

# THE INTENTIONAL CIVILITY OF MAYOR TOM BRADLEY

## Lesson Plan



# CONTENTS:

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## 1. California Curriculum Content Standard, History/Social Science, 11th Grade:

11.11 – *Students analyze the major social problems and domestic policy issues in contemporary American society.*

11.11.6 – *Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.*

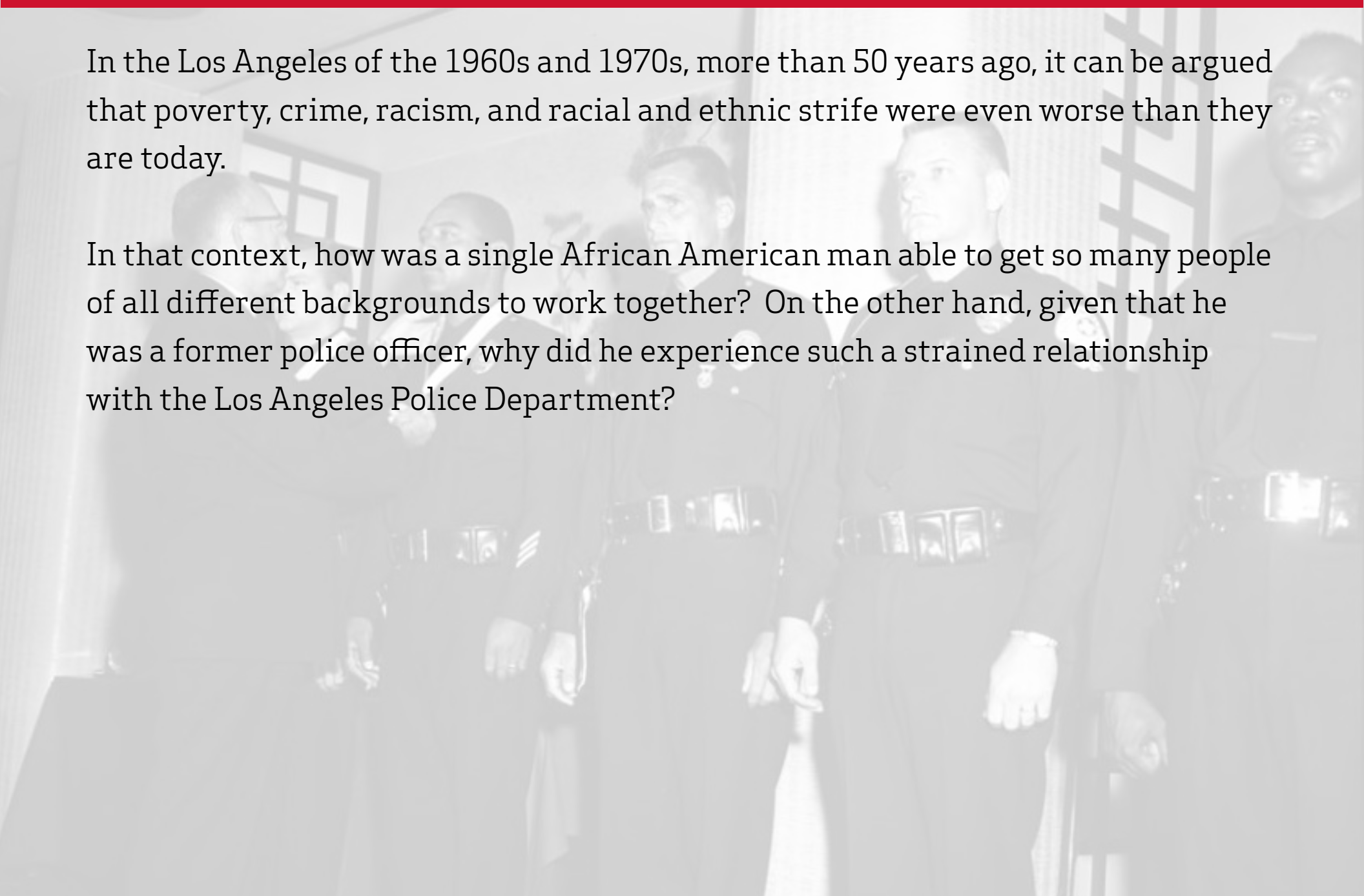
11.11.7 – *Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.*

## 2. CENTRAL HISTORICAL QUESTIONS:

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In the Los Angeles of the 1960s and 1970s, more than 50 years ago, it can be argued that poverty, crime, racism, and racial and ethnic strife were even worse than they are today.

In that context, how was a single African American man able to get so many people of all different backgrounds to work together? On the other hand, given that he was a former police officer, why did he experience such a strained relationship with the Los Angeles Police Department?



### 3. EXTENDED WARM-UP:

#### *What is Civility?*

Students locate various dictionary definitions of key words and begin to distinguish important similarities and differences:

- Civil
- Civic
- Civility
- Civil discourse
- Civil service

Extending the exploration, students research important terms and phrases in the California history/social science standards that incorporate the key words. Some of these terms and phrases are defined in the curriculum framework, and some are not.



### 3. EXTENDED WARM-UP (CONT.):

It is important to determine how different and similar these terms are from the key concept of “civility” this lesson explores.

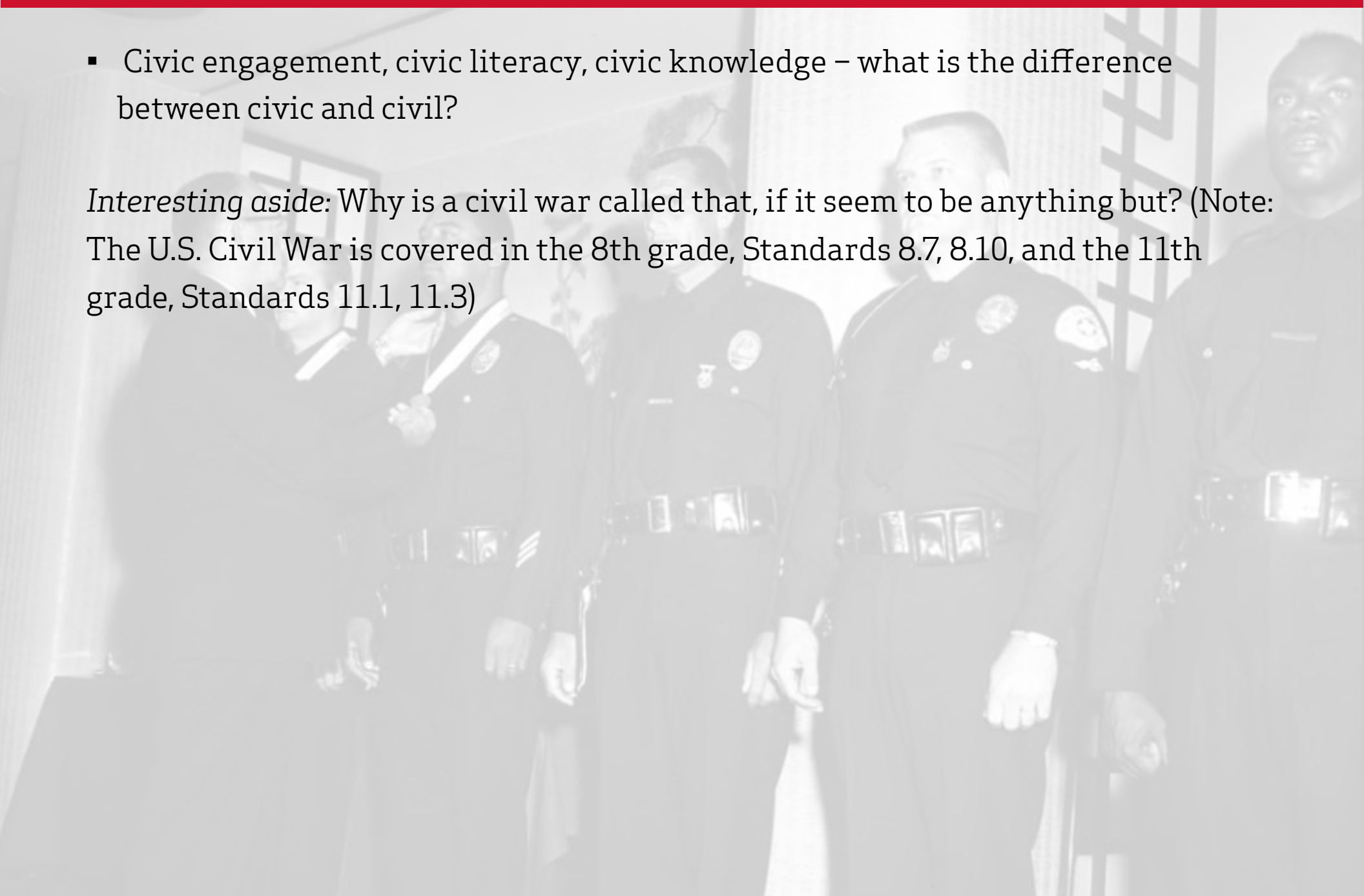
“Civility” seems to be centered on interpersonal and intergroup relations, as opposed to the curriculum framework terms below that appear to be more legal, institutional and governmental.

- Civil liberties (Standard 11.5.2 – 11th grade, 5th standard/unit, 2nd substandard)
- Civil rights (Standard 11.3, 11.10, 11.11.2)
- Civil society (Standard 12.3) – *“Civil society is ‘the autonomous sphere of voluntary personal, social, and economic relations that are not a part of government.’ Civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. Civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.”*

### 3. EXTENDED WARM-UP (CONT.):

- Civic engagement, civic literacy, civic knowledge – what is the difference between civic and civil?

*Interesting aside:* Why is a civil war called that, if it seem to be anything but? (Note: The U.S. Civil War is covered in the 8th grade, Standards 8.7, 8.10, and the 11th grade, Standards 11.1, 11.3)





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## 4. WORKING DEFINITIONS:

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Students complete the warm-up by formulating a working definition of what it means for people to be civil to one another, especially in public settings. It appears to be more and different than just being nice and polite to other people, especially if these actions are not sincere.

Finally, students compare their working definition to the following well-known quote:

*“I’m not concerned with your liking or disliking me...all I ask is that you respect me as a human being.”*

– Jackie Robinson, first African American player in Major League Baseball, fellow student of Tom Bradley at UCLA.



## 5. DOCUMENTARIES ON THE LIFE & WORK OF TOM BRADLEY:

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In 2014, a group under the name of OUR L.A. produced two documentaries on Tom Bradley.

Tom Bradley's Impossible Dream: Narrated by Shari Belafonte, is an educational 46-minute film produced primarily for high schools, and is accompanied by an extensive curriculum, aligned with Common Core Standards, for 11th grade history and 12th grade government classes.

Bridging the Divide: Tom Bradley and the Politics of Race, narrated by Alfred Woodard, is a 57-minute film that aired nationally on PBS. This film is more analytical and complex in its treatment of the subject.

## ***TOM BRADLEY'S IMPOSSIBLE DREAM:***

*This first film can be viewed through several mechanisms:*

- On the website, [www.mayortombradley.com/educational](http://www.mayortombradley.com/educational), it can be viewed using the Vimeo video player.
- The DVD can be ordered and purchased for \$42.70 under a special license only for elementary and secondary school teachers. Educational institutions must purchase the DVD plus a site/local streaming license by contacting Lyn@mayortombradley.com.
- The DVD is available for check out from the Los Angeles Public Library, Central Branch, and a hold can be put on the work to be delivered to a local branch of the LAPL

# **TOM BRADLEY'S IMPOSSIBLE DREAM (CONT.):**

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## Chapter 1: Beginnings

Lorraine Bradley, daughter of Tom Bradley, at the 8:20 minute mark:

*"Daddy always thought that, unless people got to know you as a person, they would always think of you as a group, and the only way to change that perception is to live among, or work among, or be among."*

Lesson Activity: Students read, discuss and write about how this quote can improve their working definition of civility.

Chapter 2: The African American church, the struggle for civil rights, political engagement, multi-racial coalitions, City Council election

Chapter 3: First campaign for Mayor of Los Angeles vs. Sam Yorty, 1969, an election about race and fear



## **TOM BRADLEY'S IMPOSSIBLE DREAM (CONT.):**

Chapter 4: Second campaign for Mayor of Los Angeles vs. Sam Yorty, 1973, 1st African American mayor of a major American city, 5 terms  
Wanda Moore, Bradley's Chief Administrative Assistant, at the 26:15 minute mark:

*"I asked the boss what made him run again, and he shared with me that he made it his business to get out and meet all the people of Los Angeles because he wanted them to be comfortable with him."*

Lesson Activity: Students read, discuss and write about how this quote can improve their working definition of civility

## ***TOM BRADLEY'S IMPOSSIBLE DREAM (CONT.):***

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### ***Curriculum:***

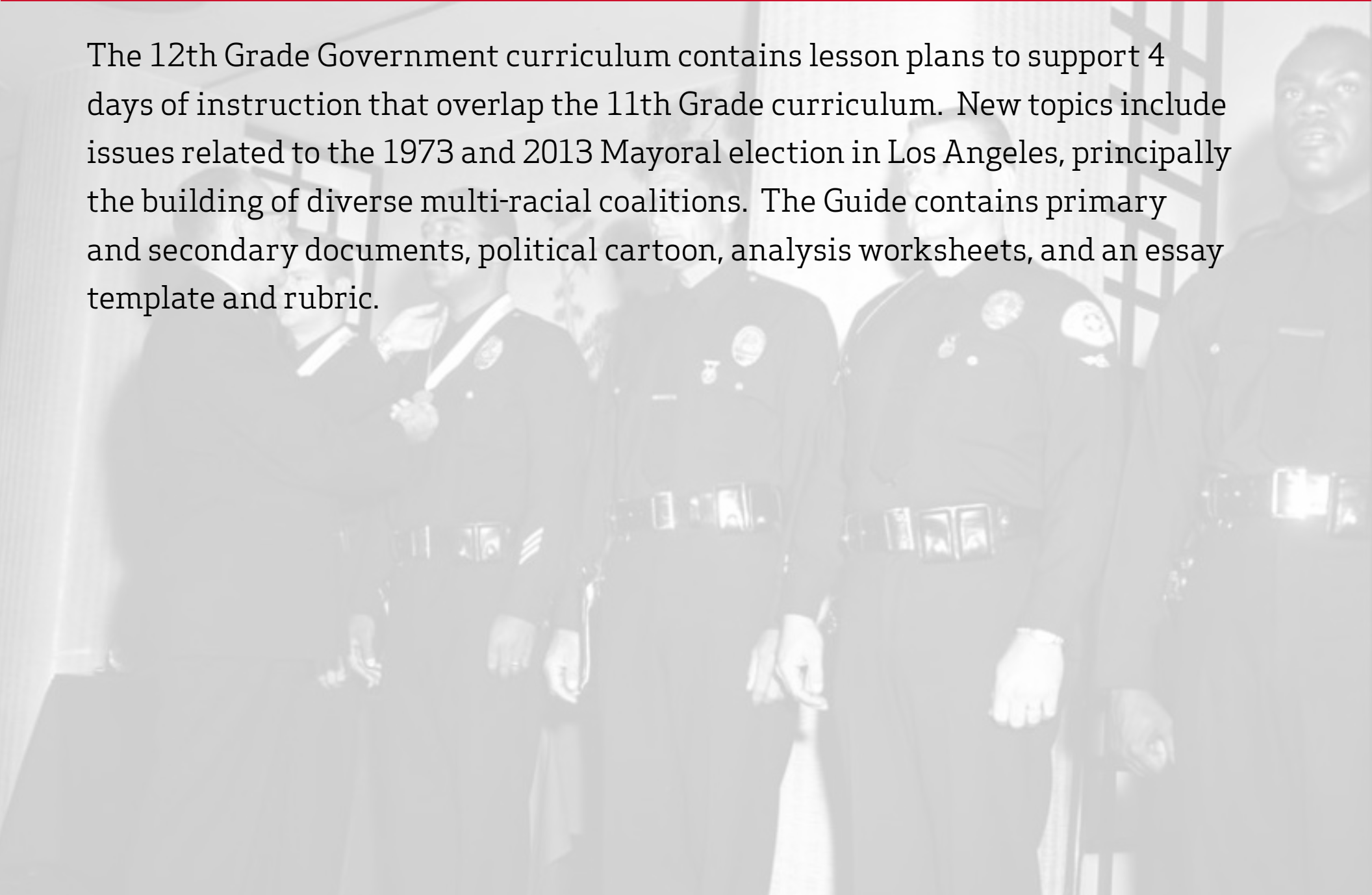
Designed by Sandra Line, the curriculum that accompanies the first film, the educational documentary, consists of a 67-page set of lessons for 11th grade history classes, a 47-page set of lessons for 12th grade government classes, and a 37-page Comprehensive Discussion Guide.

The 11th grade history curriculum contains lesson plans to support 4 days of instruction, including Bradley's biography, housing segregation and discrimination in Los Angeles during the 1950s and 1960s, and the 1965 civil disturbances in Watts. The Guide contains primary documents such as a 33-page testimony of then Councilman Bradley on the Watts Riots, secondary documents such as newspaper articles, graphic organizers, analysis worksheets, and an essay template and rubric.

## ***TOM BRADLEY'S IMPOSSIBLE DREAM (CONT.):***

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The 12th Grade Government curriculum contains lesson plans to support 4 days of instruction that overlap the 11th Grade curriculum. New topics include issues related to the 1973 and 2013 Mayoral election in Los Angeles, principally the building of diverse multi-racial coalitions. The Guide contains primary and secondary documents, political cartoon, analysis worksheets, and an essay template and rubric.



## ***BRIDGING THE DIVIDE:***

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***This second, longer film originally shown on PBS, is available on DVD or can be streamed:***

- On the website, [www.mayortombradley.com/educational](http://www.mayortombradley.com/educational), it can be viewed using the Vimeo video player.
- The DVD can be ordered and purchased for \$29.95 for home video/personal use, but libraries, colleges and other community organization must purchase a more expensive version and public performance license.
- If the user is a member of the Los Angeles Public Library, or a student or faculty members at a listed institution, the video can be streamed. Instructions are on the website.

## ***BRIDGING THE DIVIDE (CONT.):***

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Designed by Sandra Line, this comprehensive guide includes a biography and chronology of Tom Bradley's life and a chronology of events in L.A. and California. A Key Themes section covers the most profound issues raised: how he was able to reassure whites that he was not threatening, his evolving relationship with the African American community, the experience of African Americans in Los Angeles, multi-racial coalitions in politics, and the police and minority communities.

Teachers and students may also explore:

Payne, J. G. and Ratzan, S.C. (1986). Tom Bradley: the impossible dream: a biography. Santa Monica, CA: Roundtable Publishing.





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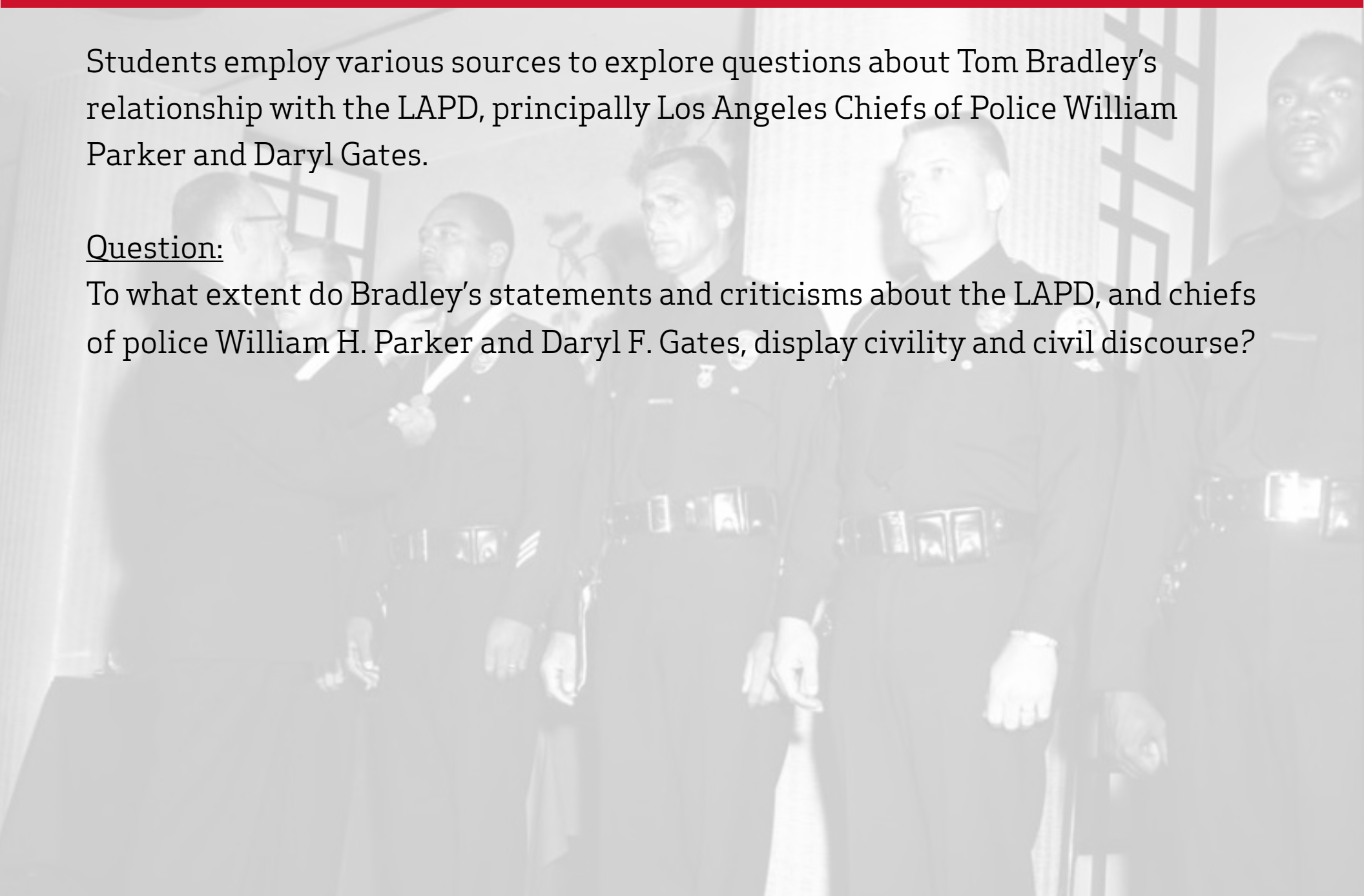
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## 6. LESSON: Tom Bradley, the LAPD, and the QUESTION of CIVILITY:

Students employ various sources to explore questions about Tom Bradley's relationship with the LAPD, principally Los Angeles Chiefs of Police William Parker and Daryl Gates.

### Question:

To what extent do Bradley's statements and criticisms about the LAPD, and chiefs of police William H. Parker and Daryl F. Gates, display civility and civil discourse?





## DOCUMENT 1:

Repking, Ryan, *"The Political and Personal Tension between Tom Bradley and Daryl Gates"* (2013). Awards for Excellence in Student Research & Creative Activity - Documents. Paper 3.

[http://thekeep.eiu.edu/lib\\_awards\\_2013\\_docs/3](http://thekeep.eiu.edu/lib_awards_2013_docs/3)

Retrieved from:

[http://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1002&context=lib\\_awards\\_2013\\_docs](http://thekeep.eiu.edu/cgi/viewcontent.cgi?article=1002&context=lib_awards_2013_docs)

The above is a paper by a student at Eastern Illinois University, drawing from multiple sources listed on pages 17-19, principal among them Documents 2 and 3 below.

## DOCUMENT 1 (CONT.):

This paper by Ryan Repking includes the following key sections:

The political and personal tension between Bradley and Gates, p. 2

*"...they had a rocky relationship, and people have often speculated that Gates perceived Bradley as a political show boat that never really supported the police..."*

A sharecropper's son, p. 2

*"...Bradley was...born on December 29, 1917, in Calvert, Texas..."*

I didn't see the need for any police at all, p. 6

*"...Gates...was born on August 30, 1926, in Glendale, California..."*



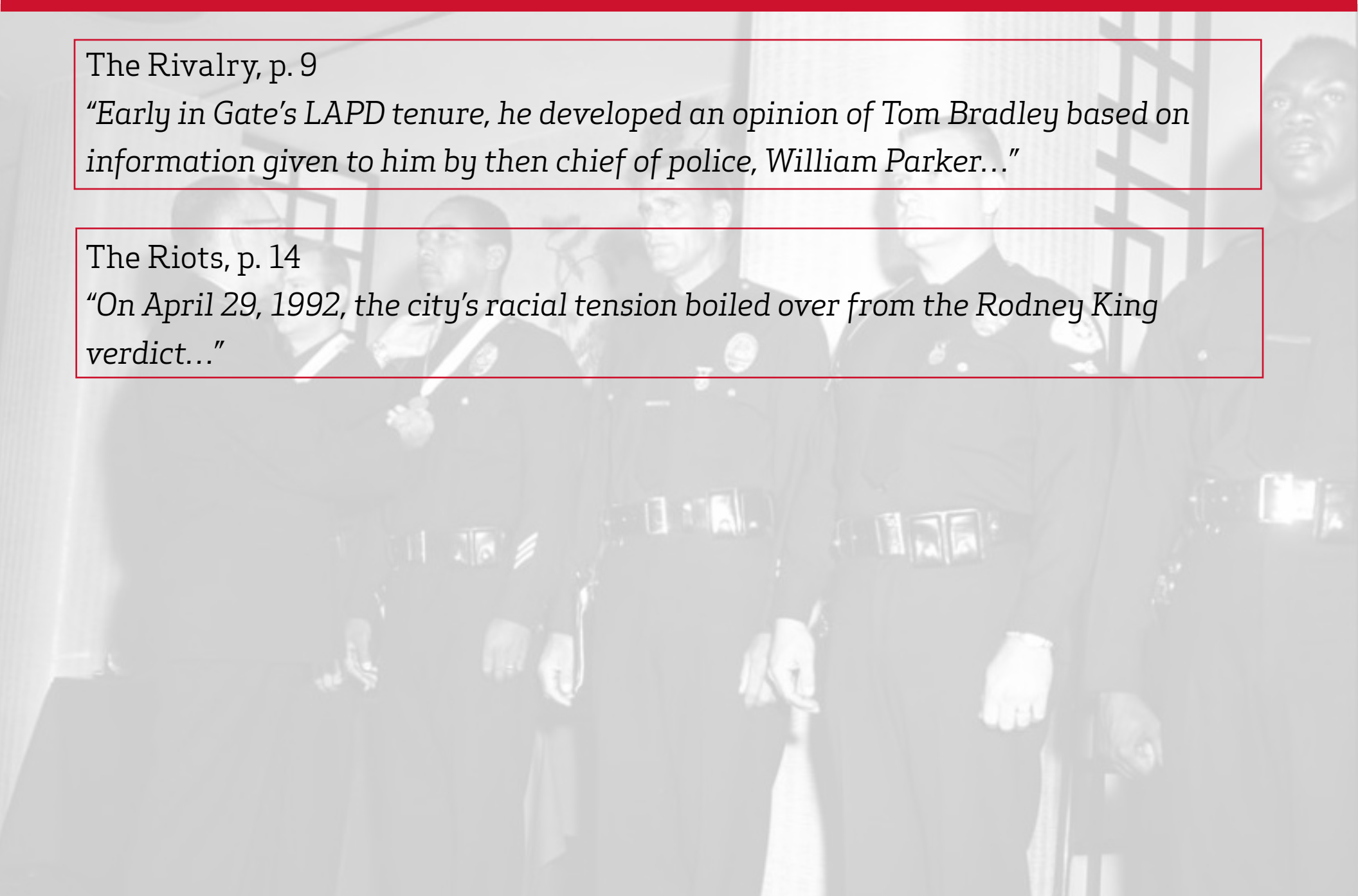
## DOCUMENT 1 (CONT.):

The Rivalry, p. 9

*“Early in Gate’s LAPD tenure, he developed an opinion of Tom Bradley based on information given to him by then chief of police, William Parker...”*

The Riots, p. 14

*“On April 29, 1992, the city’s racial tension boiled over from the Rodney King verdict...”*



## DOCUMENT 2:

Gates, D. F., and Shah, D. K. (1992). Chief: My life in the LAPD. New York, NY: Bantam Books.

The above are the memoirs of the LAPD of Darryl F. Gates

Chapter 1 – Streetfighter, pp. 5-15

*“...I punched one cop, and my buddy punched the other one. And we all ended up in the Highland Park jail.”*

Chapter 20 – To Protect and To Serve, pp. 306-309

*“Crime Prevention Starts with Kids and Community-oriented Policing”*

## DOCUMENT 2 (CONT.):

Chapter 21 – Outrage, pp. 322-336

*“...the room attacked me. Reciting a litany of pejoratives—bigot and racist got a bit overworked, I thought—these people disregarded all decorum and civility... Many people have this picture of the mayor as a brilliant man, a great leader who loves the city, has the highest moral principles...but not anymore.”*

Chapter 22 – The Long Goodbye, pp. 337-341

*“I was being a jerk, calling the mayor names, like a little kid...Even in spite of that, Tom Bradley extended his hand. But the gesture, like the words he spoke, meant nothing—nothing at all.”*

## DOCUMENT 3:

Payne, J. G. and Ratzan, S. C. (1986). Tom Bradley: The Impossible Dream. Santa Monica, CA: Roundtable Publishing Inc.

The above is a biography of Mayor Tom Bradley.

Chapter 1 – The Birth of the Dream pg. 10

*“Bradley says today that the deepest and fondest memories he has of his youth have to do with the relationship he enjoyed with this mother.”*

Chapter 2 – Tom’s Key to Success pg. 19-20

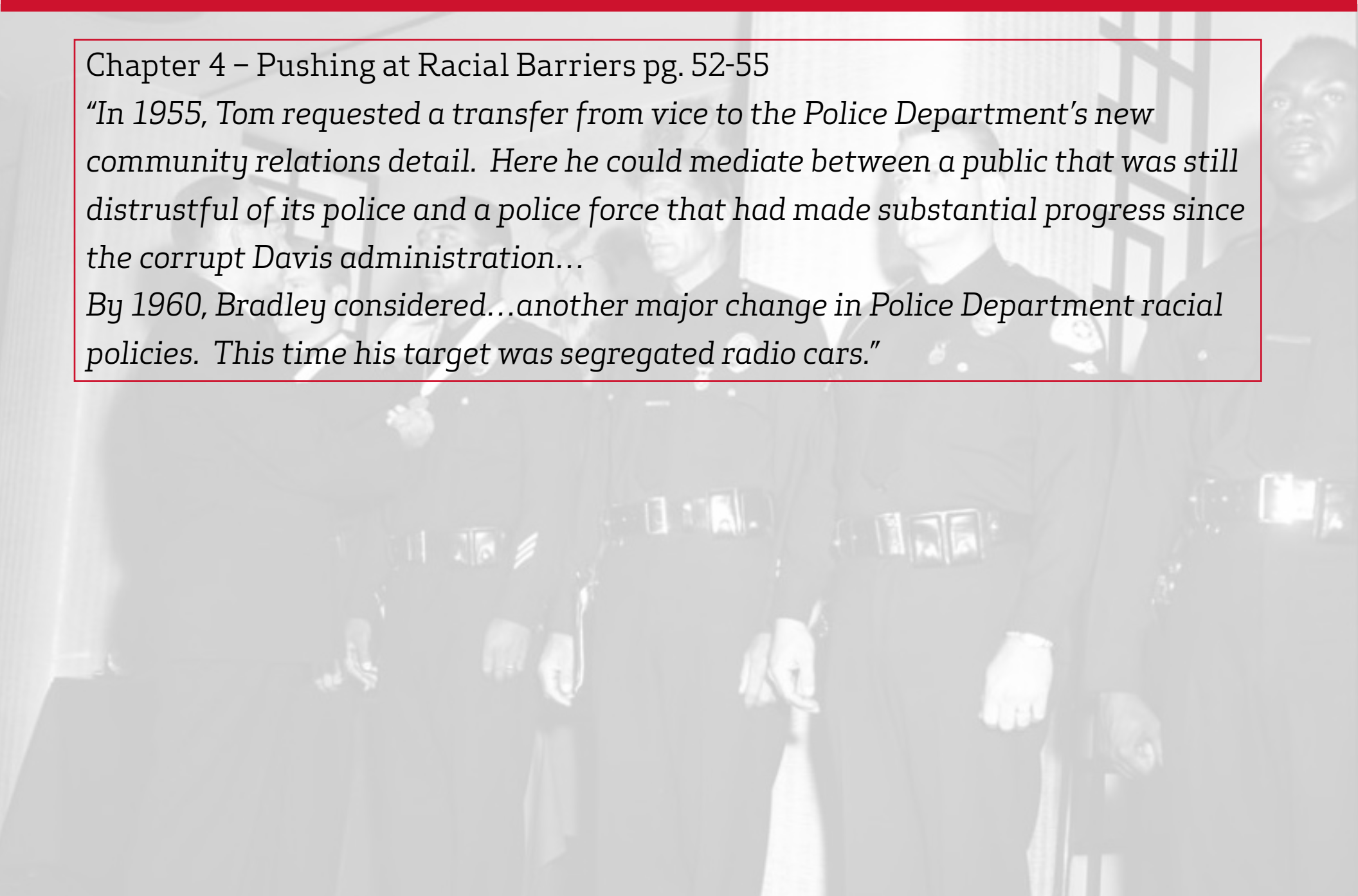
*“...one of only 113 blacks and a smattering of Hispanics and Asians in a student population of 1,300...Bradley’s ability to analyze the situation, to empathize with the various points of view, and to facilitate communication among them was recognized by school officials.”*

## DOCUMENT 3 (CONT.):

Chapter 4 – Pushing at Racial Barriers pg. 52-55

*“In 1955, Tom requested a transfer from vice to the Police Department’s new community relations detail. Here he could mediate between a public that was still distrustful of its police and a police force that had made substantial progress since the corrupt Davis administration...”*

*By 1960, Bradley considered...another major change in Police Department racial policies. This time his target was segregated radio cars.”*







## 7. ACTIVITY: Bradley's Criticisms of LAPD Policing of Minority Communities

### *Are the police civil toward people of color?*

Students focus on pp. 13-18 of the 33-page testimony of Councilman Bradley found in the 11th grade history curriculum([link: www.mayortombradley.com/educational](http://www.mayortombradley.com/educational)) of the Impossible Dream film cited above.

This testimony is found: starts on page 34/67 page pdf

Title: *Addendum A-Testimony Before the Governor's Commission on the Los Angeles Riots*

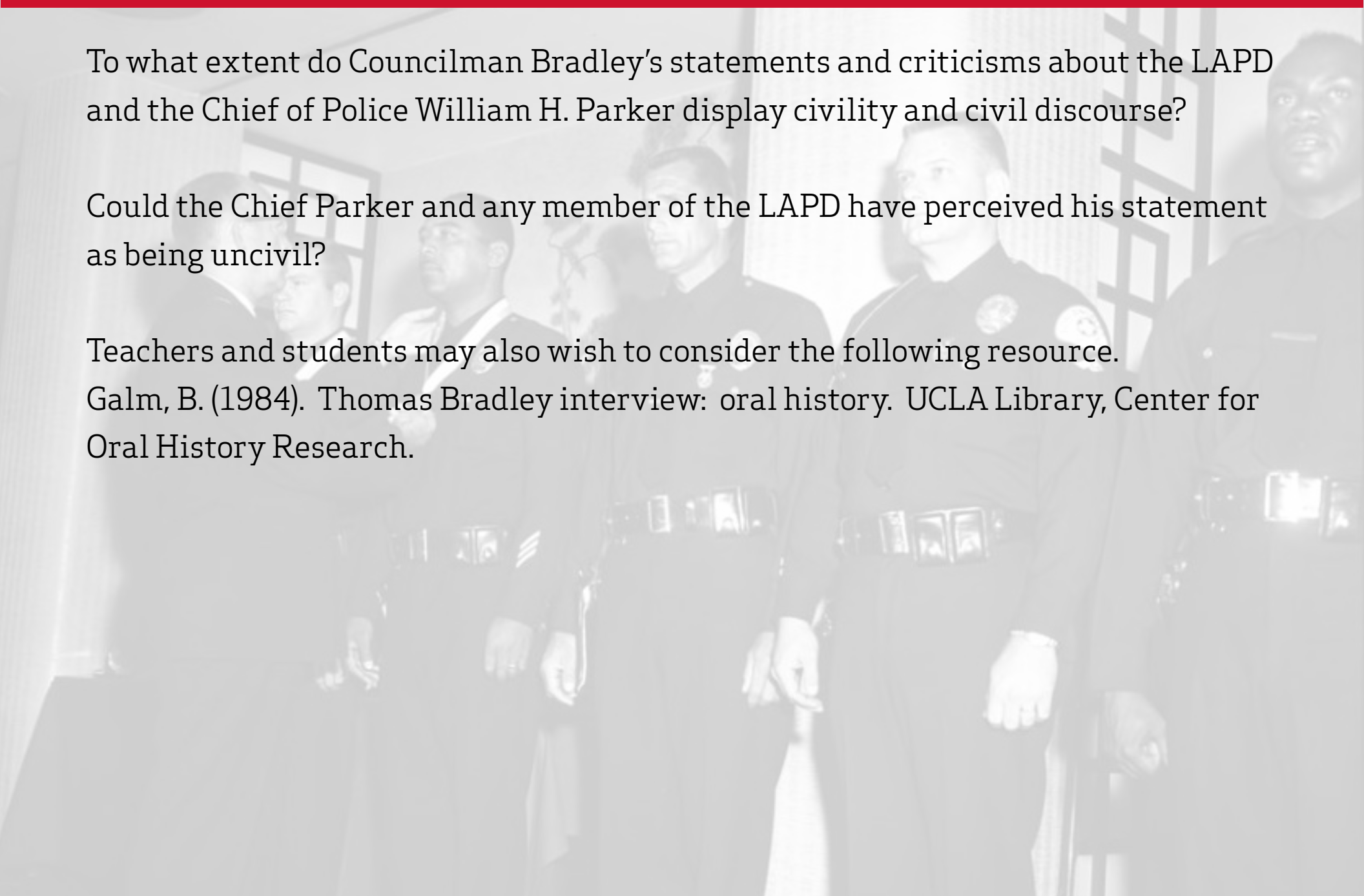
## 7. ACTIVITY: Bradley's Criticisms of LAPD Policing of Minority Communities (cont.):

To what extent do Councilman Bradley's statements and criticisms about the LAPD and the Chief of Police William H. Parker display civility and civil discourse?

Could the Chief Parker and any member of the LAPD have perceived his statement as being uncivil?

Teachers and students may also wish to consider the following resource.

Galm, B. (1984). Thomas Bradley interview: oral history. UCLA Library, Center for Oral History Research.





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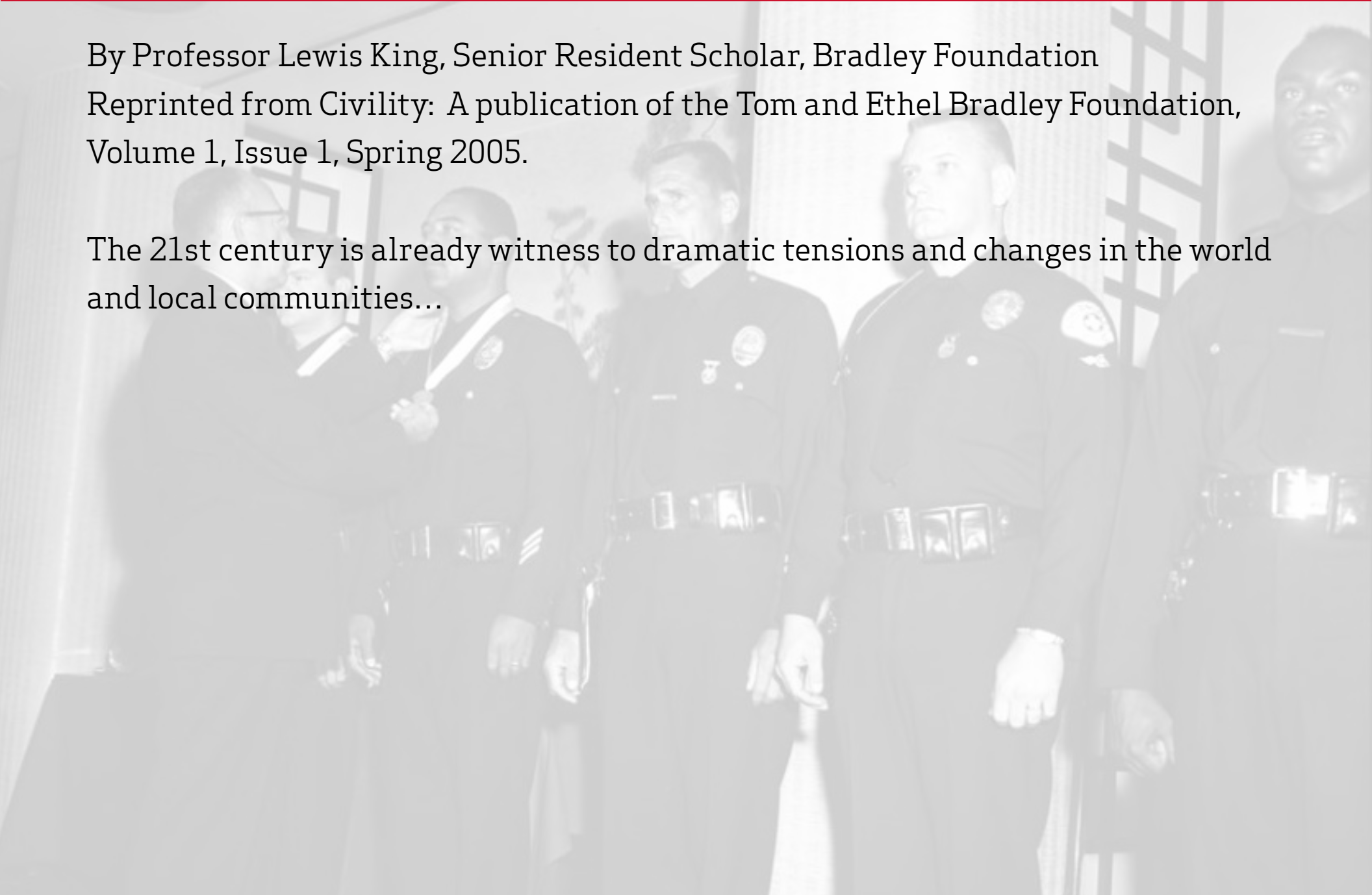
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## 8. ON THE QUESTION ON CIVILITY:

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By Professor Lewis King, Senior Resident Scholar, Bradley Foundation  
Reprinted from Civility: A publication of the Tom and Ethel Bradley Foundation,  
Volume 1, Issue 1, Spring 2005.

The 21st century is already witness to dramatic tensions and changes in the world  
and local communities...





# DOCUMENT 4:

## ON THE QUESTION OF CIVILITY

By Professor Lewis King, Senior Scholar, Bradley Foundation



The 21st century is already witness to dramatic tensions and changes in the world and local communities, the nature of work, the erosion of democracy, the threats to national security and ensuing from this - the role of citizens. Simply put, we are in a struggle to redefine the nature of community. The failure of international communities to have reasoned discourse on global problems, the threats of terrorism, continued violence at all levels, and the rise in depression, are all directly attributable to the decline in civil society. This is most notable in the breakdown of family life and the demise of community-based organizations that promote civic virtue, social responsibility and community problem solving - the hallmarks of civility. How can we recover this civility?

We generally have an intuitive understanding of 'civility' as an idea based on an assumption of 'good manners' inculcated by parents. In fact the historical definition of 'civility' centers on the notion of manners. As society grew more complex and diverse we have not stopped to address this core issue of bringing people together in the interest of the common good. In fact, the opposite has happened in American life. Significant social and technological events in the life of America over the last 60 years have exposed the central failure of America to address a common purpose and national consensus on what it means to be a citizen. Among the most profound of these major social events have been the movements for social justice and equal opportunity for all, persistent waves of migration from around the world and the calculated actions of national government to cover-up information and mislead the public about major events-Viet Nam, Watergate, Iraq, Enron as examples. Among the technological events have been the rise in information technology (electronic devices, wired and wireless), the access to information resources (from Internet to Television via satellite) and transportation - fast cars, air travel and commerce.

A recent report (2002) of the Commission from the University of Pennsylvania identified three deficiencies that influence public behavior and the role of citizens: A Failure of Leadership, in the continuing dialogue between and among leaders and constituencies/communities; The Fragmentation of Communities, in which race, class, ideology, ethnicity, and special interests divide and sub-divide rather than unify civic life; and a Culture of Intolerance, expressed in the incivility, intolerance, and ideological polarization that dominate our public discourse.

The time has come for both citizens and corporations to directly address the fundamental problems facing the state - rebuilding our fraying democracy, the responsibilities of leaders, and the roles of the public and public cultures in times of crisis, conflict and rapid change. It is a task requiring that we draw not only on Alexis de Tocqueville's civic republicanism as a model but, on civility as espoused by Martin Luther King's 'beloved community'.

Now at the dawning of the 21st century we suggest that the most critical question facing our American Union is the question of the meaning of what it is to be a citizen, for there can be no community without civility and the role of citizen. The Bradley Foundation has as its mission - education for civility - an Intentional Civility Project. It is a civility project charged with the task of developing and transferring evidence-based processes and strategies to impact on citizen responsibility and the strengthening of our democracy. Our goal is to develop the capacity and to demonstrate the efficacy of teaching and preparing youth for responsible citizenship.

Our primary approach is through the method of Intentional Civility (King, 2002). Central to this approach is the process of 'intentional' learning of how to work together. This intentional learning consists of specific cognitive processes that can be taught similar to how one learns, as an apprentice learns, to use tools. To learn to use tools as practitioners use them, a citizen, like an apprentice, must enter that community and its culture. Thus, in a similar way, our model of Intentional Civility is focused on preparing citizens for critical participatory responsibility as citizens of high technology, information driven 21st Century community. In the method, a practice of learning through active involvement and participation of citizens in community-based problem solving drives the development of the cognitive processes. This depends on a series of conditions/ factors, such as: feeling a sense of belonging to the community, developing mutual understanding and a sense of solidarity. To that end, citizens, particularly youth and emerging young adults, should have the opportunity to act together, to exchange ideas and experiences about America and about themselves. In the midst of migrants escaping from poverty and war, in the drive for money and materialism, the added value of citizenship must be understood. The impact on young adults is the renewal of responsible participation in community. The impact on community is improved social discourse to boost our democracy and new citizens for community service leadership in a society dominated by the rapid advancement of science, technology and business.







Councilman Bradley Swearing In, Los Angeles 1963



Medal of Valor, Los Angeles 1962



Ernie Barns Signs Autographs at Olympic Ticket Center, Los Angeles 1984



Marilyn White and Tom Bradley, Los Angeles, 1963



Police Officers, Los Angeles 1962



Policeman's Retirement Event, Los Angeles 1962



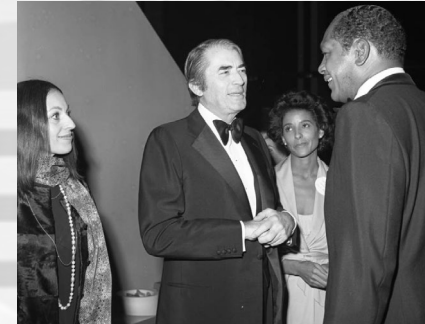
Watts Riots, Los Angeles 1965



Bayard\_Rustin and Tom Bradley, Los Angeles 1973



Tom Bradley, Los Angeles 1969



Tom Bradley Dinner, Los Angeles 1974



Muhammad Ali and Tom Bradley, Los Angeles



Tom Bradley Campaign, Los Angeles 1969



Wives of Bread and Bar, Los Angeles 1963



Tom Bradley, Los Angeles 1963

## 10. CITATIONS:

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Miller, L. (1967). *The petitioners: The story of the Supreme Court of the United States and the Negro*. Cleveland, OH: World Publishers. P. 321.

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Sides, J. (2003). *L.A. City Limits: African American Los Angeles from the Great Depression to the present*. Berkeley, CA: University of California Press.