.4

Occupations and Percentage of Blacks in each job in 1930 in Pittsburgh

Occupations	Males age 10 and up	Females age 10 and up
Percent of population working	83.2%	31.5
Manufacturing	44.7%	4%
Transportation	14.6%	0%

Black Population in Northern Cities in 1900

City	Number	Percent of total
Baltimore	79,258	15.6%
Philadelphia	62,613	4.8%
New York	60,666	1.8%
St. Louis	35,576	6.2%
Chicago	30,150	1.8%
Pittsburgh	20,355	4.5%
Cincinnati	14,482	4.4%
Boston	11,591	2.1%
Newark	6,694	2.7%
Detroit	5,988	0.3%
Cleveland	4,111	0.8%
Buffalo	1,698	0.4%
Milwaukee	862	0.3%

Black Population in Northern Cities in 2000

City	Total Number	Blacks	%
Baltimore	651,154	418,692	64.3%
Philadelphia	1,517,550	655,581	43.2%
New York	8,008,278	2,130,202	26.6%
St. Louis	348,189	178,273	51.2%
Chicago	2,896,016	1,065,734	36.8%
Pittsburgh	334,563	90,667	27.1%
Cincinnati	331,285	142,121	42.9%
Boston	589,141	149,053	25.3%
Newark	273,546	146,347	53.5%
Detroit	951,270	776,236	81.6%
Cleveland	478,403	243,986	51.0%

Comparing Home Ownership/renting on the Hill 1930 - 1960

	1930	1940	1950	1960
Lower Hill Rent	98.7%	94.9%	87.5%	76.7%
Lower Hill Own	1.3%	5.1%	12.5%	23.3%
# of people	79	79	48	30
Upper Hill Rent	86.8%	77.4%	66.7%	57.8%
Upper Hill own	13.2%	22.6%	33.3%	42.1%
# of people	53	53	33	19

Percent of Families in National Income Brackets

		Pittsburgh
Low Income (Lowest 20%)	1969	21.9
	1979	25.4
	1989	29.9
	1999	30.3
Middle Income (Middle 60%)	1969	62.2
	1979	58.9
	1989	56.9
	1999	57.0

Food prices In 1931:

peaches for 89 cents a bushel

3 pounds of sweet potatoes for 14 cents

bananas for 19 cents a dozen

porterhouse steak for 19 cents a pound

8 O'Clock Coffee was 19 cents a pound

bologna was 17 cents

hamburger was 17 cents

longhorn cheese was 17 cents

eyeglasses in white gold-filled frames for \$7.50

Pull your teeth for 50 cents each and make false teeth for \$10 a plate.

girls' dresses for as low as 46 cents

men's dress shirts for 45 cents

children's school shoes for 79 cents

full-fashion silk hose for 59 cents

“very nice” toilet paper for 4 cents a roll.

By 1936, food was still cheap compared to today's prices.

coffee for 17 cents a pound

6 pounds of bananas or a dozen oranges for a quarter

25 pounds of sugar for \$1.23

24 pounds of flour for 90 cents

chuck roasts for 12 cents

hams for 25 cents a pound

sausage for 20 cents

sirloin or porterhouse steak for 25 cents

pigs' feet for a dime.

new tires sold for as low as \$3.95

Whiskey at the State Stores was \$1.25 to \$1.50 a full quart

a new radiator for your Model A Ford set you back \$5.95.

baseball gloves for 95 cents to \$3.95

bats for a buck, a dozen for \$10

diamond engagement rings for \$25, with a free 18-carat gold wedding band thrown in,

solid gold birthstone rings for \$3.95.

men's suits for \$25 and shoes for \$3.95 to \$9.

Lesson Plans

Lesson 1:

The introduction of the Unit should include the idea that this unit is developed and planned for the students to discover more about themselves and their past. They need to understand that American Black History impacts who they are but Pittsburgh Black History will have an even stronger impact on them. The students should be informed that using the data provided they will be able to reach an informal opinion of the state of the Hill District and its people. Each student should be provided a personal private journal in which they can write their thoughts and opinions. Each lesson should include time to write in the journal whether it is factual information or personal thoughts. This journal can then be used to help formulate data driven and thought provoked opinion for the end project.

Read the opening passage to the students, even give them a copy of it to read. A discussion should follow but in no way should the teacher lead the direction of the discussion. The students need to know that their opinion counts and that there is no restraints as to what is discussed. Follow the discussion and plan ways to find out if the statement is true. It should be easily recommended by a student that a comparison of the Hill District in the past to what it is now should be done especially given the title of the unit. Many things could be compared but the discussion needs to be lead into mathematical comparisons.

Lesson 2:

The students will receive a copy of the above document about Pittsburgh Black History including the tables. They will answer the following questions: About the early 1900s

1. Why did the Blacks move into Pittsburgh?
2. Where did they come from?
3. What were some troubles they encountered?

Following the questions the students will graph and compare the ages of black migrants in 1900 and 1918. They will then be asked what the graph shows. Some of the responses should be:

1. The graphed line is slanted downwards.
2. In both time periods younger people migrated than old people.
3. More people migrated in 1900.

Discuss why the students think more younger people migrated than older people. Display several of the graphs on the wall for an on going presentation.

Lesson 3:

The opening discussion today will be to talk about Black population in the Pittsburgh in the 1900s compared to other Northern Cities. Following the discussion provide the table about the Black population and percent of all people in that city. Have the students graph the population in one color and the percent in another color using a bar graph. Discuss finding as a group.

Lesson 4:

Discuss the following question with the class as an opening to the lesson. What type of work could the Black migrants do in Pittsburgh? Again instead of leading the questioning and answers have the students lead the questions and answers to keep open dialogue going. Following the discussion hand out the table of occupations in the 1930. In groups of three have the students analyze the table and develop a conclusion as to what the table indicates. After the fact finding time have one speaker from each group make a brief presentation.

Lesson 5:

Discussion today will be about homes. Read this passage to the class:

In Pittsburgh the Negro home seekers have been forced to retreat to the uninhabitable cliffs, isolated from the city's gas and water supply. Rent has been rapidly and consistently rising. Families here report paying \$6.00 a night for one room, lodging in houses that should not even be allowed to remain standing. Pg 48 *Up South*

Discuss if they would have money to pay for rent or to buy a house, how much rent would be for a house. Also discuss the idea of boarding houses and men sharing a room and working different shifts so that they could use the same bed. Look at the table about owning and renting homes. If a graph is needed create a graph for a visual picture. Discuss what it represents. Write down thoughts and discuss them.

Lesson 6:

Question: What did a Black person get paid in the early 1900s and what did they need to use the money for? Do you think they could make the ends meet? After writing journal thoughts hand out the data sheet listing the cost of food, clothing, rent and weekly pay. Using the provided expense sheet have the students see how quickly the monthly pay would be used up. Then have them consider if the worker had a family what would happen.

Lesson 7:

Thought for the day: If they did not have enough money what do you think they would do? After writing journal thoughts discuss what ideas the students might have come up with. When the talk is complete give each student a copy of the information about Gus Greenlee and Robert Lavelle. Play a numbers activity in which each student can have 3 pennies. Each student will pick a 3 digit number and submit it with their pennies. Using two dice roll them 3 times the sum of each roll is the first, second and third number. If the sum is a double digit then add those two digits together. If anyone should win the number they will receive all the pennies. If no one wins the teacher should then become Gus Greenlee and say to one student "I hear from your neighbor that you don't have any food for your three young children, here take this money and get some food to feed those

beautiful children.”

Lesson 8:

Using the idea of inflation compare food then and now. Using the provided list of food items from the 1930’s compare the price it would be now. This can be done using the inflationary calculator on the website provided.

Lesson 9:

The Hill District now. Question of the Day: Do you think it is easy to make ends meet now? Using the interview questionnaire provided each student should interview an adult at home to help make an educated decision as to whether it is easier now or then. After the questionnaires are completed gather the class data and find the average pay for the jobs listed to get an idea of income. Using the same monthly expense sheet as in lesson 6 find out the probable expenses of a family in the Hill District today.

Lesson 10:

Question of the day: What is the difference between Upper, Middle and Low Income? And Where do you think the average black family of Pittsburgh fits into the level of income? Using the table describing black income levels in Pittsburgh graph the data given. Write an explanation as to what the data is describing.

Lesson 11:

Creating the final document. Each student has gathered enough information to make an educated opinion as to whether the people of the Hill District are financially better off now or then. The criteria for the final document should include the following information.

1. A Day in the Life of a 1930 Hill man/woman.
2. A Day in the Life of a present day Hill man/women.
3. Which time period was better financially?
4. Supporting information as to why you think one was better than the other.

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Internet Resources

http://www.dwellinghouse.com/our_company.html History of the Dwelling House Bank

<http://www.neh.gov/news/humanities/2006-03/pittsburghspast.html> *Documenting Pittsburgh*

http://www.jstor.org/gifcvtdir/ds000071/002229922/dm990587/99p06252_1.1.gif?conf...
Homer S. Brown: First Black political leader in Pittsburgh

http://www.aaregistry.com/african_american_history/661/The_Pittsburgh_Courier_founded
The Pittsburgh Courier Founded.

<http://www.phlf.org> Pittsburgh History and Landmarks Foundation

<http://northbysouth.kenyon.edu/2000/Intro%20to%20Pittsburgh.htm> *The City of Steel*

<http://www.ivmdl.org/reflections.cfm?study=62> *Lending to the Poor: Robert Lavelle*
By Georgia Beaverson

Standards

Pennsylvania Math Assessment Anchors :

MA.1 Demonstrate an understanding of number, ways to represent numbers, and relationships between numbers

ME.1 Formulate questions that can be addressed with data and or collect, organize, display and analyze data.

ME.2 Select and use appropriate statistical methods to analyze data

Additional information:

Toward the middle of the nineteenth century a tiny enclave of people of color settled in the eastern end of a rapidly growing city named Pittsburgh, in a community called Haiti. Pressured by the rapid growth of Pittsburgh, Haiti soon moved up to what was then known as Quarry Hill (Herron Hill after the Civil War). This community of blacks kept moving upward and eastward, entering Arthursville, Lacyville, Minersville and still later, Springfield. As it grew, the names Haiti, Lacyville, Minersville, and Springfield were abandoned and the area became known as just the "Hill"

Name _____

Monthly Expense Sheet in the 1930's

Item	Amount of credit	Amount of expenses	Money left over.
Average Monthly income Average monthly rent Monthly food bill Clothing allowance utilities insurance entertainment Extra money			

Thoughts about how the average adult male in the Hill district survived in the 1930's. _____

What would happen if the adult male had a family to support? _____

Name _____

Inflation of costs. Using the list of costs from 1931 compare what the cost would be today. This can be done using the inflation calculator on the website: <http://data.bls.gov/cgi-bin/cpicalc.pl>

Item	Cost in 1931	Cost now	Difference

Name _____

Inflation of costs. Using the list of costs from 1936 compare what the cost would be today. This can be done using the inflation calculator.

<http://data.bls.gov/cgi-bin/cpicalc.pl>

Item	Cost in 1931	Cost now	Difference

Name _____

Interview questionnaire

1. How long have you lived in the Hill district? _____
2. Do you own or rent our home? _____
3. What does rent or mortgage cost today? _____
4. What do utilities cost per month? _____
5. How much do you spend on food in a month? _____
6. How much do you spend on clothes each month? _____
7. How much do you spend on a car (gas, insurance etc) _____
8. What is your job? _____
9. What education did you need to get your job? _____
10. If you could do things differently what would you change?

11. What do you like the most about the Hill District?

12. What do you like the least about the Hill District?

“Firsts” in the Hill.

First church: Bethel African Methodist Episcopal Church 1822

First Black Newspaper: *The Mystery* 1843 \$.02 per copy

First Black College: Avery College, Located on Nash and Avery Streets

First black Millionaires: Gus Greenlee and William ‘Woggie’ Harris.

First black judge: Homer S. Brown

First Mobile Intensive Care unit , Freedom House Ambulance Service 1967

First black-owned baseball stadium: Greenlee

First black pilots to fly across the country: , Dr. Albert Forsythe and Charles Anderson
July 17, 1933

Quotable quotes:

Use for daily discussions especially during Black History Month. Some of the quotes have a mathematic connection the others have a Hill connection.

The Hill District was “among the truly magic places on earth” (p. 29). (Mindy Thompson Fullilove, 2004. *Root Shock*)

"the crossroads of the world" or "Fun City," the Hill District flourished as a center for business and art, and drew bustling crowds both day and night. (Pittsburgh Courier)

The Hill says to you, "Come, build your enterprises, live your faith, share your hopes and dreams, and pass on to coming generations that legacy of freedom in mind, body, and spirit which is ours." *The Hill District: A Community on the Move," (c1980s)*

The Hill...was completely worn out, like an old pair of shoes that has gone the last mile."Rob Ruck, "Black Sandlot Baseball: The Pittsburgh Crawfords," *Western Pennsylvania Historical Magazine*, (January 1983): 66. [Rob Ruck quoting Charley Hughes.]

Blacks make up 27% OF Pittsburgh’s population. An index of 0 for Pittsburgh would mean every neighborhood was also 27% black, while 100 would mean blacks lived

strictly in black-only neighborhoods. In 2000, Pittsburgh's index was 67, the lowest in at least 40 years. (www.pittsburghlive.com)