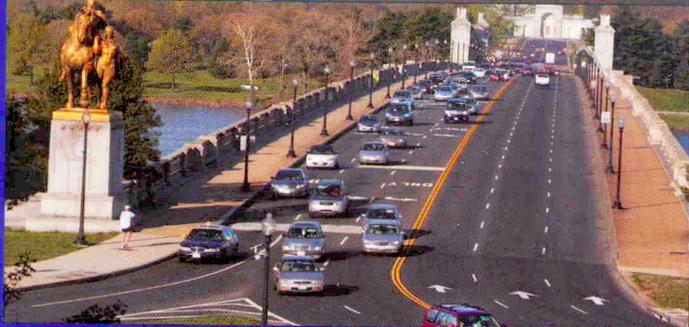
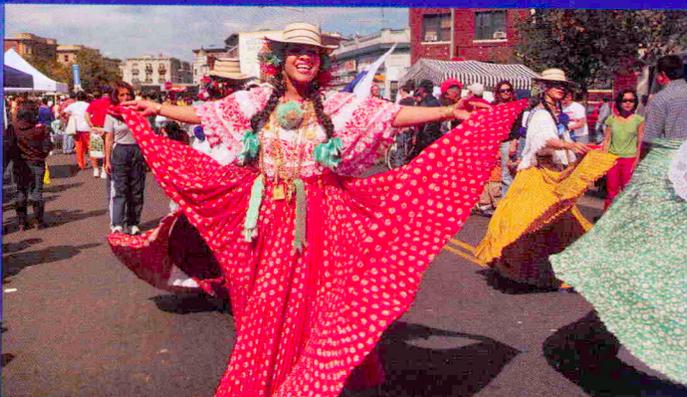


# The Washington, D.C., Story Continues 1996–2006



KATHRYN SCHNEIDER SMITH

# from the Introduction

This essay is a companion piece to *The City of Magnificent Intentions: A History of Washington, District of Columbia*. The history of the city told in that book ended in 1995, at a very difficult time. There was a financial crisis. Congress took over many of the functions of the city. Reading the book now, you would probably ask, “So what happened next? How did it all turn out?”

This essay tells you what happened next. It is more of a commentary on the recent past than a history. Journalists write about what is happening now and what happened in the recent past. Historians usually wait until time has passed to get a better idea of what will be important to remember in the long run. We don’t know, 50 years from now, what historians will think was most important about the 10 years between 1996 and 2006. What follows is a best guess, made at short range. You and others are welcome to have different ideas—to add or subtract events or people you think are important to remember. . . .

To make it possible to summarize 10 years in one short essay, I have focused on a few themes—our economy, our people, the way our physical city looks and why, the way we preserve and celebrate our local history and culture, and our form of government and its financial challenges. All have been affected by the one fact that makes Washington, D.C., unique in the nation; we are the federal capital as well as a hometown. The interaction between the two makes our story unlike any other.

—Kathryn Schneider Smith

## 1996

D.C. Public School Charter Board issues its first charters

Pennsylvania Avenue Development Corporation completes its work.

## 1998



Anthony A. Williams elected mayor



The Ronald Reagan Building and International Trade Center opens



The African American Civil War Memorial, the Spirit of Freedom, was unveiled

## 1998

## 1999



Home prices begin dramatic rise

## 2000



Taxation Without Representation license plates become official

U.S. Census shows D.C. more international

## 2001

Original Metrorail system, begun in 1969, is complete

Financial control board ceases to exist

Attacks on Pentagon and World Trade Center on September 11

## 2002



International Spy Museum opens

## 2003



New Convention Center opens

Federal agency agrees D.C. deserves financial support

## 2004



National Museum of the American Indian opens on the National Mall

World War II Memorial dedicated on the National Mall

Gallery Place development completed at 7th and H



Emancipation Day becomes a public holiday in D.C.

## 2004

## 2005



Nations begin to play at RFK

DC population increases for first time since 1950



THE ARC opens on Mississippi Avenue, SE

## 2006



Adrian M. Fenty elected mayor

Vincent C. Gray elected D.C. Council chair

Ground breaking for Martin Luther King, Jr. Memorial

## 2006

## FUTURE

"For tomorrow belongs to the people who prepare for it today."

—African Proverb

"Show me someone who doesn't dream about the future and I'll show you someone who doesn't know where they are going"

—Anonymous

"When it comes to the future, there are three kinds of people: those who let it happen, those who make it happen, and those who wonder what happened."

—John M. Richardson, Jr.

from the endsheet

*The Washington, D.C., Story*

*Continues 1996–2006*



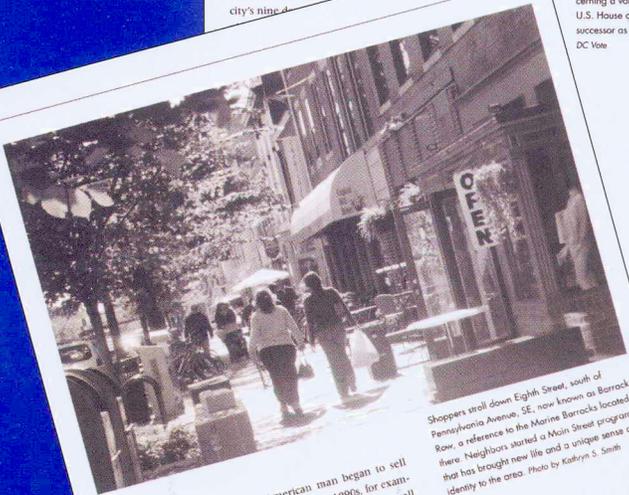
A parade down Mt. Pleasant Street, NW, in the Mt. Pleasant neighborhood in 2006 celebrated Latino heritage and the major presence of the Latino community in the District. Even as neighborhoods were changing, there was a renewed interest in the unique history and culture of the city's diverse communities. Photo by Rick Reinhard

nally threatened because of citizen action. In some neighborhoods in Northwest, homes were being torn down or moved to make room for new and larger homes, and events like were being



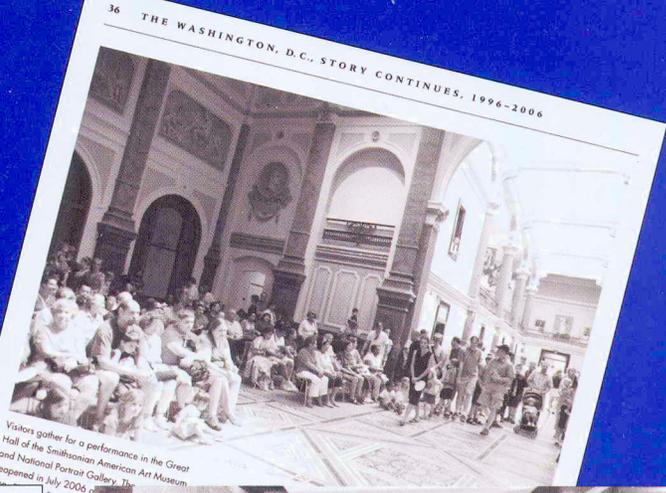
anced budgets under the belt, there was a... The control board did do... city's nine d...

Mayor Anthony A. Williams with his trademark bowtie is seen at right center in this photograph of the audience at a Congressional hearing concerning a vote for the District of Columbia in the U.S. House of Representatives. At his right is his successor as mayor, Adrian M. Fenty. Courtesy DC Year

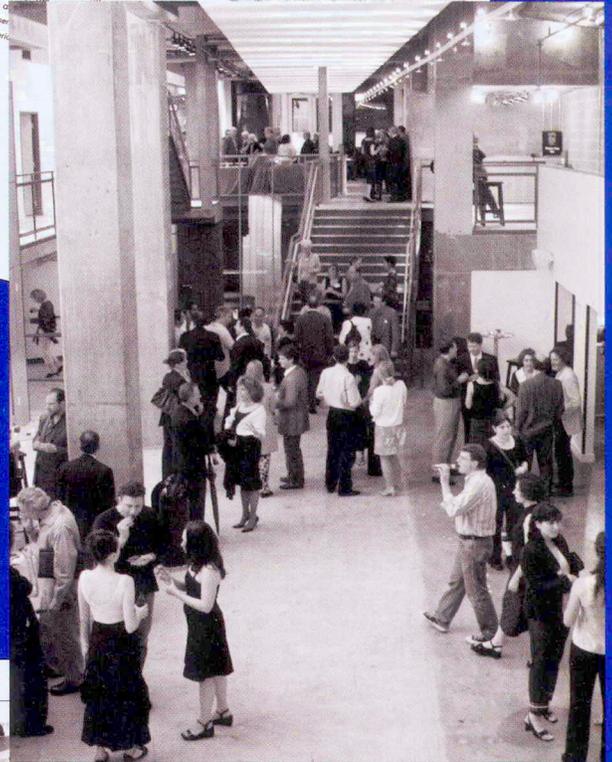


Shoppers stroll down Eighth Street, south of Pennsylvania Avenue, SE, now known as Barracks Row, a reference to the Marine Barracks located there. Neighbors started a Main Street program that has brought new life and a unique sense of identity to the area. Photo by Kathryn S. Smith

market place. A young African American man began to sell unique cakes and pastries on U Street in the late 1990s, for example, and attracted national attention. New, locally owned, small businesses and restaurants began to cluster along Eighth Street, SE, near the Marine Barracks as well as other neighborhood shopping strips. Ten neighborhood commercial corridors, including Eighth Street/Barracks Row, had Main Street programs in 2006, modeled by the National Trust for Historic Preservation and partially funded by the deputy mayor for planning and economic development. These programs were citizen-led economic development efforts. They encouraged residents and business people to create unique identities for their neighborhood commercial corridors, and to reinforce those identities with a respect for historic preservation, attractive streetscapes, and local marketing initiatives. At the same time, African American business ownership in the District increased by almost 12 percent between 1997 and



Visitors gather for a performance in the Great Hall of the Smithsonian American Art Museum and National Portrait Gallery. The reopened in July 2006. Photo by Robin Weiner



People are moving to center city neighborhoods in increasing numbers partly because they like being close to cultural attractions such as theaters, museums, and restaurants, like these outdoor cafes on 18th Street in Adams Morgan. Photo by Rick Reinhard

Road, SE. A three-story building with space for offices and stores, it would be the first major commercial project in that neighborhood in 15 years. Meanwhile at Camp Sims, a former National Guard facility at 15th Street and Alabama Avenue, SE, ground was broken for a development that was set to include 75 single-family houses and a much-needed large grocery store. The Skyland Shopping Center at Alabama Avenue and Good Hope and Naylor roads, SE, was also about to be transformed, with the prospect of another large supermarket.

While the changes along the Anacostia waterfront and New York Avenue were the result of the work of city planners and to some extent the direct influence of the federal government, other neighborhoods in the city were changing because of economic and social factors affecting big cities all across the country. Many people were discovering how convenient and pleasant it was to live close to work instead of driving hours a day from the suburbs to their place of employment. They liked being close to places to shop and eat, and to go to the movies, the theater, or a museum.

# Pages & illustrations from The Washington, D.C., Story Continues 1996-2006

The Washington, D.C., Story Continues  
with  
**You,**

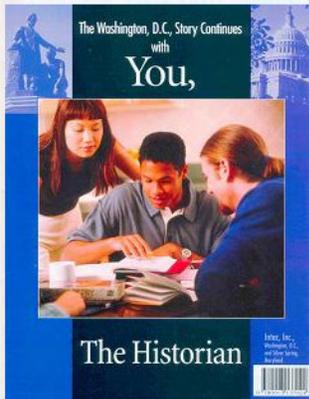


**The Historian**

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and Silver Spring,  
Maryland



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## To the Teacher 4

- District of Columbia Public School's Course of Study 4
- The Course of Study is Organized into 18 Units 4
- Cooperative Research Projects Match D.C.P.S. Course of Study 7
- About Cooperative Learning 7
- The Teacher's Role in Cooperative Learning 8
- Supporting Student Research 8
- Portfolio Assessment 8

## To the Student 9

- Working Together: Accomplishing a Cooperative Research Project 9
- Using the Project Manager 10
- Dividing Up the Work 10
- Teamwork Rules 10

## Project Manager 11

- Focus Your Topic 12
- Selected Resources 14
- Using Search Engines 16
- Project Journal 17
- Crediting Sources and Avoiding Plagiarism 19
- Planning Your Group Presentation 20
- Making an Oral Presentation 21
- Evaluation Checklist 23
- Assessment Rubric 24

## Topics for Research Projects 25

1. Plan Your City's Future 26
2. City Leadership Hall of Fame 33
3. From Slavery to Civil Rights 39
4. Changing Populations and Patterns of Life 48
5. Democracy for D.C. 54
6. People of Achievement 60
7. City Architecture, City Life 65
8. View From the Tourist's Eye 75

Photo Credits 80

**Unit 2: A Capital Is Born**

12.DC.4.2. Describe major provisions of the Residence Act of 1790.

**Unit 3: Home Rule Begins**

12.DC.5.2. Describe how the home rule charters of 1802, 1812, and 1820 gave District residents a voice in their local government.

**Unit 4: All Men Are Created Equal**

12.DC.6.1. Analyze the abolition movement in Washington, D.C.

**Unit 5: The Civil War Hits Home**

12.DC.7.1. Describe how the Union Army transformed the city into an armed camp.

**Unit 6: Reconstruction and the Nation's Capital**

12.DC.8.1. Describe the Freedmen's Bureau.

**Unit 7: Home Rule Ends**

12.DC.9.3. Explain why and how Congress ended home rule for the District of Columbia in 1874.

**Unit 8: Struggle for Civil Rights**

12.DC.10.3. Explain how African American leaders resisted discrimination.

**Unit 9: One City, Many Peoples**

12.DC.11.1. Identify key migratory waves that occurred during the twentieth century.

**Unit 10: Take Me Out to the Ballgame**

12.DC.13. Students describe what Washingtonians did for amusement at during the 1920s and 1930s.

**Unit 11: Global Crises, Local Effects**

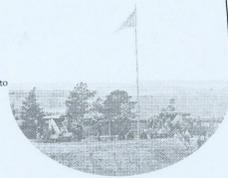
12.DC.14.1. Explain how World War I, the New Deal, and World War II dramatic increases in the District's population.

**Unit 12: Home Rule Revisited**

12.DC.16. Students identify key milestones and efforts that led to greater and suffrage for Washington, D.C., residents.

**Unit 13: Movers and Shakers in D.C.'s History**

12.DC.17. Students identify key people who were civic and political leaders in D.C., during the second half of the twentieth century (e.g., Marion Blackburn-Moreno, Marvin Caplan, Nelson A. Castillo, Dave Clark, Jane Delgado, Walter Fauntroy, Julius Hobson, E. Franklin Jackson, N...

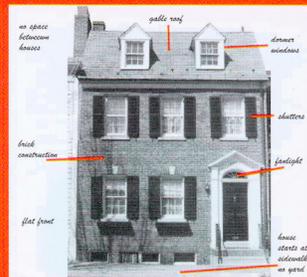


**Architectural Terms to Look Up and Learn**

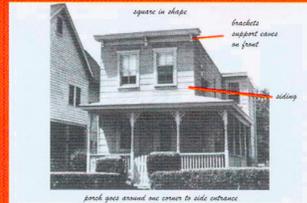
- bracket
- casement window
- clapboard
- cupola
- dormer window
- eaves
- gable
- gable roof
- mansard roof
- hood molding
- pillar
- pavilion
- roof cresting
- shingles
- wood tracery

**Looking for Building Styles**

pages 71-77 reproduced from *How to Recognize* by Kathryn S. Smith (Harcourt, 1983).



Federal Town House, 1800-1850 Georgetown



Cottage Style, Mid-nineteenth century Tenleytown  
(look for those old roofs!)

**Step 3: Narrow Your Focus and Plan Your Presentation**

Meet with your group to narrow your topic and decide on a specific project. Use the Idea Web on page 32 to stimulate discussion among members of your group. Consider the project ideas described below, or develop one of your own.

**Build a Model Neighborhood**

What are the characteristics of an ideal neighborhood? Should families be able to work, shop, and go to school near their homes? How should the neighborhood be linked to other neighborhoods, the city center, and other locations in the region? What about green spaces for recreation and natural beauty? Do a drawing or build a simple model of a neighborhood that reflects your answers to these and other questions. Look on the Internet for instructions in how to make origami buildings you can use in your model.



**New Parks and Recreation Areas for Our Region**

As our regional population expands, new parks and recreation areas will be needed to maintain and enhance our way of life. Even the needs of area residents in the year 2025 will be met by new parks for Washington, D.C. in a few large park facilities, or development throughout the neighborhood? Should needs of children, or the growing population? Prepare a written report with your recommendations to be submitted to the D.C. Office of Planning showing the locations of future parks.



**Affordable Housing**

A recent place to live. But in today's world where housing prices are so high, it is often hard to find affordable housing. Create a PowerPoint that describes how you are involved in making sure that people of all incomes can live in the District. What kinds of housing are most needed? Where should affordable housing be located? How can we encourage the creation of such housing?



When you are finding the books you are interested in. There may be other sources as well, including newspaper clippings. Next, use online Web sites and search engines to learn more about your chosen persons of distinction. You can find many encyclopedias online, as well as many sites on the capital city including <http://www.exploreDC.org>. Another good place to start might be at <http://www.biography.com/>. Along with pictures and an account of the person's life, this site also links to others connected to this person.



**Step 3: Narrow Your Focus and Plan Your Presentation**

Meet with your group to narrow your topic and decide on a specific project. Use the Idea Web on page 66 to stimulate discussion among members of your group. Consider the project ideas described below, or develop one of your own.

**Vote for Statuary Representatives**

There are statues of two outstanding citizens of each state in the U.S. Capitol. The District has none. There is a recent move to change this. Who do you think would best represent the city? As a group, narrow your list down to the top twelve people. What criteria did you use for each person? Next, rewrite each biography as a campaign speech, create banners or posters with slogans and pictures for each historical figure. You may wish to give each speech in front of your group, then vote on the two most deserving Washingtonians. Finally, present your speeches to your classmates and ask them to vote. (A 2007 city contest selected Pierre L'Enfant and Frederick Douglass.)

**Focus Your Topic**

Meet with your teammates to narrow the focus of your topic and design a project that interests you.

Begin by shortening your topic list to only two or three that you might explore.

**Project: Plan Your City's Future**

**Possible topics:**

- A Model Neighborhood
- New Parks and Recreation Areas
- Transportation
- Affordable Housing
- The Waterfront

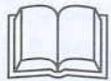
Then, ask yourselves these questions.

- Is this topic one that interests most of us in the group?
- Does this topic seem small enough to cover in the time we have available?
- Is this topic broad enough so that we will have enough to say?
- Can we find enough information on this topic?

**Affordable Housing**

- The rising cost of housing
- The federal government's response
- Washington D.C.'s response

Pages & illustrations from  
*You, The Historian*



# Topics for Research Projects

## ■ 1: Plan Your City's Future

Design a Washington, D.C., that will fit the needs of your children and grandchildren. 26

## ■ 2: City Leadership Hall of Fame

Investigate D.C.'s unique government by learning about its leaders—from the first, Mayor Brent, to Alexander “Boss” Shepherd, to today's mayor. Decide who belongs in the City Leadership Hall of Fame. 33

## ■ 3: From Slavery to Civil Rights

Detail the nearly four-hundred year progress of African Americans in Washington, D.C. 39

## ■ 4: Changing Populations and Patterns of Life

Map the city to show where people have lived; how they've moved in, out, and around; and where they work, shop, and relax. 48

## ■ 5: Democracy for D.C.

Explore key milestones and efforts that have led to greater democracy for Washington, D.C., residents. Debate the problems and propose solutions associated with D.C.'s unique status. 54

## ■ 6: People of Achievement

Create a Who's Who of D.C. history. Compile a book of two-minute biographies of the key civic and social leaders across the spectrum of D.C. history. 60

## ■ 7: City Architecture, City Life

Learn about the city's diverse neighborhoods. Explain how to read a building and compare the buildings people live in, work in, and shop in from yesterday and today. Create a photo/video display. 65

## ■ 8: View From the Tourist's Eye

Washington, D.C.'s monuments, memorials, and historic places attract visitors from around the nation. Design brochures for tourists from the 1880's, 1930's, and 2000's explaining and promoting the museums and landmarks they'll find on their visit. 75